

INCLUSION 2024

Programme evaluation 22/23

Year 2 delivery – number of schools in the workforce benefitting from Inclusion 2024 input



4,997

Attended CPD on inclusive PE and school sport



3,306

Attended events covering inclusive PE and school sport



4,222

Saw inclusive PE and school sport modelled at events



16,679

Received information and informal support on inclusive PE and school sport

10 out of 10

Lead Inclusion Schools are seen as experts with knowledge and experience with 63% of partners rated the programme ten out of ten

Impact of contact with Lead Inclusion Schools on school staff

More supported in delivering inclusive PE and school sports

75%

feel their Lead Inclusion School helped a lot

More informed about best practice

70%

feel their Lead Inclusion School helped a lot

More creative thinking about how to adapt PE and school sports for pupils with SEND

61%

said their Lead Inclusion School had helped a lot

Increased staff knowledge around inclusive PE and school sports delivery has increased

66%

said their Lead Inclusion School had helped a lot

Increased confidence to deliver inclusive PE and school sports

57%

said their Lead Inclusion School had helped a lot

Change in pupil activity levels Those who take part in Inclusion 2024

50%

of pupils with SEND achieving 60 minutes per day



60+
active minutes a day*

70%

achieving 30 minutes a day

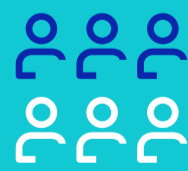


Overall: 47% of pupils (including with SEND) achieve 60 minutes a day
30% of pupils do less than 30 minutes a day – (Sport England Active Lives survey 21/22)

*Chief Medical Officers' recommendation

External barriers are limiting greater levels of impact

Barriers to more inclusive PE and school sport for those with SEND



Organisation

Staffing resourcing
changing pupil cohorts



Priority

Focus on curriculum
PE and competitive sports



Expectation

Limited awareness, expectations and accountability for pupils with SEND being included in PE and school sports



Capacity and facilities

Lack of suitable facilities and commitment to training and planning

All data from the 22/23 academic year. Includes Lead Inclusion School termly data, survey of 'Secondary engagement' and 'Engagement model' Lead Inclusion School participants, partners survey, Inclusive Hub data, and interviews with Lead Inclusion School, partners, project team and stakeholders