

# Inclusive PE

Empowering staff to  
deliver meaningful PE  
and School Sports

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**activity  
alliance**

disability  
inclusion  
sport



# Workshop overview

- Activity Alliance- who we are and what we do
- What does inclusive PE mean to you?
- What we know
- Recommendations and solutions

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# Our strategy

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## Our vision

A future where all disabled people feel they belong in sports and activities.

## Our mission

To improve opportunities to be active, empowering disabled people to get involved in sports and activities in the way they choose.

We will work with disabled people and an alliance of committed partners to build a movement for change.

## Our ambitions



### Ambition 1

Sports and activities meet disabled people's needs.



### Ambition 2

Disabled people influence campaigning, policy and decision making.



### Ambition 3

Address inequalities by working with others.

## Our values

### We care

We are passionate about what we do, and who we do it for.

### We unite

We collaborate with others to achieve greater outcomes.

### We champion

We recognise everyone's voice must be heard if we are to provide equitable places to live, work and thrive.

Let's test your knowledge on the  
SEND landscape?

What does inclusive PE mean to you?



The logo for Activity Alliance, featuring the words "activity" and "alliance" stacked vertically in a bold, white, sans-serif font.

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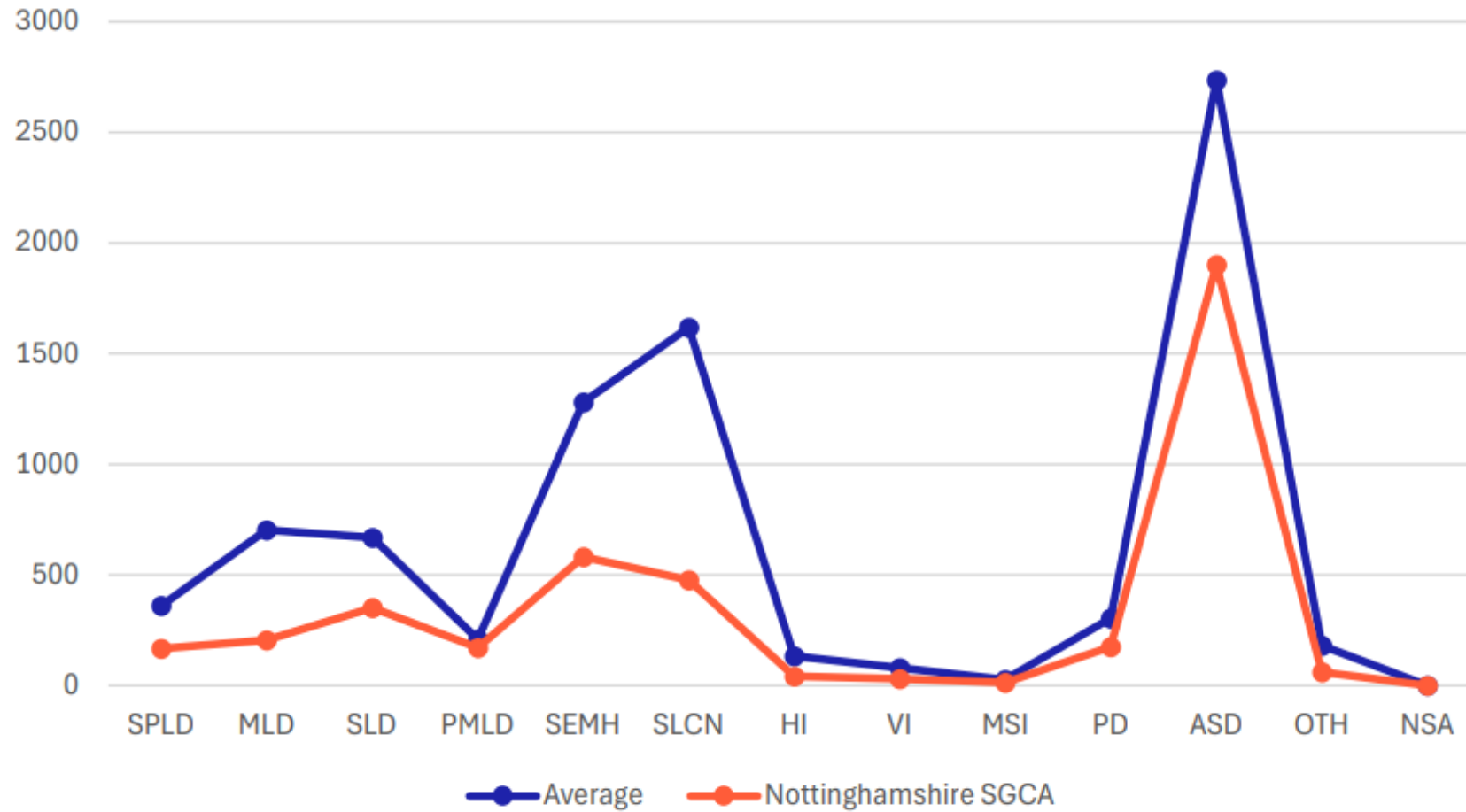
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# What we know- (national)

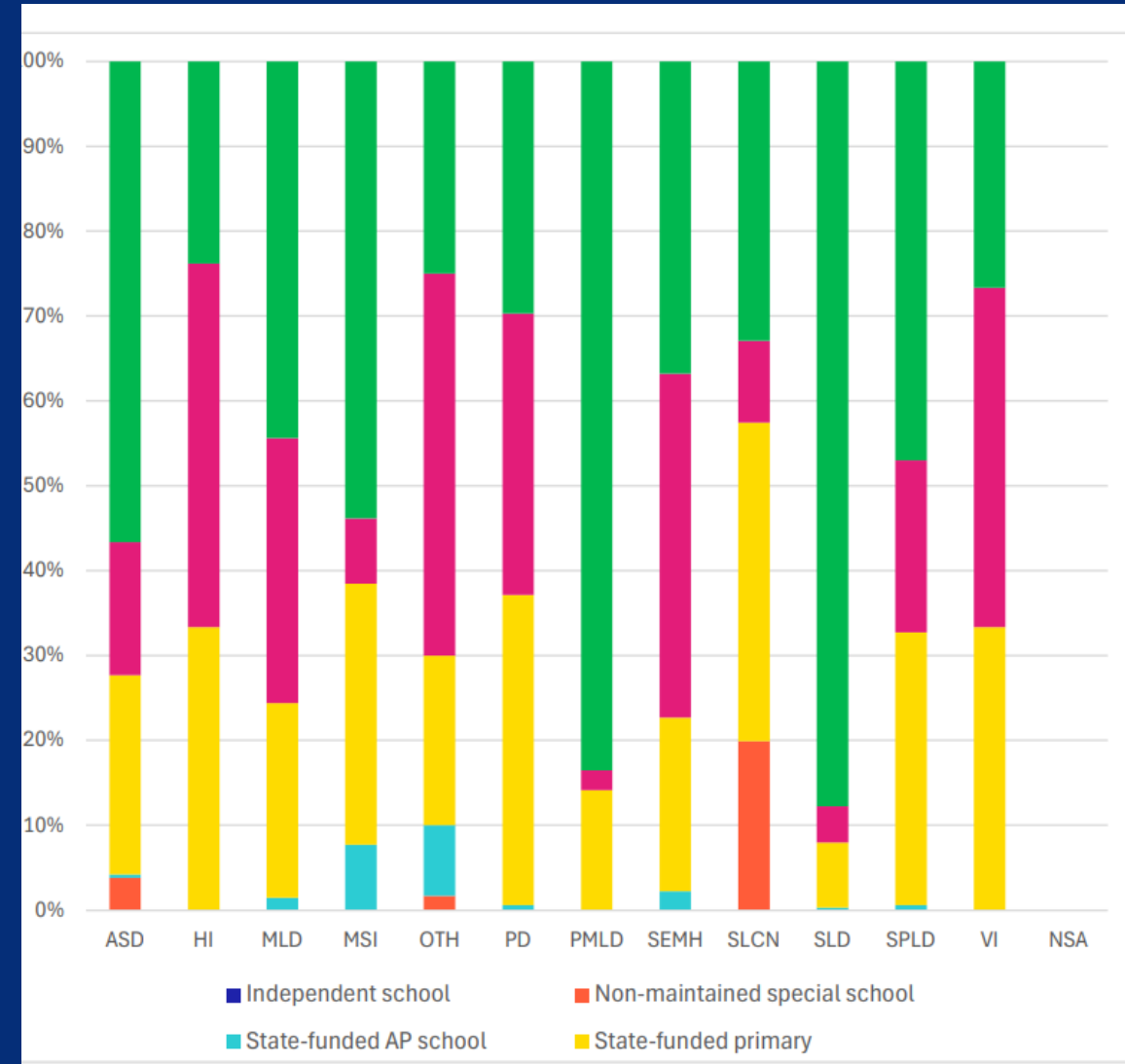
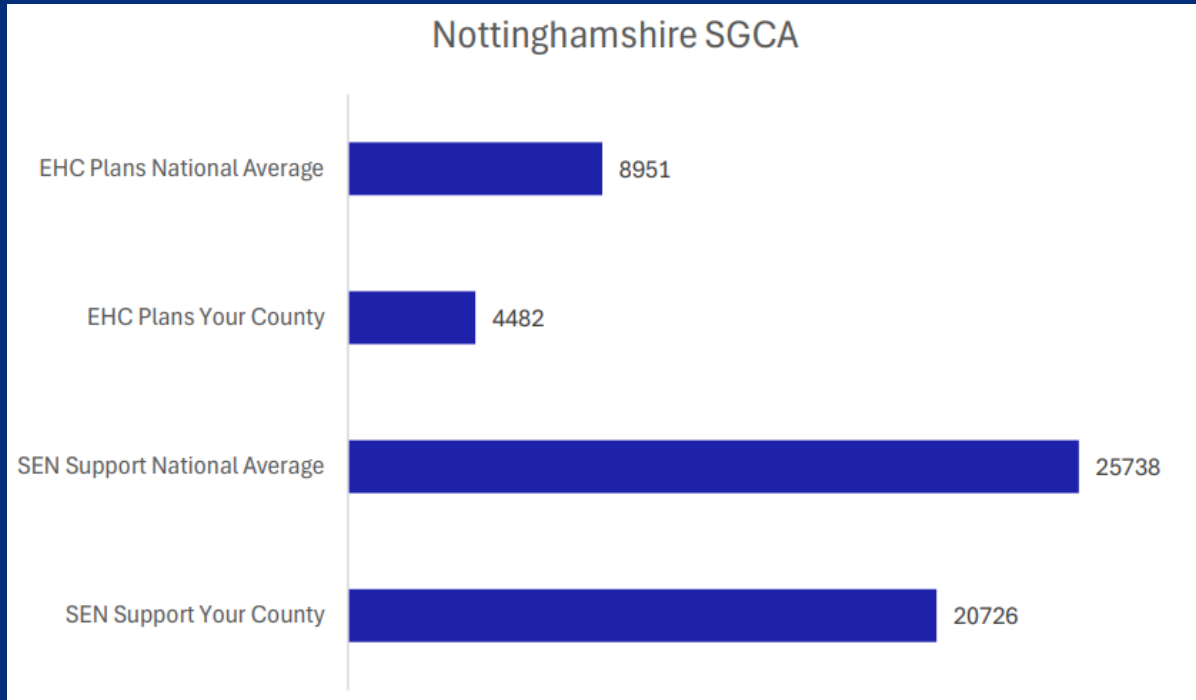


- **C&YP Active lives (2023- 2024)**
  - Levels of inactivity for disabled C&YP remain unchanged over the past five years
- **Active Futures for young disabled people**
  - Disabled C&YP are less active than non- disabled children
  - As disabled C&YP get older the gap in activity levels get bigger
  - Only one in four (25%) disabled C&YP take part in sport and physical activity all the time at school.
  - Outside school disabled C&YP are significantly less likely to be active
  - Disabled children want to be more active.

# What does this mean for you



# Inclusive school health check





01:00:00:00

ALL101 - PE experiences - negative- Young people with SEND--

# Inclusive PE: Barriers and opportunities

- What barriers have you experienced around inclusive physical activity?
- What opportunities/ solutions can you think of to tackle these barriers?



# Play, move, belong: Active futures Report (2025)

## How active are young disabled people?



Every day young disabled people move less than young non-disabled people.



Only 3% are considered active, moving for 60+ minutes per day.



Half (52%) are fairly active, moving between 30 and 59 minutes per day.



Four in ten (43%) are considered less active, moving for less than 30 minutes per day.

## How do young disabled people feel about sports and activities?



Not many feel it is 'for them'.



Not many see 'people like them' playing or taking part.



Only half say sports are easy or that they feel confident doing them.



Four in ten want to be more active.



Just one in four can always join in PE or school sports.

## What stops young disabled people, or makes it more difficult for them to be active?



Not feeling confident or comfortable.



Not wanting to go on their own.



Fear of not fitting in.



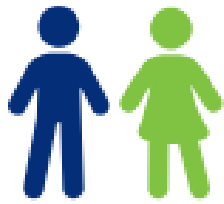
Impairments or health conditions.

# Play, move, belong: Active Futures

Who do young disabled people like to be active with?



A mixture of disabled and non-disabled children.



A mixture of girls and boys.

Where do young disabled people most like to be active?



At school.



At home.



In outdoor spaces like the park, seaside or street.

What type of sports and activities do young disabled people like?



Quiet activities.



Activities just for fun.



Activities with others.

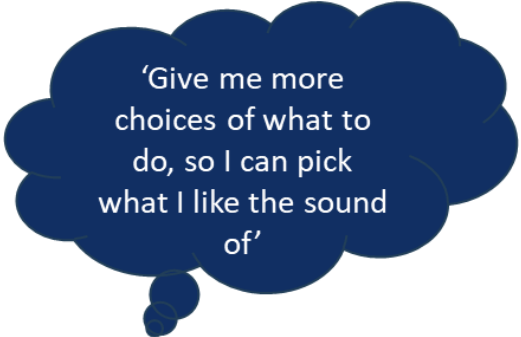


Outdoor activities.


# Active Futures for young disabled people

Four key themes emerged as important areas for action to ensure more disabled children enjoy an active future:


1. Engage with and listen to all children
2. Build confidence and independence from a young age
3. Engage leaders on the need for inclusion and show them how to create comfortable environments
4. Support and encourage parents to help their child to live an active life



'Give me more choices of what to do, so I can pick what I like the sound of'



'Don't shout if we don't understand the first time'



'It would be good if we had a sport mentor'

# Areas of support

- Inclusive Education Hub
- Inclusion 2028
- School Games Toolkit
- Lead Inclusion School- Wings School
- Equal Play campaign
- Youth Voice
- Campaigns- BBC/ Football stars
- STEP/ AIM



# Resources and Training opportunities:

## School

- [Inclusive PE Training](#)
- [An introduction for TA's](#)
- [TOP Sportsability](#)
- [All about Autism](#)
- [SEND Top tips](#)
- [Inclusion Live](#)

## Community

- [Children and young people | Sport England](#)
- [Inclusive Activity Programme](#)
- [Get Out Get Active resources](#)
- [Duty of Care: Inclusion](#)
- [Children's Coaching Collaborative](#)



# Discussion Questions

- Are you aware of the Inclusive Education Hub and have you signed up and completed the check list to access a school action plan?
- How do you look to gain the views, needs, and ideas of young people with SEND in an accessible way, so that everyone feels heard?



# Key takeaways

- Inclusive PE is about **choice, voice, and adaptation**
- Use tools and inclusive principles to make activities **accessible for all**.
- **Support and resources** are available to help you succeed.

What one thing will you take back to school to support and embed inclusive PE?

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# Questions

Contact:  
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