



# School Games Organiser

## SEND Inclusion Toolkit



## Introduction

This toolkit has been designed to provide an introduction to inclusion in the School Games, highlighting key statistics surrounding each Special Educational Need and Disability (SEND) and signposting to opportunities to upskill your knowledge in inclusive practice for young people with SEND.

Inclusion is the practice of providing equal access to opportunities and resources for all individuals. Almost a third (29.0%) of disabled children are participating in less than 30 minutes of physical activity each day, (Active Lives Survey, 2022/23). Therefore it is critical that our School Games events offer the opportunity for all young people to participate in safe, meaningful and accessible activities.

This toolkit has been co-created with the National Disability Sport Organisations (NDSOs) who are the leading experts within inclusive sport. They provide advice, support and opportunities for people of all ages with specific impairments.

## Why do I need this toolkit?

It is an expectation of School Games Organisers to be inclusive within the programmes that they deliver, with a particular focus of including children and young people most in need. This inclusive practice will consider the preparation before the event, during delivery and once the event has been completed.

With more than 90% of pupils with SEND attending a mainstream school, it is crucial that we can create an inclusive environment for all, (Department for Education, 2023).

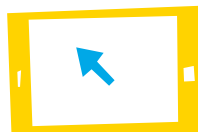
This toolkit will provide you with an introduction to each Special Educational Need and Disability, key top tips for creating an inclusive environment and signposting to further training and development opportunities within each National Disability Sport Organisation.

## What wider resources can support me?

This toolkit is an introduction into how you can deliver inclusive events for children and young people with SEND.

Alongside this toolkit, there are additional resources for support including:

- 1) The STEP® resource which identifies how to create inclusive activities suitable for all abilities.
- 2) A landing page for each National Disability Sport Organisation with further guidance for each impairment.



The STEP© 2002, Youth Sport Trust. All rights reserved



National Disability Sport Organisations

Click for more information.

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# Cerebral Palsy

Cerebral Palsy is an umbrella term for several neurological conditions that can affect the development of movement, balance, coordination, and posture.

## Key Facts about Cerebral Palsy

- Approximately 1,800 children are diagnosed with Cerebral Palsy every year in the UK.
- No two people experience Cerebral Palsy the same way as symptoms can present differently in everyone.
- Cerebral Palsy is a physical disability, not an intellectual impairment.

## Expert Support



Cerebral Palsy Sport (CP Sport) offers expert specialist support for parents, support workers, teachers, coaches, physiotherapists, occupational therapists, sport providers and other professionals to enable sport and physical activity sessions to be adapted to suit individual needs.

## What would be your key asks for a School Games Organiser?

- 1 Talk and listen to the individual.
- 2 Be patient.
- 3 Adapting a session is simple. Use our resources and training to ensure you have the tools to be inclusive and adapt quickly when necessary.
- 4 If in doubt, contact the impairment-specific experts (National Disability Sport Organisations).

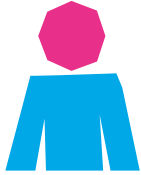
## Why the School Games network?

The School Games Network provides fantastic opportunities for children in school to take part in sports and physical activity. CP Sport can have a significant impact on ensuring all opportunities are accessible to everyone. Through the School Games Network, we can educate and upskill many professionals to guarantee an inclusive environment and culture for all.

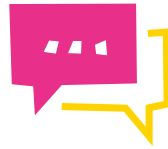
# Cerebral Palsy

## Festival Participation – Support/Ideas

### # Find Out Information



About the child participating



Talk to school staff



If any opportunity talk to the child (before or during, if possible)

Ask what the individual's barriers are and find a solution together to overcome them.

Understanding the individual and asking appropriate questions beforehand can help you choose the right adaptation.

### 3 Top Tips

**1** Find out if a young person is ambulant or uses; Kaye walker/frame, sticks, manual/power wheelchair. Change the space, area or distance if needed.

**2** Some people with Cerebral Palsy may fatigue quickly. Allow time for breaks and listen to the young person.

**3** Reaction time may be delayed for some young people. Plan time in your session to allow information to be processed.

## Further Training Opportunities

An Introduction to Cerebral Palsy in Sport and Physical Activity

Cerebral Palsy and Swimming

Click for more information.

## Get in Touch



[cpsport.org](http://cpsport.org)



@CerebralPalsySport



@CP\_Sport

# Deafness and Hearing Loss

Hearing loss and deafness happen when sound signals don't reach the brain a problem in the hearing system. (Royal National Institute for the Deaf).

## Key Facts about Hard of Hearing

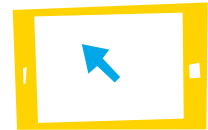
- 77% of school-aged deaf children attended mainstream schools (CRIDE 2023 England Report).
- UK Deaf Sport use the term 'deaf' to represent all people who are deaf, hard of hearing or have a hearing loss, whether this is acquired or from birth.
- There are currently more than 50,000 deaf children in the UK (National Deaf Children's Society, 2023).
- British Sign Language, a recognised UK language, is the first language of 87,000 deaf people (British Deaf Association, 2024).

## Expert Support



**UK Deaf Sport**

UK Deaf Sport's vision is for every deaf person to be active and inspired by sport and physical activity. The resource library on the right provides videos and guidance on inclusion and communication needs for deaf people in sport and physical activity.



## What would be your key asks for a School Games Organiser?

UK Deaf Sport would ask and encourage School Games Organisers to communicate directly with participants and teachers where possible to understand how they would prefer to communicate and what adaptations may support the individual to be active.

We would also strongly encourage School Games Organisers to undertake the UK Deaf Sport 'Deaf People's Inclusion in Sport' eLearning module to gain further knowledge and insight into deafness and hearing loss.

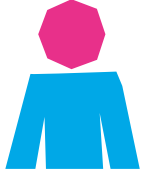
## Why the School Games network?

The School Games network is a fantastic network to engage and inspire deaf young people through sport and physical activity. We understand the importance of good first experiences of sport and physical activity and that this usually takes place in school settings. School Games events should be inclusive to all deaf young people and assist in creating positive experiences of sport and physical activity, leading to these young people living healthy active lives.

# Deafness and Hearing Loss

## Festival Participation – Support/Ideas

### # Find Out Information



About the child participating



Talk to school staff



If any opportunity talk to the child (before or during, if possible)

Ask what the individual's barriers are and find a solution together to overcome them. Understanding the individual and asking appropriate questions beforehand can help you choose the right adaptation.

### 3 Top Tips

- 1 Think about appropriate settings for example: the acoustics or the outdoor noise.
- 2 Ensure a deaf child can see your face when speaking.
- 3 Demonstrate for visual awareness, use visual aids and coloured signals.

## Further Training Opportunities



Click for more information.

## Get in Touch



[ukdeafsport.org.uk](http://ukdeafsport.org.uk)



@ukdeafsport



@deafsport

# Dwarfism

Dwarfism is a descriptive word for over 200 different conditions that can cause restricted growth.

## Key Facts about Dwarfism

- 100% of Dwarf Sport Association UK members attend mainstream schools.
- The majority of Dwarfism conditions do not impact or cause intellectual impairment, some of the rarer conditions do.
- Different skeletal make up can cause issues with joints and back.
- Dwarf Sport Association UK are proud to use the word “dwarf”.

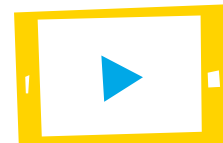
## Expert Support



Dwarf Sports Association UK (DSAUK) is a charity which aims to make sporting opportunities accessible and enjoyable to anyone and everyone with restricted growth in the UK.



A selection of videos can be found on the right which showcase the work of the DSAUK in making sports accessible to people with restricted growth.



## What would be your key asks for a School Games Organiser?

To ensure they try their best to include anyone with a disability, within their School Games events and find ways to adapt any events. We encourage School Games Organisers to reach out to ask questions to an NDSOs when they might be struggling. The NDSOs are the experts in the field for disability sport and want to ensure that every child has a positive experiences.

## Why the School Games network?

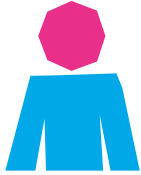
The School Games network is a great opportunity for NSDO's to share their expertise within the school setting. The school setting is where a child will more than likely have their first taste of sport and competition. Therefore, it's important for us at the DSAUK that these children begin their journey in a positive way.



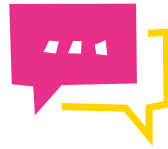
# Dwarfism

## Festival Participation – Support/Ideas

### # Find Out Information



About the child participating



Talk to school staff



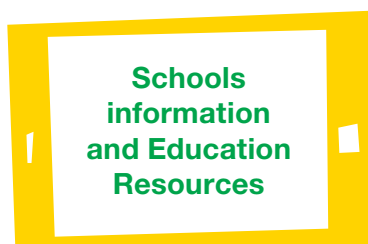
If any opportunity talk to the child (before or during, if possible)

Ask what the individual's barriers are and find a solution together to overcome them. Understanding the individual and asking appropriate questions beforehand can help you choose the right adaptation.

### 3 Top Tips

- 1 Small equipment adaptations can make a big difference.
- 2 Fatigue is likely to set in earlier than their peers, enable rest breaks for all participants.
- 3 Consider equipment adaptations if needed; for example, junior sized hockey sticks, cricket bats or rackets, smaller balls or adjustable baskets/nets.

## Further Training Opportunities



Click for more information.

## Get in Touch



[www.dsauk.org](http://www.dsauk.org)



@DSAUK



@dwarfsportsdsauk



@dwarfsportDSAuk

# Intellectual Disabilities

Intellectual disabilities (ID) or learning disabilities is a term used when a person has certain limitations in cognitive functioning and skills which can include communication, social and self-care skills.

## Key Facts about Intellectual Disabilities

- There are approximately 351,000 children aged 0-17 with a learning disability in the UK.
- An individual with ID would be defined as a person whose brain has developed differently during childhood and adolescence resulting in lowered cognitive abilities (intelligence) and impaired adaptive behaviour.
- Most children with special educational needs (SEN) go to mainstream schools, with less than 10% attending special schools in the UK.
- Some children with a learning disability can experience sensory overload, for example if the venue is noisy the child may be oversensitive to the noise and may need some time alone in a separate room during the event.

## Expert Support

**Special Olympics**  
Great Britain



Special Olympics uses sport to empower children & adults with an intellectual disability to enhance their health and wellbeing.

## What would be your key asks for a School Games Organiser?

Remember every individual with an intellectual disability will be different so work with them to identify the best opportunity for them.

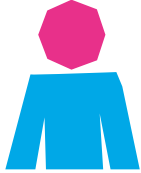
## Why the School Games network?

School Games Organisers provide the most efficient route to influence and access schools, teachers and young people at scale, therefore the School Games is an opportunity to collaborate.

# Intellectual Disabilities

## Festival Participation – Support/Ideas

### # Find Out Information



About the child participating



Talk to school staff



If any opportunity talk to the child (before or during, if possible)

Ask what the individual's barriers are and find a solution together to overcome them.

Understanding the individual and asking appropriate questions beforehand can help you choose the right adaptation.

### 3 Top Tips

**1** Provide clear, simple instructions. Allow for processing time, check for understanding, repeat if necessary or using a picture format can help.

**2** Ensure there are a range of equipment for choice e.g. balls; different colours, textures, sizes.

**3** Some participants might need a quiet, safe, time out space to go to if overwhelmed.

## Further Training Opportunities

### Special Olympics International

online learning portal providing courses for coaches/volunteers

### MATP

is a programme to provide sport to people with Profound and Multiple Learning Disabilities

### Coaching rules and guides

across 37 different sports

Coach Webinar Series

Unified Football Format

Click for more information.

## Get in Touch



# Amputee – Limb Different

## Key Facts about amputation and limb difference

- Be aware that the physical ability of a young person can vary widely among children with limb differences. Understanding each child's specific capabilities is essential for effective coaching.
- Some children use prosthetic limbs, which can vary in function (e.g., running blades, everyday prosthetics). Be aware of the types of prosthetics and how they impact movement and activity participation.
- Movement and function present differently depending on cause, type, length of difference.
- The majority of children with lower limb difference can take part with the correct adaptations.
- Some upper limb children choose not to wear a prosthesis and can join in with most activities with some adaptations.
- The assistive aids that amputees and children with limb difference use include everyday prosthetics, activity prosthetics, everyday orthotics, activity orthotics, crutches, everyday wheelchairs, and sports wheelchairs.

## Expert Support



LimbPower help amputees and people with limb differences reach their sporting potential.

## What would be your key asks for a School Games Organiser?

- 1** Adopt a person centred approach - Talk and listen to the participant, their parents, and teachers. Every child is unique, so understanding their specific needs and preferences is crucial.
- 2** Consider adaptations - Think about how you can modify activities to be inclusive. This might involve using zones or making other simple changes to ensure everyone can participate together.
- 3** Upskill yourself - Take advantage of e-learning, workshops, and other resources to improve your knowledge and skills.
- 4** Be proactive - Prepare in advance to better adapt activities. It's not necessary to create separate sessions for physically disabled students; instead, find ways to include them in non-disabled sport sessions. Reach out to the National Disability Sport Organisations (NDSOs) for guidance when needed. We can help ensure every child has a positive experience.

## Why the School Games network?

The School Games Network offers an opportunity for children with an amputation or limb difference at school to join in sports and physical activities. LimbPower can have a significant impact on everyone being included. Through the School Games Network, we can support school games organisers so that every child feels included and welcome.

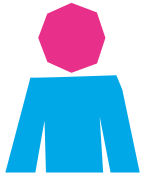
# Amputee – Limb Different

## Techniques for Adapting sessions (STEP)



## Festival Participation – Support/Ideas

### # Find Out Information



About the child participating



Talk to school staff



If any opportunity talk to the child (before or during, if possible)

Ask what the individual's barriers are and find a solution together to overcome them.

Understanding the individual and asking appropriate questions beforehand can help you choose the right adaptation.

## 3 Top Tips

**1** Ensure those with restricted mobility have alternative ways to move, adapting games to accommodate both seated and standing positions.

**2** In group activities, some young people using prostheses or wheelchairs may require more turning space.

**3** For some activities where weight transfer is involved (such as throwing), a crutch or chair might be needed for support. Remember to ask the pupil.

## Further Training Opportunities



PE and Sport



Impairment-specific Coaching Awareness Top Tips



Top Sportsability Resource

Click for more information.

## Get in Touch



[limbpower.com](http://limbpower.com)



@LimbPowerCharity



@LimbPower

# Visual Impairment

Visual impairment is the term used to describe any kind of sight loss, whether an individual is severely sight impaired (blind) or sight impaired (partially sighted).

An individual's level of sight is determined through accessing their visual acuity and visual field.

Visual acuity is how far an individual can see directly in front, where as visual field is peripheral/side vision.

## Key Facts about Visual Impairment

- In the United Kingdom, there is over 25,000 children aged 0-16 years old who are either severely sight impaired or sight impaired (RNIB, 2022).
- CYP-VI spent 91% of their week engaged in sedentary activities and only 9% of their week engaged in sport and physical activities (Uclan 2023 Research).
- Physical Education lessons were the activity where most CYP-VI reported being most physically active (Uclan 2023 Research).

## Expert Support



British Blind Sport (BBS) is the leading national disability sports charity for children and adults with sight loss in the UK.

BBS uses the power of sport and physical activity to change the lives of people living with sight loss and support them to lead more active, healthy, and independent lives.

## What would be your key asks for a School Games Organiser?

- 1 Adopt a person centred approach - speak to the participant, parents, and teachers.
- 2 Consider the adaptations that can be made.
- 3 Upskill yourself further through e-learning/workshops/resources where possible (see opportunities below).
- 4 Be proactive not reactive, the more prepared you are the better you will be able to adapt.

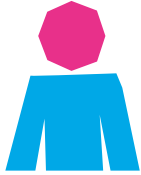
## Why the School Games network?

With blind and partially sighted young people being in mainstream schools there are still high numbers that are excluded from sport. By working with this network we hope to provide more information and support to School Games organisers to include them in their activities.

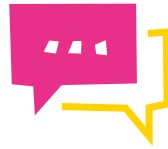
# Visual Impairment

## Festival Participation – Support/Ideas

### # Find Out Information



About the child participating



Talk to school staff



If any opportunity talk to the child (before or during, if possible)

Ask what the individual's barriers are and find a solution together to overcome them. Understanding the individual and asking appropriate questions beforehand can help you choose the right adaptation.

### 3 Top Tips

- 1 Always ask how much a VI person can see, if they have ever had sight. This may affect their understanding of a sport, game or task.
- 2 Use audible balls, tactile markers for boundaries of playing areas, larger, brighter equipment to ensure colours are in contrast to environment.
- 3 Consider using a buddy system to increase the level of support for the participant if needed.

## Further Training Opportunities

Coaching Blind and Partially sighted people

Sport specific bolt on modules

Click for more information.

## Get in Touch



[britishblindsport.org.uk](http://britishblindsport.org.uk)



@BritishBlindSport



@britblindsport



@BritBlindSport

# Wheelchair User

Based at Stoke Mandeville Stadium, the birthplace of the Paralympic Movement. WheelPower is at the heart of wheelchair sport.

## Key Facts about Wheelchair User

- 72,165 sporting opportunities were provided for individuals with physical disabilities (2022/23).
- There are Physical Activity Advisors based in spinal units across the country.
- 10% of WheelPower members are under the age of 18.

## Expert Support



WheelPower is at the heart of wheelchair sport transforming lives through sport and physical activity.

## What would be your key asks for a School Games Organiser?

WheelPower's key asks would be to include every physically disabled student in activity. It is not necessary to create a separate session or exclude them, there are many ways to include physically disabled students in non-disabled sport sessions, by using zones for example. Further information can be found in our 'Engaging Wheelchair Participants in Sport' online training module.

## Why the School Games network?

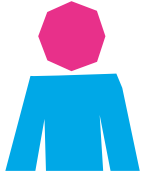
The School Games network can support WheelPower to reach schools nationwide and support those young people in need.



# Wheelchair User

## Festival Participation – Support/Ideas

### # Find Out Information



About the child participating



Talk to school staff



If any opportunity talk to the child (before or during, if possible)

Ask what the individual's barriers are and find a solution together to overcome them. Understanding the individual and asking appropriate questions beforehand can help you choose the right adaptation.

### 3 Top Tips

- 1 Consider the playing surface for wheelchair users.
- 2 Some young people may struggle to grip rackets or bats, 'Active Hands' are available.
- 3 Support all participants to play together by adopting zone courts or changing the rules.

## Further Training Opportunities



Click for more information.

## Get in Touch



wheelpower.org.uk



@wheelchairsport



@wheelpower\_official



@wheelpower

We'd like to thank all seven National Disability Sport Organisations that have contributed towards the creation of this Inclusion Toolkit, inclusive of:

British Blind Sport

CP Sport

Dwarf Sports Association UK

LimbPower

Special Olympics Great Britain

UK Deaf Sport

WheelPower



**Special Olympics**  
Great Britain

