PE and...

Social communication

I might struggle to:
- Understand verbal instructions and rules.
- Learn new movement vocabulary and signals.
- Follow demonstrations.
- Work with a partner or in a team.
- Explain how I feel or ask for help.

Help me by:
- Using clear, simple language with visual demonstrations.
- Pre-teaching key PE vocabulary and routines.
- Giving me one instruction at a time.
- Structuring partner and team work with clear roles.
- Checking my understanding and encouraging me to ask for help

Cognition and Learning

I might struggle to:
- Remember sequences in dance or gymnastics routines.
- Understand rules and strategies in games.
- Coordinate movements and timing.
- Follow multi-step instructions.
- Transfer skills from practice into games or performances.

Help me by:
- Breaking skills and routines into small steps.
- Repeating and practising movements regularly.
- Using visual sequences and floor markers.
- Giving me processing time and chances to rehearse.
- Providing clear demonstrations and prompts

Social, emotional and mental health

I might struggle to:
- Feel confident to change clothes or perform.
- Manage emotions when I lose or find tasks difficult.
- Work cooperatively and cope with competition.
- Stay motivated and engaged.

Help me by:
- Creating a supportive, non-judgemental environment.
- Offering reassurance and positive encouragement.
- Teaching me how to manage feelings.
- Giving me choices about how to take part.
- Setting clear routines and expectations.
- Preparing me for new experiences (Bikeability, swimming etc).

Sensory and Physical

I might struggle to:
- Balance, run, jump or coordinate movements.
- Use equipment such as balls, bats or floats.
- Cope with noise, echoes or whistles in the hall or pool.
- Feel uncomfortable with certain textures, water or floor surfaces.
- Get changed or manage personal care

Help me by:
- Adapting equipment and activities to suit my needs.
- Giving me physical guidance and extra practice.
- Reducing sensory overload where possible.
- Introducing new environments and activities gradually.
- Supporting me with dressing and personal routines sensitively.

What does this look like?

Social communication

- Show picture cards or video clips of movements before practising.
- Demonstrate skills slowly and repeat them from different angles.
- Use visual cue cards (stop, start, jump, throw) and hand signals.
- Pair me with a supportive peer and clearly explain turn-taking rules.
- Stand near to repeat instructions and reassure me.

Cognition and Learning

- Teach sequences one move at a time with visuals
- Use coloured spots or arrows on the floor to show where to move.
- Allow me to practise in a small group.
- Revisit the same skills over several lessons to build confidence.
- Simplify rules in games and gradually add them back in.

Social, emotional and mental health

- Allow me extra time or a quieter space to change for PE.
- Let me practise skills away from the main group before performing.
- Recognise effort and improvement rather than winning or being “best”.
- Promote cooperative activities instead of only competitive games.
- Use water breaks to check in with me.
- Have social stories for rules, chnages and expectations.
- Give me chance to observe or record before joining in.

Sensory and Physical

- Use larger, softer balls and lower nets or targets.
- Provide floatation aids whilst swimming.
- Let me wear ear defenders or stand further from noisy areas.
- Allow me to explore equipment and water slowly before joining in.
- Offer visual timetables and step-by-step changing routines with adult support