

## Inclusive P.E.

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**Accessing the PE Curriculum is an entitlement for ALL pupils regardless of their ability.**

**The P.E. curriculum is essential in supporting the social and emotional wellbeing of children and young people (CYP) as well as, their physical fitness.**

### **Possible Barriers to Accessing PE include:**

- Use of P.E. time for physiotherapy or catching up on missed work/overlearning
- Attitudes/previous experiences of school or staff
- Psychological barriers on the part of the student e.g. fear of failing, looking silly, being different to their peers
- Lack of confidence of staff
- (Perceived) lack of resources
- Lack of information and training
- Lack of flexibility and creativity within the curriculum
- Safety

### **What does an inclusive PE lesson look like?**

- An inclusive PE lesson is one where all students are working in the same environment, regardless of their ability, working towards the same learning outcome, but with differentiated/personalised pathways for achieving it.

### **Teachers should consider:**

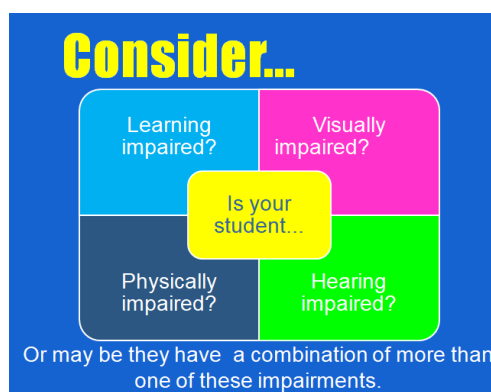
- The needs and ability of the CYP
- The experience, facilities and equipment available at school
- Support available for the child
- Support available for staff
- The curriculum being taught and how it might be differentiated

(N.B. It is the responsibility of the specialist teaching PE to the class to ensure that ALL children (including those with PD) are fully included in the lesson, and that the lesson is appropriately differentiated for all CYP. It is NOT the responsibility of the CYP's TA to do this.)

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### Know your students:

- What are their abilities?
- What CAN they do?
- Do you understand their condition?
- What are the implications for THEM and for THEIR disability/impairment?
- How can you modify PE activities to ensure that **all** students can achieve the same outcome?



- Remember! Just because one child has a certain disability/impairment or condition, it does not mean that another child with the same disability/impairment or condition will present in exactly the same way or have the same experiences or the same abilities. We are all individuals!

### Differentiation for Inclusion in P.E.

**Primary/secondary-** the methods and principals of differentiating mentioned here apply to both primary and secondary pupils/lessons alike.

Where possible lessons should be differentiated, facilitated on a different surface, or a different sport taught, in order that all CYP can be included in them.

It is not acceptable practice for a CYP's experience of PE to be officiating!

There will be exceptions where all alternative avenues have been explored and exhausted, and an alternative inclusive sport could be taught to a small group of CYP.

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It is difficult to achieve a balance sometimes so that a CYP with PD is not accessing their lessons with non-participants, and also has equitable access to the knowledge and expertise of the PE specialist delivering the lesson to their peers.

Alternative inclusive sports may include Boccia, Indoor Curling, Table Cricket etc.

A whole class could access these activities and should only be used for an individual/small group where all other options for inclusive practice have been exhausted.

### S.T.E.P.



A common acronym used when differentiating P.E. lessons is:

S – space

T – time

E – equipment

P – people

For example, for an ambulant child using a walker in a basketball lesson, you could differentiate the:

- ...space by using a smaller court size for their group or task, to minimise their energy expenditure in achieving the outcome set. (Each group could use a differentiated/different sized playing area, so that it is not only the group with the PD CYP in it).

You could zone the playing space or court so that only certain people are allowed in certain spaces. This will spread play out more and ensure that the CYP with a walker can move more freely. It is also a good way of teaching children to focus on being in a particular part of the court or introducing attack/defensive skills.

- ...time by playing shorter matches, having more rest breaks, having substitutes so that additional rest breaks are possible. Or, in game situations those with additional needs could have longer to shoot, or no time restrictions at all on passing, shooting or being in a certain part of the court, depending on their ability.
- ...equipment by using smaller, larger or lighter balls to play with. Could their walker have some way of allowing them to move with the ball while their hands are free?

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- ...people by modifying the number of people per team in their game.

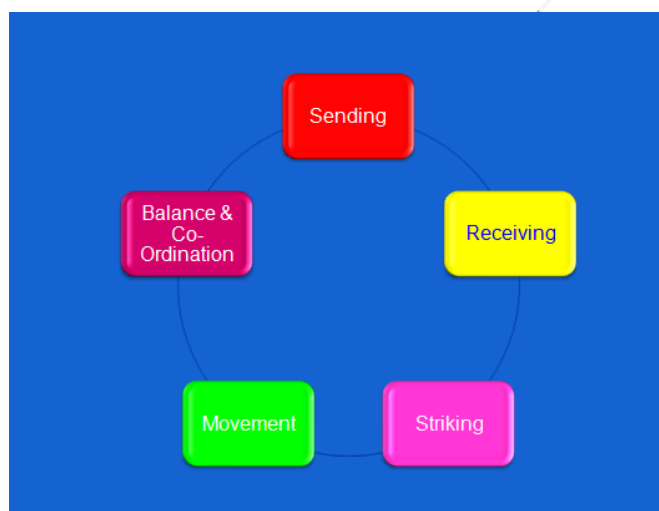
It could also be helpful to consider differentiating in this example by modifying the rules to allow the CYP with a walker to give the ball to a friend who shadows them to a space and can pass for them or return the ball for the child with PD to pass.

They CYP with PD may be able to score into a separate goal or target. E.g. floor basketball



nets.

### Differentiating key skills in P.E.



Everything taught in P.E. can generally be broken down into the above 5 components. E.g. gymnastic activities would be classed as balance and co-ordination skills, football would include sending & receiving skills, tennis would include striking skills, netball would include sending & receiving skills and athletics activities would include movement and sending skills. Team games will also include movement skills and in the case of sports like hockey sending the ball would also include the skills involved in striking an object.

Once you consider the component skills you are asking the CYP to learn or develop, you can consider how you might differentiate them for each child, but especially those with PD needs.

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### L.O.'s:

It is important to consider your L.O. carefully and try to write it so that all children can be challenged but can also be included and be successful. For example, in gymnastics if you are wanting to develop the CYP's balancing skills and introduce head and handstands. Rather than the L.O. be something along the lines of "All children will be able to perform an inverted balance and include it in a short phrase of movement", it could be "all children will be able to use a range of balances in a short phrase of movement." All children can learn the teaching points, and safety points for different inverted balances, but there not be an expectation to be able to perform them in order to meet the success criteria for the lesson.

### Safety:

- **Safety - If you are unsure whether an activity is safe or appropriate for a CYP, seek advice before proceeding.**
- Each lesson should be risk assessed for a CYP with PD. This can be part of your lesson plan or a separate document, attached to your lesson plan. (Refer to your copy of "Safe Practice in P.E., School Sport and Physical Activity" published by the AfPE (Association for Physical Education)).
- Speak to your school's PE Specialist, Specialist Teaching Service or check B.A.A.L.P.E. or "Safe Practice in P.E." from AfPE. (There is a link to this at the end of the document).
- Contact the child's therapists (Occupational Therapist or Physiotherapist) for advice specific to their medical and physical needs.
- If using external or private companies to deliver your P.E. curriculum, please clarify the experience & qualification of their coaches, as well as overseeing and supervising their differentiation for a PD child. They may need your support and guidance in planning to fully and safely include a child with PD in PE lessons.

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## Differentiated Equipment:

You will have lots of equipment available to you which you could use in a variety of lessons. For example, you do not have to use a netball in a netball lesson if a different ball is better for a particular child to use.

You could use balloons in some lessons rather than balls. (They move more slowly but their flight path is less reliable & they may burst!)

You could use over-sized footballs or wheelchair footballs.

You could use balls with different weights or holes to make catching them easier.

You could use cage hockey sticks to trap the ball.

You could use large inflatable balls/balloons with fabric covers.

You could use tennis balls with different pressures so that they are less bouncy.



Giant 50cm Inflatable Fabric Covered Mega Ball Beach Garden Football Green White



Boccia Pushers - Pack of 2



New Age Boccia Set Pack of thirteen



New Age Boccia/Bowls Ramp



New Age Kurling Ramp



New Age Kurling Competition Kit



Spordas Giant Go4Goal



Foam Rugby Ball - Red

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### Examples of equipment suppliers:

These are not recommendations, but just a few examples. If you search on the internet for specific equipment you will often find other suppliers.

Also, in the summer months it is a good time to find oversized rackets and garden play or sports equipment in toy shops and supermarkets. These often are relatively cheap and are oversized. (However, they tend not to be built to last.)

KCS - [PE - Curriculum Resources - Learning Resources \(kcs.co.uk\)](http://kcs.co.uk)

Davies Sports - [Davies Sports: Play, Learn, Compete | Davies Sports](http://Davies Sports: Play, Learn, Compete | Davies Sports)

Bishops Sports <https://www.bishopssport.co.uk/inclusive-accessories/page/1/>

Newitts - [Newitts.com - Sports Equipment and Sportswear Online Store](http://Newitts.com)

### G.C.S.E. P.E.

The key examination boards are: Edexcel, AQA, Cambridge & OCR.

In terms of practical assessment please refer to your specific exam board and contact them directly with any specific questions. All exam boards list which adapted sports they permit for practical assessment.

Current advice can be found on the following links to the exam boards and their specifications for practical assessment & the accessible sports they offer:

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- Edexcel - [Edexcel GCSE and GCE 2014 \(pearson.com\)](http://Edexcel GCSE and GCE 2014 (pearson.com)) please refer to pages 25 onwards for accepted specialist activities e.g. Boccia, powerchair football, Polly bat etc.
- AQA - [GCSE Physical Education Specification Specification for first teaching in 2016 \(aqa.org.uk\)](http://GCSE Physical Education Specification Specification for first teaching in 2016 (aqa.org.uk)) Please refer to pages 49 & 50.
- Cambridge - [400329-2019-2021-syllabus.pdf \(cambridgeinternational.org\)](http://400329-2019-2021-syllabus.pdf (cambridgeinternational.org)) Please refer to page 30.
- OCR – [OCR GCSE \(9-1\) Physical Education J587 Guide to Non-exam Assessment \(NEA\) - Version 1.4 \(July 2020\)](http://OCR GCSE (9-1) Physical Education J587 Guide to Non-exam Assessment (NEA) - Version 1.4 (July 2020))

### A-Level P.E.

In terms of practical assessment please refer to your specific exam board and contact them directly with any specific questions. All exam boards list which adapted sports they permit for practical assessment.

The key examination boards for A Level P.E. and links to their specifications for practical assessment & accessible sports are:

- Edexcel - [Edexcel GCSE and GCE 2014 \(pearson.com\)](http://Edexcel GCSE and GCE 2014 (pearson.com)) please refer to pages 26 & 27

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- AQA - [A-level Physical Education Specification for first teaching in 2016 \(aqa.org.uk\)](https://www.aqa.org.uk/subjects/physical-education/alevel/specification) please refer to page 37 onwards.
- Cambridge - [461448-2020-2021-syllabus.pdf \(cambridgeinternational.org\)](https://www.cambridgeinternational.org/9780521878223)
- OCR – [OCR AS and A Level Physical Education NEA Guide](https://www.ocr.org.uk/qualifications/AS-and-A-level/physical-education/2017-specification) Please refer to pages 34 & 35

*Please check the year of the specification you are using/need, against the links above.*

### **Sports Day:**

Sports day, and the inclusion of a CYP with PD, is often thought of as a challenge, particularly in primary schools.

Schools will need to look at the traditional format of their sports day and whether the activities can be modified to include a child with PD.

If not, school should rethink the format of their sports day to ensure that it is inclusive.

It should not be that parents opt for their child to not attend school on sports day, as it is easier.

A child with PD should be afforded the same opportunities as their able-bodied peers to participate, compete and be successful.

Schools could consider whether children could be guided/selected to participate in certain activities; perhaps everyone competed one or two races or events.

Perhaps activities can be included which focus on very closed or upper body skills which the CYP with PD can access.

In races, perhaps a child with PD could have a different starting line. Perhaps in a relay race there are staggered start lines for all teams so that every team has competitors who run further than other team members.

### **Changing considerations:**

CYP with PD often become very aware of their physical differences to their peers, and this is heightened by changing with others, particularly as they get older.

If there is an alternative space where they can get changed in private, this would be preferable, especially if they need assistance in getting changed.



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A CYP with PD will often need much more space to get change, including a space to sit. Most school changing facilities do not have capacity for this.

Consideration must also be given to the additional time a CYP with PD may need to get changed. How can this be best managed to ensure that they miss minimal lesson time.

Do they need to change fully? Perhaps they could just change their shirt/t-shirt?  
Could they come to school with their PE t-shirt under their uniform?

Is there an accessible toilet near to the PE changing rooms/ facilities?

### Transport:

If transport is required to access off-site PE, e.g. playing fields, swimming pool etc. this should be planned, and risk assessed well in advance. Please refer to the AfPE advice, as well as the CYP's specialist teacher, physiotherapist & occupational therapist for support if needed.

Please consider that the CYP may not be able to access a standard mini-bus or coach.

### Useful weblinks to sports associations:

The following weblinks are to major sports associations' disability or adapted games sections, they are not necessarily specific to schools but will give some ideas of how their adapted games are played. This is not a definitive list but gives an idea of what is available.

FA <http://www.thefa.com/get-involved/player/disability/disability-football-overview>

Rugby <https://gbwr.org.uk/about-wheelchair-rugby/>

Hockey

<https://www.englandhockey.co.uk/page.asp?section=1167&sectionTitle=Flyerz+Hockey>

Cricket <https://www.ecb.co.uk/england/disability>

Boccia <https://www.bocciaengland.org.uk/>

Swimming <https://www.swimming.org/sport/becoming-a-para-swimmer/>

Gymnastics <https://www.british-gymnastics.org/discover/disability-gymnastics>

Basketball <https://www.basketballengland.co.uk/get-involved/play/types-of-basketball/disability-basketball/>

Athletics <https://www.uka.org.uk/governance/links/ndsos/>

<http://ucoach.com/assets/uploads/files/Inclusive-Coaching-Guidance-Wheelchair-Athletes-v11.pdf> (excellent document for coaching disability athletics)

Tennis <https://www.lta.org.uk/play-compete/getting-started/disability-tennis/>

Badminton <https://www.badmintonengland.co.uk/play/ways-to-play/disability/>

Cerebral Palsy Sport <http://www.cpsport.org/>

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**Kent Disability Sport** [https://www.kentsport.org/get-active/sport-disability/Disability Contacts - Kent Sport](https://www.kentsport.org/get-active/sport-disability/Disability-Contacts-Kent-Sport)

**Kent Disability Football** <http://www.kentfa.com/players/disability>

**Dwarf Sports Association** <https://www.dsauk.org/>

**Youth Sport Trust – Supporting those with Autism in PE**  
<https://www.youthsporttrust.org/all-about-autism-all-about-me>

**Limb Power** <http://limbpower.com/>

**Wheelpower (British Wheelchair Sport)** <https://www.wheelpower.org.uk/>

**CP Sport and Quest launch pilot rental service – Cerebral Palsy Sport**

### Key P.E. Websites:

- [Home - Association for Physical Education - Association for Physical Education | P.E. \(afpe.org.uk\)](http://afpe.org.uk) (A key link for all PE teachers, PE departments & schools for resources, support, training and webinars.)
- <https://www.afpe.org.uk/physical-education/afpe-health-safety-update-the-risk-assessment-process-new-risk-assessment-template/> (Examples of risk assessments for PE. A Covid risk assessment is available too).
- <https://www.afpe.org.uk/physical-education/level-56-professional-vocational-qualifications-primary-school-specialism-and-subject-leadership-in-pe-school-sport/> (Primary school PE leader qualifications)



- <http://www.inclusivepe.org.uk/> (This the link to the inclusive PE training site sponsored by Sainsbury's, there are also resources on here which might be useful.)



- The Youth Sport Trust:  
<https://www.youthsporttrust.org/system/files/resources/documents/6.%20Start%20to%20Move%20guide%20-%20summer%202017.pdf> – this link has inclusive PE lesson ideas and resources.

<https://www.youthsporttrust.org/send> - this link includes ideas for inclusion for different disabilities including amputees. This is a good site, worth spending some time exploring.

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These are links to online resources / videos to each of the 4 different level ability PR programmes developed by the Youth Sport Trust. You may have to sign in or register to watch them fully.

<https://www.youthsporttrust.org/TOPplay>

<https://www.youthsporttrust.org/TOPPE>

<https://www.youthsporttrust.org/TOPStart>

<https://www.youthsporttrust.org/top-sportsability>

- Activity Alliance( <http://www.activityalliance.org.uk/> ) have suggestions for inclusive P.E. or sport.
- Inclusive School Games – School Health Check [Your School Games - Inclusive sport](#)
- Refer to PDnet or post a query on their forum.([pdnet – a network for those supporting learners with physical disability](#))

### **Remember!**

- **What you are doing is probably fantastic.**
- **Talk to colleagues, the pupil, and outside agencies for support.**