

# Inclusion In Physical Education And School Sports



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# INCLUSION IN PHYSICAL EDUCATION

Physical Education is a practical subject that enables all children to participate in exciting and challenging physical activities, which can generate good health and fitness. PE provides opportunities for the development of physical, personal, social and intellectual skills, plus it encourages co-operation, positive actions, positive thinking, tolerance and respect for others. PE promotes the undertaking of exercises that can be continued into adulthood as part of a healthy lifestyle.

Most children follow a generalised development of movements and skills – a natural progression develops from the simple to the more complex. Initially children learn basic movements within the context of their own body then gradually begin to integrate these movements with one another. PE sessions need to allow for variety and flexibility within activities - children with physical disabilities will need time and space plus encouragement to perform simple activities well.

All children should be included in PE and Sport activities most of the time;

- Skilful youngsters will need to be challenged with harder activities
- Less able youngsters will require simpler activities or skills broken down into their component parts

PE activities can be modified in a variety of ways:

- Equipment – colour, shape, length of handle, size, texture, weight
- Interaction – ability grouping or pairing, feeding (e.g. ball), safe zones (no marking), playing outside the games area, varying team numbers
- Position – adjusting posture to suit the activity, e.g. sideways to throw, alternating the intensity, using tactile guidelines to aid orientation
- Rules – additional 'lives', changing rules to aid inclusion, different ways of playing, simplifying a game, rotating rules, creating specific rules
- Space – distance travelled, height / length of barrier, size of the playing area, use of a zoned playing area
- Speed – varying speeds, e.g. slower or faster, using 'still' apparatus, e.g. large 'golf' tee

The STEP framework can be used to help adapt and modify activities:

S	SPACE	Where will the activity take place?
T	TASK	What is happening?
E	EQUIPMENT	What is being used?
P	PEOPLE	Who is involved?

It is important to recognise the potential gains for children with physical disabilities through inclusion in the school's PE curriculum. PE can help children develop their personal and social skills and enhance physical development.

### Personal skills

- Building confidence and raising self-esteem
- Developing self-help skills, e.g. dressing
- Learning the importance of listening and following instructions
- Promoting an awareness of risk and safety
- Reaching goals, raising potential and experiencing a sense of satisfaction

### Physical skills

- Helping general coordination and developing balance
- Improving gross motor skills
- Increasing spatial and body awareness
- Providing exercise and promoting fitness
- Providing physical challenge and developing self control

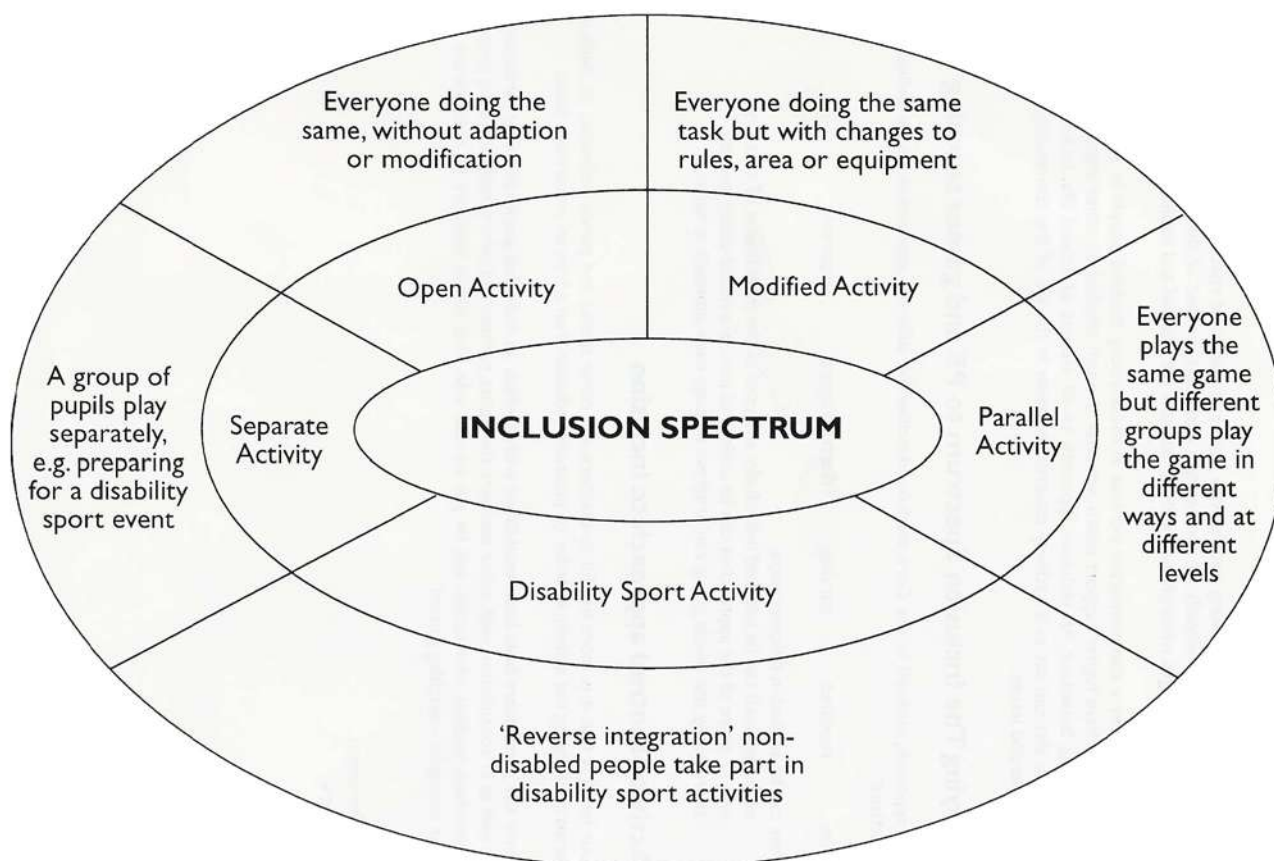


### Social skills

- Achieving fun and enjoyment through physical activity
- Developing social skills and collaborative learning
- Feeling part of a group and being accepted by peers
- Promoting participation and a sense of being included in the group
- Working as part of a team and feeling valued

# THE INCLUSION SPECTRUM

Physical Education sessions aim to develop a child's motor skills – both gross motor and fine motor plus body awareness. Team games promote social development and co-operation through turn taking with peers. Children with physical disabilities should be encouraged to take an active part in Physical Education. 'Disabled pupils can play a full, practical and meaningful role in their Physical Education games lessons.' (Stevenson and Black, 1999).



## OPEN ACTIVITIES

After warm-up exercises (e.g. dishes / domes) open activities could include:

- Cones – knocking down or standing up the cones
- Pelter - teams throw small balls to move a large ball to the opposition
- Soft ball fight – teams throw balls / pom-poms trying to hit the opposition
- What time is it Mr Wolf? – children stop moving when the teacher turns round

## **MODIFIED ACTIVITIES**

PE activities can be modified in a variety of ways:

- Equipment – colour, shape, length of handle, size, texture, weight
- Space – distance travelled, height / length of barrier, size of the playing area, use of a zoned playing area
- Rules – additional ‘lives’, changing rules to aid inclusion, different ways of playing, simplifying a game, rotating rules, creating specific rules
- Speed – varying speeds, e.g. slower or faster, using ‘still’ apparatus, e.g. large ‘golf’ tee
- Interaction – ability grouping or pairing, feeding (e.g. ball), safe zones (no marking), playing outside the games area, varying team numbers
- Position – adjusting posture to suit the activity, e.g. sideways to throw, alternating the intensity, using tactile guidelines to aid orientation.

## **PARALLEL ACTIVITIES**

In parallel activities children play different versions of the same game.

- Badminton - hitting a balloon or beach ball using a flat hand, racket or glove- bat progressing to using a badminton racket
- Cricket – bowling underarm and using a soft ball with a plastic bat, or using a larger ball placed on a tee, scoring by measuring the distance hit.

## **DISABILITY SPORTS ACTIVITIES**

When non-disabled children take part in an activity that has a disabled sport focus this is termed ‘reverse integration’, e.g. Boccia (a type of bowls game), Goal ball. Wheelchair events include basketball, tennis and volleyball.

## **SEPARATE ACTIVITIES**

There are a wide range of disability sports programmes, including athletics, basketball, table cricket, football, tennis, volleyball. During ‘separate activities’ all players can practise and develop their individual skills.

## **FURTHER INFORMATION**

The English Federation of Disability Sport , SportPark Loughborough University, 3 Oakwood Drive, Loughborough, Leicestershire LE11 3QF, Telephone: 01509 227750 Website [www.edfs.co.uk](http://www.edfs.co.uk)

Youth Sport Trust, SportPark Loughborough University, 3 Oakwood Drive, Loughborough, Leicestershire LE11 3QF, Telephone:01509 226600 Website: [www.youthsporttrust.org](http://www.youthsporttrust.org)

Safeguarding Deaf and Disabled Children in Sports, Website: [www.nspcc.org.uk](http://www.nspcc.org.uk)

# WARM-UP ACTIVITIES

Warming up at the beginning of a PE session and cooling down at the end, are important aspects of the whole session. In order to function appropriately muscles need to be stretched and warmed so they do not pull or tear. Stretching helps to release muscles and increase flexibility. Warm-ups help raise the pulse rate and cardio vascular system plus improve mobility.

Children should be encouraged to participate as independently and safely as possible

It is useful to consult with the child's physiotherapist to find out which stretches are beneficial and if there are any which the child should not do

The excitement of being part of a warm-up activity can raise the heart rate of children with limited mobility



Wheelchair users who require a walking frame can take part in gentle walking exercise gradually progressing to moving more quickly. Stretching activities on the spot may require adult assistance to help maintain balance, e.g. when swinging arms or trying balancing on one foot.

Wheelchair users can warm-up by moving parts of their body, e.g. head shaking, eye rolling, hand clapping, finger stretching, leg moving, feet tapping, toe wriggling. Moving body parts, however small the movement, e.g. blinking the eyes, will help the warm-up process. Adults can help using hand-on-hand support, e.g. clapping, patting or rubbing hands together

## WARM UP ACTIVITIES FOR FRAME USERS

Most youngsters who use a walking aid will be able to take part in the class warm up routine. Ideas of activities for upper body warm ups are over the page. Stretches for abdominal, calf, hamstring, thigh, etc muscles may require guidance from the youngsters physiotherapist.



## **WARM UP ACTIVITIES FOR WHEELCHAIR USERS**

### **HEAD**

- Move the head from centre to the right, back to the centre then to the left and back to the centre x 4.
- Lean the head to the right trying to push the right ear towards the right shoulder, then back to the centre x 4. Try moving the left ear towards the left shoulder x4.
- Move the head forwards and down pushing the chin towards the chest, raise the head back up to the centre x4.

### **SHOULDERS**

- Lift the left shoulder up towards the left ear and lower it back down x 4. Repeat with the right shoulder x 4.
- Circle the left shoulder forwards x4 then backwards x 4. Repeat with the right shoulder x4.
- Place hands on the shoulders and rotate the elbows – forwards x 2, then backwards x 2.

### **ELBOWS**

- Bend and stretch the right arm x4, then bend and stretch the left arm x4.
- Place the arms out in front of the body, with palms down. Rotate the palms up, then down then up again x4.

### **HANDS**

- Clap hands in front, up high, to the left, to the right, on the thighs. Vary the positions and / or the order x4.
- Clasp hands in front of the body – bend the wrists to the left, to the right, away from the body then towards the body x4.
- Bend and stretch the right wrist, then circle it around x4. Repeat with the left wrist x4.
- Clench and stretch hands then shake them to relax x 4.

### **ARMS**

- Straighten the left arm then lift and lower. Change to the right arm, lift and lower. Repeat x4.
- Clench right fist, punch forwards and back, up high and back then to the side and back. Repeat with the left arm. Repeat x4.

### **TRUNK**

- Curl forwards, then slowly uncurl, repeat x4.
- Facing forwards lean to the left, to the centre, then to the right x4.

Most youngsters will be able to take part in a gentle warm up routine, it may be advisable to consult the child's physiotherapist for stretches which will be beneficial.





# ATHLETICS - JUMPING / THROWING

## Jumping Activities

Jumping activities usually involve moving off the floor and travelling a distance, e.g. high or long jump. This can prove difficult for a wheelchair user as health and safety issues need to be taken into account, e.g. whether seat belts or straps should be worn. Modification ideas:

- **High jump** – manoeuvring over different surfaces, e.g. from the floor onto a mat will help develop a sense of stability over uneven terrain. Ask the child to travel forward and raise their arms / hands in the air on the command “jump”
- **Long jump** – the area can be marked using two parallel lines on the floor 1 metre apart, 20m long. Using a manual wheelchair – measure how far the wheelchair can travel in a single independent push on the rim of the wheelchair, using left / right or both arms or with adult assistance. Using an electric wheelchair – measure how far the child can travel in a specific time, e.g. 5, 10 seconds
- **Triple jumps** – need to include 3 actions, e.g. travel forwards, turn the chair 360° in a circle, continue forwards and raise the arms on “jump”. Alternatively try 3 pushes – left hand, right hand then double-handed push
- **Vertical jump** – the child stretches up and reaches to touch the wall.

## Throwing Activities

Throwing activities are excellent to help develop the skill of grasping and releasing objects. Initially children will hold then drop an object, progressing to grasping, holding then releasing and throwing with a directed aim. Activities could include:

- Aiming by dropping - an object like a beanbag, koosh ball, foam ball into a container, e.g. a tray or bucket placed close to the wheelchair
- Aiming by throwing - an object at a target, e.g. bullseye on the floor or wall, into a bucket on the floor or on a chair, or height throw - over a bar or net
- Distance – push or throw an object, measure the distance it travelled
- Positioning – stabilise the chair at an angle best suited to throwing. Some children may require the armrest removed to provide freer movement
- Throwing – encourage underarm and over arm techniques. Adjusting the wheelchair may allow for a more accurate throw, e.g. removing the tabletop and armrest, sitting the chair at an angle to the target.

**Club** – a Neuff club can be used for distance or precision (thrown into a grid) events

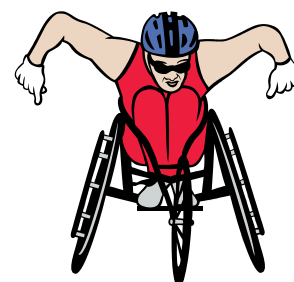
**Discus** - A bean bag, catchdisc, Davies airfoam flyer, frisbee, lightweight club or quoit may be easier to throw than a discus. Children should be encouraged to use either an overarm, sidearm or underarm action. The discus could be aimed at a target placed on the floor and the distance measured. Alternatively the child could toss the discus over a bar and measure the height of the bar from the ground.

**Javelin** - Children who find it difficult to open their hand, could try holding and throwing a koosh ball or beanbag, progressing to a Davies action trainer or beanbag scarf, throwing club or a javelin ball. Throwing areas can be marked out on playgrounds or playing fields using chalk or string, giving a focus to the throwing.

**Shot** - Try using an indoor shot or similar sized ball for this activity. The child can putt the shot by pushing, using two hands from the chest, rolling the ball off their knee. Distance could be measured as how far the shot rolls from the chair or the point where the shot hit the floor.

# ATHLETICS - RUNNING / RACES

**Athletics** activities include running, jumping and throwing. Children need to practice, perform and refine skills in this area. Sessions can encourage children to estimate, compare and measure their performance - this can involve accuracy, height and speed. Ideally equipment should be lightweight, e.g. a small colourful foam ball. Use the term *travel* alongside walk or run.



## Running Activities

Running activities usually involve moving from one place to another, i.e. from A to B or travelling there and back. A manual wheelchair user may require support to move quickly, whilst an electric wheelchair user can operate independently. Modifications to activities can include:

- Course - use a straight course, then progress to a slalom
- Distance - start off with a short distance then gradually increase the distance
- Equipment - adapt the activity to include collecting and returning with an item, e.g. a bean bag or ball, which will help to develop grasping and releasing
- Routes - devise a route, e.g. around the gym or corridor and include changing direction and turning in a confined area
- Speed - time the journey, trying to improve on the previous best time
- Stopping - practice an emergency stop when travelling forwards or backwards, moving fast or more slowly
- Surface - try varying the surface, e.g. travelling over a concrete or wooden floor, on grass or tarmac
- Track - if the grassed area is wet or uneven a playground area may be more suitable

## Races

Remember the child in a wheelchair will require more time than their peers.

- Place the wheelchair user either first or last in the line, so the other children can clearly see the youngster
- Group races - site the wheelchair user at the side of the group, it may be helpful to mark a line along the floor using string or ropes so that the children do not collide
- Slalom races - ensure the cones or posts are spaced wide enough apart to allow the wheelchair to go through: white cones forward, red cones backward
- Relay races - place the wheelchair user on the first leg, which usually has a shorter distance to be covered. If the race involves handing over a beanbag or baton secure it to the wheelchair using a fixed bat and/or velcro. Foam batons are lightweight and easier to hold
- Team races - position the team with the wheelchair user at the side of the playing area or track to avoid collisions.

# BADMINTON

**Badminton** traditionally uses a feather or plastic shuttlecock and a racket. This equipment may be difficult to manipulate, adaptations could include:

- Balls – made of foam or air-hole plastic are easy to grasp and move slower than a shuttlecock.
- Balloon – tying a balloon to the racket head will enable the child to experience the action of hitting the balloon, whilst not losing it
- Bean bags – can replace a shuttlecock. Place a beanbag on a racket head, encourage the child to move the bat thus moving the beanbag
- Rackets or bats – short handled rackets or bats made of light-weight plastic are easier to use, e.g. a polybat
- The net - can be lowered to enable the child to succeed in sending a ball or beanbag over. Alternatively a floor level net can be marked using a piece of string, a low level net can be made from bean bags

## FRAME USERS (WALKER / ROLLATOR)

- Serving - may require careful positioning of the frame to allow the shuttle to be hit, with easy access to the frame for movement
- Travelling - can be achieved by moving towards the shuttle, then stopping to hit the shuttle



## FURTHER INFORMATION

Further information can be obtained from the Badminton England website at [www.badmintonengland.co.uk](http://www.badmintonengland.co.uk) or telephone 01908 268 400.

Details of the TOP Play and TOP Sports Programmes are available from the Youth Sport Trust telephone: 01509 226600

## WHEELCHAIR USERS

- Serving – may involve a buddy to feed the shuttle before hitting it over the net or placing the shuttle on the racket then tossing it over the net
- Size of court – may be adjusted so that the wheelchair user has a large area to aim at, e.g. the doubles court whilst their opponent uses the singles court

## RESOURCES

Davies Sports Rackets- badminton, polybat  
Telephone: 0845 120 4515  
Website: [www.daviessports.co.uk](http://www.daviessports.co.uk)

# BASKETBALL

**Basketball** is a team game that can include a frame or wheelchair user:

- Balls - are available in different textures and weights
- Bounced balls - are easier to catch as the child has longer to prepare the catch - s/he can track the ball and will hear it hit the floor
- Hoops or baskets - can be lowered to enable the child to score (see Resources). Initially a hoop placed on the floor will allow the child to roll the ball in. The height of the net can be adjusted using boxes or buckets placed on the floor or on a low table
- Playing area - consider using a smaller playing area
- Zoned areas could be used, i.e. a safe place where the child can move without fear of colliding with another child.

## FRAME USERS (WALKER OR ROLLATOR)

- Dribbling – the child could move 3 steps, bounce the ball using one or two hands, then again.
- Teams – place the frame user in a team with 4 members so s/he has no marker.
- Travelling – the child should be deemed to have possession of the ball if it is in their personal space, e.g. touching part of their body or the frame.



## FURTHER INFORMATION

Wheelchair basketball is an Olympic sport for teams of wheelchair athletes.

Further information about wheelchair basketball can be obtained from the Great Britain Wheelchair Basketball Association at [www.gbwbba.org.uk](http://www.gbwbba.org.uk) or telephone 01509 279900

Details of the TOP Play and TOP Sports Programmes are available from the Youth Sport Trust telephone: 01509 226600

## WHEELCHAIR USERS

- Catching - a rule adaptation could say the ball is caught if it touches the child or wheelchair. It is easier to collect a ball if it is trapped against the wheel in a corner or near the wall
- Dribbling - children may find it easier to carry the ball in their lap. Alternatively carry the ball forward, stop, bounce the ball, then move forwards again
- Passing - carry the ball on the lap, then roll the ball to a team mate. Alternatively carry the ball forward, stop, bounce the ball, catch it using one or two hands and then make a pass by flicking, pushing, rolling or striking the ball.

## RESOURCES

Davies Sports Spordas Max Ball, Hang a Hoop  
Telephone: 0845 120 4515  
Website: [www.daviessports.co.uk](http://www.daviessports.co.uk)

# CRICKET

A **cricket** coaching session or game could be adapted to include a frame or wheelchair user:

- Balls – try using a large, light-weight brightly coloured ball
- Bats - come in a variety of sizes, e.g. small, large. Bats can be made of light-weight plastic or wood (which is heavier)
- Bowling – try using overarm, underarm or a shute to deliver the ball
- Wickets – can be made from a large box or kwik cricket equipment.

## FRAME USERS (WALKER / ROLLATOR)

- Batting - a 'T' ball stand can be used to hold a stationary ball, then the child can hit the ball. Alternatively a ball could be placed on the ground
- Scoring runs – can be modified by reducing the distance between the wickets or allocating runs depending upon how far the ball travelled



## FURTHER INFORMATION

Further information about Disability Cricket can be obtained from the England and Wales Cricket Board telephone: 0 20 7432 1200 or [www.ecb.co.uk](http://www.ecb.co.uk) email [disabilitycricket@ecb.co.uk](mailto:disabilitycricket@ecb.co.uk)

Details of the TOP Sportsability Programmes are available from the Youth Sport Trust telephone: 01509 226600.

## WHEELCHAIR USERS

- Batting - some children may find it easier to use their feet to hold the bat or position the bat jutting out from their seat, then move the wheelchair forward to strike the ball
- Positioning - the wheelchair needs to be positioned so that the child's throwing arm has room to swing back before delivering the ball
- Shutes – can be made from guttering, large tubing or a slope. Placing a shute close to a wheelchair will enable a child to send a ball during cricket or skittles

## TABLE CRICKET

Table cricket was devised at Nottingham Trent University and can be played using specialist equipment. The equipment needs to be set up on a table surface about the same size as a table tennis court.

## RESOURCES

Davies Sports Balls, Bats, Table Top Cricket Set  
Telephone: 0845 120 4515  
Website: [www.daviessports.co.uk](http://www.daviessports.co.uk)



# DANCE

**Dance** is an area where children can use movement to explore, express and communicate ideas including feelings and thoughts. Youngsters can create, perform and develop dances by using stimuli, e.g. materials, pictures, sounds. Children can engage in dance using parts of their body, e.g. face, eyes, hands, feet. Modifications could include:

- Apparatus - can provide the stimulus to develop a dance, e.g. balloons, bubbles, hoops, scarves, ribbons
- Cues - help create a context and can be used to 'set the scene' or create a mood, e.g. sound (music) and visual cues (pictures, photographs).
- Individual aids - can be used as a focus for an activity, e.g. a frame or wheelchair can be included in a dance routine
- Patterns - need to be developed gradually with repetitions to help understanding, e.g. sequencing routines
- Positioning - place the wheelchair user in front, at the side or at the end of a line
- Routines - when copying set dances ask the child to repeat the actions twice instead of four times to keep in time with the music
- Sounds - try different sounds, e.g. classical, pop music or instruments, e.g. percussion, wind or music from other cultures
- Tactile materials - e.g. cotton, lycra, parachutes may need to be fastened to the wheelchair frame to enable the child to touch and feel the material

*'Body Awareness'* is an activity, which will help children to recognise their own body parts, e.g. arms, legs. This can be developed through contact with the floor using actions, e.g. sliding, spinning or from moving named body parts, e.g. head.

*'Copy Me'* activities will help introduce actions and encourage children to watch, remember then repeat the adult's movements, e.g. bending and straightening. Actions include clapping, i.e. up high, down low or patting body parts, e.g. knees.

Dance activities to depict *'Everyday Things'* could include 'What shall I wear?' to assist with dressing skills, 'Tidy up time' to aid mobility by carrying or pushing items.

*'Festivals'*, e.g. Chinese New Year, May Day can include colourful ribbons to make patterns in the air. Dawali (Festival of Light) explores moving from darkness into light. Pancake Day can include the actions - making the pancakes and tossing them.

*'Fireworks'* rise into the sky, explode then showers of sparks cascade down to the ground. The theme of 'Fireworks' can promote a variety of dance actions, e.g. gesturing, staying still, travelling or turning, plus reaching and stretching.

*'Instruments'* provide a rich source of dance ideas. Percussion instruments like beaters, cymbals, maracas, triangles or wood blocks make distinctive sounds. In pairs one child can play an instrument whilst the other moves to the beat.

*'Magic Carpet Rides'* can be used to aid gross motor skills, e.g. stretching the arms out wide pretending to fly, pointing to interesting items as you ride along.

# FOOTBALL

A child who uses a frame or wheelchair can be included in a small group game of **Football**:

- Balls – are available in different weights and sizes including a giant football or large inflatable size 9 football (see Resources)
- Goalmouth - adjusting the size of the goalmouth may help children to score a goal

## FRAME USERS (WALKER / ROLLATOR)

- Dribbling – can be achieved by pushing the ball by using part of the frame or kicking a stationary ball
- Some children may be able to use crutches for a short time – consult the child's physiotherapist



## FURTHER INFORMATION

Further information about wheelchair football can be obtained from the Football Association website [www.thewfa.org.uk](http://www.thewfa.org.uk)

Wheelchair football is fast developing as a sport for teams of wheelchair user. For further details email [Mary.Rudkin@LeicestershireFA.com](mailto:Mary.Rudkin@LeicestershireFA.com)

Details of TOP Sportsability are available from the Youth Sport Trust telephone: 01509 226600.

## WHEELCHAIR USERS

- Dribbling – can be achieved by pushing or using part of the wheelchair. It may be possible to remove the footplate to allow legs / feet to touch the ball
- Striking – the child could use part of their body or chair to strike the ball, or try to kick from sitting

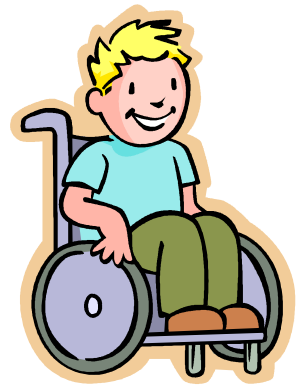
## RESOURCES

Davies Sports Giant Football Size 9  
Telephone: 0845 1204 515  
Website: [www.daviessports.co.uk](http://www.daviessports.co.uk)



# GAMES

**Games** activities are both physically beneficial and help develop co-operative skills for team work. Some games are recognised as disability sports in their own right, e.g. basketball, tennis. Many games can be modified to make them accessible, challenging and safe. This can be achieved by adapting the equipment, space, speed or rules of the game. Games are an important part of the school's Physical Education curriculum. Inclusion in games can help children develop their personal and social skills and enhance physical development.



*Bowls* – can be played using foam balls. Mark out a large circle (2m diameter) using chalk or tape. One small ball is rolled into the circle to act as the jack. Players gather around the circle and take turns to roll their ball closest to the jack. Wheelchair users can use guttering or tubing to direct their ball.

*Collecting Apples* – requires a large picture of an apple tree fixed to the wall. Apples are made from foam or plastic balls with velcro attached. Children take turns to move towards the tree then collect an apple and put it in a basket.

*Feed the Animals* – is a small group game. Place photographs of four different animals on the floor. Give the first child a long wooden pole or rod to hold and ask him / her to choose an animal. Place the other end of the rod on the selected photo. Release a quoit down the rod to feed the animal.

*Formula One* – Flat hops are scattered on the floor. Each child has a quoit to act as a steering wheel. On the green flag players move around the floor avoiding the hoops. When the red flag is raised players move to a hoop (or garage) and remain still.

*Happy Face* – is similar to 'Collecting apples' - a picture of a blank face is fixed to the wall. Children choose a facial feature, e.g. nose made from card with velcro attached. The child moves towards the wall and places the feature on the face.

*Skittle Ball* – requires skittles or empty plastic milk bottles weighted down with sand. Suspend a ball from the ceiling or a basketball hoop. Ask the child to release the ball so it moves forwards and knocks down the skittles.

*Robots* – can be played in pairs. The first child pushes a ball to touch their partner. When the second child is hit s/he starts to move on the spot, e.g. swinging arms, etc and continues until they are hit again (switching the robot off). Players change places, the second child throws the ball to hit their partner.

## FURTHER INFORMATION

*Inclusive Games – Movement Fun for Everyone!* by Susan L Kasser contains suggestions of games activities, which can include all children.



## GAMES – BALL SKILLS

**Games** activities are both physically beneficial and help develop co-operative skills for team work. Some games are recognised as disability sports in their own right, e.g. basketball, tennis. Many games can be modified to make them accessible, challenging and safe. This can be achieved by adapting the equipment, space, speed or rules of the game.

**Catching and throwing** can present problems for children with physical disabilities - it may be easier to think in terms of sending and receiving.

- *Sending* a ball could include blowing, flicking, heading, hitting, kicking, pushing, rolling or throwing using a part of the body or an implement. e.g. a bat.
- *Receiving* may involve stopping or trapping the ball using part of the body or employing an implement, e.g. a bat, catching mit or stick. Velcro gloves, mitts, helmets or leg pads can be used as aids to trapping a ball.

### Ball skills

In order to take part in games sessions it is useful to practice ball skills.

- Ball positioning - a stationary ball is easier to hit or strike. Stabilise the ball on a 'T' stand, cone or similar base, e.g. Davies Up Rite Safe Tee
- Ball size - balls come in various sizes, e.g. a large ball is easier to send and receive whilst a small ball is easier to throw
- Ball texture - balls are available in different textures, e.g. koosh ball, spider ball, balzac (balloon) ball, light-weight floater ball. A foam ball reduces bounce, whilst soft balls travel slower
- Ball types - a brightly coloured light-weight ball is easier to see, a slow rolling sound ball (with a bell inside) can be heard and tracked as it moves along
- Retrieving a ball - can be made easier by attaching string to the ball and encouraging the child to pull the ball towards them
- Target practice - initially place the target near by then gradually move it away, start with a large target then reduce it to a smaller one
- Target practice - site a target low down near the floor – so a ball can be dropped in into it, then raise the target higher using a box or beam

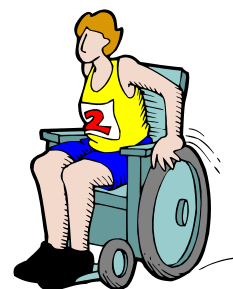
### Ball handling activities:

- Bench ball - place two benches side by side. The child rolls the ball from one end of the benches along the 'join', s/he travels to the other end of the benches and gets the ball as it rolls off the end
- Drop ball – push or drop the ball, then collect it as it bounces up
- Rebound ball - roll a ball towards a wall, then gather the rebound
- Rolling ball – push a ball then follow and chase it, stop and retrieve the ball. Try going past the ball, turn to face it and then retrieve

Juggling scarves - travel slowly and can be easier to track and grasp. Toss a scarf in the air, then catch it as it falls

Rope toss – scrunch a rope or bandage in both hands then toss it in the air, catch the rope using one or both hands.

# GYMNASTICS



**Gymnastics** activities focus on accuracy, control and precision. Techniques can be performed individually or linked together to form a sequence. Gymnastics improves cardio-vascular fitness and develops stamina, strength and suppleness. Physiotherapy targets can be included in gymnastics sessions, e.g. movements to develop and strengthen muscles in the arms or legs.

## IDEAS

- Actions - encourage the child to perform simple actions well, i.e. to the best of their ability
- Forward roll - can be performed by travelling on to a mat, turning 360° in a circle then moving forwards off the mat. A backward roll will involve a reverse action, i.e. backing onto the mat, turning, backing off the mat
- Jumping activities - may involve using the chair as part of the apparatus. Movements could include travelling around cones, changing direction and/or speed, twisting and turning by moving the chair in a 360° circle then stopping.
- Modelling - movements may need to be modelled by an adult, so the child can see what is expected. When one or two movements can be performed they can be linked to form a sequence, e.g. move forward, stop with arms outstretched
- Movement activities - could involve travelling in the chair and raising the arms or legs whilst moving or when stopped. Some children may be able to place their hands on the seat and raise their bottom off the chair or make different shapes by adjusting or moving their body parts
- Plastic hands and feet - can be used as directional clues, similarly chalk marks, p arrows or a rope trail can indicate a route
- Sequences - wheelchair users can perform a gymnastic sequence by moving the wheelchair through a slalom course. The degree of difficulty can be increase by stopping at each pole and performing an action, e.g. moving fingers or clapping
- Spatial awareness - can be developed by using cues, e.g. coloured spots on the floor or walls to indicate a particular action, e.g. blue spot reach for the sky, green spot reach for the floor
- Travelling activities - gymnastics involves movement as children travel from one place to another, i.e. from A to B. See Athletics – Running Activities. Forward motion may require one / both arms to push a manual chair or the assistance of an adult. A child using a powered chair will benefit from practicing controlled stops / starts using the joystick.

Children who can come out of their wheelchair could undertake exercises recommended by their physiotherapist, e.g. using a walking frame or rollator

- Beam work - more ambulant children may like to try beam work to improve balance. Initially moving along a line on the floor, e.g. made from chalk or tape. The height can be raised using a rope progresing to a flat plank or small mat
- Floor work – may include travelling over a mat by crawling, rollying, shuffling or slithering. Movements could include arm and / or leg actions.

# HOCKEY

**Hockey** can be modified include a child in a wheelchair or frame user:

- Balls – with holes, e.g. airflow balls travel slower so are easier to see
- Equipment - Unihoc stick with a large ball may be easier to manipulate or a large headed bat with a suitable ball could be substituted

## FRAME USERS (WALKER / ROLLATOR)

- Hockey can be a difficult game for frame users who can move forwards and backwards but sideways movements are not easy as it is important to maintain stability.
- Hockey sticks could be strapped to the side of the frame or hand held
- Rule changes could allow the frame user to take time to control the ball then pass to a team mate.



## WHEELCHAIR USERS

- Hockey sticks - can be strapped or taped to the side of the wheelchair. A loose hockey stick could be held on the lap when travelling without the ball. Alternatively try a lightweight polo stick.
- Surface - Hockey is often played on grass but wet conditions will present problems for wheelchairs – it may be more appropriate to play on a hard court surface.

## FURTHER INFORMATION

More information about Hockey is available from England Hockey telephone 01509 228676 or [www.englandhockey.co.uk](http://www.englandhockey.co.uk).

Details of the TOP Sportsability Programmes are available from the Youth Sport Trust telephone: 01509 226600.

## ZONE HOCKEY

Zone hockey is an adapted version of hockey, developed between Nottingham Trent University, the Youth Sport Trust and England Hockey. It is a 5 a-side game, which can be played on a hard surface, on a quarter of an artificial turf pitch or inside a sports hall.

## RESOURCES

Davies Sports –  
Balls, Bats, Table Top Cricket Set  
Telephone: 0845 120 4515  
Website: [www.daviesports.co.uk](http://www.daviesports.co.uk)

# NETBALL

**Netball** can be adapted similarly to Basketball so children who use a frame or wheelchair can be included in games:

- Balls - are available in different textures and weights
- Bounced balls - are easier to catch as the child has longer to prepare the catch – s/he can track the ball and will hear it hit the floor then prepare to receive it
- Hoops or baskets – can be lowered to enable the child to score. Initially a hoop placed on the floor will allow the child to roll the ball in. The height of the net can be adjusted using boxes or buckets placed on the floor or on a low table

## FRAME USERS (WALKER / ROLLATOR)

- Dribbling – the child could move 3 steps, bounce the ball using one or two hands, then again.
- Teams – place the frame user in a team with 4 members so s/he has no marker.
- Travelling – the child should be deemed to have possession of the ball if it is in their personal space e.g. touching part of their body or the frame.



## FURTHER INFORMATION

Wheelchair netball is a recognised sport and games can be played with all players in wheelchairs or with only one or two wheelchair users. Further information about netball can be obtained from the All England Netball Association Limited website [www.england-netball.co.uk](http://www.england-netball.co.uk) or telephone 01462 442344.

Details of the TOP Play and TOP Sports Programmes are available from the Youth Sport Trust telephone: 01509 226600

## WHEELCHAIR USERS

- Catching – a rule adaptation could say the ball is caught if it touches the child or wheelchair. It is easier to collect a ball if it is trapped against the wheel in a corner
- Dribbling – children may find it easier to carry the ball in their lap. Alternatively carry the ball forward, stop, bounce the ball, then move forwards again
- Passing - carry the ball on the lap, then roll the ball to a team mate. Alternatively carry the ball forward, stop, bounce the ball, catch it using one or two hands and then make a pass by flicking, pushing, rolling or striking the ball.

## RESOURCES

Davies Sports – Spordas Hand a Hoop  
Telephone: 0845 120 4515  
Website: [www.daviessports.co.uk](http://www.daviessports.co.uk)



# OUTDOOR AND ADVENTUROUS ACTIVITIES

Outdoor and adventurous activities can be a valuable addition to the curriculum. When planning to include a wheelchair user staff should make reference to the Leicestershire LEA Code of Practice (2004). This guidance relates to the Department for Education and Skills (DfES) Health & Safety of Pupils on Educational Visits, Supplementary Guidance Parts 1, 2, 3 and Group Safety at Water Margins. The Code of Practice (2004) incorporates additional guidance supplements DfES/0564/2002, DfES 0565/2002 and DfES/0566/2002 and should be fully complied with as County Council policy.



The SEN and Disability Act (2001) places two main duties on LEAs and schools. The first planning duty means that from September 2002 LEAs and schools will need to plan to ensure that their schools are made more accessible to pupils with disabilities. The second duty on schools and the LEA is not to discriminate against a disabled youngster either intentionally or unintentionally where such discrimination can be prevented by taking “reasonable measures”. Both the planning duty and the duty not to discriminate will need to be considered when planning educational visits and adventurous activities where disabled pupils are involved. The presumption needs to be that disabled pupils should be included in all such visits and adventurous activities.



- The SEN and Disability Act (2001) - staff will need to take into account the terms of the SEN and Disability Discrimination Act (2001). All reasonable steps will need to be taken to include young people covered by the act.
- Reasonable measures – may include the provision of particular aids or resources; a change of venue to a more accessible site; the provision of additional support (which may be a parent) and/or supplementary information.
- Risk assessment - where the inclusion of the disabled child appears to require special adjustments to be made, a risk assessment should be undertaken (in terms of the visit or activity itself). A second risk assessment should be undertaken in relation to the individual child and his or her disability. This second risk assessment should lead to an analysis of the measures, which would need to be taken to include that child in the activity. It is at this point that a decision then needs to be made as to whether the measures required to include the child are reasonable or not.
- Staffing ratio - where young persons are identified as having particular special needs, this must be reflected in a higher staffing ratio - this must not be less than that which applies on the education premises and in most cases will need to be higher.
- Teaching Assistants – for a child with a statement of special educational needs may provide support in school for access to the curriculum. Where the visit and/or activity takes place during term-time the ancillary support could be used at the same level as provided by the statement to facilitate the activity.
- Young people with specific medical requirements – for example epilepsy, or those with specific dietary requirements will need to be given particular attention. All staff concerned need to be aware of these requirements and considerations must be given to any limits, which this places on the individual. In the case of medical or physical disabilities the leader and other adults must ensure that this will not cause difficulties, which may become serious.





# ROUNDERS

**Rounders** can be adapted to include a child in a wheelchair or frame user:

- A 'T' ball stand - can be used to hold a stationery ball, then the child can strike the ball; this can also be used in baseball or cricket
- Balls - try using a large, light-weight brightly coloured ball
- Bats - come in a variety of sizes, e.g. small, large. Bats can be made of light-weight foam or plastic
- Bowling - try using overarm, underarm or a shute to deliver the ball

## FRAME USERS (WALKER / ROLLATOR)

- Batting – allow time for the child to hit, then move to the first stop
- Positioning – the frame needs to be accessible to aid mobility
- Shutes – can be used to deliver the ball if throwing is difficult



## FURTHER INFORMATION

The National Rounders Association telephone 0114 2480 357 or on the website

[www.roundersengland.co.uk](http://www.roundersengland.co.uk)

Details of the TOP Play and TOP Sports Programmes are available from the Youth Sport Trust telephone: 01509 226600

## RESOURCES

Davies Sports –  
Spordas Hand a Hoop  
Telephone: 0845 120 4515  
Website:  
[www.daviesports.co.uk](http://www.daviesports.co.uk)

## WHEELCHAIR USERS

- Batting - some children may find it easier to use their feet to hold the bat or position the bat jutting out from their seat, then move the wheelchair forward to strike the ball
- Catching a side out – a rule change could state if the ball hits the child or their wheelchair this counts as a catch
- Positioning - the wheelchair needs to be positioned so that the bowler's throwing arm has room to swing back before releasing the ball
- Shutes – can be made from guttering, large tubing or a slope. Placing a shute close to a wheelchair will enable a child to send a ball to the batter
- Zoning – an alternative to completing a circuit to score a rounder could be to place cones near the wheelchair users and allocate a score depending upon how far the ball travelled.

# RUGBY

**Rugby** can be modified include a child in a wheelchair or frame user:

- Ball – a variety of balls are available, e.g. soft dimpled texture or rugby bell. Low density balls are easier to grip, e.g. large beanbag, foam, sponge
- Passing – may require a team mate to stand close by to receive the ball. It is easier to attempt a pass from a stationery position
- Scoring - adjusting the size of the target area may help a child score, e.g. lowering the height of the posts

## FRAME USERS (WALKER OR ROLLATOR)

- Tackling – the tagging system involves tags located on a safe part of the body or on the frame. If the child is tackled the tag can be 'stolen'
- Travelling – can be achieved by moving forward holding the ball in a pouch or by placing the ball in a basket fixed to the frame



## FURTHER INFORMATION

Further information can be obtained from the Rugby Football Union at [www.rfu.com](http://www.rfu.com) or telephone 0870 143 1111.

Details of the TOP Play and TOP Sports Programmes are available from the Youth Sport Trust telephone: 01509 226600

## WHEELCHAIR USERS

- Tackling – the tagging system is suitable for wheelchair users. Tags could be located on a safe part of the body or on the wheel of the chair. If the child is tackled the tag can be 'stolen'
- Travelling – can be achieved by moving forwards in the wheelchair holding the ball on the lap
- Zoned areas – allow the wheelchair user to move in a safe area where they can not be tagged

## RESOURCES

Eveque Leisure Equipment Limited Athletics Equipment: Cones  
Telephone: 01653 691865 Website: [www.eveque.co.uk](http://www.eveque.co.uk)

Davies Sports Rugby balls – Kixz bell, Foam, Soft  
Telephone: 0845 1204 515 Website: [www.daviessports.co.uk](http://www.daviessports.co.uk)

# SWIMMING

Swimming sessions offer children the opportunity for independent movement without mobility aids. The buoyancy of the water allows for greater freedom of movement, i.e. to stretch and mobilise limbs and to encourage floating and relaxation. Children who spend most of their day in a wheelchair need to keep fit and swimming is a good way to achieve this. Swimming is the best all-round exercise in terms of enhanced flexibility, stamina, speed and strength.



Many aspects of the PE curriculum can be taught in the pool, e.g. dance and gymnastics plus games that are more difficult to play on land. It is useful to check with the child's physiotherapist who may be able to offer ideas of suitable activities and the best way to support the child so they are free to move in the water.

- Bouyancy aids – are favoured by many children, e.g. body suits, floats. If a child needs a specialist floatation aid, e.g. a neck support ask for advice from the physiotherapist
- Halliwick swimming method - requires no aids as an adult supports the child thus giving him / her a sense of their own body in the water. Staff will need to complete training to become familiar with this method
- Moving, treading and walking in water - will help develop leg muscle strength whilst arm strength can be encouraged by using alternating or symmetrical movements
- 'Safe techniques' - include showing the child a 'safe breathing' and / or 'safe resting' position, this can be at the side of the pool or floating on the back for children who can not stand independently. Some children will need to be shown how to rotate their body into a safe position
- Swimming on the back – is often preferred as it enables children to keep their face and mouth out of the water. Children with limited lower limb mobility often find it easier to float on their backs and use hand / arm movements to propel their body.

## Health and safety issues

- Changing areas – should cater for the dignity of the child / young person and allow space for the Teaching Assistant to support the child during changing
- Entry / exiting the pool – may require the child to use a pool-side hoist. Staff will need to complete training in safe moving and handling techniques, which may require two adults during these procedures
- Fire procedures – in the event of a fire bell sounding whilst in the pool, staff should be conversant with safe evacuation procedures
- Poolside safety – most pools will not allow a powered wheelchair at the pool side, it is a useful exercise to risk assess how the child will move from the changing area to the pool, e.g. using a manual wheelchair
- Temperature – some children may find changes in temperature difficult to manage. It is important not to allow the child to get cold in or out of the water. It may prove useful to take a towel to the pool side to cover the child when returning to the changing room.





# TABLE TENNIS

**Table Tennis** is a game that can be adapted for children who use a frame or wheelchair.

- Ball – a balloon moves slower than a ball and may be easier to hit using a bat or the hand. Initially it may be useful to practice using an airflow, foam or sponge ball
- Bat – children with limited wrist movement may need the bat to be secured to their arm or hand using a strap or velcro. A straight edged bat and a puck can be easier to use as the child needs to push rather than hit the bat to move the puck. Alternatively try a bat with a large head to hit an airflow or sponge ball
- Net – initially it may be useful to play without a net, then progress to hitting over a low net, e.g. a rope
- Table – could be positioned against a wall, allowing the ball or puck to rebound into play.

## FRAME USERS (WALKER / ROLLATOR)

- Positioning – of the frame will need to allow space for the child to use the bat, i.e. to hit or push the ball



## WHEELCHAIR USERS

- Table – height needs to be compatible with the wheelchair

## RESOURCES

Davies Sports –  
Batskills Inclusive Pack  
Telephone: 0845 1204 515  
Website:  
[www.daviessports.co.uk](http://www.daviessports.co.uk)

## FURTHER INFORMATION

Table tennis is a recognised game for wheelchair athletes. The Great Britain Team have recently taken Gold medals at the European Championships. Further details about Table Tennis are available from [tabletennisengland.co.uk](http://tabletennisengland.co.uk) or the Leicestershire Table Tennis Association telephone 0116 288 1933.

Details of the TOP Play and TOP Sports Programmes are available from the Youth Sport Trust telephone: 01509 226600

## POLYBAT

Polybat is a tabletop game where children use lightweight rectangular bats and balls. It is played on a table tennis table which has side panels – to confine the ball. Similar to table tennis the aim of the game is to rally back and forth to send the ball off the far end and score a point.

# TENNIS

**Tennis** can be played indoors or outdoors on a variety of surfaces, e.g. clay, grass. Tennis can be an accessible sport for children of all abilities:

- Balls - made of foam or air-hole plastic are easy to grasp and move slower than rubber balls
- Balloon - fixing a balloon to the racket head will enable the child to experience the action of hitting the balloon, whilst not losing it
- Bean bags - can replace a tennis ball. Place a beanbag on a racket head, encourage the child to move the bat thus moving the beanbag
- Rackets or bats - short handled rackets or bats made of light-weight plastic are easier to use; some children prefer polybats
- The net - can be lowered to enable the child to succeed in sending a ball or bean bag over. Alternatively a low net can be marked using a piece of string or bean bags

## FRAME USERS (WALKER / ROLLATOR)

- Serving - may require careful positioning of the frame to allow the ball to be served with easy access to the frame to allow further strokes to be played. A buddy could feed the ball, e.g. bouncing or use a 'T' stand
- Travelling - can be achieved by moving forwards, towards the ball then stopping to hit the ball. A rule change could be to allow two bounces.



## WHEELCHAIR USERS

- Serving – may involve using a bounced ball before hitting over the net
- Size of court – may be adjusted so that the wheelchair user has a large area to aim at, e.g. the doubles court whilst their opponent uses the singles court

## FURTHER INFORMATION

Wheelchair tennis is played worldwide and is recognised as a competitive sport. Further information about wheelchair tennis can be viewed at the Wheelchair Tennis Department, International Tennis Federation telephone 0208 878 6464 or via the website [www.itfwheelchairtennis.com](http://www.itfwheelchairtennis.com)

Details of the TOP Play and TOP Sports Programmes are available from the Youth Sport Trust telephone: 01509 226600

## RESOURCES

Davies Sports –  
Tennis balls – Foam  
Telephone: 0845 1204 515  
Website: [www.daviessports.co.uk](http://www.daviessports.co.uk)

# VOLLEYBALL

**Volleyball** can be adapted to include a child using a frame or wheelchair.

- Balls – a traditional volleyball is heavy and moves fairly fast. Try using a slower moving ball which allows for a longer reaction time, e.g. beach ball, sponge ball or a balloon
- Ball skills – can be practiced by playing 'keepy uppy' games, e.g. a small group of players form a circle and touch the ball or balloon trying to keep it in the air. All players can be seated on a chair
- Court – size could be reduced depending upon the ability of the child
- Net – may not be required in the early stages
- Rules – could be changed to allow the ball to bounce and/or unlimited touches of the ball before it is sent over the net

## FRAME USERS (WALKER OR ROLLATOR)

- Serving - may require careful positioning of the frame to allow the ball to be struck, with easy access to the frame for movement
- Travelling - can be achieved by moving toward ball, then stopping to touch the ball to a team or over the net



## WHEELCHAIR USERS

- Catching - a rule adaptation could say the ball is caught if it touches the child or wheelchair. It is easier to collect a ball if it is trapped against the wheel in a corner or near the wall
- Passing - trap the ball in the lap, then pass the ball to a team mate by flicking, pushing, rolling or throwing the ball.

## FURTHER INFORMATION

Further details about Volleyball can be obtained from the English Volleyball Association telephone 01509 631 699 or [www.volleyballengland.org.uk](http://www.volleyballengland.org.uk).

Details of the TOP Play and TOP Sports Programmes are available from the Youth Sport Trust telephone: 01509 226600

## RESOURCES

Davies Sports Super-safe Volleyball  
Telephone: 0845 1204 515  
Website: [www.daviessports.co.uk](http://www.daviessports.co.uk)

## BLANKETBALL

Blanketball is played on a volleyball court by two teams of 3 or more children. It involves children holding the edge of a blanket or towel, which is used to try to catch





# DISABILITY SPORTS



Andrea Bennington, Advisory Teacher for Children with Physical Disabilities  
Specialist Teaching Services, Leicestershire County Council, Room 600,  
County Hall, Glenfield, LE3 8RA - Tel: 0116 305 9400

# BOCCIA

**Boccia** is a disability sports which can be played by all children and adults. It is similar to bowls and is played with all competitors sitting down, either on a chair or in a wheelchair. A Boccia set comprises red and blue balls plus a white ball that acts as a 'jack'. Boccia (pronounced 'Bot-cha') is based on the popular French game of boules or petanque and is similar to the Italian game Bocce.



**Boccia** is often played as follows:

- Two teams are selected and are given either blue or red balls
- The first player or team to gain 11 points is the winner
- The game can be played as the best of 3 or 5 ends
- A coin is tossed to decide who will start the game
- A court is marked out with boundary lines, e.g. using tape or string. Any ball out of court is judged to be 'dead' and does not count
- The game begins when the first player propels the jack, this can be achieved by kicking, pushing, rolling, tossing or throwing. The same player then throws a ball, say blue towards the jack
- The team then take turns to throw the blue balls until either all of the balls are used or one ball lands out of court
- The opposing team throw the red balls until a ball rests closer to the jack than the opposition blue balls or all of the balls have been used
- The end is completed when all of the balls have been played
- The referee scores the game by awarding one point to each ball situated nearer the jack than the nearest opposition ball. If two balls are equidistant from the jack each ball gains one point
- The team with the highest score after 3 or 5 ends is judged the winner
- If the scores are equal a tie-break is played for 1 more end.

## BOCCIA THREE-IN-A-ROW

- Set out nine hoops to form a square 3 by 3.
- Choose two teams
- Alternate throwing the balls into the hoop, trying to make a row of three balls.

## BOCCIA PELTER

- Choose two teams
- Place on hoop 10m away from the players
- Players take turns to hit the jack and move it into the hoop.

## TARGET BOCCIA

- Place a large circular target about 12 metres from the players
- Select two teams
- Take turns to throw the balls towards the target
- Score the accuracy of the balls, e.g. for a 2 ring target 3 points in the middle, 2 points in the inner ring and 1 point for the outer ring.

# FLOOR LACROSSE

**Floor lacrosse** is an adapted version of lacrosse played on an indoor floor, e.g. basketball court or smooth outdoor surface. It uses some elements of pop lacrosse rules, itself a modified lacrosse game.

- It is a 3, 4, 5 or 6-a-side game accessible to wheelchair users or ambulant players
- Players capture the ball on the floor and travel with it by sliding the stick along the floor before passing or shooting (push or flick)
- The court is divided into two end zones and a midfield
- The playing area can be adjusted to suit the local environment
- Designated players must stay in their zones and can be matched by ability
- The game is started by a free centre pass back to a midfield player
- The object of the game is to retain possession, using all of the court, so that a successful goal attempt can be made
- Players have four seconds possession before they must pass to a team-mate, play a rebound pass to themselves or shoot at the goal.
- Defenders may mark a player in possession from the front or side, but must make no contact with the body or stick

## EQUIPMENT

- Floor lacrosse sticks - can be modified by extending or reducing the handle length
- Competition balls are 9 cm airflow ball, but any agreed alternative can be used, e.g. foam ball, tennis ball or solid rubber ball.



## FLOOR LACROSSE SKILLS

- Trapping the ball - still or moving ball
- Moving with the ball
- Passing and shooting the ball
- Spatial awareness.

## RESOURCES

Davies Sports - Floor Lacrosse  
Telephone: 0845 120 4515  
Website: [www.daviesports.co.uk](http://www.daviesports.co.uk)

# NEW AGE KURLING

New Age Kurling is a form of the original curling game, but adapted so that it can be played indoors on any smooth, flat surface, such as a sports hall, rather than on ice. It is played in an area about the size of a badminton court.

The game can be played by both able-bodied and disabled people of all ages and is recognised by Disability Sport England. New Age Kurling has become so popular that it has created a 'Kurling Kraze' and is fast becoming a mainstream sport in schools and after school clubs.

## EQUIPMENT

- New Age Kurling stones - can be delivered by hands, feet or by using a pushing stick or pusher
- Pushers can be modified by extending or reducing the handle length.



## NEW AGE KURLING SKILLS

**New Age Kurling** can be played as a game between two sides.

- New Age Kurling stones can be used for target games, with the highest score winning.
- *Football* – make a goal from two white placed cones 2 – 3 metres apart. Place 3 cones in front of the goal to act as a goalkeeper and defenders. Players try to score a goal without their stone hitting the cones.
- In *Golf* players take turns to negotiate a fairway, which has a bunker, water feature or trees (these can be made from cones, markers or spots) before eventually 'putting' the stone on a small circular target.
- *Snooker* place coloured markers flat on the floor. Players take turns to push their stone over a named spot, e.g. red, yellow, green, brown, blue, pink and black. Players can then push their stone to a target and count the score.

## RESOURCES

Davies Sports – New Age Kurling Set, Targets  
Telephone: 0845 120 4515  
Website: [www.daviessports.co.uk](http://www.daviessports.co.uk)



# POLYBAT

**Polybat** is a tabletop game where children use lightweight rectangular bats with a golf air flow ball.

- Polybat is played on a table tennis table, which has side panels to confine the ball.
- Similar to table tennis the aim of the game is to rally back and forth to send the ball off the far end and score a point
- Basic equipment requirements are a table tennis table with no net, side panels added and a rectangular hand bat. The ball used is a soft plastic golf airflow type.



## BALLS

A range of balls can be used –

- squash (slow),
- large plastic airflow (size),
- sponge (mass),
- bell balls (motivation or visual impairment),
- polystyrene (size-mass).
- Table tennis balls are usually found to be too 'bouncy'.

## THE BAT

- The length of the bat to 30 cm and the hitting surface area to 180 cm
- Variations - the handle can be side or centrally positioned, to facilitate a better personal grip are allowed. Rulers (wooden – not plastic) 30 cm long are acceptable for severely impaired competitors, i.e. with muscular dystrophy
- For non-competitive games a range of implements has been devised, e.g. glove bats, gloves, push handle bats, painting rollers, half table tennis bats.

## SCORING

- Each point played results in a score for the server or receiver
- Each server will serve in sets of five to any side of the table
- The winner is the first player or pair to gain 11 points (short game) or 21 points (long game).

The benefits of playing Polybat include:

- improved motor skills
- increased attention span and focus due to the repetitive nature of the activity
- enhanced posture, coordination and upper limb control
- In competitive situations players learn to respond to the dynamic decision-making situations.

# TABLE CRICKET

**Table Cricket** uses a table tennis top (or an equivalent surface area), side panels with nine sliding fielders, a ball launcher, a plastic ball and a spin ball (35mm diameter) plus a wooden bat to simulate a game of cricket. Each team begins with a total score and has runs deducted if a wicket is lost. An individual innings lasts for two overs - batters have to judge where best to strike the ball to obtain two, four or the optimum six runs to be added to the total.

## BATTING

- The batting side starts with a total of 200 runs, with five runs being deducted every time a wicket is lost
- Each batsman stays in for the full two overs, even when bowled or caught
- Runs are scored when the ball is hit in between the fielders within the allocated two, four or six run gaps or either side of the launcher for two runs
- A wide is called if the ball is left or missed by the batter and is outside the marking tape
- If the ball ricochets around the table, no multiple scores are used – only the first contact counts;
- A struck ball that becomes stationary and does not touch the side panels or launcher is a dead ball and counts as a bowl and does not score.



## FIELDING

- The position of the fielder panels may be changed by the fielding side providing the change is undertaken before the bowler delivers the ball
- At the start of each innings, one fielding player on each side of the table is nominated as an 'active' fielder.
- After a ball is struck the active fielders may slide their panel(s) to create a catch or field the ball.

## BOWLING

- Each bowler has 2 x six ball overs
- Any bowled ball which becomes stationary before the batter can strike it is a no ball call
- Bowling takes place from one end of the table only, for all the games
- The bowling action can be a nudge or a push with the fingers/hand or any other body part
- The swing ball may be used by the bowler a maximum of twice per over in any order.

## RESOURCES

Davies Sports - Table Cricket Set  
Telephone: 0845 120 4515  
Website: [www.daviessports.co.uk](http://www.daviessports.co.uk)

# SPORTS DAY

Sports Days can include youngsters with a physical disability, things to consider:

- Adapting activities to be more inclusive, e.g. use zoned area for a wheelchair user
- Adjusting the distance for racing activities - start half way down the track or cover less laps
- Organising a Wii Sports Competition, e.g. Bowling
- Playing Inclusive Sports like Boccia or New Age Kurling
- Setting out a circuit of activities to include Giant Games, Table Top Games
- Encouraging the youngster to be an Official, e.g. Awarder of Medals, Judge, Marker, Scorer, Recordkeeper or Timekeeper,

## Athletics

See Athletics - *Running / Races* for ideas of running activities, i.e. travelling from one place to another either along a straight course or a slalom. The activity could include collecting objects and returning to a fixed position.

*Races* could include team relays or group games through an obstacle course.

See Athletics - *Jumping / Throwing* for ideas to include a wheelchair user in jumps, e.g. high, long, triple or vertical.

*Throwing* activities could include tossing a club, discus, javelin or shot.

A Giant Garden Games Target is available from [www.alloutdoor.co.uk](http://www.alloutdoor.co.uk)



**Air Hockey** can be used as a two-person or team Game. Youngsters could play each other in a knock-out competition to find the Champion of the Tournament. Air Hockey tableas are available from [www.amazon.co.uk](http://www.amazon.co.uk), [www.madfun.co.uk](http://www.madfun.co.uk) or [www.tesco.com](http://www.tesco.com)

**Garden Darts** have metal tips, weighting them to fly across the ground and land in the grass. Points are scored by landing the darts inside the target rings, with higher points for a bullseye. Just Outdoor toys stock Garden darts sets, [www.gardengames.com](http://www.gardengames.com)





**Giant Games** can be played indoor or outdoors:

Giant Body Bits - place body part pieces in their correct places

Giant Cards - turn cards over to play 'Higher / Lower'

Giant Jenga - make a tower using large blocks

Giant Skittles - bowl a ball to knock down the pins

Giant Games can be obtained from

[www.gamesforhire.co.uk](http://www.gamesforhire.co.uk)

[www.bigindoorgames.co.uk](http://www.bigindoorgames.co.uk)

[www.mastersgames.com](http://www.mastersgames.com)



**Giant Table Top Games** can be played indoor or outdoors:

Giant Noughts and Crosses - play 3 in a Row or OXO

Giant Shove Ha'penny - push coins along a table to score points

Giant Table Skittles - push the ball to knock down the skittles

Suppliers of Giant Games include:

[www.amazon.co.uk](http://www.amazon.co.uk)

[www.bigindoorgames.co.uk](http://www.bigindoorgames.co.uk)

[www.mastersgames.com](http://www.mastersgames.com)

**Giant Four-in-a-row** game is a physical activity which also requires problem solving and social skills. The first player or team to connect 4 of the same colour discs wins. John Lewis stocks the John Jacques Giant Score Set [www.johnlewis.com](http://www.johnlewis.com). Amazon stock Giant Connect Four [www.amazon.co.uk](http://www.amazon.co.uk) The game can be hired from the Council for Voluntary Services, Marlene Reid Centre, Belvoir Road, Coalville telephone 01530 510515.



**Hook-a-duck** can be made using a small paddling pool half full of water. This can be sited on the floor or on a table of suitable height. Plastic ducks will need a small curtain hook inserted into the head. Hooks can be made using a cane and wire. If numbers are placed on the bottom of the duck children get hook three ducks, then calculate their score. A fishing game with rods and fish is available from the Early Learning Centre [www.elc.co.uk](http://www.elc.co.uk)

**Boccia** can be played as a game between two sides, involving two or more youngsters. Boccia balls can be used to play *Three-in-a-row* using nine hoops or as a target game aiming at a dartboard type grid on the floor.

**Bowls** can be played using foam balls. Mark out a large circle (2m diameter) using chalk or tape. One small ball is rolled into the circle to act as the jack. Players gather around the circle and take turns to roll their ball closest to the jack. Wheelchair users can use guttering or tubing to direct their ball.



**Mini Crossbow and Target** could be used as an Archery type game. Either a two person or team game competition is possible. Arrows closer to the bullseye score higher than those in the outer circle. Scores are added to provide a total, the highest score wins. A target game is stocked by the Early Learning Centre [www.elc.co.uk](http://www.elc.co.uk)

**New Age Kurling** can be played as a game between two sides. New Age Kurling stones can be used for target games, with the highest score winning. In *Golf* players take turns to negotiate a fairway, which has a bunker, water feature or trees (these can be made from cones) before eventually 'putting' the stone on a small circular target.



A **Penalty Shoot-out** competition can afford opportunities for all youngsters.

- \* Adjust the size of the goal mouth - large, small
  - \* Consider a Target type goal with cut out holes
  - \* The Goalkeeper could be a child or parent
  - \* Try using a regular or size 9 wheelchair football
- Target Goal is available from [www.elc.co.uk](http://www.elc.co.uk)

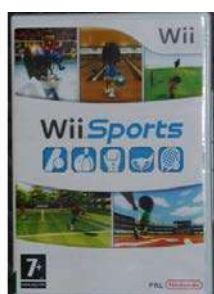
**Scatch Game** is played by youngsters wearing a 'sticky' mitten to catch a 'fluffy' ball. The Early Learning Centre stock My First Sticky Mitts [www.elc.co.uk](http://www.elc.co.uk). A pairs game of counting the throws could develop to a team game.



**Skittles** usually consist of nine pins arranged in a triangular formation. Players take turns to knock down the skittles and score points. Some children may find it easier to knock down skittles arranged in a line (making a larger area to aim at). A chute or ramp can be made from guttering, large tubing or a slope. Placing a chute close to a wheelchair will enable a child to send the ball to knock down the skittles.

**Skittle Ball** requires skittles or empty plastic milk bottles weighted down with sand. Suspend a ball from the ceiling or a basketball hoop. Ask the child to release the ball so it moves forwards and knocks down the skittles. A Giant Table Skittles game is available from [www.entents.co.uk](http://www.entents.co.uk). Davies Sports offer a Pendulum Bowler sFrame and Ball S Set <http://testsite.daviessports.co.uk/product/Pendulum-Bowler-Frame--Ball-SCSP01783>

**Tiddly winks** can be played as a tabletop game. Players take turns to shoot their winks at a scoring target. Each player has four winks, shoots at a target, and then totals their points. Winks that do not land on the target score zero points. Large winks can be made using circular discs, e.g. jam jar lid, card or plastic. Giant Tidlywinks are available from [www.bigindoorgames.co.uk](http://www.bigindoorgames.co.uk)



Nintendo **Wii** Console can be used by all youngsters, many games can be played using the hand held controller, including:

Wii Fit - Ski Jump, Ski Slalom, Snowboarding and Skateboarding  
 Wii Sports – Baseball, Bowling, Boxing, Golf and Tennis  
 Wii Sports Island - Archery, Badminton, Curling, Kart Racing  
 Wii Sports Island 2- Darts, Petanque, Tennis

Wii Games are available from many High Street stores and internet sites.



# CIRCLE GAMES

*Alphabet Game* - An initial letter is selected, e.g. H. Children think of things which begin with H, e.g. food, drink, boy's or girl's name, pop group, musical instrument, town, etc.

*Billy has lost his hat* - Everyone in the circle is given a number. The first player is Billy then the players are numbered 2, 3 etc. Billy begins: "Billy has lost his hat and number 3 has it." Number 3 then says "Who, I?" and Billy replies "yes, you!" and number 3 replies "Not I, number 8 has it!" to which number 8 says "Who, I?", "yes, you!" "not I, number 2 has it!" The game carries on like this and the difficulty level can be increased by increasing the speed at which the text is said.

*Finding words* - The adult starts the game or selects a child to say a word. The next player says a word starting with the last letter of the previous one. You can limit the words to animals, plants or a certain theme or simply let the game take its course.

*I know a name* - one child chants "I know a name" the other children repeat "I know a name". The first child sings "I know a name and it sound like this An-dre-a". The next child in the circle leads the chant. This can be extended by clapping to the syllables as the word is chanted.

*I went to the shop ...* - the first child starts the story by saying "I went to the shop and I bought an apple" the next child adds an item to the list "I went to the shop and I bought a apple and a sweet" The third child remembers the first two items and adds a third.

*"If you're happy and you know it"* - children sing "If you're happy and you know it clap your hands" and continue with the song to move or shake different body parts.

*The Ministers Cat* - Everyone gets in a circle and claps hands to the beat. Start with the letter A and move on through the alphabet. "The ministers cat is an Angry Cat", "The ministers cat is a Black cat" , "The Minister's cat is a cuddly cat", etc.

*Pass the ball* - Children sit in a circle and pass the ball to the child on their left. When the adult claps the direction of the ball changes, to the child on the right. Try using ball in different textures, e.g. koosh, spider, balzac (balloon), foam, soft, reaction, tennis.

*Pass the squeeze* - children hold hands in a circle. One child squeezes the next child's hand and the squeeze travels around the group. When an adult claps the direction of the squeeze changes, e.g. from left to right . Ask the children to think of an action to pass on.

*Simon says...* An adult leads the game by saying "Simon says put your hands on your head" or "Simon says touch your nose" children follow the directions. Any instruction without "Simon say" should not be followed children those that do are out of the game.

*This is a What?* - The group sits in a circle. You will need several objects which you can pass from hand to hand around the circle (ball cap, shoe, hacky sac etc.). The adult starts by looking to the person sitting next to him/her holding an object, e.g. a shoe. The adult says "This is a shoe". The child responds "a what?", the second reply "a shoe", again the child says "a what", the third reply "a shoe", the child takes the shoe and says "Oh, a shoe". The child then turns to the next person and starts the same interaction. The adult can then add another items into the mix, e.g. a hat - starting in the same direction, and joining into to the same rhythm already established by the shoe.

**Games** activities are both physically beneficial and help develop co-operative skills for team work. Games are an important part of the school's PE curriculum. Inclusive games help children develop their personal and social skills and enhance physical development.

*Bowls* – can be played using foam balls. Mark out a large circle (2m diameter) using chalk or tape. One small ball is rolled into the circle to act as the jack. Players gather around the circle and take turns to roll their ball closest to the jack.

*Catch a story* – one child starts the story by saying a sentence, e.g. "once upon a time..." s/he then throws the ball to another child who adds a sentence to the story, e.g. "There was a..." The second child then throws the ball to a peer and the story telling continues.

*Collecting Apples* – requires a large picture of an apple tree fixed to the wall. Apples are made from foam or plastic balls with velcro attached. Children take turns to move towards the tree then collect an apple and put it in a basket.

*Circle Name Game* - Children from a circle. Each child has a turn to say their name as they roll a ball across the circle. Next children are asked to send the ball and encouraged to say the name of the child receiving the ball.

*Clapping games* – the adult makes a clapping pattern, e.g. 1, 2, 3. Children repeat the pattern, 1, 2, 3. The adult or children lead the clap and others repeat the pattern.

*Feed the Animals* – is a small group game. Place photographs of four different animals on the floor. Give the first child a long wooden pole or rod to hold and ask him / her to choose an animal. Place the other end of the rod on the selected photo. Release a quoit down the rod to feed the animal.

*Giant Target* - can be laid down flat on the ground and objects like bean bags, balls can be thrown at the target (bowl or tray) to gain maximum points. Players can be placed at different distances according to their ability coordination and accuracy.

*Hot Potato* – children pass a ball or bean bags around the circle. When the adult claps the child holding the bag has the 'hot potato' and is out of the game.

*Juggling scarves* - travel slowly and can be easier to track and grasp. Toss a scarf in the air, then catch it as it falls. Rope toss - scrunch a rope or bandage in both hands then toss it in the air, catch the rope using one or both hands.

*Pelter* – Players sit in a circle. A large ball is placed in the middle of the playing area. Each child is given a small ball or beanbag, which is rolled, tossed or thrown to hit the large ball - moving it towards the other children. A goal is scored if the large ball touches another child. Children collect balls thrown by players and use these to try to move the large ball.

*Robots* – can be played as a circle game. The first child pushes a ball to touch another child (switching the robot on). The child starts to move, e.g. clapping, swinging arms, etc. Mirror moves – an adult leads the activity by moving, e.g. right hand in the sky, children follow the action. and continues moving until they are hit again (switching the robot off).

*Skittle Ball* – requires skittles or empty plastic milk bottles weighted down with sand. Suspend a ball from the ceiling or a basketball hoop. Ask the child to release the ball so it moves forwards and knocks down the skittles.



Aspects to Consider		Risk Rating	Satisfactory? (tick ✓)		Who is affected?	Is further action required? (Control measure – action to reduce risk to acceptable level)		
Only list actual hazards		Low (L) Medium (M) High (H)	Yes	No	Pupils (P) Staff (S) Visitors (V)	What?	Who?	Completed?
P E O P L E	• Staff							
	• Pupils							
C O N T E N T	• Facility							
	• Procedure							
	• Equipment							
	• Transport							

Aspects to Consider		Risk Rating	Satisfactory? (tick ✓)		Who is affected?	Is further action required? (Control measure – action to reduce risk to acceptable level)		
Only list actual hazards		Low (L) Medium (M) High (H)	Yes	No	Pupils (P) Staff (S) Visitors (V)	What ?	Who?	Completed?
O R G A N I S A T I O N	<ul style="list-style-type: none"> <li>• Class:</li> <li>• Teaching Style:</li> <li>• Preparation:</li> <li>• Progression:</li> <li>• Emergency action:</li> </ul>							

Signed: Head .....

Date of assessment .....

Signed: Teacher: .....

Review 1.....

Date and initial .....

Review 2.....

Date and initial .....

# EQUIPMENT SUPPLIERS

Balancebest Limited

118 Wheldon Road

Castleford

West Yorkshire

WF10 2RT

Telephone: 01977 510898

Website: [www.balancebest.co.uk](http://www.balancebest.co.uk)

Big (30") Balloons

Large (48") Balloons

Eveque Leisure Equipment Limited

Wincham Avenue

Northwich

Cheshire

CW9 6GB

Telephone: 01606 330010

Website: [www.eveque.co.uk](http://www.eveque.co.uk)

Athletics Equipment:

Foam Javelin

Primary Discus

Primary Shot

Sleeping Policemen

Davies Sports

2 Gregory Street

Hyde

Cheshire

SK14 4TH

Telephone: 0345 120 4515

Website: [www.daviessports.co.uk](http://www.daviessports.co.uk)

Inclusive Sports:

Airfoam Flyer (Discus)

Action Trainer (Javelin)

Balloon Ball

Boccia Ramp

Foam Rugby Ball

Juggling Scarves, Ribbons

Polybat Set

Wheelchair Size 9 Football

Up Rite Safe Tee

Neuff Athletic Equipment

South Parade Industrial Estate

Commercial Street

Norton

North Yorkshire

YO17 9HL

Telephone: 01653 691865

Website: <https://neuff.co.uk>

Athletics Equipment:

Beanbags

Foam Discus

Javelin Ball

Notched Grip Throwing Balls

Throwing Clubs

Sponge Foam Rubber Discus

ROMPA

Goyt Side Road

Chesterfield

Derbyshire

S40 2PH

Telephone: 01246 211777

Website: [www.rompa.com](http://www.rompa.com)

Bowling Ball Ramp

# BOOKS

*Adapted Physical Education and Sport 6th Edition*, 2017 Joseph Winnick and David Porretta

*Coaching Disabled Performers*, 2005 A Kerr, Coachwise Business Solutions

*Equity and Inclusion in Physical Education and Sport*, 2012 Gary Stidder and Sid Hayes

*Inclusive Games: Movement Fun for Everyone*, 1995 Susan L Kasser, Human Kinetics Europe Limited

*Meeting SEN in the Curriculum: PE and Sports (Addressing SEND in the Curriculum)*, 2005 Crispin Andrews

*Safe Practice in Physical Education, School Sports & Physical Activity (afPE)*

*Sportshall Resource Cards from Eveque* [www.sportshall.org](http://www.sportshall.org)

*Teaching Physical Education to Children with Special Educational Needs*, 2006 Philip Vickerman

# USEFUL CONTACTS

*Association for Physical Education (afPE)*

117, Bredon, University of Worcester, Henwick Grove, Worcester, WR2 6AJ

☎ 01905 855584 Website: [www.afpe.org.uk](http://www.afpe.org.uk)

*British Athletics Limited*

Athletics House, Alexander Stadium, Walsall Road, Perry Barr, Birmingham

B42 2BE ☎ 0121 713 8400 Website: [www.britishathletics.org.uk](http://www.britishathletics.org.uk)

*The English Federation of Disability Sport (EDFS):*

SportPark, Loughborough University, 3 Oakwood Drive, Loughborough,

Leicestershire LE11 3QF ☎ 01509 227750 Website: [www.efds.co.uk](http://www.efds.co.uk)

*Sainsbury's Active Kids Paralympic Challenge*

<https://www.youthsporttrust.org/sainsburys-active-kids-paralympic-challenge-resources>

*The Youth Sport Trust*

Youth Sport Trust, SportPark, Loughborough University, 3 Oakwood Drive,

Loughborough, Leicestershire, LE11 3QF. ☎ 01509 226600

Website: [www.youthsporttrust.org](http://www.youthsporttrust.org)