

Accessible PE Guidance

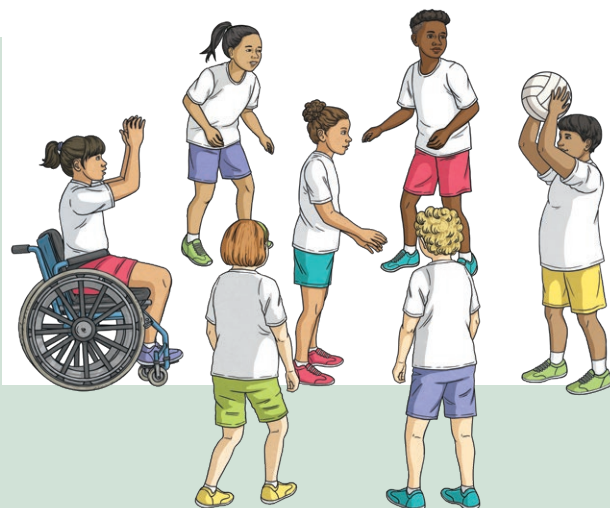
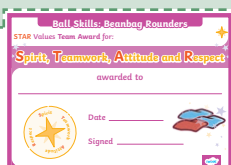
This guidance outlines a number of ways to support the inclusion of all children in PE lessons. Due to the unique needs of each individual child, please ensure that you follow the support stated in IEPs and EHCPs, and consult with specialists involved to discuss individual needs, ensuring that the adaptations put in place are appropriate.

General Adaptations

Personal Best and Target Setting

All children benefit from a focus on personal best, where children compete against themselves to improve and progress from their starting point. This focuses on celebrating effort, progress and personal achievement; enabling every pupil to experience success and enhanced enjoyment of PE lessons.

Some children may benefit from individual learning targets that differ from the lesson objectives. Individual targets can be set according to each child's needs and may relate to participation or social and emotional skills rather than physical skills. These may align with and support targets from their IEP or EHCP.



STAR Values STAR Values Focus

Spirit, Teamwork, Attitude & Respect are core values that focus on healthy participation and how children approach their PE lessons. They encompass the core values of sportspersonship as well as knowledge and fair, honest application of the rules. Throughout the PE Mastery scheme, each activity has a linked STAR Values challenge, these can be used flexibly and tailored to suit the needs of the group or individuals within it. STAR values support inclusion by celebrating and recognising positive behaviours within PE lessons and reinforcing the importance of this.

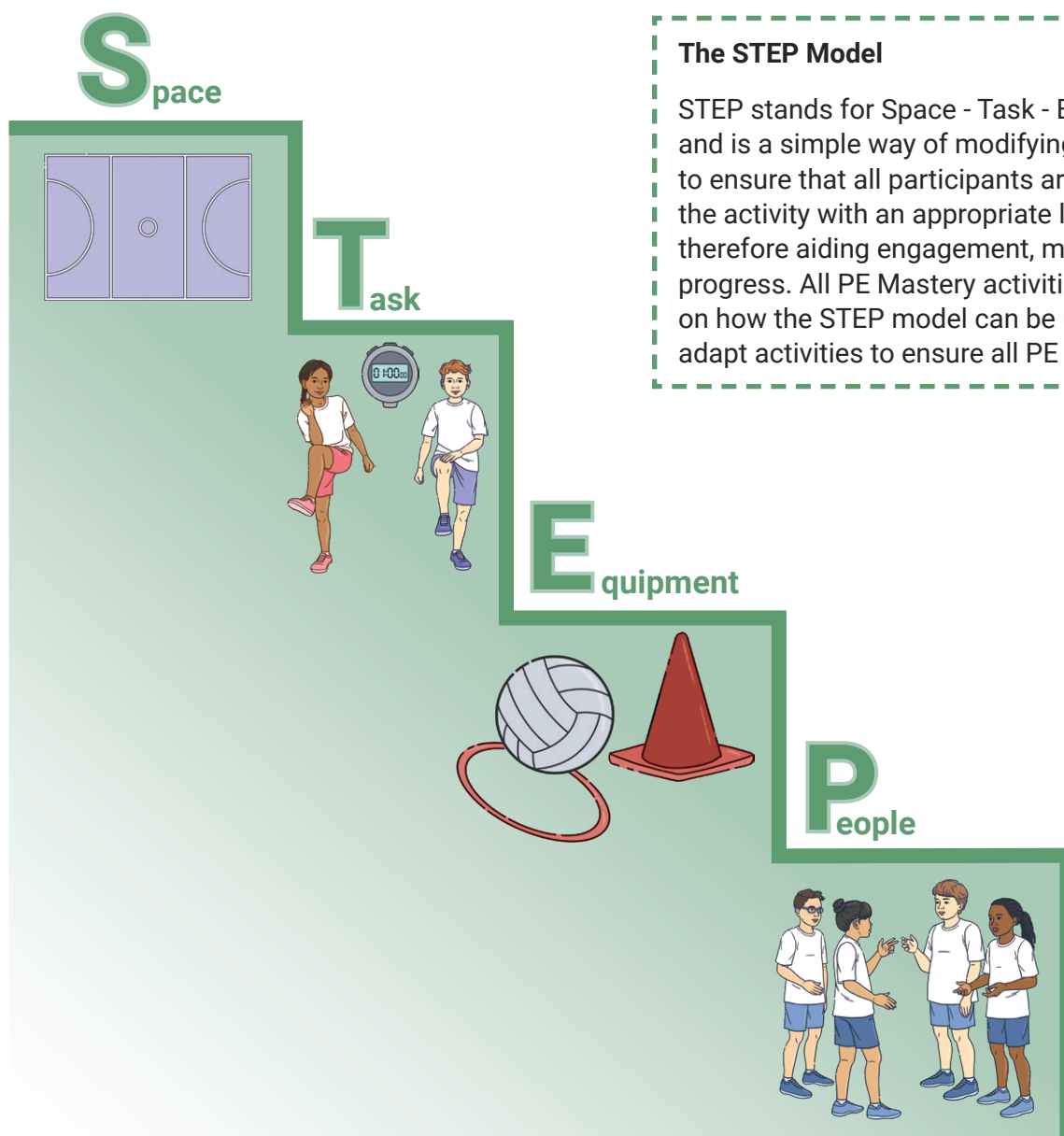
STAR Values Focus

- **Teamwork:**
- **Attitude:**



Pupil Voice

Pupil voice is a valuable tool when planning for inclusion and accessibility. Discussions with children around which areas of PE they enjoy and find challenging can help adults to understand pupil's unique needs and how to adapt teaching to best support them. Listening to the views, wishes and experiences of children will not only support them to feel valued, it will also improve their experiences of PE; boosting engagement, progression and enjoyment.



The STEP Model

STEP stands for Space - Task - Equipment - People and is a simple way of modifying physical activities to ensure that all participants are able to access the activity with an appropriate level of challenge; therefore aiding engagement, motivation and progress. All PE Mastery activities provide guidance on how the STEP model can be used to modify and adapt activities to ensure all PE lessons are inclusive.

When modifying a physical activity using the STEP Model, activities can be adapted using the Activity Inclusion Model (AIM).

Open Activity: all participants are able to access the activity without any modifications needed.

Modified Activity: all participants do the same activity at the same time, but there is variation in how some children participate.

Parallel Activity: participants are split into groups, each group participates in a variation of the activity.

Specific Activity: participants take part in unique activities linked to a skill based on their needs.

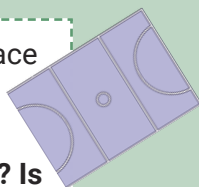
Listed below are some considerations to think about when planning for inclusion in PE using the STEP Model.



SPACE - where the activity takes place

Consider:

- **Is the space accessible for all? Is the space safe for all? Does the space present barriers for any of the children?**
- **How will the surface affect the task?** *Think about how the surface affects how equipment and children move.*
- **Is the surface accessible and safe for all children?**
- **Will the environment affect children's ability to hear instructions?** *Think about if the space is echoey or if there is a lot of background noise.*
- **Will the environment create a sensory barrier for any children? How can this be reduced or removed?** *Think about the lighting, sound and the feel of the surface or equipment and barriers that these may present.*
- **Is the size of the space appropriate to children's needs and abilities?** *Think about how the area or distance could be adapted to support or challenge children.*
- **How is the space set up?** *Think about splitting the area into different zones or providing each group with a marked space. Think about if there are any children that would benefit from working in their own space or zone.*



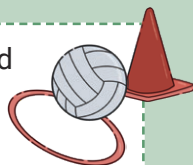
TASK - what is taking place

Consider:

- **Is the task accessible for all? Is the task safe for all children? Does the task present barriers for any of the children?**
- **Do the rules of the task provide an appropriate level of challenge? Do they need simplifying, adapting or extra rules adding?** *For example, in a game that involves dribbling (bouncing) a ball, some children may be allowed to bounce and catch using two hands, whereas others may only be allowed to do a single hand bounce.*
- **Do the movements required for the task offer an appropriate level of challenge? Do they need simplifying or adapting?**
- **Does the task offer an appropriate level of complexity?** *Think about whether the activity or instructions could be broken down into smaller chunks or scaffolded. Activities could be layered to slowly increase complexity of an activity (see example in this [Ball Skills Games Pack](#))*
- **Is the time limit appropriate?** *Think about whether the time limit could be increased, decreased or removed to add challenge or simplify the activity. Consider whether the pressure of the time limit is a barrier to anyone.*
- **Is there an element of competition involved? Is this a barrier to any children?** *Think about adapting the competition element to include a personal best challenge / score or adapting / removing a scoring system.*
- **Does the task allow all children to experience success and make progress?** *Think about including personal best challenges and opportunities for all children to reflect on successes and progress within the activity/ lesson.*

EQUIPMENT - what is being used

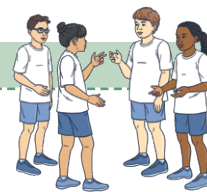
Consider:



- **Does the equipment being used make the activity accessible and provide an appropriate level of challenge for all?** *Think about the size, shape, texture, colour, weight and height and how this may impact inclusion.*
- **Is the equipment being used the correct size for all children?** *Think about the height of children in your group and whether there are any children that would benefit from using larger or smaller equipment.*
- **Are there any children who would benefit from using alternative or specialist equipment?** *Consult with specialists such as physiotherapists and occupational therapists about individual needs and specialist equipment that could be used to support. For example, a learner with a vision impairment may benefit from using a ball with bells in it.*
- **Is the equipment familiar to the children?** *Think about beginning the activity using familiar equipment before progressing on to using unfamiliar equipment. For example, they may start an activity using a beanbag to familiarise themselves with the activity, then move on to using a flying disc.*
- **Are there any children who would benefit from visual cues?** *Consider using throw down markers as cues for hand and/or foot placement.*

PEOPLE - who is taking part

Consider:



- **Do the group sizes support all children to achieve the learning objective?** *Consider adapting group size to support the learning objective, it may be beneficial to have uneven teams e.g. in a lesson focusing on attacking, you may have more attackers than defenders to allow participants to practise an attacking principle.*
- **Does the size of each group/ team impact participation? Are all children actively involved?** *Think about reducing the size of teams or groups to allow more opportunities per individual. Think about adding a rule that all participants must pass the ball before scoring, or that each group member must provide a move to be included in their movement sequence/ routine.*
- **Is there anyone unable to physically participate e.g. due to injury?** *Think about giving them a non-performer role, such as coaching peers, giving feedback or refereeing.*
- **How are the children grouped?** *Consider the dynamics of your group and whether there are any participants that do not work well together. Think about whether the activity would benefit from mixed ability groups or parallel activities with children grouped based on ability, height and role.*
- **Are there any children that would benefit from additional support from a peer or adult?** *Think about how they will be supported and who will provide the support.*
- **Are there any children that would benefit from the pre-teaching of skills?**

For activity specific adaptations, please refer to the relevant guidance below:

[Adapting Ultimate for Accessibility](#)

[Adapting Gymnastics for Accessibility](#)

[Adapting Fundamental Movement Skills for Accessibility](#)

[Adapting Dance for Accessibility](#)

[Adapting Navigation and Orienteering for Accessibility](#)

[Adapting Ball Skills for Accessibility](#)

[Adapting Attacking and Defending for Accessibility](#)

[Adapting Teamwork and Communication for Accessibility](#)

[Adapting Health and Fitness for Accessibility](#)

Additional Support Resources

PE Mastery provides an Inclusive Support Pack for each unit. Within the pack there is an Individual Target Setting Sheet for the unit, as well as resources for each lesson which includes the following resources: a Visual Learning Sequence, Now and Next Board and Cards and Visual Skill Support Posters.

All PE Mastery lessons place emphasis on 'personal best' and provide personal best challenges linked to each activity, encouraging children to compete against themselves, to strive to be the best they can be. By setting personal goals and targets, children can work towards their own 'personal best' and experience an element of competition that is fully inclusive and celebrates progress.

Additionally, each activity includes a list of specific modifications and adaptations that follow the STEP principles so that it can be tailored to the individual needs of each class.

Inclusive Support Guidance

The PE Mastery Scheme

Inclusivity and accessibility are fundamental to our approach in PE Mastery in order to support every child on their PE journey and to help improve outcomes for individuals who might find aspects of PE or the school day challenging.

Firstly, there's our **Inclusive PE Modification and Adaptation Guidance** which includes a comprehensive list of general modifications and adaptations for PE.

More specifically, each unit comes with a handy sheet outlining a range of modifications, considerations and adaptations for the area of PE being taught, such as adaptations for netball, gymnastics or athletics, which can be referred to throughout the unit and easily accessed all in one place.

Additionally, each lesson includes a list of more specific modifications and adaptations that follow the STEP principles.

STEP stands for **Space - Task - Equipment - People** and is a simple way of making changes to physical activities to ensure that they are fully inclusive and accessible for everyone involved therefore aiding engagement, motivation and learning.

Finally, all of the PE Mastery units include an **Inclusive Support Pack**. Within the pack there is an **Individual Target Setting Sheet** as well as a **lesson pack** which includes:

- A **Visual Learning Sequence**
- **Now and Next Board and Cards**
- **Visual Support Posters**

Individual Target Setting Sheet

Setting targets can be used to improve outcomes for any individual who might find aspects of PE challenging. It can be used to support children in achieving a next step, area for development or goal that is specific to their needs.

A target may:

- be related to the lesson objectives but broken down into smaller, more achievable steps for the child.
- be skills specific or related to an area of physical development or motor competence.
- have a communication and interaction, cognition and learning, SEMH (social, emotional, mental health) or sensory focus.

Visual Learning Sequence

This shows the plan for the lesson using symbols and images alongside text to give a clear indication of the activities. It enables children to prepare for the lesson, gives opportunities for questions to be answered and emotional regulation to take place prior to the event.

These icons are used to indicate what each activity involves, including whether it is independent, paired, group, team, whole class, etc.

Independent	Paired	Group	Team	Whole Class
Circuit	Competitive Element	Creative Activity	Performance	Personal Best
Problem Solving	Taking Turns	Timed Activity	Skill Focus	Written Task

Visual Support Poster

These posters provide children with an additional visual aid to show the skill's break down in the lesson. It is in poster format and breaks down the key elements of a technique or skill into small steps, providing visual cues and prompts.

Now and Next Board Cards

This visual aid shows the activity the child is working on - 'now' - on the left and the activity that will follow - 'next' - on the right.

Now and next board cards can be useful for supporting understanding giving children more processing time, aiding working memory difficulties and helping children to approach PE activities with greater confidence and independence.

Specific Areas of Need

Communication and Interaction

It may be useful to create social stories to help children understand new aspects of PE lessons e.g. going to the swimming pool or using wall bars.

For children who find it challenging to work in pairs/groups, think about how you can adjust tasks to make them suitable for individuals. Use pupil voice and your knowledge of social dynamics within the class to carefully group children.

Prepare children ahead of time by informing them what the PE lesson will involve and allow time to familiarise themselves with any equipment and skills if possible. The visual learning sequence for each lesson is a great tool to familiarise and remind children of the lesson sequence.

Use now and next boards to let children know the structure of the lesson and break it down into small, manageable chunks. You will find now and next board cards for each lesson in the Inclusive Support Pack for the relevant unit.

Consider how you give instructions and use non-verbal actions to support verbal instructions as well as enlarged resources for visual support. Break instructions down into smaller, manageable chunks.

Demonstrate skills and model tasks. You can use visual skill support posters or use dolls, teddies or action figures to give a visual reminder of skill execution.

Cognition and Learning

Pre-teach key skills and vocabulary that will be covered in the lesson.

Plan for a warm-up that consolidates previously taught skills that are needed for the lesson.

Allow sufficient time to practise and refine skills and ensure that skills are embedded before moving on to an application activity.

Provide opportunities for repetition and reinforcement of skills to support learning.

Ensure the language you use when giving instructions is understood, particularly positional language. Break down instructions into small, manageable chunks. Ask questions to ensure that instructions have been understood.

Use visual cues to support children's working memory. You could use visual representations of the skills, or floor spots or throw down markers. You will find visual skill support posters for each lesson in the Inclusive Support Pack for the relevant unit.

Demonstrate skills for children to copy. Follow an "I do, we do, you do" approach to scaffold skill development. You could use dolls, teddies or action figures to give a visual reminder of skill execution.

Scaffold tasks and activities through layers, gradually increasing complexity and adding rules.

Break bigger tasks down into a series of smaller chunks and provide a checklist if appropriate.

Specific Areas of Need

Social, Emotional and Mental Health

For children who find it challenging to work in pairs/groups, think about how you can adjust tasks to make them suitable for individuals. Use pupil voice and your knowledge of social dynamics within the class to carefully group children.

Provide a visual breakdown of the lesson, or break the lesson down into smaller chunks by using a now and next board. Each PE Mastery lesson contains a visual learning sequence and now and next board cards to support learners.

For children who can feel anxious about new situations, such as a change in environment, make time to speak with them about this ahead of time and familiarise them with the environment and activities prior to the lesson.

Focus on personal best and celebrate personal progression and achievement, in relation to both skill progression and participation.

It may be necessary to provide individual lesson objectives or targets for the lesson. These can be tailored to a child's needs and may relate to participation or social and emotional skills within the lesson, rather than physical skills and may align with and support targets from their IEP or EHCP.

Check in regularly with children and if necessary, provide regular breaks. Some children may benefit from having their own zone or area in the PE space, this can be identified by a mat, or a coned area.

Familiarise children with the lesson sequence prior to the lesson using the Visual Learning Sequence and work with the child to identify any potential challenges, along with an action plan to overcome these.

Emphasise the importance of STAR Values within PE lessons and celebrate and reward positive sporting behaviour.

Sensory Needs

Some children may find the 'echoey' nature of school halls and swimming pools difficult to tolerate. Think about how you can mitigate this. Consider ways to reduce loud or sharp noises. For example, you could use a visual cue rather than a whistle.

Check in regularly with children with sensory needs and if necessary, provide regular breaks in a calm environment away from of the PE space that may be overstimulating. Some children may benefit from having their own zone or area in the PE space, this can be identified by a mat, or a coned area.

Consider the PE kit you are asking children to wear and how this might be adapted for children with sensory needs. It may be beneficial to ensure that children with sensory needs are not on a team that is asked to wear bibs.

Use sensory equipment to support learners such as sensory balls or sensory floor markers.

Specific Areas of Need

Physical Needs

Consider how you will make outdoor activities, such as OAA, accessible for all children. Do you need to take a wheelchair-friendly route? Are there uneven paths?

Consider if the skills and activities are accessible to learners with physical needs. If they are not, adaptations will need to be made this could include adapting the task, modifying the skill or using specialist equipment.

Ask your PE subject lead and SENCo to help you gather or order inclusive PE equipment to support the needs of your class, for example, balls with bells in for children who are partially sighted. Speak to external specialists involved in the child's care who will be able to advise on specialist equipment to support children.

Consider how you give instructions and where individual children are positioned, particularly in areas with background noise where children may find it difficult to hear. Use non-verbal actions to support verbal instructions as well as enlarged resources for visual support. You might find it beneficial to give instructions in a quiet area before the session begins.