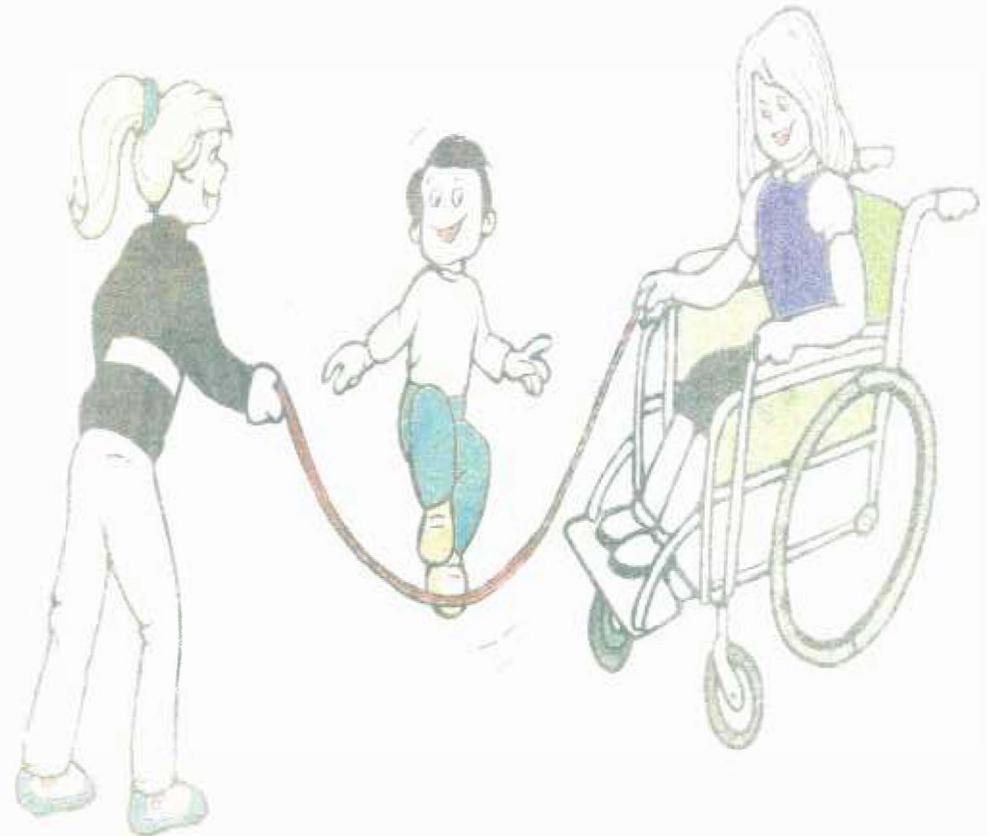


PE: Including children with physical disabilities



Developed by the
Specialist Teacher Advisory Service (PD)

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Useful references:

Including students with SEN and/or disabilities in secondary physical education

An introduction to planning inclusive physical education lessons
http://dera.ipe.ac.uk/13805/1/physical_education_re.pdf

Including Disabled Pupils in Physical Education: Primary and Secondary Module

Published by The English Federation of Disability Sport
Provides ideas about appropriate provision to enable all pupils to be included and participate in physical education lessons
www.efds.co.uk

Youth Sport Trust

www.youthsporttrust.org

The Youth Sport Trust aims to help young people to achieve their full potential and the website offers a range of advice and support to people working in education and school sport including specific guidance on disability sports

Parasport

www.parasport.org.uk

Parasport is a charity that is designed to inform and signpost disabled people and those interested in disability sport to high quality opportunities including local disability sports clubs.

Cerebral Palsy Sport

www.cpsport.org

This organisation caters for children from 8 to adult. It arranges national and regional events in various sports including athletics, swimming, boccia and tennis. In addition they can help find sports groups in the local area that cater for individual needs.

This booklet is available in alternative formats (size, audio, Braille, etc.) on request from the service.

For other booklets in this series please contact the Specialist Teacher Advisory Service (PD)

8. Raising Disability Awareness

- Make use of buddies / partners within PE, but ensure that you change these partners around frequently to allow a number of children to participate in a 'modified' programme. Do not choose the same child every week.
- Sometimes during lessons, peers can simulate having a disability. For example, if a child is unable to use one arm, get an able bodied pupil to only use one of their arms for a game. You can put that pupil on the opposing team to make things fair.
- Encourage class discussions afterwards to see how the children felt about the lesson. How did they manage? What was hard about it? Etc.
- Encourage classmates to think up ways that lessons can be adapted to include pupils with disabilities.
- Provide opportunities for all pupils to participate in a disability sport e.g. polybat, boccia, table cricket, goal ball, wheelchair basketball. Resourced provisions may have equipment they are able to loan or other activities, such as seated volleyball would provide similar experiences.
- Use photographs or video clips from different sporting events, competitions and the paralympic games to see how sport is enjoyed by all sorts of people – young, old, male, female, able bodied and disabled people.



NB. Always work with your OT and Physio. Follow any specific instructions that they give you.

1. Basic Rules :

- Record what changes you are going to make on the PE programme (this is an OFSTED requirement).
- Know what equipment you have available in your PE cupboard.
- Choose one target for the pupil to achieve at a time.
- Let the pupil do what he/she feels able to do. Don't be afraid to let him / her have a go.
- Don't change things unnecessarily. Don't assume that the child is unable to do something. See what the child can do. With a little support they may be able to participate.
- Be child led. Let them do their own thing as much as possible.
- Discuss different options with the child in advance. Challenge them to think of adaptations that could be made.
- Keep directions clear and simple.
- Ensure that the pupil is challenged at an appropriate level.
- Involve the teaching assistant in the lesson and ensure they are aware of plans and adaptations in advance.
- Get your OT involved. They may have some great ideas for specific children.
- Liaise with your Physio to make sure that there is nothing the child should not be participating in or doing.

2. Changing for PE

- If a pupil needs additional support for changing provide privacy if appropriate.
- Encourage the pupil to get changed for PE even if it is just their shirt or shoes. It will help the pupil to feel part of the group.
- Plan for additional changing time:
 - Ensure that the pupil does not miss any key lesson input.
 - Ensure that the pupil warms up appropriately.
 - If the pupil is likely to leave the lesson early to get changed then build other opportunities into the lesson for them to feed back and reflect on their progress.



3. How can we modify a programme?

Think about:

- The Movement
- The Environment
- The Equipment

7. How can we provide an alternative PE programme for a child who cannot participate in the lesson?

- An alternative programme is not one where the child sits down to do their English while the rest of the class does PE.
- Physio can sometimes be carried out during PE lessons, but should not take the place of PE on a regular basis.
- A pupil can learn how to be a linesman or a referee. (Perhaps do a 'linesman' course.) or keep score for a particular game.
- Let the pupil organise the team in order to promote responsibility and leadership
- A pupil can use a camera to take photos of the lesson and then get the photos printed and write sentences explaining each picture. A collage of pictures could be made up over a period of weeks.
- Do a write up of a particular game – a running commentary on what happened during the game. Who scored the goals, who had some near misses, etc?
- Make up a questionnaire to ask classmates including things like: "Did you like that game? What did you like about it? If you didn't, why not? What could have been better about it?" Etc.
- Research a famous sportsman or woman or find out about the Paralympic Games. Devise a presentation for the class.
- Produce a list of facts on a particular sport that the class is covering. "Did you know that....." etc.

- Adapt targets. For example if children are throwing balls into a basketball / netball hoop, give the pupil a box / bucket / or hula hoop to aim for instead.
- A length of gutter or plastic piping cut in half can be used to roll a ball along or down if a child has difficulty throwing a ball.
- If a child is unable to hit a moving ball with a bat (as in rounders) – balance the ball on top of a cone and let them hit it off with the bat.
- Give the pupil a head start in games such as rounders and cricket. Once the pupil has hit the ball, get the fielders to count to 10 before they are allowed to go and get the ball. This gives the pupil the chance to get to first base.
- Add additional challenges for the able pupils in order to even out the competition e.g. in rounders ask the fielders to throw to each base twice before returning the ball to the bowler
- Give the pupil a balloon or even bubbles to aim for with a bat.



4. The Movement involved

- Adapt positions as necessary. How can a pupil balance best? Is it standing, sitting, high kneeling, or a side lying position? Let them do the activity in the position that they find best for them.
- Consider alternative throwing techniques. Some children with cerebral palsy find that throwing backwards behind them is easier than throwing forwards.
- A pupil's physio warm-up programme, where it is not hands-on physiotherapy, can be used as a warm-up for the whole class.
- Instead of running – can the pupil walk, propel themselves in their wheelchair, crawl, walk on all fours, bottom shuffle or roll across a mat?
- Instead of throwing or kicking a ball – can they roll the ball on the floor, along a table, or down a ramp? Can they carry the ball between two points?
- Instead of catching a ball – 'catch' a ball through a hoop. Can the pupil block the ball with their body?
- Reduce the number of instructions within a task. For example, if the class are asked to run while dribbling a ball around cones – get the pupil to walk slowly while dribbling a ball from A – B. Take out the speed and the cones.
- Encourage the pupil to consider where their strengths are. In team games, for example, where are they best positioned? If his/her left hand is stronger than the right then which position would suit him / her best?

5. The Environment:

- Give the pupil plenty of space to allow room for their wheelchair or other mobility aid. You may want to zone an area for them so that they have their own space.
- Provide more mats on the floor for protection.
- Position chairs or benches at points around the hall so that the pupil can sit down to rest in between if necessary.
- Remember that children with physical disabilities - particularly those with cerebral palsy - tire far quicker than ambulant children. Try to reduce unnecessary distances for the child during the lesson. For example, when the teacher calls all the class to her for further instructions during the lesson, it will help if the teacher goes to where the disabled pupil is and gets the rest of the class to come to there instead. Running on the inside track lane will discretely reduce overall distance.
- Look at zoning areas- for example in netball, if a child is a wheelchair user, zone off an area within the court which is their area. No-one else is allowed in that area. An able bodied pupil on the opposing team is also given a zoned off area that they must also remain in. Areas can be zoned by using coloured cones, or use masking tape or chalk to draw lines.
- Keep the pupil with their class. An adapted activity does not need to take place in a different area.

6. The Equipment.

- Use bigger / smaller / lighter/ different shaped balls which may be easier for the child to hold or manoeuvre. A large beach ball is easier to reach from a wheelchair. Using a balloon instead of a ball provides additional catching time.
- Use smaller / lighter bats or rackets. A badminton racket is much lighter than a tennis racket and a plastic hockey stick much lighter than a regular hockey stick
- Experiment to see what works best for a child. High street shops sell a great variety of summer, beach / garden play equipment which are a much cheaper option than buying specialised equipment.
- Don't change equipment if it isn't necessary e.g. a pupil may be able to use a standard cricket bat if they are given additional support at the hips.
- When using climbing apparatus, think about taking the height out of an activity. If the child cannot climb up high, can they move along the equipment instead? Travel sideways instead of upwards.
- Place masking tape on the floor in a particular shape. For example, if the children were going to climb onto a box, make a square on the floor with masking tape and let the child 'climb' into the square instead of onto the box.
- Instead of walking along a bench, can the child crawl along or pull themselves along on their tummy instead?