



# Trenance Learning Academy

## 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	<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>✓ Minimise distractions</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</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> <li>✓ Ensure instructions are considered and manageable.</li> </ul>
Dyscalculia	<ul style="list-style-type: none"> <li>✓ Allow opportunity to repeat an activity instructions 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, e.g. 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> </ul>
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 additional time to get change into PE kit.</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>✓ 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> </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 (visual timetable).</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>



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Tourette Syndrome	<ul style="list-style-type: none"><li>✓ Provide opportunities to handle the equipment prior to lessons so that the child has experienced the feel &amp; texture of the equipment</li></ul>
Experienced Trauma	<ul style="list-style-type: none"><li>✓ The PACE approach should be used, using 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>✓ Ensure children who suffer from visual impairment are included in the process of identifying suitable equipment.</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>

