

**LEVEL 5****SEMESTER 1****MODULE CODE: SHSS5078****INCLUSION IN PHYSICAL EDUCATION AND YOUTH SPORT****ASSESSMENT TYPE: COURSEWORK - ESSAY****ASSESSMENT/COMPONENT: 2****COMPONENT WEIGHTING: 50 %****WORD COUNT: 2500 WORDS****MODULE TUTOR: Nalda Wainwright / Amanda John**

'Teachers are expected to employ differentiated strategies that are both appropriate and challenging in a variety of learning environments that are inclusive of all pupils (including those with SEN) who often manifest very diverse levels of ability and needs (Penney, 2002; Smith, 2004:42).'

In light of this quote, critically discuss how teachers' attitudes towards and understanding of inclusive practice in PE and youth sport has an influence on quality experiences. Highlight how a positive approach to diversity can ensure ALL pupils are motivated to engage in purposeful physical activity for life.

SUBMISSION DETAILS: 4th January 2019

School of Sport, Health & Outdoor Education

Assessment Feedback Sheet

Student No./Name:1706864

Module: Inclusion in P.E and Youth Sport

Module Code: SHSS5078

Personal Evaluation – to support your academic progress please complete the section below <u>BEFORE</u> submitting your work.									
What do you consider to be the best aspects of this work?	I feel the structure is the best aspect about this work.								
Which aspects do you consider could have been improved in this piece of work?	I feel I could have spent more time putting together the paragraphs.								
What have you found most satisfying whilst undertaking this submission?	Researching different topics has been the most satisfying/interesting.								
ASSESSMENT CRITERIA	Learning	GRADE							
		Poor 0-25%	Unsatisfactory 26-39%	Satisfactory 40 – 49%	Good 50 – 59%	Very Good 60 – 69%	Excellent 70 – 85%	Exceptional 86– 100%	%
Demonstrate critical understanding of different types of learning needs and circumstances relating to a child's ability to respond in Physical Education and Youth Sport	1								40%
Identify and utilise a range of strategies to enable all young people, whatever their circumstances or ability, to take part in and enjoy meaningful Physical Education and Youth Sport which contributes to the development of Physical Literacy	2								40%
Show critical awareness of the range of resources available to deliver inclusive Physical Education and Youth Sport	3								20%
It is expected that students will present work that is proof read, correctly referenced and adheres to the Assessment Checklist . Therefore a range of 0 – 10 marks will be deducted for non-completion of any of the points on the checklist below .									

TUTOR COMMENTS:**Submission date:** 4/1/19**Return date:** 1/2/19
(at least within 4 weeks)**Tutor:** N Wainwright / A John**Mark:**

Assignment Checklist

- ☐ Please complete the **Personal Evaluation** section of the Assessment Feedback sheet, add your name and details, and paste the whole of this assignment document into the front of your assignment
- ☐ Submission is a **single word file, clearly labelled** with your name and module code
- ☐ Font style - Times New Roman, size -12 for text and 14 for headings
- ☐ Ink colour – black only
- ☐ Line spacing – 1.5 line spacing and 2cm- 2.5cm page margins
- ☐ Quotations more than three lines to be indented 1 line spacing
- ☐ One-line space between paragraphs, paragraphs must be left aligned
- ☐ Pagination (your assignment should have **page numbers**)
- ☐ All tables and figures are internally referenced and have a title
- ☐ **Word count** checked and written at end of text (before references and any appendix)
- ☐ Assignment is within 10% of the word limit (excluding references and any appendices)
- ☐ **All** references in the text are included in the reference list
- ☐ **Correct referencing following the Harvard style, as described in the Palgrave study skills book ‘Cite them Right’.**
- ☐ Correct spelling using **UK English**
- ☐ Correct use of punctuation
- ☐ Grammar and syntax correct- double check anything that has a green line under it
- ☐ I have read my assignment out loud to myself and it makes sense and is easy to read
- ☐ Somebody else has read my work and it makes sense to him or her!
- ☐ **I have checked and I have not plagiarised**

**Failure to follow these guidelines will
cost you marks!**

Inclusion in Physical Education and Youth Sport.

Children with special educational needs (SEN), can very easily be excluded from physical education and through their time in education from primary through to college. Learning and Physical needs can both stunt the development of children. Autism and dyslexia are both examples of Learning difficulties, this causes the child to maybe not process or function as quickly as other children and can cause the child to feel lonely and unable to socially interact. Cerebral palsy is a type of physical need where the child may not be able to move freely and has difficulty to co-ordinate their movement. In most serious cases, they need to be in a wheelchair and be under supervision. There are several reasons why children with SEN maybe excluded throughout their time at school, these include, difficult to socially interact with people, bullying, teachers, not being included, self-confidence, the list is endless. Whilst in school, the first point of contact a child with SEN has is their friends, however, they may not be treated the same. Physical Education is the place where this happens more than any other subject as its easier for the teacher to say 'Sit out and watch' rather than trying to include them. This will no doubt affect their confidence which will then affect their development in Physical Education. No Author (2012) states 'Children with a learning or physical disability may be exposed to prejudice or discrimination at school because they could be treated differently than the rest of the children.' This potentially lower the confidence children with SEN need, and stunt their development over the period they take physical education. It could also have an effect on them feeling undervalued or not wanted in school which could lead in them bringing 'sick' notes to the Physical Education lessons every week.

According to the '*Special Educational Needs Code of Practice*' (Department for Education and Department of Health), a child of compulsory school age has a SEN if they have a significantly greater difficulty in learning than most of their age peers, which requires additional education provision to be made to prevent disadvantage. This conceptualisation, however, may be hindered by a tension between attempts to treat all learners the same to avoid being labelled as 'different', and a duty to respond adequately to the needs of individual pupils. This matters to pupils who have a SEN because being labelled as 'different' may lead into other barriers and the difficulty to progress. Many barriers include

the available equipment or facilities, funding and teachers who may not have the necessary knowledge to teach people who have SEN etc. In the Special Educational Needs code of practice Cook (2014) says 'The draft code makes teachers more accountable for the progress of all pupils, even those supported by specialist staff. As part of performance management, teachers should expect to be judged on how well they teach pupils with SEN. So, you should check your teachers know how to identify SEN and support pupils with different needs, particularly those needs they see more frequently.' Teachers should get taught on how to deal with children who have SEN. Instead they get told to go sit and pay with something else or hold a camera and record everyone else participating. However, with new courses for teachers they should now be including everyone in meaningful physical education as it's now the law to do so. There are many strategies teachers could use, one of the most powerful strategies is the ability to be creative. Being a creative teacher allows the lesson to include everyone and most of all fun. You may not have the facilities for a certain person but thinking outside of the box is all you may need to include the pupil into your lesson. Some examples are if you have a child with vision problems instead of telling them to sit out, use bright coloured objects so they can clearly see the goal/pitch, if you have someone in a wheelchair and you are planning on practising rugby, then limit everyone else to 5 seconds on the ball and can't touch the pupil whereas the pupil in wheelchair can have as many seconds as they want.

In the executive summary of 'Removing barriers to Achievement – The Government's Strategy for SEN' it cuts the strategy into four sections. 'Early Intervention – to ensure children who have difficulties receive the help they need as soon as possible, Removing barriers to learning – By embedding inclusive practice to every school and early years setting, Raising expectations & achievement – By developing teachers skills and strategies for meeting the needs of children with SEN and sharpening our focus on the progress made, and Delivering improvements in partnership – Taking a hands on approach to improvement so that parents can be confident that their child will get the education they need.' Teachers need to use different strategies to enable them to find the best solution to include the whole class, this can be done with the trial and error technique. Instead of the teacher using a one type fits all approach, they can try different strategies to find one that may fit everybody or use a different one to suit a specific child or outcome. There are many strategies a teacher could use, these include, Visual aids if you have a class that work better by seeing and doing rather than being 'lectured', co-operative learning where students can be paired in partners or small

groups to complete a task using teamwork skills, inquiry based instruction where the teacher provokes questions which inspires students to think for themselves, without knowing they are answering questions. Differentiation, the teachers can allocate tasks based on students' abilities, so no learner gets left behind. If the pupil is strong at something make it harder and vice versa for pupils who maybe struggling. The use of technology in the classroom as pupils nowadays enjoy learning through the medium of technology rather than the 'textbook' and finally Professional development where teachers engage in professional development programmes to enhance teaching and learning in the classroom. These are just a couple of strategies you could use if you encounter a difficult situation during your class, however, thinking on your feet and coming up with your own solution is just as important if none of these work for your class. Hayes & Stidder (2014) say 'The social model of disability recognises that often the greatest disabling factor is not the child with SEN, but the lack of flexibility and/or commitment to modify and adapt existing practices by schools and teachers. Inclusion for pupils with SEN should, therefore, be recognised as a process that is responsive and flexible to pupil needs and moves beyond traditional concepts of integration and mainstreaming in which additional or separate practices are often bolted on to existing provision.' This tells us how it's never the child with SEN's fault. The teacher needs to find ways to adapt and modify if necessary, rather than using traditional techniques to achieve progress for every learner in the class. Hayes & Stidder (2014) states that 'The philosophy of positive attitudes and open minds, and the commitment to a process that offers inclusive education, in which teachers overcome potential barriers through consultation and the adoption of flexible learning, teaching and assessment strategies.'

Children with SEN and any other disability should be allowed to take part in meaningful, enjoyable physical education and sport not just in schools but also outside of school time. There are many clubs available that offer a wide range of different games and activities children can take part in. Clubs such as 5x60, Skylight Circus Arts and Special Needs Activity Club (SNAC) all offer a wide range of activities which result in children developing their physical literacy skills. These skills include Motivation, Confidence, physical competence, knowledge and understanding in sport. Whitehead (2009) describes physical literacy as 'physical literacy can be defined as the motivation, confidence, physical competence, understanding and knowledge to maintain physical activity at an individually appropriate level, throughout life' Children need to achieve these simple but important building blocks of becoming physically literate. Simple things we should be able to do aren't

getting taught to young children. The fundamental motor skills, jumping, throwing, catching, running etc are all in certain activities we do whilst growing up, so if there is nobody to teach children from a young age, how can you expect them to be physically active for life? Not only does Physical literacy touch on the FMS skills, but it makes a child think about picking a healthy, active choice during adulthood that benefits themselves and rubs off on others around them. Ellerton (2018) says 'Parents need to demand that schools, preschools and sports clubs are making physical literacy a priority. This means making programmes child-development centred, rather than sport centred. Furthermore, programmes to develop physical literacy need to be child centred, parent driven, and club, school and community supported.' This shows that physical literacy needs to be made a priority and that it does not matter about the sport side of things. It can be based totally off a specific activity, include everyone and be enjoyable for all, whereas in a specific sport match you may struggle to include someone in a wheelchair and the chances are some will not enjoy or even return to the club. There are many strategies teachers can use to achieve specific outcomes with SEN children, one of these includes the 'S.T.E.P' process, space, task, equipment and people. Teachers can think of ways to make a task easier or harder if you have mixed abilities within your class. You could use shorter or longer distances with bigger or smaller goals for 'space', along with verifying the speed of the activity/ball or giving students specific roles for 'task'. Equipment can be selected by understanding what size, colour, weight, length etc you may need for the class or specific children and choosing people can vary on how well they work on their own as pairs or in teams of the same or mixed ability. The teacher can include and develop every child by following the 'Inclusion spectrum'. The spectrum is split up into five sub-categories. TDA (2018) suggests teachers should follow these procedures when choosing activities for the class 'Open activities, where the teacher gets all students to do the same task/activity. Modified activities, where the teacher can adapt to suit the level and ability of the child. Parallel activity, everyone does the same, but different groups achieve it in different ways based on ability. Disability spot activity, where activities are modified with disabled people in mind and non-disabled people can also join in. Finally, the separate activity is where it could be appropriate to separate a child to take part in an activity separate from the class.'

Vickerman (2007) says 'One in five children in England and Wales is now identified as having additional needs, and consequently teachers of PE are facing daily challenges to include these pupils' There is a vast majority of resources available for the teacher to use to achieve the goal of inclusiveness. Some of these range from the simple colour change of the

bibs if you have a pupil who can't visually see well, to the dragon sports cards where pupils get to visually see then demonstrate a specific outcome with the chance of making it easier or harder for themselves or groups. Youth Sport Trust (2018) states that there are many sports that can easily be adapted for everyone to play, these include 'Badminton, Cricket, Hockey, Tennis, Basketball and Canoeing.' Through playing these sports it enables the teacher to put rules in where needed and limit children from certain things.

Overall, I feel teachers should be getting more training to help them if they encounter a difficult situation or someone with special educational needs. TES (2017) says 'There are of course challenges but the teaching experiences on offer will no doubt be some of the most memorable and gratifying.' This tells us that you can achieve a range of different skills that differ from the standard teacher training programmes to help you in situations you are put in with children with SEN. However, there may not be funding available and school budgets mean that teachers must deal with SEN pupils with a vague knowledge on what they need and how to get the best out of them. There are three types to SEN funding, Schoolsweek (2015) explains the 'Basic per-pupil entitlement is used to make general provision for all pupils in the school, including those with SEN and goes directly to the school' the second is the 'Notational SEN budget, this is an additional amount of money to help make special educational provision to meet the needs of pupils with SEN.' Lastly, 'High needs block funding. This funding is for high need, low income SEN that goes directly to from the commissioning authority to the school.' As we now have funding for additional resources that help children with SEN, why aren't we seeing enough done throughout schools? Maybe it's easier if we send them to 'different schools' or to ignore the problem, when sometimes all they need is a little bit of extra help to compete with standard children in schools.

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