

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

Individual Need	Here's how we help everyone learn
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, e.g. 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. ballscontaining bells. ✓ Give instructions prior to moving outside or into a hallspace where there may be additional background noise/echo.



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