



Inclusive PE activity cards

Deliver inclusive, challenging, and fun PE sessions at your school with support from the Home Nation Disability Sport Organisations.

These activity cards are designed to support teachers, trainee teachers and classroom assistants to provide a high-quality inclusive PE curriculum for all children and young people.

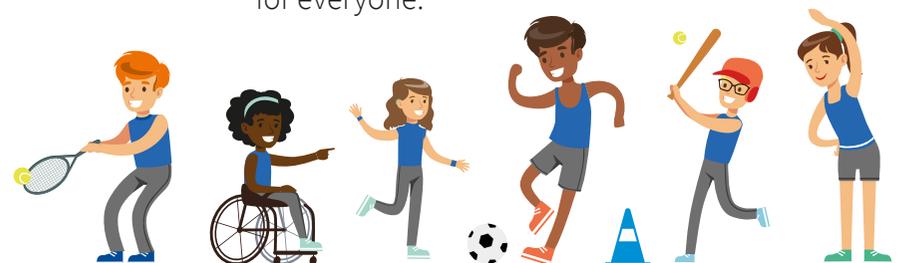
The games and activities in this pack support pupils to be physically active and to lead healthy, active lives. Each activity encourages pupils to use their physical health and fitness, social, creative, cognitive, and personal abilities. Activities for younger age groups feature numeracy and literacy elements.

The categories include:

-  Warm up games
-  Fundamental skills
-  Striking and fielding skills
-  Invasion games
-  Net, court and wall games

Each activity card shows you how to play the game and what equipment you will need. They outline how to use the STEP Tool to adapt, modify and progress activities for pupils with different abilities and / or specific impairments. Plus, there is a fun pupil corner section that encourages pupils to challenge themselves and work together. Read the Adapting PE with AIM and STEP card for more information.

When planning your PE sessions, it is important to understand your pupils' individual needs, abilities, and mindsets. We encourage all school staff to involve disabled pupils in the planning process and discuss their needs with them directly. This is the best way to ensure your PE sessions are inclusive and accessible for everyone.





The activity cards cater to all age groups and development stages across the UK. A number and colour code system indicates the relevant home nations development stage for each activity. Please see table below for details.

Activity card number and colour	Home nation countries of the UK			
	England	Northern Ireland	Scotland	Wales
1 Pink	Foundation	Foundation	Early Level	Progression Step 1
2 Green	Key Stage 1	Key Stage 1	First Level	Progression Step 2
3 Red	Key Stage 2	Key Stage 2	Second Level	Progression Step 3
4 Purple	Key Stage 3	Key Stage 3	Third / Fourth Level	Progression Step 4
5 Blue	Key Stage 4	Key Stage 4	Senior Phase	Progression Step 5



Games and activities are not exclusive to their associated development stage. Using your knowledge of the pupils and the STEP Tool, all activities can be adapted to suit the needs of individuals and groups for different development stages.

These activity cards have been produced as part of the legacy from the Sainsbury's Active Kids For All Inclusive PE Training Programme. They are the intellectual property of Activity Alliance, Disability Sport Northern Ireland, Scottish Disability Sport and Disability Sport Wales. They may only be reproduced with permission.

For further information please contact Activity Alliance:



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Inclusion guidelines

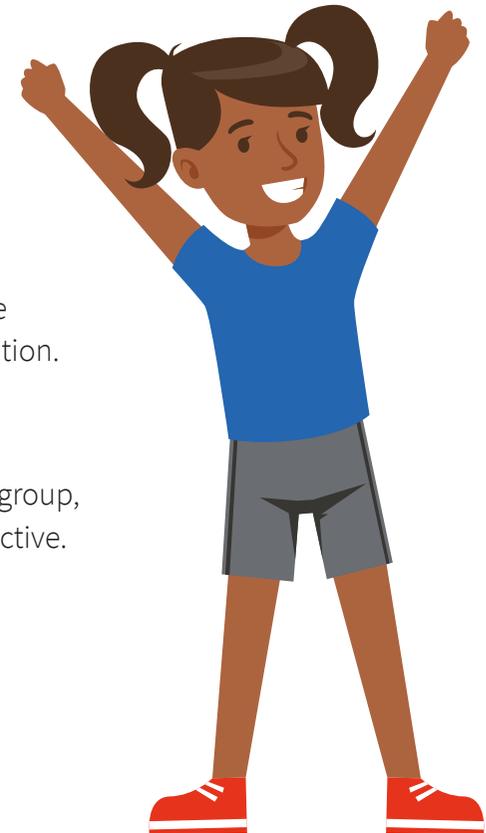
These guidelines will support you to plan and deliver inclusive PE sessions for all pupils, including children and young people with specific impairments.

Blind and visually impaired pupils

- Speak to pupils to understand what level of vision they have. This should be done on an individual basis before the session.
- Use bright and / or contrasting colours on equipment and boundary markers.
- Use audible balls and equipment where possible, so that pupils can hear the movement and locate the equipment.
- Encourage a buddy system where appropriate, to act as a guide for visually impaired pupils. This could be introduced for all participants.

Pupils with a learning disability

- Support verbal information with practical demonstrations.
- Keep instructions clear and concise.
- Introduce new rules one at a time and change the activity gradually to encourage familiarisation.
- Use colours to identify boundaries and areas. E.g. markers, bibs, throw down lines.
- Keep everyone involved. If working in a large group, split into smaller groups so that everyone is active.





Deaf and hearing-impaired pupils

- Speak clearly and face the group when giving verbal information.
- Use practical demonstrations to support verbal instructions.
- Use flags, bibs, or coloured markers to gain the group's attention and communicate specific instructions.
- At the beginning of the session, establish basic hand signals to indicate stop, gather round, start etc.
- Check that your pupils understand the information and instructions.

Pupils with a physical impairment

- Allow appropriate space between obstacles and in the run-off area for people to stop, turn around or perform a task.
- Consider reducing the size of the playing area.
- Raise equipment off the ground so that it can be reached more easily.

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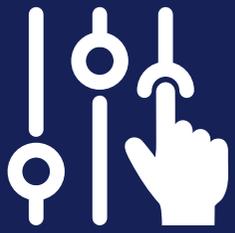


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Adapting PE with AIM and STEP

Making PE inclusive and accessible benefits everyone. The Activity Inclusion Model (AIM) and STEP Tool help you to adapt activities, so all pupils can engage fully and progress in your PE sessions.

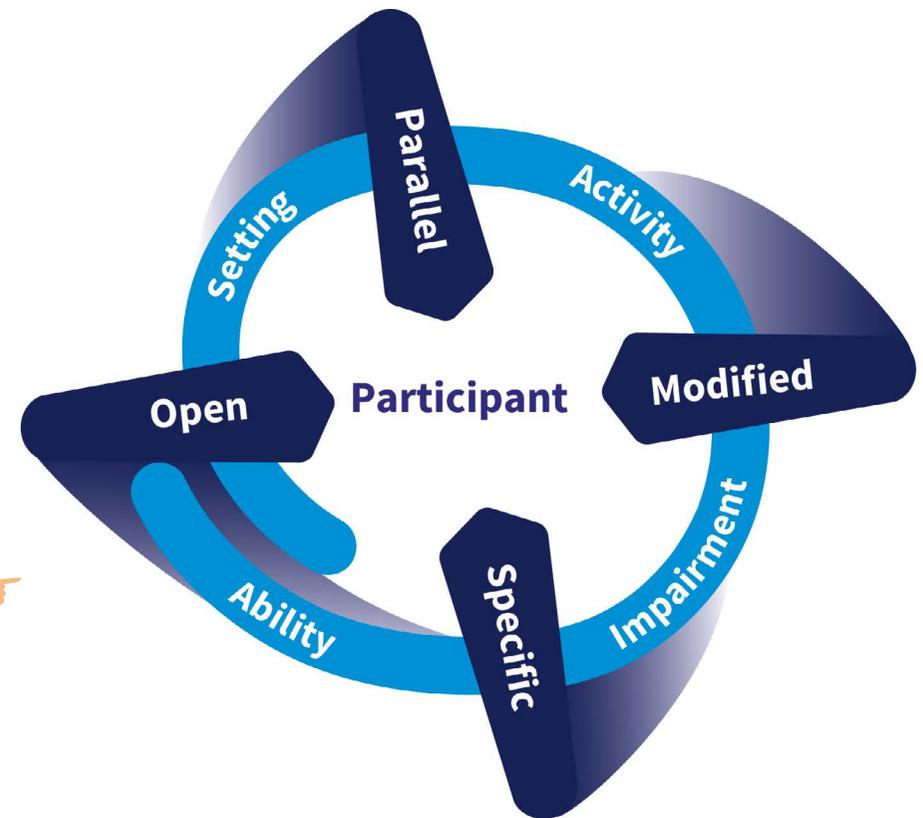
Activity Inclusion Model

The Activity Inclusion Model (AIM) is a tool you can use to change the way an activity is presented, structured, or delivered. It is designed to help you to include, appropriately challenge, and progress every individual. It is not just a model for making activities inclusive for disabled people.

AIM evolved from Black & Stevenson's Inclusion Spectrum and is aligned to the World Health Organisation's International Classification of Functioning, Disability and Health.



4th Generation: The Activity Inclusion Model April 2017





Open activities

Everyone can take part together. Simple naturally inclusive activities that the entire group can do with little or no modifications.

Modified activities

Everyone can do the same activity. Adaptations are made using STEP to support the inclusion of some pupils.

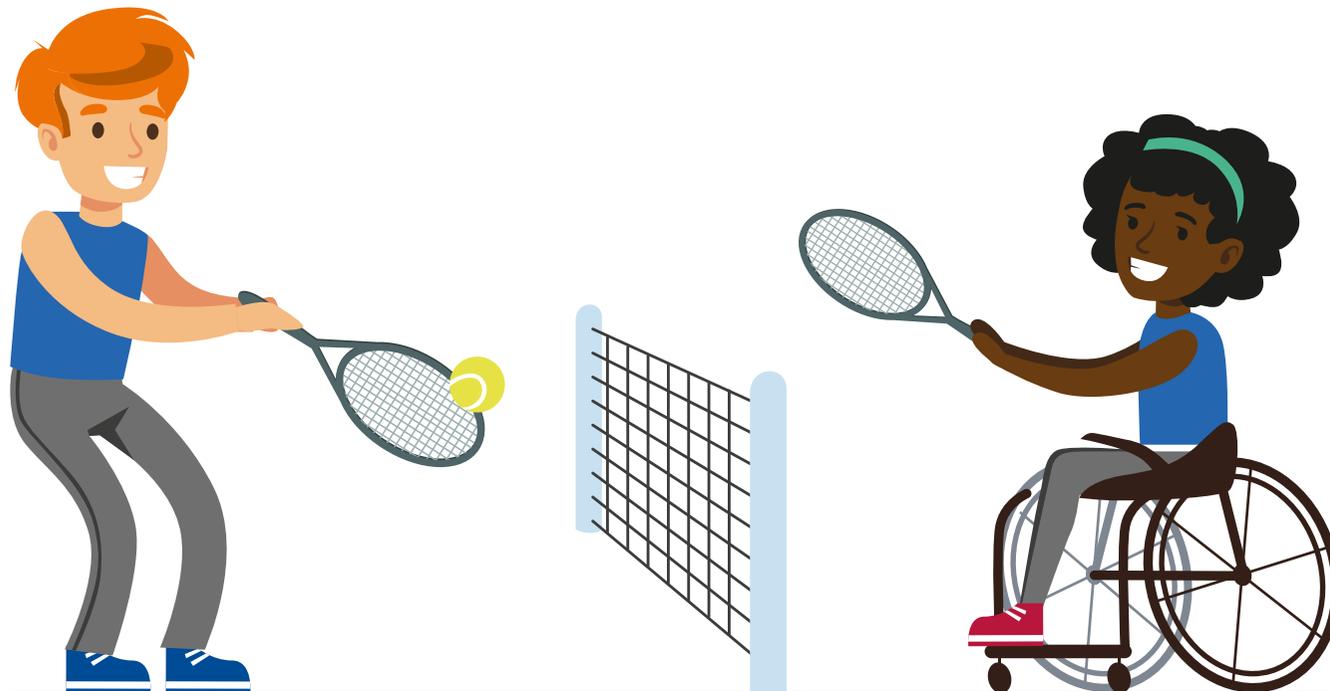
Parallel activities

Participants are grouped according to their ability. The activity varies for each group with different targets, equipment and challenges.

Specific activity

Disabled participants take part in an activity that is specific to a sport, including disability sports. It can be used as a short-term means of developing skills with a view to future inclusion.

There are four factors that influence inclusion for each participant. They are ability, activity, impairment and the setting (environment). All need to be considered when creating the most appropriate provision. The greater the impact of ability, activity, impairment or setting, the more likely modified, parallel or specific activities will be required. These four factors will help you to use the AIM and STEP Tool effectively in your PE sessions.



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Using the STEP Tool

When used with AIM, STEP is a simple tool that you can use to change an activity to make it more inclusive. This includes making an activity easier or harder so all pupils can take part, achieve success and progress.

STEP is an acronym for:



Space

Where the activity is happening

- Change the height or level of the activity. Floor-based activities have different requirements from those played on a raised surface.
- Adapt the playing area. More space gives more reaction time, less space requires higher mobility and skill level.
- Divide the playing area into zones to create different challenges for pupils with different abilities.
- Move targets closer or further away to make activities easier or harder.



Task

What activity is happening

- Simplify the activity to make it easier.
- Introduce new rules to make it harder.
- Change the rules to aid inclusion. E.g. allow different starting points, no contact rule etc.
- Try different ways of taking part. E.g. seated or standing.



E

Equipment

What is being used for the activity

- Change the type of equipment. Size, shape, colour, weight, texture.



P

People

Who is involved in the activity

- Change team / group numbers to balance games.
- Give people specific roles during activities.
- Group people by ability.
- Match ability with group numbers. E.g. go beyond traditional team formats.



Each activity card suggests how you could use the STEP Tool to make the activity easier or harder for pupils with different abilities and / or specific impairments.

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