

# Inclusion in the Curriculum

## Removing Barriers in Physical Education

### Room

A learning space which reflects and promotes engagement

Carefully consider the environment to ensure all learners can access PE lessons and sporting activities. By making adaptations to physical environment and space, we can make all PE lessons inclusive for wheelchair users and learners with a wide range of physical needs.

### Relationships

Positive relationships where adults really know our children

Consider risk points in lessons e.g. when using equipment and use additional adults to scaffold learning. Ensure staff are aware of pupils who may have a sensitivity to noise, taste, texture or smell. Ensure additional adults are clear about the sequence and support necessary. Ask for verbal feedback from support staff after the lesson

### Resources

Effective resources which support and promote learning

By making modifications to, and sometimes changing, the equipment we use, we can ensure that all learners are able to participate, enjoy and experience success in PE lessons. For example

- Using modified balls with bells inside to support visually impaired learners.
- Large, bright, shiny, tactile resources to engage more sensory learners, e.g. a ball wrapped in tin foil/bubble wrap
- Making adaptations to the size, weight and grip of PE equipment to have a positive impact on a range of learners with physical needs.

### Response

Support to participate and share learning in a variety of ways

Allow time for sensory exploration of materials and processes. Use visual timetables where necessary with 'now' and 'next' prompts. Opportunities for sporting achievements of all learners to be shared as part of celebration assemblies / sports representation boards.

### Resilience

Fostering a culture of independence and where mistakes are part of the learning

Use displays to ensure the work of all children is celebrated and children's achievements are recognised. Opportunities for all children to attend cluster sporting events - both competition and engagement focused.

### Recall and Retention

Re-visiting, using and applying knowledge and skills

Ensure you have clearly identified new words for the lesson, key vocabulary linked to the learning objectives and questions. Be aware that some of the vocabulary may be more challenging for some pupils. Make sure your language is clear and accessible. Consider ways in which pupils with SEND learn and consider things such as cognitive load and memory difficulties. Ensure time is given for recapping to support children with memory difficulties.