A. Plan developmentally appropriate learning experiences in physical education, which are also suitable for students with special educational needs (with disabilities).

B1. Adapt teaching in order to meet the needs of ALL students in inclusive physical education.

B2. Communicate with students with special educational needs (SEN) and other involved persons in the appropriate manner to reassure their understanding and maximum participation.

C. Evaluate progress of learning of students with special educational needs and effectiveness of applied teaching (support) strategies.

C1. Evaluate the progress of student with SEN in inclusive PE in relation to his/her RIP (individual education plan) goals.

C2. Assess/grade students learning in inclusive PE.

C3. Evaluate the suitability of the curriculum adaptations in light of the student experience.

D. Support professional development of self and others and development of the quality of teaching students with special educational needs.

D1. Communicate with persons, who are directly and indirectly involved in teaching inclusive physical education.

D2. Continue to develop own professional skills and knowledge.

D3. Advocate for the needs and rights of students with special educational needs.

E. Plan developmentally appropriate learning experiences in inclusive physical education.

A1. Develop and adapt school curriculum in physical education to reflect current conditions and the needs of all students with special educational needs.

A1.1. Identify own competences and attitudes and those of the organisation and other staff in relation to the inclusion of students with special educational needs in your physical education.

A1.2. Identify the strengths and weaknesses of currently used physical education curriculum in your school (school district) in the relation to inclusive physical education.

A1.3. To adapt curriculum to best suit the needs of inclusive physical education.

A1.4. To contact relevant community based disability organisations for potential co-operation (e.g. Special Olympics, local sports clubs).

A1.5. To assess the facilities and equipment to ensure adequacy.

A2. To assess the needs (current level of performance) of students with special educational needs.

A2.1. To identify the special needs in relation to physical education among your students.

A2.2. To support students with special educational needs.

A2.3. To verify the current level of performance of student with specified special needs for the purposes of prescription of individual goals and the most appropriate teaching strategies.

A3. Plan developmentally appropriate learning experiences in inclusive physical education.

A3.1. Prepare (ideally in co-operation with the Adapted Physical Education Specialist) individual educational plan for the physical education of students with special educational needs.

A3.2. Identify the most appropriate level of support in the continuum of support (e.g. full inclusion with no adaptations, full inclusion with curricular adaptations, inclusion with the support of peer tutors, inclusion with the support of teacher assistant). 

A3.3. To facilitate inclusive physical education.

A3.4. To facilitate inclusive physical education.

A3.5. Where relevant plan individual lessons to assure that learning will be appropriate for all students and will be taking place in safe environment.

A4. Prepare school and classroom for inclusion of student with special educational needs.

A4.1. Research the information about needs and opportunities of students with special needs in relation to motor activities.

A4.2. Identify the most appropriate strategy to prepare school /class for the arrival of student(s) with special educational needs.

A4.3. Plan appropriate activities to prepare school for inclusion.

A4.4. Deliver selected activities to prepare for the arrival of student with special educational needs.

A4.5. Identify environmental conditions and enable adaptation of the environment to facilitate inclusive physical education.

A4.6. Ensure that you have adapted equipment, which is most suitable for motor activities of children with special educational needs (e.g. sport wheelchair, boccia balls, tricycles).

B. Teach students with special educational needs in an inclusive setting together with students without disabilities.

B1. Adapt teaching in order to meet the needs of ALL students in inclusive physical education.

B1.1. Adapt or acquire appropriate equipment, which can facilitate inclusive physical education (e.g. lightly coloured, rounded, lighter or heavier, bigger).

B1.2. Task analysis of desirable skills with the aim to adapt them to suit the needs of students with special educational needs.

B1.3. The use of games to facilitate inclusion.

B1.4. Adapt teaching according to the ability of the student.

B1.5. Adapt physical setting (current environment) to facilitate inclusion.

B2. Manage students’ behaviour to assure the most appropriate and safe learning for ALL students.

B2.1. Positive reinforcement of desirable students’ behaviour where appropriate.

B2.2. Negative reinforcement of undesirable behaviour where relevant.


B3. Communicate with students with special educational needs (SEN) and other involved persons in the appropriate manner to re-assure their understanding and maximum participation.

B3.1. Communicate with students with learning impairments using sign language or alternative appropriate strategies.

B3.2. Communicate with students with visual impairments, using learning aids in a way that they can imagine the actions to be performed.

B3.3. Communicate with peer tutors to ensure that the student(s) with SEN is learning in desirable way.

B3.4. Communicate with teacher assistant to ensure that the student(s) with SEN is learning in desirable way.

B4. Support the participation of students with special educational needs in an inclusive setting and in the community.

B4.1. Identify own needs for professional development in the area of inclusive PE.

B4.2. Engage in continuing professional development activities, e.g. reading professional publications, attend conferences (workshops, seminars) to learn about new trends in inclusive PE.

B4.3. Use IT (where available) in communication with other physical education teachers to share your experiences and learn about the examples of best practices.

B4.4. Evaluate the personal impact of further professional development.

B4.5. Advocate the existence of continuum of support in physical education service delivery for students with SEN.

B4.6. Advocate the utilisation of adapted physical education specialist, teacher assistants or peer tutors where appropriate.

B4.7. Advocate for the right of persons with disabilities for sport and recreation opportunities in community and society as whole.