



Setting the scene

What do we want to get out of the day...

1. Clarity on the Lead Inclusion School role within the School Games
2. How this network adds value particularly around the School Games inequality pledge



Format of today

Time and space to reflect and connect with others and discuss

Sharing good practice – hearing from different voices

Uniting forces locally (NGB/NDSO engagement)

Focus on young people with PMLD & gender diverse young people



Agenda

1. School Games – setting the context
2. Small group discussion/reflections
3. School Games panel discussion
4. NGB Panel Discussion

Lunch and NGB engagement

5. Focus on gender diverse young people
6. Focus on young people with PMLD/complex needs (MATP)
7. Time to reflect & key dates



SCHOOL GAMES

 @YourSchoolGames



Partners

SCHOOL
GAMES



10 years of the School Games

A lot has changed in the world...

School Games since 2011



The Journey in 2016...

SCHOOL GAMES MISSION

Keeping competitive sport at the heart of schools and provide more young people with the opportunity to compete and achieve their personal best.

SCHOOL GAMES VISION

By 2020 the School Games will be continuing to make a clear and meaningful difference to the lives of even more children and young people.

PRINCIPLES OF COMPETITION...2017



SCHOOL GAMES

PRINCIPLES OF COMPETITION

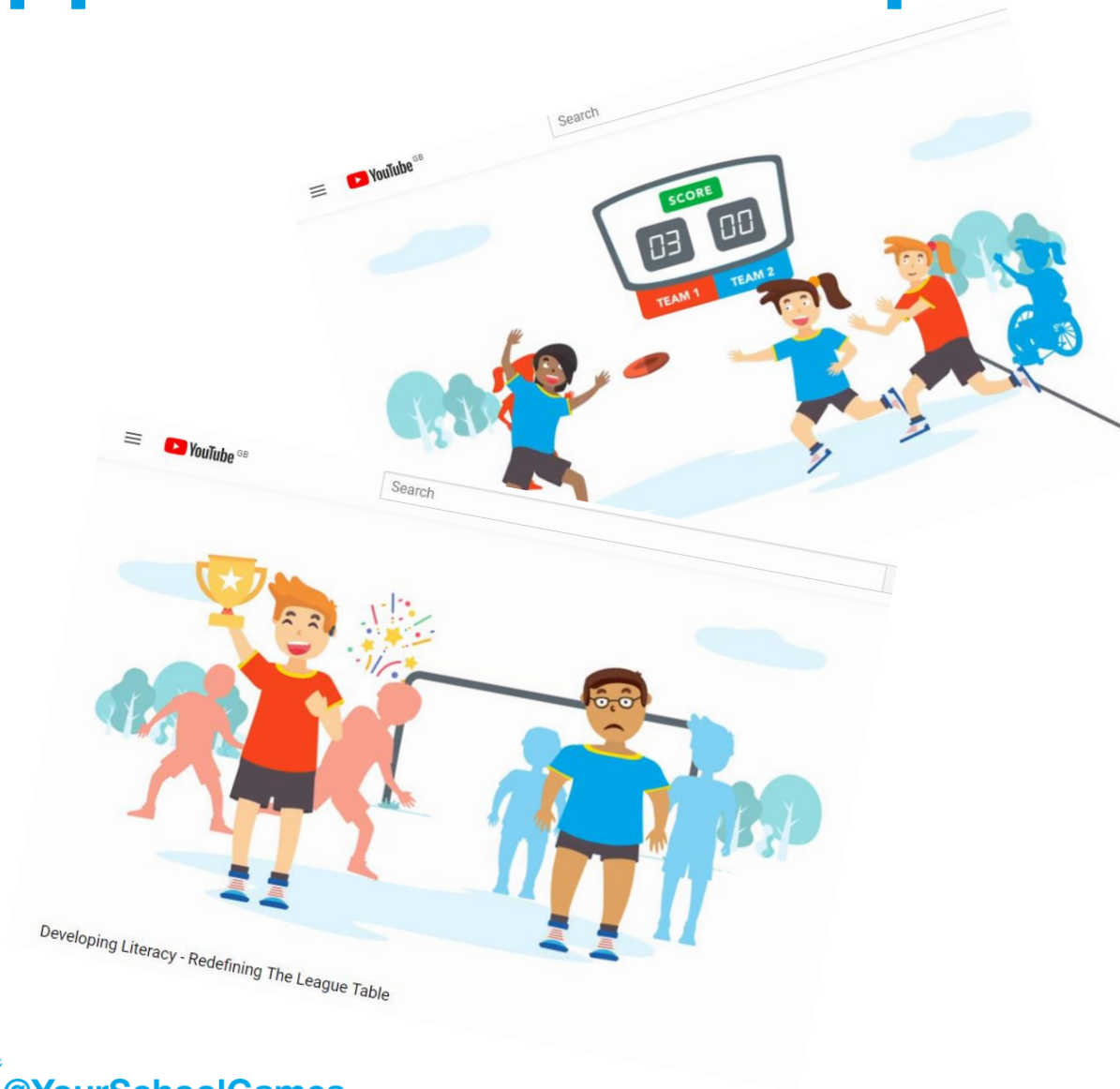
- 1** The young person's motivation, competence and confidence are at the centre of the competition.
- 2** The focus is on the process rather than the outcome (on the learning and values development of the young person rather than the result).
- 3** Volunteers, leaders and officials are appropriately trained and display behaviours reflective of the nature of the competition.
- 4** The environment is safe and creates opportunities to learn and maximise social development.
- 5** The facility and the environment that is created for the competition reflects the motivations, competence and confidence of the young people and format of the competition.

Why – themes of competition 2017-2019

INTENT

- Theme 1: Widening the competition environment to develop character and life skills
- Theme 2: Widening the competition environment to improve health
- Theme 3: Considering age or maturity levels to support fair competition and foster social connections
- Theme 4: Using technology to develop physical skills
- Theme 5: Adding fun elements to engage new audiences
- Theme 6: Adapting the competition environment to support individual development in sport
- Theme 7: Adapting the scoring to develop different sport skills
- Theme 8: Adapting the format to increase motivation

Approaches to Competition



Approaches to Competition



THEME 1

Widening the competition environment to develop character and life skills

Young people do not always see or access the wider benefits from taking part in competitive sport. This theme shows that designing a competition around the process rather than focusing on the outcome (single measure of success) can help develop the children and young people's character and life skills. While we know the development of character and life skills can be benefits from taking part in sport, focusing on the design of a competition can make sure these elements are explicitly taught.

WHY

- It is often a barrier to some young people that the focus of the competition is on one single measure of success e.g. the winning team, the fastest time, the longest throw/jump etc.
- Insight from young people suggest that they value other outcomes rather than just winning such as enjoyment, skill development, being with their friends and improving their health.
- The development of life skills prepares young people for the opportunities, responsibilities and experiences of later life.

HOW

- By introducing self-refereed games enables young people to develop skills such as conflict resolution, leadership, communication, teamwork and empathy.
- Scores for players displaying great values and fair play are celebrated alongside the results. Ensuring these scores are regarded as highly as the results.
- Players learn life skills whilst playing and by introducing concepts such as self-refereeing and spirit scoring enables the development of life skills to be an intended outcome.

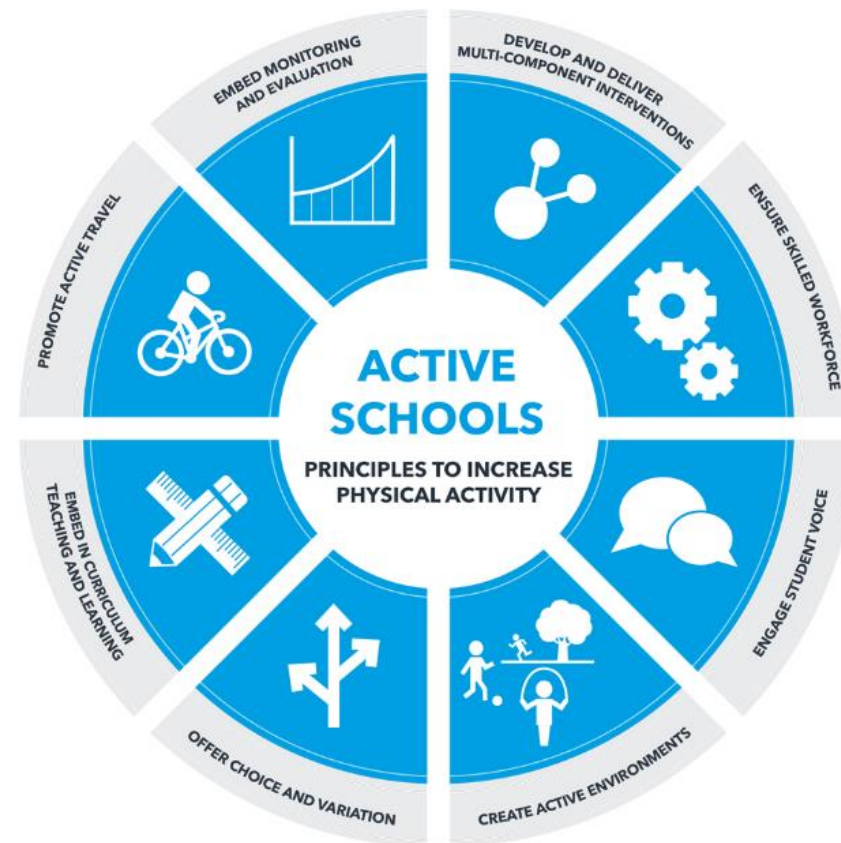
WHAT

Self-refereeing:

- Ultimate is a fast paced, non-contact team sport that is played with a flying disc (frisbee). The sport is refereed by the players themselves, even at World Championship level, according to a code of conduct known as 'the Spirit of the Game'. It places the responsibility of fair play on the players themselves. Players are responsible for resolving conflicts amongst themselves, and if they are unable to agree they resume play in a manner which simulates what would most likely have occurred if there had been no breach.

Principles of an Active School:

Change4Life Clubs to 60 Active Minutes



SPORT ENGLAND NEW STRATEGY...2020/21



Children & Young People Strand

Addressing inequalities & getting young people moving

REFRESHED MISSION & VISION...2021



SCHOOL GAMES MISSION

Putting physical activity and
Keeping competitive sport at the heart of
schools and provide more young people
with the opportunity to compete and
achieve their personal best.

SCHOOL GAMES VISION

~~By 2020~~ the School Games will be
continuing to make a clear and meaningful
difference to the lives of even more children
and young people.

School Games Evolution



For All Offer – 60 active mins
Targeted Offer – intent and
intelligence led opportunities &
competition

School Games Programme v School
Games Framework

School Games in 2011

- 12 years of School Games from SSPs to School Games
- 3 day a week post
- Competition Calendar around Levels / Pathways now
- Leadership
- Change4Life Sports Clubs
- Task List and KPI Driven

Evolving School Games 2023/24

- **3 day a week post**
- Events with clear intention as Intervention tools
- Leadership – who is given the opportunity to lead
- 60 Active Minutes
- Expectations
- Driven by evidence of need
- Impact and outcomes

School Games 2023-24



Available on School Games

@YourSchoolGames

Key dates



Autumn Term

Welcome Back Webinar	06 September; 1:00 – 3:00
SGO virtual induction	12 September; 11:00 – 12:00
School Games Mark verification (for SGOs)	13 September
School Games Consultation Group	14 September
Line manager termly briefing	14 September; 4-5pm
Development plans 23/24 created and updated	29 September
SGO national induction – Face to face	04 & 05 October
NGB networking	12 October
Midlands Regional conference (Coventry)	06 November; full day
South Regional conference (London)	08 November; full day
North Regional conference (Leeds)	14 November; full day
South West Regional conference (Bristol)	16 November; full day
SGO reporting	11 – 22 December
Impact Awards	22 December

AP Expectations in the Roadmap



There is ongoing flexibility in how the School Games investment into Active Partnerships and London Youth Games (LYG) can be utilised locally. This flexibility will result in variations of the role and remit of an Active Partnership/LYG across the country. The strategic direction, planning and priorities for School Games at both a county and local level should be focused around the shared five School Games Outcomes.

The what: county provision

- To position tackling of inequalities at the forefront of county School Games planning, provision and opportunities and seek ways to support SGOs to adopt the same approach locally
- To develop and deliver a county School Games offer informed by insight, youth consultation and collaboration. The look and feel of county provision will vary across the country. It could be the continuation of a county festival, a number of place-based festivals or focused work with targeted schools and young people. Targeted work will be the focus of this investment but there should still be a degree of a universal offer (i.e. 60 Active Minutes, county wide event, online training). Provision will very much depend on local need and insight
- To ensure the local and county School Games offer provides opportunities for young people to take on leadership and volunteering roles with the aspiration that opportunities will engage new and different young leaders
- To advocate to key stakeholders, such as Public Health, Governors, and schools, how the School Games is one of the ways we can make a meaningful difference to the lives of children and young people
- To ensure that positive experiences are at the heart of planning

SG Priorities



School Games Pledges 2023-25

Tackling Inequalities

Increase participation of schools from the most underserved communities

2025
for everyone

Physical Literacy

Positive experiences are created and promoted for children and young people

Youth Engagement

Embed and enhance the principle of 'by young people, for young people'

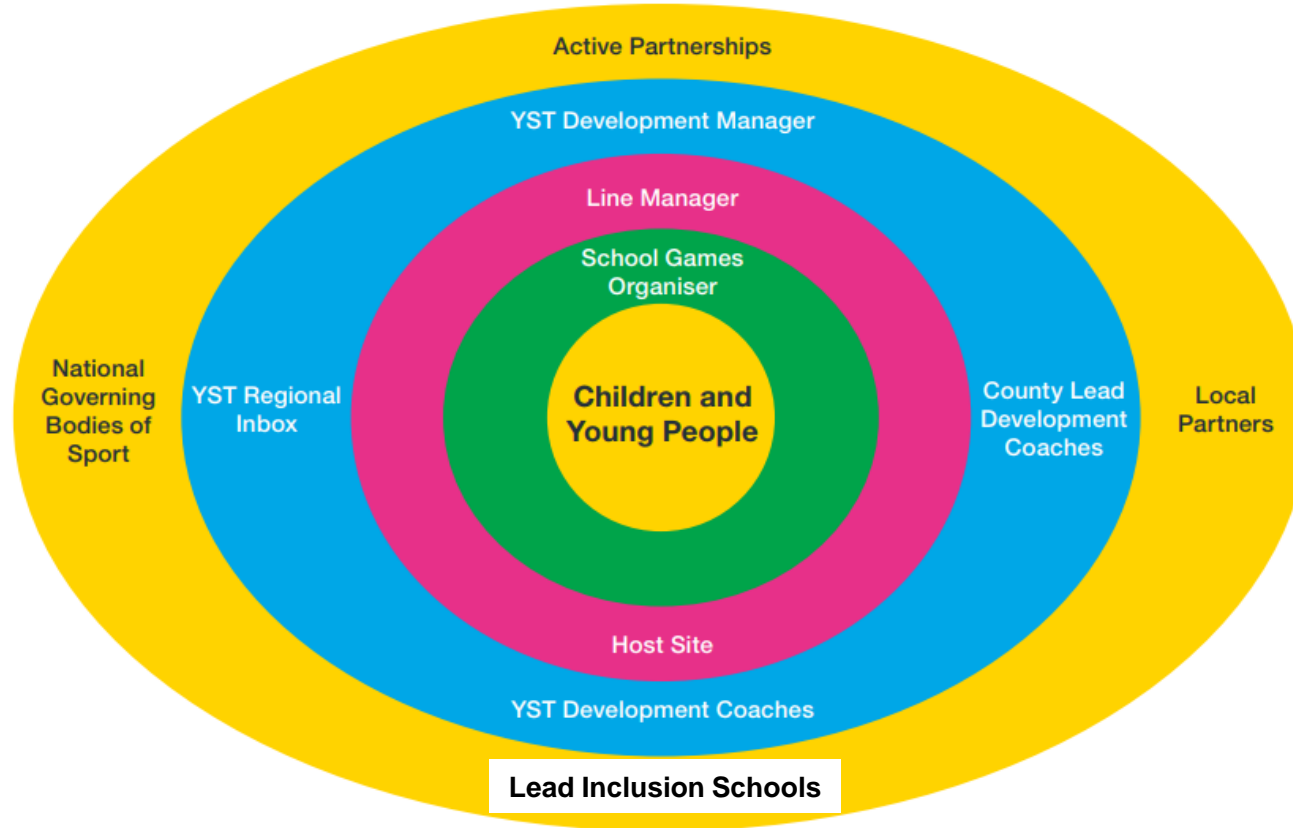
The outcomes for the School Games network to work towards in the 2023/24 are:

- 1 To advocate and position the delivery of the CMO daily active minutes for all young people, as a universal offer to maintain and grow school engagement¹
- 2 To ensure all competition has a clear intent and creates positive experiences based on the motivation, competence and confidence of the young people that need our support the most
- 3 To have a clear focus on secondary school engagement and transition points
- 4 To support the personal development of targeted young people through youth engagement and leadership
- 5 To advocate and engage key stakeholders² on the value of School Games to support local provision and improve the experience for young people and their families

Networks, Support and Resources

Knowing the Network

A group of organisations collaborating towards a common goal of...



Website



MILESTONES

JULY 2023: There are no milestones for July 2023

AUGUST 2023: There are...

LATEST NEWS

SGO November Newsletter
24TH NOVEMBER 2022
Welcome to November's edition.

United by B2022 Impact Report - July
15TH AUGUST 2022
This report outlines the headline information for events linked to United by Birmingham 2022 for the month of July.

B2022 Investment Reconciliation Process
21ST JULY 2022
Just a reminder that SGOs need to complete their reconciliation forms and send back to their Active Partnership ahead of the deadline on 30 September.

DEVELOPMENT PLAN

0 Actions in progress this year

0 Actions completed this year

5 SGO outcomes still to assign actions to

17 Expectations still to assign actions to

EVENTS

Upcoming Events (2) | Actions needed (2)

29 SEP Football event
34 participants from 2 schools
Venue Name | 8:00 - 14:00

08 OCT Archery event
12 participants from 2 schools
Venue Name | 8:00 - 14:00

ADD AN INTRA-SCHOOL EVENT +

ADD A LOCAL INTER-SCHOOL EVENT +

CASE STUDIES

test
21/06/23 | PUBLISHED | SUBMIT FOR IMPACT AWARD | EDIT |

test

Sample case study with unavailable author
21/06/23 | UNPUBLISHED | SUBMIT FOR IMPACT AWARD | EDIT |

This is a sample case study. Lorem ipsum dolor sit amet.

test
13/01/23 | UNPUBLISHED | SUBMIT FOR IMPACT AWARD | EDIT |


test

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Resources

Resources | Sport formats | Play formats | Case studies


Outcome Search by region



KS2 Active Enrichment Festival

CHESSINGTON (KINGSTON) SGO AREA | AUGUST 07, 2023


A multi sport festival aimed at pupils in primary years 3-6 who have never represented their school at a sports previously event



Integration of Hong Kong community into Warrington life

WILLIAM BEAMONT (WARRINGTON) SGO AREA | AUGUST 05, 2023

Cheshire and Warrington County SGO network have been tasked by Active Cheshire to consider increasing the numbers of migrated young people and their families experiencing positivity games and competition in our...



Swimming on site

LYMM SGO AREA | AUGUST 04, 2023

Maximising the effectiveness of our annual swimming budget

Resources



School Games and engaging with Alternative Provision schools

“Every child, regardless of their characteristics, needs or the type of school they attend, deserves a high-quality education that allows them to flourish and paves the way to a successful future”

Timpson Review, May 2019

Alternative provision (AP) is defined as education outside school, arranged by local authorities or schools, for pupils up to age 18 who do not attend mainstream school for reasons such as school exclusion, behaviour issues, school refusal, or short or long-term illness. AP is provided through full or part-time, and short or longer-term placements.

AP includes a variety of settings such as pupil referral units (PRUs), AP free schools and academies, and independent providers. As of January 2017, there were 234 PRUs, 79 AP academies (56 converters and 23 sponsored) and 39 open AP free schools in England.

Of these, **only six** are actively engaged in the School Games.

In England there are:

234
PRUs

79

AP academies (56 converters and 23 sponsored)

39

open AP free schools

This simple guide aims to:

- Provide you with further understanding of AP
- Share insight from AP schools
- Present Top 10 Tips in engaging with and providing meaningful opportunities for AP Schools and young people



How inclusive is the School Games provision in your school and how do you know?



Complete the Inclusive Health Check (IHC)

What is it?

- It is a resource that has been designed in partnership with the English Federation of Disability Sport and allows you to **self-review** your provision of **inclusive** School Games opportunities.
- It takes the form of a simple self-review made up of just 20 questions which all require no more than a yes/no answer.
- There is no pass/fail associated with the IHC. Once you submit your answers the only thing that happens is that you will be provided with a **personalised action plan** and **top tips** to support you in the future.



Why complete it?

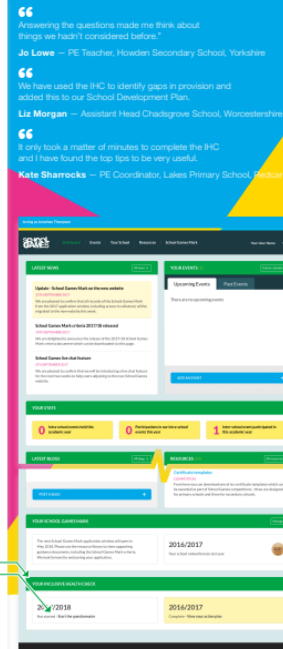
- The process and the questions are a great way to help you reflect on your current school games provision and how inclusive this is for all young people in your school. It will help you identify **strengths** and also establish the **areas for development** which could then be supported by your **Primary PE and Sport Premium**.
- You will be signposted to additional resources and given top tips to support you in the next steps of ensuring your sport provision is inclusive for all.
- Completing the suggested actions can lead to **increased opportunities**, increased participation and celebration of success which can be shared with **children, parents and Ofsted**.

How do I do it?

- Log in to your school's dashboard on the School Games Website. You will need to enter your username and password. If you have forgotten these details, your SGO can help you.
- Click on **Start the questionnaire** (see below) and start the process by answering yes or no to each of the questions. You can complete it all in one go or complete one section at a time, saving it as you go through.
- The process can take just a matter of minutes to complete. Once you submit your answers you can see your personalised action plan and download a copy to use as you see fit.

Six simple steps

- 1 Log in to your school dashboard at www.yourschoolgames.com
- 2 Look for **Your Inclusive Health Check** at the bottom
- 3 Click on **Start the questionnaire**
- 4 Answer yes or no to the **twenty questions**
- 5 **Be honest with your answers.** Remember this is not pass or fail. It is simply a self-review
- 6 **Submit your answers** and wait for your **action plan** and **top tips** to appear on your dashboard.



“Answering the questions made me think about things we hadn't considered before.”
Jo Lowe – PE Teacher, Howden Secondary School, Yorkshire

“We have used the IHC to identify gaps in provision and added this to our School Development Plan.”
Liz Morgan – Assistant Head Checkgrove School, Worcestershire

“It only took a matter of minutes to complete the IHC and I have found the top tips to be very useful.”
Kate Sharrocks – PE Coordinator, Lakes Primary School, Bedfordshire



The School Games messaging grid

04


Umbrella Statement	The School Games inspires young people to be physically active for life through positive experiences of daily activity and competition.		
Key Messages	The School Games delivers physical activity via a local network supported nationally.	The School Games creates opportunities and experiences that young people will enjoy.	The School Games supports the wider development of young people.
Proof Points	What The School Games provides a national network of over 450 School Games Organisers and over 40 Active Partnerships who work together locally. The School Games delivers positive experiences for young people from over 40 different sports and activities. The School Games equip schools and parents to support young people to be active for at least 60 minutes a day. The School Games provides opportunities both virtually and face-to-face to maximise the support offered to schools and young people.	How The School Games listens to young people to understand their motivations and create opportunities that meet their needs; whether that is creating friendships, building confidence or learning new skills. The School Games removes barriers and improves access for those young people facing inequalities and in greatest need. The School Games inspires young people to be active for life by providing a pathway to community groups and organisations. The School Games encourages young people to achieve their personal best.	Why Physical Development Being active for at least 60 minutes a day supports young people to have immediate and long-term health benefits. Personal Development The School Games has a positive impact on young peoples' personal development, such as developing their leadership skills and resilience. Emotional Development The School Games improves young people's self-esteem, reduces stress, supports their mental wellbeing and builds their resilience. Social Development The School Games provides a sense of belonging, enabling young people to develop their teamwork, communication, empathy and respect for others. Instilling the School Games' values of passion, self-belief, respect, honesty, determination, and teamwork supports schools to achieve their broader whole school objectives.

Development Coaches

Development Coach Support

SCHOOL GAMES

Those who use coaching say it improves communication skills (72%), interpersonal skills (71%) and work performance (70%)



Development Coach support... training, county meetings and support, engaged

87%

of those involved in coaching feel empowered by this relationship and have developed greater confidence

...%
...ence

...ely to recommen
... Development Coaches to others.

ICF, 2009

Moving Ahead, 2017

of SGOs

Get Active Strategy

- 3 focus aims: participation and activity; integrity and sustainability
- Targets of an additional 2.5 million adults and 1 million children active by 2030
- National Physical Activity Taskforce
- Review of current school sport offer
- Review of School Games and SG national finals
- New National Sport Participation Partnership Scheme



SG Opportunities to engage.....



SG County Meetings:

- Jan – Feb 2024
- Date and location set locally

Time	Agenda
9:30 – 9:45	Welcome and introductions
9:45 – 10:15	Keynote address
10:20 – 11:20	Inclusive School Games
11:35 – 12:20	SGO CPD Needs Analysis
13:25 – 14:40	Physical Literacy in the School Games
14:55 – 16:00	Workshops – re-run from Summit: <ul style="list-style-type: none">• Youth engagement – developing our practice• Demonstrating impact to enhance local advocacy• Deprivation data – what’s available and how to use it locally

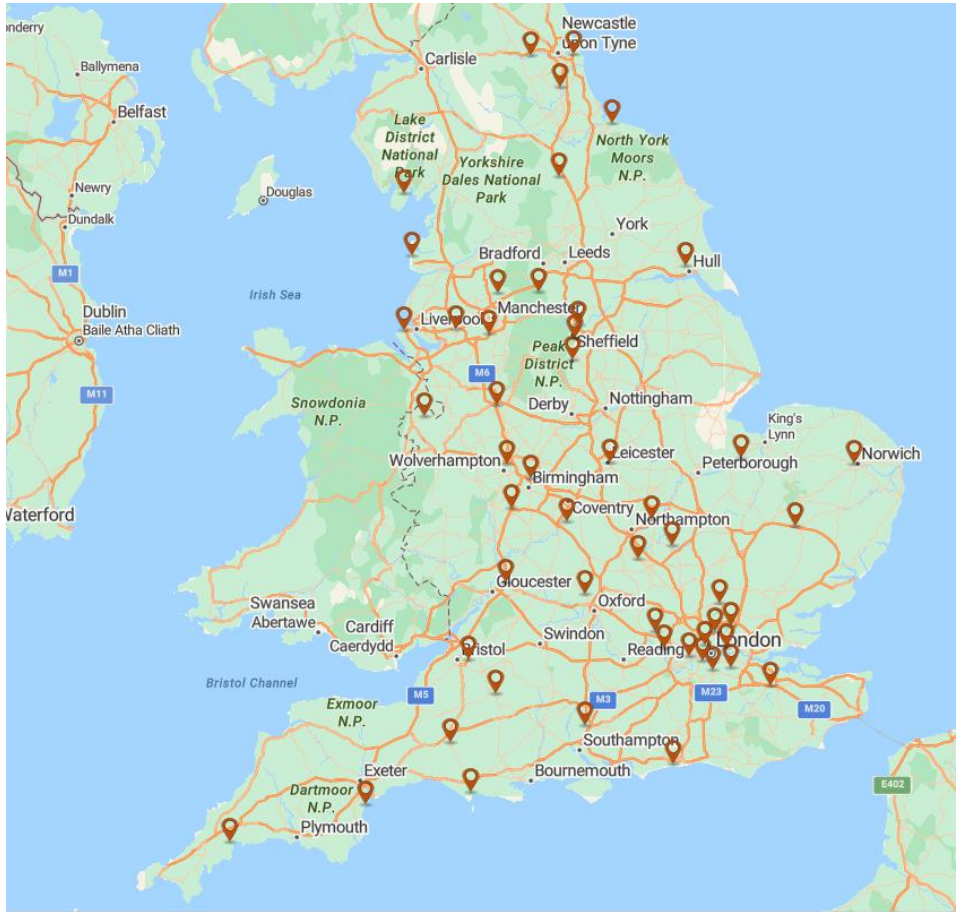
Key Contacts

North	englandnorth@youthsporttrust.org
Central	englandcentral@youthsporttrust.org
South	englandsouth@youthsporttrust.org

developmentcoach@youthsporttrust.org

Inclusion in the School Games

Inclusion in the School Games



- 2023/24 Lead Inclusion School Network
- National coverage/County Borough wide
- Advocacy, guidance and support are 'offered' to Schools and SGO's across a county through engagement with the Strategic County Alliance groups and other local partners
- Greater School Games focus in 23/24

Inclusion in the School Games

Overall aim:

upskilling and building capacity and capability of the School Games workforce in inclusive practice, enabling more young people with SEND to engage in local opportunities



Achieved through:

Providing regular support, advice and guidance

Uniting forces locally with other local partners

Understanding and mobilising local insight and impact

Enhancing local SGO and county level Development Planning

Inclusion in the School Games

Delivering
CPD/Modelling Good
Practice

Signposting
resources/tools

Inclusive Health Check-
training and increasing
awareness

Increasing awareness of
Inclusive NGB/NDSO
formats, whilst
increasing confidence
delivering

Championing the
importance of Youth
Voice for young people
with SEN/D

Leading gender
diversity discussions at
County Alliance
meeting in Spring Term

Ambition 23/24
every county in
England to have a
local School Games
MATP offer

**Collaboration with
Special Olympics
GB**

**Regional tutor
training - building
the capability
locally**

Evidence of need:

**10,120 Young
People with
Profound,
multiple and
complex needs**

MATP®

Special Olympics MATP® is designed to prepare athletes with profound disabilities for sport-specific activities appropriate for their impairment. It uses movement and sensory stimulation programmes for up to 12 weeks, ending with a 'challenge day'.



Reflection

Small Group Discussions (2-3 people)

- Where can you (as an individual and a Lead Inclusion School) add value to the School Games?
- What are the major challenges for LIS fulfilling this role?
- What are some approaches that have worked well for you?
- How can you be supported to be more effective in this role?

School Games panel discussion

NGB panel discussion

Reflections

Have a conversation on your tables...

What are your intentions within the School Games for this year

Reflections

- What Went Well
- Even Better If

Key Dates

1. Termly reporting deadline – 8th December 2023
2. Inclusion Live Week – 29th January 2024 to 2nd February 2024
3. Termly reporting deadline – 22nd March 2024
4. YST Conference – 20th March 2024
5. LIS virtual connect – June 2024
6. Termly reporting deadline – July 2024
7. Partner Surveys – First Half Spring Term 2024