

Supporting Achievement for pupils with PD in PE

General Information

- Pupils should be involved in meaningful activities in parallel to their peers. Their expected outcomes should be the same or similar to their peers and targets along the same lines, but adjusted for their ability.
- Pupils with PD may need skills, for example, throwing and catching techniques, breaking down into small steps starting with the basics. Consider the role of staff (subject specialist and support staff) being used to supervise different groups of children with activities. If support staff are working with pupils, teaching staff should ensure that they have detailed instructions on how to enable pupils to achieve a skill and improve their skills.
- Consider the emotional affect on pupils with PD when allocating teams and deciding on roles and positions in races.
- If a pupil experiences fatigue, it is better for there to be opportunities for them to rest at intervals throughout a lesson rather than keeping going until they have to give up and to not be involved in the last section of lessons.
- Consider the whole class doing disability sports, for example, boccia, seated volleyball, where general/transferrable skills can be practised by all.
- Think about using alternative equipment to support the achievement of pupils with PD, for example, using larger, lighter balls.
- Plan sports day well in advance. Pupils and parents / carers should be involved in discussions about options.
- Where it is impossible for a child with PD to be involved in the activity at any level, it may be possible for them to be involved in assessing the other pupils so they are still gaining an understanding of the skills and the steps involved in achieving them.
- Consider the pupils' dignity when getting changed or showered. It may be useful to liaise with parents/carers about techniques for dressing/undressing used at home or recommended by health practitioners. Pupils with PD may well need to be given extra time to get changed.
- If a PE session is designed to be fully inclusive, the pupil should not be made to feel 'different' during the session.

Practical Ideas

Using large apparatus:

Do not lift the pupil on and off the apparatus, this will put the member of staff at risk and will not contribute to the pupil's independence.

- The pupil should always be supervised when using large apparatus. Never allow the adult to support the pupil's entire body weight and always consider the safest height at which the pupil can work.

- The pupil should be encouraged to mount / dismount from equipment independently therefore place balance beams / benches close to the wall so that the pupil can place one hand on the wall for independent balance. Link a PE bench to the lower level of a climbing frame so that the pupil is able to pull himself / herself up.
- Teach the pupil to dismount from PE tables etc by using the same method as entering a swimming pool, i.e. roll over onto tummy and left himself / herself down onto the floor.
- If the pupil is unable to use a balance beam, place two lines, or skipping ropes, in parallel on the floor for the pupil to move through, gradually decreasing the width of the gap between the ropes. This can be used as an activity to develop a pupil's independent manoeuvring of a wheelchair.

Ball skills:

It may be better to consider using the phrases *sending* and *receiving* rather than *throwing* and *catching*.

- Consider the type of ball used; bigger is not always better, try under inflated balls, balloons, air flow balls, bubbles, depending on the age of the pupil.
- If the pupil is a wheelchair user, work in a group where all the pupils must sit for the activity, for example sitting volley ball, or boccia / boule. This will help to increase accuracy for all pupils.

Team games:

Ensure that the pupil with mobility difficulties is not always the last person in the team.

- If the game requires objects to be picked up from the floor, place them at a height, for example on top of a tall cone, to make them accessible.
- Use a runner in cricket, rounders or baseball.
- If the game really is unsuitable for the pupil with PD, support them to study the rules and techniques to allow them to qualify as umpires and coaches.

Safe use of pace:

Consider zoning, which is, keeping "busy" activities in one area, quieter activities in another; cone off one area of the hall where the group working with the pupil who has mobility or balance difficulties may work safely together and present no risk to themselves or their peers.

Further Information

- Wilson Stuart School is a sports and applied learning college for children from 2 to 19 with a physical disability or complex medical condition
<http://www.wilsonstuart.co.uk> .Gives inclusion tips for PE.
- English Federation of Disability Sports www.efds.co.uk. Useful links, including inclusive clubs.
- CD 'Implementing the DDA in schools and early years settings'. Lots of practical ideas for PE and sports days.
- Inter school links. There is a Boccia league (<http://www.bocciaengland.org.uk/>) and New Age Kurling (http://www.yourschoolgames.com/uploads/file/InterFormat_NewAgeKurling-web.pdf).
- Youth Sport Trust: assessment ideas and rules for adapted sports
www.inclusion.Youthsporttrust.org/page/disability-sport-activities/index.html
- Playground to Podium programme, an initiative designed to identify and nurture disabled young people and disabled adults with the potential to be elite athletes
(http://www.sportengland.org/support_advice/playground_to_podium.aspx).
- Make links with your Disability Sports Officer through your local council for tips and advice.