



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"> ✓ 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
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 / 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 activity instructions so the child is able to process, store in their long-term memory and recall.
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 (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	<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 ✓ Reinforce instructions on what to do during a PE session / 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 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 Walkthem 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 uncomfortablefor 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 toldverbally (visual timetable)✓ Demonstrate movements / skills so that the child can see what they look like
Speech, Language & Communication Needs	<ul style="list-style-type: none">✓ Ensure that the child knows what terms are being usedwithin 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 toldverbally✓ 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 myemotions 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