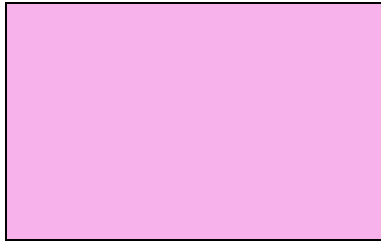




## Strategies for supporting pupils with Special Educational Needs and Disabilities in Physical Education lessons.

<u>Area of Need...</u>	<u>How we support our pupils to succeed...</u>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>• Clear routines and expectations.</li> <li>• Create signals to go with instructions, e.g. teacher blows whistle and raises hand above head for 'Stop'.</li> <li>• Ensure clear instructions are given throughout the lesson.</li> <li>• Demonstrations given – by teacher or talented 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 language required in the lesson, e.g. 'sequence' or 'volley'.</li> <li>• Use visual prompt cards/posters.</li> <li>• Before a lesson, show a short video clip of the skills to be learned to the whole class.</li> <li>• Use an ipad with a short video clip to show skills during a lesson.</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>• Consider STEP – adapting an activity to ensure children can be successful.</li> <li>• Pre-teach key vocabulary required for a lesson, e.g. 'sequence' or 'volley'.</li> <li>• Demonstrations from teacher/talented child.</li> <li>• Watch a video of a skill prior to the lesson.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use an ipad to show short clips of skills during a lesson.</li> <li>•</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> <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.</li> <li>• Highlight errors as an opportunity to improve personal achievement.</li> <li>• Focus on PERSONALBEST, 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 elements, 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>
<b>Sensory and Physical</b>	<ul style="list-style-type: none"> <li>• Pre teach specific art skills and techniques</li> <li>• Provide children with additional time to practice specific techniques and how to use art tools</li> <li>• Ensure all members of staff in the lesson are aware of any sensory needs or triggers e.g. paint, glue etc</li> <li>• Give time to practice how to correctly hold a range of tools e.g. paint brush, pencil etc</li> <li>• Ensure work spaces are organised and do not become cluttered</li> <li>• Consider alternative methods of recording ideas or evaluating work</li> </ul>



- Movements breaks within the lesson to aid concentration