



Active Insight: Evidence in Action



Tip #871: Structuring Inclusive Access Through Movement

Overview

Inclusive access in physical education means ensuring that every student can participate in movement experiences regardless of their physical ability, cultural background, socioeconomic status, or learning needs. When teachers audit their programs for access barriers such as cost, transport, equipment, language, cultural appropriateness and take concrete steps to remove those barriers, they create a genuinely inclusive physical activity environment. Inclusive access is not about lowering expectations but about removing the obstacles that prevent students from meeting them.

Key Teaching Ideas

Identifying and removing access barriers requires teachers to look beyond the lesson itself to the broader context in which students are participating. Cost barriers including equipment, uniforms, excursion fees can be addressed through equipment libraries, subsidy programs, and low-cost activity designs. Cultural barriers can be addressed by consulting with families and community members about the cultural appropriateness of specific activities. Language barriers can be addressed through visual instructions, multilingual resources, and peer support. The goal is a program where no student is excluded by factors outside their control.

Practical Application

- **Access Barrier Check:** Systematically review the HPE program for potential access barriers cost, transport, equipment, language, cultural appropriateness and develop a specific plan to address each one identified.
- **Equipment Lending Libraries:** Establish a school equipment lending library where students can borrow sports equipment for use at home, removing cost as a barrier to physical activity outside of school hours.
- **Visual Instruction Resources:** Develop visual instruction cards for all major activities that communicate task requirements without relying solely on verbal or written English, supporting students with language barriers or learning differences.



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- **Cultural Consultation Processes:** Consult with families from diverse cultural backgrounds about the cultural appropriateness of specific activities and be prepared to offer culturally appropriate alternatives where needed.
- **Subsidy and Support Pathways:** Establish clear pathways for students and families to access financial support for HPE-related costs, ensuring that cost is never a barrier to participation in school physical activity.

Next Steps

Visit [Active Education Australia](https://activeeducationaustralia.edu.au) for resources on inclusive access and participation equity in HPE programs. [Anywhere PD](#) covers access audits, barrier identification, and practical inclusion strategies for schools.