



## Strategies for supporting pupils with Special Educational Needs and Disabilities in Physical Education lessons

Broad area of need	Specific area of need	Here's how we will help
<b>Communication and Interaction</b>	<b>Speech, Language &amp; Communication Needs</b>	<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>
	<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> </ul>
	<b>Tourette's Syndrome</b>	<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>
<b>Cognition and Learning</b>	<b>Cognition and Learning Challenges</b>	<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</li> <li>• Demonstrate movements / skills so that the child can see what they look like</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</li> </ul>

<b>Cognition and Learning</b>		<p>have used in instructions (eg: positional or special language)</p> <ul style="list-style-type: none"> <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 to get changed into PE kit before the rest of the class</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>Dyscalculia</b>	<ul style="list-style-type: none"> <li>• Provide written instructions, printed diagrams and personalised worksheets with a worked example for the child to follow</li> <li>• Allow opportunity to repeat an activity so the child is able to process, store it their long term memory and recall it</li> </ul>
<b>Social, Emotional and Mental Health</b>	<b>Experienced Trauma</b>	<ul style="list-style-type: none"> <li>• The <b>PACE</b> 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>
	<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> </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>Sensory and / or Physical Needs</b>	<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>
	<b>Visual Impairment</b>	<ul style="list-style-type: none"> <li>• Consider the use of inclusive PE equipment (e.g. oversized/lighter balls)</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>
	<b>Toileting Issues</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>• 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>