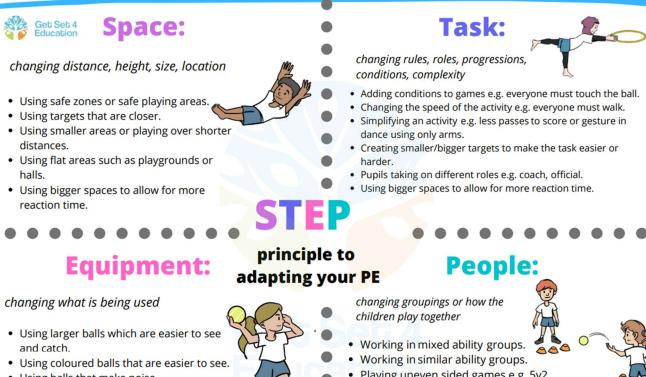


Inclusivity in PE





At Watton Westfield Infant and Nursery School and Watton Junior School, we provide adaptions and support within each curriculum area to enable a fully inclusive environment. 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	 Communication and Interaction 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. 	 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.
EAL	Social, Emotional and Mental Health	Physical and Sensory
 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. 	 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. 	 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.



- 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.

- 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.