



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

We use the STEP principles to adapt activities, we change the Space, Time, Equipment or People involved in an activity to allow every member of the class to participate fully.

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. ● Simplify activities using STEP principles to ensure individuals are not overwhelmed.
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. ● Adaptations made to simplify activities (equipment, participants, game rules etc.)
Dyslexia	<ul style="list-style-type: none"> ● Instructions will be short and clear with visual representations (diagrams, pictures, illustrations) to support. ● Demonstrate movements/skills so children can see what they look like.
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 to STEP in order to ensure that individuals can participate as appropriate.
Speech Language and Communication	<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.

Needs	<ul style="list-style-type: none"> ● 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. ● Demonstrate movements/skills so children can see what they look like.
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 ● Adaptations made to simplify activities (equipment, participants, game rules etc.)
Toileting Issues	<ul style="list-style-type: none"> ● Children will be able to leave and return to the PE space (hall, field, playground) whenever necessary. ● All adults and children within the environment will respect the child's privacy. ● Some children have an Intimate Care plan.
Hearing Impairment	<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. ● 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.
Attention Deficit Hyperactivity Disorder	<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 repeated and consistently applied. ● Have a secure 'time-out' area that the child can visit if needed. ● Consider clear rewards to reinforce any positive behaviour. ● Ear defenders can be used to allow for breaks when the child is feeling over-stimulated.
Physical Needs	<ul style="list-style-type: none"> ● Adaptations to STEP in order to ensure that individuals can participate as appropriate.

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.

