



Strategies for supporting pupils with Special Educational Needs and Disabilities in Physical Education (PE) lessons.

	Here's how we will help.
Attention Deficit Hyperactivity Disorder	<ul style="list-style-type: none"> • Reinforce instructions on what to do during a PE session / activity • Be explicit about the rules of a game
Anxiety	<ul style="list-style-type: none"> • Discuss with the child how to get into the building from outside if they need to use the toilet during a lesson • Prior to the lesson, discuss what PE equipment is going to be used • Where possible, the child will work in the same group / team for each session
Autism Spectrum Disorder	<ul style="list-style-type: none"> • Teacher / TA to discuss what the PE session will involve and what equipment will be used • Where possible, the child will work in the same group / team for each session • Provide opportunities to handle the equipment prior to lessons
Dyscalculia	<ul style="list-style-type: none"> • Provide written instructions, printed diagrams and personalised worksheets with a worked example for the child to follow • Allow opportunity to repeat an activity so the child is able to process, store it in their long term memory and recall it

Dyslexia

- Ensure any written instructions are reinforced verbally or with visuals
- Ensure the child understands the language you have used in instructions (eg: positional or special language)
- Give instructions clearly and slowly. Repeat one to one if necessary
Check with the child that they have understood what the instruction is
- Demonstrate movements / skills so that the child can see what they look like

Dyspraxia

- Consider the equipment being used in a PE lesson and provide alternatives where necessary
- Allow the child to get changed into PE kit before the rest of the class
- Reinforce instructions on what to do during a PE session / activity
- Be explicit about the rules of a game

Hearing Impairment

- Consider the use of inclusive PE equipment (e.g. balls containing bells)
- Give instructions prior to moving outside or into a hall space where there may be additional background noise/echo

Toileting Issues

- 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
- Be mindful of using bending and stretching movements within PE lessons and ensure that this isn't uncomfortable for the child

Cognition and Learning Challenges

- Provide a picture of the PE activity prior to the lesson so that the child has a better understanding when being told verbally
- Demonstrate movements / skills so that the child can see what they look like

Speech, Language & Communication Needs

- Ensure that the child knows what terms are being used within PE lessons as some may be unfamiliar
- Provide a picture of the PE activity prior to the lesson so that the child has a better understanding when being told verbally
- Demonstrate movements / skills so that the child can see what they look like

Tourette Syndrome

- Provide opportunities to handle the equipment prior to lessons so that the child has experienced the feel & texture of the equipment

Experienced Trauma

- The **PACE** approach should be used, using playfulness, acceptance, curiosity and empathy to understand my emotions and behaviour
- 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
- Use simple, specific instructions that are clear to understand, and deliver these slowly

Visual Impairment

- Consider the use of inclusive PE equipment (e.g. oversized/lighter balls)
- Child to spend time prior to PE lessons in the space that is to be used to get a sense of the surroundings