



Creswell C of E
Infant and Nursery School

PE SEND Adaptations

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



"Treat others just as you want to be treated" Luke 6:31

	Here's how we will help.
Attention Deficit Hyperactivity Disorder	<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
Anxiety	<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 used • 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)
Autism Spectrum Disorder	<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) • Prepare the child for swimming lessons with a social story and photographs of the pool, bus, swimming teachers (if necessary)
Dyscalculia	<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)
Dyslexia	<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

	<ul style="list-style-type: none"> • 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)
Dyspraxia	<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 • 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

	<ul style="list-style-type: none"> • 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
Tourette Syndrome	<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
Experienced Trauma	<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
Visual Impairment	<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