

Holy Family Senior School

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Physical Education Policy

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Holy Family Senior School

Physical Education Policy

Introductory Statement

Physical education provides children with learning opportunities through the medium of movement. Through PE we aim to help pupils develop physically as well as socially, emotionally and intellectually. This policy describes the place we give to physical education in our school, which is to support children in every aspect of their life and development. It describes the way in which we use Physical Education to achieve that goal, our agreed approach to teaching PE and the content of the program at each curricular level. It is important to note that here at Holy Family Senior School we make a huge effort in the area of physical education and facilitate many after-school sporting activities.

Rationale

Our aim at the Holy Family Senior School is to give all pupils the opportunity to experience a range of activities within physical education which will enable them to feel confident and secure about their own bodies, become physically competent and adopt generally positive attitudes towards physical activities and good health. This policy document adheres closely to the principles outlined in the Primary School Curriculum 1999. These principles will enable pupils to develop confidence and competence in the area of physical education and will contribute to the personal development, health and well-being of all pupils. These principles will also enable pupils to develop their aptitudes, abilities and preferences and make informed choices about how to get involved in lifelong physical activity.

Vision and Aims

Vision

Physical Education at the Holy Family Senior School recognises the uniqueness and importance of every human being. It celebrates the diversity among people. It encourages self-actualisation and the development of a positive self-image in all. It fosters a spirit of co-operation and promotes self-respect and respect for all others. In our school we aim to provide opportunities for each child to achieve full potential, physically as well as academically. We view the P.E. curriculum as a vital component in this regard.

Aims

We endorse the aims of the Primary School Curriculum for P.E. (See Curriculum Statement 1999)

The aims of the physical education curriculum are:

- To promote the physical, social emotional and intellectual development of the child
- To develop positive personal qualities
- To help in the acquisition of an appropriate range of movement skills in a variety of contexts
- To promote understanding and knowledge of the various aspects of movement
- To develop an appreciation of movement and the use of the body as an instrument of expression and creativity
- To promote enjoyment of, and positive attitudes towards, physical activity and its contribution to lifelong health-related fitness, thus preparing the child for the active and purposeful use of leisure time.

Also

- To celebrate and develop the uniqueness and diversity of the children.
- To foster a positive self-image.
- To promote co-operation within groups/pairs of children.
- To promote physical activity by improving the gross-motor skills.

Curriculum Planning

1. Strands and strand units

Teachers will teach all the strands and strand units of the PE Curriculum. A provisional plan of content has been drawn up to ensure continuity and balance between the strands. Teachers will choose a range of activities for all strands for each class. Teachers will plan so that there is a balance between contact and non-contact activities and that there are opportunities for all children to achieve to their own level. The strands/strand units/content objectives for the relevant class level(s) are found on the following pages:

- **Second class pp. 24-34**
- **Third and Fourth classes pp. 38-46**
- **Fifth and Sixth classes pp. 48-59**
- **Aquatics: Junior Infants-Sixth pp.62-64**

We will endeavour to create a PE rich environment in the school:

Suitable Videos
Suitable DVD's
Suitable Websites
Posters/Photographs/Newspaper cuttings

We will ensure there is continuity and progression from class to class by:

- *Developing appropriate warm-up activities for indoor and outdoor work at each level – with strand specific mobility, strengthening and flexibility exercises appropriate to each class level.*

We will record the content covered at each level which will briefly detail the level of engagement with each strand (Cúntas Míosúil).

2. Approaches and Methodologies

In planning for P.E. teachers will ensure that they use a variety of approaches and methodologies including:

- Direct teaching
- Guided discovery
- Integration
- Individual, pair, group and team play
- Station teaching
- Co-operative games
- Teaching games for understanding
- Active learning
- Learning through play
- Exploration of movement (gymnastics and dance)

The teacher will decide which approach is most suitable taking into account the activity and the safety of the children.

Structure of a PE lesson:

Warm Up

Main Activity – running, jumping, throwing, rolling, striking an object, kicking, playing small sided games, orienteering, dancing etc.

This main activity will take place at individual, pair and small group levels.

Station teaching will be used to teach a specific skill and to enable the children experience a variety of activities in the PE lesson.

We will divide our hall/play area into grids to allow for small group activity and to enable all children will be involved.

Cool Down

3. Assessment and record keeping

The teachers in the school constantly assess in the PE lessons delivered as we identify progress and difficulties.

- We will assess
 - Willingness to participate in activities
 - Readiness to engage with a certain activity
 - The level of competence of a child in carrying out an activity
 - Interest in and attitude to activity
 - Willingness to cooperate in individual, pair and group activities.
- Our assessment tools are:
 - Teacher observation

- Teacher-designed tasks
 - Self-assessment eg children's S.A.L.F. folders.
- Children's progress will be recorded at:
 - End of year report
 - Parent-Teacher meetings
 - Assessment is used to provide information on individual children, assist the teacher in planning a programme and facilitates communication with other teachers, parents and other professionals.
 - **Assessment for learning** helps to provide feedback to children, improve learning and inform practice.
 - **Assessment of learning** helps to identify the milestones children reach and the progress they make to report to parents, other teachers and the children themselves.

4. Children with Special Needs

The P.E. programme will provide all children with the opportunity to enjoy and develop the skills for an active lifestyle. P.E. can be a source of great reward and achievement for children with learning difficulties. Support and class teachers will work together in drafting timetables in an effort to ensure that children will not miss out on P.E.

The teacher will ensure that all children are catered for in the PE class as follows:

- Children will perform tasks or skills to their ability.
- Inactive children will be encouraged through being set tasks according to their ability and their efforts will be praised and rewarded.
- While children will usually be in mixed ability groups the teacher will when it suits group children by ability.
- At all times emphasis will be placed on enjoyment and participation.
- When planning outside school activities, take into account each child's individual needs.

Children with physical disabilities will be encouraged to take part in Physical Education classes in accordance with their ability and in agreement with parents. S.N.A will help the pupil that they are assigned to under the guidance of the teacher.

Potential areas of difficulty for children with mild general disabilities and possible strategies for overcoming these difficulties are included in (Appendix 1).

We will also plan to include children who may have physical disabilities by planning to include them in all PE activities and by adapting the activities as necessary. These adaptations are included in (Appendix 2).

Children with exceptional ability/talent for PE will be encouraged and supported by acknowledging their talents and creating additional challenges for these children in the strands of the PE curriculum they excel in. These challenges will be based on the activity being pursued by the rest of the class. In addition, the children will be encouraged to maximise their talent by forging links with local clubs (if links have not been established already) so the child(ren) can bring their talent to a higher level. The children with

exceptional ability will, on occasion, be encouraged to assist their classmates in achieving proficiency in the activities they are undertaking.

All children will be encouraged to participate in all PE activities through the use of co-operative fun activities. We will also give encouragement and acknowledge good effort wherever possible. Our main aim is to set activities close to each child's ability level but at the same time challenging them to improve their performance. Reasonable targets will be set for all children at individual, pair and small group levels.

Teachers will endeavour to support and ensure the participation of children with special needs by planning to include all children in PE activities. This will mean we have to focus on the abilities of each child. We will refer to the Draft Guidelines for Teachers of Students with General Learning Difficulties produced by the NCCA.

5. Equality of Participation and Access

Physical education is for all children regardless of race, creed and gender. Children may be excused from P.E. class if they are ill so long as parents have communicated this to the teacher. It is also important that due consideration be given on an equitable basis of their needs and interests of both boys and girls. Access to a balanced programme of physical education activities should be ensured for boys and girls. Equal opportunities are given to boys and girls to participate in activities/all strands and extra-curricular programmes. Every child will have access to all P.E. activities provided by the school and lack of financial resources on behalf of the child will not hinder their participation.

In line with DES recommendations, it is the policy of the Holy Family Senior School not to charge for in-school curricular activities. However, when organising the aquatics strand, this school is unable to meet the cost of running an aquatics programme. As a result each child must pay for their swimming sessions. No child will be denied access to swimming lessons due to lack of financial resources and the school will make provision for such children to attend classes.

- In planning for PE we are going to pay attention to the following areas in order to promote gender equity throughout the physical education curriculum.
 - *All children from second to sixth class will partake in all six strands of the curriculum.*
 - *When grouping children for physical education the school will endeavour not to group children solely on the basis of gender whenever possible.*
 - *As a staff we will help children to build positive attitudes towards all activities.*
 - *We will enter both boys and girls teams in inter-school competitions and where necessary (if we have insufficient numbers) we will take the opportunity to enter mixed teams.*
- *The Dance strand of the curriculum will be used to introduce dances from other cultures in the area of folk dance. The children from other countries will also appreciate the folk dances which are an integral part of our Irish culture.*
- *Large sporting events such as the Olympics, World Cup, Special Olympics etc will be used to look at the customs and sporting culture of some of the participating countries.*

- *Introduction of games from different countries to children in the school, yet at the same time acknowledging the special place that Gaelic Games hold in our culture. Gaelic Games should be given particular consideration as part of the Games programme.*

6. Linkage and Integration

Physical education is an ideal subject for linking and integrating other subjects. Teachers will plan this by:

- S.P.H.E: both subjects develop skills of awareness of physical activity which promotes a healthier lifestyle.
- English language is developed through use of direction, orders and description of activities.
- Gaelige: the teacher will use simple Irish words and orders throughout the lesson.
- Maths: opportunities are used to explore shape and measurement.
- Music will be used during the dance strand, as well as dance routines being taught for the bi-annual school musical and Talent Show.

Organisational Planning

7. Timetable

An hour is allocated for P.E. in the school, but teachers in Holy Family Senior School split this into two half hour lessons due to timetabling constraints.

GAA Coaching:

A GAA coach comes into fourth and fifth classes for a thirty minute class each week throughout the year and they are taught GAA skills. Second and third classes receive GAA coaching at different intervals throughout the year. In September and October they receive hurling/camogie coaching while in March, April and May they receive Gaelic football coaching.

Swimming:

Each class attends the pool for five sessions throughout the year. At the start of the year the Sports Co-ordinator draws up a timetable for classes attending swimming. An older class usually accompanies one of the younger classes. The school will use its discretionary time for the term of the pool-based activities undertaken to facilitate the Aquatics programme in the school - in order to cover the time travelling to and from the pool.

Outdoor and Adventure Activities/Athletics

The Games, Outdoor and Adventure activities and Athletics strands are done at a time when it is hoped the weather will be fine and will allow the PE lessons to be based outside. Sports Day and School Tours in the different age groups integrate some different outdoor and adventure activities.

Yearly Plan:

September-October	November-December	January-March	April-June
Games	Dance	Gymnastics	Games
Athletics	Gymnastics	Dance	Outdoor and Adventure activities
Aquatics for different classes	Aquatics for different classes	Games Aquatics for different classes	Athletics Aquatics for different classes
GAA coaching for all classes.	GAA coaching for 4 th – 6 th classes.	GAA coaching for all classes	GAA coaching for 4 th – 6 th classes.

8. Code of Ethics

Trained coaches are used to support the teacher in teaching GAA skills to the children. Teachers must remain with the coaches at all times and ensure that coaches treat children properly and that all children are included. The principal or Sports Co-ordinator meets all coaches to outline how they should treat children in the school. Swimming coaches are in control of children in the pool as they are trained in water safety strategies.

If coaches from a local or a national sporting organisation are invited into the school to work with the children as part of their PE class, they will be used to support the class teacher in the implementation of some of the PE curriculum strands in the school. They will not replace the class teacher and ultimate responsibility for the class lies with the class teacher. The class teacher will in turn support the coach on certain occasions when this will lead to maximum benefit for the children in the class. Any coaches working in the school context will be expected to adhere to the Code of Ethics of Irish Sport, produced by the Irish Sports Council. A copy of this document is available at:

[http://www.irishsportsCouncil.ie/Participation/Code_of_Ethics/Club_Organisations_PDF /](http://www.irishsportsCouncil.ie/Participation/Code_of_Ethics/Club_Organisations_PDF/)

9. After School Activities

After school activities will be organised by the school at different stages during the year. Children in the school have access to training for different sports after school. All children of relevant age to the activities being offered will be invited to attend. These activities will adhere to the general principles of the PE curriculum of the school as follows:

- The importance of enjoyment and play
- Maximum participation by all children
- The development of skills and understanding
- A balance between competitive and non-competitive activities
- A balance between contact and non-contact activities
- Providing opportunities for achievement for each child
- Providing activities equally suitable for boys and girls.

List of Competitions/Leagues/Games the school will enter:

- Cumann na mBunscol Autumn Boys Football League
- Cumann na mBunscol Autumn Girls Football League
- Cumann na mBunscol Indoor Hurling & Camogie League
- Indoor Sportshall Athletics
- Boys Basketball Competition
- Girls Basketball Competition
- Swimming Gala
- Cross Country Running & Parish Athletics Event
- Cumann na mBunscol Hurling League
- Cumann na mBunscol Camogie League
- Boys and Girls Soccer Competition

Non-Competitive After Schools Activities

- Badminton
- Yoga

Sports for All Day:

The school will organise a sports day where parents/community/others can be invited to view children's PE activities and encourage them to participate. Different activities are planned for the children on this day.

We will also organise an Active Schools Week each year in an effort to provide fun and inclusive physical activity opportunities for all members of the school community.

10. School Equipment and ICT**School Equipment**

- The equipment is stored safely in the equipment room and available to all teachers.
- Equipment is purchased centrally and not by individual teachers.
- A list of additional materials needed will be given to the relevant personnel.
- An inventory of all PE equipment will be compiled and made available to teachers in the school.

ICT

Information and communication technology may be integrated with PE through the use of the school computer, digital camera, photocopier, digital video-camera, DVDs, CDs and the internet. Projects and research on sporting topics and people will be encouraged.

11. Health and Safety

A list of safety measures for the pool will be given to class teachers and communicated to each class before beginning their block of Aquatics through a letter home to parents. All PE lessons incorporate a warm up and cool down period. The necessity of short nails, no jewellery, hair tied up and correct footwear, tied properly to be communicated to the children. The children are required to wear the school tracksuit and bring appropriate gear

on the day they have physical education. Children are taught to handle all apparatus safely and carefully. Correct methods of lifting and carrying are also taught. Should an accident occur in the PE lesson we will follow the procedures outlined for accidents in our Health and Safety policy.

12. Individual Teachers' Reporting and Planning

Each teacher will get a copy of the plans and has the opportunity to report any difficulties. The plan will inform the teacher's long and short term planning. Cuntas Míósúil can be used to document skills completed by the children. Individual teachers will design a physical education plan specifically for their own class while at the same time ensuring that their class plans coordinate with and feed into the overall school plan, set out in the policy and progression grids. This should ensure clear progression as children move from class to class. Strands covered in PE each month are recorded in the Cuntas Míósúil. The Cuntas Míósúil will be very relevant in recording what has been covered and in reviewing and developing the school plan for the following years. Individual teachers will design a physical education plan specifically for their own class while at the same time ensuring that their class plans coordinate with and feed into the overall school plan, set out in the policy and progression grids. This should ensure clear progression as children move from class to class.

13. Staff Development

Teachers have access to research, reference books, and resource materials. The staff member with the post of responsibility for sport will monitor and communicate relevant developments. Teachers are encouraged to attend Sport Courses and share their expertise at planning days or Staff meetings. Time is allocated at Staff meetings to discuss aspects of the PE curriculum.

14. Parental Involvement

Parents are involved as part of After-School Activities if they volunteer their services or through the Home School Liaison Teacher. Parents are invited to view the children's activities during the Sports For All Day.

Parents are encouraged to organise activities for Active Schools Week (ASW). Activities for parents are also organised during ASW.

Teachers recognise that parents have a pivotal role to play in the attitude of their children to PE. Our PE plan is being communicated to the parents for consultation and to provide opportunities for them to contribute to the plan before final ratification by the Board of Management. Some parents also have skill and experience in coaching and managing young athletes, as have others in our community. We seek to involve them in helping us to achieve our school's targets in PE, particularly in the Games Strand. We ask parents to support the child in fostering an interest in PE without putting undue pressure in children to always win.

15. Community Links

- This PE policy will help to inform parents and other partners in the educational process, of the approaches and methodologies which we use in PE.
- A list of local clubs/sporting groups in the community will be communicated to parents at parent/teacher meetings. Posters with information on training times will be displayed in the Parents' Room.
- Parents and others from the community are involved as coaches.
- The local Active Ennis pool facilities are used for swimming.

Success Criteria

The plan will be reviewed in June 2020 and the following criteria will be used:

- Cuntas Miosula, how the plan aided teachers in implementing the P.E. programme.
- Teachers assessment of children's progress
- Inspectors' reports
- The level of enjoyment exhibited by the children
- The maximum participation by all children
- The development of skills and understanding
- A balance between competitive and non-competitive activities
- A balance between contact and non-contact activities
- The provision of opportunities for achievement for each child
- The level of teacher satisfaction in teaching a broad, balanced curriculum.

Implementation

Roles and responsibilities

The Principal and PE Coordinator will co-ordinate the progress of the policy, encourage and accept feedback on its implementation and report to staff on findings. Each teacher is responsible for implementing this policy with his/her own class.

Swimming

The school is very fortunate to be near a swimming pool. It is school policy that every class will do a 5 week session in the swimming pool each year. It is school policy to use professional instructors for every lesson with a 10 minute fun time at the end of each session. All children (including reluctant swimmers) are encouraged to take part in swimming. Where a child presents with a fear of water, an individual programme will be put in place, in consultation with parents, to encourage the child to take part in swimming. This will be co-ordinated by the HCSL teacher. Where a pupil cannot go swimming due to a medical reason, he may be left with another class in the school. Where a child is a reluctant swimmer who has a fear of water, teachers are encouraged to bring him to the pool and watch from the gallery in the hope that the fear might be lessened. As swimming is seen as an integral part of the school's PE Policy, a pupil can only be exempted from swimming with the permission of the principal.

Cost

It is unfortunate that the school has to charge pupils for swimming.

It is school policy, to keep this charge to a minimum and ‘**Target Children**’ will be given support to cover the cost of swimming and where necessary, they will be supplied with swimming gear and towel. This will be co-ordinated by the HSCL teacher and will be strictly confidential.

Teaching and Learning

Most of the teaching in Physical Education will be conducted by the class teacher with the class group. However, visiting coaches may be available to support teachers in the implementation of some strands. In aquatics, specialist swimming coaches are available to the school to teach swimming to the children.

All support coaches work under the supervision of the class teacher in planning and implementing the PE programme. The class teacher will be present to supervise all activities organised by visiting/support coaches and will retain ultimate responsibility for the class.

Timeframe

- The draft plan will be presented to the staff via email in mid-March 2017 and to the BOM also in March 2017.
- The plan will be monitored and reviewed by the staff in June 2020, when we will reflect meaningfully on how well the PE programme has been taught and received in the school.

Review

Roles & Responsibilities

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the PE curriculum in our school. Principal, PE coordinator and other teachers in the school will be involved in the review of this plan. This plan will be supported by the Board of Management and the local community. It will be developed and implemented by the teachers.

The criteria for evaluating the success of this policy will be:

- The level of enjoyment exhibited by the children.
- The maximum participation by all children.
- The development of skills and understanding.
- A balance between competitive and non-competitive activities.
- A balance between contact and non-contact activities.
- The provision of opportunities for achievement for each child.
- The level of teacher satisfaction in teaching a broad, balanced curriculum.

Teaching and Learning

Most of the teaching in Physical Education will be conducted by the class teacher with the class group. However, visiting coaches may be available to support teachers in the implementation of some strands. All support coaches’ work under the supervision of the class teacher in planning and implementing the PE programme. The class teacher will be present to supervise all activities organised by visiting/support coaches and will retain ultimate responsibility for the class.

Timeframe

The plan will be reviewed and evaluated by the staff at the end of every academic year.

Ratification and Communication

A copy of the plan will be distributed to each teacher and staff member involved in P.E. The PE policy will be displayed in the Parent's Room and front foyer for perusal by parents. The policy will be presented to the Board of Management for ratification.

This policy has been adopted by the BOM on the _____ of _____.

Signed _____
Chairperson of the BOM

Appendices

Appendix 1

Potential area of difficulty	Implications for learning	Possible strategies
<ul style="list-style-type: none"> • fitness levels 	It may be necessary to set targets to improve fitness.	<ul style="list-style-type: none"> • include active warm ups and drills for skills practice • vary activities in the lesson to include the use of gross motor skills; regular short periods of exercise daily; cooling down exercises and consultation with parents/guardians
<ul style="list-style-type: none"> • listening and responding 	The student may have difficulty with short-term memory and concentration span.	<ul style="list-style-type: none"> • keep instruction simple and clear. Students repeat instruction. • demonstration(s) of task; verbal analysis of task; student performs task; teacher affirms task • move to new instruction regularly
<ul style="list-style-type: none"> • co-ordination and balance 	The student may have difficulties in fine and gross motor skills in all strand areas.	<ul style="list-style-type: none"> • teach suitable gait for skill, for example, throwing and catching a ball, jumping and landing, balancing. • give good visual demonstrations • reaffirm good examples and practices • use additional equipment to suit the needs of the student, for example softer balls, larger target • provide physical support to student in performing skill, for example, jumping
<ul style="list-style-type: none"> • spatial and body awareness 	There may be safety issues for students engaging in movement exercises.	<ul style="list-style-type: none"> • provide suitable group arrangements; restrict area of movement; plan for the student to engage in follow the leader, and copying and contrasting exercises • use specific body parts in exercises e.g. make a shape with the upper part of the body
<ul style="list-style-type: none"> • left-right orientation 	It may be necessary to include regular exercises with these movements.	<ul style="list-style-type: none"> • include warm-up exercises/stretchers. Students mirror actions of peers or teacher: O'Grady says; Follow the leader • include exercises with equipment using both sides of the body
<ul style="list-style-type: none"> • behaviour 	This will necessitate the smooth progression of lesson structure with clear instructions.	<ul style="list-style-type: none"> • establish routine format for class and the expectations of desired behaviours • ensure that the student is suitably placed in the class for optimum learning • check that the student is attending by reinforcing and questioning • involve the student where possible in demonstration • encourage the student and assign tasks opportunities for success
<ul style="list-style-type: none"> • social integration. 	Keep appropriate balance between cooperative and competitive activities. Foster enjoyment of activities with others. Encourage individual student's interest in particular aspects of the strands.	<ul style="list-style-type: none"> • group student(s) appropriately • use co-operative fun activities regularly • give encouragement and acknowledge good effort • set appropriate skill development level commensurate with students' ability level • set reasonable targets for co-operative activities (individual and group).

Appendix 2

General Adaptation Suggestions

Equipment:

Larger/lighter bat
Use of velcro
Larger goal/target
Mark positions on playing field
Lower goal/target
Scoops for catching
Vary balls (size, weight, color, texture)

Boundary/Playing Field:

Decrease distance
Use well-defined boundaries
Simplify patterns
Adapt playing area (smaller, obstacles removed)

Time:

Vary the tempo
Slow the activity pace
Lengthen the time
Shorten the time
Provide frequent rest periods

Basketball

Use various size balls (size, weight, texture, color)

Rules Prompts, Cues:

Demonstrate/model activity
Partner assisted
Disregard time limits
Oral prompt
More space between students
Eliminate outs
Allow ball to remain stationary
Allow batter to sit in chair
Place student with disability near teacher

Actions:

Change locomotor patterns
Modify grasps
Modify body positions
Reduce number of actions
Use different body parts

Bowling

Simplify/reduce the number of steps
Use two hands instead of one
Remain in stationary position
Use a ramp
Use a partner
Give continuous verbal cues

Allow travelling
Allow two hand dribble
Use larger/lower basket
Slow the pace, especially when first learning
If student uses wheelchair, allow him to hold ball on his lap while pushing wheelchair
Use beeper ball, radio under basket for individual with visual impairment

Soccer

Use walking instead of running
Have well defined boundaries
Reduce playing area
If student uses a wheelchair, allow him to hold ball on his lap while pushing the wheelchair
Use a deflated ball, beeper ball, brightly colored ball
Use a target that makes noise when hit

Volleyball

Use larger, lighter, softer, bright colored balls
Allow players to catch ball instead of volleying
Allow student to self toss and set ball
Lower the net
Reduce the playing court
Stand closer to net on serve
Allow ball to bounce first
Hold ball and have student hit it

Tennis

Use larger, lighter balls
Use shorter, lighter racquets
Use larger head racquets
Slow down the ball
Lower the net or do not use a net
Use brightly colored balls
Hit ball off tee
Allow a drop serve
Stand closer to net on serve
Do not use service court
Use a peer for assistance

Reference Section

- Primary School Curriculum. Your Child's Learning: Guidelines for Parents
- Primary School Curriculum: Physical Education (1999)

Websites:

PCSP	<u>www.pcsp.ie</u>
SDPS	<u>www.sdps.ie</u>
NCCA	<u>www.ncca.ie</u>
NCTE	<u>www.ncte.ie/internetsafety</u>
DES	<u>www.education.ie</u>
INTO	<u>www.into.ie</u>
IPPN	<u>www.ippn.ie</u>
NPC Primary	<u>www.npc.ie</u>