



## Strategies for supporting pupils with Special Educational Needs and Disabilities in Physical Education lessons.

Area of Need...	How we support our pupils to succeed...
<b>Communication and Interaction</b>	<ul style="list-style-type: none"><li>• Clear routines and expectations.</li><li>• Signals to be used in line with behaviour policy. e.g. teacher raises hand for 'Stop/silent' signal and 1,2,3.</li><li>• Ensure clear instructions are given throughout the lesson.</li><li>• Demonstrations given – by teacher or child.</li><li>• Keep instructions short. Better to stop three times to give three short 'update' instructions rather than one long initial input.</li><li>• Match your language to the language of the child.</li><li>• Pre-teach and repeat key vocabulary, required in the lesson, e.g. 'sequence' or 'pass'.</li><li>• Use visual prompt cards/posters and the working wall in the hall.</li><li>• Ensure teacher is stood appropriately when giving input, i.e. where children can all see, where the sun is not directly behind the teacher, etc.</li></ul>
<b>Cognition and Learning</b>	<ul style="list-style-type: none"><li>• Ensure clear instructions are given throughout the lesson</li><li>• Give additional time to practice key skills outside of lesson time, either before or after a lesson.</li><li>• Adapting activities where needed, to ensure children can be successful.</li><li>• Pre-teach key vocabulary required for a lesson, e.g. 'sequence' or 'pass'.</li><li>• Demonstrations from teacher or child throughout the lessons.</li><li>• Use an ipad to show short clips of skills during a lesson.</li></ul>
<b>Social Emotional and Mental Health</b>	<ul style="list-style-type: none"><li>• Clear and consistent boundaries from lesson to lesson.</li><li>• Use of TIS strategies throughout a lesson.</li><li>• Keep groups small and ensure competition is evenly matched to allow children to feel successful in games situations.</li></ul>

	<ul style="list-style-type: none"> <li>• Consider what the outcome of a game is – i.e. do they simply achieve points by scoring a goal, or could they score points by retaining possession, supporting a team mate, etc.</li> <li>• Give praise and feedback for personal skills, i.e. showing confidence, respect, etc. This will be linked to My PB.</li> <li>• Highlight errors as an opportunity to improve personal achievement.</li> <li>• Focus on My PB values, and ‘most improved’ as well as simply highlighting a winner. “Well done to Desmond for the best performance, but even more impressive were Dorothy, Debbie and Derek for improving their best score by more than 10.”</li> <li>• End competitive elements of the lesson with a handshake and “Well done”.</li> <li>• Discuss as a class difficult element, e.g. how to cope with losing/not achieving your best.</li> <li>• A clear ‘time-out’ option where children can step out, then rejoin if required.</li> <li>• Ensure boundaries and expectations for the lesson are clear and consistent</li> <li>• Give children jobs within the lesson so that they feel part of the class team.</li> </ul>
<p><b>Sensory and Physical</b></p>	<ul style="list-style-type: none"> <li>• Pre teach specific skills and techniques</li> <li>• Provide children with additional time to practice specific techniques and adapt equipment if required – e.g. different sized balls, larger target area.</li> <li>• Ensure all members of staff in the lesson are aware of any sensory needs or triggers e.g. losing, not being first, feel of materials, getting changed for PE etc</li> <li>• Give children visuals to support routines, such as getting changed for PE and getting back into school clothes.</li> <li>• Promote independence of life skills.</li> <li>• Give time to practice how to correctly use equipment – adapt slightly if required.</li> <li>• Ensure work spaces are organised and do not become cluttered.</li> <li>• Consider alternative methods of recording ideas or evaluating work.</li> <li>• Movements breaks within the lesson to aid concentration.</li> </ul>

