

Supporting the inclusion of children and young people with visual impairment

Top Access Tips: PE/Games

1. Equipment

- ◆ Bright coloured textured mats to indicate specific working areas
- ◆ Well contrasting, larger size equipment e.g. Sound and/or brightly coloured balls, bats, skittles
- ◆ Mark edges of benches/mats/equipment to create better contrast with floor/wall

2. Environment

- ◆ Familiarise child with hall and equipment to be used before the lesson
- ◆ Awareness of the specific working area, knowledge of the location of equipment
- ◆ Clearly marked boundaries on area of play. Reduce the size of the playing area

3. Position of teacher/child

- ◆ Child to stand near to the teacher, to enable them to see, touch, hear as needed
- ◆ Teacher to avoid standing in front of direct sunlight, wear a bright contrasting top
- ◆ Verbal/manual reinforcement of physical demonstration
- ◆ Teaching points built up in small stages

4. Safety

- ◆ Glasses worn by child need to have plastic lens, secured with a sports band
- ◆ Extra mats for floor work to provide safe area in which to work
- ◆ Make clear safety rules . Walk through activity to support understanding
- ◆ One to one practice time to build child's confidence in safe use of equipment
- ◆ Make child aware of the distances to the ground and the mat area before jumping off activities

4. Team Games

- ◆ Modify rules regarding distance, speed, direction or power. E.g. ball to bounce before being caught, reduce playing area, reduce number on team
- ◆ Use a variety of sound clues to promote orientation awareness or direction of play
- ◆ Maintain verbal contact between players during the action
- ◆ Opposing team to wear bright coloured contrasting tops or bands
- ◆ Attach bells or buzzers to targets or goal posts.

5. Catching Skills Teach child:

- ◆ How to form a curved hand shape ready for catching
- ◆ Correct position of hands in relation to body
- ◆ How to draw the ball into the body as it arrives

6. Throwing Skills Provide hand over hand demonstration of:

- ◆ One handed and two handed throwing
- ◆ Throwing underarm/over arm. (Provide help lining up which direction to throw the ball)
- ◆ Back swing linked to follow through with straight arm
- ◆ How to step into the throw
- ◆ Teacher/children should speak the child's name as they throw ball
- ◆ Changes in an activity, or the end of an activity need to be signalled by auditory means

7. Striking skills Child may require:

- ◆ A large slow bounce or flight of ball
- ◆ A larger striking implement with a wider surface area, e.g. light weight tennis racket
- ◆ A ball stand to strike a still ball as opposed to striking a moving ball