



## Strategies for **supporting pupils** with **Special Educational Needs and Disabilities** in **PE lessons**.

Individual Need	Here's how we help .....
<b>Attention Deficit Hyperactivity Disorder</b>	<ul style="list-style-type: none"> <li>• Reinforce instructions on what to do during a PE session / activity.</li> <li>• Be explicit about the rules of a game.</li> <li>• Minimise distractions.</li> </ul>
<b>Anxiety</b>	<ul style="list-style-type: none"> <li>• Discuss with the child how to get into the building from outside if they need to use the toilet during a lesson.</li> <li>• Prior to the lesson, discuss what PE equipment is going to be used.</li> <li>• Where possible, the child will work in the same group / team for each session.</li> </ul>
<b>Autism Spectrum Disorder</b>	<ul style="list-style-type: none"> <li>• Teacher / TA to discuss what the PE session will involve and what equipment will be used.</li> <li>• Where possible, the child will work in the same group / team for each session.</li> <li>• Provide opportunities to handle the equipment prior to lessons.</li> <li>• Ensure instructions are considered and manageable.</li> </ul>
<b>Dyscalculia</b>	<ul style="list-style-type: none"> <li>• Allow opportunity to repeat an activity/instruction so the child is able to process, store it their long-term memory and recall it.</li> </ul>
<b>Dyslexia</b>	<ul style="list-style-type: none"> <li>• Ensure any written instructions are reinforced verbally or with visuals.</li> <li>• Ensure the child understands the language you have used in instructions (eg: positional or special language).</li> <li>• Give instructions clearly and slowly. Repeat one to one if necessary.</li> <li>• Check with the child that they have understood what the instruction is.</li> <li>• Demonstrate movements / skills so that the child can see what they look like.</li> </ul>
<b>Dyspraxia</b>	<ul style="list-style-type: none"> <li>• Consider the equipment being used in a PE lesson and provide alternatives where necessary.</li> <li>• Allow the child additional time to get change into PE kit.</li> <li>• Reinforce instructions on what to do during a PE session / activity.</li> <li>• Be explicit about the rules of a game.</li> </ul>
<b>Hearing Impairment</b>	<ul style="list-style-type: none"> <li>• Consider the use of inclusive PE equipment (e.g. balls containing bells).</li> <li>• Give instructions prior to moving outside or into a hall space where there may be additional background noise/echo.</li> </ul>

<p><b>Toileting Issues</b></p>	<ul style="list-style-type: none"> <li>• Discuss with the child how to get into the building from outside if they need to use the toilet during a lesson. Walk them through how to get to the toilet from an outside space and time how long it takes.</li> <li>• Be mindful of using bending and stretching movements within PE lessons and ensure that this isn't uncomfortable for the child.</li> </ul>
<p><b>Cognition and Learning Challenges</b></p>	<ul style="list-style-type: none"> <li>• Provide a picture of the PE activity prior to the lesson so that the child has a better understanding when being told verbally (visual timetable).</li> <li>• Demonstrate movements / skills so that the child can see what they look like.</li> </ul>
<p><b>Speech, Language &amp; Communication Needs</b></p>	<ul style="list-style-type: none"> <li>• Ensure that the child knows what terms are being used within PE lessons as some may be unfamiliar.</li> <li>• Provide a picture of the PE activity prior to the lesson so that the child has a better understanding when being told verbally.</li> <li>• Demonstrate movements / skills so that the child can see what they look like.</li> </ul>
<p><b>Tourette Syndrome</b></p>	<ul style="list-style-type: none"> <li>• Provide opportunities to handle the equipment prior to lessons so that the child has experienced the feel &amp; texture of the equipment.</li> </ul>
<p><b>Experienced Trauma</b></p>	<ul style="list-style-type: none"> <li>• The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand my emotions and behaviour.</li> <li>• Before the lesson, come up with strategies for if difficulties occur during the lesson, and ways these can be overcome, reminding children that learning is about trial and error.</li> <li>• Use simple, specific instructions that are clear to understand, and deliver these slowly.</li> </ul>
<p><b>Visual Impairment</b></p>	<ul style="list-style-type: none"> <li>• Consider the use of inclusive PE equipment (e.g. oversized/lighter balls).</li> <li>• Ensure children who suffer from visual impairment are included in the process of identifying suitable equipment.</li> <li>• Child to spend time prior to PE lessons in the space that is to be used to get a sense of the surroundings.</li> </ul>