

Inclusivity in PE

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

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.

