




	<b>Here's how we will help.</b>
<b>Attention Deficit Hyperactivity Disorder</b>	<ul style="list-style-type: none"> <li>• Reinforce instructions on what to do during a PE session / activity</li> <li>• Be explicit about the rules of a game</li> </ul>
<b>Anxiety</b>	<ul style="list-style-type: none"> <li>• Discuss with the child how to get into the building from outside if they need to use the toilet during a lesson</li> <li>• Prior to the lesson, discuss what PE equipment is going to be used</li> <li>• Where possible, the child will work in the same group / team for each session</li> </ul>
<b>Autism Spectrum Disorder</b>	<ul style="list-style-type: none"> <li>• Teacher / TA to discuss what the PE session will involve and what equipment will be used</li> <li>• Where possible, the child will work in the same group / team for each session</li> <li>• Provide opportunities to handle the equipment prior to lessons</li> </ul>
<b>Dyscalculia</b>	<ul style="list-style-type: none"> <li>• Provide written instructions, printed diagrams and personalised worksheets with a worked example for the child to follow</li> <li>• Allow opportunity to repeat an activity so the child is able to process, store it their long term memory and recall it</li> </ul>
<b>Dyslexia</b>	<ul style="list-style-type: none"> <li>• Ensure any written instructions are reinforced verbally or with visuals</li> <li>• Ensure the child understands the language you have used in instructions (eg: positional or special language)</li> <li>• Give instructions clearly and slowly. Repeat one to one if necessary</li> <li>• Check with the child that they have understood what the</li> </ul>



<h2>Experienced Trauma</h2>	<ul style="list-style-type: none"><li>• </li><li>• 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</li><li>• Use simple, specific instructions that are clear to understand, and deliver these slowly</li></ul>
<h2>Visual Impairment</h2>	<ul style="list-style-type: none"><li>• Consider the use of inclusive PE equipment (e.g. oversized/lighter balls)</li><li>• Child to spend time prior to PE lessons in the space that is to be used to get a sense of the surroundings</li></ul>