

Advice from the ASA on Including Disabled Pupils in Physical Education

www.swimming.org/schoolswimming

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Swimming and Water Safety

Around two thirds of young people who have disabilities or special educational needs attend mainstream schools. An increasingly significant number of these pupils will present teachers with challenges when physical activity sessions are planned and implemented.

Appropriate provision should be made for all pupils to enable them to be included and participate in physical education lessons; however an inclusive swimming lesson cannot be planned without prior knowledge of the individuals that make up the lesson. Some strategies that support one person may further exclude another. Therefore it is important that school staff discuss with school swimming providers and swimming teachers the strategies that may need to be put in place.

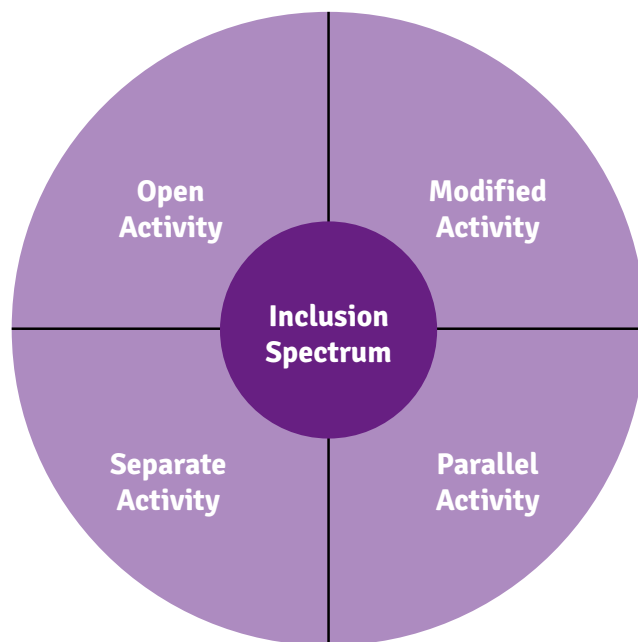
Some disabled pupils need little if any changes to the lesson and can easily be integrated into the lesson; however other pupils may have very different needs and may need more individual support.

The Inclusion Spectrum

The Inclusion Spectrum is an activity centred approach to the inclusion of pupils who have different abilities in physical education programmes. In a games or physical activity context, inclusion can be achieved by changing the environment of the activity, or the way in which the activity is presented.

The Inclusion Spectrum provides deliverers of PE and sport with options and different methods of delivery. By delivering activities differently the different needs within the group can be balanced. This avoids the situation where more able pupils benefit at the expense of those whose skills are still developing.

The Inclusion Spectrum consists of four approaches to the delivery of physical activity programmes, ranging from fully open to totally segregated participation.



Open

A simple activity based on what the entire group can do with little or no modifications.

Modified

Everyone does the same activity with adaptations to challenge and support all abilities.

Parallel

Participants are grouped according to ability - each do the same activity but at appropriate levels.

Separate

An individual or group do a purposefully planned different activity.

To support the Inclusion Spectrum it is useful to consider the following principles:

- **Space** – change the space; make it bigger/smaller/lower/higher/zone it
- **Task** – change the task; make it faster/slower/roll or bounce/walk/run/pairs/position/rules of the game
- **Equipment** – change the equipment; size/weight/shape/colour/texture/dry/wet
- **People** – change the people; size of team/mixed gender/mixed ability/mixed mobility
- **Safety** – never change the safety rules

The ASA School Swimming Charter Awards



Further information

If your school requires further assistance and support with school swimming, why not sign up to the School Swimming Charter at www.swimming.org/schoolcharter. For a minimal annual fee your school will benefit from a substantial package of support and resources from the ASA.

The School Swimming Awards have been designed for all abilities to achieve, however if a pupil is physically unable to ever achieve an outcome, the Award should be granted based on adaptations made and time to respond and complete the tasks. Some pupils may need extra support to achieve the outcomes; however pupils should be encouraged to try and achieve the task with as little support as possible.

When delivering a lesson swimming teachers must consider the following key points:

- It may take longer to complete the task
- Smaller steps may be needed to complete the task
- Activities may have to be repeated more often
- Strategies may to be put in place e.g.. use of flash cards or buddies, etc.
- It may be necessary to repeat of key words e.g. stretch, long, etc.
- Equipment may have to be carried by different parts of the body
- Pupils may find it easier to float on their back before floating on their front
- Water temperature

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