Falmouth primary academy
Learning through a voyage of discovery
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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. balls containing bells. ✓ Give instructions prior to moving outside or into a hall space where there may be additional background noise/echo.

Toileting Issues	✓ Discuss with the child how to get into the building from outside if they need to use the toilet during a lesson. ✓ Walk them through how to get to the toilet from an outside space and time how long it takes. ✓ Be mindful of using bending and stretching movements within PE lessons and ensure that this isn't uncomfortable for the child.
Cognition and Learning Challenges	✓ Provide a picture of the PE activity prior to the lesson so that the child has a better understanding when being told verbally (visual timetable). ✓ Demonstrate movements/skills so that the child can see what they look like.
Speech, Language & Communication Needs	✓ 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	✓ Provide opportunities to handle the equipment prior to lessons so that the child has experienced the feel & texture of the equipment.
Experienced Trauma	✓ The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand my emotions and behaviour. ✓ 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. ✓ Use simple, specific instructions that are clear to understand, and deliver these slowly.
Visual Impairment	✓ 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.