



St Erme with Trispen Community Primary School

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

Individual Need	Here's how we help everyone to grow in Confidence, Knowledge and Creativity
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 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 (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

<p>Hearing Impairment</p>	<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
<p>Toileting Issues</p>	<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
<p>Cognition and Learning Challenges</p>	<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
<p>Speech, Language & Communication Needs</p>	<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 ✓ Demonstrate movements / skills so that the child can see what they look like
<p>Tourette Syndrome</p>	<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
<p>Experienced Trauma</p>	<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
<p>Visual Impairment</p>	<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