



Ability vs Ability Paralympic Education Case Study

Study Name: Cedars School

Quote

"The project broadened the students' knowledge of the paralympic movement in the context of wider issues on disability and equity. It also encouraged the development of leadership skills."

Director of Specialism

About the school

What is the context of the school?

- Cedars CC is a mixed all age school up to Y12
- All students have a statement of Special Educational Needs due to physical, medical and/or specific learning disability/difficulty.
- Physical Education, Sport and Activity have a high priority within the school and their impact on students in terms of positive behaviour and physical, emotional and educational development is recognised.

The challenge

What was the issue and how was this identified?

- *Students had a sound knowledge of paralympic sports in relation to their own sporting experiences but little knowledge of the role of the BPA and the NDSOs in promoting, developing and delivering sport for people with disabilities from grassroots to elite. Students had little knowledge and understanding of the impact of disability sport in a social context in terms of individual rights, inclusion and equity.*
- *Issue was identified through student questionnaires and discussion.*

Meeting the challenge

What we did

- A scheme of work based on the Ability vs Ability resource was produced to be delivered in Citizenship/PSHE lessons to Years 10 – 11. The scheme was timetabled for six one hour sessions.
- SSCo time was used to write the scheme of work.
- A paralympic sport – boccia - was chosen to study in greater detail and delivered by the Y10/11 students to primary age children in three primary settings (mainstream and SEN) as a vehicle to spread knowledge and understanding of the paralympic movement to a wider audience.

Impact

The difference this has made

- Students have a greater understanding of the historical context of disability sport and its relationship to social issues.
- Students have been able to use leadership skills when running boccia workshops with younger pupils and gain an insight into the importance of preparation, planning and organisation to ensure success.
- Using the resource helped achieve PSHE/Citizenship outcomes.

Why it worked



- It worked because sufficient time was dedicated to it on the timetable and it was linked to the wider issues of citizenship themes particularly around the areas of human rights and social inclusion.
- Students were able to take ownership of the project by planning and delivering the workshops.