

# Supporting Every Child with SEND

## PHYSICAL EDUCATION

### ADHD

*(Attention Deficit Hyperactivity Disorder)*

- Use PE PowerPoint to pre-teach vocabulary and objectives,
- Reinforce instructions on what to do during a PE session / activity,
- Introduce activities and equipment that we will use to achieve these objectives before leaving the classroom,
- Be explicit about the rules of a game.

### ANXIETY

- 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,
- Explain that the adults will put children into groups or pairs if required,
- Discuss with the child how to get into the building from outside if they need to use the toilet during a lesson.

### ASD

*(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,
- Explain that the adults will put children into groups or pairs if required,
- Any group activities will be thought out carefully and children can work independently if the child finds the social expectations of group work tricky or difficult,
- Provide opportunities to handle the equipment prior to lessons,
- Make links to what they have previously learned using sticky knowledge slides on the PE PowerPoint.

### DYSLEXIA

- Ensure any written instructions are reinforced verbally or with visuals,
- Ensure the child understands the language you have used in instructions (eg: 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,

- In the hall, or before the lesson use video demonstrations. For example in dance, use YouTube clips to show experts performing a skill or movement,
- Have picture cards e.g. individual, paired or group balances in gymnastics.

## DYSPRAXIA

- Consider the equipment being used in a PE lesson and provide alternatives where necessary,
- Use the STEP principle (Space, Task, Equipment, People) to differentiate appropriately,
- 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

*(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,
- Adults will face the child when talking, children will sit closely to the front having clear vision of all aspects of the lesson.

## TOILETING

*(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

*(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),
- Use PE PowerPoint to explain objectives and to recap Sticky Knowledge from the last lesson,
- Use whiteboard and video clips to explain skills and activities prior to leaving the classroom,
- Demonstrate movements / skills so that the child can see what they look like,
- Use demonstrations from pupils and encourage peer feedback to celebrate success and reinforce good examples of learning,
- Use the STEP principle (Space, Task, Equipment, People) to differentiate appropriately.

## SLCN

*(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,
- Additional instructions may be given once the majority of the class have started their task,
- Positive responses and praise will be given to any attempts at communicating,
- Adults will check the child's understanding and progress throughout the lesson,
- Use STAR and SHAPE.

## TOURETTE

*(Tourette Syndrome)*

- Provide opportunities to handle the equipment prior to lessons so that the child has experienced the feel & texture of the equipment.

## TRAUMA

*(Experienced Trauma)*

- The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand 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,
- Encourage 'Personal Best' approach so that children compete against themselves rather than compare themselves to others,
- Any group activities will be thought out carefully and children can work independently if the child finds the social expectations of group work tricky or difficult,
- Use simple, specific instructions that are clear to understand, and deliver these slowly,
- Use the STEP principle (Space, Task, Equipment, People) to differentiate appropriately.

## VISUAL

*(Visual Impairment)*

- Consider the use of inclusive PE equipment (e.g. oversized/lighter balls),
- Ensure children who suffer from visual impairment are 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.