For secondary PGCE tutors and trainees

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

tda

developing people, improving young lives

Contents

1 Including students with SEN and/or disabilities in secondary physical education (PE) lessons

Introduction

This booklet gives tutors and trainees information about subject-specific issues in the physical education curriculum for students with SEN and/or disabilities. It offers a straightforward introduction to planning inclusive physical education lessons. There are also suggestions for further reading and support in section 7.

Each booklet in this series contains a self-audit table (section 3). This offers a range of ideas that you can use to check against your practice and the practice you observe. The organisation of information in this table is based on the most recent research evidence and the views of expert teachers.

Recent evidence (eg Davis and Florian, 2004) suggests that much of what has traditionally been seen as pedagogy for students with SEN and/or disabilities consists of the approaches used in ordinary teaching, extended or emphasised for particular individuals or groups of students. This applies even when teaching approaches may look very different, eg when teachers are working with students with complex needs.

Trials of these materials in 2007/08 suggested that grouping teaching approaches into themes helps new teachers and those who work with them to consider and discuss their practice. Therefore each self-audit table is grouped under eight themes:

- maintaining an inclusive learning environment
- multi-sensory approaches, including information and communication technology (ICT)
- working with additional adults
- managing peer relationships
- adult-student communication
- formative assessment/assessment for learning
- motivation, and
- memory/consolidation.

There are many overlaps between these themes, but the model offers a useful starting point to help you develop teaching approaches that include students with SEN and/or disabilities.

Physical education

"PE develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. A high-quality PE curriculum enables all pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity.

"PE helps pupils develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations."
National Curriculum, QCA, 2009

Roles and responsibilities

Recent legislation and guidance make clear that **all** the teaching staff in a school are responsible for the provision for students with SEN and/or disabilities. All staff should be involved in developing school policies and fully aware of the school's procedures for identifying, assessing and making provision for students with SEN and/or disabilities. Staff should help students with SEN to overcome any barriers to participating and learning, and make any reasonable adjustments needed to include disabled students in all aspects of school life.

The Disability Discrimination Act (DDA) has substantial implications for everyone involved in planning and teaching the curriculum. Schools have specific duties under the DDA to:

- make reasonable adjustments to their policies and practice to prevent discrimination against disabled students

- increase access for disabled students, including access to the curriculum, through accessibility planning, and

- promote disability equality and have a disability equality scheme showing how they will do so.

These duties are important and significant. They require schools to:

- take a proactive, systematic and comprehensive approach to promoting disability equality and eliminating discrimination, and

- build disability equality considerations in from the start at every level of activity, including developing and delivering the curriculum and classroom practice.

Schools must address their various DDA duties together in a way that brings greater benefits to disabled students, staff, parents and other users of the school. Using the self-audit table in this booklet to develop an inclusive approach to your teaching will help you carry out these duties in your subject.

Modifying the curriculum and the National Strategies to match students' needs

Teachers have a statutory duty to modify the programmes of study (or National Strategy materials).

"Schools have a responsibility to provide a broad and balanced curriculum for all pupils."
National Curriculum, QCA, 2008

This is more than just giving students 'access to the curriculum'. The curriculum is not immovable, like some building, to which students with SEN and/or disabilities have to gain access. It is there to be changed, where necessary, to include all students.

The statutory 'inclusion statement' in the National Curriculum sets out a framework for modifying the curriculum to include all students. Teachers have to:

• set suitable learning challenges

• respond to students' diverse learning needs, and

• overcome potential barriers to learning and assessment for particular individuals and groups of students.

These principles allow you to:

• choose objectives for students with SEN and/or disabilities that are different from those of the rest of the group, or

• modify the curriculum to remove barriers so all students meet the same objectives.

Planning for students with SEN and/or disabilities should be part of the planning that you do for all students, rather than a separate activity. It doesn't need to be complicated or time-consuming. You can simply jot down brief notes in your lesson plans on the learning objectives and approaches you will use to remove barriers for students with SEN and/or disabilities. Any personal targets the student has can inform this planning. At times it may be appropriate to plan smaller steps to achieve the learning goal or provide additional resources. It is often possible to use the support available to do this, either from the SENCO or teaching assistant/mentor.

You should also think about the questions you will ask different groups and individuals and the ways you will check that students understand. Some students with SEN and/or disabilities will show they understand in different ways from their peers, so you should look at a range of opportunities for students to demonstrate what they know and can do.

2 Removing barriers to the secondary physical education curriculum for students with SEN and/or disabilities

Teaching and learning

To make physical education lessons inclusive, teachers need to anticipate what barriers to taking part and learning particular activities, lessons or a series of lessons may pose for students with particular SEN and/or disabilities. So in your planning you need to consider ways of minimising or reducing those barriers so that all students can fully take part and learn.

In some activities, students with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone.

To overcome potential barriers to learning in physical education, some students may require:

- adapted, modified or alternative activities that offer an equivalent degree of challenge to the activities in the programmes of study and that enable the students to make progress

- specific support they need to take part in certain activities or types of movement, and

- careful management of their physical regime to allow for their specific medical conditions.

See appendix A for details of how physical education activities can be modified to include all students.

For some activities, you may need to provide a 'parallel' activity for students with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way.

Occasionally, students with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers.

There are some examples in the checklist in section 3 and in appendix A.

Assessment

When assessing students, you need to plan carefully to give students with SEN and/or disabilities every opportunity to demonstrate what they know and are able to do, using alternative means where necessary.

Some students who are unable to use equipment and materials, including students with visual or hearing impairments, may not be able to achieve certain aspects of the level descriptions. QCA (2008) advises that, when a judgement against level descriptions is required, your assessment of the student's progress should discount these aspects.

When students are following adapted or alternative activities, make your judgements against the level descriptions in the context of the activities they are doing.

3 Self-audit for inclusive physical education lessons: planning teaching, learning and support

You can use the following checklist to audit your practice and plan for more inclusive lessons.

The left-hand column of the table suggests approaches that are appropriate for students with SEN and/or disabilities in all subjects. The right-hand column suggests extensions and emphases that may be helpful in removing barriers for students with SEN and/or disabilities in physical education.

In most cases, the actions recommended are good practice for all students, regardless of their particular SEN and/or disability.

In other cases, the actions taken will depend on the barriers to taking part and learning identified in relation to the lesson being taught and students' particular SEN and/or disabilities. For example, the challenges of including wheelchair users in athletics activities may be quite different from those for including students with other SEN and/or disabilities.

Some young people with identified needs – such as behaviour difficulties – may benefit from changes in activities or working with selected others or rest breaks. In these cases it is helpful to discuss and plan with a support assistant who knows the young person well. The SENCO, subject associations and/or organisations supporting people with particular SEN/disabilities may be able to offer more specialist advice.

These examples are not comprehensive or exhaustive. They are intended to stimulate thinking rather than offer detailed advice on how to teach the subject to students with different types of special educational needs and/or disabilities. You will wish to add your own general or subject-specific ideas to the self-audit table.

Maintaining an inclusive learning environment

Maintaining an inclusive learning environment	Physical education	Observed	Tried out
Sound and light issues For example: • background noise and reverberation are reduced • sound field system is used, if appropriate • glare is reduced • there is enough light for written work • teacher's face can be seen – avoid standing in front of light sources, eg windows • students use hearing and low vision aids, where necessary, and • video presentations have subtitles for deaf or hearing-impaired students and those with communication difficulties, where required.	**Sound and light issues**		
Seating Students' seating and the main board position are planned for the shape of the room. Students can see and hear clearly, as necessary: • the teacher • each other, and • the board/TV/screens. Seating allows for peer or adult support. There is room for students with mobility difficulties to obtain their own resources, equipment and materials. Furniture is suitable. Consider the choice of chairs and desks, eg adjustable height tables, raised boards.	**Seating** Make sure the changing facilities are accessible.		

Maintaining an inclusive learning environment	Physical education	Observed	Tried out
Resources Storage systems are predictable. Resources are: • accessible, eg within reach, and • labelled clearly to encourage independent use, eg using images, colour coding, large print, symbols, Braille, as appropriate.	**Resources**		
Displays Displays are: • accessible, within reach, visual, tactile • informative, and • engaging. Be aware of potentially distracting elements of wall displays.	**Displays**		
Low-arousal areas A low-arousal area is planned for students who may need it and is available for use by all students. The area only needs to have immediately relevant materials/ resources to minimise distraction.	**Low-arousal areas**		
Health and safety Health and safety issues have been considered, eg trailing leads secured, steps and table edges marked. There is room for students with mobility difficulties to leave the site of an accident. Remember that students with an autistic spectrum disorder (ASD) may have low awareness of danger.	**Health and safety** Some students will require careful management of their physical regime to allow for their specific medical conditions. In some games, using different zones can create safe playing areas or areas where students can be matched by ability – see appendix A. Consider what clothing may be required for expeditions or camps for students who have limited mobility or sensation.		

Maintaining an inclusive learning environment	Physical education	Observed	Tried out
Unfamiliar learning environments Students are prepared adequately for visits.	**Unfamiliar learning environments** Make sure students are well prepared for visits – eg to sports events, festivals, swimming pools and sports centres. This can include using photographs, videos, objects etc so that students are not worried about unfamiliar situations. You may need to consider alternative routes for orienteering, with wheelchair routes or stable ground for students with walking aids. Specialist OAA (outdoor and adventurous activities) centres have the equipment and resources for wheelchair users and students with mobility difficulties to take part in activities such as climbing, abseiling and sailing.		

Multi-sensory approaches, including ICT

Multi-sensory approaches, including ICT	Physical education	Observed	Tried out
Multi-sensory approaches Students' preferred learning styles are identified and built on: • when teaching – eg visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio-described film/video • for recording – alternatives to written recording are offered, eg drawing, scribing, word processing, mind maps, digital images, video, voice recording, and • to promote security and aid organisation – eg visual timetables are used to show plans for the day or lesson; visual prompts for routines, such as how to ask for help; shared signals are developed so that students can convey their understanding, uncertainty or need for help.	**Multi-sensory approaches** Orienteering trails may need the use of sound, touch or different colours to help some students with navigation.		

Multi-sensory approaches, including ICT	Physical education	Observed	Tried out
ICT ICT is used to support teaching and learning. Accessibility features are used to include students with SEN and/or disabilities, as appropriate, eg: • keyboard shortcuts instead of a mouse • sticky keys • a foot-controlled mouse, a head-controlled mouse or a wireless mouse • screen filters to cut down glare • increased font sizes for screen extension – in any case, fonts used in printed material should not be smaller than 12 pt (24 pt for screen presentations) • clear font type (normally sans serif, such as Arial or Comic Sans) • appropriate contrast between background and text, and/or • a talking word processor to read out text. Students with poor motor control may gain confidence and achieve success through writing/drawing on the computer. Predictive text can encourage students to use a more extensive vocabulary and attempt 'difficult' spellings. It can be enhanced by using subject-specific dictionaries.	**ICT** In physical education, ICT[1] allows students to: • record their performance using digital cameras or video and replay it to help improve their performance – eg using programs such as Dartfish[2] • record, monitor and track personal performance • communicate with others • watch elite performances, and • carry out research – eg Webwise offers a simplified version of web pages.		

1   Where this booklet refers to a specific product, no recommendation or endorsement of that product is intended, nor should be inferred.

2   Dartfish allows teachers and instructors to integrate video feedback in real time in the classroom. You can capture events happening in the lesson and replay them immediately. Teachers and students can then enhance the video with information, annotations etc.

Working with additional adults

Working with additional adults	Physical education	Observed	Tried out
Consulting students Wherever possible, students are consulted about the kind and level of support they require.	**Consulting students** Ask students what they feel about the support they receive from others in PE lessons, for example from a teaching assistant or from a fellow student acting as a feeder, pusher or collector.		
Planning support Support from additional adults is planned to scaffold students' learning, allowing them, increasingly, to work independently. Planning should identify: • which individuals/groups will receive support • where in the lesson students will need support • the type of support students should receive, and • when students should be allowed to work independently. Additional adults: • are clear about the lesson objectives • know the sequence of the lesson • understand the lesson content • know how to break tasks into more manageable chunks • are provided with key questions to encourage formative assessment, and • where appropriate, are familiar with any ICT used to support students.	**Planning support** Plan for pre-tutoring important PE vocabulary, concepts, processes or skills, for students who need it.		
Evaluation Additional adults report to the teacher on students' progress. The effectiveness of support is monitored and reviewed.	**Evaluation**		

Managing peer relationships

Managing peer relationships	Physical education	Observed	Tried out
Grouping students All forms of student grouping include students with SEN and/or disabilities. Manageable mixed-ability grouping or pairing is the norm, except when carefully planned for a particular purpose. Sequence of groupings is outlined for students. The transition from whole-class to group or independent work, and back, is clearly signalled. This is particularly helpful for students on the autistic spectrum.	**Grouping students**		
Managing group work and discussion Students move carefully from paired discussion to group discussion – the language necessary for whole-class discussion work may be a barrier for students who find it difficult to express themselves in public. Paired and small group discussions provide opportunities for all to take part. Students are assigned specific roles (eg chair, writer, reporter, observer) which gives all students something to do and keeps them focused.	**Managing group work and discussion**		

Managing peer relationships	Physical education	Observed	Tried out
Developing responsibility Students with SEN/disabilities are: • given opportunities to initiate and direct projects, with support as appropriate, and • involved as equal contributors in class/school governance and decision making.	**Developing responsibility** Ask students what they want and involve them in decision making about: • policy areas, eg PE kit, changing areas etc • their own learning – eg how to include them better in a lesson/activity, and • what sports are on offer outside school hours. Develop a school sports council. Develop disabled students' skills as leaders and coaches. This not only brings in people with new skills and additional time to support activities, but also provides positive role models for all students.		

Adult-student communication

Adult-student communication	Physical education	Observed	Tried out
Teachers' communication Language is clear, unambiguous and accessible. Key words, meanings and symbols are highlighted, explained and written up, or available in some other way. Instructions are given clearly and reinforced visually, where necessary. Wording of questions is planned carefully, avoiding complex vocabulary and sentence structures. Questions are prepared in different styles/levels for different students – careful preparation ensures all students have opportunities to answer open-ended questions. Alternative communication modes are used, where necessary, to meet students' communication needs, eg signing, Braille. Text, visual aids, etc are checked for clarity and accessibility. For example, some students might require adapted printed materials (font, print size, background, Braille, symbols); some may require simplified or raised diagrams or described pictures.	**Teachers' communication** Some students will need tasks to be broken down into smaller sets of instructions. For example, give the first instruction, then once that is completed give more information – rather than presenting all the task requirements in one instruction. Some students (eg students with an autistic spectrum disorder) struggle with rule changes during activities. Consideration and support may be required if tasks have to be modified or adapted part-way through.		

Adult-student communication	Physical education	Observed	Tried out
Students' communication Alternative communication modes, such as sign or symbol systems, are encouraged, and students' contributions are valued. Advice is sought from the SENCO, a speech and language therapist, local authority advisory staff, and/or the student themselves on the best way of using such communication modes in lessons. Discussion of experiences and investigations is encouraged to help students understand them.	**Students' communication** Different forms of communication may be required to give students full access to activities such as raft building, orienteering, sailing and canoeing – eg verbal prompts, buddy systems or sign language.		
Student-teacher interaction Where appropriate, students are allowed time to discuss the answers to questions in pairs, before the teacher requests verbal responses. Students with communication impairments are given: • time to think about questions before being required to respond • time to explain, and • respect for their responses to questions and contributions to discussions. Additional adults prepare students to contribute to feedback sessions, where necessary.	**Student-teacher interaction**		

Formative assessment/assessment for learning

Formative assessment/ assessment for learning	Physical education	Observed	Tried out
Understanding the aims of the lesson Lesson objectives are made clear in pictures/symbols/writing, as appropriate. Objectives are challenging yet achievable. This will promote self-esteem and enable all students to achieve success.	**Understanding the aims of the lesson** Before starting an activity, clarify the rules of any game to be played and set how long it will be played. Identify specific areas that activities are designed to aid or improve: eg activity A will help with coordination, activity B will improve flexibility. Build up a chart (using a wallchart or other space) to show each lesson's focus and how successive lessons or topics link together to develop an area of work in PE. This could include symbols, images or objects to make it more accessible.		
Focus on how students learn Students' own ways of learning and remembering things are emphasised. Students are encouraged to talk about how they achieved something. Dialogue is the key to successful assessment for learning. Teachers communicate in ways students are comfortable with.	**Focus on how students learn**		
Students know where they are in relation to learning aims End-of-lesson discussions focus on one or more of the ideas explored and the progress that students have made towards them during the lesson. Students are encouraged to look back to previous work/photos/records to see how much progress they have made. Half-termly or termly self-assessment sheets are used for students to assess their progress – a range of recording methods is accepted.	**Students know where they are in relation to learning aims** Still or video images can be used to build a visual or audio-visual record of students' progress in developing new skills. Revisiting a mind map of the same area of learning, say after three weeks of studying a topic in PE, can be a good way of assessing – through the added 'branches' of the map – how students' understanding of concepts is developing. This approach can be particularly valuable for students for whom oral and written communication present a barrier, as pictures and symbols can be included.		

Formative assessment/ assessment for learning	Physical education	Observed	Tried out
Giving feedback Marking and other feedback helps students improve their performance. Feedback is given in an appropriate form – verbally, in writing. Specific, rather than general, feedback is given. Comments are positive, explicit and evaluative. Emphasis is on the students' progress and achievement. Weaknesses are presented as areas for development. Opportunities are offered for students to attempt a piece of work again. These approaches are particularly useful for students who find it difficult to receive comments about improving their work. Praise is given discreetly where students find public praise embarrassing or difficult.	**Giving feedback**		
Understanding assessment criteria The number of goals/assessment criteria is kept small. Teachers talk to students about what they are trying to achieve. Students are involved in setting their own goals. Some students may find it difficult to understand the need for targets. Others may need time and support in target setting. Self-assessment and peer assessment are encouraged. Students are taught to use the language of assessment, eg "better…". Peer marking is encouraged, where buddies can evaluate each other's work in relation to success criteria.	**Understanding assessment criteria**		

Formative assessment/ assessment for learning	Physical education	Observed	Tried out
Reviewing progress and helping students to improve Teachers' responses to students' errors recognise, value and build on the thinking that led to them. End-of-lesson discussion considers the ways of working the class has found fruitful or difficult. Students are asked, for example: • which key words, concepts, skills or processes were difficult and why, and how this could be improved • which parts of a task slowed them down, and • what could be done to make things go more efficiently. Some students may have anxieties about planning to improve, especially if it involves editing or redoing a task. Students are encouraged to see how they've improved on their previous best.	**Reviewing progress and helping students to improve** For example, ask students which key words, concepts, skills or processes were difficult and why, and how this could be improved. Ask them which parts of a task slowed them down and what could be done to make things go more efficiently – eg using a ball of a particular colour, or using a batting stand.		
Gathering assessment evidence A range of sources of assessment evidence is drawn upon. Assessment looks at what students know and can do, not at labels associated with SEN and/or disabilities. Notes made about individual students' difficulties/successes in the lesson take account of their oral contributions as well as their written work.	**Gathering assessment evidence**		

Motivation

Motivation	Physical education	Observed	Tried out
Understanding the structure of the lesson Students are clear about the duration and overall structure of the lesson. Visual timetables or other devices are used to indicate the structure and progress of lessons.	**Understanding the structure of the lesson**		
Relevant and motivating tasks Tasks motivate students. They: • stimulate interest and enthusiasm • are challenging but manageable • draw on real and familiar contexts • are relevant to students' lives, and • build on previous learning in the subject and in other areas of the curriculum.	**Relevant and motivating tasks**		
Reward systems Students understand reward systems and are motivated to achieve the rewards available.	**Reward systems**		

Memory/consolidation

Memory/consolidation	Physical education	Observed	Tried out
Recapping Recap learning from the previous lesson. Main points from the lesson are fed back by students, noted down and saved so students can refer to them.	**Recapping**		
Reducing reliance on memory The amount of material to be remembered is reduced. Repeat or display important information. The meaningfulness and familiarity of the material is increased. Mental processing and explanations of complex tasks are simplified. The use of memory aids is encouraged. These can include wallcharts and posters, useful spellings, personalised dictionaries, cubes, counters, abacus, Unifix blocks, number lines, multiplication grids, calculators, memory cards, audio recorders and computer software. Activities are structured so that students can use available resources, such as word banks. Strategies, including using ICT-based records, are used to reduce the need for students to rely on their short- or long-term memories. New learning fits into the framework of what the student already knows. Teaching assistants prepare students to contribute to feedback sessions, where appropriate.	**Reducing reliance on memory** Consider ways of supporting students' recall – eg use a digital camera to capture the various stages of a gymnastic skill for future reference. In dance, if students find it difficult to remember a sequence of movements, work out a system of cues, which give clues as to what comes next. The cues can be in the music, spoken words or additional sounds, etc.		

Memory/consolidation	Physical education	Observed	Tried out
Consolidating learning Students' understanding is checked, eg by inviting students to reformulate key learning. Using visual or concrete ('real') materials, or activities involving movement, to reinforce or consolidate learning through a range of sensory channels. Reteach or revise material, where necessary, eg post-lesson tutoring. Opportunities are provided for students to repeat and reinforce previously learnt skills and processes on a regular basis, in similar and different contexts. Encourage students to develop their own strategies, eg an agreed approach to asking for help, rehearsal, note-taking, use of long-term memory, and place-keeping and organisational strategies.	**Consolidating learning**		
Independent study/homework Independent study/homework is explained during the lesson, not at the end, to make sure it is understood and recorded. Teachers check all students are clear about homework tasks. Homework tasks are accessible after the lesson, eg published on a noticeboard or on the school learning platform, so students can return to them, if necessary, after the lesson.	**Independent study/homework**		

4 Physical education and Every Child Matters

In 2003, the green paper 'Every Child Matters: Change for children' was published. The key outcomes for the Every Child Matters (ECM) agenda were drawn up after consultation with children, young people and families. The five outcomes that mattered most to children and young people are set out below. Each of the outcomes can be addressed through the physical education curriculum.

Outcome	General educational aspects	Through the PE curriculum
Be healthy	• Work towards independent learning • Actively enquire about differing environments • Keep mentally and emotionally healthy	Learning that promotes students' health, safety and well-being so they are committed to PE and sport and make them a central part of their lives – both in and out of school. They know and understand what they are trying to achieve and how to go about doing it. Students understand that PE and sport are an important part of a healthy, active lifestyle.
Stay safe	• Keep safe in school and on school trips • Have stability and security • Know about their place in the wider community	PE promotes students' health, safety and well-being.
Enjoy and achieve	• Achieve personal and social development • Enjoy lessons • Achieve to their potential • Use alternatives to written recording, where appropriate	All students, whatever their circumstances or ability, can take part in and enjoy PE and school and community sport. PE builds students' stamina, suppleness and strength to persevere in academic and social tasks. Students show a desire to improve and achieve in relation to their own abilities.
Make a positive contribution	• Understand issues of difference and diversity through studying other environments and cultures • Understand about, and support, the local community • Involve themselves in extra-curricular activities	The learning should enable all students to: • have the confidence to get involved in PE and sport • gain the skills and control that they need to take part in PE and sport • take part willingly in a range of competitive, creative and challenge-type activities, as individuals and as part of a team or group, and • think about what they are doing and make appropriate decisions for themselves.

Outcome	General educational aspects	Through the PE curriculum
Achieve economic well-being	• Learn about ways to ensure their own economic well-being in the future • Experience visits from people who do various jobs • Visit different workplaces • Learn about different economies in different countries	Problem solving in PE helps equip students for the world of work. Learning about the importance of balancing the demands of a job with physical activity, leisure and social interaction encourages students to achieve in the world of work while remaining mentally and physically fit.

5 Early development in the National Curriculum: the P scales for physical education

For students working below level 1 of the National Curriculum, performance descriptions (P scales) for PE can be used to describe a 'best fit' for a student's performance.

All schools must report on students' attainment at the end of each key stage in terms of both P scales and national curriculum levels.

P scales 1–3 address very early levels of learning and are the same in all subjects, but illustrated with subject-specific examples.

As a trainee teacher, you may not meet students assessed at these very early levels very often. If you have to teach these students during your placements, you should expect a great deal of support in differentiating teaching and learning.

From **P4**, each subject has its own progression. For example:

At **P4**, students' "movement patterns are established and they perform single actions, for example, rolling, running, jumping, splashing".

By **P6**, students "link movements in a single sequence, although they may require support to do this".

At **P8**, students "move with some control and coordination". "They play simple games and may require support to keep score and follow game rules."

From **P8**, students move to the national curriculum levels.

While a typically developing child will have achieved **P8** by the age of four, some students will take considerably longer.

At all times you should be aware of the need to respect the developmental maturity of the students you are planning for. Choose materials and tasks appropriate to the age and maturity of the students. This is a particular issue when using software and other published resources.

6 Bilingual learners

"Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught."
SEN Code of Practice (DfES, 2001)

Students must not be regarded as having a learning difficulty because they are learning English as an additional language (EAL).

Bilingual learners take up to two years to develop basic communication skills (street and playground survival language).

Some students may take a long time before they feel confident enough to actively take part in classroom activities and use the English they have learnt. A 'silent' period is typical of this learning and should not be seen as a learning difficulty.

Many learners with EAL do not acquire language in the same way as first language learners. A student may be fluent orally but struggle considerably with reading or writing; or a student may be very literate in written English, but lack confidence in the rapid flow of speech required in conversational dialogue. It is therefore important to assess language competence in all language modes and not to assume a level of competence based on performance in one mode.

'A Language in Common' (QCA, 2000) is a common assessment scale that can be used to gauge where students are in their acquisition of English. It gives assessment steps for students with EAL working below national curriculum level 1 and is useful in helping teachers reach a common understanding of the nature of each step or level of language acquisition. It also shows how the information can be used for target setting and what support may be needed to ensure progress.

Another useful resource is 'Assessing the Needs of Bilingual Pupils: Living in two languages' by Deryn Hall.

When a class or subject teacher feels that a lack of progress in a bilingual student's learning may be due to a learning difficulty (SEN or disability) they should consult the SENCO or inclusion manager and work with them to develop an appropriate response.

7 Sources of information and advice

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CD ROM

DfES, 2003, Success for All: An inclusive approach to PE and school sport. For copies contact the Youth Sport Trust Inclusion Officer on 01509 226600.

DVD

DfES and Youth Sport Trust, 2006, Don't Forget Me! An inclusive approach to outdoor and adventurous activities. For copies contact the Youth Sport Trust Inclusion Officer on 01509 226600.

Websites

Association for Physical Education (AfPE) has some good resources:
www.afpe.org.uk/public/publication_2.htm

The new British Paralympics pack for schools: 'Ability vs. Ability' is a cross-curricular resource for any subject area and includes specific links to curriculum content. There are links to the ECM and Pupils First initiatives.
www.abilityvsability.co.uk

Appendix A
Including all students in the physical education curriculum

1 The STEP process of modifying and adapting the PE curriculum

Modifying an activity can make it easier or harder. One way of looking at this modification process is the 'STEP' method. The STEP principle underpins the delivery of inclusive PE.

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?

Whatever you want to achieve – eg making an activity more challenging physically or easier to understand – you can change the space, task, equipment or people to achieve this.

Making the activity easier will enable students to take part.

Making the activity harder will challenge and extend their skills.

Space	How can we change the size/height/location/length/distance?
Where?	• Shorter distances or smaller areas may make the activity easier
	• Using a zoned playing area can create safe playing areas or areas where students can be matched by ability
	• Nearer targets make games easier
	• More space in ball games may give more reaction time
	• Throwing activities, such as foam javelin practice, can be carried out in front of walls, making it easier to collect items
	• Floor-based activities have different requirements from those played on a level surface, and from seated or ambulant activities
	• Students can start at different times or from different places – eg varying space in striking games to challenge more able students

Task	How can we change the way we take part/complexity/ role/rules/speed/progressions?
What?	• Simplify the activity by changing an aspect of it – eg long jump to standing jump • Make the activity harder – eg long jump to triple jump • Give students specific roles – eg timer, measurer • Change rules to increase inclusion – eg allow different starting places or rules to ensure everyone is involved • Be flexible • Vary the speed of the activity – eg everyone walks • Vary the speed of the ball – eg slow underarm delivery • Try different forms of involvement – eg seated, standing, lying down • Use different targets for some students • More able students use their non-dominant hand • Everyone closes their eyes in balance activities

Equipment	What is being used?
Can be varied by type:	balls, mats, flags, scarves, feet, cones, bean bags, floats, hurdles, plastic markers, ropes, canes, soft equipment, bats, racquets, etc
These can vary in:	size, shape, colour, texture, weight, environment, play surface, indoor/outdoor, length of handle, etc

A change of equipment can change the activity in a variety of ways:
• lighter balls travel more slowly in the air and give more reaction time

• larger balls are easier to see and catch

• softer/slightly deflated balls are easier to catch

• noise (eg jingle trainer) gives audio as well as visual stimulus

• different coloured balls are easier to distinguish from the background colour

People	How can we change the groupings/interaction/way the students play together?
Who with?	• Independently, in groups, in pairs, in teams, with friends • Change groupings between activities, and monitor groupings to make sure they vary (especially when involving a learning support assistant) • In their own space: big or small • Restricted space or open space • Different mediums – eg on poolside or in water • Different or the same roles • Different or the same ability • Mixed ability • Using a zoned playing area to create safe playing areas or areas where students can be matched on ability • Using a buddy system where one student helps to facilitate an activity for another – eg as a guide for a visually impaired runner

2 The inclusion spectrum

The inclusion spectrum gives teachers the opportunity to respond to students' diverse learning needs by providing five different, but complementary, ways of including disabled students. Inclusion can be achieved by changing the environment of the activity or the way it is presented. Teachers can provide inclusive, adapted, modified or separate activities or approaches to learning. In most lessons, the teacher will use more than one approach, to ensure that all students are included throughout the lesson.

Open activity

In an open activity, all students are included in the same task with minimal or no adaptation or modification.

Open activities need to be adapted so that they consist of elements that everyone can do. If an activity has a component that is too hard for a student, STEP can be used to change that aspect of the activity.

Modified activity

In a modified activity, changes are made to the task so that all students are included and can take part at a level appropriate to their ability. Modifications can be made to equipment, space, rules, speed, interaction and/or position.

Modified activities use STEP to make sure elements of the activity stretch all students. All students are at different skill levels, so the activity has to be pitched at different skill levels too!

Parallel activity

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

Parallel activities rely on STEP to adapt each game so that students are all playing a game at a level that challenges them, but also gives them a degree of success. STEP enables parallel activities to be planned and developed. Disability sport activities have often been adapted and students could be taught to understand the STEP process by swimming hybrid strokes.

Disability sport activity

Disability sports activities such as Trail-O are developed or modified specifically with disabled people in mind. Non-disabled people can take part in disability sports activities.

Separate activity

Occasionally, it may be appropriate for some students to take part in activities separately from the rest of the class – eg when preparing for a disability sport activity. However, this should not happen at the expense of these students being included in outdoor and adventurous activities more generally as part of the PE curriculum. Disabled students should be encouraged to pursue disability sports outside school hours, through school clubs or local sports clubs.

Separate activities need to continually use STEP to reinforce existing skills and work on new ones at the right level.

3 Addressing concerns

Two concerns are regularly expressed about disabled students taking part in PE and sport.

1 Disabled students do not take part in PE and sport as they cannot be included in PE games

Possible solutions:

* audit current PE and sport opportunities to identify areas where improvements could be made and use STEP, and

* where disabled students cannot be included, produce alternative schemes of work with more appropriate activities – eg using TOP Sportsability.

2 Disabled students do not have opportunities for competition

Possible solutions:

* develop joint festivals with other special or mainstream schools in the area to allow for greater interaction between disabled students

* use festivals as part of the school's gifted and talented initiatives, linking students to local, county or regional events, and

* use alternative activity competitions – eg boccia for both disabled and non-disabled students.

4 Examples

1	Ask students what they want and involve them in decision making about: • policy areas – eg PE kit, changing areas, etc • their own learning – eg how to include a disabled student in a lesson/activity, and • what sports are on offer outside school hours. Develop a school sports council.
2	Ask students what they feel about the support they receive from others in PE lessons, for example from a teaching assistant or from a fellow student acting as a feeder, pusher or collector.
3	Involve students in developing their own noticeboards and designing posters to promote events, etc.
4	Dare to be a bit different. Be innovative. Try things out. If we always do what we have always done, we will always get the same result. Enthuse and excite students by creating new and different opportunities. Becoming more inclusive is a process **not** an end result. Introduce change over a period of time and anticipate where changes can be made in future provision. Use students' creativity!
5	Identify agencies that have mutual interests and work with them on PE and school sport (PESS) inclusion initiatives.
6	Use different people as role models and leaders. Developing disabled students' skills as leaders and coaches not only brings in people with new skills and additional time to support activity, but also provides different role models.
7	Learn from others. Take advantage of the support structures: • locally, eg community groups • area-based, eg Youth Sport Trust area teams, Sport England, English Federation of Disability Sport regional managers, and • other partnerships, eg School Sport Partnerships and County Sports Partnerships.

5 Planning to remove barriers across the PE curriculum

Athletics

Open activity
- Practise skills together, with minimal adaptation or modification – eg sprints, middle distance, javelin, discus and shot using orthodox throwing methods

Modified space
- Vary the size and width of throwing zones

Modified rules
- Measure long jump from last position of take-off foot
- Posture walker users: lift knees high instead of hopping or skipping, or swing their legs through from two feet to two feet instead of jumping from two feet to two feet
- Run in and out of slalom cones/markers instead of moving sideways or backwards

Modified equipment
- Lighter or safer indoor/foam javelin/discus/shot

Students
- Work with others of the same ability

Parallel activity
- Throwing javelin from a standing or seated position (throwing frame or wheelchair)
- Throwing discus/shot without turning, using their trunk and arms to gain forward and upward momentum

Disability sport activity (adapted athletics)
- Height throw (vary weight/size of implement)
- Wheelchair slalom: indoor and outdoor courses can be used by non-disabled athletes running or using a wheelchair – take it in turns to time keep

Disability sport activity (separate)
- Individuals practise with disabled peers in disability athletics events for local, regional or national pan-disability or disability sport athletics competitions
- Javelin ball
- Distance club/precision club/precision bean bag/height throw
- Shuttle relay
- 60 metres

Examples	
Open activity	A group practise throwing a tennis ball – underarm, sideways, overarm and backwards
Modified activity	Shot putt with different weight shots and a handicap system of measuring distances
Parallel activity	Groups practise two pushes of their wheelchair, standing long jump, traditional long jump and triple jump
Disability sport activity	Group do a wheelchair slalom course, some in chairs, some running

Running

Distance	Easier	Short distance sprints, slalom courses or shuttle relays
	Harder	Longer distance sprints, relays around the track
Task	Easier	Longer distance covered by a group of people between them/ staggered starts, star runs (outwards from a central starting point)
	Harder	Longer distance sprints
Equipment	Easier	Use touch instead of baton in relays
	Harder	Relay baton used, takeovers timed
People	Easier	Mixed-ability groups
	Harder	Time banded, rank order

Dance

Examples	
Open activity	Everyone travels to meet and greet, using high fives, shaking hands or even a nod of the head
Modified activity	Jumping may involve jumping a part of their body – a hand or arm, or even an eye
Modified group activity	Group choreography with students interpreting motifs in different ways
Parallel activity	Use of sticks, ribbons and material to explore space and dimensions Use of visual and auditory prompts, working in pairs or small groups Developing solo performances
Disability sport activity	Wheelchair dance

Dance teaching, as with any subject, is about choosing the student's channel. It is about looking at what they **can** do, spotting their potential, and giving them a safe framework in which to develop and progress. It is about having high but realistic expectations.

Teaching ideas

- Use a variety of sounds: percussion, pop music, music from other cultures
- Use a range of apparatus: balloons, ribbons, material, bubbles, scarves, hoops
- Use students as choreographers – give them a sound structure and let them develop the detail
- Use adaptations – if someone can't use one side of the body, use the other or facilitate one side; use hands instead of feet
- Consider what level a student can work at – aim for a mood rather than a complicated step pattern with some students
- Use a student's aid as a prop or a focus for the dance
- Move from concrete to abstract
- Use repetitive patterns
- Use visual and sound cues
- Use particular students as visual cues

Frequently asked questions about dance

Q How can you dance if you can't use your feet?
A You can dance with any part of your body.

Q What other body parts can you use?
A You can use your arms, your face, your eyes, your mouth, your head.

Q How can using your eyes or mouth mean you are dancing?
A Because you are still using responses to stimuli, direction, speed, dynamics, relationships. Students can put together and remember sequences, etc. Minimal movement does not mean minimal input.

Q What do you do if students can't remember a sequence of movements, particularly in a performance piece?
A You have to work out a system of cues, which give clues as to what comes next. The cues can be in the music, or by adding spoken words, sounds, etc.

Q What do you do if students are unable to perform particular steps?
A Make adaptations. Include step sequences for those who have the potential to perform them, but encourage students to think creatively about how the other dancers can be developed during step sequences. Perhaps it is to follow a theme or to pick up a motif. The possibilities are endless.

Q How can students' movement work be improved?
A To perform quality dance, students need to see it. Use video to show examples of good practice. Work with gifted students from mainstream schools. Film the students' work and view it with them.

Q If students are performing in a dance piece and they are dancing using minimal movements – eg with their eyes – how can people see what they are doing?
A Use film to capture small movements and display it on a large screen. Use technology in live performance work. Movements that may otherwise have been lost can then be enjoyed by everyone.

Games

Open activity

- The vast majority of disabled students can be included in physical activity with little or no adaptation – focus on what they **can** do

- Cooperative games include everyone at all times, sometimes in different roles

- It is important to make sure all students warm up by increasing blood flow to the muscle groups to be used, that joints are moved and muscles stretched ready for activity

Modified rules

- Some players have more lives

- Players change role when caught

- Time out

- More bounces/steps/pushes/seconds

Modified space

- Increase or decrease

- Alter width of goal lines

Modified equipment

- Vary the size/weight of ball, or the size/weight/length of racket/stick

- Use ramps or slopes to send a ball

Parallel activity

- Students play the same game as everyone else, in their own way – eg standing or seated (if seated they have feet flat on the floor)

- Using a 'T' stand to strike the ball in cricket, rounders, baseball or softball

- Zone hockey – players in ability-matched zones – eg electric wheelchair users

- Balloon tennis played indoors over a bench with their hand and a balloon

- Balloon badminton, using the same racket and net as the rest of the class, but using a balloon instead of a shuttlecock

Disability sport activity

- Non-disabled students take part in disability sports

- Youth Sport Trust Sportsability resource cards, which are developing skills towards the games below

Separate

- Polybat, boccia, table cricket, goal ball, short mat bowls practised for disability sport competitions

Strategies for modifying games

STEPS: space, task, equipment, people, safety (Easier ⟶ Harder)

Hold	**Using the whole body, two arms / hands, one hand etc**
	• Koosh ball (fingers only) • Spider ball • Balzac ball[3] • Floater ball
	Make the balls larger, lighter, slower, brighter colours (cartoon ball), or sound balls (bell ball)
Aim	• Target near ⟶ further away • Target large ⟶ smaller • Target low ⟶ higher • Assistive device (guttering) • Enabler (helper)
Throw	• Objects: small, light, soft, flexible • Assistive device (ramp/slope) or enabler • Release over target
Hit with	• Hand or foot • Bat – small/large/light • Object – large/light/soft/contrasting colour/bell • Off 'T' ball stand • Enabler • Runner

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3   A giant inflatable ball with a soft cloth covering: see www.balzactoys.com

Gymnastics

Open activity

- Practise skills together, with little or no adaptation or modification

- Provide visual cues – eg coloured shapes – to enable students with poor spatial awareness to find a space or know where their starting/finishing place is

- Students who wear special boots/shoes/splints are able to balance and move more easily if they wear them in gymnastics

- Students with visual impairments who wear glasses may have poor spatial awareness or be at risk because of further impaired judgement without them

- Make sure students with limited sensation in their lower limbs wear tracksuit bottoms/leggings to avoid cuts and grazes

- Allow students with cerebral palsy time to respond and time to complete their tasks, especially on apparatus

Modified activity

- Provide slopes or inclined benches to enable students with poor balance or coordination to climb high

- In direction games, when other students move sideways, wheelchair users can turn on the spot

- Access and exit points may be needed to allow a student to have choices and to explore the large apparatus

- Space: reduce or increase the area used

- Duration: vary according to students' exercise tolerance

- Height: consider the width of the surface for balance (higher = wider, lower = narrower) and the height for impact

- Individual differences – eg in flexibility – may mean skills are performed differently

Parallel activity

- Working towards common aims but in a specific way – eg moving in a lying, seated or standing position, or travelling, whether on hands, feet or wheels

Disability sport activity (adapted gymnastics)

- Concentration on movement exploration, such as Sherborne Development Programme, involving group or pair work and individual trust, cooperation and expressive movement activities

Separate activity

- Students work individually or with disabled peers in disability sports activities, eg for local, regional or national gymnastics competitions such as the Special Olympics or Special Gymnastics Association

Example: modified gymnastics (balance)

Aspect	Easier	Harder
Space	• Designated space • Smaller area (larger for wheelchair users) • Floor/lower • Following arrows/colour cues	• Higher • Space used freely • Apparatus with limited entry and exit routes
Task	• Balance along a line • Balance on a shape on the floor • Balance in your wheelchair	• Balance along an upturned bench • Balance along a beam • Balance along an inclined bench
Equipment	• A line on the floor • A shape on the floor • A mat • Low apparatus • Large surfaces	• Longer, narrower bench/beam • Higher beam • Smaller, narrower surfaces • Inclined apparatus
People	• Support from teaching assistant • Individual	• With a partner • In a group

Example: modified gymnastics (flight)

Aspect	Easier	Harder
Space	• Choice of exit routes • (Different heights) lower apparatus	• Linear pathway, only one exit route • Higher apparatus
Task	• On and off instead of jump	• Flight from feet to hands • Shape in the air
Equipment	• Floor level • Wide	• Narrow • Inclined
People	• Assisted flight • Flight to land in water (swimming)	• Flight over partner • Partner on apparatus

Outdoor and adventurous activities (OAA)

Outdoor and adventurous activities are ideal for including all students, with minimal or no adaptations. The range of activities may take place at school (indoors or outdoors), in the local community or at specialist centres such as the Calvert trust in Keswick and Northumberland.

In many activities, all students can work together in cooperative tasks at a level appropriate to their individual needs. Consequently, all students are capable of taking part in activities where their individual contribution is recognised and valued in meeting joint team tasks. Outdoor and adventurous activities also offer many opportunities for individual participation at levels appropriate to particular students' needs.

In considering the use of the inclusion spectrum in outdoor and adventurous activities, it is important to recognise that in many activities all students can participate and perform together. The critical success factor may not be to group students according to ability, but to set open tasks that recognise individual ability and designate roles in which all can contribute to a shared group outcome.

As with all activities it is important that health and safety and risk assessments are undertaken beforehand. Local authorities and schools require the permission of the governing body for educational visits involving outdoor and adventurous activities. They must be satisfied that centres have met all the necessary statutory requirements.

- Cooperative tasks such as orienteering or navigation around trails can involve everyone, with different tasks according to students' individual needs.

- Trails may need the use of sound, touch or different colours to help some students with navigation.

- Different forms of communication may be required for some students to complete tasks such as raft building, orienteering, sailing and canoeing. For example, verbal prompts, buddy systems and sign language may help to give them full access to activities.

- Alternative routes for orienteering may need to be considered, with wheelchair routes or stable ground for students with walking aids.

- All students can take part in abseiling activities, and specialist centres have the equipment and resources to support wheelchair users and students with mobility needs to fully access these sessions.

- Many specialist outdoor centres (eg the Calvert Trust) have adapted canoes and sailing boats which allow wheelchair access, and can stabilise students' own wheelchairs in the vessels.

- Appropriate clothing may need to be considered on expeditions or camps for students with limited mobility or sensation. Support staff or buddy systems may need to be set up so that people 'look out for each other'.

- Many outdoor and adventurous activities such as orienteering and team-based tasks can be modified for indoor or outdoor environments, either on or off school sites.

- Some students will need tasks to be broken down into smaller sets of instructions. For example, give the first instruction, then once that is completed, give more information – rather than presenting all the task requirements in one instruction.

- Some students (eg students with an autistic spectrum disorder) struggle with rule changes during activities. Consideration and support may be required if tasks have to be modified or adapted part-way through.

- Activities such as the 'Kielder Challenge' are examples of outdoor adventurous activities in which disabled and non-disabled students can work effectively together.

Swimming

Examples	
Open activity	Water confidence activities – eg the 'number game', where odd numbers indicate a change of direction and even numbers a type of floating shape
Modified activity	Some swimmers will do each stroke but on their back or just moving their arms
Parallel activity	Some groups will swim lengths where others will swim across the width or round a circuit in the shallow water
Disability sport activity	All students try out a specific aid that a disabled student needs to use in the water

- Enable inclusion by allowing in-water support

- Many students will learn to swim on their backs, and this may continue to be their main stroke

- Some swimmers will always swim using a buoyancy aid

- Teach a 'safe breathing' or 'safe resting' position, either at the poolside or with the student floating on their back if they are unable to stand

- Rotation is an important early skill to enable students to reach their safe resting position

- Initially, arm actions and recoveries will be under the water: often a double arm pull from chest or shoulder to hip

- Swimmers with coordination impairment (eg cerebral palsy, dyspraxia or DCD) will often swim using only their arms, with their legs remaining straight and still (especially those with cerebral palsy, diplegia or quadraplegia)

- Swimmers with 'power' impairment (eg dystrophies, Fredrich's ataxia or multiple sclerosis) will swim on their backs and need to keep their faces/mouths out of the water on the whole – check with their physiotherapist

- Provide opportunities for students to walk or move in an upright position, in deeper water, using their arms either alternating or symmetrically

- Provide opportunities for students to play the games they are unable to play on land (see Teachers Zone on the QCDA's 'Safe swimming homepage' at **www.qcda.gov.uk/13593.aspx** which includes core tasks at four levels: non-swimmers, beginners, improvers and intermediates)

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