

## Strategies for supporting pupils with Special Educational Needs and Disabilities in P.E. lessons.

At Fourlanesend we strive to achieve the very best outcome for all of our pupils. We understand that for some children that means we have to provide additional support to support them in accessing the same learning opportunity as their peers. Although we have an extensive list of strategies we are very aware that every child is different and may require different strategies to those listed below, which we will endeavour to provide to the best of our abilities.

	Strategies that can be used to support named children, where appropriate to the individual.
Attention Deficit Hyperactivity Disorder	<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> </ul>
Anxiety	<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>• Prior to the lesson, discuss what PE equipment is going to be used.</li> <li>• Where possible, the child will work in the same group / team for each session Autism Spectrum Disorder.</li> </ul>
Autism Spectrum Disorder	<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> </ul>
Dyscalculia	<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>• Allow opportunity to repeat an activity so the child is able to process, store it their long term memory and recall it.</li> </ul>
Dyslexia	<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</li> </ul>

	they look like.
Dyspraxia	<ul style="list-style-type: none"> <li>• Consider the equipment being used in a PE lesson and provide alternatives where necessary.</li> <li>• Allow the child to get changed into PE kit before the rest of the class.</li> <li>• Reinforce instructions on what to do during a PE session / activity.</li> <li>• Be explicit about the rules of a game.</li> </ul>
Hearing Impairment	<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.</li> </ul>
Toileting Issues	<ul style="list-style-type: none"> <li>• Let me leave and return to the classroom discreetly and without having to get permission whenever I need the toilet.</li> </ul>
Cognition and Learning Challenges	<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>• Demonstrate movements / skills so that the child can see what they look like.</li> </ul>
Speech, Language & Communication Needs	<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> </ul>
Experienced Trauma	<ul style="list-style-type: none"> <li>• Using an approach based on playfulness, acceptance, curiosity and empathy to understand my emotions and behaviour.</li> <li>• 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.</li> <li>• Use simple, specific instructions that are clear to understand, and deliver these slowly.</li> </ul>
Visual Impairment	<ul style="list-style-type: none"> <li>• Consider the use of inclusive PE equipment (e.g. oversized/lighter balls).</li> <li>• Child to spend time prior to PE lessons in the space that is to be used to get a sense of the surroundings.</li> </ul>