

Disability is the state pupils may find themselves in when the adjustments needed to overcome their impairments don't happen.

(extracted from Games All Children Can Play published by Scope)



Supporting Secondary Pupils with Physical Disabilities in P.E



SEND 0-25 SERVICE
Specialist
Inclusion
Support Service

AS MY P.E TEACHER CAN YOU...?

- Ask me what I like to do in P.E, (in some cases this may mean both before and after with regards to a medical procedure or an accident and ask my parents too).
- Don't be afraid to ask me for ideas on how I can be included.
- Always make me feel involved and do not leave me sat on the side-lines, feeling left out or excluded.
- Try to include as many activities as possible i.e. sports that can be adapted, like basketball or table tennis so I am able to participate with other pupils.
- Do a normal P.E lesson, but always adapt it so I can take part. Do it in such a way that it is not obvious and everyone in the class gets something out of it.
- If you are doing a team sport or are working in a group make me a captain.
- Be adventurous with your adaptations to an activity.
- As my P.E teacher, to talk to the school about what they can put in place to support me.
- Do floor activities where everyone is on the same level as I am.
- Do swimming pool games (this is good exercise for me).
- Think about the P.E class coming to my local fitness suite with me.
- Get able bodied children to play in chairs if possible (e.g. wheelchair basket ball) or get a local sports club to come in and do demonstrations or 'Back Up' to speak to the school.
- If I don't want to get involved in the main activity, get me involved in other ways (e.g. scoring, refereeing, and setting up coaching drills) but don't offer this as the only solution, include me as much as possible so I am equal to my peers.
- Explore the possibility of having my physiotherapist involved in the planning of the P.E lesson.
- Make sure the other children are understanding about what I can and can't do.
- Don't be afraid to try, if it doesn't work we'll do it differently next time.



For further infor-

mation

please contact :-
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Clare & Jo with GB
Paralympians Steve
McQuire and Ollie
teaching the future Paralympic heroes?

Paralympians Steve
Hynd Are you



RESOURCES FOR SUPPORT AND INFORMATION

- ◆ TDA—Including students with SEN and/or disabilities in secondary physical education Special educational needs and/or disabilities Training toolkit.
- ◆ Sainsbury's Active Kids for All
- ◆ Project Ability
- ◆ Top Sports Ability
- ◆ Wheelchair Dance Sport Association
- ◆ NSCP Safe Guarding Deaf and Disabled Children In Sport
- ◆ <http://www.free-teaching-resources.co.uk/teacher-resource/teacher-resource/index.html>
- ◆ Free training and resources are available for teachers and school staff – www.inclusivepe-eng.co.uk
- ◆ Wilson Stuart School Top Tips - <http://wilsonstuart.co.uk>
- ◆ English Federation of Disability Sports - <http://www.efds.co.uk> training for staff

VIDEO FOR TEACHING PRACTICE IDEAS

- <https://www.tes.com/teaching-resource/teachers-tv-inclusive-physical-education-6045642>
- <https://www.tes.com/teaching-resource/teachers-tv-everyone-s-included-secondary-6084935>
- Aspire Sports Inclusion Video

SPECIALIST EQUIPMENT AND INFORMATION

These organisations can help with mobility equipment :

- ⇒ Adam Millichip Foundation
- ⇒ Aspire
- ⇒ Cauldwell Children
- ⇒ Children Today
- ⇒ Cash4Kids
- ⇒ Dan Maskell Trust
- ⇒ Family Fund
- ⇒ Get Kids Going
- ⇒ READY Charity
- ⇒ Lords Taverners
- ⇒ Richard Overall Trust
- ⇒ SF Charity
- ⇒ Variety Club
- ⇒ Wheel Appeal
- ⇒ Whizz Kids

INCLUSION SPECTRUM

Any activity can be adapted and modified using the Inclusion Spectrum and STEP tools. The **Inclusion Spectrum** is an activity-centred approach to the inclusion of young people of all abilities in physical activity. Inclusion can be achieved by changing the way in which the activity is presented.

The **STEP principles** (Space, Task, Equipment and People) can be used to support the Inclusion Spectrum 'Change to Include' approach. Changes in the way the activity is delivered can be made in one or more of the STEP areas.

STEP PRINCIPLES

S stands for **SPACE**.

*What is the effect of the size of play area chosen?
Can you change surface so it is suitable for a wheelchair?
Is the facility accessible including toilets and changing rooms.
Decrease targets and distances to make things easier.
Working in zones enables people of similar ability to be matched.
Is there room to move around?
Can you use a tackle free zone?*

T stands for **TASK**

*Demonstrations/Communication – ease understanding.
Adapt rules for the whole group or for individuals.
Adapt the task for some young people so that they can use adapted Equipment.
Adapt a game to use zones so everyone can play.
Choose a sport/tasks that is accessible to all e.g. Avoid high jump or run parallel with another accessible activity.
Rule changes:
Tennis- two bounces; Basketball- two touches of wheels before having to bounce ball;
Table tennis- Other player plays seated.*

E stands for **EQUIPMENT**

*Size - a larger ball is easier to hit and to receive.
Size - can you make the length of a handle shorter/longer on a racket / bat?
Size – can you reduce the height of targets? e.g. lower badminton net.
Is there sport specific specialist equipment? e.g. wheelchair football.
Attachment- Does the wheelchair have anti-tip fitted.*

P stands for **PEOPLE**

*Group Dynamics – working in pairs and small groups.
Vary Groupings – use mixed ability groupings and similar pairings – not the same every lesson.
Select team roles carefully – to challenge but not frustrate.
Let them try – never assume they can't do it and work with the young people on adaptations – what works and what doesn't.
As a coach your position is important for people to hear and see.*



Examples of applying the STEP principle:

Football

- S: A tackle free zone e.g. A wing
- T: Remains unchanged
- E: Wheelchair football attachment for front of chair
- P: Remains unchanged

Orienteering

- S: Create a course that does not include grass or extremely uneven surfaces, ensure the overall distance of course is appropriate
- T: Remains unchanged
- E: Ensure than all punches are at an accessible height and location
- P: Can you put participants in pairs? Can you support with gradients if required?

Tennis

- S: Reduce size of court to ensure more opportunities to practice various shots
- T: Two bounces before ball has to be returned
- E: Remains unchanged
- P: Remains unchanged

HELPFUL CONTACTS AND LINKS

- British Wheelchair Basketball 01509 279900 www.gbwwa.org.uk
- UK Cheerleading Association 01625 838557 www.ukca.org.uk
- UK Dodgeball Association 01438 791005 www.ukdba.org
- Goalball UK 0114 2235670 www.goalballuk.com
- British Gymnastics 0845 1297129 ext.2309 www.british-gymnastics.org
- English Handball www.englishhandball.com
- English Lacrosse 0843 6585006 www.englishlacrosse.co.uk
- British Orienteering 01629 734042 www.britishorienteering.org.uk
- Rounder England 01142 460357 www.roundersengland.co.uk
- Tchoukball UK 07832553351 www.tchoukball.org.uk
- Volleyball England 01509 227722 www.volleyballengland.org
- Youth Sports Trust 01509 226600 www.youthsporttrust.org
- SportSPE 024 7641 4999 www.sportspe.org.uk
- Boccia England www.bocciaengland.org.uk
- Boccia Crusaders 0121 373 4475 www.boccia-crusaders.co.uk
- CP Sport 0115 925 7027 www.cpsport.org
- Lord taverners www.lordstaverners.org
- Sport England www.sportengland.org
- Sport Birmingham www.sportbirmingham.org
- Your School Games www.yourschoolgames.com
- England Athletics www.englandathletics.org/disability-athletics
- Whizz Kids www.whizz-kidz.org.uk/get-our-help/young-people/wheelchair-skills-training
- Pan Athlon 01279 680980 www.panathlon.com
- The Association for Physical Education 01905 855584 www.afpe.org.uk
- Niels Larsen Ltd 01924 283000 (gymnastics equipment with innovation to the sport)
- Arbour Vale School is a Specialist Sports College and Project Ability school supporting other schools across Berkshire with inclusive Physical Education and Sport. 01753 515560 www.arbourvale.slough.sch.uk
- Change4Life 0300 1234567 www.nhs.uk/change4life
- GO Project - 01438 747324 (*Encouraging parents/carers and their children to play together*)
- Stevenage Sporting Futures Team 01438 747324 www.stevenagesportingfutures.co.uk
(*Creating Opportunities, Raising Aspirations Through Physical Activity And Sport*)
- Community Equestrian Centre 01564 642101 www.equinelearning.org.uk
- St John Ambulance 08700 104950 www.sja.org.uk



supplier of first aid and health and safety training courses

COURSES AND WORKSHOPS

Consider specialist courses for teaching PE for young disabled people, though consider if the course also covers teaching and adapting activities in mainstream schools rather than focusing on teaching in special schools.

- The **Sainsbury's Active Kids for All** training is designed to help **teachers to: embed inclusive practice in their planning, delivery and assessment within the P.E curriculum.** Providing teachers with a clearer understanding of the needs of **all** pupils and to be able to use teaching strategies to ensure all pupils **are engaged and make good progress**, both of which are essential in outstanding teaching.
- The Youth Sports Trust initiative, **Project Ability** supports young disabled pupils to take part in competitive sport. Through a network of 50 lead Project Ability schools in England, each selected for their established expertise in engaging young disabled people, schools can improve the quality and extend the provision of physical activity for disabled pupils.
- The Youth Sports Trust **TOP Sportsability** is a free online resource for schools and offers practical advice to teachers, learning support staff and other sports practitioners. It **consists of video clips and downloadable content showing ideas and strategies around the inclusion of young disabled people in physical activity.**
- Aspire **Coaching 2 Coach** is an introduction to coaching and working with people with disabilities in order to adapt a sports session to meet their needs.
Aspire School Sport Inclusion Video shows the support offered by Aspire.
- **Wheelchair Dance Sport Association (UK)** offers practical dance workshops in schools. They are able to link mainstream and special schools together.

ALTERNATIVE PE EQUIPMENT

HEIGHT ADJUSTABLE BASKETBALL/NETBALL NET
NEW AGE KURLING SET – TARGET AND RAMP
CHEER LEADING POM POM SET
HAND RIBBONS AND SCARVES FOR DANCE
GOAL BALL SET
BUMP BALLS
EASY GRIP BUMP BALLS
GRAB BALLS
LIGHTWEIGHT BASKETBALLS
SOFT SPONGE FOAM BALLS
OVERBALLS
AIR FLOATING BALL
RIBBON BALLS/TAIL BALLS
SAFE AND SOFT FLYERS
GIANT SHUTTLECOCK
PARACHUTE
GIANT TARGET
FLOOR TARGET MATS
LARGE GAMES FOR PLAYGROUND
FOAM BASEBALL BATS/ LIGHT WEIGHT CRICKET BATS
LIGHTWEIGHT NET BATS (DIFFERENT SHAPES)
T BALL STAND
PLASTIC BASE STATION CIRCLE MATS /HANDS AND FEET
FOAM JAVELINS

EQUIPMENT PROVIDERS

- Bishop Sports & Leisure Ltd 01753648666
www.BishopSport.co.uk
- Davies Sports 0845 1204 515
www.daviessports.co.uk
- Balancebest Ltd. 01977 510898 (Giant Balloons)





TOP TIPS

P.E is an important vehicle for all pupils in developing social skills, teamwork, leadership skills, improving movement, balance and spatial/perceptual ability.

PLANNING:

Consider the above statement and the importance of taking part and planning with the specific young person in mind.

Discuss options with both pupil and parent/carer. Perhaps they may already be involved in sport / activity clubs.

Seek advice from OT/Physio/Health Care Plan before any P.E -do not go on parent advice alone.

An individual pupil's Physio/OT warm up programme could be used for whole class.

TEACHING APPROACH:

*Think about complexity of instructions offered. **KISS** – Keep it short and simple? Some pupils may take things literally, or not be able to decode banter/sarcasm*

Try to use visual and auditory instructions and demonstrations—some pupils may have additional vision and hearing impairments.

Be sensitive to how the pupil may be affected by their condition. Responses or behaviours may seem odd, so assume there is a reason for this and check first before trying to eliminate the behaviour.

Consider where you are positioned when talking - are you seen? Are you heard? Is your voice clear? Did you repeat? Sunlight behind someone can make a silhouette, and facing away can mean a child can't hear, lip read or get visual clues.

Always give the pupil the opportunity to check they understand. Wait until after the initial group talk as they may not want to talk to you in front of the group.

Use small– sided games, consider dynamics of pairs or groups. Some pupils may struggle in large groups with lots of people around them. Some pupils may find it difficult to work in pairs. Partner pupils sensitively to both pupils.

PERSONAL CONCERNS:

Encourage independence to avoid pupil becoming over-reliant on adult support. If a pupil has LSA support, ensure they wear appropriate clothing so they don't stand out drawing more attention and they are more able to actively support.

Be flexible regarding getting changed for P.E. Anxiety because of changing, or taking too long, can make or break a PE lesson for some pupils. Reinforce if they are not included in the 'hurry up everyone' comment.

Allow pupils to change elsewhere or before everyone else if they prefer this. Consider dignity in changing and showering and toilet accessibility. Some pupils have scars or discreet clothing support they would rather keep private.

Do not give instructions when a signing interpreter is not present, e.g. in a male changing room if the interpreter is female and elsewhere.

ORGANISATION:

Create clear activity boundaries; consider the size and surface of each area. Perhaps reduce the playing area; use a smooth level surface with bold floor markings, e.g. for pupils with physical and/or visual difficulties, a mat could be used to denote area

Establish ZONE areas of play; or a range of ZONE areas for everyone to be able to participate in. Creating activities that provide all pupils to have a choice of 'alternative equipment' will not highlight a pupil and as is often the case, be helpful to everyone.

Think well in advance when it comes to Sports Day! Consider if a Risk Assessment is required. Plan to include everyone e.g. Foam Javelins or lighter balls for shot put.

REWARD AND SUPPORT:

Recognise and promote skills– e.g. Wheelchair certificates, trophies, awards

Contact local schools—make the most of inter school links and possibly arrange alternative leagues such as Boccia League or New Age Kurling

Help promote and signpost pupils and families to their Local Disability Sports Clubs and events –Enquire if there are pupils who feel they can recommend any inclusive clubs based on their after school experiences.

AND FINALLY REMEMBER:

Children with any physical disability may have to use a lot more effort over the same time as their peers. They will probably tire more easily so do ensure seating or an appropriate rest area is close at hand on every occasion. Discreetly ask how they are.

Encourage and enable a pupil to access water -some pupils will dehydrate far more quickly in short amount of time.

***Give pupils time.** Transition from Primary School to Secondary School is going to possibly take a child with physical disabilities even longer to adjust to.*

