



INCLUSIVE SCHOOL SPORT

INFORMATION FOR SCHOOLS



INCLUSION ALLIANCE
AUSTRALIA

The First Step

- Put the student's needs first.
- For many young people the first exposure to sport occurs at school.
- Ensure that all students are exposed to sporting options.
- Physical education lessons should include a range of activities and aim to facilitate the progression of each individual's ability level.

Pathways in Sport

Participation

Schools deliver physical education lessons as part of the curriculum. It's important to focus on what the individuals 'can do' and find out how they want to participate in sport.

School competition

Zone, district, state, national and international sport competitions exist for students with a disability.

Non-school based competition

State, national and international sport competitions for athletes with a disability exist in clubs.

How to be Inclusive

- Encourage all students and teachers to accept and welcome everyone.
- Ensure the schools curriculum includes physical education, for all students.
- Be innovative and make adjustments to equipment, rules and environment if required.
- Be aware of the competition and classification pathways available in sport.
- Promote sporting opportunities outside of school. This includes roles beyond just being a participant - coach, administrator, official or volunteer.
- Promote to parents and the school community the value of inclusive sport.
- Seek external support and expertise where required.

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INCLUSION ALLIANCE FOUNDING MEMBERS



Sport Inclusion
AUSTRALIA



Blind Sports
Australia

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Communication Tips

- Speak clearly and keep explanations brief and simple.
- Use accurate and specific language when giving directions. For example, "the door is on your left", rather than "the door is over there".
- Name the person when introducing yourself and in a group situation introduce each member and take turns speaking.
- Seek clarification from the participant of their needs and check if help is needed.
- Avoid situations where there is competing noise.
- Be patient and don't rush instructions.
- Face participants when delivering instructions and never channel conversation through a third person.
- Check for understanding by asking questions.
- Use visual aids and signs.
- Be adaptable and flexible in your approach.
- Use body language and age-appropriate tone when communicating.
- Respect all participants for their individuality.
- Use demonstrations to explain verbal instructions.

Skill Acquisition

- Start simple and progress using practice and repetition.
- Build on skills each week and use game play to develop skills.
- Use the same activity structure (eg.marker placement, colour) but perform different skills/games.
- It's not about changing the sport – the end goal is to learn how to play your sport.

Challenging Behaviours

- Do not be afraid to say "No" and to set limits from when the behavior first occurs.
- Explain the impact that it is having on other individuals.
- Acknowledge positive behaviour.
- Communicate regularly with parents, teachers, guardians.
- Allow personal space.

Classification

Classification/Eligibility is a system where athletes with an impairment have equal opportunities to compete and be successful in disability specific sport events. This system varies across the various impairment groups.

Classification is not necessarily required for individuals wishing to participate in club sport at a social level, or at any level as an integrated member of a mainstream sports team.

WHY?

By grouping similar athletes together, an athlete's impairment has less of an impact on the outcomes of competition. Classification assists athletes compete on a fair and equitable level based on ability.

WHEN?

If an athlete with an impairment wants to compete in high performance pathways, then they must complete a sport specific classification process and hold a classification status.