

10 TOP TIPS FOR INCLUSIVE PHYSICAL EDUCATION



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WHY INCLUSIVE PE?

An inclusive PE curriculum should give every student the opportunity to participate in lessons, feel valued, experience success and hopefully improve their confidence.

Check out our 10 Top Tips below for making PE accessible for EVERY student.

1. PLAN, PREPARE AND ANTICIPATE

Planning is a huge key to success for any lesson. Plan for individual needs and additional support you may need. Prepare any resources or adapted equipment you may need in advance e.g. Visual changing story. And anticipate what might not go to plan, and how you can solve any potential barriers.



2. KNOW YOUR AUDIENCE

Knowing your learners and understanding their needs is important. Take the time to read any EHCPs, speak to parents, SENCO's and any other staff that know that particular students needs.

This will help to inform your planning and ensure that you are to meet individual needs.

3. ENVIRONMENT

Have you ever stopped and stood to take in the learning and changing environments? Have you considered the lighting, acoustics, sensory elements and temperature, and how they may impact individual students? Complete a sensory audit of each of the working environments and consider any changes that could be made.



4. BREAK DOWN BARRIERS

Barriers like to get in our way, but no barrier is unbreakable. You may need to break barriers down piece by piece. The barrier could be changing in a noisy changing room - can you offer a quieter space for changing? Is communication a barrier - can you create a visual timetable for the lesson?

5. CURRICULUM DESIGN

The curriculum is wide open for interpretation, which in turn allows creativity, and the opportunity to try new things. Your design should allow for some personalised options to meet the needs of all of your learners.

Consider the starting point for EACH individual and where they can get to. This is where adapted versions of activities may come into play.



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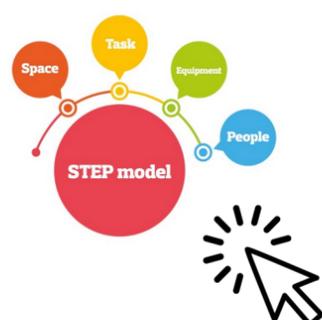
6. ADAPTED EQUIPMENT



There may be times that you need adapted equipment to meet individual needs, such as a ball with ribbons or textured balls that light up. Equipment doesn't have to be fancy and expensive. With creativity, you can utilise equipment that you already have. There may be some adapted equipment that you may want to invest in, such as specific ramps e.g for Boccia, but this will be dependent on your students needs.

7. STEP MODEL

STEP stands for Space, Task, Equipment and People. It is a simple system for making changes to activities so that everyone can be included and participate together. Examples of Space include; increase or decrease the size of the activity area; vary the distance to be covered to suit different abilities or mobility levels; use zoning, e.g. where participants are matched by ability and therefore have more opportunity to participate.



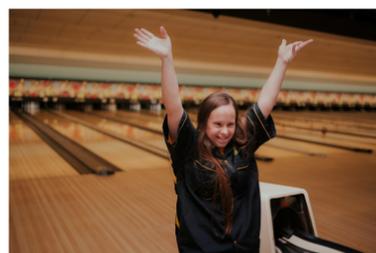
8. VOICE



Student voice can be a very powerful tool. Do you know what your students like or dislike? Do you understand how they feel about certain activities and barriers? Ensure their voice is heard via a suitable communication method. Asking both the students and parents what they can already do is a great starting point - focus on the positives.

9. ENJOYMENT

When children and young people have fun, they are more likely to want to do an activity again. Be creative and step out of the box - what can you do every lesson to ensure it is fun and engaging for ALL? Positive reinforcement to build confidence is crucial. Believing in each individuals ability will boost confidence and enjoyment.



10. EXISTING RESOURCES



Whilst curriculum and lesson design needs your own creativity and individual stamp, there is no need to re-create the wheel.



There are lots of great inclusive resources for you to use to support your lessons.

Click on the icons to explore some inclusive options and further support.

CONTACT US

For more support on making sure Physical Education and Sport is accessible for all children and young people, you can contact us here:



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