

# Honours Project-Sue Wayman

*by* Shannon Williams

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The University of St Mark and St John

**Sport and Inclusion in Primary  
Education: How do teachers  
differentiate and motivate pupils  
with SEN.**

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## Statement of Originality

I confirm that I have fully acknowledged all sources of information and help received and that where such acknowledgment is not made the work is my own.

Signed: *Sturilliams* Dated: 11/05/2020

## **Acknowledgements**

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## **Abstract**

The research question I will be looking into is Sport and Inclusion: How do teachers motivate and differentiate pupils with SEN (special educational needs).

My aims for this research are to discuss in depth the literature surrounding the issues of inclusion of pupils with SEN in PE lessons within mainstream schools and explore how teachers motivate and differentiate for children's individual needs. Children with SEN have the right to a high-quality PE curriculum however some teachers find that planning and resourcing for such specific needs is time-consuming and puts lots of pressure on their workload. The research found that in order to achieve full inclusion of a PE lesson, careful differentiation of activities is important and should be based on the individual child's needs. In addition to this teachers should plan appropriate activities that will allow children with SEN to experience success. This will increase motivation in the subject.

## Chapter 1 – Introduction and Rationale

I have always had a passion for all kind of sports and physical education was always my favourite subject in school. This interest has continued throughout my student life and degree and, whilst on placements within primary school settings, I have been fascinated by children's engagement and motivation within PE lessons. Throughout my primary school placements and in my own work as a sports leader I have also taken a keen interest in children with special educational needs (SEN) and how they can be included within physical education and activities. In addition to this, with a view of becoming a primary school teacher and specializing in PE, I hope to gain a more in-depth knowledge of the need for differentiation within physical education lessons. I am motivated to find out strategies that promote the inclusion of all children with SEN in PE lessons within primary schools and I hope that this research will highlight the importance of PE for every child.

My original method of research for my dissertation was through observation and conversation. I would have requested to return to a classroom within a primary school setting. My plan was to request an allocation to key stage 1 and 2 classrooms where I intended to make observations of students with and without SEN. Within these observations I would of recorded inclusion issues within PE lessons, pupils attitude to learning in PE, the enjoyment in PE lessons, comparing those with and without SEN, the planning and preparation by the class teacher and the progress made by children with SEN compared to those without SEN. I would have selected children from the foundation stage to year six that have a wide variety of special educational needs. I would have carried out several observations of each child in PE lessons across a wide range of sporting activities. I would have also observed a child in the same class without any special educational needs and made comparisons about engagement, participation, motivation, progress and enjoyment between the two children.

The second form of research I would have carried out is through conversation. This again would be through selecting a child with special educational needs and another child without special educational needs. I would have planned a series of open questions to ask children and these would have included things like:

What do you think about PE lessons?

Do you think you are good at PE?

What is your favourite part of PE?

Do you find PE lessons challenging?

Within these conversations I would have changed the language according to the need of the child. In addition to this I would have also conducted conversations with staff in the school. This would have included the classroom teacher, teaching assistants, the PE coordinator and the special educational needs coordinator (SENCO). I would have aimed to find out about the specific planning that teachers do for PE lessons for children with SEN. I would also have explored ways in which teaching assistants are used to help children with SEN in PE. My conversations with the PE coordinator and SENCO would focus on how they help all staff to deliver PE lessons that are inclusive for all children.

After conducting all my research, I would analyse it and make conclusions from it. These would then inform my future teaching practices, in particular teaching of children with special educational needs in PE.

Unfortunately, due to the COVID 19 pandemic I have been unable to carry out any of my planned research due to schools being closed through lockdown. I was also not able to undertake any research with members of staff or children from any educational setting due to government restrictions and social distancing measures. This has meant that I have needed to change my method of research to one that is based entirely on existing research and literature surrounding motivation and differentiation around children with special educational needs and disability.



## Chapter 2 – Defining Terms

Firstly, I will start by recognising that SEN is an extremely broad category and it does not define a child. Around 1 in 5 children will have a Special Educational Need at some point in their school life and will require special educational provision (Whelan, 2019). The SEN code of practice has been revised many times, including in 2014, and it recognised that difficult or withdrawn behaviour does not always need to be identified under SEN (DFE, 2015). There are many different types of special educational needs, for example Attention Deficit Hyperactivity Disorder (ADHD), Autistic Spectrum Condition and Cystic Fibrosis, and individual plans need to be made for each student. They should then be reviewed accordingly under the Assess, Plan, Do review (DFE, 2015). Throughout this essay I will discuss children with a wide range of needs, including behavioural needs, physical difficulties, learning difficulties, concentration levels and social and emotional challenges. It is clear that the provision given to children with SEN will vary greatly depending on their need but there may be some similarities. The support that children are given also varies between SEN schools and mainstream schools (Waddington and Reed, 2016) however most of my discussion is based on inclusion in mainstream schools.

Across the wider curriculum inclusion is a well-researched area and is defined as the opportunities given to children with disabilities or educational needs to learn alongside peers in general education classrooms (Special Educational Guide, 2020). Teachers need to effectively plan and deliver the curriculum, have a good understanding of the children with SEN and address any barriers to their learning (Efthymiou and Kington, 2016). All children should be valued equally and provided with real learning opportunities. In schools' children may have SEN support, e.g. speech therapy or behavioural support or an EHCP (Education, Health and Care Plan) if their needs are more complex (OpenLearn, 2020). This outlines provision for schools to follow so that the needs of all children are met and that they are able to access learning alongside peers. It is sometimes argued that mainstream schools cannot cater for all special educational needs like special schools can and that some children gain more from their needs being met in a specialised environment (Balchin, 2006). It is however extremely important that all school staff have a positive attitude towards inclusion across all areas of the school day (Saloviita, 2018) and that each child is treated equally. Miller (2000) stated that 'Although there is no specific definition or inclusion in education, it is ensuring that every child is valued and

participates in a range of social opportunities offered by the school while getting the best education possible.'

Secondly, I will also recognise that PE is an extremely varied subject. In primary school children cover a wide range of learning in PE lessons for example, competitive team games like basketball and football, performing dances routines, developing balance and agility and swimming and water safety (DFE, 2020). However, as well as competitive sport and physically demanding activities children are also taught about healthy lifestyles, rules of sports and tactics of team games. This might provide good opportunity for natural differentiation for children with Special Educational Needs. It is very important that all children get the chance to access the whole PE curriculum and engage in an active and healthy lifestyle. A high-quality PE curriculum enables all pupils to enjoy and succeed in many kinds of physical activity and helps develop concepts of fairness and of personal and social responsibilities (National Curriculum QCA 2009).

### **Chapter 3 – Issues of Inclusion for Pupils with SEN in PE**

For many primary school children PE is an opportunity to escape the classroom environment and enjoy physical activity with their peers. For other children, in particular with a type of SEN, this might be part of the school day they dread. A child who has a physical disability and cannot use the same PE equipment as the rest of the class will not share the same experiences as their peers. A child who has autism may become distressed or overwhelmed during high-energy and competitive team games. A child who has a moderate learning difficulty may not be able to learn a new skill in PE and struggle to join in with a team game. There are a huge range of difficulties that children with SEN are faced with across the curriculum and PE is no different to other subjects. Having a Special Educational Need might be highlighted even more during PE lessons than during lessons in the classroom (Vickerman, 2006) and could lead to a less enjoyable experience for the child. Many children with SEN do not want to be any different to their classmates and not being able to access the lesson may be very frustrating.

Other difficulties might be that schools are not well enough resourced to be able to make PE lessons totally inclusive for all children. There could be a lack of equipment, struggles with staffing, timetabling problems and not enough support available for children's emotion and feelings towards PE. Children with SEN may feel self-conscious during PE lessons, it may decrease their self-esteem and they may have feelings of not succeeding and failure. In addition to this children with SEN can find PE physically draining and challenging, they may have limited movement and they may be the only child in their class with these disadvantages. This can promote feelings of negativity and worry towards the subjects which can remain with them throughout their school-life and create school disaffection. Goodwin and Watkinson (2000) report that children with disabilities have good days and bad days in PE. Good days tended to occur when children felt they had skillfully participated in the activities when they had a sense of belonging amongst their peers and when they were able to share the benefits of the activities. Bad days tend to be caused by feelings of social isolation, restricted participation and when the child had their ability questioned. Kristen (2002) agrees and says that children with SEN enjoy being a part of PE lessons and acknowledges the physiological and psychological benefits. Those children get to know friends, learn about the world and strengthen their physique. It is

therefore clear that schools must maximise inclusion through motivation and differentiation of PE.

## Chapter 4 – Reviewing The Literature

Throughout research it is majorly agreed that all children are entitled to participate in PE lessons at school in the UK (Creative Education, 2020). The benefits of PE for children with SEN are widely talked about (Overton, Wrench and Garrett, 2016, Stidder and Hayes, 2012 and Vickerman and Maher 2018), for example PE offers so much to children who find it difficult to communicate, who struggle to work together in a team or who struggle to take turns. PE lessons can be a great chance for children with SEN to learn these skills in a fun setting. In addition to this research has shown that PE lessons can do a lot to improve the lifestyle of children with SEN, optimize physical functioning and improve self-esteem and social skills (Murphy and Carbone, 2008). Physical activity in and out of school can also improve academic performance and cognitive function (School Speciality, 2017) and therefore has positive effects on the child as a whole.

It is also agreed that, compared to other subjects, inclusivity in PE could be more of a challenge due to the wide range of differentiation needed to reflect all abilities (Overton, Wrench and Garrett, 2016). A number of studies say children with SEN are less likely to be actively involved in PE lessons (Maher, 2010 and Fitzgerald, Jobling and Kirk, 2006) and it is suggested that this could be down to the time needed to plan and resource very specific provision for these children. Other teachers say that throughout their teacher training courses they were not provided with enough information on inclusion in PE (Maher, 2010) whilst some teachers say that their Special Needs Coordinator in school is not supportive enough of the importance of PE (Maher, 2010).

Currently there are research studies, books and documents that make suggestions for staff in schools on how to make PE as inclusive as possible. They cover issues such as the type of learning environment, peer relationships, extra adults, communication, assessment and motivation. There are many ways suggested to help remove barriers to the primary PE curriculum for pupils with SEN and throughout the next few paragraphs I will explore them.

### Teacher's Responsibility

Firstly, in a document for trainee teachers it states that all teachers have a responsibility to set suitable learning challenges and respond to all pupils' learning needs. It goes on to say that planning PE lessons for pupils with SEN should be part

of the planning they do for all pupils and not a separate activity (TDA, 2009). They also recommend that this should not be time-consuming, and that goals set should be small and simple. Whilst many teachers understand the importance of this, it is argued that differentiating all lessons can put them under a lot of pressure and it can be difficult to find the time to do this (Wang, 2009). Planning for such varied learning styles, abilities, motivations and learning paces can be overwhelming and take more time than teaching the actual lesson (Wang, 2009). In a book by Cigman (2006) it notes that many teachers naturally believe in the importance of inclusion and equality for every child however achieving this has many challenges. Briggs (2016) states that teachers must create effective learning environments, plan appropriate activities that allow all children to experience success, use a range of teaching strategies, manage support for pupils, set achievable short-term targets and use appropriate assessment approaches. It is clear that the expectation on teachers is exceedingly high and they have a huge amount of responsibility for each child in their class.

### Learning Styles

As within all subjects, teaching for different learning styles must be used for individuals. Honey and Mumford (1992) address 4 types of learning styles and these are activist, reflector, theorist and pragmatist. Each learning style addresses individuals needs through different ways. The activist learner prefers to work within groups, for example working together to throw an object over the world record discus distance. The reflector learner prefers to video analyse a task, for example watching and determining an arm position when the discus must be released to cover the longest distance. The theorist learner prefers problem solving, for example discovering the most effective way in which to throw a discus shaped object. Finally, the pragmatist learner prefers to experiment, for example using a range of different shape objects and trialing a range of types of throws. In addition to this teaching styles must be varied to suit individual's needs. Mosston and Ashworth (1986) believe there is a larger number of learning styles and state that the spectrum of teaching identifies 10 different teaching styles. Movement along the spectrum of teaching styles goes from command style where decisions are made primarily by the teacher to self-teaching where the learner works individually and sees decision making responsibilities shifted from the teacher to the learner.

The use of a wide range of teaching and learning styles is especially important when promoting the inclusion of children with SEN in PE. Teachers must acknowledge the rights of all children and the right they have to access physical education in a learning style that meets their needs. The PE teacher needs to make strategies to ensure all pupils with SEN achieve their full entitlement to the curriculum, this involves adapting teaching, learning and assessment to suit individuals' needs. This view is supported by the social model of disability which says society e.g. schools and teachers should adapt and accommodate provision to cater for individual pupils needs. This contrasts with some medical based models of disability (Murchardt, 2004) where the disabled person is seen as the problem and therefore has to adapt their self to fit society's pre-existing structures. Teachers should recognise that within any class there will be a range of learning needs and styles and teachers should plan carefully for full inclusion (Vickerman 2007).

### Learning Environment

In terms of what differentiation should look like for children with SEN in PE lessons there has been a number of books, studies and recommendations. Many people have talked about the importance of maintaining an inclusive learning environment. In the classroom this helps children to develop motivation and concentration (Briggs, 2016) and this should be the same wherever PE is taking place (e.g. school halls, playing fields or playgrounds). The TDA (2009) have suggested what this may look like in PE lessons. Firstly, sound and lighting should be considered; background noise should be reduced, glare is reduced, the teacher's face can always be seen, video presentations have subtitles if needed and pupils use their hearing or vision aids like they would in the classroom. Secondly, the seating and accessibility of the room should be thought about and this includes ensuring that changing facilities are as accessible as possible and there is opportunity for as much independence as possible. Additionally, there should be room for pupils with mobility issues to obtain their own resources and equipment, as well as being able to manoeuvre around the room and see and hear the teacher. Thirdly, the resources and storage rooms are familiar and used consistently throughout the school. This includes clear labelling of resources, which may even be by colour, symbols or Braille. Fourthly, low-arousal areas should be considered and planned for any child who might need to use one. And finally, and arguably most importantly, pupils should be prepared adequately for

unfamiliar learning environments. This could look like sports festivals, swimming pools or sports centres for example and children with SEN are likely to need to have had prior exposure to these. The TDA suggest photographs, videos, objects and conversations are likely to help minimise worries about entering unfamiliar learning environments. The more settled any child feels in their immediate learning environment the more enjoyment and progress they are going to make throughout the lesson (Briggs, 2016). Furthermore, Monsen and Frederickson (2002) suggest that the more positive and welcoming a child finds their learning environment, the stronger the relationship they will have with their teacher.

### Teaching Assistants

One way in which children with special educational needs are supported in mainstream schools is with teaching assistants. It is argued that many of these teaching assistants are inadequately trained and much of the teaching that should be done by the teacher is actually being done by a teaching assistant (Radford, Bosanquet, Blatchford and Webster, 2015). They go on to say that despite the benefits, there are several reasons to be alarmed about the increase in TA support for children with SEN. TAs lack training of a pedagogical role, they are more likely to ask lower quality questions, they may reduce children's independence and there is a risk of unintentionally providing misleading information. Giangreco, Suter and Doyle (2010) note that it is not the teaching assistants' fault and they should not be expected to perform tasks which they are simply not trained or qualified to. In terms of PE it is still perceived that students with SEN are not able to participate fully and instead they are labelled as helpers of the teachers or teaching assistants. This label can quickly be perceived as 'helped' or 'helpless' by their peers and their experience of PE becomes a negative one (Petrie, Devcich and Fitzgerald, 2018).

The use of teaching assistants can be extremely positive in PE lessons to support children with SEN and there are many recommendations. Teaching assistants should be clear about lessons objectives, including any small steps and goals set for individual children with SEN (TDA, 2009). It can have extremely negative effects on a child with SEN who is set different goals or challenges in PE lessons by different adults in the lesson. Teaching assistants should also ensure that they understand the content of the lesson and understand the whole sequence of lessons. Importantly,



where possible, children should be consulted about the amount and kind of support they require (Briggs and Cunningham, 2009). If a child has a 1:1 teaching assistant, PE might be a lesson where the teaching assistant can work with a different group of children allowing for the child with SEN to have more independence (TDA, 2009). This could increase the levels of enjoyment and motivation for the child. In addition to this, teaching assistants may provide differentiation through joining the activity and modelling different levels of the activity. Similarly, where appropriate, they could replicate the limitations of the child's disability, for example for a child with Cerebral Palsy who might only have the use of their upper body, the teaching assistant might interact by only sitting on a chair and only using their upper body. Expanding on this, the whole class could have a challenge where they are only able to use their upper body. This strategy is called reverse integration where non-disabled children and adults are included in disability sport together with disabled peers (Black and Williamson, 2011). Teaching assistants could also be used to promote inclusion by leading parallel activities, open activities or separate activities during PE lessons. This could be a small part of the PE lesson, including warm-ups and cool downs (Black and Williamson, 2011). An example of this could be, a child who has Cystic Fibrosis might not have the physical fitness levels to participate in the whole of the lesson but may well be able to join in with the warm up and cool down activities of the whole class. The teaching could then lead a separate activity, which is still linked to the learning objective but is appropriately differentiated for the child's needs.

### Peer Relationships

When delivering PE lessons to children with special educational needs it is important to think about how to manage peer relationships. Findings indicate that although students with disabilities can gain benefits from social interactions in PE, social isolation of students with SEN also exist (Qi and Ha, 2012). Effort needs to be made to promote inclusion and many studies have found that PE can support positive relationships and friendships (Mason 1995 and Talbot 2001). PE gives a lot of opportunity for social interaction and Morley (2005) said 'PE is a practical, hands-on subject whereas in a classroom intends to be a piece of paper, pen, pencil. Interaction is with the piece of paper, pen, pencil whereas in PE it's that social interaction, the physical interaction and the relationship interaction'. Similarly, PE lessons can lead to children with and without special education needs identifying

their own and others' abilities (Mason, 1995). This in turn can increase social contacts and friendships, building on more positive relationships in the classroom setting.

Peer relationships for children with SEN are managed well when grouping is carefully planned. Manageable mixed-ability pairing is advised and the transition from individual work to paired/ group work is clearly signalled (TDA, 2009). One potential barrier for children with SEN whilst working in groups with their peers is the PE specific language necessary for conversations. Pre-teaching of specific vocabulary or the use of prompts and symbols can enhance opportunities for children with SEN to take part in group work (Sobel and Knott, 2014). In addition to this, adults should be used to facilitate equal opportunities to speak during group work and appropriate levels of thinking time for children with SEN. Pupils could also be assigned specific roles, e.g. writer, observer, team leader. In my own teaching placements and working as a Sports Leader I found it worked well to give children with SEN the chance to be the leader or direct games. When we played a game about the running to coloured spots on the floor, I chose a boy with mild autism who gets overwhelmed at new games, to shout out the colours. He enjoyed it and found it empowering and his classmates looked up to him and respected him.

### Differentiation

All types of PE can be differentiated in many ways to promote inclusion and enjoyment and is one way of engaging pupils of different abilities in learning activities that enable them to participate fully (Stidder and Hayes, 2012). Differentiation has been best described as 'the matching of work to the differing capabilities of individuals or groups of pupils in order to extend their learning' (Capel, 1997). The STTEP diagram (see appendix A) offers 5 main principals for differentiation in PE: Space, Time, Task, Equipment and People. For children with SEN differentiating space might be making the playing area bigger or small, providing them with a separate space to other children or highlighting a safe space or cool down space for them to go to. Differentiating time for children with SEN will include giving them more time to complete activities (including changing into PE clothes), asking them to only join in certain activities for a small amount of time and making sure time frames are clearly set out for them. Differentiating tasks would consider what children with SEN

are capable of, the tasks may be broken down into small steps or provide alternative tasks to the rest of the class. Differentiating the equipment for children with SEN would mean modifying the equipment to help all children access the learning and experience success. And finally differentiating people would mean carefully planning how to group children with SEN for games or skill practise which links back to my previous paragraph about peer relationships.

Differentiation can come in many different forms, it can be differentiation by task, differentiation by support, differentiation by outcome, differentiation by teaching style or differentiation by roles. This is the same for classroom-based subjects and learning and PE and outdoor subjects and learning. Creative Education (2020) suggest that if total inclusion is not appropriate that differentiation by task is a good idea. They give an example of where the whole class activity is not suitable for a child because of their special need or disability then an alternative would be to play fitness games on computer programmes such as Nintendo Wii. They also give an example of differentiation by support for children with SEN who have extremely negative attitudes towards PE, whereby a reward system is established around increasing amounts of PE time. It is agreed that reward systems for children with SEN work very well in the classroom and it is extremely important that they are kept consistent when moving to other areas of the school for PE (Westward, 1997).

Vickerman and Coates (2008) reviewed a range of strategies for differentiating PE for children with SEN and suggest there are three common themes that are evident in most models of inclusive delivery. These are curriculum adaption, instructional modification and human or people resources. Similarly, on the theme of curriculum adaption, Creative Education (2020) suggest that instead of competitive games, classes can focus on creative games that only succeed when a whole team works together, like parachute games for example. They also say games that do not require fast paced skills and thinking should be chosen and this promotes inclusivity for all. From an accessibility point, teachers should consider harder surfaces for wheelchair users and to play games like sitting volleyball or scooter soccer. Teachers can also adapt the activity by altering the rules of games and playing SEN-friendly games e.g. boccia or curling, adjusting the height of goal nets, using softer or different coloured balls and using sound balls. It is however argued that types of whole-class modifications and differentiation may reduce rates of progress in PE for children without special educational needs. Croll and Moses (2000) worry about the

consequences of including children with SEN on other children in the class. They say whilst wanting to give children with SEN a good deal they worry that this could hold other students back as it may prevent them from performing in PE to the best of their ability. Furthermore, Telfer (2020) emphasises that whilst one child may need repeated instruction or extra direction that allowance should be made for the rest of the class to continue. This means that progress and enjoyment is not hindered for the rest of the class.

### Motivation

Throughout one of my placements in a primary school setting it was clear that, in the class I was in, motivation in PE was a problem for two of the children with SEN. They already had negative feelings surrounding PE and would always believe that they would not enjoy the session. PE was taken once a week by the class teacher but the session that they both struggled with was the session that was taken by a PE specialist. The children found the change of teacher and probably the change of teaching styles a challenge. One way in which the teachers helped to excite and motivate the two children was to have clear expectations and ensure that the expectations were consistent between the two teachers. For example, one child used a timer and symbol cards to help get changed into PE kit and both teachers used this consistently across their lessons. Another example would be that one child always lined up at the front of the line when going to the PE hall or school field so both teachers made sure this happened in both their PE lessons. In addition to this, the class teacher made sure to explain to the children with SEN what they were going to do in each lesson with the PE specialist teacher, e.g. learning a new dance or tennis skills, before she arrived. This meant that the children had more time to process what they were going to do and knew what all adults expected of them. The class teacher also always passed on their reward charts for the PE teacher to use and explained about how each child was getting on that day.

It has been found that motivation in PE has been linked to children wanting to be physically active in leisure time, for example break times and lunch times (Taylor and Ntoumanis, 2008). And the enjoyment of PE in primary school has been linked to having a physically active and healthy future lifestyle. It is therefore clear that motivation and enjoyment in PE for every child, including those with special

educational needs or disabilities, should be a priority. Similarly, to what I saw in my teaching placements, it is recommended that children with SEN should understand the structure and duration of the lesson and this should help increase motivation (TDA, 2009). Furthermore, it is agreed that tasks should be relevant and built on children's interests (TDA, 2009 and Advancement Courses, 2015). This would mean having a good understanding of children with SEN in the class and get to know their likes, dislikes and interests. In addition to this, research has found that having positive peer relationships in the class and allowing children to work with their friends increases motivation in primary schools (Yang, Sin and Lui, 2014). Whilst it is good that children work with a wide range of people in their class (Smith and Brownell, 2002), it is also beneficial that children with SEN work with other children of their choice and with who they feel comfortable working with. This can help decrease feelings of rejection and increase performance and participation (Yang, Sin and Lui, 2014).

Another strategy that is recommended for increasing children with SEN's motivation in PE is to set up activities that promote success. The thought of failure can fill some children with SEN with dread (Avramidis, Bayliss and Burden, 2000) and therefore all goals and challenges should be attainable (Wellhousen and Crowther, 2004). Clear modelling by the teacher or by other children will help children with SEN to know what they are trying to achieve. When children succeed in an appropriate challenging task, they will be proud of their performance and this could lead to a willingness to tackle more challenging activities. Physical Education is meant to engage and motivate children in a fun way and promote an active lifestyle, so it is very important that all the correct steps are taken to ensure children with SEN look forward to and have positive attitudes of the subject.

## **Chapter 5 – Discussions and Conclusions**

Throughout this essay I have looked at some of the main areas that surround inclusion in primary education. The current research notes that some children with SEN do have problems with participation, engagement and motivation in PE and that PE poses a range of barriers for these children. Clearly each child is different and special educational needs is an extremely wide category so one strategy will definitely work for all children. However, throughout the research there are many similarities in advice and recommendations for how teachers should differentiate and motivate pupils with SEN.

Firstly, teachers and all support staff should have positive attitudes towards inclusion in PE. Teachers should understand that it is their responsibility to plan and differentiate for all of their children's abilities and therefore remove any barriers that children with SEN might face throughout the lesson. Teachers are also responsible for making sure that the learning environment is appropriate. Issues with sound, lighting, accessibility, storage and resources need to be considered and this should lead to optimum concentration and independence. If PE is happening somewhere out of the ordinary, steps should be taken to ensure that children with SEN have prior exposure to these unfamiliar environments and can feel as settled as possible.

The research also found that teaching assistants are of course and extremely valuable resource when supporting inclusion of children with SEN in primary schools. It should be made sure that children with SEN do not become overly reliant on extra adults in the class and that teaching assistants should be clear on learning objectives and goals. If this is managed correctly, then teaching assistants can facilitate great options for parallel, open or separate activities, clear modelling and assisting with motivation and praise. It was also found in the research that children with SEN's relationships with their peers should be managed carefully. Strategic grouping, equal opportunities, assigning specific roles and support with language and conversation have all been found to increase levels of enjoyment, progress and motivation in PE.

Throughout research it was often noted that differentiating PE for children with all types of special educational needs is quite time consuming and puts quite a lot of pressure on the teacher. There were however many types of differentiation strategies and the STTEP model provided clear guidance on the five main areas to focus on. Modifications of tasks and equipment for example do not need to be huge but do

need to meet the needs of children with SEN. These children will almost certainly benefit from small step and clear instructions, extra positive praise and reinforcement and participating in whole-class creative games rather than solely competitive sport. It was also noted that differentiation by outcome is also perfectly acceptable and that for a child without SEN to achieve more highly in some areas of PE than a child with SEN is completely fine. The research all outlined strategies for improving the motivation in PE for children with SEN and one thing that was largely stated was the importance of promoting success. All children like to feel a sense of achievement, and appropriate challenges and teacher enthusiasm are key to inspiring children in physical education.

Overall, the importance of physical education in the primary school curriculum is extremely clear. Children with special educational needs may experience feelings of negativity towards the subject and all staff in a primary school have the responsibility to help remove any barriers these children may be faced with. PE offers a huge range of benefits to children with SEN and primary school teachers must promote inclusion in the subject. Through effective differentiation teachers have the power to inspire and motivate children with special education needs in all areas of the PE curriculum and this can give children a lifetime of health and happiness.

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## Appendix A

