



## Strategies for supporting pupils with SEND in PE lessons.

Individual Need	Here's how we support everyone...
Attention Deficit Hyperactivity Disorder	<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> <li>• Minimise distractions</li> </ul>
Anxiety	<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>
Autism Spectrum Disorder	<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> <li>• Ensure instructions are considered and manageable</li> </ul>
Dyscalculia	<ul style="list-style-type: none"> <li>• Allow opportunity to repeat activity instructions so the child is able to process, store in their long-term memory and recall</li> </ul>
Dyslexia	<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 have used in instructions (eg: positional or special language)</li> <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> </ul>
Dyspraxia	<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 additional time to get change into PE kit</li> <li>• Reinforce instructions on what to do during a PE session / activity</li> <li>• Be explicit about the rules of a game</li> <li>• Demonstrate movements / skills so that the child can see what they look like</li> </ul>
Hearing Impairment	<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>
Toileting Issues	<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. 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>
Cognition and Learning Challenges	<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 (visual timetable)</li> <li>• Demonstrate movements / skills so that the child can see what they look like</li> </ul>
Speech, Language & Communication Needs	<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>
Tourette Syndrome	<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>

Experienced Trauma	<ul style="list-style-type: none"> <li>• The PACE 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>
Visual Impairment	<ul style="list-style-type: none"> <li>• Consider the use of inclusive PE equipment (e.g. oversized/lighter balls)</li> <li>• Ensure children who suffer from visual impairment are included in the process of identifying suitable equipment</li> <li>• Child to spend time prior to PE lessons in the space that is to be used to get a sense of the surrounding</li> </ul>