



PLANNING FOR AN INCLUSIVE APPROACH TO LEARNING AND TEACHING

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INTRODUCTION

Teachers have a fundamental responsibility to maximise the learning of all pupils. Teachers are, therefore, required to work flexibly and creatively to design environments that are conducive to learning for all. This involves identifying potential barriers to learning, teaching and assessment, whilst using strategies that offer full access and entitlement to PE. As part of this process you need to develop strategies for working in partnership with pupils, parents, teachers and external agencies to ensure equality of opportunity in PE. A central aspect of this involves active consultation with the pupils themselves, listening to their views, opinions and perceptions of PE.

This chapter provides you with an overview of issues pertinent to an inclusive agenda whilst offering opportunities to reflect upon your practice and learn to use strategies for ensuring equality of opportunity in PE. In England in recent years notions of inclusion and diversity have risen up the agenda to such an extent that there is a plethora of policies, legislation and statutory guidance. The National Curriculum for Physical Education (NCPE) (Qualifications and Curriculum Authority (QCA), 2007a) Statutory Inclusion Statement requires teachers to embrace inclusion and diversity as an integral part of their practice. This requirement is supported by other statutory and policy directives such as: Special Educational Needs (SEN) and Disability Rights Act (Department for Education and Skills (DfES), 2001a), and the Disability Equality Duty (Disability Rights Commission, 2006). Furthermore, with the introduction of the Single Equality Bill (Government Equalities Office, 2008) to tackle entrenched inequalities, the contribution of all pupils and groups is now being signalled as an important part of a modern society. Naturally, this has significant implications for you as a PE teacher in ensuring you meet the full diversity of pupils' needs.

In relation to pupils with SEN, statistical evidence from the Department for Children, Schools and Families (DCSF, 2008a) suggests that 2.8 per cent of pupils across all schools have a statement of SEN and of this 56 per cent are within mainstream schools. However, this does not tell the full picture, as a further 17.2 per cent of pupils with SEN do not have formal statements. Thus, if we combine this data with other

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diverse and/or marginalised groups (in relation to, e.g. race, gender, English as an additional language, class and poverty to name but a few), the need to have a commitment to supporting inclusive education is well evidenced. This, matched by the increasing focus on the individual within the NCPE (QCA, 2007a) and the Every Child Matters agenda (Her Majesty's Government (HMG), 2005), emphasises the requirement for you as a teacher to embrace this agenda within your strategies for learning, teaching and assessment in order to maximise opportunities for all pupils to participate, perform and reach their full potential. As an example of the practical implications of these policies, PE teachers are required to review the suitability of learning objectives, the nature of activities and the assessment strategies in order to ensure all pupils learn and develop.

OBJECTIVES

At the end of this chapter you should be able to:

- appreciate the philosophy and practice of inclusive PE that follow from the government's Every Child Matters (2005) and personalisation agenda;
- identify core values which enable you to plan, deliver and review your strategies for inclusive PE;
- understand the principles of the NCPE (QCA, 2007a) related to inclusion and its implementation within PE settings;
- consider a range of learning, teaching and assessment strategies that equip you with the knowledge, skills and understanding to plan and deliver effectively for inclusive PE.

Check the requirements for your course to see which relate to this chapter.

INCLUDING ALL PUPILS IN PE

Avramadis and Norwich (2002) assert that it is important to recognise as part of a modern society that equality of opportunity in all aspects of life, including education, is a social and moral right for all citizens. They propose that schools offer ideal opportunities to learn mutual understanding and respect for diversity. In order for you to begin to consider planning for inclusion in PE lessons, it is essential first to clarify that pupils have a fundamental right to an inclusive education, supported in England through statutory legislation and guidance. In beginning to interpret this, you should recognise that success depends on teachers having an open mind, positive attitude and willingness to modify and adapt learning, teaching and assessment strategies and practices (Morley *et al.*, 2005).

It is crucial to appreciate this does not involve trying to support all pupils in the same way. As Rogers (2007) indicates, in order to facilitate full access to the PE curriculum, you need to develop skills to identify individual pupils' needs, and then devise plans appropriate to their particular circumstances. As such, Mouratidis *et al.* (2008) and Vickerman (2007) support this view, suggesting equality of opportunity and inclusiveness should focus on celebrating difference whilst creating systems in which pupils are treated equally, but differently. This ensures their particular needs are met through gaining accessibility to all aspects of PE and school sport.

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When planning for inclusion, Kasser and Lytle (2005) support the promotion of the social model of disability (Burchardt, 2004) as a means of removing emphasis from pupils with SEN, focusing rather on the roles teachers and non-disabled pupils can play. The social model of disability recognises that often the greatest restrictive factor to a barrier-free PE curriculum is not the pupil who is being perceived as different, but the lack of flexibility and commitment to modify current practices by schools and teachers. Similarly, according to Peters (2004) this view can be applied to all pupils, not just pupils with SEN and in this respect schools and teachers should be proactive in responding to individual pupils' needs in PE, whatever these may be. For example, if a pupil in a wheelchair struggles to shoot a netball into a high hoop, schools should consider purchasing alternative shooting rings that move up or down. Another example may be where a pupil, because of their cultural beliefs, cannot take part in strenuous physical activity when fasting; PE teachers should consider involving them in an officiating or coaching role, in order to ensure they can participate in the lesson. In order to develop an inclusive PE curriculum you should therefore consider strategies that respect difference (Rink and Hall, 2008) and offer other pupils opportunities to value and celebrate diversity.

Planning for inclusion requires responsive and flexible approaches that recognise all pupils are on a continuum of learning in PE (Vickerman and Coates, 2009). Hayes and Stidder (2003) and Vickerman (2007) advocate the need to consider new ways of involving all pupils, drawing on the teacher's skills of experimentation and reflection as well as collaborating with other colleagues and external agencies to maximise learning potential.

You should also consider adopting flexible teaching and assessment strategies (Cole, 2008) to provide opportunities for all pupils to demonstrate knowledge and understanding. A pupil with cerebral palsy, for example, participating in a games activity involving sending and receiving, may need assistance with modified equipment to help them demonstrate propelling a ball (i.e. a plastic gutter or shoot). In this situation your assessment is particular to that pupil and is in no way comparable with your assessment of others in the class. This personalised assessment enables an SEN pupil to demonstrate individual success and achievement within the PE curriculum (Smith and Green, 2004). An example of modifying teaching in gymnastics may involve restricting or increasing the number of moves in a sequence in order to address the full continuum of learning. Assessment of this task reflects the particular challenge set for the pupil(s).

Furthermore, as part of adopting a systematic process to inclusive PE, schools and teachers should audit their current practices whilst identifying any areas for development. The Disability Equality Duty (Office for Disability Issues, 2006) is one such method by which schools and teachers are now being expected to review and evaluate the extent to which they are enabling pupils' full access to the curriculum. As part of this approach there is an increasing emphasis on 'hearing the voices of children' (Coates and Vickerman, 2008) or in other words involving pupils in aspects of your planning. In this way pupils' aspirations and interests can be taken into account in devising curricula and lessons. Task 11.1 asks you to reflect on what you have read so far in this chapter, familiarise yourself with key documentation and consider implications for your work in PE.

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Task 11.1 **Fundamentals of inclusion**

Based on your reading of this chapter so far make some notes on what you consider as key aspects of inclusion policy and practice that impact on your teaching of PE. Familiarise yourself with government and school policies. Reflect upon what strategies you consider essential to removing barriers to achievement for the full diversity of all pupils in PE. As part of this process you should consider the following questions:

- Have I read the key government statutory documentation on inclusion?
- What is the school policy on inclusion?
- What is the PE department policy on inclusion?
- In what ways is PE better able or less readily able than other subject areas to cater for pupils with disabilities?

It may be useful to meet your placement school Special Educational Needs Co-ordinator (SENCO) as you carry out this task. Put relevant documents and notes in your professional development portfolio (PDP).

A DIVERSE CONTINUUM OF PUPIL NEEDS

The *Every Child Matters: Change for Children* (DfES, 2003) agenda sets out to ensure every child, whatever their background or circumstances has the support they need to be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being. In order to achieve this, government in England is encouraging more joined-up, multidisciplinary working alongside ensuring children have more opportunities to advocate their views (Fitzgerald, 2005) and opinions about issues that affect them. Furthermore, the Children's Fund, launched in 2000 as part of the *Every Child Matters: Change for Children* agenda (see HMG, 2005) set out to tackle disadvantage and aims to identify at an early stage children who may be at risk of social exclusion, with the intention of matching the help and support they receive to their particular needs, thus enabling them to reach their full potential.

While it is essential that you are fully aware of the statutory requirements concerned with individualised practices in education and recognise the philosophy behind these, this is only the first step in your playing an active part in the process. The key to accommodating all individuals depends on your adapting your practice to cater for the needs of all pupils (see later in the chapter for more detail). This includes the gifted and talented as well as the disabled. Thus, pupils with outstanding potential need to receive appropriate guidance and support within and outside the curriculum. In lessons, these pupils may need more challenging tasks and be required to reach higher levels of achievement. Outside the curriculum you should try to direct them to extra-curricular activity sessions, clubs and coaches where their potential can be nurtured. (See Morley and Bailey, 2006; and Bailey, Morley and Dismore, 2009 for further information on talent development in PE, also Chapter 11 in Capel, Breckon and O'Neill, 2006.)

Another group of pupils who need specific support are those with English as an additional language. These pupils need specific attention. There may be a bilingual

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support worker to assist or in some situations the pupil can be paired with a bilingual pupil. If you do not have a support worker in the lesson you could increase the use of demonstration or visual images/posters to explain the objectives you are trying to achieve. (See the Physical Education Initial Teacher Training and Education (PEITTE, 2009) website for further guidance.) Pupils who are hearing or sight impaired also need to be accommodated in your lessons so that they can take as full a part as possible, learning and thriving in the PE context. The SENCO in your placement school should be able to give you guidance on supporting these pupils, and others with particular needs.

Other groups who need your consideration are those from non-English cultural family backgrounds, girls and travellers. See Capel and Piotrowski (2000) for a full debate about the needs arising from cultural diversity and the different perspectives and characteristics of girls. See Daniels (2008) for research into catering for the needs of travellers and also Bhopal (2004).

KEY VALUES FOR INCLUDING ALL PUPILS IN PE

In 1992 the National Curriculum for Physical Education (NCPE, Department of Education and Science and the Welsh Office (DES/WO), 1992) identified four key principles related to equality of opportunity. These are *entitlement*, *accessibility*, *integration* and *integrity*. These remain cornerstones upon which the National Curriculum is founded. These principles are readily embraced by the recent introduction of the Every Child Matters agenda (HMG, 2005) and the promotion of personalised learning to ensure pupils gain their full entitlement to the curriculum.

The concept of *entitlement* asserts every pupil's fundamental right to access the PE curriculum. This is of particular relevance to pupils with SEN and has been endorsed by the SEN and Disability Rights Act (DfES, 2001a), Disability Equality Duty (Disability Rights Commission, 2006) and the SEN Code of Practice (DfES 2001b). Indeed, this revised SEN Code of Practice focuses centrally upon the action of schools to implement and deliver inclusive PE. As part of this entitlement, you are expected to take action within the individual school context to plan for inclusive practice in order to facilitate pupils' full entitlement to the curriculum. This recognises the premise of PE teachers adopting positive attitudes and open minds through which potential barriers are minimised via consultation and modification of learning, teaching and assessment strategies (DePauw and Doll-Tepper, 2000).

In terms of *accessibility*, it is your responsibility to ensure PE lessons are barrier free and relevant to the diversity of pupils. This endorses the social model of disability (Burchardt, 2004) which sees it as your responsibility to adjust your teaching in order to accommodate the needs of individual pupils, rather than the pupil being seen as the barrier to participation. For example, a pupil with English as an additional language may require assistance with their communication skills in order to be fully included in your lesson, and the school and the PE department should plan for this in advance.

In relation to the third principle of *integration*, this recognises the benefits of inclusive education and the positive outcomes that can be achieved for all pupils through such approaches. It also begins to address notions of citizenship in which pupils should be encouraged to develop mutual understanding and respect for individual diversity as part of their involvement and participation within a socially inclusive society (Lambe and Bones, 2006). Pupils from different cultural backgrounds could, through the medium of dance for example, learn to appreciate varying traditions and social customs. In this way

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teamwork, cooperation, mutual understanding, respect and empathy for difference can be addressed in PE (Vickerman and Coates, 2009).

Furthermore, in considering the need to ensure all pupils are integrated into your PE lessons, Wright and Sugden (1999) suggest teaching pupils with SEN should be seen as an extension of your existing mixed ability teaching, in which you differentiate your work. Therefore, as a teacher you should already be developing the necessary skills to facilitate inclusive PE, whatever the need may be, and, as a result, only occasionally require specialist advice and guidance. Thus, the fundamental factor in successful integration is a positive attitude, good differentiation and a readiness to adapt and modify your practice to meet individual pupils' needs.

Finally, in relation to the fourth principle of *integrity*, you are expected to underpin your teaching by valuing the adaptations and modifications you make in order to plan effectively for the inclusion of all pupils. As part of this personal commitment, you should ensure that inclusive PE is of equal worth, challenging, and in no way patronising or demeaning to the individual pupil concerned. Task 11.2 asks you to consider the application of these four principles to your own teaching.

Task 11.2 **Key values for inclusive PE**

Review the four principles of entitlement, accessibility, inclusion and integrity. To address these principles, identify what you consider to be the key actions you should adopt as part of your inclusive learning, teaching and assessment. It may be useful to consider specific pupils or particular physical activities, e.g. swimming, to undertake this task. Discuss your notes with your tutor and then put these in your PDP.

THE NATIONAL CURRICULUM AND INCLUSION

Government directives in England (QCA, 2007a) advocate a world-class curriculum that inspires and challenges all learners which should be achieved through a personalised, imaginative and flexible approach to learning. The NCPE (QCA, 2007a) continues by suggesting inclusion is based upon the active presence, participation and achievement of all pupils in a meaningful and relevant set of learning experiences. An effective, inclusive school should be based upon a whole-school approach to the curriculum in which one of the main purposes is to establish entitlement to a range of high-quality learning experiences for pupils, irrespective of social background, culture, race, gender and/or differences in ability (Hayes and Stidder, 2003).

An inclusive curriculum is one in which all learners see the relevance of the curriculum to their own experiences and aspirations whilst enabling sufficient opportunities to succeed at the highest standard. In doing so, the NCPE (QCA, 2007a) suggests planning for inclusion involves thinking about how the curriculum can be designed to match the needs and interests of the full range of learners including: the gifted and talented; those with learning difficulties and disabilities; learners who are learning English as an additional language; different needs of boys and girls; children who are in care; learners with social, emotional and behavioural difficulties; and those who bring a range of different cultural perspectives and experiences. Thus in responding to meet all

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pupils' needs in PE, the National Curriculum (QCA, 2007a) Statutory Inclusion Statement identifies four expectations related to: setting suitable learning challenges; responding to pupils' diverse needs; overcoming potential barriers to learning; and devising assessment approaches appropriate to individual pupils and groups of pupils. These represent a practical application of the key principles set out in the 1992 PE curriculum discussed earlier in this chapter. Table 11.1 sets out some examples of how the aspects of the Statutory Inclusion Statement can be realised in your teaching.

PRACTICAL EXAMPLES OF INCLUSIVE PE

So far, we have established a range of principles you need to consider when setting out to include all pupils in PE. We now turn to some examples of learning and teaching that can support this inclusive approach. In reviewing the diverse range of learning and teaching models designed for inclusive PE, all can be simplified to four common factors. These are based around: curriculum adaptation (changing what is taught); instructional modifications (changing how you teach); devising appropriate assessment strategies (adapting how you assess pupils); and human or people resources (looking at changing who teaches or supports adapted aspects of PE).

What is taught

When planning for inclusive PE, it is important to start from the premise of full inclusion (Avramadis and Norwich, 2002), and where this may not be possible, to consider adaptation and/or modification of activities or learning and teaching strategies or both. A central success factor in meeting this is initially to consult where appropriate, with the pupils and/or relevant professionals as part of a multidisciplinary approach (Coates and Vickerman, 2008; Fitzgerald, 2005). This enables you to consider at the planning stage any differentiation that may be required. Careful thought needs to be given to the activities to be covered with respect to those with particular needs. While curriculum planning cannot be designed around the needs of pupils with disability, consideration can be given to the most appropriate activities, where options are feasible. For example, basketball may be more accessible than volleyball for a wheelchair user, and it may be easier to cater for all pupils in sports acrobatics rather than rhythmic gymnastics. In some cases the use of different equipment is the answer to inclusion; alternatively devising a slightly modified form of a game may be the answer. However, in many cases what is taught is best understood by referring to the intended learning outcomes (ILOs) that are planned and the tasks that follow from these outcomes. All pupils are involved in the same activity but the specific outcomes and tasks are differentiated according to the needs of each individual pupil. In fact differentiation, which is the teaching approach designed to include all pupils, is the principal way in which you cater for those with SEN (differentiation is also considered in Chapter 3 and in Chapter 10). In respect of fully inclusive teaching, you may well have to be particularly ingenious and imaginative in creating alternative outcomes and differentiated tasks.

An example of modifying games activities, such as basketball, could be where some pupils may initially require lighter, larger or different coloured balls in order to access the activity. Adaptations to rules may also need to be considered such as allowing a player with movement restrictions five seconds to receive and play the ball. In addition, if utilising such a strategy, it is vital that all members of the group understand the need

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Table 11.1 Taking account of the Statutory Inclusion Statement in PE

Aspect of Statutory Inclusion Statement	Interpretation related to planning for effective inclusive PE	What skills, knowledge and strategies do I need to develop?	What resources do I need to help me to succeed?
Setting suitable learning challenges	Ensure that you know what the individual needs of your pupils are. For example, pupils who have coordination difficulties may require shorter-handled racquets or larger balls.	Be clear about the nature of the skill being taught. Recognise different starting points in improving this skill to ensure the pupil succeeds and is motivated to learn and develop.	Discuss strategies with previous class teachers, tutors, the SEN coordinator or disability sport organisations such as the English Federation for Disability Sport.
Responding to pupils' diverse learning needs	Ensure that your learning and teaching environment is conducive to individual pupil needs, and offers entitlement to the curriculum. For example, a pupil who has to keep her legs covered for religious reasons may require flexibility in PE clothing policy.	Check the school PE policy on clothing and ensure it is sufficiently flexible and inclusive to accommodate individual pupil needs. Ensure there are no health and safety implications of e.g. wearing long trousers in the PE activity to be undertaken.	Discuss with the individual pupils concerned how you can be responsive to their individual needs. Discuss the PE clothing policy with relevant parties.
Overcoming potential barriers to learning	Ensure your learning/teaching approach is accessible, and does not restrict opportunities to demonstrate progression.	Ensure that you plan to take a range of equipment into the PE lesson. Ensure there is sufficient space and time for those with disabilities to make progress in the lesson.	Be ready to use a variety of teaching approaches to cater for pupils' responses.
Devising assessment appropriate for individual pupils and groups of pupils	Ensure your assessment is accessible, and does not restrict opportunities to demonstrate mastery and progression. For example, a wheelchair user who cannot demonstrate a run or a jump in athletic activities may require an adaptation of the assessment task.	Recognise the value of baseline assessment. Adopt an open mind to the focus of assessment and consider what the key features are that you wish to assess. Construct an appropriate assessment strategy that involves, for example, verbal rather than physical participation.	At the planning stage identify which principles you want to assess, and how they can be modified or interpreted for the particular pupil concerned. Ensure that the modified assessment has integrity and is still measuring athletic knowledge, skills and understanding.

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for such an adaptation in order that they can play to this rule during a game. Modifying the task in dance for a pupil with a learning difficulty could, for example, involve you setting a task of creating a dance routine exemplifying four movement components rather than the six or seven you have required of the rest of the class (Vickerman, 2007). In athletics participation of physically disabled pupils may involve one push of their wheelchair, rather than a jump into the sandpit, or reducing distances to run or travel. Activities may also need to be modified to respond to particular cultural beliefs addressing appropriate kit or being sensitive to pushing people too hard in physical activity when fasting (see Khanifar *et al.*, 2008).

How teaching is conducted

Learning and teaching approaches can be modified in a number of ways. As indicated above, differentiated teaching strategies are the key to your effecting inclusion. Other more specific examples could include the use, by you, of more gestures, non-verbal communication and demonstrations, rather than relying purely on verbal communication. These modifications would accommodate both those with hearing impairment and those for whom English is an additional language. Use of peer support (outlined later in the section on 'who supports learning') is another way that teaching can cater for a variety of needs. A subtle modification of your teaching could also be in respect of the nature of your feedback. With pupils with SEN your feedback is more likely to be directed towards effort and improvement rather than performance *per se*. To achieve this involves astute observation (see Chapter 4 on observation) and empathetic interaction between yourself and the pupil, as well as the encouragement of sensitive interaction between others in the class and the disabled pupil.

Another aspect of modifying learning and teaching approaches could be in relation to a pupil with an emotional and/or behavioural difficulty who may be struggling to fulfil a particular skill on account of an inability to focus and concentrate for any length of time. Through your skilful task setting, encouragement and effective behaviour management the pupil may still remain on task and be motivated to keep trying to raise their physical attainment. While the pupil's movement may not show a great deal of development, the pupil is acquiring valuable experience in application and persistence. Consequently, the pupil is still benefiting from the inclusive PE experience (Fitzgerald *et al.*, 2003), in that their behaviour is much improved, resulting in a determination to remain on task and work towards other learning outcomes.

This last example reveals that work in PE can contribute to achieving wider educational goals as well as PE-specific aims. The notion that there are two ways of looking at learning in PE is supported by Wright and Sugden (1999). They describe two principles of learning: 'moving to learn' and 'learning to move'. They argue that PE has a distinctive role to play, because it is not simply about the education of the physical but involves cognitive, social, language and moral development and responsibilities. One strategy to facilitate inclusion may involve a shift from the traditional (learning to move) outcomes of PE in which skills are taught and learned, to a wider experience of PE (moving to learn) involving opportunities to plan for the social inclusion of pupils across a diverse continuum of learning needs. (See also Chapter 14 on the wider role of PE.) Above all, as the examples outlined show, it is essential that you modify your learning and teaching approaches to cater for the needs of pupils.

As the Statutory Inclusion Statement indicates, responding to the diverse needs of

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pupils requires PE teachers to acknowledge and respond to difference and diversity amongst pupils, whilst embracing social models of disability through changing learning and teaching styles to fit the pupil rather than the other way round (Burchardt, 2004). Task 11.3 challenges you to devise alternative tasks in the context of two lessons.

Task 11.3 **Designing alternative tasks to cater for pupils with a disability**

In a gymnastics task asking pupils to travel in a variety of directions on large apparatus, create a task for a pupil who can move but is unable to walk or climb.

In a basketball task asking pupils to practise bouncing the ball with both hands, create a task for a pupil who only has use of one hand.

Discuss your suggestions with another student teacher.

Put these notes in your PDP.

For further valuable tasks and more information on differentiation see Capel, Breckon and O'Neill (2006) Chapter 11. Activities 11.6, 11.8 and 11.9 are particularly useful.

Devising appropriate assessment strategies

As a PE teacher you set intended learning outcomes appropriate to the group and the individual pupils that make up the class, recognising that each pupil is on a continuum of learning. Planning alternative tasks is not enough, devising appropriate assessment must also be considered. As a corollary of this, you should also offer alternative methods of assessment which maximise opportunities for pupils to demonstrate knowledge and understanding. Assessment strategies need to go hand in hand with intended learning outcomes. If these outcomes have been modified for a pupil, it is likely that assessment also needs to be modified. If tasks and learning outcomes are clear, devising assessment strategies should follow and not be too problematic.

For example, for a pupil with movement difficulties that make practical participation impossible, an alternative in a gymnastics lesson may be to observe and identify the principles underpinning a particular skill. The assessment here would involve the pupil verbally describing rather than demonstrating the skill.

Another pupil with limited verbal communication may be able to demonstrate a forward roll in gymnastics rather than describe the particular principles of that knowledge, skill or understanding orally. As a result the pupil is still evidencing attainment, but is demonstrating rather than describing the process. A group of pupils who may need special consideration in devising teaching approaches are those with autism (see Durrant, 2009 for coverage of this area).

Who supports learning

All schools have a SENCO and this colleague can give you very valuable information and advice about the needs of individual pupils. Another colleague who may be able to help you is the pupil's form tutor, who may know the pupil and the family well. There

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may also be other personnel in your placement school who can give support and information. It is useful to ask your Head of PE to whom you might go for guidance.

Depending on the nature of the special need, a pupil may have the support of a Learning Support Assistant (LSA) in PE. These colleagues can be of great assistance. However many LSAs have not had any training in supporting work in PE and it is necessary for you to brief them fully on the role they are to play. This issue is discussed further in Chapter 16 on working with others in PE.

Other support for pupils with SEN can come from their peers. Again, these pupils need careful instruction, however it is often the case that other pupils can enjoy this responsibility and are sensitive, supportive and encouraging. An example could be if you have a pupil with limited vision, you could organise activities such as a 100-metre race in which a fellow pupil stands at the finish line and shouts out the lane number they are in, or a peer runs alongside the pupil for support. It is perhaps wise not to use the same pupil in a support role too often, both because all pupils should be active in PE as far as possible and because this supportive task can be a situation in which all can develop valuable social skills.

Task 11.4 requires you to reflect on some key issues underpinning inclusive practice.

Task 11.4 **Review of inclusive practice**

Reflect on the practical examples for modifying activities for various pupils' individual needs. As part of this reflection identify what strategies you can use to maximise success in learning and achievement whilst minimising barriers to participation whilst also considering the following questions:

- What are your key principles for planning an inclusive PE curriculum?
- Who needs to be involved in planning an inclusive PE curriculum?
- What do you see as the potential challenges and success factors in planning PE lessons that meet the needs of the many, rather than the few?

Put these notes in your PDP.

In summary, these examples demonstrate how the practice of inclusive PE can be delivered if you are prepared to recognise the key principles and values noted earlier in this chapter. A critical success factor is to be flexible and be prepared to try out different learning and teaching strategies to see if they work (Vickerman, 2002). As part of your developing competence in the area of inclusive PE, you should not be daunted by being unsuccessful in your attempts to create barrier-free lessons. The important point is that you learn from your experiences, then try again, rather than restrict yourself to limited learning and teaching strategies.

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SUMMARY AND KEY POINTS

Embedding an inclusive approach to your learning, teaching and assessment

It is evident from analysis within this chapter that inclusive PE is a key issue for government, schools and teachers. The philosophical basis of inclusive PE as socially and morally sound is supported through legislation and the development of new practices in the National Curriculum (QCA, 2007a). Your role, and that of schools, is central to the success or failure of the PE inclusion agenda in ensuring the needs of the many, rather than the few, are met within the curriculum. In order to consider how to meet this agenda, there is a need to establish a clear and consistent framework for stakeholders involved in inclusive PE. ‘The Eight P’s Inclusive PE Framework’ (Vickerman, 2002) (see Table 11.2) helps clarify the widely held view of inclusion as a combination of philosophy, process and practice, and draws together a number of key points considered in this chapter. As a result, you are encouraged to use this framework as a basis for considering, planning, delivering and reviewing your emerging practice in inclusive PE.

■ **Table 11.2** Eight P’s Inclusive PE Framework

Philosophy	– what are the key concepts related to inclusive PE?
Purpose	– what are the rationales behind inclusive PE?
Proactive	– what challenges am I likely to face in planning and developing an inclusive PE curriculum, and how can they be overcome?
Partnership	– who do I need to work with to ensure I succeed?
Process	– where is the starting point for my development of inclusive practice, where are the review points and how will I know if I am successful?
Policy	– what policies exist in school regarding inclusion?
Pedagogy	– what are my own learning and teaching approaches to the development of inclusive PE?
Practice	– how can I ensure that I make a difference in practice when I work with the pupils in my class?

The framework encourages you to recognise and spend time analysing, planning and implementing each of the interrelated factors, to ensure you give yourself the best opportunities for creating barrier-free PE lessons for all the pupils you serve (Smith and Thomas, 2006). As such, the first point is to recognise and fully embrace the *philosophy* underpinning inclusion discussed in this chapter as a basic and fundamental human right, which is supported in England through statutory and non-statutory guidance such as the SEN and Disability Rights Act (DfES, 2001a), the revised Code of Practice (DfES, 2001b), the Statutory Inclusion Statement (QCA, 2007a) and the Single Equality Act (Government Equalities Office, 2008). In order to facilitate this process you should embrace a *purposeful* approach to fulfilling the requirements of differentiated learning, teaching and assessment. Consequently, you should spend time examining the principles that form the basis of inclusion, while noting the rationale and arguments for

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inclusive PE. In order to achieve this you should develop *proactive* approaches to the development and implementation of your inclusive learning and teaching and be prepared to consult actively with fellow teachers, pupils and related individuals and agencies in order to produce a *partnership* approach to your delivery.

Inclusion demands a recognition and commitment to modify and adapt your learning and teaching strategies in order to enable access and entitlement to the PE curriculum, and you have an obligation to undertake this through a value-based approach. The development of inclusive PE must therefore be recognised as part of a *process* that evolves, emerges and changes over time, and it is important to acknowledge that it requires ongoing review by all stakeholders. In conclusion, therefore, it is your responsibility and that of the whole school to ensure inclusion is reflected in *policy* documentation, as a means of monitoring, reviewing and evaluating delivery. The critical success factors however rely on ensuring policy impacts on your *pedagogical* practices. Thus, while philosophies and processes are vital for schools and teachers, ultimately you should measure your success in terms of effective inclusive *practice*, which makes a real difference to the experiences of all pupils in your PE lessons. Task 11.5 challenges you to consider examples of practice against each of the principles in the 8P Framework.

Task 11.5 Developing an inclusive PE Framework

Look at the 'Eight P's Inclusive Framework' and from your consideration of the issues raised in this chapter begin to address each of the points in turn. Undertaking this process is designed to help you to clarify the points noted in this chapter, while helping you to create your own learning and teaching framework for inclusive PE. Put your completed chart in your PDP.

Eight P's Inclusive PE Framework	Interpretation of what each stands for in developing your own learning and teaching framework for inclusive PE
Philosophy – what are the key concepts related to inclusive PE?	
Purpose – what are the rationales behind inclusive PE?	
Proactive – what challenges am I likely to face in planning and developing an inclusive PE curriculum, and how can they be met?	
Partnership – who do I need to work with to ensure I succeed?	

PLANNING FOR AN INCLUSIVE APPROACH TO LEARNING AND TEACHING

Process – where is the starting point for my development of inclusive practice, where are the review points and how will I know if I am successful?	
Policy – what policies exist in school regarding inclusion?	
Pedagogy – what are my own learning and teaching approaches to the development of inclusive PE?	
Practice – how can I ensure that I make a difference in practice when I work with the pupils in my class?	

Task 11.6 asks you to read and critically analyse a text from the recommended reading list.



Task 11.6 **Developing personalised learning**

Read the journal article by Coates and Vickerman (2008) which focuses upon the views and experiences of pupils with SEN in PE. Write a 2,000 word essay critically reflecting upon what learning, teaching and assessment strategies you would adopt to ensure the individual needs of all pupils are met. Share this with your tutor and put it in your PDP as evidence of Master's level study.

Check which requirements for your course you have addressed through this chapter.

FURTHER READING

Capel, S. and Piotrowski, S. (eds) (2000) *Issues in Physical Education*, London: Routledge.

Chapters 2, 3 and 4 look at, respectively, issues concerned with gender, special educational needs and cultural diversity. As well as debating policy issues in respect of different groups of pupils the chapters also give guidance as to how you might cater for pupils with particular needs.

Coates, J. and Vickerman, P. (2008) *Let the children have their say: children with special educational needs and their experiences of physical education – a review*, *Support for Learning*, 23, 4: 168–75.

This paper is a review of literature on listening to the voices of pupils with SEN related to their experiences of PE. The paper is worth reading to gain insights into empowering young people who may be marginalised and the barriers and challenges they face in gaining access and entitlement to PE.

LEARNING TO TEACH PE IN THE SECONDARY SCHOOL



Hayes, S. and Stidder, G. (2003) *Equity and Inclusion in Physical Education*, London: Routledge.

This book offers a comprehensive overview of a range of issues related to including diverse groups in PE. The book specifically addresses a multiplicity of issues related to social class, race, ethnicity, gender, sexuality, SEN and ability and is a valuable resource for all working to include pupils in PE.

Winnick, J. (2005) *Adapted Physical Education and Sport*, Champaign, IL: Human Kinetics.

This book offers a range of theoretical and practical strategies for inclusion in physical activity. It provides an extensive resource for reviewing differentiated strategies for including a range of pupils in physical activity.

Young, D., Johnson, C., Steckler, A., Gittelsohn, J., Ruth, R., Saunders, P., Saksvig, B., Ribisl, K., Lytle, L. and McKenzie, T. (2006) Data to action: using formative research to develop intervention programs to increase physical activity in adolescent girls, *Health Education and Behaviour*, 33, 1: 97–111.

This research paper offers recommendations, interventions and strategies designed to enhance girls' engagement in physical activity. The paper also identifies preferences and barriers to participation and is a useful resource for teachers in developing inclusive PE.