

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

Individual Need	Here's how we help everyone flourish...
Attention Deficit Hyperactivity Disorder	✓ Reinforce instructions on what to do during a PE session / activity ✓ Be explicit about the rules of a game ✓ Minimise distractions
Anxiety	✓ 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	✓ 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 ✓ Ensure instructions are considered and manageable
Dyscalculia	✓ Allow opportunity to repeat an activity instructions so the child is able to process, store it 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 additional time to get change into PE kit ✓ Reinforce instructions on what to do during a PE session / activity ✓ Be explicit about the rules of a game ✓ Use of FunFit sessions tailored to the child's needs.
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 ✓ Use of hand signals rather than a whistle to e.g, start a race.
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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 ✓ Use of thumb up system so the child does not need to ask to go to the toilet.
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 (visual timetable) ✓ 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) ✓ Ensure children who suffer from visual impairment are included in the process of identifying suitable equipment ✓ Child to spend time prior to PE lessons in the space that is to be used to get a sense of the surroundings