



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

| Individual Need | Here's how we can help everyone learn... |
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| Attention Deficit Hyperactivity Disorder | <ul style="list-style-type: none"> Due to its hands-on nature, PE is an excellent subject for children with ADHD as it is an area they can excel within. Ensure all resources are available for the children to explore prior to the lesson and, if support is needed to allow access to materials e.g. balls, rackets etc, ensure the teacher or a TA is available. Children to come to school dressed for PE lessons on the days these take place. During PE lessons, give clear rules to follow for safety and focus for the lesson. Accept that being outside the classroom is exciting but remain firm that the learning objective is the focus. Allow time-out within the area of learning where the child can calm down if needed – agree this space with the child as required. There are lots of opportunities within PE for group work – depending on the child, ensure they have a 'role' within the group and plan additional resources in case a pupil needs to work independently (regardless of needs prior to the lesson, the provision of individual learning within a planned group session should also be considered in case any child within the class is struggling). |
| Anxiety | <ul style="list-style-type: none"> Most strategies for helping those with anxiety will be the same within PE – knowing the child will help, of course, and ensuring pre-teach is used where helpful. Reassurance, especially for teamwork or team games. Providing the opportunity for small group work with Teacher or TA |

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| | <p>support.</p> <ul style="list-style-type: none"> Time out or a short break if required. |
| Autistic Spectrum Disorder | <ul style="list-style-type: none"> PE lessons can be overwhelming for some children due to the changing nature of lessons – allow children time and space if they are overwhelmed. Some children may have definite ideas based on their working in teams or 'winning'. Social stories might be needed to help prepare children for this aspect of PE or games. Break skills down into small steps clearly demonstrating how to complete activities. |
| Dyscalculia | <ul style="list-style-type: none"> Physical resources, properly demonstrated, to be used. Lots of practise and repetition of skills being demonstrated. Skills broken down into small steps. |
| Dyslexia | <ul style="list-style-type: none"> As well as the best practise for Dyscalculia pupils use videos provided through Complete PE to show and demonstrate skills to be practised. Practise and demonstrate these skills - focus on the physical aspects. |
| Dyspraxia | <ul style="list-style-type: none"> Coordination and balance activities might be more challenging therefore consider a pre teach in addition to lots of opportunities to practise. Demonstrate skills shown and focus on personal best progression of skill rather than competing with other children. |
| Hearing Impairment | <ul style="list-style-type: none"> Pre-teach if required. Demonstrate use of equipment. Visual aids if required. When completing PE lessons, agree a way of ensuring all children know when/where to return to if on school site – if the cue is audio, e.g. whistle, ensure partner/group will give visual cues – we want to encourage independent PE rather than providing TA support where it is not needed. Ensure instructions are understood before the lesson begins and clearly demonstrate skills to be practised. |

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| | <ul style="list-style-type: none"> • Visual aids and word mats to help with vocabulary. |
| Toileting Issues | <ul style="list-style-type: none"> • All children come to school dressed and ready for PE. • Enable unhindered access to toilets when lessons are in the playground / hall. • Allow rest time if needed. |
| Cognition and Learning Challenges | <ul style="list-style-type: none"> • Use video examples and pupil demonstration to show skill being practised. • Demonstrate how to use equipment each time it is used for consistency and processing. • Break down tasks into manageable chunks and demonstrate each step as required. • Step by step instructions. • Group and partner work within PE lessons to help stay on task and provide peer support. |
| Speech, Language and Communication Needs | <ul style="list-style-type: none"> • Visual aids and 'now and next' boards to be used to help explain steps. Use video examples within Complete PE to demonstrate skills. • Demonstrate how to use equipment each time it is used for consistency and processing. • Break down tasks into manageable chunks and demonstrate each step as required. • Step by step instructions with understandable vocabulary. • Group and partner work within PE lessons to help stay on task and provide peer support. |
| Tourette Syndrome | <ul style="list-style-type: none"> • Be aware of tics when using PE equipment. Additional adult support if required. |
| Experienced Trauma | <ul style="list-style-type: none"> • Positive reinforcement and positive atmosphere within lessons. • Social stories might be needed if introducing specific sport focus which might act as a trigger. • Pre-teach if necessary. |
| Visual Impairment | <ul style="list-style-type: none"> • Use interactive whiteboards to demonstrate video clips linked to skill focus. • Give the children time and opportunity to explore through touch, e.g. using textured balls, balls with bells inside. |

- Consider sessions where blindfolds are used with class to promote team-work and shared learning experience.