

Planning Inclusive Lessons
PE

Inclusive Environment	Resources	Scaffolding
<ul style="list-style-type: none"> • Language is clear, unambiguous and accessible. • Instructions are given clearly and reinforced visually, where necessary • Pupils are clear about the duration and overall structure of the lesson. • Clear and precise names for strategies and techniques can support learners to acquire the knowledge they need to participate in the activity, e.g., clear names for rules. • Carefully consider the environment to ensure all learners can access PE lessons and sporting activities • Mixed-ability groupings • Low-arousal area 	<ul style="list-style-type: none"> • Key words, meanings and symbols are highlighted, explained and written up, or available in some other way. • Visual timetables or other devices are used to indicate the structure and progress of lessons. • Clearly labelled equipment • Modifying equipment e.g. Using balloons with rice in to support visually impaired learners in a tennis session. • Large, bright, shiny, tactile resources to engage more sensory learners, e.g., a ball wrapped in tin foil/bubble wrap. • Making adaptations to the size, weight and grip of PE equipment can have a positive impact on learners with a range of physical needs. • Using assistive resources to support learners in target sports, e.g., ramps to play boccia, cricket and ten pin bowling. 	<ul style="list-style-type: none"> • Tasks to be broken down into smaller sets of instructions. For example, give the first instruction, then once that is completed give more information – rather than presenting all the task requirements in one instruction. • Consideration and support may be required if tasks have to be modified or adapted part-way through. • Wording of questions is planned carefully • Before starting an activity, clarify the rules of any game to be played and set how long it will be played. • Changes and adaptations can be made to activities and specific tasks to ensure all learners are able to participate fully. • Model skills, break down activities into smaller steps and support with the repetition and over-learning of skills