

Strategies for supporting pupils with SEND in PE lessons.

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| **Individual Need** | **Here’s how we support everyone…** |
| **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
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| **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
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| **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
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| **Dyscalculia** | ✓ Allow opportunity to repeat activity instructions so the child is able to process, store in their long-term memory and recall. |
| **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
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| **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
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| **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
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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
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| **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
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| **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
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| **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
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| **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
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