



Sensory Rounders for SGOs

SEND

What's unique about Sensory Rounders

Sensory Rounders reimagines the way traditional Rounders is delivered to ensure disabled people with complex needs can participate in an inclusive, engaging and person-centred way.

Developed by Sense and Rounders England, it focuses on the same skills as the traditional game while tailoring activities to support meaningful engagement and promote physical, social, and mental wellbeing.

As part of the national Sensory Sport programme, this innovative School Games format is the first of its kind—offering a bespoke, person-centred experience that helps young people with complex needs enjoy and benefit from sport in a way that suits them.

What does 'disabled people with complex needs' mean?

Disabled people with complex needs tend to have two or more of the following conditions:

- Deaf or hearing impairment
- Learning disability
- Blind or vision impairment
- Autism

They may have other additional needs as well as those listed above. Individuals with complex needs may also be described as having Profound and Multiple Learning Disabilities (PMLD).

Disabled people with complex needs may experience unique barriers in daily life. It might mean you need high level support to communicate, develop new skills and live more independently.

What is the intent of your format



Increase regular participation and motivation



Build social skills and connections (i.e. sense of belonging)



Provide inclusive opportunities

Sensory Rounders provides opportunities for disabled people with complex needs to participate in traditional sports in a person-centred and meaningful way. The programme is designed to meet the needs of the participants and be adapted to suit their learning outcomes, preferred engagement methods and physical capabilities. Sensory Rounders emphasises and focusses on individuals achieving outcomes which relate to physical health, social connectedness and personal development.

Target group benefits



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Sensory Rounders is designed to enable disabled people with complex needs to engage in rounders activities in a way which is person-centred and meaningful to everyone.

Engaging in Sensory Rounders can help young people develop a range of physical skills such as endurance, balance and coordination, as well as developing social skills and other key areas of personal development such as teamwork, communication and building trust.

It's just not Sensory Rounders if you don't...

1

focus on each individuals' desired outcomes.

2

adapt the activity, delivery styles and engagement methods to suit the needs of the individual.

3

celebrate success in whatever form that takes.



Sensory Rounders for SGOs

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How to run inter-competition: Sensory Rounders Festival



How to set up

- Plan your event using a range of the Sensory Rounders activities in this resource, ensuring there are enough activities to engage all attending young people for the length of the event. We would suggest between 4-8 activities.
- Using the activity cards, set up each activity as a separate 'station' around the room.
- Activities can be adapted to suit the needs of the young people by simplifying or making them harder. You may choose to have three levels of each activity that suit different needs.
- Incorporate the suggested elements of competition for each activity, e.g. counting scores or aiming for a maximum score in a set time.
- Position teams evenly around the room, starting on a different station. Provide each team with a scoresheet and ask a staff member or volunteer to record their team's score on each station.
- Decide a certain length of time for teams to spend on each station and instruct participants to move on once the allocated time is up.
- Allow time to demonstrate each activity with the whole group.
- Collate scores at the end.



Age group

KS2 = 7-11 years old
KS3 = 11-14 years old
KS4 = 14-16 years old



Gender

Mixed



Participant numbers

- Numbers should be determined by the size of the venue and staff numbers. Teams should be between 4-10 participants.



Target audience

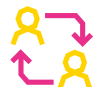
Sensory Rounders is designed for disabled young people with complex needs. No prior experience is needed.



Benefits for YP

Through Sensory Rounders, young people will:

- Have fun and enjoy themselves
- Develop new skills
- Develop friendships and meet new people
- Experience being part of a team and understand your contribution to it
- Aspire to improve and challenge themselves.



Roles for YP

Young people can:

- Welcome athletes to the event.
- Help set up the event.
- Support with scoring.
- Be Team Managers, to work with a team as they move round the stations, offering support and encouragement.



Progression

- Staff can attend free online training by registering [here](#).
- To find out about existing sessions or opportunities for new sessions, contact sense.active@sense.org.uk.

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How to run inter-competition: Teeball



How to set up

- Set up four cones or rounders posts in a diamond formation and mark out a box for the batter.
- Split the group into two teams, with one team spread out in the fielding area and another team lined up behind the batter's box.
- Place a batting tee just in front of the batter's box with a ball of the player's choosing positioned on top.
- The batter hits the ball off the top of the tee (using a bat or racket of their choice) and moves towards the first post. Staff can help support movement where needed.
- The batter has three chances to hit the ball if they miss it. The next person in the batting team will then bat.
- The fielding team tries to catch the ball and pass it back to the 'bowler' (person standing in the middle).
- A rounder is scored for everyone who makes it round to the 4th post.
- Each team gets a set time to score as many rounders as possible.



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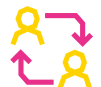
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Additional support

Staff can access training through the Introduction to Sensory Sport workshop, organised by Sense. This is delivered virtually four times a year, and face to face training can also be organised within schools. For more information on our workshops visit [here](#).

Sense also hosts a Virtual Sensory Sport programme specifically for Schools and Colleges. Working through a range of activities with a sensory focus, the programme allows disabled students with complex needs to take part in Sensory Sport sessions and competitions in an individualised and meaningful way, from the comfort of their own school.

To express an interest in our Virtual Sensory Sport programme for Schools and Colleges contact sense.active@sense.org.uk.

NGB regional contacts

Sense Active are working in partnership with Rounders England to develop Sensory Rounders opportunities across England. For more information, and to be put in contact with your Sense Active Regional Lead, please contact sense.active@sense.org.uk.

Personal development

More information on Sense's CIMSPA accredited Introduction to Sensory Sport Workshop can be found online [here](#).

Toolkits, equipment and funding are available post workshop to support the development of new sessions alongside ongoing peer-to-peer mentoring. Sense funding can be used towards coaching costs and venue hire of any new sessions. Post workshop support will be provided by Sense Active and Rounders England to support coaches, teachers, young leaders and SGO's on their Sensory Sport journey.

Where to participate next?

Sense Active are working in partnership with Rounders England to develop Sensory Rounders opportunities across England.

You can also search local Sensory Sport opportunities via our [Activity Finder Bookable activities](#).

Where to compete next?

You can join our Virtual Sensory Sport Programme to participate with other schools across the UK in fun activities and competition, from the comfort of your own school.

To express an interest in our Virtual Sensory Sport programme for Schools and Colleges contact sense.active@sense.org.uk.

Further information

Please contact sense.active@sense.org.uk or visit [here](#) for more information on the following:

- Introduction to Sensory Sport workshop
- Virtual Sensory Sport programme for schools and colleges
- Opportunities to participate in your local area
- Contact details for your Sense Active Regional Lead.


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Why Sensory Rounders for your school?

Sensory Rounders reimagines the way traditional Rounders is delivered to ensure disabled people with complex needs can participate in a meaningful, engaging and person-centred way.

Sessions focus on the same skills as traditional activities – throwing, catching, hitting and running – but are instead delivered in a way that enables participants to truly engage and achieve physical, social and mental health benefits of taking part in sport. All activities are fully adaptable, with very simple rules and lots of ways to make it easier or harder to suit individual needs.

What does ‘disabled people with complex needs’ mean?

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Disabled people with complex needs may experience unique barriers in daily life. It might mean you need high level support to communicate, develop new skills and live more independently.

How to use activities in curriculum time

Sensory Rounders can be embedded into PE lessons using activities provided as part of this School Games format. These activities are taken directly from our Sensory Rounders toolkit and printed or electronic versions of these toolkits are available after attending an Introduction to Sensory Sport workshop.

There is full flexibility over how to structure a session, staff can either focus on key skills such as throwing and catching for several weeks before introducing batting or running, or you could choose an activity from each section. All lessons should be tailored to the needs of the participants and be adapted to suit their learning outcomes, preferred engagement methods and physical capabilities.

An outcomes-focused approach is encouraged whereby participants would work towards achieving chosen outcomes such as coordination, balance, endurance, teamwork or communication.

Additional support

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Sense also hosts a Virtual Sensory Sport programme specifically for Schools and Colleges. Working through a range of activities with a sensory focus, the programme allows disabled students with complex needs to take part in Sensory Sport sessions and competitions in an individualised and meaningful way, from the comfort of their own school.

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How to run inter-competition: Sensory Rounders Festival



How to set up

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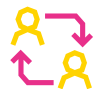
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Progression

- Set up Sensory Rounders within curriculum time to help practice skills and familiarise with activities.
- Connect with Sense or Rounders England to find a local coach who could come and support delivery either in curriculum time or by setting up an extracurricular club.
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How to run inter-competition: Teeball



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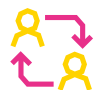
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How to run inter-competition: Virtual Sensory Sport programme



How to set up

- To register your interest in the virtual Sensory Sport Programme email sense.active@sense.org.uk.
- Blocks of activities will be run in each half term, rotating around the five Sensory Sports (Rounders, Badminton, Snooker, Tennis and Football).
- A full equipment list will be provided ahead of the first session in each block.
- Basic equipment will be required such as balls of varying sizes, beanbags, cones etc (as well as any Boccia ramps, trays, tables or similar that individuals may require).
- Support staff and teachers will need to support with engagement within the space.
- During each session, the coach will teach a few different activities and groups will then have time to practice.
- The final week will take the form of a competition where teams will acquire points for completing certain activities.
- Variations for each activity will be provided so they can be adapted to suit the needs of individuals.



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Gender

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Participant numbers

- Numbers should be determined by the size of the space within the school and numbers of teachers, teaching assistants and support staff available to support delivery.



Target audience

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Roles for YP

Young people can:

- Support with setting up the classroom or space.
- Support with engagement within the space.
- Set up and clear away equipment before, during and after the sessions.
- Support with scoring.



Progression

- Progressions for each activity will be detailed throughout the online session.
- Activities can be practiced during PE or extracurricular time.
- Staff can attend free online training by registering [here](#).

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Activity 1: Exploring the space and equipment

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Activity diagram

Scan the QR codes below to watch videos showing how to map the space and equipment in your sessions.



How to make it easier

- Provide more support, guidance and direction to the participant when moving around and exploring the space
- Suggest pieces of equipment for the participant to explore and support them to feel and squeeze each item
- Spend longer exploring one piece of equipment in more detail

How to make it harder

- Encourage the participant to explore the environment more independently
- Try exploring new pieces of equipment
- Encourage the participant to interact with several different items in a specific amount of time
- Encourage the participant to interact with other people in the group using communication, touch and sound where appropriate

How to play

- Allow participants to move around the environment feeling the perimeter of the space including walls, floors, and markings.
- Introduce some of the equipment which is likely to be used during the session allowing time for participants to explore textures, shapes and sizes.

Safety

- Ensure the space is clear of obstacles.
- Make sure the space size is suitable for the number of participants.
- Activity to take place under supervision of teacher/leader.

Equipment required

- Any equipment being used in the session.

Space required

- Any space being used in the session.

Estimated set-up time

- 2 minutes.

Difficulty level



Spirit of the Games



- How can you engage with other participants who have different preferred ways of communicating?
- How do you show respect to other people's space in this activity?



- How can you explore the space and equipment more independently?
- Do you feel confident in the space and using the equipment in the session?

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Activity 2: Celebrating Success

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Activity diagram

Scan the QR code to watch a video on how to celebrate success in your sessions.



Spirit of the Games



- How can you celebrate when your teammates achieve success?
- How can you support your teammates to help them achieve success?



- How does it feel when you achieve success?
- What does success look like to you?

How to play

- A celebration should be introduced to any activity delivered throughout the session.
- Each participant's efforts and achievements should be celebrated no matter how small these may seem.
- Use ribbons, bells, clapping and cheering to show that you recognise their efforts and progress.
- Achievements can be monitored over several weeks to track progress.

Safety

- Ensure the space is clear of obstacles.
- Make sure the space size is suitable for the number of participants.
- Activity to take place under supervision of teacher/leader.

Equipment required



Hands



Ribbons/scarves/flags



Bells or bell balls

Space required

- Any space clear of obstacles, minimum size of half a badminton court.

Estimated set-up time

- None.

Difficulty level



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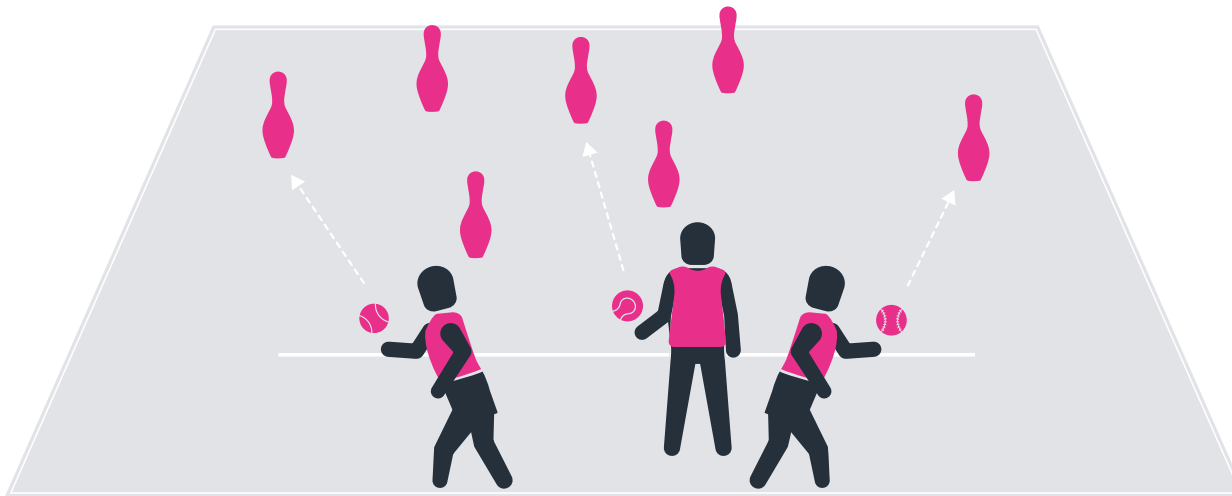
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Activity 3: Skittles

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How to play

- Scatter a range of skittles or similar items in a defined area.
- Ask participants to roll or throw balls of their choice along the floor aiming to knock over the skittles.





Scoring:

- Points can be scored for the number of skittles knocked down.

Safety

- Ensure the space is clear of obstacles.
- Make sure the space size is suitable for the number of participants.
- Activity to take place under supervision of teacher/leader.

Equipment required

-  Set of skittles
-  Selection of balls (rounders ball, bell balls, textured balls)
-  Line markings
-  Boccia or Kurling ramp

Space required

- Any space clear of obstacles, minimum size of half a badminton court.

Estimated set-up time

- 2 minutes.

Difficulty level



How to make it easier

- Move the skittles closer together and nearer to the participant
- Support the participant with throwing the balls
- Use Boccia or Kurling ramp to support as required
- Use a larger ball

How to make it harder

- Encourage participants to choose which skittle to aim towards by allocating different numbers of points
- Encourage correct bowling technique (pendulum motion)
- Use a smaller ball
- Move the skittles further apart, or further away from the participant

Spirit of the Games



- Why did you believe you could knock the skittles down?
- What helped to make you believe in yourself more?



- How do you feel when you see others playing with lots of passion?
- What did you most enjoy about this activity?


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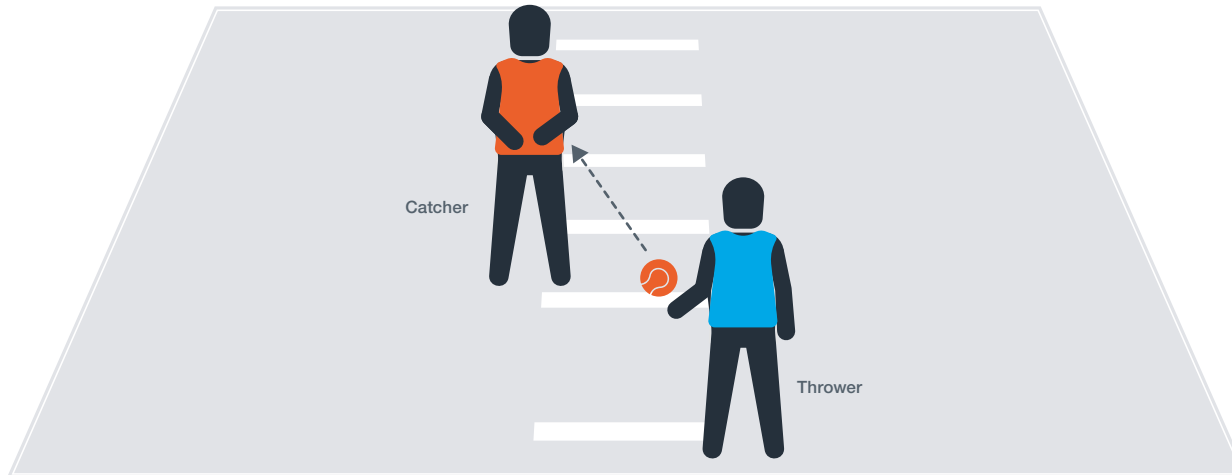

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Activity 4: Ladder Catch

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How to make it easier

- Start within reaching distance, placing the ball in the catcher's hand and encourage them to return it into your hands
- The catcher can use a catching net
- Support the participant with hand movement
- Ball can be rolled along the floor and/or down a Boccia or Kurling ramp
- Use different equipment (balloons, nylon scarves) that might be easier to catch

How to make it harder

- Encourage correct underarm throwing technique (pendulum motion)
- Increase the distance between the markers
- Set a personal challenge to catch a certain number of balls at each marker

How to play

- Set out a row of five markers roughly half a metre apart
- One person is catcher and starts on the first marker. Another person is the thrower who is positioned facing the catcher, roughly one metre away.
- The thrower throws a ball underarm towards the catcher who aims to catch it, before throwing it back.
- Repeat the activity three times.
- Catcher gradually moves back to each line once three catches have been made.

Scoring:

- Points can be scored for the number of successful catches made.
- Create a competition between teams – the team who reaches the furthest marker first is the winner.

Safety

- Ensure the space is clear of obstacles.
- Make sure the space size is suitable for the number of participants.
- Activity to take place under supervision of teacher/leader.

Equipment required

- Throw-down lines or markers
- Selection of balls (rounders ball, bell balls, textured balls)
- Catching nets or buckets (optional)
- Boccia or Kurling ramp

Space required

- Any space clear of obstacles, minimum size of half a badminton court.

Estimated set-up time

- 2 minutes.

Difficulty level



Spirit of the Games



- What did you enjoy most about this activity?
- How could you share your passion for rounders with others?



- How can you keep yourself motivated if you miss lots of catches?
- How can you help other people to maintain determination to succeed?

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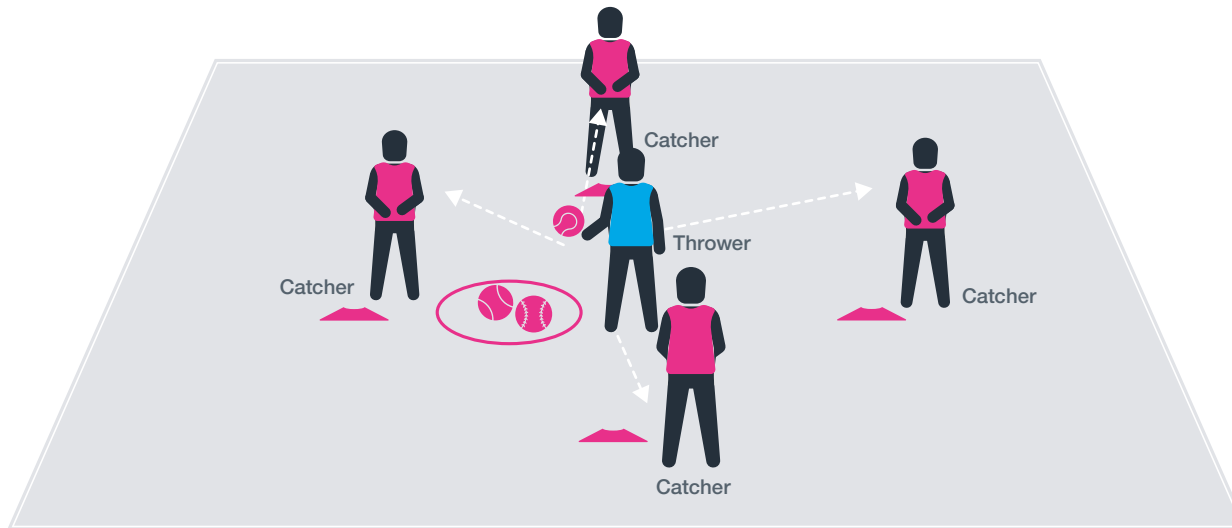
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Activity 5: Diamond Throws

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How to play

- Set up four cones in a diamond shape and position one person at each cone.
- One person stands or sits in the middle with a selection of balls.
- Person in the middle passes a ball of choice to a participant at a cone, who receives it and passes it back to the middle.
- Repeat with other participants at all cones.





Scoring:

- Score a point for every successful catch or receive of object.
- See how many points you can score in 3 minutes.

Safety

- Ensure the space is clear of obstacles.
- Make sure the space size is suitable for the number of participants.
- Activity to take place under supervision of teacher/leader.

Equipment required

-  Cones
-  Selection of balls (rounders ball, bell balls, textured balls)
-  Catching nets
-  Boccia or Kurling ramp

Space required

- Any space clear of obstacles, minimum size of half a badminton court.

Estimated set-up time

- 2 minutes.

Difficulty level



How to make it easier

- Decrease the throwing distance, and size of area used
- Start with just one cone
- Use a variety of different balls to suit individual needs
- Use nets or buckets for catching
- Use Boccia or Kurling ramp to roll the ball

How to make it harder

- Gradually increase the throwing distance
- Use more challenging balls
- Encourage the person in the middle to decide who they throw towards

Spirit of the Games



- Can you work as a team and see how many passes you can achieve?
- How can you support your teammates to receive the passes?



- How can you challenge yourself to receive more items each time you do this activity?
- How do you stay motivated when you're feeling tired?

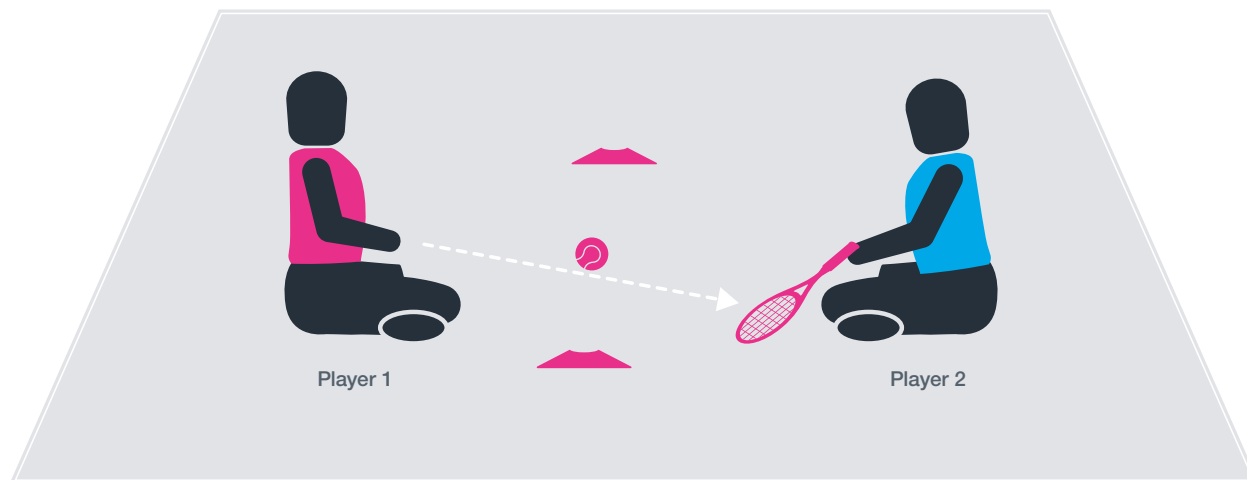
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Activity 6: Floor Rounders

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How to play

- Ask participants to sit or stand with a choice of bat or striking object.
- Player 1 rolls a ball along the floor towards player 2.
- Player 2 will try to hit it back.

Scoring:

- Count the number of passes between each player.
- Introduce targets with points (5 points for red target, 3 points for yellow target, 1 point for blue target).

Safety

- Ensure the space is clear of obstacles.
- Make sure the space size is suitable for the number of participants.
- Activity to take place under supervision of teacher/leader.

Equipment required

- Selection of balls (rounders ball, bell balls, textured balls)
- Selection of bats and striking objects
- Boccia or Kurling ramp
- Cones or targets

Space required

- Any space clear of obstacles, minimum size of half a badminton court.

Estimated set-up time

- 2 minutes.

Difficulty level



How to make it easier

- Sit at a table and push the ball with hands
- Start a short distance away from the participant
- Use bigger or smaller balls
- Use bigger or smaller bats or striking objects
- Use Boccia or Kurling ramp as required

How to make it harder

- Gradually increase the distance between players
- Use targets to work on aim
- Use different bats and work up towards using a rounders bat

Spirit of the Games



- How many times can you return the ball to your partner?
- How many targets can you hit?



- What did you enjoy most about this activity?
- How do you celebrate when you achieve success?

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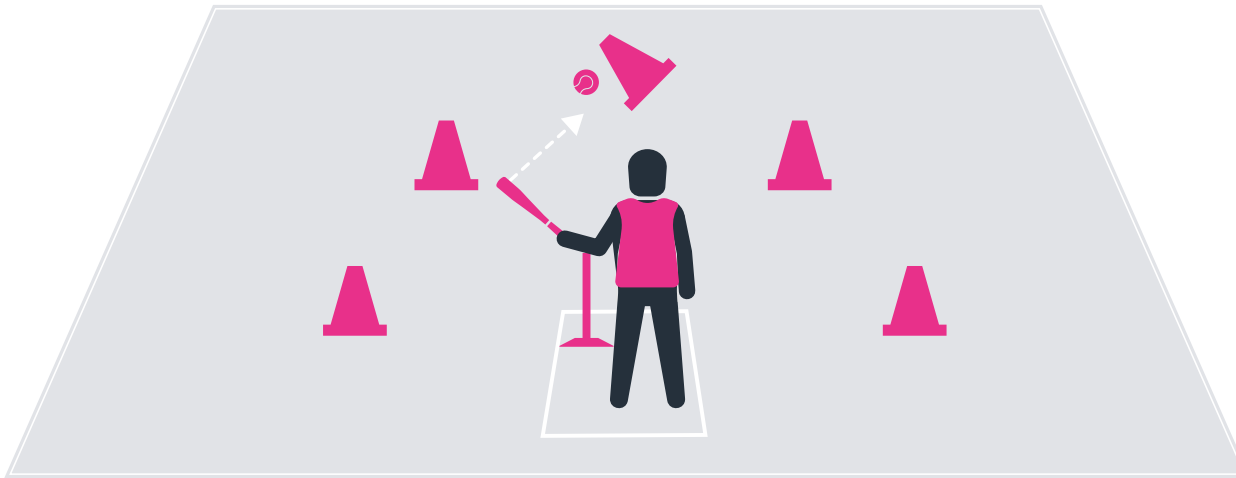
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Activity 7: Target Practice

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How to make it easier

- Use hand or foam hand instead of a bat
- Push the ball along the floor instead of using the batting tee
- Start with larger targets
- Use a mixture of balls
- Use Boccia or Kurling ramp as required

How to make it harder

- Move the targets further away
- Make the target sizes smaller
- Introduce fielders who receive the ball at the targets

How to play

- Set out a batting square.
- Ask participant to sit or stand in the square with a bat or striking object of their choice.
- Place 4–5 targets in a semi-circle facing the participant using coloured cones, buckets, targets or people.
- Using the batting tee or a bowler, ask the participant to hit the ball of their choice towards one of the targets.
- Repeat and aim for different targets.

Scoring:

- Count the number of hits to each target.
- Introduce scoring for targets (5 points for the targets furthest away, 3 points for targets in the middle, 1 point for target closest).

Safety

- Ensure the space is clear of obstacles.
- Make sure the space size is suitable for the number of participants.
- Activity to take place under supervision of teacher/leader.

Equipment required

- Selection of balls (rounders ball, bell balls, textured balls)
- Cones, buckets or nets for targets
- Selection of bats and striking objects
- Batting tee or tall cone
- Boccia or Kurling ramp

Space required

- Any space clear of obstacles, minimum size of half a badminton court.

Estimated set-up time

- 3 minutes.

Difficulty level



Spirit of the Games



- Did you believe you could reach the target?
- What helped to make you believe in yourself more?



- How did you encourage your teammates to achieve success?
- What could you do to improve your teamwork skills?

sense

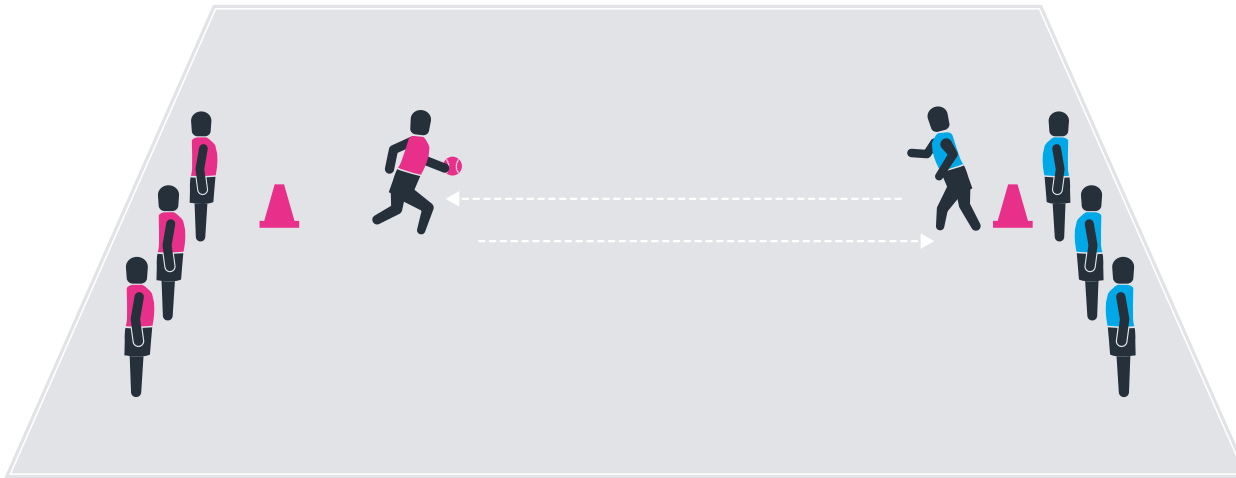
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Activity 8: Shuttle Runs

SEND



How to make it easier

- Reduce the distance between cones
- Start without a ball
- Use a support worker or teacher to support movement

How to make it harder

- Increase the distance between the cones
- Set out more teams and introduce a race
- Add more cones

How to play

- Place 2 cones roughly 2 metres apart.
- Split the group evenly and form a line between each cone.
- Player 1 holds a ball, moves towards the opposite cone as fast as they can and passes the ball to player 2.
- Player 2 then moves back towards the opposite cone.
- Continue until everyone is back at the starting point.

Scoring:

- Count the number of shuttle runs between your team in 3 minutes.
- First team to return to the starting point wins.

Safety

- Ensure the space is clear of obstacles.
- Make sure the space size is suitable for the number of participants.
- Activity to take place under supervision of teacher/leader.

Equipment required

- Selection of balls (rounders ball, bell balls, textured balls)
- Cones

Space required

- Any space clear of obstacles, minimum size of half a badminton court.

Estimated set-up time

- 2 minutes.

Difficulty level



Spirit of the Games



- Did you count the number of shuttle runs accurately?
- Did you complete the shuttle runs as independently as possible?



- Can you encourage your teammates to score as many shuttle runs as possible?
- Can you work together to pass the ball around your team?

sense

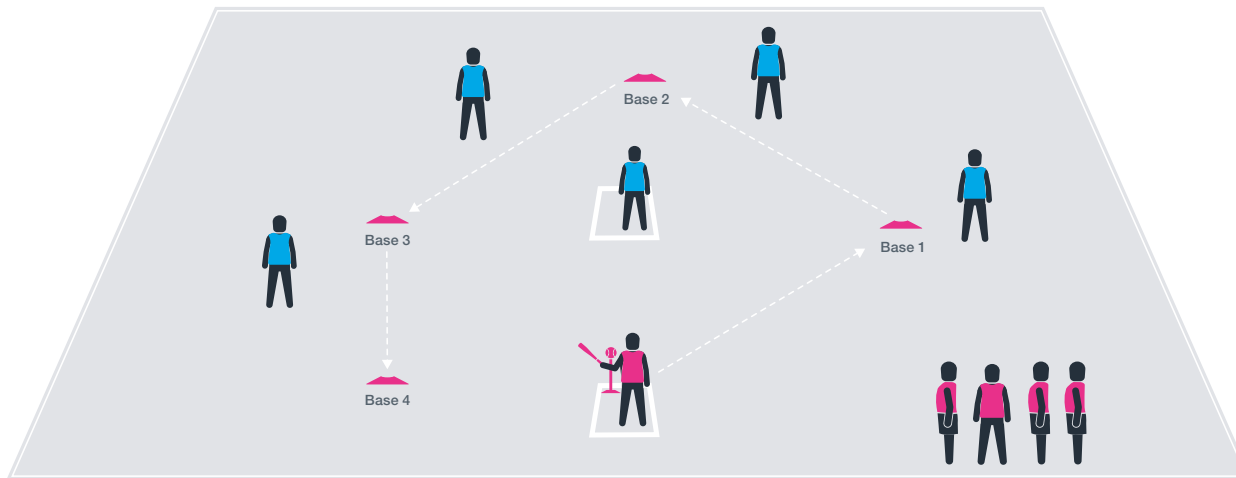
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Activity 9: Tee Ball

SEND



How to make it easier

- Reduce the distance between bases
- Use a support worker or teacher to support movement
- Remove fielders
- Use larger or different bats or striking objects
- Making scoring easier (i.e. one point for every time someone makes it to 2nd and 4th base)

How to make it harder

- Increase the distance between the bases
- Introduce a bowler instead of the batting tee
- Encourage more fielders
- Limit number of attempts to hit the ball
- Encourage fielding team to start stumping batters out

How to play

- Set up four cones or rounders posts in a diamond formation and mark a batting square and a bowling square.
- Split the group into two teams, with one spread out in the fielding area and the other in a safe space waiting for their turn to bat.
- Batters take it in turns to hit the ball using their choice of bat or striking object from the batting tee.
- Batter then moves towards the first rounders post or cone
- Each batter has three attempts to hit the ball before moving onto the next player.
- The fielding team tries to catch or receive the ball and pass back to the bowler in the middle.

Scoring:

- A rounder is scored for everyone who makes it round to the 4th base.
- Each team gets equal amounts of time or hits to score as many rounders as possible.

Safety

- Ensure the space is clear of obstacles.
- Make sure the space size is suitable for the number of participants.
- Activity to take place under supervision of teacher/leader.

Equipment required

- Selection of balls (rounders ball, bell balls, textured balls)
- Rounders posts or cones
- Batting tee
- Bats or striking objects

Space required

- Any space clear of obstacles, minimum size of half a badminton court.

Estimated set-up time

- 2 minutes.

Difficulty level



Spirit of the Games



- How many rounders did you and your team score?
- Were you able to hit the ball on your 1st, 2nd or 3rd attempt?



- Did you work together as a fielding team to stop the batting team from scoring?
- Did you encourage your teammates?

sense

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