

INCLUSION IN PE

At Mill View Primary, we believe in the success of all pupils. We are an inclusive school and ensure there is an **equity of support** where every child receives what they need to reach their potential. Our curriculum is designed with inclusion at the heart, and our curriculum intent is therefore the same for all children.

We are acutely aware that not every child has the same starting point and that there are an abundance of factors which must be considered in order for all learners to access the learning according to their individual needs, particularly for learners with Special Educational Needs and Disabilities (SEND). We also know what not all groups have an equality of experience in our society, and we must make deliberate choices to ensure individual experience is not only represented but celebrated, particularly with reference to the Equalities Act 2010.

Therefore, whilst our curriculum intent is the same for all learners, our implementation of the curriculum may well look different for groups, classes or individuals. Our **Conscious Discipline** behaviour system ensures that all teachers understand the fundamental importance of **positive relationships** and promotion of **good learning behaviours**, reinforcing effort over outcome, within every classroom. Teachers will plan, scaffold, challenge and embed learning through activities which are amended to meet children's needs. This is to ensure that our curriculum can be met by all within an inclusive environment, mindful and responsive to children's needs.

We use guidance set out in the NASEN teacher handbook to assist us in amending our implementation within Physical Education. Our inclusive physical education curriculum engages and inspires young people to lead healthy and active lifestyles. Examples of this, though not an exhaustive list, can be seen to the right.*

*These are suggestions of what may be implemented, but teachers will amend according to learners needs.



C-STEP Principle - teachers consider Communication, Space, Task, Equipment and People to ensure learners participate and thrive in PE lessons



Communication: teachers use learners preferred communication method. They may use key words and signs to break down lengthy instructions/rules



Space: teachers consider the environment to ensure all learners can access activities, reducing background noise and ensuring those with hearing impairments are close to the teacher



Task: adaptations to the task are made to allow all pupils to participate fully. These may be small and subtle for a particular skill, or changing the game or sport itself



Equipment: modifications to equipment are made to ensure all learners can participate, sometimes changing the resources completely. They may consider grip, size, weight, colour, sound and ramps.



People: extra support may be provided for some learners to demonstrate skills and break skills down which may be an adult or mixed-ability groupings



Same intent, amended implementation