

# A GUIDE FOR SCHOOLS



This guide provides support for schools to implement the principles of the Active Norfolk Disability and Long-term Condition Framework. It aims to provide schools with practical support to reduce the inequality between the physical activity experiences of young people with disabilities and long-term conditions and those without. These guidelines have been written to ensure practice is in line with the SEND Code of Practice, Norfolk SEND Strategy, and Accessibility Plan.

## VISION

“To improve the quality and experience of physical activity for individuals with disabilities and long-term conditions of all ages in Norfolk, and ensure the opportunity to participate by improving access and reducing barriers.”

## WHY IS THIS GUIDE IMPORTANT?

Physical activity can improve the physical and emotional wellbeing of pupils. It helps children and young people to maintain a healthy body weight, improve mood and resilience, and reduce the risk of anxiety and depression<sup>1</sup>

Physically active children and young people learn better. It improves class-based learning requirements such as concentration, memory, and perception which leads to improved attainment and behaviour<sup>2</sup>

Physical activity promotes positive social behaviours like leadership, morality, and social integration<sup>3</sup>

## KEY CONSIDERATIONS

Children with disabilities are less likely to be active than children without disabilities<sup>4,5</sup>

Children who have negative experiences in physical activity are less likely to continue in later life<sup>6</sup>

Children and young people with disabilities are more likely to face stigma in physical activity<sup>7,8,9</sup> and they continue to report bullying and being picked last for PE teams<sup>7</sup>

73% of disability leaders in sport believe that special schools offer higher quality PE and school sport compared to mainstream schools<sup>10</sup>. Additionally, they believe only 29% of mainstream teachers can signpost young disabled people to appropriate sports clubs<sup>10</sup>

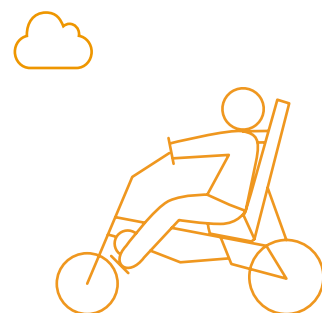
# WHAT DO I NEED TO DO?

## WHAT SHOULD OUR POLICY LOOK LIKE?

- Consider how truly inclusive physical activity, sport and PE can contribute to your VSIDP priorities
- Ensure that your PE and SEND lead governors collaborate and contribute to policy planning
- Ensure your SENCO or PE lead has expertise in inclusive physical activity and both contribute to your PE and Sports Premium and curriculum planning
- Ensure that your SEND policies and accessibility plan are considered and applied in your PE and Sports Premium planning and extra-curricular physical activity and sport and not just your curriculum offer
- Ensure physical activity is addressed in SEN Information reports and EHC plans. Consider physical activity goals to be based on social skill development and level of participation
- Consider active travel to and from school in your accessibility plan and link your accessibility plan to your travel plan

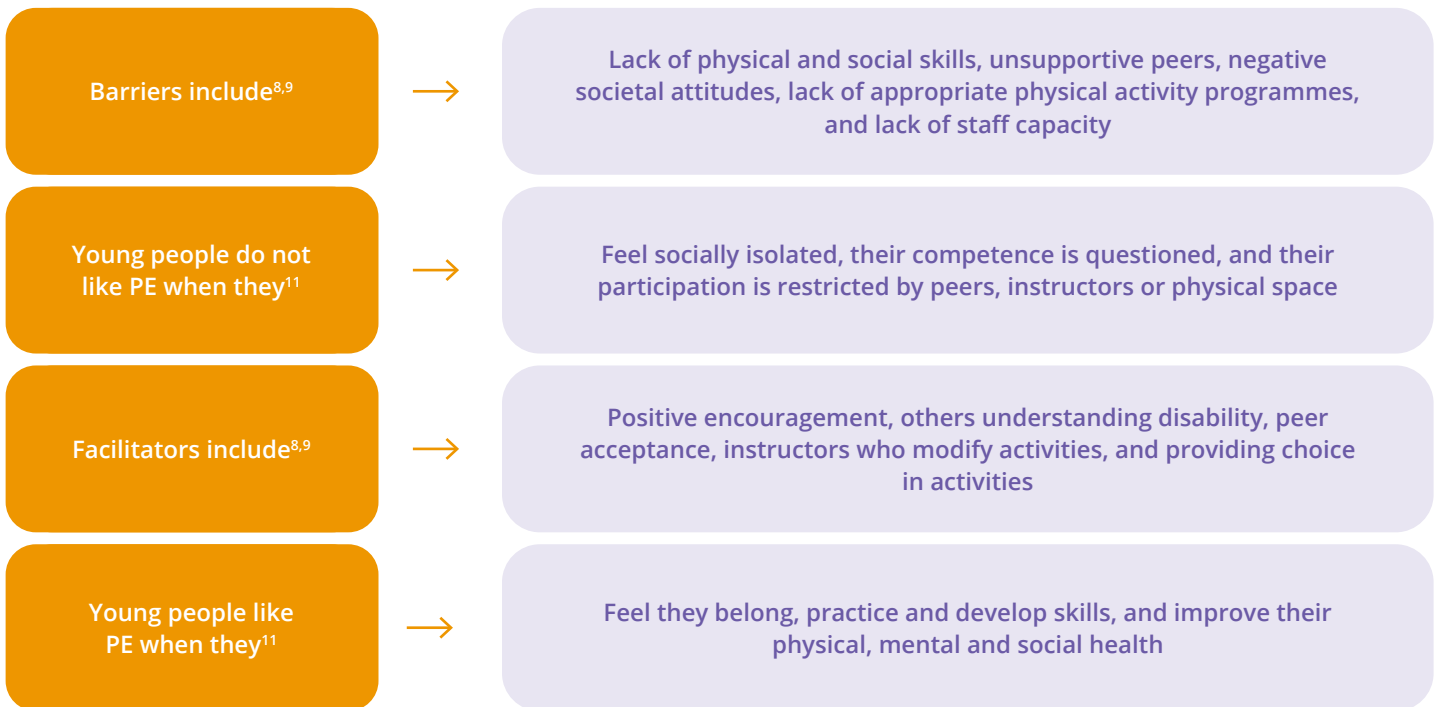
## WHAT SHOULD OUR PRACTICE LOOK LIKE?

- Encourage all children and young people to participate in PE and extra-curricular activities regardless of disability
- Encourage PE teachers, coaches and deliverers to complete inclusive training so they can adapt activities and create a supportive environment
- Consider including adapted and inclusive activities in the PE curriculum, extra-curricular sports and competitions for all ages at the earliest age possible
- Signpost pupils to inclusive and adaptable activities outside of school up to age 25
- Promote physical activity as a career pathway by offering or signposting pupils to training, volunteering, and coaching opportunities
- Promote role models by sourcing coaches with disabilities and asking individuals involved in the physical activity community to give presentations
- Educate all children about disabilities, long-term conditions, and inclusive sport and physical activity to help eliminate stigma and promote the benefits
- Inform parents of their child's right to participate in PE and physical activity and sport. Support parents to keep their child active outside of school or when changing schools by informing them of adjustments made that enabled their child to achieve the learning objective



# ADAPTING ACTIVITIES TO ENCOURAGE PARTICIPATION OF YOUNG PEOPLE WITH DISABILITIES AND LONG-TERM CONDITIONS

This is not intended to be a comprehensive guide to adapting activities but as a top tips reference based on the views of young people. Studies have shown that the following factors influence whether young people feel confident and comfortable to take part in physical activity, sport and physical education:



- 1 Using the pupil's input and the adults that understand the child best, address the pupil's individual physical activity needs including how often they may need breaks, adjustments, and what adaptive equipment may be useful. Consider and apply adaptations and strategies made in other areas of school where appropriate.
- 2 Offer pupils with disabilities more time to get changed and ready for physical activity and sport and consider their privacy, space and hands-on support needs.
- 3 Consider adapting STEP – space (size), task, equipment, and people (balancing and matching ability) and other practical arrangements when implementing activities to find each pupil's 'just right' challenge.
- 4 Offer a variety of activities including open, modified, and parallel. Consider non-traditional, non-competitive, and peer supported activities.
- 5 Ensure safety of pupil but be wary of being too risk adverse as it may prevent a pupil from participating as much as she or he could. Risk management and body awareness are part of learning for all children.
- 6 Offer activities that discreetly allow for breaks or offer breaks often.
- 7 Offer a designated, quiet space for pupils who find the environment overwhelming or too noisy.
- 8 Offer flexibility on after-school sessions, not requiring pupils to attend every session and allowing flexibility in arrival and departure times. Many pupils have additional medical appointments or their health and well-being may fluctuate more often.

# WHAT SUPPORT IS AVAILABLE TO HELP ME ACHIEVE THIS?



## ACTIVE NORFOLK

Support in maximising the PE & Sport Premium and advice and guidance on sport PE and physical activity policy and practice.

Find inclusive local activities, activity ideas, and online resources on the Active Norfolk website.

Contact: Ellen Vanlint at [Ellen.vanlint@activenorfolk.org](mailto:Ellen.vanlint@activenorfolk.org)  
[www.activenorfolk.org/disability-and-physical-activity](http://www.activenorfolk.org/disability-and-physical-activity)

## NORFOLK SCHOOL GAMES

The Norfolk School Games provides accessible and inclusive opportunities for young people to be active.

<http://www.norfolkschoolgames.co.uk>

## ACTIVITY ALLIANCE

Activity Alliance offers accessibility audits and advice on creating inclusive competitions, events, and activities.

Contact: [Ellen.vanlint@activenorfolk.org](mailto:Ellen.vanlint@activenorfolk.org)  
<http://www.activityalliance.org.uk>

## SAINSBURY'S ACTIVE KIDS FOR ALL INCLUSIVE PE TRAINING PORTAL

This PE training programme offers online and in-person resources to make PE more inclusive and accessible.

[www.inclusivepe.org.uk/mod/page/view.php?id=96](http://www.inclusivepe.org.uk/mod/page/view.php?id=96)

## NORFOLK COUNTY COUNCIL

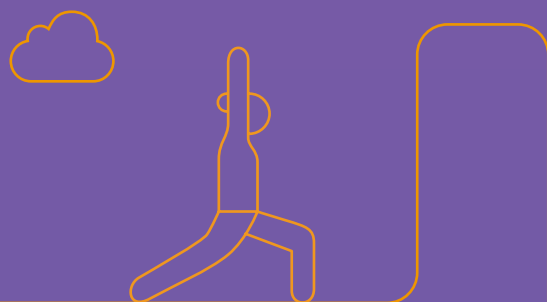
Norfolk County Council offers social care support, family and health services, and short breaks opportunities.

[www.norfolk.gov.uk/children-and-families/send-local-offer/social-care/send-children-social-care/social-care-services](http://www.norfolk.gov.uk/children-and-families/send-local-offer/social-care/send-children-social-care/social-care-services)

## ACTION FOR HEALTHY KIDS

This online resource offers information and advice about adapting activities based on different health concerns.

[www.actionforhealthykids.org/including-all-children-health-for-kids-with-disabilities](http://www.actionforhealthykids.org/including-all-children-health-for-kids-with-disabilities)



## References

1- Trudeau F & shephard RJ. Relationships of physical activity to brain health and academic performance of school children. American journal of lifestyle medicine 2010; 4:138.; 2- Stead, R. and Neville, M. (2010). The Impact of physical education and sport on education outcomes: a review of literature. Loughborough: institute of youth sport.; 3- Wild A. Citizenship education: Physical education... the forgotten subject? The British Journal of teaching physical education 2002; 33:23-24.; 4- Carlon, S.L., Taylor, N.F., Dodd, K.J. and Shields, N., 2013. Differences in habitual physical activity levels of young people with cerebral palsy and their typically developing peers: a systematic review. Disability and rehabilitation, 35(8), pp.647-655.; 5- Frey, G.C., Stanish, H.I. and Temple, V.A., 2008. Physical activity of youth with intellectual disability: review and research agenda. Adapted Physical Activity Quarterly, 25(2), pp.95-117.; 6- Shields N, Synnot A, Barr M. Perceived barriers and facilitators to physical activity for children with disability: a systematic review. Br J Sports Med. 2012;46:989-97. (2012); 7- Norfolk County Council (2016). Schools Accessibility Strategy 2019 - 2021. Available at: <https://www.norfolk.gov.uk/what-we-do-and-how-we-work/policy-performance-and-partnerships/policies-and-strategies/education-and-learning-policies/accessibility-strategy>; 8-Shields N, Synnot A, Barr M. Perceived barriers and facilitators to physical activity for children with disability: a systematic review. Br J Sports Med. 2012;46:989-97. (2012); 9- Perceived barriers and facilitators to participation in physical activity for children with disability: a qualitative study (2016) <https://dx.doi.org/10.1186%2Fs12887-016-0544-7>; 10- <https://www.youthsporttrust.org/news/disabled-kids-missing-out-sport>; 11-Inclusive Physical education from the perspective of students with physical disabilities (2000) [https://www.researchgate.net/publication/261472343\\_Inclusive\\_Physical\\_Education\\_from\\_the\\_Perspective\\_of\\_Students\\_with\\_Physical\\_Disabilities](https://www.researchgate.net/publication/261472343_Inclusive_Physical_Education_from_the_Perspective_of_Students_with_Physical_Disabilities)