

Inclusion: Differentiation & Adaptation

Running*, Jumping and Throwing can be enjoyed by pupils of all abilities, but activities must be organised appropriately to ensure that all do achieve success. This requires the recognition that pupils have very different needs and careful thought needs to be given to clear differentiation.

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

Each pupil you work with is an individual and has a unique set of motives, needs and aspirations. In being truly individual centered, you as the teacher will require skills to identify these needs and motivations and adapt PE lessons to ensure individual needs are fulfilled. Your aim is to encourage pupil participation, satisfaction and development, related to their stage of athlete development and skill learning.

British Athletics and the Four Home Countries Athletics Governing Bodies adopt an inclusive philosophy, welcoming all people to the sport of athletics.

*Running can be adapted for wheelchair users so the term running also includes pushing activity and teachers should bear this in mind throughout the resource and supporting material when referring to 'running' activities.

Consistent Teaching Principles

British Athletics and the Four Home Countries Athletics have a clear philosophy, it believes in:

- An athlete centred approach in which the needs of the individual are placed before the interests of, and pressures imposed by, the school, parents, teacher, club or coach (if applicable).
- An inclusive attitude in which all pupils can take part, are valued and encouraged to explore their own potential.
- The importance of providing a fun and safe environment.
- Encouraging pupils to be involved in their own development and empowered to take greater responsibility for it.

Environment and Instructions

The following advice will be useful in helping teachers to plan for effective differentiation.

- Make the environment fun, safe and supportive for all pupils.
- Areas should be well lit, but not so bright as to cause difficulty (be aware of the position of the sun relative to athletes).
- Ensure that all pupils can see your face when you are talking to them.
- Check that pupils have understood instructions.
- Use pupils' names to gain their attention.
- Use visual aids to support teaching points (where feasible).
- Ensure the equipment is clean and brightly coloured.
- Use large font and clear print on written material (as required).



Disabled Pupils

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.

Many people think you need disability/impairment specific qualifications to teach a disabled pupil Physical Education, but this is not the case. Teachers should adapt and modify all aspects of their teaching practice to create an environment that caters for all individual needs, allowing everyone to participate and experience success within the activity. Teachers should adapt and differentiate activities to accommodate all pupils according to their individual level of ability and function. The responsibility of inclusion rests with the teacher.

This section provides some basic information about different impairment groups and some general ideas around inclusion and modifying activities to support teachers to determine the best adaptations to make for themselves and the pupils they are working with. Levels of ability and the nature of disability are so broad and diverse that this resource could not, and does not, give a comprehensive list of modifications to suit every area of running, jumping and throwing and individual's need.

Top tips for teaching disabled pupils Running, Jumping and Throwing.

- The pupil is the expert on their own requirements.
- No two people are the same, do not assume that people with the 'same' impairment have exactly the same needs or want to do things in exactly the same way.
- Do not be afraid to ask questions.
- Do not make assumptions, if in doubt – ask!

Impairment Groups

Visually impaired athletes:

- Identify and introduce yourself.
- If necessary allow the pupil to take your arm and then guide them to the activity.
- Allow time to familiarise the pupil with the activity area and equipment before each activity.
- Give verbal descriptions during demonstrations.
- Pupils may need a guide or buddy to work with them.

Pupils who are deaf or hard of hearing:

- Find out which communication method the person wishes to use (e.g. sign language, lip reading, etc.).
- Make sure the pupil is able to see you clearly and don't speak whilst looking away from them.
- Ensure there is limited external noise when giving instructions.
- Give clear demonstrations.
- Don't have anything in your mouth when speaking to the pupils.
- Keep a pen and paper ready to write things down if necessary.
- Pupils may have an interpreter with them, speak to the pupil directly.
- Deaf athletes do not have a Paralympic pathway.
- Where necessary use visual aids that have meaning for the whole class.

Dwarf pupils:

- Do not ask pupils to take part in events which repeatedly apply 'shock' to the spinal area (e.g. jumping or long distance running).

Pupils with a learning disability:

- Pupils should take part in age appropriate activities alongside their peers.
- Give clear, simple instructions and allow time for the pupil to process information.
- Check for understanding.
- Repetition, structure and routine are often helpful.

Wheelchair users:

- As with any other pupils, young pupils who are wheelchair users should be encouraged to develop all round athleticism and movement skills. They should do this using their day chair. This will require teachers and coaches to modify games and challenges appropriately.
- Ensure you know the accessible routes around the facility and where accessible amenities are located.
- Do not touch a person's wheelchair and always ask permission before moving a person's wheelchair.
- Always ensure that the wheelchair user has their brakes on or is secured safely during any throwing activities.
- If a wheelchair user attends with a personal assistant, speak to wheelchair user directly rather than the personal assistant.

Cerebral Palsy:

- Cerebral Palsy (CP) results in a variable impairment of tone and strength of muscle action impacting on posture and movement, and therefore, power and coordination.
- It may affect the arms, legs, trunk and/or head and can affect one side of the body more than the other or particular limbs more than others.
- Verbal communication may be affected and speech can sometimes be slurred. Be patient when participants are speaking and ask for clarification if you have not understood them, encourage other participants to do the same.

Limb loss (amputees):

In lower limb amputees, the energy required for daily living and physical activities increases the higher on the leg the amputation occurred. The person may grow fatigued more rapidly and this should be considered during practical activity and rest factored in as appropriate.

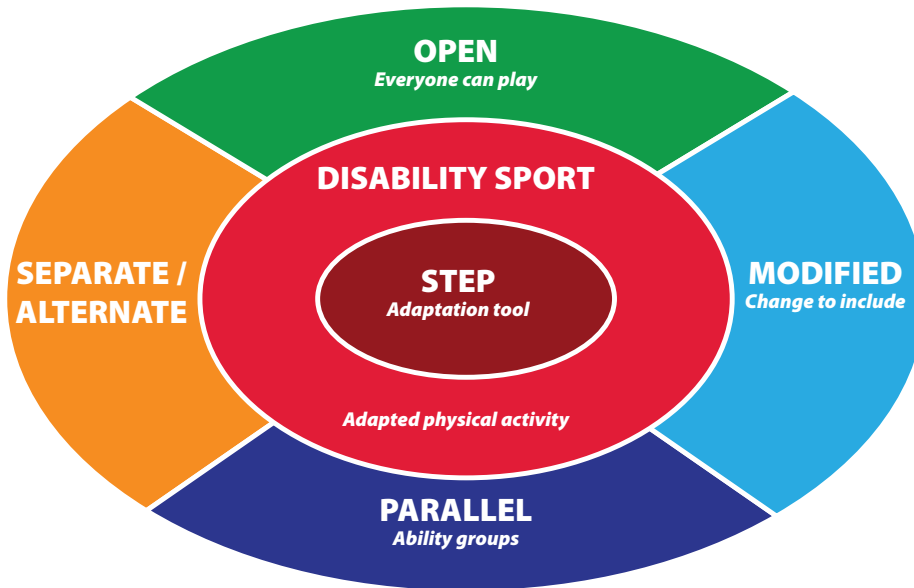


For further information on how to make your lessons inclusive, please turn to the Top Tips Inclusion Cards in Section 6.

Impairment specific factsheets for all impairment groups can be found at: www.sportscoachuk.org/resource/impairment-specific-factsheets

Including Disabled Athletes: The Inclusion Spectrum and STEP

(Black & Stevenson 2012)



Adaptations can often be made to activities very easily to make them more inclusive and able to be enjoyed by the whole group. The **Inclusion Spectrum** gives guidance on different ways of including disabled participants (see diagram above) but also applies to the inclusion of all participants.

A useful tool teachers and coaches can use when working with disabled and non-disabled pupils is the **STEP Model**. The STEP tool is a simple system for making changes to Running, Jumping and Throwing so that everyone can be included and participate together. It can be used to help organise thinking around activity adaptation and modification. For example, changes can be made to an activity where there are:

- children and young people of different ages;
- disabled and non-disabled people in the group;
- girls and boys participating together.

Changes in the way the activity is delivered can be made in one or more of the STEP areas:

Space	make the activity area larger or smaller, introduce zoned areas for different participants
Task	make the task easier or harder, change the duration of the task, or change how the task is performed e.g. some participants may carry out throwing activity from a seated position,
Equipment	use larger or smaller equipment, use specialist equipment e.g. a throwing frame or ball with a bell in it
People	match teams with uneven numbers to make a game or relay more competitive, pair or buddy athletes up for support

This simple system helps teachers and coaches to adapt the lesson, game or activity so that everyone can take part. Always consider whether the adaptations you are making are meaningful to the individuals taking part, for example a wheelchair user can be included in jumping activity by using a single push instead of a jump but they may find it more meaningful to practice another activity such as throwing.

For more information download the England Athletics Inclusion Spectrum and STEP guidance form <http://ucoach.com/document/the-inclusion-spectrum-incorporating-step/>

Inclusion: Adapting Activities

The following information will help provide teachers with ideas on how to modify their delivery of Run, Jump and Throw when working with disabled pupils. Teachers are encouraged where possible to use the STEP model to help make their lessons inclusive.

The basic principles of Running, Jumping and Throwing are the same for all pupils. However no two pupil's requirements will be the same. They all have differences in strength, balance and coordination as well as differing physical and learning abilities.

A good teacher will experiment to find out what works best for each individual pupil. Generally, when working with disabled pupils, more time is needed for skills to be achieved, practised and developed to maximum ability.

Every pupil has a unique style regardless of ability. Running, jumping and throwing drills/skills will be the same for disabled and non-disabled pupils. The only difference likely to be is that disabled pupils may progress at a slower rate and may need drills/skills to be broken down into smaller parts.

As the pupil progresses, gets stronger and more functional there may be the need for more specialised equipment to aid athletic performance. Such equipment would include the use of prosthetics (for athletes with limb loss or similar), splints (for athletes with cerebral palsy) racing chairs and throwing frames (for athletes with cerebral palsy, spinal injuries and limb loss or similar).

Considerations for Running, Jumping, Throwing

As with all pupils, disabled pupils should also develop all round movement skills for running, jumping and throwing. Teachers should be aware though that not all running, jumping and throwing activities will be appropriate for all pupils, some pupils with a physical disability won't be able to run over obstacles for example. You can either adapt the activity to include them (STEP) or they can perform a different task depending on which is most appropriate. When making adaptations always consider how meaningful the activity is for the individual pupil.

Running

- For most pupils running is a symmetrical activity where the arms balance the actions of the lower body. A pupil with impaired movement (e.g. an amputee or athlete with cerebral palsy) may need to modify their running style to maintain balance and control.
- Some visually impaired pupils have the option of running with a guide in training and/or competition.

Wheelchair users can participate in running activities by propelling themselves using a pushing technique:

- There are two main types of pushing technique, short and long. These can be developed when pushing for speed and pushing for endurance (distance).
- In a day chair using the wheel rim as a clock face a short push is 12-2 o'clock and long push is 12-3 o'clock.
- Short pushes are mainly used for acceleration and adjusting position.
- Long pushes are mainly used for momentum.
- The pushing action consists of a continual movement.

Running activities can be adapted for pushing with some straightforward modifications:

- Ensure that surfaces allow easy rolling and changes of direction.
- Cones and ramps can replace hurdles.
- Wheelchair users may take longer than runners to accelerate from a stationary start, but can often attain and maintain higher top speeds.
- Terms such as walk, jog and run can be replaced with quarter, half and full effort.

Jumping

- Combination jumping may need to be modified to allow pupils with a weakness on one side to participate. Encourage pupils to devise their own modifications.
- Wheelchair users can use single, double or alternate pushes instead of a jump. However, it might be more appropriate and more satisfying for wheelchair users to continue working on throwing, sprinting or endurance activities than trying to modify jumping activities.
- Heights and distances to be jumped should be matched to the abilities of all pupils.
- Jumping may not be appropriate for pupils with certain impairments (e.g. cerebral palsy affecting both legs, double leg amputee, dwarf athletes etc.).
- Some visually impaired pupils will have the option of using a guide to help with orientation and the use of audio cues for run-up and take-off purposes. During competition the guide cannot provide any teaching/coaching and will be asked to sit away from the athlete in between jumps.

Throwing

Simple modifications can allow almost all pupils to successfully participate in throwing activities from either a standing or seated position.

- Use a wide range of implements which give all pupils something suitable to throw. Any implement can be varied by size, weight, shape, colour and composition. Many different pieces of throwing equipment are now available at reasonable prices. Improvised implements can also be easily made (e.g. a ball inside a long sock as a modified hammer).
- Some visually impaired athletes have the option of using a guide to help with orientation into and out of the throwing circle or javelin run up. During competition the guide cannot provide any coaching and will be asked to sit away from the athlete in between throws.
- Wheelchairs can be modified and throwing frames used to support seated throwers to allow the best possible throwing positions.

Measuring Progression

Functional limitations need to be considered when measuring pupils progressing through Running, Jumping and Throwing activities. Teachers should be clear on the impact of the individual pupil's impairment(s) on their ability to perform a task/skill. Where an impairment does affect function this does not mean that the pupil should not be encouraged to develop these skills. For example, cerebral palsy may affect a pupil's coordination but this does not mean that the pupil should not work to develop coordination.

Further Guidance and Support

Further information on disability and inclusion can be found at:

England Athletics Disability Pages:

www.englandathletics.org/disabilityathletics

UCoach Disability resources:

http://ucoach.com/coaching/event_specific/#disability

Scottish Athletics Disability Pages

www.scottishathletics.org.uk/index.php?p=221

Disability Wales:

www.disabilitysportwales.com

Athletics Northern Ireland Disability Pages

www.athleticsni.org/Athletes/Para-Athletes