



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

Individual Need	Here's how we help everyone shine...
Attention Deficit Hyperactivity Disorder	<ul style="list-style-type: none"> • Reinforce instructions on what to do during a PE activity • Be explicit about the rules of a game • Minimise distractions
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 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 for each session • Provide opportunities to handle the equipment prior to lessons • Ensure instructions are considered and manageable
Dyscalculia	<ul style="list-style-type: none"> • Allow opportunities to repeat instructions so the child is able to process, store it their long-term memory and recall it
Dyslexia	<ul style="list-style-type: none"> • Ensure any written instructions are reinforced verbally or with visuals • Ensure the child understands the language you have used in instructions (e.g. positional or special language) • Give instructions clearly and slowly. Repeat one-to-one if necessary • Check with the child that they have understood the instruction, asking them to repeat it back to you • Demonstrate movements/skills so that the child can see what they look like
Dyspraxia	<ul style="list-style-type: none"> • Consider the equipment being used in a PE lesson and provide alternatives where necessary • Allow the child additional time to get changed into PE kit • Reinforce instructions on what to do during a PE activity • Be explicit about the rules of a game
Hearing Impairment	<ul style="list-style-type: none"> • Consider the use of inclusive PE equipment (e.g. balls containing bells) • Give instructions prior to moving outside or into an open space where there may be additional background noise/echo. Wear the child's radio aid.

<p>Toileting Issues</p>	<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. 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
<p>Cognition and Learning Challenges</p>	<ul style="list-style-type: none"> • Provide a picture of the PE activity prior to the lesson so that the child has a better understanding when being told verbally. This could be through a visual timetable. • Demonstrate movements/skills so that the child can see what they look like
<p>Speech, Language & Communication Needs</p>	<ul style="list-style-type: none"> • Ensure that the child knows what terms are being used within PE lessons, as some may be unfamiliar. Pre-teach. • 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
<p>Tourette Syndrome</p>	<ul style="list-style-type: none"> • Provide opportunities to handle the equipment prior to lessons so that the child has experienced the feel and texture of the equipment
<p>Experienced Trauma</p>	<ul style="list-style-type: none"> • The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand emotions and behaviour • Before the lesson, come up with strategies in case 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
<p>Visual Impairment</p>	<ul style="list-style-type: none"> • Consider the use of inclusive PE equipment (e.g. oversized/lighter balls) • Ensure children with a 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