

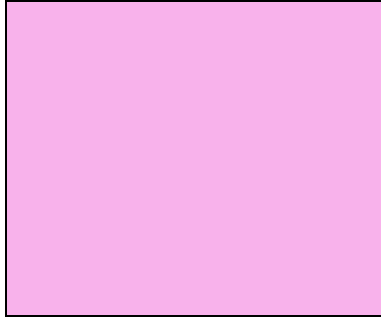


Strategies for supporting pupils with Special Educational Needs and Disabilities in Physical Education lessons.

<u>Area of Need...</u>	<u>How we support our pupils to succeed...</u>
Communication and Interaction	<ul style="list-style-type: none"> • Clear routines and expectations. • Create signals to go with instructions, e.g., teacher blows whistle and raises hand above head for 'Stop'. • Ensure clear instructions are given throughout the lesson. • Demonstrations given – by teacher or talented child. • Keep instructions short. Better to stop three times to give three short 'update' instructions rather than one long initial input. • Match your language to the language of the child. • Pre-teach and repeat key language required in the lesson, e.g., 'sequence' or 'volley'. • Use visual prompt cards/posters. • Before a lesson, show a short video clip of the skills to be learned to the whole class. • Use an iPad with a short video clip to show skills during a lesson. • 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.
Cognition and Learning	<ul style="list-style-type: none"> • Ensure clear instructions are given throughout the lesson • Give additional time to practice key skills outside of lesson time, either before or after a lesson. • Consider STEP – adapting an activity to ensure children can be successful. • Pre-teach key vocabulary required for a lesson, e.g., 'sequence' or 'volley'. • Demonstrations from teacher/talented child. • Watch a video of a skill prior to the lesson.



	<ul style="list-style-type: none"> • Use an iPad to show short clips of skills during a lesson. •
Social Emotional and Mental Health	<ul style="list-style-type: none"> • Clear and consistent boundaries from lesson to lesson. • Use of TIS strategies throughout a lesson. • Keep groups small and ensure competition is evenly matched to allow children to feel successful in games situations. • 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 teammate, etc. • Give praise and feedback for personal skills, i.e., showing confidence, respect, etc. • Highlight errors as an opportunity to improve personal achievement. • Focus on PERSONAL BEST, 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." • End competitive elements of the lesson with a handshake and "Well done". • Discuss as a class difficult element, e.g., how to cope with losing/not achieving your best. • A clear 'time-out' option where children can step out, then rejoin if required. • Ensure boundaries and expectations for the lesson are clear and consistent • Give children jobs within the lesson so that they feel part of the class team.
Sensory and Physical	<ul style="list-style-type: none"> • Pre teach specific art skills and techniques • Provide children with additional time to practice specific techniques and how to use art tools • Ensure all members of staff in the lesson are aware of any sensory needs or triggers e.g., paint, glue etc • Give time to practice how to correctly hold a range of tools e.g., paint brush, pencil etc • Ensure workspaces are organised and do not become cluttered



- Consider alternative methods of recording ideas or evaluating work
- Movements breaks within the lesson to aid concentration