

# Newsome High School and Sports College

## Integrating students with a disability into PESS



**Our headteacher said:**  
**“The progress made by our disabled students has been overwhelming. To see them achieve in a variety of activities at local, regional and national level is very rewarding. Their**

**achievements are a credit to students, parents and staff at the school.”**

*Newsome High School and Sports College is a mixed, 11 – 16, comprehensive school. Although the school is located only one mile from Huddersfield Town Centre, many of its students live in the semi-rural surrounds of Huddersfield. 47 students on roll have a disability, of whom almost half are hearing-impaired. With these students in mind, the school built a specially designed area housing accessible toilet facilities, a physiotherapy room and a resource area for the hearing-impaired. Over one quarter of students are entitled to free school meals and a similar number have SEN.*

### Target group

All disabled students at the school, but disabled G & T students in particular.

### Why this project?

- As a school, we wanted to raise the attainment of disabled students in KS3 PE.
- No disabled students were taking up GCSE PE and there was limited NPRA Unit Accreditation success (Northern

Partnership for Records of Achievement).

- Staff felt there was a lack of OSHL provision for disabled sports people, and for G & T disabled sports people in particular.

### Aims

- To improve participation, enjoyment and attainment levels of students with disabilities in PE lessons.
- To provide a more structured OSHL

programme offering students opportunities to take part in a wide range of activities.

- To better support disabled G & T PE students.

### Action

- Interested Learning Support Assistants (LASs) were invited to receive training and then help deliver the new programmes both in curricular and extra-curricular time.
- The KS3 PE programme has been modified to be more inclusive and new facilities have been built (with Sports College and Neighbourhood Renewal funding) such as a large all weather surface, indoor areas and a fitness suite.
- PE staff work closely with exam boards on the delivery of both theory and practical parts of GCSE PE and GCSE dance, to KS4 students with disabilities.
- SMT agreed to release a member of staff for one day a week in order to take on the role of ‘Disability Sports Co-ordinator’.
- Partnerships have been formed with other schools in the area who have similar students and inter-school activities are organised each term.

### Results

- The new all-weather surfaces allow wheelchair users to play a full part in lessons where previously muddy conditions made it impossible.
- LSAs are now more enthusiastic, knowledgeable, pro-active and effective in helping disabled students fulfil their potential in PE.
- As a consequence, participation, enjoyment and attainment have all risen

among disabled students in KS3 PE.

- Several disability students are achieving well in GCSE PE, including one A\* grade.
- A ‘Dyspraxia Club’ provides physical activities three mornings a week from 8.45am until 9.15am.
- Later school transport has been arranged in order to allow more students to attend the ‘Special Sports Club’.
- The school enters students in the annual Kielder Challenge and Calvert Trust Residential Experience, where students can engage in outdoor education activities and challenges.
- Newsome High students take part in, and regularly win medals at national championships in a number of sports e.g. boccia, impaired tennis and athletics.
- We won the Yorkshire and Humberside Disability Sports ‘School of the Year’ award 2003.
- The school has been recognised nationally as an example of good practice and the DoS and other staff provide regular CPD and support for teachers, LSAs and teacher trainees across the country.

### Maintaining progress

Means by which we hope to ensure sustainability and the development of improved standards are outlined below:

- Continuing to improve the inclusion programme. This is now an integral part of our department, for instance we have made the ‘Development Manager for Inclusion’ a permanent post.
- Using the SSCo network, we provide an on-going CPD programme for teachers, LSAs and SSCos, which is specifically linked to the three local special schools.

