



Strategies for supporting pupils with Special Educational Needs and Disabilities in Physical Education



Individual Need	Strategies to promote inclusion
Attention Deficit Hyperactivity Disorder (ADHD)	<ul style="list-style-type: none"> • Reinforce instructions during a PE session / activity. • Be explicit about the rules of a game. • Minimise distractions wherever possible. • Praise positive behaviour at each step to encourage low self-esteem.
Autism Spectrum Condition (ASC)	<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 familiar groups / teams. • Provide opportunities to handle the equipment prior to lessons. • Use simple, specific instructions that are clear to understand. • Ensure outcomes are clear, with a clear end point to the lesson, so children know when they have reached this.
Dyscalculia	<ul style="list-style-type: none"> • Allow opportunity to repeat an activity/instruction 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 / physical 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. • Provide additional time where necessary for children to master key physical skills. • 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"> • Adults will discretely check that the child is wearing their hearing aid if required. • Consider the use of inclusive PE equipment depending on hearing impairment. • Give instructions prior to moving outside or into a hall space where there may be additional background noise/echo.
Toileting Needs	<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. • Be mindful of using bending and stretching movements within PE lessons and ensure that this isn't uncomfortable for the child. • Staff to follow guidance in pupil's intimate care plans.
Cognition and Learning Challenges	<ul style="list-style-type: none"> • Demonstrate movements / skills so that the child can see what they look like. • Total recall activities and low-stake quizzes are used frequently to develop cognition and learning in art and promote a deeper understanding of skills.

Speech, Language & Communication Needs	<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.
Tourette Syndrome	<ul style="list-style-type: none"> • Provide opportunities to handle the equipment prior to lessons so that the child feels confident with the feel & texture of the equipment. • Provide short, simple clear instructions.
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Our school's Thrive and jigsaw approach will be used by all adults supporting the child within the 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.
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.