Diagram

Description automatically generatedSt Erme with Trispen Community Primary School

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

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| **Individual Need** | **Here’s how we help everyone to grow in Confidence, Knowledge and Creativity** |
| **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 |
| **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 |
| **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 |
| **Dyscalculia** | * Allow opportunity to repeat an activity instructions so the   child is able to process, store it their long-term memory and recall it |
| **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 |
| **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 |
| **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 |
| **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 |
| **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 |
| **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 |
| **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 |