

Have you thought about ?

**Adapted and Modified
Physical Education Ideas**

Hampshire Specialist Teacher Advisory Service (PD)



Hampshire
County Council

June 2013

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Introduction

As with all subjects ,physical education lessons require teachers to anticipate the barriers to access and achievement of all students in their lessons.

This booklet is intended to support that planning by considering ways of minimising or reducing those barriers for students with physical disabilities. It deals specifically with the physical challenges for these students.

It is **essential** to remember that some pupils may have specific guidance provided by the health professionals and this must be seen and considered within the PE curriculum offered to them. If in any doubt teachers/schools should seek clarification direct from those professionals.

It is also important to remember that some students have additional special needs which will also have to be considered e.g. visual impairment.

On the following pages (one per sport) the STEP process has been used to provide ideas about the modification process.

STEP stands for		How can I change ...?
S	Space	Where the activity is happening?
T	Task	What is happening ?
E	Equipment	What is being used ?
P	People	Who is involved ?

We would suggest that you record the adaptations and modifications made so that progress over time is monitored. This is particularly useful because it may be the degree of adaptation required that is the improvement itself and not a change in an individuals' performance. So this can be effectively recorded and measured as staff change a suggested photocopyable master is included at the end of the booklet for this purpose.

Inclusion Spectrum

This is a spectrum activities which allows teachers to respond to pupils' diverse learning needs by providing five different yet complimentary ways to include all pupils. In many lessons the teacher could use more than one approach.

Open Activity

All students are included in the same task with minimal or no adaptation or modification.

Modified Activity

Changes are made to the task so that all students are included at a level appropriate to them to ensure each individual student is stretched .

The STEP model allows adaptation to individual skill levels.

Parallel Activity

Everyone does the same activity but different groups do it in different ways according to their abilities.

Uses the STEP model to ensure all pupils are participating at a level which challenges them.

Disability Sport Activity

All pupils take part in a disability sport activity such as Boccia.

Separate activity

Occasionally it may be appropriate for students to do an activity separate from their peers e.g. when preparing for a disability sport event.

Separate activities can still use the STEP model to adapt the Para-sport

Athletics - Jumping

SPACE	<p>Grass alongside a sandpit?</p> <p>Using mats as a landing area?</p> <p>Larger landing area.</p>
TASK	<p>Can the student take one propel of the wheelchair and see where the front wheels roll to.</p> <p>Think about static take off/moving approach.</p> <p>Can the student start on their knees on a mat?</p> <p>Different take off positions?</p> <p>High Jump – Reaching with either arm? Hopping sideways? Use lines on the floor?</p>
EQUIPMENT	<p>Soft Landing mats.</p> <p>Large landing area – combined mats</p> <p>Softer approach to take off - mats on a runway.</p> <p>Can the student swing their legs holding onto a frame?</p> <p>Tape measure with larger numbers.</p>
PEOPLE	<p>Can someone push/propel the student?</p> <p>Who is going to measure/ rake?</p> <p>Can the LSA hold their hand/hips?</p>



More information available from :

Local opportunities

<http://www3.hants.gov.uk/show/play-sport/all-sports/athletics.htm>

National and international opportunities

<http://parasport.org.uk/play-sport/sports-a-z/athletics>

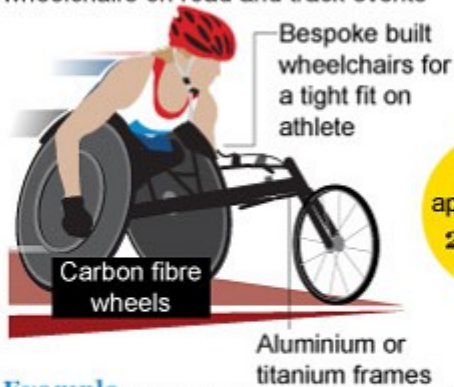


Paralympic athletics

Speed, strength, power and stamina will be on display during the athletics competition across track, field and road events. Athletes will compete in wheelchairs or throwing frames, others with prostheses, and others with the guidance of a sighted companion

Wheelchair athlete

Competitors compete in specialised wheelchairs on road and track events



Example

Classifications

Athletes are categorised according to disability and how that affects their ability in the sport

Track or field denoted by T/F
Disability grouping
Severity of impairment

Visual impairment

Intellectual impairment

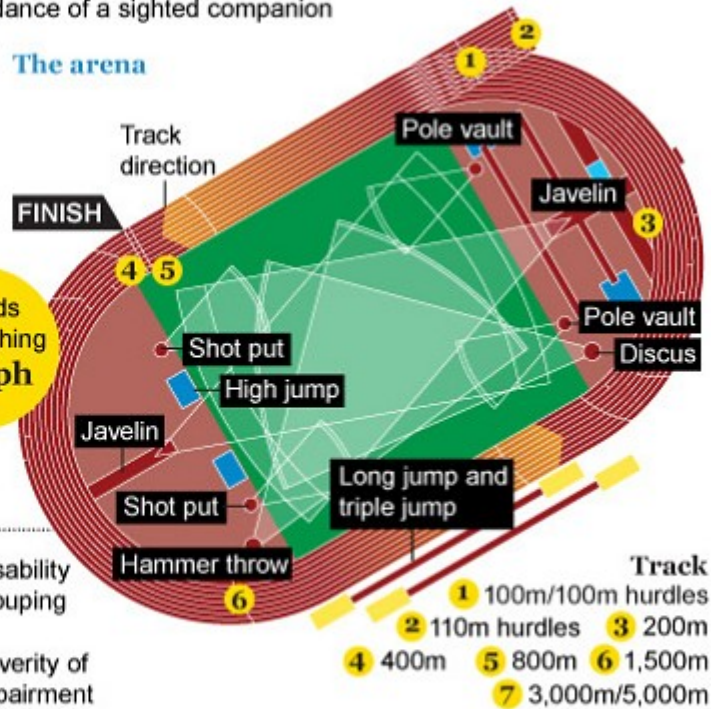
Cerebral palsy

Limb loss or deficiency

Wheelchair athletes

			Severe impairment						Less		Severe						Less		Severe						Less	
11	12	13	20	31	32	33	34	35	36	37	38	40	41	42	43	44	45	46	51	52	53	54	55	56	57	58

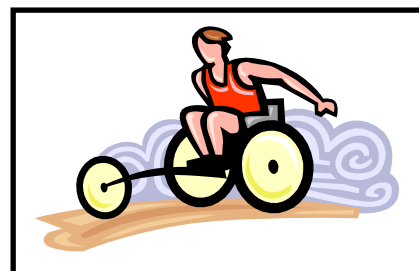
The arena



Taken from Daily Telegraph Paralympics guide

Athletics - On the track

STEP	<p>Use the inside of the track</p> <p>Shorter distance/shuttles rather than laps,</p> <p>Move to concrete rather than grass.</p>
TASK	<p>Running/propelling style.</p> <p>Can you change the task to a time trial rather than distance,</p> <p>Can it be a team event?</p> <p>Earlier start?</p>
EQUIPMENT	<p>Larger/smaller baton?</p> <p>Type of wheelchair</p> <p>Larger stop watch?</p>
PEOPLE	<p>Can an LSA help to propel for part?</p> <p>Can an LSA work within a team.</p> <p>Join the PD student in a group with a range of abilities.</p>



More information available from :

Local opportunities

<http://www3.hants.gov.uk/show/play-sport/all-sports/athletics.htm>

National and international opportunities

<http://parasport.org.uk/play-sport/sports-a-z/athletics>

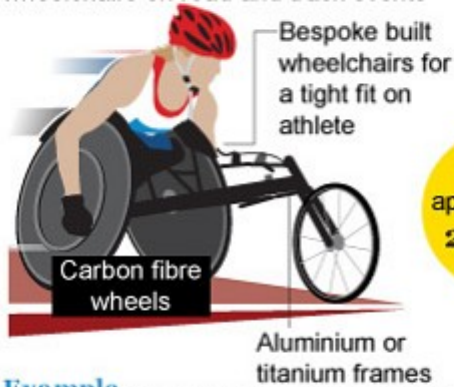


Paralympic athletics

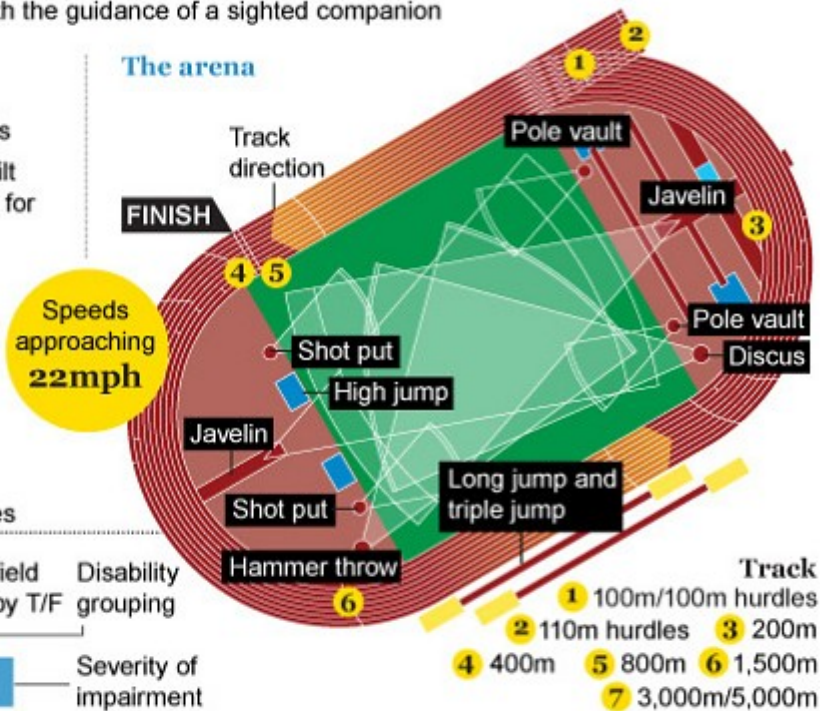
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Wheelchair athlete

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The arena



Example

Classifications

Athletes are categorised according to disability and how that affects their ability in the sport

Track or field denoted by T/F

Disability grouping
Severity of impairment

Visual impairment

Intellectual impairment

Cerebral palsy

Limb loss or deficiency

Wheelchair athletes

			Severe impairment						Less		Severe			Less			Severe			Less						
11	12	13	20	31	32	33	34	35	36	37	38	40	41	42	43	44	45	46	51	52	53	54	55	56	57	58

Taken from Daily Telegraph Paralympics guide

Athletics - Throwing

SPACE	<p>Smaller/Larger areas</p> <p>Can the student be positioned in a different position?</p> <p>Where in a line/ circle would you place a PD student?</p>
TASK	<p>Set up targets rather than a distance.</p> <p>Is the task all about distance or can you look at technique.</p> <p>Different stance?</p>
EQUIPMENT	<p>Indoor throwing equipment</p> <p>Straps or trays for wheelchairs</p> <p>larger/smaller/heavier and lighter equipment.</p>
PEOPLE	<p>Pair up with someone who can collect the equipment</p> <p>LSA may need to physically support a child i.e. hold their hips.</p>



More information available from :

Local opportunities

<http://www3.hants.gov.uk/show/play-sport/all-sports/athletics.htm>

National and international opportunities

<http://parasport.org.uk/play-sport/sports-a-z/athletics>



Paralympic Boccia

Believed to have Ancient Greek origins, this is a tactical target sport played by individuals in wheelchairs. The games are played in teams, in pairs or as individuals. The sport is similar to boules or pétanque

The aim

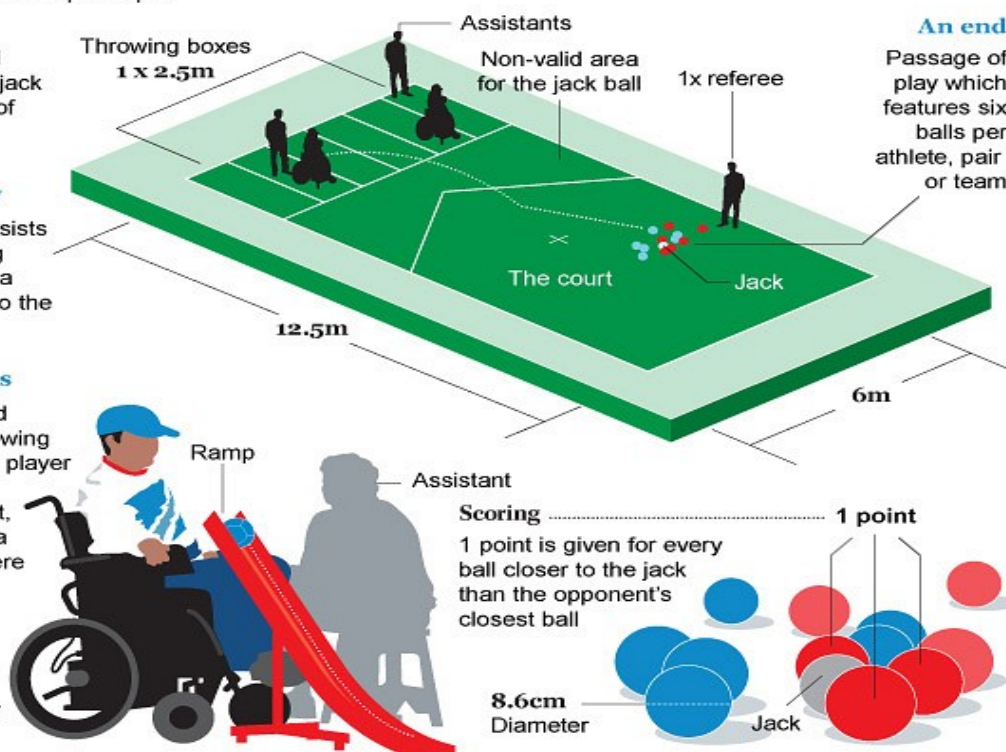
To get the ball closest to the jack over a series of ends

Field of play

The court consists of six throwing boxes behind a throwing line to the court

Special rules

Balls propelled by rolling, throwing or kicking. If a player is unable to throw or kick it, they can use a ramp and where necessary assistance is allowed for passing balls or positioning the ramp prior to a play



How to play

Competitors throw leather balls onto a 12.5m x 6m court, with the aim of placing them as close as possible to a special white target ball. Games are played by individuals, pairs and teams.

Each game consists of "ends" - effectively passages of play - in which each side gets six balls each. One point is awarded for the ball closest to target, as well as each ball that is closer than the best ball played by the opposition. Individual and pair matches have four ends, team matches have six.

All athletes are wheelchair-based, in a throwing box at one end of the court.

Tactics and techniques

Accuracy and concentration are key factors, though performance modes may vary according to classification. For instance, BC3 athletes, who cannot grasp the ball, use a ramp to project balls onto the court, positioned by a sports assistant standing inside the box.

Taken from Daily Telegraph Paralympic guide

Badminton

SPACE	<p>Velcro- onto arm/wrist – bats and balls.</p> <p>Smaller court/large court/no court?</p> <p>Set specific area for able/not able bodied</p>
TASK	<p>Changing game – e.g. bounce on the racket before returning.</p> <p>More leeway on the boundary line.</p> <p>Take stamina into account e.g. have a shorter game. Rally or game?</p> <p>Hit shuttle against a wall? Or into a target</p>
EQUIPMENT	<p>Change height of net,</p> <p>different shuttlecocks, or racquets,</p> <p>Size of handle/size of racquet face.</p>
PEOPLE	<p>Consider even opponents, e.g. During doubles if you have one wheelchair user, have someone on opposite team sitting down.</p>



More information available from :

Local opportunities

<http://www3.hants.gov.uk/show/play-sport/all-sports/badminton.htm>

National opportunities

<http://playbadminton.co.uk/>

<http://www.parasport.org.uk/sports-landingpage.asp?section=995§ionTitle=Badminton>

Disability Badminton

Badminton is a growing sport from disabled people, with opportunities to participate in clubs and socially. The ease in which disabled and non-disabled players can enjoy playing together is one of the major factors in the popularity of the sport. Badminton is truly a game for everyone, accessible to disabled players with any type of impairment. Disabled players participate in both mainstream and disability-specific clubs across Britain, enjoying both the opportunity to play and compete and the vibrant social scene that badminton is known for.

In disability badminton tournaments, there are minimal rule changes from 'mainstream' play. Wheelchair players and players in some ambulant classifications play 'half-court' singles. In addition, in wheelchair badminton the net is lowered by 15cm and the area in front of the service box is always out. Aside from this, the game is played with the same playing area, rules and equipment as the non-disabled game.

There is a growing programme of domestic and international competitions for players in a range of impairment classifications. The 4 Nations Para badminton Series has annual championships in England, Ireland, Scotland and Wales for wheelchair players, ambulant players, dwarf players and learning disabled players. There is also a full programme of international competition for players from these classifications organised by the Para badminton World Federation. In addition, badminton is a core sport of the Deaflympics, with a full competitive pathway for deaf and hearing-impaired players.

Basketball

Space	<p>Smaller size Court Zoned area. Inclusive Zone basketball Larger court side. Walls to bounce off</p>
Task	<p>Adapt to make a disability sport Change rules e.g. allow double bounces Shorter time for match Zone ends to score rather than nets/baskets. Not allowed to mark the PD student. PD student can move with the ball. Able body – Only allowed to use non dominant hand, so many passes before scoring.</p>
Equipment	<p>Lowered hoop/larger/lower net. Size Ball. Type of ball e.g. balloon Velcro Bibs Wheelchairs.</p>
People	<p>Size of team Give other pupils similar limitations e.g. seated Position people strategically – e.g. if someone had a left sided weakness, position appropriately</p>



More information available from :

Local opportunities

<http://www3.hants.gov.uk/show/play-sport/all-sports/sporthampshire-wheelchairbasketball.htm>

National and international opportunities

<http://www.gbwa.org.uk/gbwba/index.cfm>

<http://www.iwbf.org/>



Wheelchair Basketball

One of the most popular sports at the Paralympic Games and now played in more than 80 countries, it is among the most dynamic on the programme.

Full contact

This is a fast and physically demanding game. Contact between players and chairs is not against the rules but deliberate blocking, pushing or charging will be penalised

The court

The court and baskets are the same size and height as the Olympic basketball

Scoring

1pt From free throw line

2pt From inside the 3pt line

3pt From outside the 3pt line



5

players per team,
with a squad of
12 available



The wheelchair

Custom-built chairs to suit each athlete. Designed for strength and stability

Lightweight frame design for strength

Front crash bar protects the legs

3x castors for stability

Oversize axle for extra stability



How to play

The sport is similar to able-bodied basketball: scoring (two points for a shot from open play, three for a shot from distance and one for a free throw), court size and the height of the basketball net remain the same. Like basketball, players must not 'travel' with the ball and are required to throw or bounce it after every two pushes of their wheels.

A game consists of four 10-minute periods and the team with the highest score wins. Each team consists of 12 players, with no more than five on court at any one time.

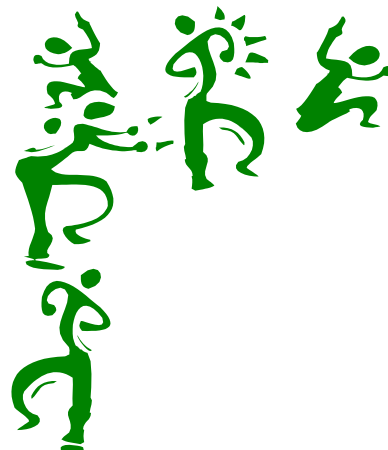
Any player who is not able to play basketball standing up because of physical impairment is eligible to take part in wheelchair basketball. Some wheelchair basketball athletes do not use wheelchairs in their daily lives.

Each player is assigned a score from 1.0 to 4.0 depending on their functional ability and the total on-court point value for each team must not exceed 14.

Taken from Daily Telegraph Paralympic guide

Dance

SPACE	Bigger or smaller area. Smaller sized class/group.
TASK	<p>Modified to ability and mobility of child</p> <p>Dance is about stimuli, direction, speed, dynamics and relationships Minimal movement does not mean minimal input Dancing with different part of body (Indian dance with hands) Videoing to pick up smaller movements. Can the student kneel? Can the dance be based on sitting on chairs? Can the student do part standing/part in their wheelchairs? Use a variety of gestures/poses</p>
EQUIPMENT	<p>Mats Ribbons/Sticks/Batons Musical Instruments Recorded Music Any props/ - Chairs, benches, Canes, Sticks.</p>
PEOPLE	<p>Students as choreographers Small Group/Partner Peer feedback through demonstration Teacher to move pupil when giving instruction to class.</p>



Further information available from :

Local opportunities

<http://www3.hants.gov.uk/school/play-sport/all-sports/exercise-movement-and-dance.htm>

National opportunities

- Foundation for Community Dance
- SKILL: National Bureau for Students with Disabilities
No longer active, but the website still contains comprehensive information for young people

Wheelchair Dancing

Wheelchair couple dances are for two wheelchair users or for one wheelchair user with a "standing" partner and include standard dances such as waltz, tango, Viennese waltz, slow foxtrot and quickstep and Latin American dances such as samba, cha-cha-cha, rumba, Paso doble and jive. There are also formation dances for four, six or eight dancers.

Wheelchair dancing started in Sweden in 1968, originally for recreation or rehabilitation, with the first competition held in 1975. The first international competition was also held in Sweden, in 1977. Several regional and international competitions followed and the first World Championship was held in Japan in 1998. Since 1998, Wheelchair Dance Sport is governed by the International Paralympic Wheelchair Dance Sport Committee (IPWDSC), although it is not part of the paralympic program. The sport incorporates the rules of the International DanceSport Federation (IDSF).

Gymnastics

STEP	Marks on floor in designated space in hall where other pupils doing task. Make peers aware to be mindful of this space.
TASK	Good balance of gym stations that are accessible i.e.: low Physio could be used as warm up/cool down/separate activity
EQUIPMENT	As above: Lower bench/box/trampoline Some activity on mat. Thicker/thinner mats Larger surface area Attach ribbon to the individual.
PEOPLE	1:1 Encourage groups so pupil not on own. Holding to peers/adult's hand. Support for balance, jumping tasks.



More information available from :

Local opportunities

<http://www3.hants.gov.uk/show/play-sport/all-sports/exercise-movement-and-dance.htm>

National and international opportunities

www.british-gymnastics.org

About Disability Gymnastics

Disability Gymnastics involves the coach adapting gymnastics skills to ensure that disabled people can fully access gymnastics and are enabled to take part at the level of their choice.

Historically people with a learning disability had access to gymnastics through the Special Olympics movement. However in the UK, there was no similar provision for those with physical or sensory disabilities.

As a result, British Gymnastics has established Disability Gymnastics, to develop and provide training and competitive opportunities for all disabled people. Disability Gymnastics is 'Pan-Disability', (in other words; it means that it is accessible to people with any impairment). The Disability Gymnastics competitive structure is growing fast and at the pinnacle of this structure, National Disability Gymnastics Squads are also now in place for Men's, Women's, Trampoline and Rhythmic Gymnastics.

In order to provide appropriate levels of training and competition for disabled people, a National Development Plan and Voluntary Competition structure was introduced in Men's and Women's Artistic, Acrobatics, Trampoline and Rhythmic Gymnastics. This structure follows the prescribed discipline format, albeit with appropriate modifications. Our vision is for Disability Gymnastics to be integrated in to every mainstream competition where appropriate, from grassroots club competitions right through to British Championships.

Hockey

STEP	Smaller pitch, use areas of the hockey pitch – circle, thirds. Adult moves to PD pupil when calling in class or giving instructions so PD doesn't have to cover big distances. Tarmac playground/Astroturf instead of muddy field.
TASK	Shorter games, shorter distances to pass, strike target/goal, longer time with the ball before peers are allowed to tackle. Allow to dribble & pass the ball before tackle. Can the LSA or student stop and control the ball for the individual and then they hit it.. Zone hockey- only allowed in certain places.
EQUIPMENT	Larger/ softer/lighter ball. Shorter handled stick. Uni hockey stick with a large head Hockey stick attached to the wheelchair. Bigger goal/.no goals – zone area.
PEOPLE	Small groups with LSA directing- PD pupil stays in group, other pupils rotate through group. Work with LSA on some individual skills but have class members in the group whenever possible.



More information available from :

Local opportunities

<http://www3.hants.gov.uk/show/play-sport/all-sports/hockey-4.htm>

National and international opportunities

<http://www.englandhockey.co.uk/>

<http://www.hampshirehockeyassociation.co.uk/>

Zone Hockey is an adapted version of hockey and can include players of all abilities.

It is ideal for players with special needs - be they physical disabilities, sensory impairments, learning or behavioural difficulties - but it offers opportunities for the integration with the able bodied.

The game is five a side and can be played both outside on a hard surface, on a quarter of an artificial turf pitch, or inside a sports hall. Zone Hockey is a totally inclusive game and is suitable for electric wheelchair users, manual wheelchair users, ambulant and semi-ambulant players.

The small sided teams, together with the adapted playing areas, ensure a type of involvement in the game which will provide players with enjoyment and success. Players, both disabled or non-disabled, can participate side by side in what can be a high scoring, fast moving, fun game of hockey.

KEY PRINCIPLES

The court size is 30m x 20m or the size of a volleyball court, ideally with some rebound boards. Four Zones are set out using floor markers:

- Semi Circle goal zone at each end
- Central Longitudinal Zone (0.5 court width)
- Two Longitudinal Wing Zones (0.25 width)
- Electric wheelchair players play in the central zone (two per team)
- Ambulant players play in the wing zone (one per team)
- Restricted manual chair player plays in the other wing zone (one per team)
- Any player category can play as goalkeeper

Netball

SPACE	<p>Smaller size Court Zoned area. Inclusive Zones Larger court side. Walls to bounce off</p>
TASK	<p>Adapt to make a disability sport Change rules e.g. allow double bounces Shorter time for match Zone ends to score rather than nets/baskets. Not allowed to mark the PD student. PD student can move with the ball. Able body – Only allowed to use non dominant hand, so many passes before scoring.</p>
EQUIPMENT	<p>Lowered hoop/larger/lower net. Size Ball. Type of ball e.g. balloon Velcro Bibs Wheelchairs.</p>
PEOPLE	<p>Size of team Give other pupils similar limitations e.g. seated Position people strategically – e.g. if someone had a left sided weakness, position appropriately</p>



More information available from :

Local opportunities

<http://www3.hants.gov.uk/show/play-sport/all-sports/netball-2.htm>

National Opportunities

<http://www.parasport.org.uk/organisations.asp?orgKeyword=england+netball&org=§ion=55&itemid=253&itemtitle=England%20Netball>

Rugby

SPACE	<p>Surface – Astro turf /Grass/Concrete/ - all affect the speed of the ball</p> <p>Smaller court</p> <p>Bouncing off walls allowed</p>
TASK	<p>Shorter time for game, no off side rule,</p> <p>Tag rugby</p> <p>No tackling the PD student</p> <p>No touchline- zoned area to score,</p> <p>The PD student does not have some one marking them.</p>
EQUIPMENT	<p>Size of the ball (colour, texture) Size of the goal, size of the pitch Stationary ball rather than moving ball.</p>
PEOPLE	<p>Size of the team. 'Give other pupils a 'disability' e.g. tie one arm behind the back. Can only use non dominant foot.</p>



More information available from :

Local opportunities

<http://www3.hants.gov.uk/show/play-sport/all-sports/sport-rugby.htm>

National opportunities

<http://www.parasport.org.uk/sports-landingpage.asp?section=49§ionTitle=About+Wheelchair+Rugby>



Wheelchair rugby

Invented by a group of quadriplegic athletes, who were looking for an alternative to wheelchair basketball. The sport they created, incorporates some elements of basketball, handball and ice hockey



Duration

4 x 8min quarters + 3min decider periods if the game is tied

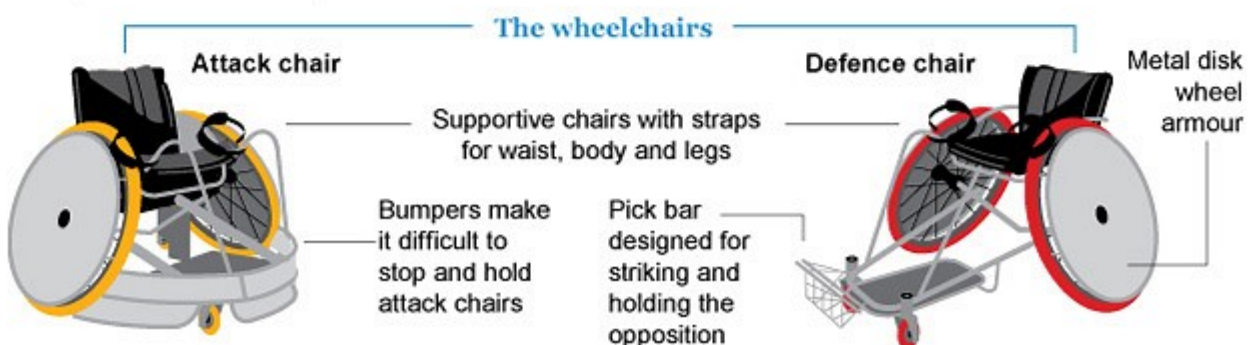
4
Players of mixed functionality per team



For a goal two wheels must cross the goal line within the key area



40
Seconds allowed from possession to goal



How to play

Wheelchair rugby, which is open to those with arm and leg impairments, has little in common with its non-disabled namesake.

Teams of four - which are made up of men and women - compete on a normal-sized indoor basketball court with the aim being to outscore the opposition. Games consist of four eight-minute quarters and if the scores are tied at the end of this three-minute overtime periods are played till one team is victorious.

A goal is scored when a player in possession of the ball - which is identical to a volleyball - crosses the opposition's goal line with two wheels. When in control of the ball players must dribble or pass it every 10 seconds, meaning the game is fast-paced.

Physical contact between players is not permitted but contact between wheelchairs is allowed. However, dangerous play, such as striking an opponent from behind, is outlawed. Defensive fouls result in one-minute penalties for the offending player and offensive fouls see a team lose possession of the ball.

Soccer

SPACE	<p>Surface – Astro turf /Grass/Concrete/ - all affect the speed of the ball</p> <p>Smaller court</p> <p>Bouncing off walls allowed</p>
TASK	<p>Shorter time for game,</p> <p>no off side rule,</p> <p>There has to be so many passes before the team can shoot.</p> <p>No tackling the PD student – is allowed to dribble before being tackled,</p> <p>No goals- zoned area to score,</p> <p>The PD student does not have some one marking them.</p>
EQUIPMENT	<p>Size of the ball (colour, texture) wheelchair footballs.</p> <p>Size of the goal, size of the pitch</p> <p>Stationary ball rather than moving ball.</p>
PEOPLE	<p>Size of the team.</p> <p>‘Give other pupils a ‘disability’ e.g. tie one arm behind the back.</p> <p>Can only use non dominant foot.</p>



More information available from :

Local opportunities

<http://www3.hants.gov.uk/show/play-sport/all-sports/football.htm>

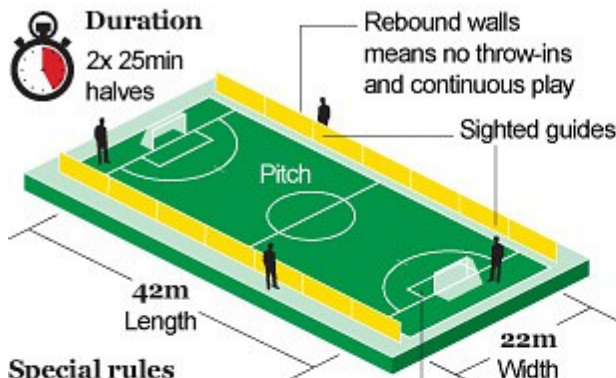
<http://www.hampshirefa.com/players/disability>

National opportunities

<http://www.parasport.org.uk/sports-landingpage.asp?section=37§ionTitle=About+Football+%2D+Cerebral+Palsy+%26+Visual+Impairment>



Paralympic 5-A-Side Football - is a thrilling, fast-moving sport played by visually impaired athletes using a ball with a noise-making device



Special rules

Players wear shades to equalise the sight of all outfield athletes



Each team has 2 off-field sighted guides and a sighted goal keeper

Acoustic orientation

A bell inside the ball emits sound that helps orientate the outfield players

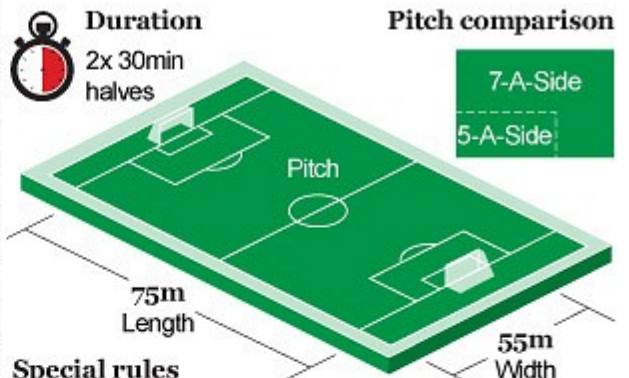
5 A-Side

Close control

Great dribblers often excel at this game



Paralympic 7-A-Side Football - is a fast-moving and fiercely competitive sport played by athletes with cerebral palsy



Special rules

Throw-ins can be taken with one hand and there is no offside rule

Team composition

Teams must include at least one athlete with either C5 or C6 classification. If this is not possible, the team must play with six players. No more than three C8 players are allowed to play at the same time

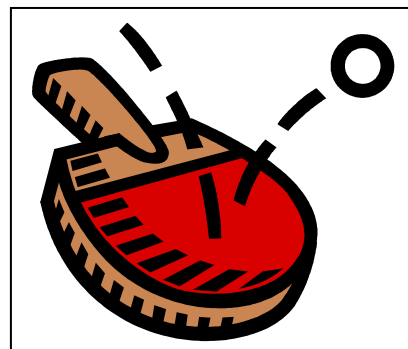
One handed throw-ins allowed

7 A-Side

Taken from Daily Telegraph Paralympics guide

Table Tennis

STEP	Double bounce, Change table size Different marking, serve from a bounce or a stable target
TASK	Rallying with a partner, rallying against a fixed object-wall, put restrictions on the opponent i.e. use non dominant hand. Lots of familiarisation with the bat
EQUIPMENT	Lower net, shorter lighter racket, different ball –size-texture high viz coloured ball, Caged court, Ball served from cone, hand/ bounce first. Is a net needed? Can you attach the racket to the chair/walker?
PEOPLE	TA fielder running for the ball, Doubles- is one able and one disabled? Groups – therefore not needing to move so far across the court.



More information available from :

Local opportunities

<http://www3.hants.gov.uk/show/play-sport/all-sports/tabletennis-3.htm>

National and international opportunities

<http://www.parasport.org.uk/sports-landingpage.asp?section=45§ionTitle=Table+Tennis>



Paralympic Table Tennis

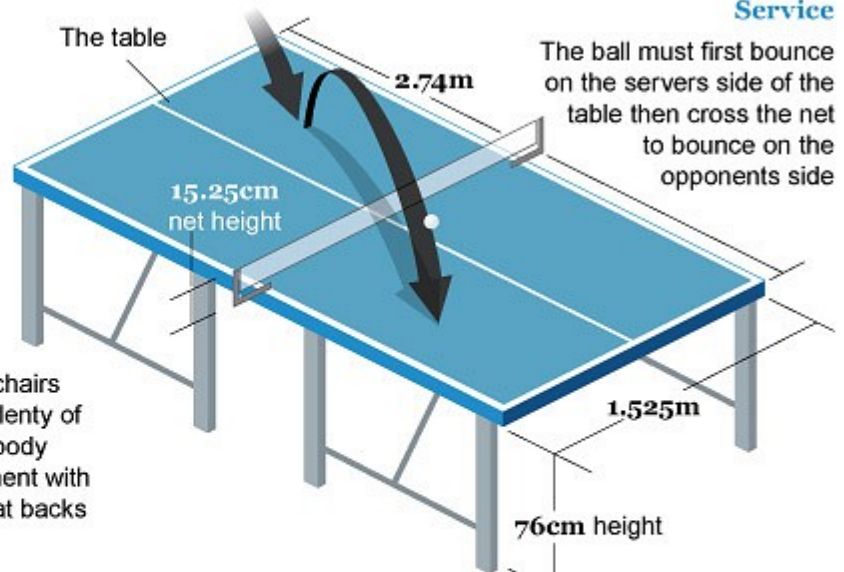
A permanent part of the Paralympic programme since the first Games in 1960, the sport blends power, speed, skill and subtlety – no wonder it is the biggest participation sport in the world

Categories

Athletes with intellectual disabilities
Standing athletes
Wheelchair athletes



Wheelchairs allow plenty of upper body movement with low seat backs

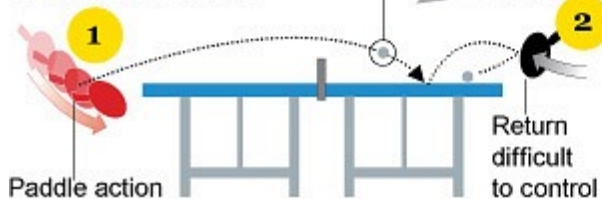


Service

The ball must first bounce on the servers side of the table then cross the net to bounce on the opponents side

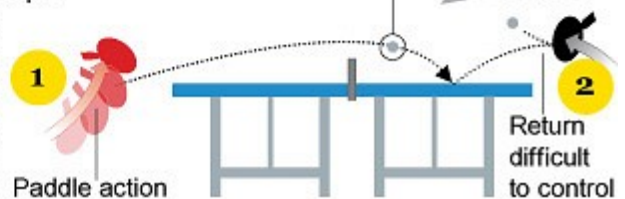
Backspin

Ball struck with a downward action to give a backward spin with a forward motion



Topspin

Ball struck with an upward action to give a forward spin



How to play

Paralympic table tennis follows the same principles as its able-bodied counterpart. There is one difference though: matches are played over the best of five games; not seven. The first player to 11 points (by a margin of two clear points) wins a game.

Qualification stages are followed by a knockout competition, with individual and team events on the programme.

The sport is open to athletes with upper and lower limb paralysis, cerebral palsy, amputees and other physical disabilities like multiple sclerosis and muscular dystrophy. Athletes compete in classes according to their functional ability.

Taken from Daily Telegraph Paralympic guide

Tennis

STEP	Double bounce, Change court size Different marking, serve from a bounce/a stable target Does the court have to be square? maybe a different shaped court.
TASK	Rallying with a partner, rallying against a fixed object-wall, put restrictions on the opponent i.e. use non dominant hand. Lots of familiarisation with the racket
EQUIPMENT	Lower net, shorter lighter racket, different ball –size-texture balloon, high viz coloured ball, Caged court, Ball served from cone, hand/ bounce first. Is a net needed? Can you attach the racket to the chair/walker?
PEOPLE	TA fielder running for the ball, Doubles- is one able and one disabled? Groups – therefore not needing to move so far across the court.



More information available from :

Local opportunities

<http://www3.hants.gov.uk/show/play-sport/all-sports/sport-tennis.htm>

National and international opportunities

<http://www.parasport.org.uk/sports-landingpage.asp?section=50§ionTitle=About+Wheehair+Tennis>



Wheelchair tennis - Since humble beginnings, the sport has grown at an amazing rate and is now fully integrated into all four Grand Slam Tennis events, with more than 170 tournaments on the ITF's own Wheelchair Tennis Tour, it is more popular than ever

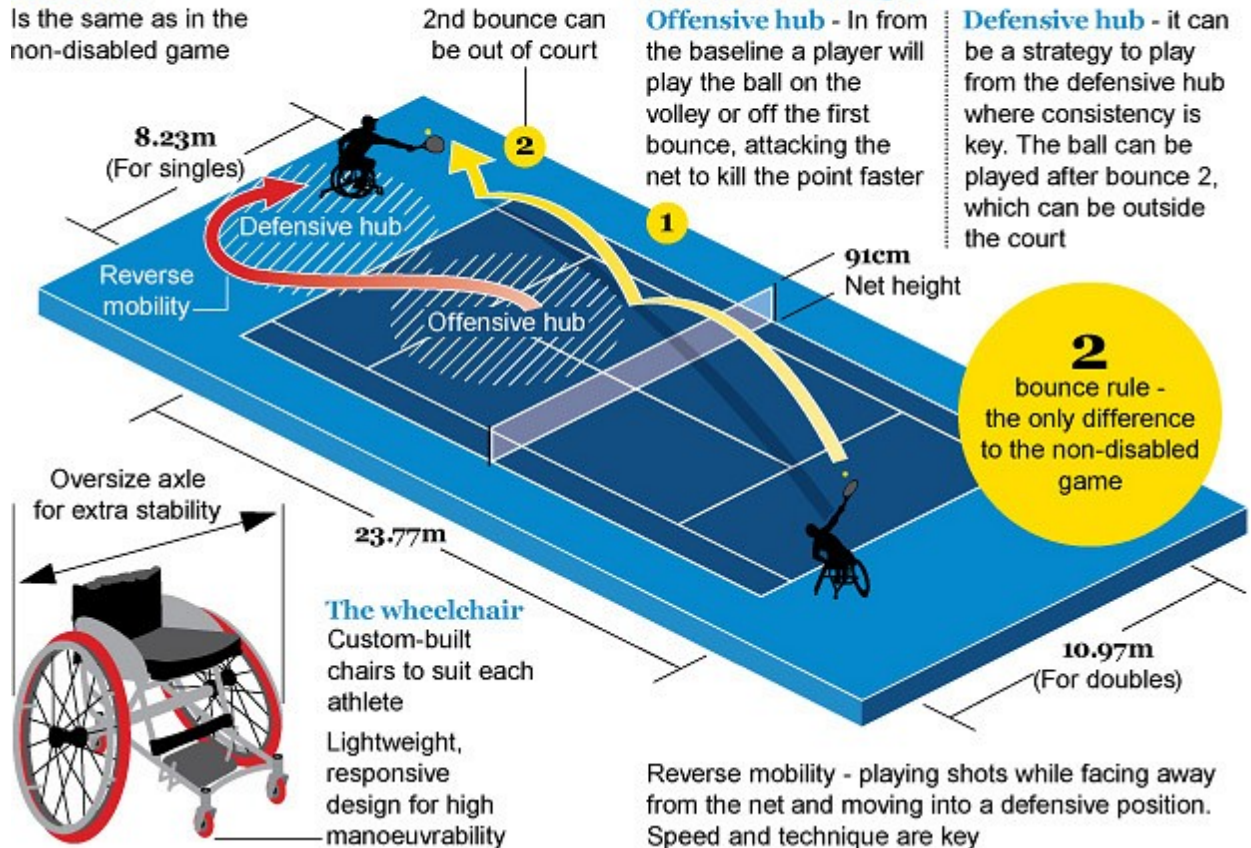
The Court

Is the same as in the non-disabled game

Tactics and technique

Offensive hub - In from the baseline a player will play the ball on the volley or off the first bounce, attacking the net to kill the point faster

Defensive hub - it can be a strategy to play from the defensive hub where consistency is key. The ball can be played after bounce 2, which can be outside the court



How to play

The sport follows the same rules as able-bodied tennis, but the ball is allowed to bounce twice before it must be returned by a player. The second bounce does not have to be within the boundaries of the court.

Both male and female matches - who compete in wheelchairs - are played over three sets and all six events are played in a straight knockout format.

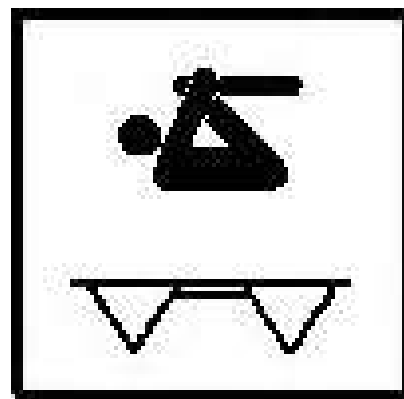
Athletes competing in the quad singles and doubles - otherwise known as the mixed events - have impairments that affect three or more of their limbs and can use electric-powered wheelchairs and rackets taped to the hand.

Any individual who has lost all or part use of their legs is eligible to play wheelchair tennis.

Taken from Daily Telegraph Paralympic guide

Trampolining

SPACE	Hoisting (more space)
TASK	<p>Timed session as peer comparable as able/as disability enables.</p> <p>Bouncing on feet/ knees/ stomach/back/hands and knees sit on the trampoline Let their peers 'kip' for them (bounce them)</p>
EQUIPMENT	<p>Lower, small trampoline.</p> <p>Net around to zone equipment (cage) embedded trampoline.</p> <p>Hoisting. Trampett?</p> <p>More spotters on each side,</p> <p>Mats placed around the bed of the trampoline.</p>
PEOPLE	<p>One to one, only 1 child on at a time,</p> <p>Hoisting (trained PE Staff) 2 x staff required.</p> <p>Adult to undertake bounce if required.</p> <p>LSA/Teacher on the trampoline at the same time.</p>



More information available from :

Local opportunities

National and international opportunities

<http://www.british-gymnastics.org/site/>

Record of Adapted and Modified Physical Education

Pupil's name _____

Sport _____

Date(s) _____

Space - Where the activity is happening?	
Task - What is happening ?	
Equipment - What is being used ?	
People - Who is involved ?	
Other notes	

Sport _____

Date(s) _____

Space - Where the activity is happening?	
Task - What is happening ?	
Equipment - What is being used ?	
People - Who is involved ?	
Other notes	

Acknowledgements

Including students with SEN and/or disabilities in Secondary Physical Education for Secondary PGCE tutors and trainees – Training toolkit
Published by Training and Development Agency 2009

Viewed and downloadable from
<http://dera.ioe.ac.uk/13805/1/physicaleducationpe.pdf> (March 2013)

Daily Telegraph Paralympic guides

Viewed and downloadable from
<http://www.telegraph.co.uk/sport/olympics/paralympic-sport/9487922/London-2012-Paralympics-sport-by-sport-guide.html> (March 2013)

This booklet was produced collaboratively by the Specialist Advisory Team for Students with Physical Difficulties in collaboration with Maria Keeler from the resourced unit at Portchester Community School.

