



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

How we will help your child	
Anxiety	<ul style="list-style-type: none"> • Acknowledge and normalise feelings of anxiety in sports. • Make a game plan - The structure of lessons will be shared allowing children to understand their learning journey. • Staying positive - Children will be provided with positive feedback, reinforcing what went well and celebrating the individual's successes throughout each lesson. • Practice makes perfect - Provide opportunities for children to rehearse/revisit areas of focus to reinforce confidence.
Autism Spectrum Disorder	<ul style="list-style-type: none"> • Sensory breaks are given whenever necessary. • Time will be taken to build a strong and trusting relationship with the child so that the children feel safe and secure. • The children always have access to a quiet break out space should they feel they need to. • The staff are prepared to recognise a change of behaviour as a need for communication and will be prepared to address this with care and a calm attitude.
Dyslexia	<ul style="list-style-type: none"> • Instructions will be short and clear with visual representations (diagrams, pictures, illustrations) to support.
Dyspraxia	<ul style="list-style-type: none"> • Adaptations to space, time and equipment e.g. a larger ball during throwing and catching activities.
Visual Impairment	<ul style="list-style-type: none"> • Adaptations to space, time and equipment e.g. a larger ball during throwing and catching activities.
Experienced Trauma	<ul style="list-style-type: none"> • The PE learning environment will be a calm, trusting place where children feel supported with their emotions at all times. • Adults working with the child will be aware of any triggers and any ways to further support the child within the classroom. • There will be a consistent approach to expectations and behaviour that are based on positive praise • All PE sessions will be underpinned by self-awareness and positivity.
Tourette Syndrome	<ul style="list-style-type: none"> • Adaptations such as the opportunity to handle equipment/resources before the lesson to ensure that individuals can participate as appropriate.
Speech Language and Communication Needs	<ul style="list-style-type: none"> • Visual displays will be used to support understanding of key information. • Non-verbal clues will be used to back up what is being said. • Makaton signs will be used to support children's understanding. • Any verbal instructions/information will be at a slow, clear pace that matches the child's understanding. • Adults will regularly check the child's understanding so that adults can identify any misconceptions or misunderstandings.
Cognition and Learning Challenges	<ul style="list-style-type: none"> • Positive praise will be used so that the child knows they are doing well. • Encourage/support and praise independent learning. • Key vocabulary and ideas will be addressed regularly throughout the PE lesson to check understanding. • Information will be repeated clearly. • Children will be provided with a 'work-buddy' during peer activities/opportunities
Toileting Issues	<ul style="list-style-type: none"> • Children will be able to leave and return to the classroom whenever necessary. • All adults and children within the classroom environment will respect the child's privacy.
Hearing	<ul style="list-style-type: none"> • Adults will ensure they are facing the child when they are talking/giving instructions. • Adults will (discreetly) ensure the child's hearing aid is turned on before the lesson begins.

<p>Impairment</p>	<ul style="list-style-type: none"> • Questions and any information given by peers will be repeated clearly to ensure the child has heard what their peers have asked/said. • Children will be towards the front to ensure they have a clear line of vision.
<p>Attention Deficit Hyperactivity Disorder</p>	<ul style="list-style-type: none"> • A non-confrontational approach will be used in every aspect of the PE lesson . • Verbal praise is given whenever necessary to help boost confidence and self esteem. • Use of pictorial representations to support the learning taking place. • Ensure all rules are consistently implemented and revisited so that this becomes routine. • Have a secure 'time-out' area that the child can visit if needed. • Consider clear rewards to reinforce any positive behaviour • Headphones can be used to allow for breaks when the child is feeling over-stimulated. .

For children with specific needs not mentioned above a tailored personalised approach will be adopted, this will be developed in consultation with parents and other professionals.