



GUIDE BOOK

2026



Inclusive Sport Education in Schools

*Every student belongs.
Every student participates.*





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FOREWORD

Across Europe, sport has always been a powerful driver of connection, opportunity and human potential. Today, that mission carries even greater importance. According to the European Statistical Agency, in 2024 over 20% of the European Union population over the age of 16 lives with some form of disability or long-lasting illness, meaning one in five adults. Behind this number are millions of individuals whose talents, ambitions and aspirations deserve to be nurtured, encouraged and celebrated.

The European Paralympic Committee (EPC) exists to champion precisely that opportunity. Our mission is to develop and strengthen the Paralympic Movement across Europe, ensuring that sport becomes a gateway to inclusion, empowerment and excellence for people with disabilities. Through our initiatives, we aim not only to support high-performance pathways but also to create strong foundations where participation begins: in communities, clubs and, crucially, in schools.

The *EPYG Legacy Initiative* represents an important step in this direction. Inspired by the spirit and message of the European Para Youth Games, this initiative seeks to extend the impact of the Games far beyond the competition field. It is designed as a campaign for the next generation, encouraging young people to discover sport, embrace diversity and understand that inclusion strengthens both sport and society. It's all about your abilities, not about your disabilities!

For this vision to become reality, the engagement of National Paralympic Committees (NPCs) across Europe is essential. Grassroots development must reach young people where they learn, grow and build their identities. Schools provide this environment. Through meaningful interaction with fellow-pupils and -students, educators and teachers, sport can promote confidence, personal development and healthy lifestyle habits that last a lifetime. Inclusive physical education is not only about participation - it is about shaping attitudes, breaking barriers and building communities where every young person feels they belong.

This European School Guidebook has been created as a practical and accessible tool to support that mission. By providing a shared framework and guidance

for inclusive physical education activities, the guidebook helps educators and teachers across Europe introduce sport participation opportunities in a consistent and inclusive way. At the same time, it acknowledges the diversity of our continent. Each NPC will adapt and apply this tool within its own cultural, social and geographical context, strengthening grassroots development in ways that are meaningful for their communities.

In doing so, we help ensure that the legacy of the Paralympic Movement continues to grow. Not only through medals and records, but through opportunity, inclusion and inspiration for future generations.

Let this guidebook serve as a starting point for schools, teachers and National Paralympic Committees across Europe to work together in shaping environments where every young person can discover the joy of sport.

Because when we open the door to participation, we do more than teach sport: we help young people **to grow, to aspire and to play.**



Raymon Blondel

*President of the
European Paralympic
Committee*



PRESENTATION

Inclusive education is no longer an aspiration—it is an imperative. Across classrooms worldwide, educators are increasingly called upon to create environments where every child, regardless of ability, can participate, learn, and thrive. The *Para School Programme Guidebook* emerges as a timely and essential resource in this transformative journey.

Developed under the *Para School Programme* as part of the *EPYG Legacy Initiative* led by the European Paralympic Committee, this guidebook represents a convergence of educational practice, inclusive pedagogy, and the values of the Paralympic Movement. It reflects a commitment not only to accessibility, but to meaningful participation—where diversity is not accommodated as an exception, but embraced as a strength.

This guidebook is intentionally practical. It offers educators structured activities, adaptable strategies, and guidance that can be directly implemented in mixed classrooms with children with and without disabilities. At the same time, it serves as an advocacy tool—encouraging schools and educators to move beyond traditional models and embrace inclusive physical education as a core component of holistic development.

Through practical tools, adaptable activities, and evidence-informed methodologies, the *Para School Programme Guidebook* equips teachers and educators with the confidence and competence to design inclusive learning experiences. It recognizes that inclusion is not a fixed model, but a dynamic process—requiring flexibility, creativity, and ongoing reflection.

Inclusion does not happen by chance. It is the result of intentional design, informed practice, and collective commitment.

The *EPYG Legacy Initiative* further amplifies this mission by ensuring that the impact of youth engagement and inclusive sport extends beyond events into sustainable educational practices. This guidebook is more than a collection of activities—it is a call to action.

It invites educators, school leaders, and policymakers to rethink traditional approaches, to challenge assumptions, and to actively build inclusive cultures within their institutions. It underscores that inclusion is not the responsibility of a few, but a shared commitment across entire educational communities.

We commend all authors, contributors, educators, and partners involved in the development of this guidebook and the Para School Programme. Their dedication and vision are instrumental in shaping a more inclusive future for education.



Ivo Quendera

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1. INTRODUCTION

Creating learning environments that are inclusive, equitable, and welcoming to all students is one of the most important responsibilities of modern education. This guidebook has been developed to support teachers in understanding, implementing, and promoting the principles of inclusive physical education and inclusive sport within the concept of a “ParaSchool.” It offers practical strategies, background knowledge, and pedagogical approaches that empower teachers to create spaces where every learner—regardless of ability, disability, or individual differences—can participate, grow, and thrive.

1.1. PURPOSE AND TARGET AUDIENCE OF THE GUIDEBOOK

This guidebook is intended for **teachers** and its purpose is to:

- Equip teachers with **knowledge** about inclusive adaptive physical activity and sport
- Provide **practical tools**, methods, and examples for conducting inclusive physical education lessons.

1.2. WHY “PARA SCHOOL”?

The term **“Para School”** reflects a vision of a school environment that supports students of all abilities learning, playing, and participating together in the wisdom of Paralympic movement. It is grounded in four core values:

Equality

“Para School” recognizes that every student has the right to meaningful education and participation, regardless of physical, cognitive, sensory, or emotional differences. Equality within the school context means ensuring access to learning opportunities, resources, and activities.

Participation

A true Para School encourages every child to take part in physical activity. Inclusive participation goes beyond physical presence; it involves engaging students

3. INSTRUCTIONAL STRATEGIES FOR ADAPTIVE PHYSICAL EDUCATION

Universal Design for Learning (UDL) in Physical Education and Sports is an inclusive approach that plans flexible lessons and activities to meet the diversity of students, removing barriers and offering multiple forms of engagement, representation, and action/expression, ensuring that everyone (with or without disabilities) can participate and learn, focusing on abilities and not limitations, through varied and adaptable methods, materials, and assessments.

3.1. UNIVERSAL DESIGN FOR LEARNING (UDL) IN PHYSICAL EDUCATION

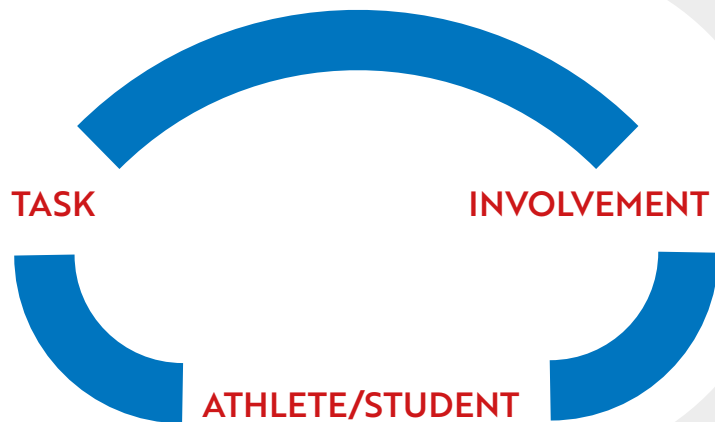
UDL Principles applied to Physical Education and Sports:

- *Multiple Means of Engagement*: Personalization: Offer different levels of challenge and different sports modalities to maintain motivation; Collaboration: Promote teamwork and interaction among students with different abilities; Interest: Link activities to students' personal interests, using varied games and sports;
- *Multiple Means of Representation (Information)*: Use videos, visual demonstrations, clear verbal and tactile instructions; Adapted Resources: Use adapted materials (lighter balls, equipment of different sizes) and technologies; Contextualization: Explain the rules and objectives in diverse ways, showing their relevance to life.
- *Multiple Means of Action and Expression (Demonstration of Knowledge)*: Flexibility in Assessment: Allow students to demonstrate what they have learned in various ways (physical performance, oral presentation, creation of a video, etc.); Diverse Tools: Use technology (apps, videos) and physical resources to demonstrate skills.; Continuous Feedback: Give personalized feedback adjusted to each student's pace.

Benefits in Physical Education:

Real Inclusion: Students with intellectual and motor disabilities, deafness, low vision, etc., participate actively; Focus on Potential: Student-centered approach, not disability-centered, maximizing opportunities; Innovative Practice: Creates an equitable and flexible curriculum that adapts to the diversity of the class from the beginning.

DESIGNING LEARNING OPPORTUNITIES



Athlete/Student characteristics as age, gender, perceived skills, socioeconomic status, and motivations can affect the learning opportunities, and teachers' knowledge about that characteristics can be decisive in terms of adaptation process.

Cumulatively, aspects related with Involvement, namely the Facilities, Equipment, Space, Type of floor/field, Brightness, Temperature... should be taken into consideration to enhance the learning process

Other crucial point is the Emotional involvement, it means; Do activities take place in a positive environment? Are individual differences considered? Is there mutual respect? Is everyone treated with dignity? Is emotional security guaranteed?

The adaptation of the task (content to be learned) is another fundamental dimension of the intervention, which, may involve decomposing the task into smaller or easier components, or its decomposition replacing some of its parts, taking into account aspects such as the degree of difficulty, the level of practice of the athletes, the time spent in the exercise, or the level of support needed to carry out the task.



THE WAY WE LEARN IS AS UNIQUE AS OUR FINGERPRINTS

Other crucial aspects:

Emotional aspects (anxiety, fear, ...) affect the motor skill learning process and success on the given task leads to increased learning.

Knowing well the activity and the adaptations to be made, the individualization of the task (realizing whether the student/athlete's motor development is adapted to the activity to be performed), focusing on objectives having alternatives available, depending on the student's receptivity, mood and motivation, may prove to be crucial. The intervention of the teacher should go through the creation of successful situations, the use of positive reinforcement, both in terms of behavior and in terms of performance

Motor skills that are more practiced (overlearned) are learned more.

The affective-relational aspects and the atmosphere of the session is essential to motivate these students, creating strong relationships of affection.

The teacher must be enthusiastic and strongly involved in the learning process, and this enthusiasm shows through and projects itself in their students/athletes.

It is important to understand that groups and individuals with very heterogeneous characteristics, with different levels of abilities, whose level of development (cognitive, motor and/or affective-social) differs, it is possible to identify a wide variety of strengths, as well as disabilities, difficulties and needs. Given this diversity, it is essential to recognize the need to differentiate the support, resources used, and strategies that allow for the achievement of the defined objectives.

Biotic Motor Skills Areas

Traversing space

- orientation
- locomotion
- navigation
- spatial exploration



Overcoming obstacles

- jumping
- landing
- climbing
- crawling
- overcoming obstacles



Object control

- throwing
- catching
- passing
- dribbling
- kicking



Overcoming resistance

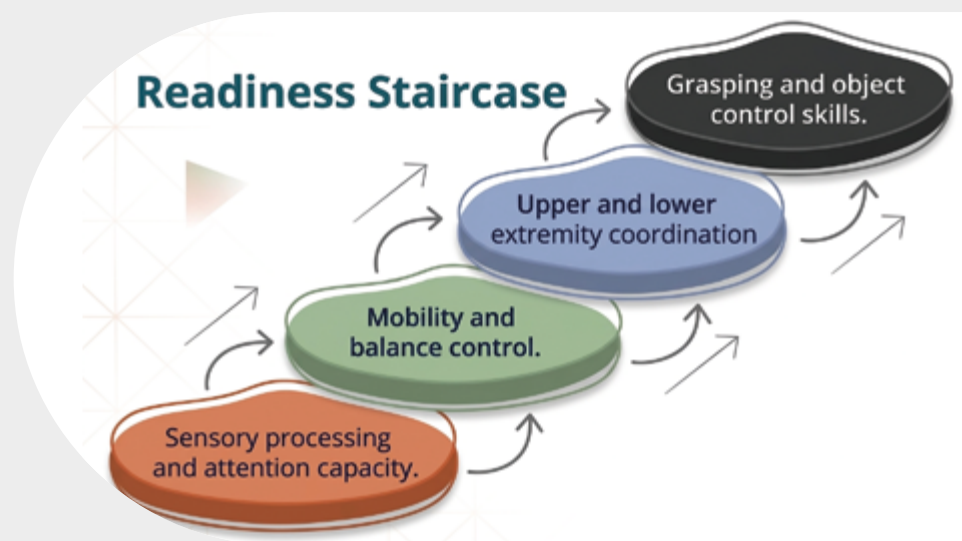
- pushing
- pulling
- lifting
- holding/bracing
- balance, stabilization



Gradation According to Functional Performance

The level of task difficulty and the amount of adaptation are determined according to the child's functional abilities rather than age or diagnosis. Key factors include:

- Mobility and balance control
- Upper- and lower-extremity coordination
- Grasping and manipulation ability
- Sensory processing and attention capacity

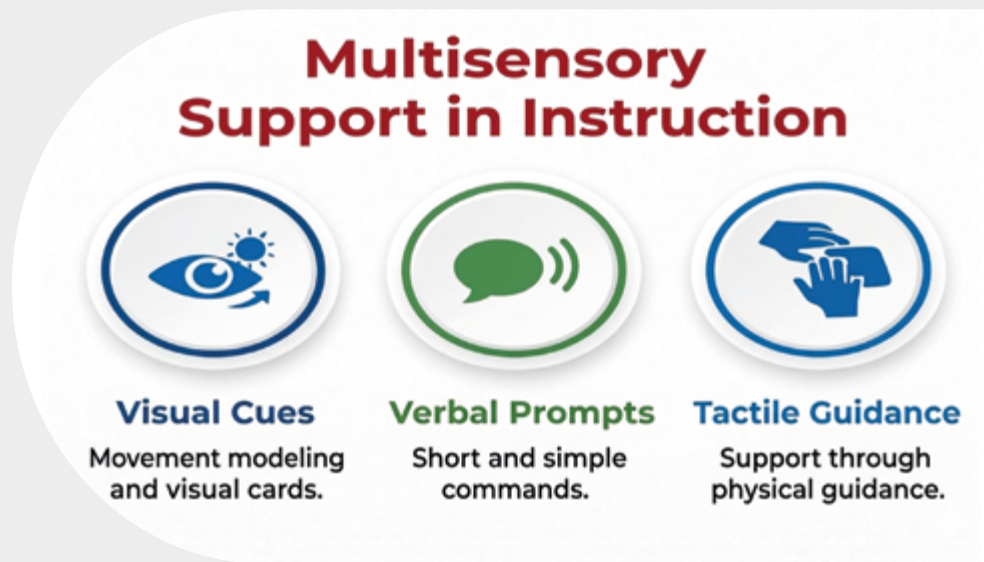


Tasks are gradually progressed based on individual readiness, ensuring success and motivation.

Multisensory Support in Movement Learning

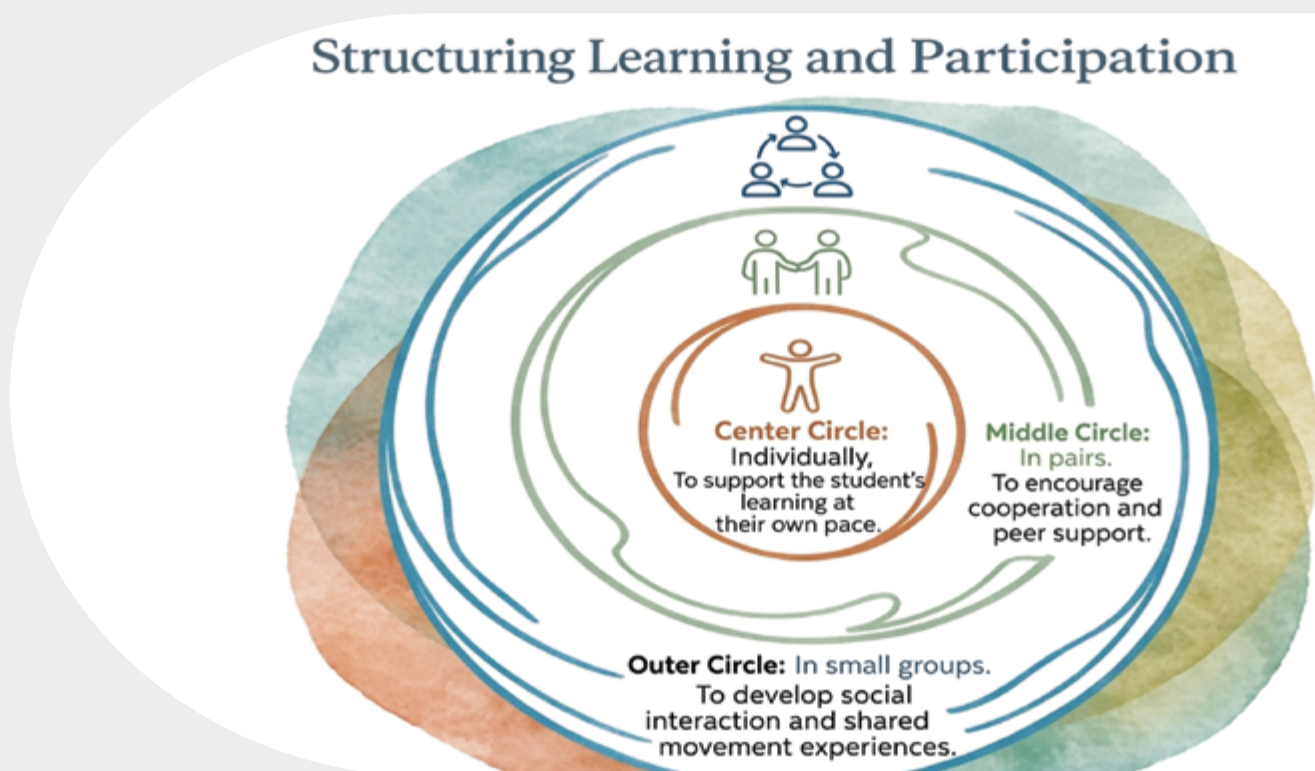
Fundamental movement tasks are supported through the use of multiple sensory channels:

- **Visual support:** color-coded equipment, floor markings, demonstration
- **Tactile support:** textured surfaces, physical reference points, guided contact
- **Auditory support:** rhythm, sound cues, verbal timing signals



This multisensory approach supports learning for children with sensory disabilities and enhances movement understanding for all students.

Structuring Learning and Participation



Learning tasks are organized to allow for flexibility and inclusion. Activities may be performed:

- Individually, to support self-paced learning

7. EXAMPLES OF ADAPTIVE PHYSICAL ACTIVITIES FOR CHILDREN IN THE AGE OF 6-11




Biotic motor skills, or natural forms of movement, include motor programs through which it is possible to overcome space, overcome obstacles, overcome resistance from various external objects, and manipulate objects.

GROUP OF BIOTIC MOTOR SKILLS	PURPOSE / DESCRIPTION	MOTOR PROGRAMS
1. Biotic motor skills for overcoming space	Enable effective movement through space.	Rolling Crawling Walking and running
2. Biotic motor skills for overcoming obstacles	Used for successfully overcoming various obstacles in space.	Jumps Leaps Landings Climbing Crawling through openings
3. Biotic motor skills for overcoming resistance	Enable overcoming external resistance through the use of body strength.	Lifting Carrying Pushing Pulling Bracing Hanging
4. Biotic motor skills for object manipulation	Refer to handling external objects of different shapes, sizes, and weights.	Catching Passing and throwing Dribbling Juggling

7.1. BIOTIC MOTOR SKILLS FOR OVERCOMING SPACE

A) VISUAL IMPAIRMENT

BIOTIC MOTOR SKILLS FOR OVERCOMING SPACE	ADAPTATIONS	EXERCISE / STRATEGY	MAIN MISTAKE
ROLLING	Tactile cues (textured mats, raised strips) to orient direction.	Rolling toward a textured surface.	Rolling away from the intended direction due to lack of spatial reference.
CRAWLING	Tactile markers along the floor (foam strips, rope guide).	Following a tactile lane with hands/ knees.	Crawling off the path.
WALKING / RUNNING	Guiding rope/ rail, sighted guide technique, auditory cues.	Moving in a straight line with a rope guide.	Drifting sideways or losing direction.

INSTRUCTION	VARIANTS	IMAGES
<p>“Place your hand on the textured mat and roll toward the texture.”</p>	<ul style="list-style-type: none"> • Different textures • Add auditory target • Bilateral rolling 	
<p>“Keep one hand on the tactile rope and follow it.”</p>	<ul style="list-style-type: none"> • Wider lanes • Intermittent textures • Add auditory target 	
<p>“Hold the rope lightly and walk forward at steady pace.”</p>	<ul style="list-style-type: none"> • Add metronome for pacing • Jogging progression • Auditory cones 	



PARA SCHOOL PROGRAMME



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