



**Madron  
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Cof E SCHOOL

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

	<b>Here's how we will help.</b>
<b>Attention Deficit Hyperactivity Disorder</b>	<ul style="list-style-type: none"><li>• Reinforce instructions on what to do during a PE session / activity</li><li>• Be explicit about the rules of a game</li><li>• Introduce rules gradually</li><li>• Use visual cues for rules</li></ul>
<b>Anxiety</b>	<ul style="list-style-type: none"><li>• Discuss with the child how to get into the building from outside if they need to use the toilet during a lesson and ensure that children use the toilets before the session</li><li>• Prior to the lesson, discuss what PE equipment is going to be</li></ul>

	<p>used</p> <ul style="list-style-type: none"> <li>• Where possible, the child will work in the same group / team for each session</li> <li>• Prepare the child if there is a new adult or coach leading the session (if necessary, share a photograph)</li> <li>• Prepare the child for swimming lessons with a social story and photographs of the pool, bus, swimming teachers (if necessary)</li> </ul>
<b>Autism Spectrum Disorder</b>	<ul style="list-style-type: none"> <li>• Teacher / TA to discuss what the PE session will involve and what equipment will be used</li> <li>• Where possible, the child will work in the same group / team for each session</li> <li>• Provide opportunities to handle the equipment prior to lessons</li> <li>• Prepare the child if there is a new adult or coach leading the session (if necessary, share a photograph)</li> </ul> <p>Prepare the child for swimming lessons with a social story and photographs of the pool, bus, swimming teachers (if necessary)</p>
<b>Dyscalculia</b>	<ul style="list-style-type: none"> <li>• Provide written instructions, printed diagrams and personalised worksheets with a worked example for the child to follow</li> <li>• Use a video to demonstrate games or drills on the IWB before a session</li> <li>• Use children to demonstrate tasks</li> <li>• Allow opportunity to repeat an activity so the child is able to process, store it their long-term memory and recall it (repeat warm up games and drills frequently to aid meta-cognition)</li> </ul>
<b>Dyslexia</b>	<ul style="list-style-type: none"> <li>• Ensure any written instructions are reinforced verbally or with visuals</li> <li>• Ensure the child understands the language you have used in instructions (eg: positional or special language)</li> <li>• Give instructions clearly and slowly. Repeat one to one if necessary</li> <li>• Check with the child that they have understood what the instruction is</li> <li>• Demonstrate movements / skills so that the child can see what they look like</li> <li>• Limit verbal instructions and use demonstration (particularly in the pool when it is difficult to hear)</li> </ul>
<b>Dyspraxia</b>	<ul style="list-style-type: none"> <li>• Consider the equipment being used in a PE lesson and provide alternatives where necessary (use larger balls, balloons, softer balls, bats with larger surface areas etc)</li> <li>• Allow the child to get changed into PE kit before the rest of the class.</li> </ul>

	<ul style="list-style-type: none"> <li>• Give children extra time to change after swimming</li> <li>• Provide the child with their own changing room and support them with packing their belongings</li> <li>• Reinforce instructions on what to do during a PE session / activity</li> <li>• Be explicit about the rules of a game (introduce rules gradually)</li> </ul>
<b>Hearing Impairment</b>	<ul style="list-style-type: none"> <li>• Consider the use of inclusive PE equipment (e.g., balls containing bells)</li> <li>• Give instructions prior to moving outside or into a hall space where there may be additional background noise/echo (use visuals such as videos on IWB before the lesson)</li> <li>• Give demonstrations</li> <li>• Make eye contact</li> <li>• Repeat instructions clearly and slowly one to one</li> <li>• Make use of hearing aids such as radio mics</li> </ul>
<b>Toileting Issues</b>	<ul style="list-style-type: none"> <li>• Discuss with the child how to get into the building from outside if they need to use the toilet during a lesson</li> <li>• Walk them through how to get to the toilet from an outside space and time how long it takes</li> <li>• Be mindful of using bending and stretching movements within PE lessons and ensure that this isn't uncomfortable for the child</li> <li>• Ensure that the child changes before and after PE</li> <li>• Support children with intimate care if required and ensure privacy from peers when changing (swimming)</li> <li>• Ensure children are wearing the appropriate attire for swimming</li> </ul>
<b>Cognition and Learning Challenges</b>	<ul style="list-style-type: none"> <li>• Provide a picture of the PE activity prior to the lesson so that the child has a better understanding when being told verbally</li> <li>• Make use of video clips on iPad or IWB prior to the lesson and during the lesson</li> <li>• Demonstrate movements / skills so that the child can see what they look like</li> <li>• Limit vocal instructions</li> <li>• Repeat games and warm up activities so that children can process, store it in long term memory and recall it.</li> </ul>
<b>Speech, Language + Communication Needs</b>	<ul style="list-style-type: none"> <li>• Ensure that the child knows what terms are being used within PE lessons as some may be unfamiliar</li> <li>• Provide a picture of the PE activity prior to the lesson so that the child has a better understanding when being told verbally</li> <li>• Demonstrate movements / skills so that the child can see what they look like</li> <li>• Limit vocal instructions and repeat if necessary</li> </ul>

<p><b>Tourette Syndrome</b></p>	<ul style="list-style-type: none"> <li>• <i>Provide opportunities to handle the equipment prior to lessons so that the child has experienced the feel &amp; texture of the equipment</i></li> </ul>
<p><b>Experienced Trauma</b></p>	<ul style="list-style-type: none"> <li>• <i>The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand my emotions and behaviour</i></li> <li>• <i>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</i></li> <li>• <i>Use simple, specific instructions that are clear to understand, and deliver these slowly</i></li> <li>• <i>Prepare children for changes of staff and environment use of social stories and photo books.</i></li> </ul>
<p><b>Visual Impairment</b></p>	<ul style="list-style-type: none"> <li>• <i>Consider the use of inclusive PE equipment (e.g. oversized/lighter balls)</i></li> <li>• <i>Child to spend time prior to PE lessons in the space that is to be used to get a sense of the surroundings</i></li> </ul>