

Top Tips Inclusion Cards

Introduction to the Inclusion Cards

The needs of individual pupils should be the most important consideration when planning any lesson, and teachers should exercise their professional judgement and expertise in selecting and modifying activities.

Pupils with physical, sensory and intellectual impairments take part in athletics at all levels. They can, and should, be integrated into activity alongside non-disabled pupils. It is important to find out in advance if any pupils attending your lessons are disabled so you can discuss with them (and their parents/guardian if necessary) if, and how, this may impact on the activities that you are asking them to do. This will allow you to plan in advance to provide any necessary support and to adapt any activities as necessary.

The Inclusion Cards provide teachers with useful information on the various impairments and some 'Top Tips' on how to adapt your teaching practice to ensure all pupils are engaged in the activity and their learning.

For further information on how to ensure your lessons are inclusive please see the inclusion information in Section 1.

Also look out for the Think Inclusive logos on each Activity Card.

THINK INCLUSIVE!



Inclusion Cards within this Pack

- 1 Pupils with Amputations
- 2 Wheelchair Users (manual)
- 3 Pupils with a Visual Impairment
- 4 Intellectual Impairment & Autistic Spectrum
- 5 Pupils with Dwarfism
- 6 Deaf and Hard of Hearing Pupils
- 7 Pupils with Cerebral Palsy



1 Pupils with Amputations

Find out what works best – think balance and coordination

TOP TIPS Inclusion Card

Prosthetics

- Find out what the pupil can do, or what may be preventing them taking part e.g. self-confidence, socket fit, pain, technology.
- Prosthetic limbs mimic real limbs in a more simplistic way, the coaching techniques on the activity cards are a good place to start.
- If the pupil is limited by their prosthesis, work with the pupil on alternative exercises – keep the approach simple.
- Pupils may use stump socks or liners, give them time out to change them or remove their prosthesis during the session if necessary.
- Safety and comfort is paramount – watch out for skin breakdown or sharp pain. **Pupils should not take part if either of these occur.**

Running

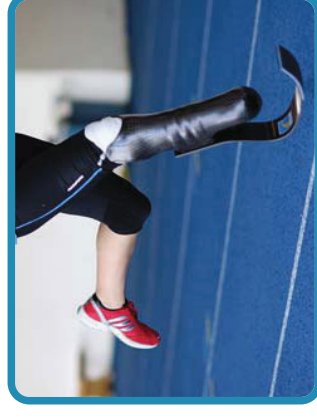
- Encourage pupils to find their 'own way' of doing things.
- Concentrate on shorter, faster steps if they are landing heavily on the intact side, or moving their trunk around a lot.
- Keep the body over the prosthesis so that the prosthesis can land flat.
- Pupils may develop a 'hopping' solution to generate momentum safely – encourage this until they grow stronger and more confident.
- Pupils new to running should keep to short distances as longer distances may cause pressure on the stump from landing heavily.
- Encourage pupils to stay relaxed and upright with legs at 90-degree angles and relaxed arms.
- Above knee amputees may find backwards and sideways movements difficult – try to keep to forward movements.
- There may be a risk of falling when learning to run on prosthesis – run on grass.

Jumping

- Single leg amputees can do vertical and horizontal jumps without their prosthetic limb – if having difficulty with their prosthesis.
- Hopping on the prosthetic side is difficult – encourage the amputee to use intact limb.
- When taking part in jumps, ensure pupils take off and land on their intact leg.
- Double lower limb amputees will find it very difficult to jump – don't stop them trying but do encourage them to try other events.

Throwing

- Focus on balance and recovery with all amputees – falling may occur.
- Focus on creating a firm base – relaxed leg position – 'sitting' in the throwing position.
- Focus on compensation after the throw is released by 'stepping forward'.
- Allow the thrower to develop their own skills using intact limb (upper limb amputees).
- Encourage above elbow amputees to use intact limb, even if not 'writing' arm – start by throwing short distances.
- To avoid balance issues, pupils can lean on a solid object or hold onto a fellow student to allow them to stand on their own.
- During catching activities encourage students to catch with intact arm to encourage new skills.



2 Wheelchair Users (manual)

Find out what movements the pupil can do, how much leg and core mobility they have

TOP TIPS Inclusion Card

General Tips

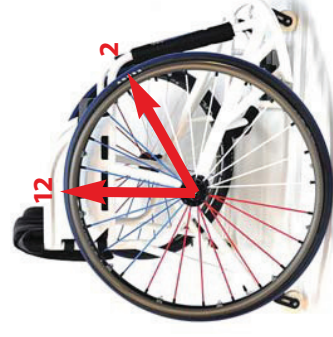
- Make sure the space allows pupils to move around easily.
- Understand the pupils' range of movement; they may, for example, find it difficult to raise their arms above their head or have a rod in their spine.
- Lower targets, shorten distances, use larger balls and easy grip equipment if required.
- If no anti-tip is fitted reduce the risk of the chair tipping back during an activity (e.g. reduce speed and quick turns).
- During jumping activities allow the pupil to do something more beneficial such as throws and sprints.
- Work with pupils on adaptations; what works and what doesn't.
- Pupils may be able to bear weight on their legs and/or have a range of movement in their legs (e.g. transferring from their chair, warm-up exercises).
- Pupils may tire during a session due to their motor skill efficiency.
- Make sure pupils take in plenty of fluid as some may dehydrate faster than average.
- Pace activities as some pupils may have decreased breathing efficiency (tetraplegia).

Coaching Tips

- Short and long push and technique (see picture): quick pushes to accelerate and manoeuvre, longer pushes for speed and momentum.
- Put the brakes on during throws and use the 'anti-tip' if there is one.
- Vary pushes: right arm/left arm, both together.
- Use slaloms, mini ramps and vary turn size to increase wheelchair skills.
- Raise items off the floor for easy pick up during games (depending on core mobility).
- Use low, half and full power instead of walk, jog, run.
- Look for a still head and body, and oval arm movement for good pushing technique.



Short push



Long push



Supported by Wheelpower
www.wheelpower.org.uk



Developed in partnership by:

3 Pupils with a Visual Impairment

Find out what pupils can see – don't make assumptions

TOP TIPS Inclusion Card

General Tips

- Familiarise the VI pupil with the activity area e.g. good description, moving around the area/space or feeling objects.
- Use tactile demonstration where appropriate to help build spatial awareness.
- Describe actions and use audible equipment where possible – repeat demonstrations and technical descriptions as often as needed.
- Think BIG, BRIGHT and BOLD for your equipment!
- Ensure the activity area is well lit, use equipment that is a contrasting colour to the ground, avoid reflective surfaces as much as possible.
- Make sure the pupil begins the activity facing the right direction and knows where they are in relation to the activity area e.g. which way they are throwing.
- Use clapping or calling during the activity to help the pupil maintain orientation.
- Ensure the buddy/caller and athlete are safe at all times particularly if the caller is stood in the throwing area.
- Remember some pupils may not have seen or experienced basic motor skills or techniques e.g. movement of arms during running, the lead arm during throws - so you may have to describe basic tasks.

Guides and Buddies

Buddies and guides could be pupils or teaching assistants – remember that not all VI pupils will need a guide/buddy.

- Get the buddy/guide to describe the running environment out loud e.g. 'Left turn 10m' or 'mini hurdle in 3-2-1'.
- Make sure they keep their guiding arm still and relaxed, and run slightly ahead but without pulling.
- Make sure to give the pairs adequate room around obstacles.
- Have the guide/buddy on the right hand side.



Supported by British Blind Sport www.britishblindsport.org.uk
Photos courtesy of Metro Blind Sport



BRITISH
ATHLETICS



ATHLETICS
NORTHERN IRELAND



ENGLAND
ATHLETICS



SCOTTISH
ATHLETICS



WELSH ATHLETICS
ATHLETAU CYMRU

Developed in partnership by:

4 Intellectual Impairment & Autistic Spectrum

Break the activity down and repeat clear instructions – give time to process information

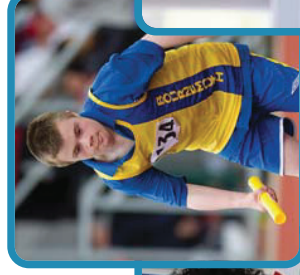
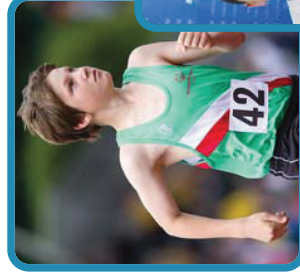
TOP TIPS
Inclusion
Card

General Tips

- Use lots of visual demonstrations and vary your methods of coaching.
- Avoid writing down complicated instructions and use pictures or images to help explain.
- Create predictable sessions by being structured and organised.
- Ask open-ended questions to check the pupil understands instructions.
- Try to recap learning from previous sessions to see if anything needs to be repeated.
- Where relevant, consider non-verbal communication techniques.
- Break activities down into separate elements to be able to build-up to the full technique.
- Keep your instructions clear and simple.
- Give extra coaching whilst other pupils are actively engaged.
- Plan the session appropriately to ensure you meet the needs of the group.
- Get pupils' attention before you begin instructions.
- Limit any background noise and other distractions especially during instructions.
- Never assume someone has understood what is required of them – encourage them to repeat the key points.
- Be patient – be prepared to repeat instructions and demonstrations.
- Always ensure a safe and consistent environment.
- Make sure everyone is able to understand your instructions and complete the task before moving on to a new activity.

Autistic spectrum

- Do not worry if a pupil is not looking at you during instructions or has unusual body language – they may still be listening.
- Repetitive actions/language may be a way of coping with anxiety – be patient and respectful.
- Where possible get them to buddy up with someone they like.
- Use clear, idiom free language.
- Give safety rules clearly and carefully to avoid injury.
- Ensure there is a clear start and end to activities.
- Give warning of any changes coming up to help anticipate what comes next.
- Use pupils' names when giving instructions and indicate what to do rather than not do.



5 Pupils with Dwarfism

Involve them in everything – think distance moved and equipment height!

TOP TIPS Inclusion Card

Running

- Reduce overall running distance for a child with dwarfism. (Max 20m for 7 years, 40m for 8 years and 60m for 9 years).
- Reduce the number of repetitions to avoid over impact.
- Make an additional time allowance for a child with dwarfism to complete the game/task.
- Give more space in a group running situation.
- Give more "lives" in games to ensure they reach the goal of the activity.
- Make hurdles as low as possible even down to using flat strips of material on the ground to represent a hurdle.

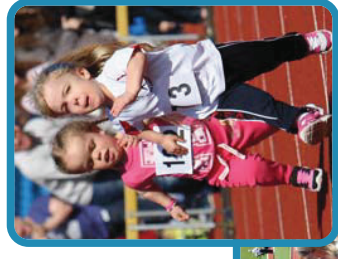
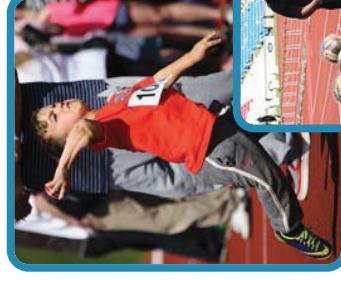
Throwing

- Make allowance using shorter distances if child is unable to fully straighten arm (due to the bone formation in elbow joint)
- Some may find it difficult to complete an overhead heave throw so allow them to throw forwards.
- Make sure any targets placed on walls are at a suitable height during target throws.
- Make allowance for shorter distance thrown due to shorter arm length.

Jumping

Spinal stenosis (narrowing of the spinal canal) is common and can cause nerve difficulties in lower limbs. As a result, any shock impact through the lower and upper spinal areas should be avoided.

- Landing areas from jumps should be soft to avoid impact through lower spine e.g. grass, sand, matting.
- Make any barriers as low as possible even down to using flat strips of material on the ground.
- For height jumps, ensure markings are low enough for a child with dwarfism to reach.
- Some children may have issues with balance due to being upper body heavy so hops may be difficult to perform and land safely.
- Consider the reduced stride length of a child with dwarfism and perhaps allow extra steps between one zone and another.



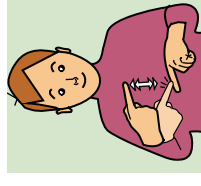
6 Deaf and Hard of Hearing Pupils

Find out what the pupil can hear and their preferred communication method

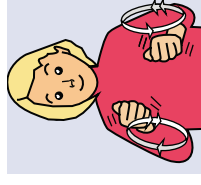
TOP TIPS Inclusion Card

General Tips

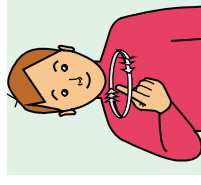
- A deaf young person has exactly the same physical capabilities as a hearing person - it is important to have the same high expectations!
- Face the pupil, speak clearly, but not too fast and don't exaggerate lip movements. Chewing or covering your mouth can make lip-reading difficult.
- Make sure the pupil is in a position to be able to see the coach and any demonstrations – interpreters should stand next to the coach.
- Make sure that all other pupils are quiet when giving instructions as all noise is amplified by hearing aids.
- Don't stand with the sun or lights at your back as it will make lip-reading difficult.
- Make sure the pupil is paying attention before giving instructions – a tap on the shoulder or wave is acceptable.
- Don't talk and demonstrate/write at the same time. The pupil won't be able to read your lips and watch your example.
- Write down any new words to help with lip-reading. Having a small whiteboard or other visual prompts can help.
- Where possible, demonstrate techniques or corrections rather than use verbal explanations.
- Check for understanding with a nod of the head from the pupil, or rephrase what you said or did.
- Repeat other pupils' thoughts and ideas in the session.
- Learn some simple signs from the pupil and get the whole class to use them – you don't need to use real sign language to get your message across.
- Use flags, arms, cones or other visual aids to start and stop activity instead of, or along with whistles.
- Use different coloured objects/signals to indicate changes during an activity e.g. speed up, slow down, change direction.
- Some pupils may have problems with their balance that may not be noticeable due to learned coping mechanisms.



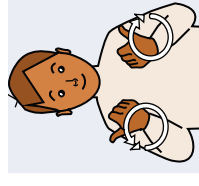
Faster



Jog



Laps



Finish

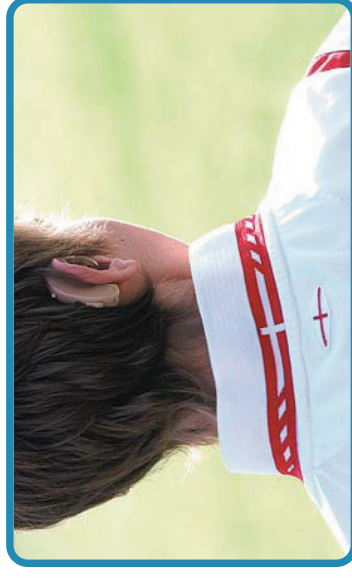


Slower



Well-done

BSL images © Let's Sign BSL graphics Cath Smith -
www.DeafBooks.co.uk - cath@deafsign.com



Supported by UK Deaf Sport
www.ukdeafsport.org.uk



Developed in partnership by:

7 Pupils with Cerebral Palsy

It affects everyone differently, what works for one, may not work for others – it takes time!

TOP TIPS Inclusion Card

General Tips

- Give extra time for pupils to process sensory information e.g. moving around objects, judging size and shapes of objects.
- No two people are the same, so speak to the pupil about their own personal abilities e.g. mobility, affected limbs and adaptation.
- Encourage repetition of activity or movement to reduce co-ordination problems, increase chances of success and improve memory.
- Give extra time for reacting to commands e.g. starting races, throwing activities.
- Encourage pupils with limb movement restrictions to work to their maximum capacity.
- Don't focus only on unaffected limbs - get pupils to move affected limbs as much as possible, use simpler exercises for the affected limbs.
- Use different equipment, easier to grip, or equipment that has grip assistance
- Break down the skill you are doing into simple steps and get each step correct for a few repetitions before moving on.
- Include additional stretching and flexibility activities, and/or shorter drills to improve circulation and improve mobility.
- Be aware of balance issues during all activities, use chairs where necessary especially during throws.
- Think outside the box – what may work for one pupil may not work for another!
- Less impaired pupils may be able to adapt activities to suit themselves - show them what the final skill is – they can tell you what feels right and will work.

Powerchair Users

For Cerebral Palsy (CP) pupils using powerchairs, in addition to the General Tips please note the following:

- Pupils should participate in running, jumping (e.g. height throw – throwing a bean bag over a high jump pole) and throwing.
- Using a powerchair during running activities, moving around obstacles, slalom etc. will help to develop motor skills, co-ordination and spatial awareness.
- Ensure brakes are applied during throwing activities.
- Use either their powerchair or a stool to throw from.
- Lower/reduce distance of targets to enable success during throwing activities.
- Use quirts, beanbags, soft balls to aid grip and progress.
- Encourage movement of affected lower limbs during jumping activities e.g. raising knees, straightening legs, touching feet to the floor.

For CP pupils using manual wheelchairs see Top Tips Inclusion Card 2.

