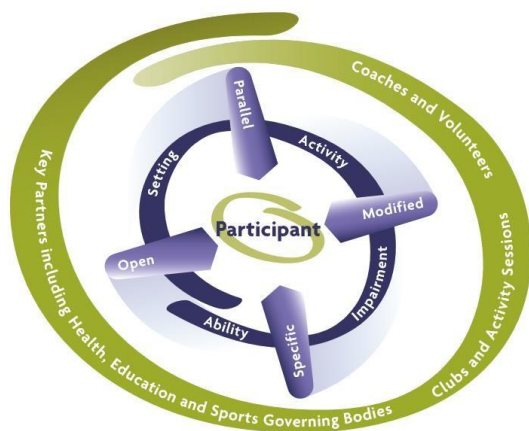


By using the **STEP** framework, it is possible to consider a model that can be applied to a particular activity to help adapt and modify activities so that all individuals can achieve success and have fun.

<p>SPACE – where? <i>Where is the activity happening?</i></p>	<ul style="list-style-type: none"> • Level (height), e.g. floor-based activities have different requirements from those played on a level surface from seated, and ambulant activities • Adaptation of playing area – more space gives more reaction time, less space demands higher mobility and skill level • Length, height • Distance travelled • Use of zoned playing area to create safe playing areas or areas where pupils can be matched on ability • Nearer or further away targets • Allow some children to start at different times or from different places
<p>TASK – how? <i>What is happening? (physical actions)</i></p>	<ul style="list-style-type: none"> • Easier – simplify the activity • Harder – introduce more rules • Rotate roles • Change rules to aid inclusion, e.g. allow different places to start, no contact rule • Be flexible • Try different ways of taking part, e.g. seated, standing, lying • Use different targets for some children
<p>EQUIPMENT <i>What is being used?</i></p>	<p>What is being used?</p> <ul style="list-style-type: none"> • Balls, mats, flags, scarves, feet, cones, hurdles, plastic markers, ropes, bean bags, canes, soft equipment, bats, racquets By varying: • Size, shape, colour, texture, weight, environment, play surface, indoor / outdoor <p>How does this change the activity? (e.g. balls)</p> <ul style="list-style-type: none"> • Lighter – travel slow in the air and gives more reaction time • Larger / softer / slightly deflated – easier to see and catch • Noise (e.g. jingle trainer) – audio as well as visual stimulus • Different colours – easier to distinguish from the background colour
<p>PEOPLE <i>Who is involved?</i></p>	<p>By type:</p> <ul style="list-style-type: none"> • Independently, in groups, in pairs, in teams, with friends, with learning support assistant <p>People with:</p> <ul style="list-style-type: none"> • Different / same roles, different / same ability, different / same size <p>People in:</p> <ul style="list-style-type: none"> • Own space, big space, small spaces, restricted space, open space, different mediums (e.g. on poolside or in water)

Activity Inclusion Model (AIM) *

The activity inclusion model supports participant centred provision of physical activity and sport, and ensures everyone has a quality experience, irrespective of the environment or ability of the participant. It forms the basis of the following:



Inclusive Sports offers all disabled participants the opportunity to realise their full potential in physical activity, sport and PE by delivering activity appropriate to individual needs and abilities through open, modified, parallel and specific sports options, relevant to the setting and activity. The use of and transition within the model will be dictated through the ongoing communication between the deliverer and the participant, as part of a planned programme of activity or sports participation, training or competition.

Each option is described as follows:

Open activity: everyone can take part – based on what everyone can do and does not include any modification.

Modified activity: people do the same activity in different ways.

Parallel activity: organised in ability groups, everyone takes part in a variation of the same activity.

Specific activity: people take part in unique activity specific to the sport.

The four factors that influence inclusion (and inform the structure of provision) for each individual participant are **ability, activity, impairment and the setting**. All need to be considered when creating the most appropriate provision.

The outer circle denotes the environments and people that support the provision of inclusive activity or sport:

Clubs and Activity Sessions – Clubs and activity sessions that promote inclusive principles.

Coaches and Volunteers – Ensuring coaches and volunteers are prepared, confident and competent.

Health and Education Sectors – Supporting the inclusion agenda by ensuring the sectors are prepared, confident and competent to meet the needs of all participants with a disability.

Sports Governing Bodies – Ensuring the coaching workforce can support and develop all disabled participants in any environment where sport or physical activity is delivered.

Key Partners – Adopting policies and procedures that impact on delivery and ensure that participants with a disability are considered and included.

* 3rd Generation: the Sports Inclusion Model September 2016 SIM evolved from Black & Stevenson's Inclusion Spectrum and aligned to the WHO's International Classification of Functioning, Disability and Health