



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

Individual Need	Here's how we can help everyone learn...
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. ✓ 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/team for each session.
Autistic 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. ✓ Ensure instructions are considered and manageable.
Dyscalculia	<ul style="list-style-type: none"> ✓ Allow opportunity to repeat an activity 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.

	<ul style="list-style-type: none"> ✓ 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	<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 change into PE kit.
Hearing Impairment	<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. ✓ 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	<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.
Cognition and Learning Challenges	<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 (visual timetable). ✓ Demonstrate movements/skills so that the child can see what they look like.
Speech, Language and Communication Needs	<ul style="list-style-type: none"> ✓ 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.

	<ul style="list-style-type: none"> ✓ Demonstrate movements/skills so that the child can see what they look like.
Tourette Syndrome	<ul style="list-style-type: none"> ✓ Provide opportunities to handle the equipment prior to lessons so that the child has experienced the feel & texture of the equipment.
Experienced Trauma	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ 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.