



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

Individual Need	Here's how we help everyone learn...
<p>Autism Spectrum Disorder</p>	<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 the same group/team for each session. ✓ Provide opportunities to handle the equipment prior to lessons. ✓ Ensure instructions are considered and manageable.
<p>Dyslexia</p>	<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, 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.
<p>Toileting Issues</p>	<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. ✓ Walk them through how to get to the toilet from an outside space and time how long it takes. ✓ Be mindful that physical exercise can make the need to use the toilet greater.
<p>Cognition and Learning Challenges</p>	<ul style="list-style-type: none"> ✓ 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.
<p>Speech, Language & Communication Needs</p>	<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.