



# Sport England Secondary Teacher Training Programme

## Inclusive PE – Top tips for engaging SEND students

This document set out some top tips from Activity Alliance's [My Active Future: Including Every Child 2020](#) report and Karen Erikson, one of our STT consultants, a YST County Inclusion Lead and former teacher of Physical Education in both mainstream/SEN schools (SLT).

### 1. Engage with and listen to all young people:

- Ensure your SEND pupils have the opportunity to input into PE and school sport development. Empower them to have a 'voice' and make decisions alongside their peers:
  - Inform
  - Consult
  - Involve
  - Collaborate
  - Deliver

### 2. Build confidence and independence from a young age:

- Support pupils to understand disability and celebrate awareness, as well as each other needs.
- Create opportunities to address personal feelings about being active and help to build confidence from a young age. This might be sessions to empower SEND students, campaigns with disabled role models and representation of children or teachers with SEND.
- Re-engage older SEND students to be more active from Key Stage 3 onwards, helping to create active futures.
- Create environments that are comfortable to learn in and are non-threatening.

Funded by:



In partnership with:



### **3. Train and support teachers and activity deliverers to better understand and act on the individual needs of all young people:**

- Provide training for teachers and deliverers on disability awareness and inclusive activities.
- Utilise the Inclusion Models to support differentiation within your lessons:
  - STEP
  - Active Inclusion Model (AIM)
  - A multi-ability approach to support progress and assessment
- In response to the latest Ofsted framework:
  - Think about which programmes and interventions can be implemented into your PE curriculum to facilitate change
  - Think about which of these link to personal/character development for ALL young people.

### **4. Design and promote activities that appeal to motivations:**

- Appeal to students' motivations and target disabled students specifically. Use motivators such as: belonging, feeling independent, and supporting their impairment.
- Most young people want to be active for fun, to take part with friends, and to stay healthy. What does this mean for your lessons or your school's sport offer?

### **5. Create the right environment:**

- How can you create an environment that incorporates all of the above?
- Think about the use of influential others and the role they can play:
  - Teachers
  - Teaching assistants (positive deployment within the lesson, linked to related learning)
  - Parents and guardians
  - Healthcare professionals
  - Role models
  - School leaders
  - Non-disabled peers (develop empathy, peer support within the school ethos)

## Making PE and School Sport inclusive – self-reflection:

Making PE and school sport inclusive doesn't have to be complicated nor does it have to be expensive. Small changes to your curriculum and delivery can be very effective in ensuring that all pupils are included and engaged in your PE lessons, especially SEND pupils.

To check-and-challenge inclusive practice and provision by asking yourselves and the schools you support the following questions:

- How well do the PE teachers know and understand the SEND students in their classes – their abilities, achievements, participation levels, activities they like or dislike?
- What sort of approach is there within PE and school sport, to make the provision inclusive? (E.g. does skills development focus on what a young person 'can do' rather than 'can't do'?)
- What sort of changes/adaptations need to be made to ensure relevant challenge and progress for ALL, in the form of:
  - Curriculum re-design?
  - Interventions/programmes which could be implemented based around developing life skills and leadership opportunities?
  - Staff training?
  - Pupil training?
- How many opportunities are there for SEND pupils to take part in activities alongside their peers (with/without additional needs), within curriculum as well as extra-curricular?
- Are there opportunities to empower SEND pupils to have a 'voice', alongside their peers within your programme content?

Reflecting on these questions will enable you and your schools to develop and shape appropriate interventions whilst prioritising the quality of inclusive provision.