10 Top Tips for SGO`s
to engage alternative provision in the School Games

1. **Understand your patch!**
   Access your School Games dashboard to pull off a report to see how many AP schools are in your area. Are they registered/actively engaged in the School Games?

2. **Meet with your AP Schools!**
   See overleaf for key questions you could ask your AP when you first meet with them to understand the needs of AP and their pupils.

3. **Meet with pupils!**
   Consider the use of Chateez cards and run an inclusive focus group (your YST Lead Inclusion School can support you with this) to understand the needs and wants from pupils.

4. **Timetable your School Games opportunities appropriately.**
   For example, consider not running events on Monday's- due to often challenging circumstances for children and young people over a weekend who may need to come into school for food and hydration before they consider exercise.

5. **Consider the range of opportunities available through the School Games**
   Many APs deliver Sport Leaders programmes. Consider how young people can be deployed through your events as a first engagement into the School Games via leadership roles.

6. **Spend time ensuring young people feel safe.**
   There is often a greater need for pupils in AP to feel safe in their environment. Intra school competitive events or virtual opportunities may therefore have greater take up when pupils can take part on their own school site

7. **Do your research! What formats in the School Games could really encourage a team feel and sense of belonging?**
   One outstanding AP in London draws upon the sport of boxing for the primary reason that stepping into a boxing club gives an immediate sense of belonging and a family atmosphere for their pupils.

8. **Consider School Games formats that meet the needs of these young people.**
   Are there School Games formats which would support small group work to focus on increasing attendance, changing behaviour, improving attainment and raising self-esteem, with a shared interest in sport helping to motivate pupils?

9. **Consider where there are transition opportunities**
   Changing schools can be challenging for any child, but for children with additional needs these challenges can be intensified. Parents and carers[i] speak about the challenges for children with SEN and attachment disorder, whose wellbeing is often supported by familiar

routines and trusted relationships. Therefore, they can struggle to understand transition or can feel distressed by the secondary school environment, where they interact with more teachers and move between different classrooms far more than they are used to doing. How can the formats and the environments you offer through the School Games offer an effective intervention to support with transition?

10. **Promote school to school collaboration through your events**

    The best schools work with each other and local services to take collective responsibility for planning the right provision for children in their area. How can you, and the relationships you have locally encourage a positive conversation and a willingness to pilot something new for this/next academic year?