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**Inclusion & Equality at The Acorns Primary School**

**Meeting the needs of all children including those with Special Educational need or disability**

Article 28: Every child has the right to an education

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| Strategies for Inclusion in PE | |
| Whole School | STEP – Space, Task, Equipment, People  Space - Where is the activity happening? For example change the height (lower to jump) or the distance (closer to throw)  Task – What is happening? For example change the rules (fewer) or target (closer or bigger)  Equipment – What is being used? For example change the type of equipment or vary the size  People – Who is involved? For example change who they are working with (independent, small/large group) where they are working  Simplified vocabulary  Regular adult check ins to encourage participation  Timetabled  My turn-your turn when finding specific skills and drills tricky. |
| Early Years | Varying levels of hands on activity, to suit sensory needs.  Additional levels of visual aids.  Focused interventions and continuous provision to develop skills to support the children’s physical development alongside their individual next steps.  Application of skills and time to practice throughout the day (indoors and out) .  Staff use visual aids on a 1:1 basis to support and reinforce what has been taught.  Instructions differentiated and skills lessons broken down into smaller, higher focused steps.  Makaton signs used to introduce new vocabulary and used to confirm existing vocabulary.  A range of bikes to support children’s broad needs e.g. push along bikes, bikes with pedals, bikes with stabilisers etc |
| KS1 | Sometimes works individually rather than in a group.  Lighter tennis rackets used to support weaker hand muscles/grip or no equipment used (ie just use hand and balloon instead of tennis racket and ball)  Sometimes support from adults.  Adapt sizes or space to complete activity. Ie not dribbling the ball as far as others.  Given different size balls and P.E equipment. Ie a larger ball to catch. |
| KS2 | Adult support to start off a task and regular check ins to encourage participation  My turn-your turn is sometimes used to model key skills such as different ball skills etc.  Support to ensure they are moving in a safe and controlled way.  Adaptions made with the types of movements used within activities such as speed walking rather than running.  Small group support with an adult; mixed ability groups/pairs  In batting and fielding based sports, adapt the use of equipment (e.g. from a rounders bat to a tennis racket, larger sized tennis ball)  Increased lenience to rules (e.g. hitting the wickets with own bat in cricket wouldn’t be deemed as out) |