

## Inclusivity in PE

<p>At Watton Westfield Infant and Nursery School and Watton Junior School, we provide adaptations and support within each curriculum area to enable a fully inclusive environment.</p> <p>We aim to minimise, overcome, and remove barriers so that all pupils can fully take part and learn in a Safe Meaningful, Inclusive Learning Environment. SMILE 😊</p>	<p><b>Communication and Interaction</b></p> <ul style="list-style-type: none"> <li>• Ensure that every activity is modelled to the children so they are aware of the expectations of the activity;</li> <li>• Peer modelling;</li> <li>• Pair the child with a more confident child.</li> </ul>	<p><b>Cognition and Learning</b></p> <ul style="list-style-type: none"> <li>• Explain/model activity multiple times (model to class, model with an exemplar group);</li> <li>• Spotlight a group who are doing well to the class;</li> <li>• Pair the child with a more confident child, adult or as part of a small group.</li> </ul>
<p><b>EAL</b></p> <ul style="list-style-type: none"> <li>• Ensure that every activity is modelled to the children so they are aware of the expectations of the activity;</li> <li>• Peer modelling;</li> <li>• Spotlight a group who are doing well to the class;</li> <li>• Pair the child with a more confident child, adult or as part of a small group;</li> <li>• Visual handouts/aids given out or videos shown before going to the lesson.</li> </ul>	<p><b>Social, Emotional and Mental Health</b></p> <ul style="list-style-type: none"> <li>• Prepare the children ahead of time for the activity they are going to be doing using social stories if needed;</li> <li>• Child to work as part of a smaller group or with an adult if needed;</li> <li>• Use buddy systems;</li> <li>• Focus on praising how the children are interacting with each other rather than the score or the outcome.</li> </ul>	<p><b>Physical and Sensory</b></p> <ul style="list-style-type: none"> <li>• Change the speed of the activity (e.g. everyone must walk);</li> <li>• Create bigger or smaller targets to make the task easier or harder;</li> <li>• Simplify the activity;</li> <li>• Use different equipment (e.g jingle ball or bigger balls);</li> <li>• Use a bigger space to allow for more reaction time;</li> <li>• Use smaller groups.</li> </ul>

## Space:

*changing distance, height, size, location*

- Using safe zones or safe playing areas.
- Using targets that are closer.
- Using smaller areas or playing over shorter distances.
- Using flat areas such as playgrounds or halls.
- Using bigger spaces to allow for more reaction time.



## Task:

*changing rules, roles, progressions, conditions, complexity*

- Adding conditions to games e.g. everyone must touch the ball.
- Changing the speed of the activity e.g. everyone must walk.
- Simplifying an activity e.g. less passes to score or gesture in dance using only arms.
- Creating smaller/bigger targets to make the task easier or harder.
- Pupils taking on different roles e.g. coach, official.
- Using bigger spaces to allow for more reaction time.



# STEP

## Equipment:

*changing what is being used*

- Using larger balls which are easier to see and catch.
- Using coloured balls that are easier to see.
- Using balls that make noise.
- Using tennis rackets instead of rounders or cricket bats.
- Using lighter equipment which moves more slowly e.g. scarves, beanbags.



## principle to adapting your PE

## People:

*changing groupings or how the children play together*

- Working in mixed ability groups.
- Working in similar ability groups.
- Playing uneven sided games e.g. 5v2.
- Using buddy systems.
- Focus on and praise how the children interact with each other as opposed to score or outcome.

