



St Mary's C of E School

"DON'T LET ANYONE LOOK DOWN ON YOU
BECAUSE YOU ARE YOUNG. BE AN EXAMPLE TO
ALL BELIEVERS IN WHAT YOU SAY, IN THE WAY
YOU LIVE, IN YOUR LOVE, YOUR FAITH AND YOUR PURITY."
1 TIMOTHY 4:12

THE SUNRISE CURRICULUM

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

	<i>Here's how we will help.</i>
<i>Attention Deficit Hyperactivity Disorder</i>	<ul style="list-style-type: none">• Reinforce instructions on what to do during a PE session / activity• Be explicit about the rules of a game• Introduce rules gradually• Use visual cues for rules
<i>Anxiety</i>	<ul style="list-style-type: none">• Discuss with the child how to get into the building from outside if they need to use the toilet during a lesson and ensure that children use the toilets before the session• Prior to the lesson, discuss what PE equipment is going to be

	<p>used</p> <ul style="list-style-type: none"> • Where possible, the child will work in the same group / team for each session • Prepare the child if there is a new adult or coach leading the session (if necessary, share a photograph) • Prepare the child for swimming lessons with a social story and photographs of the pool, bus, swimming teachers (if necessary)
<h2>Autism Spectrum Disorder</h2>	<ul style="list-style-type: none"> • 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 • Provide opportunities to handle the equipment prior to lessons • Prepare the child if there is a new adult or coach leading the session (if necessary, share a photograph) <p>Prepare the child for swimming lessons with a social story and photographs of the pool, bus, swimming teachers (if necessary)</p>
<h2>Dyscalculia</h2>	<ul style="list-style-type: none"> • Provide written instructions, printed diagrams and personalised worksheets with a worked example for the child to follow • Use a video to demonstrate games or drills on the IWB before a session • Use children to demonstrate tasks • Allow opportunity to repeat an activity so the child is able to process, store it their long-term memory and recall it (repeat warm up games and drills frequently to aid meta-cognition)
<h2>Dyslexia</h2>	<ul style="list-style-type: none"> • 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 • Limit verbal instructions and use demonstration (particularly in the pool when it is difficult to hear)
<h2>Dyspraxia</h2>	<ul style="list-style-type: none"> • Consider the equipment being used in a PE lesson and provide alternatives where necessary (use larger balls, balloons, softer balls, bats with larger surface areas etc) • Allow the child to get changed into PE kit before the rest of the class.

	<ul style="list-style-type: none"> • Give children extra time to change after swimming • Provide the child with their own changing room and support them with packing their belongings • Reinforce instructions on what to do during a PE session / activity • Be explicit about the rules of a game (introduce rules gradually)
Hearing Impairment	<ul style="list-style-type: none"> • 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 (use visuals such as videos on IWB before the lesson) • Give demonstrations • Make eye contact • Repeat instructions clearly and slowly one to one • Make use of hearing aids such as radio mics
Toileting Issues	<ul style="list-style-type: none"> • 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 • Ensure that the child changes before and after PE • Support children with intimate care if required and ensure privacy from peers when changing (swimming) • Ensure children are wearing the appropriate attire for swimming
Cognition and Learning Challenges	<ul style="list-style-type: none"> • Provide a picture of the PE activity prior to the lesson so that the child has a better understanding when being told verbally • Make use of video clips on iPad or IWB prior to the lesson and during the lesson • Demonstrate movements / skills so that the child can see what they look like • Limit vocal instructions • Repeat games and warm up activities so that children can process, store it in long term memory and recall it.
Speech, Language + Communication Needs	<ul style="list-style-type: none"> • 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 • Limit vocal instructions and repeat if necessary

<p><i>Tourette Syndrome</i></p>	<ul style="list-style-type: none"> • Provide opportunities to handle the equipment prior to lessons so that the child has experienced the feel & texture of the equipment
<p><i>Experienced Trauma</i></p>	<ul style="list-style-type: none"> • The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand my 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 • Use simple, specific instructions that are clear to understand, and deliver these slowly • Prepare children for changes of staff and environment use of social stories and photo books.
<p><i>Visual Impairment</i></p>	<ul style="list-style-type: none"> • Consider the use of inclusive PE equipment (e.g. oversized/lighter balls) • Child to spend time prior to PE lessons in the space that is to be used to get a sense of the surroundings