

Lead Inclusion School networking September 2022

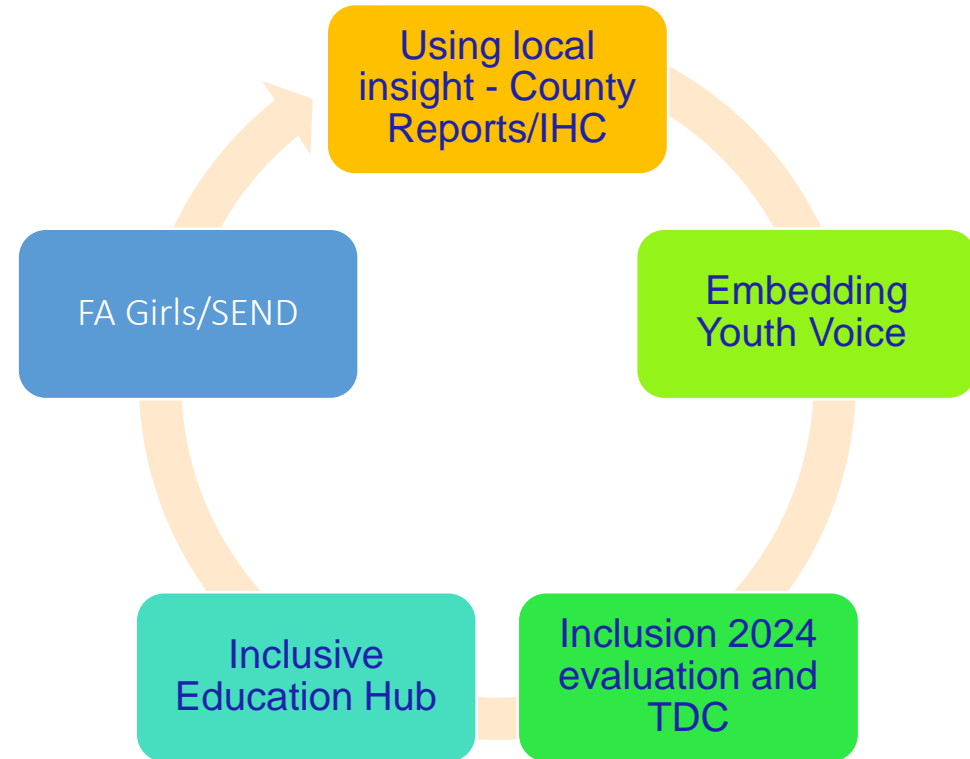


Format of the day

1. Updates – LIS offer and projects
2. CMO guidelines – feedback and recommendations
3. Inclusive Youth Leadership 22/23
4. Inclusion 2024 external evaluation report 21/22
5. Lunch (12pm to 1pm)
6. World Café

World Cafe

- Key Themes important to our work
- Capture your insight and thoughts
- Build on each other's ideas



Ideas wall

INCLUSION 2024 LIVE 

Monday 7th February 3:30pm till 4:15pm
Lyfta and pupils with SEND: Teaching values through sport and immersive digital stories

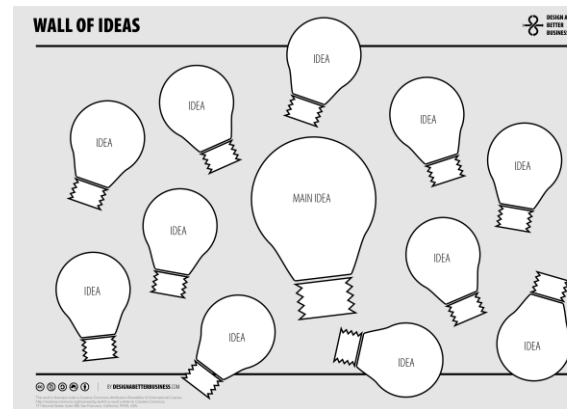
Tuesday 8th February 3:30pm till 4:30pm
Youth Voice: interactive panel session with young people with SEND sharing their experiences.

Wednesday 9th February 3:45pm till 4:30pm
Autistic Girls and wellbeing- webinar with Lingsfield Grange School; the UK's only school solely for autistic girls.

Thursday 10th February 3:45pm till 4:30pm
Virtual Pool- connect with schools and pools to discuss school swimming and water safety; led by Marjorie McClure special school.

Friday 11th February
A release of free to access, digital SEND inclusion in PE and school sport content for all those that sign up for any part of the week.

7th February - 11th February



Physical Activity for Disabled Children and Disabled Young People

Getting and staying active is about

- Equality
- Inclusivity
- Finding what's fun
- Enjoying what activities make you feel good

Benefits of physical activity

- Meet new people
- Mental health
- Muscles and motor skills
- Confidence and concentration
- Sense of achievement
- Calmier, less stressed
- Balance and coordination

How much physical activity should I do?

- When starting build up slowly**
Ask: Can you do this today?
Do bitesize chunks of physical activity throughout the day
- For good health benefits do 20 mins of physical activity per day**
- Do challenging but manageable strength and balance activities 3 times per week**
Small amounts of physical activity are good for you as well

UK Chief Medical Officers' Physical Activity Guidelines for Disabled Children and Disabled Young People 2012. This infographic was co-produced with disabled children, disabled young people, parents and carers.



Commonwealth Games Quiz



Lead Inclusion School Offer 22/23

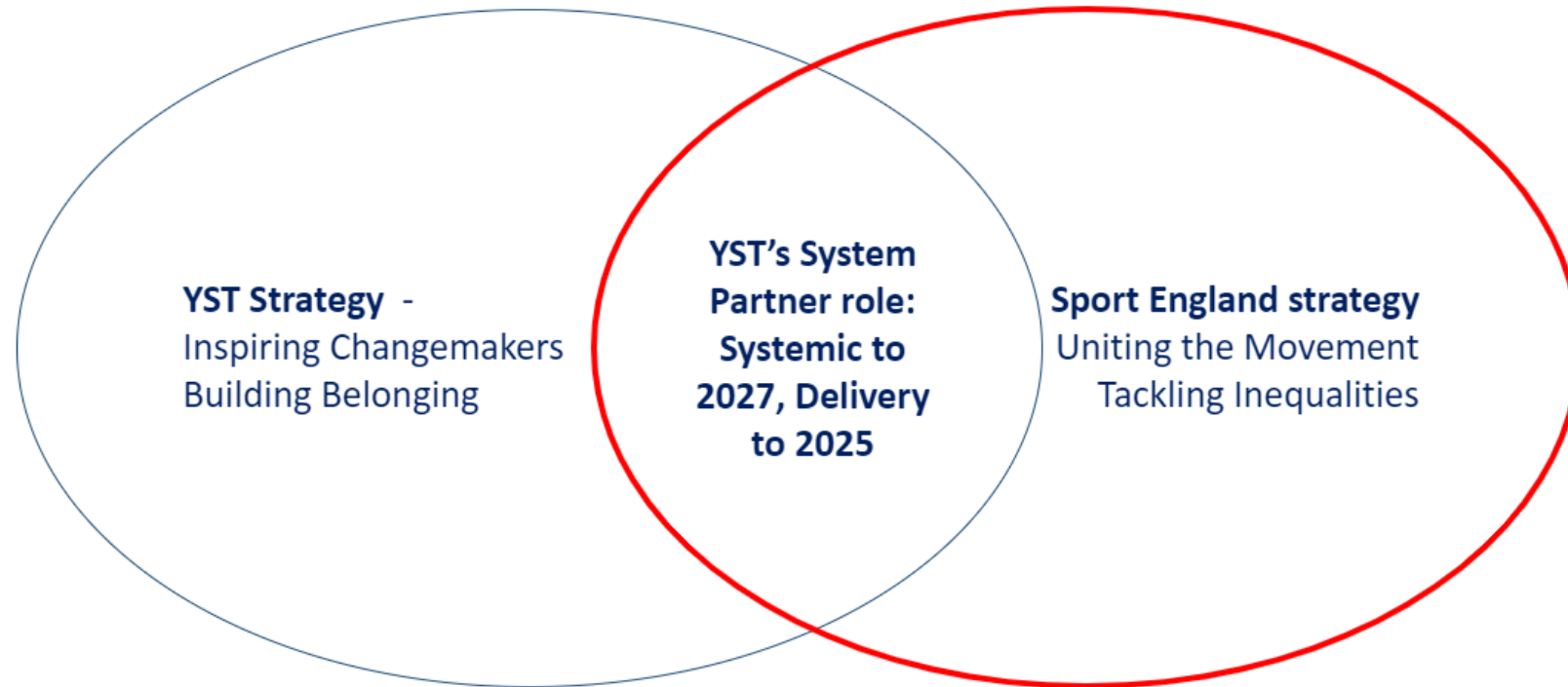
Our Goal:

'...a national movement of schools that are connected'

'...working together to tackle inequalities that exist for children and YP accessing inspiring and meaningful play, PE and School Sport'



Alignment with wider strategies



6 Tactics – 2022 to 2025



1. **Equip educators** to rebuild wellbeing & **level up life chances** for *young people most affected by covid19*, and those suffering from the effect of inequalities



2. **Empower young people** by unleashing a *nationwide community of young sports leaders*, who harness the positive power of play and sport to improve wellbeing, **build friendships, and foster understanding**



3. **Unite a movement of organisations** to *reclaim play and sport* at the heart of every school, & **make it fun for everyone**



4. **Mobilise influencers in all areas of public life**, to make the decline in *physical activity levels and human connection in a digital age* matters of national concern



5. Help **families** understand and champion their children's physical literacy and its importance to a healthy and **happy** childhood



6. **Change from within** increasing our impact on, **connection with**, and relevance to a changing world.

Sport England System Partner

- **YST Systemic Role** – driving change across the ecosystem for the good of young people, maximising our position with key stakeholders to work collaboratively and support the effort to tackle inequalities. Confirmed to 2027
- **YST Delivery Role** – providing direct support and training through targeted projects and programmes contributing to the effort to tackle inequalities. Confirmed to 2025
- *Ratio of the two currently c.50:50, achieve c. 70:30 by 2025*

Lead Inclusion School Offer 22/23

- DfE, Sport England, FA and LTA funded
- Building on Year one of Inclusion 2024
- Whilst adapting to our new System Partnership with Sport England
- Less is more (embedding what we already have)
- Youth Voice and co-creation/design

Your role:

As a Lead Inclusion School, you:

- Provide advocacy, guidance and support to schools and SGO's across your county
- Engage with Strategic County Alliance groups and other local partners
- Receive support from Inclusion DCs

Support School Games network

- Value of the support we provide to the School Games network
- Updated IHC (key changes) - Rob's world café session
- How many SGOs offer Panathlon: 127
- How many panathlon events were delivered: 184
- The number of participation opportunities that were provided: 8,767



Innovation Projects 22/23

- Less is more
- Not included in Sport England contract
- DfE projects a continuation and building on 21/22
- New Secondary mainstream CPD project (DfE funded)
- New LTA project



Engagement Model in PE

- 9 schools x £1000
- Explore model in context of PE and School Sport
- Assessment tool for pupils not engaged and working below level
- Build on year one of the project
- Capture key learnings and support these being cascaded through the wider network

Mainstream Secondary Inclusive CPD

- 5 Schools x £1,000
- Develop and test a range of inclusive training, advice and guidance that is fit for purpose
- Improve the networks engagement with mainstream secondary schools
- Capture key learnings and support these being cascaded through the wider network



Inclusive Sports Programme

- 30 schools x £500
- Special Olympics World Games inspired programme of sport
- New resources to support delivery
- Commonwealth/Paralympic resources still available
- Leadership and Youth Voice embedded
- Cascade through School Games network

LTA Open Court

- 8 Schools
- Training with LTA tutor
- Voucher - towards team coaching or purchasing inclusive tennis equipment
- Tennis Festival
- Zoom progress meetings

School Swimming and Water safety

- 16 schools x £1000
- Continuation for county's/schools involved in year 1
- Develop, test and evaluate innovative approaches
- Enhance swimming provision for pupils with SEND
- Partnership with Swim England and Local Authority

My PB PRU/Alternative Provision

- Seeking an additional 15 PRU/Alternative Provision Schools
- Recruiting PRU/AP schools directly
- Lead Inclusion Schools can also apply
- £500 funding
- Embedding life skill into curriculum PE and School Sport
- Wider C of P with last year's schools

CMO Guidelines for Disabled Children and Young People

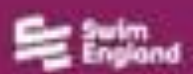
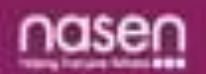
- DfE support with wording and messaging to schools to increase uptake
- Difficulty in communicating 30/60 mins v 20 mins
- How can other elements of these guidelines be weaved into what is currently being delivered
- DfE value this network to provide recommendations



INCLUSION 2024

LIVE

7th February - 11th February



CMO Guidelines for Disabled Children and Young People

Walk and talk reflecting on the following questions:

1. The CMO Guidelines for young disabled people launched 6 months ago- how have you used these/how helpful have they been for you and your schools?
2. What do you feel needs to happen for schools to move the guidelines on- in as much as continuing raising awareness, understanding and their value- and importantly creating the meaningful change that is intended?
3. How can the new guidelines contribute to what schools are already doing around physical activity
4. For example, think about the 'bite size' and 'strength & balance elements' or YP's knowledge of the benefits of physical activity

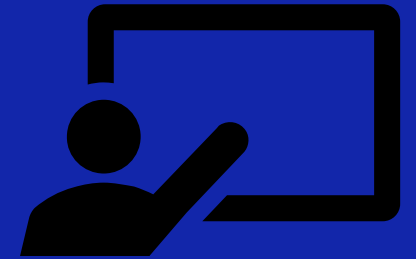
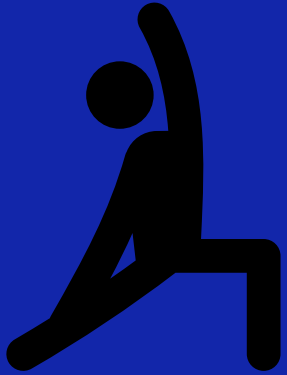


Inclusive Youth Leadership 22/23

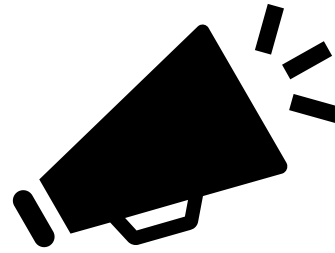
- Full offer and reduced offer
- 2 hour virtual and half day – athlete mentor time
- Focuses on youth voice, co-creation of adapted activities/sports and then production of these activities back at school or with their SGOs (lead inclusion School Games festivals)



Inclusive Youth Leadership



What is this event all about?



Expectation:

After this event you can design and deliver inclusive sport clubs/unified sport activities.

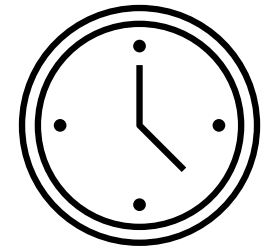
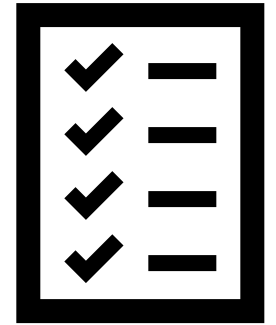
This will be led by you the young people for young people.

It will aim to ensure ALL young people can be included in the activities.



Plan for the Day:

Time	Activity
10 - 10.15	Welcome and Introductions
10.15 – 11.00	Youth Voice Workshop (<i>why is it important?</i>)
11.00 – 11.05	5 min Break (w/ Activity)
11.05 – 11.55	Youth Leadership in Action (<i>YRM & lead/team activities</i>)
11.55 – 12.15	20 min Lunch Break (w/ Activity)
12.15 – 12.45	Leading with Empathy and Understanding (<i>E-ID and comms</i>)
11.45 – 11.55	5 min Break (w/ Activity)
12.55 – 1.45	Creative Inclusive Leadership (<i>STEP and practical</i>)
1.45 – 2.00	Plan for next Steps (<i>NB knowing plan for afterwards</i>)





ASK
RESEARCH

Inclusion 2024 Year 1 Evaluation

Amy Skipp
ASK Research

+ Evaluating Inclusion 2024

- Summary of our Year 1 publication
- Issues to consider for year 2
- How to help with the evaluation opportunities





Aims

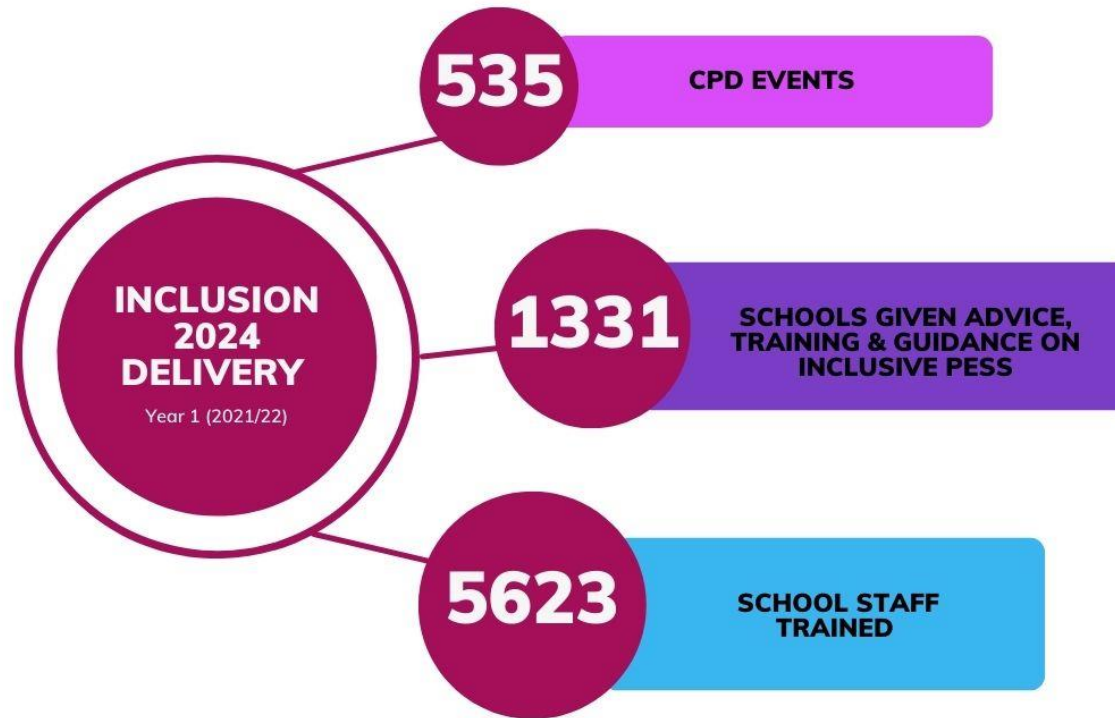
- What impacts does the programme have?
- How is it having these effects?

Methods

- Interviews – LIS, partners, project team
- TDC – LIS updates
- Partner survey



+ What has been delivered?



+ Impacts



School staff feel **more supported** in delivering inclusive PE and school sports
82% said their contact with the Lead Inclusion School had helped a lot with this



They feel **more informed** about best practice
81% said their contact with the Lead Inclusion School had helped a lot with this



Their **creative thinking** about how to adapt their PE and school sports delivery for pupils with SEND has increased
81% said the Lead Inclusion School had helped a lot with this



Staff knowledge around inclusive PE and school sports delivery has increased
79% said their contact with the Lead Inclusion Schools had helped a lot with this

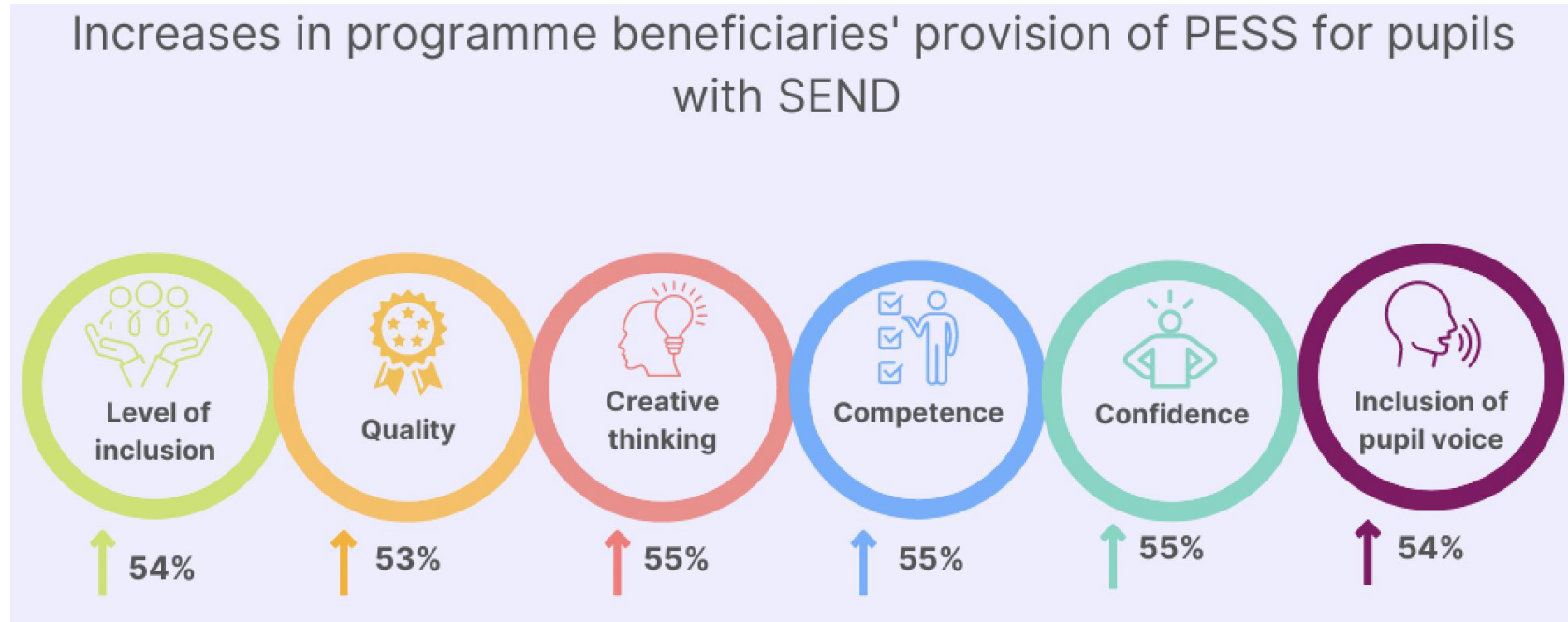
Resulting in



Increased confidence to deliver inclusive PE and school sports
76% said their contact with the Lead Inclusion School had helped a lot with this



+ Changes to PE practice



3/10 schools said that their pupils with SEND were achieving more active minutes than they were before the programme.



How is it working?



1. Raising the inclusion agenda – by LIS attending meetings

“I attend our regular SGO meetings and I’ve made inclusion a recurring agenda item. This makes sure it is always a consideration for anything they are planning locally and I can look at their plans and make suggestions about how to get events more inclusive” LIS

“I attend our local Secondary Heads meetings and talk about the need for inclusive sports, the events we’ve got coming up and how they can get their pupils involved and what support I can offer their setting” LIS

2. Signposting – providing information

“I’ve started a mailing list of all the local school contacts I have and people I meet at various meetings and events and once a term I send them details of everything that’s coming up in our area that they could be sending their children to plus where they can get equipment, any pots of funding that I’ve heard about that might be useful for them and any training – such as All About Autism – that I think will be of interest to them” LIS

3. Providing support – providing tailored help or training to settings

“We have surveyed all of our local schools and asked them to identify weaknesses in their inclusive provision. Looking at the results we identified the greatest need and then ran training that they were all invited to, to help with that.” LIS

4. Modelling – running events showing attendees how to adapt or provide PESS in an inclusive way

“Locally I lead on the school’s sports events so I run them all really inclusively. Teachers come along and see what we’re doing – that we have a carousel of activities so everyone stays engaged, that we offer adapted sports and specialist sports, and that we have a quiet break-out area. They’ve never seen anything like it and they often say ‘That’s a good idea’ or ‘I’d never have thought of that’ and then I hear that they’ve tried something they’ve seen back in their school, or SGOs incorporate some of my ideas into the events they run” LIS



Issues to consider



What helps delivery?

- Informed LIS
- LIS networks and events
- DCs
- YST team
- Collaboration with Active Partnerships

What hinders delivery?

- A pandemic
- Limited LIS capacity
- Systemic issues:
 - Low interest in inclusion
 - Focus on curriculum PE
 - Lack of infrastructure
 - Lack of external pressure and joined up approach

+ Year 2



- TDC – open for completion, pulled at ends of terms
- LIS interviews from Jan 2023 – asking for partner schools & other beneficiaries
- Partner survey – send to all beneficiaries from December 2022
- Youth Voice – how can we get impacts from pupils?

Please think about how you can help show what this programme is delivering

