



Insight driving innovation and impact

# Inclusion 2024 Research Brief

September 2021

**Believing** in every child's future

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# Introduction

The Youth Sport Trust (YST) is a national children's charity passionate about creating a future where every child enjoys the life-changing benefits that come from play and sport. We are on a mission to pioneer new ways of using sport to improve children's wellbeing and give them a brighter future.

Our [2018-2022 strategy](#) sets out how we will harness the power of sport, play and physical activity to tackle the challenges of a new generation. For more information about our organisation, please visit our website: <https://www.youthsporttrust.org/>

The YST is seeking to appoint an external research organisation to evaluate the work of our **Lead Inclusion School Network**, which is funded through three different funding sources. This research project will focus on the area of work funded by the Department for Education (DfE) through their PE SEND Programme grant; **Inclusion 2024**. This funding covers the period from September 2021-March 2024<sup>1</sup>.

This document sets out the research requirements for the evaluation.

## About the Project

This is an exciting opportunity for an experienced research organisation to work with the YST and our partners to deliver a robust evaluation of Inclusion 2024, an innovative new project which has the potential to influence both strategic decision makers in the DfE and inform schools and the school workforce to ensure that **every** child gets a chance to enjoy and benefit from PE, School Sport and physical activity.

Further information about Inclusion 2024 is provided below and is also summarised in the logic model (see Appendix 1).

### The YST Lead School Network

The YST Lead School Network was established in 2011 to create a national movement of schools that drive individual and whole school improvement through the different specialist areas of; Inclusion, Leadership Coaching & Volunteering (LCV), achievement and wellbeing that are formally aligned to the Youth Sport Trust and positioned to support our mission<sup>2</sup>.

### The YST Lead Inclusion School Network

A network of 50 YST Lead Inclusion Schools from across England have been established, each selected for their recognised expertise in engaging young people with Special Educational Needs/Disability (SEND) to participate, compete and lead through PE and School Sport. They are Inclusion Champions and are visionaries for

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<sup>1</sup> The Department for Education reserves the right to end the grant programme at the end of financial year 2021/22 or financial year 2022/23, dependent on the outcome of the next Spending Review, departmental funding priorities and the Department's assessment of the programme's performance.

<sup>2</sup> To pioneer new ways of using sport to improve children's wellbeing and give them a brighter future

what high quality, meaningful and inclusive PE and School Sport should look like for every child. There is at least one Lead Inclusion school in each English county.

Our **VISION** is to ensure that every young person is provided a sporting **chance** to succeed in life through increased equality of opportunity. We aspire to empower and enable others to see the importance of Inclusive high-quality PE, physical activity and school sport provision for all young people. Ensuring that it is:

- **Inspiring:** something that they want to take part in.
- **Accessible:** something that they can take part in.
- **Meaningful:** something that they can actually benefit from.

For the Department for Education funded Inclusion 2024 programme, the YST will work collaboratively with pupils, schools, expert practitioners and local/national partners to drive quality and accessibility of opportunities for SEND pupils to participate, engage and learn through PE and School Sport (PESS). This programme will work to reimagine the role PESS can play for pupils with SEND, reconnect pupils following the negative impact of COVID, and support active recovery of pupils increasing physical health and social wellbeing.

The programme will:

- Improve the quality of schools' PE and sports teaching and provision for pupils with SEND.
- Increase opportunities for pupils with SEND to achieve 30 active minutes within the school day.
- Increase the engagement and participation of pupils with SEND with PE and school sport.
- Improve the quality of swimming and water safety lessons for pupils with SEND.
- Facilitate integration of PE and school sport provision for pupils with SEND.

The anticipated benefits of this programme are:

- Improved learning outcomes for pupils with SEND in curriculum PE.
- Improved character education of pupils with SEND.
- Increased confidence of classroom teachers to teach high quality PE.
- Improved confidence of classroom teachers to provide school sport activities to pupils with SEND.
- Improved sharing of best practice between school and teacher networks around the PE teaching of pupils with SEND.
- An increase in the number of pupils with SEND taking part in at least 60 minutes of physical activity every day.

## Activities for a Lead Inclusion School

Each Lead Inclusion School must deliver a range of core activities in the 2021-2022, 2022-23 and 2023-24 academic years, with the additional option of delivering one or more innovation project(s). The specific activities that this research project needs to focus on are briefly outlined below. For full details of the activities please see Appendix 2.

ACTIVITY	DESCRIPTION
<b>Improve the quality of schools' PE and sports teaching and provision for pupils with SEND.</b>	Provide regular <b>training, advice and guidance</b> for the school sport workforce on inclusive practice
<b>Improve and increase opportunities for pupils with SEND to achieve 30 active minutes within the school day.</b>	Work with local schools to directly <b>extend provision</b> and establish <b>regular Active 30 minutes</b> during the school day, led by young people for young people with and without SEND.
<b>Improve and increase the engagement and participation of pupils with SEND in PE and school sport.</b>	At a national level, the creation of a youth framework, co-created with young people and disseminated through National Lead School network and partners will be developed.
<b>OPTIONAL: Innovation Projects</b>	There are 4 Innovation Projects for Lead Inclusion Schools to apply for through to 2024 (see appendix for full details). These innovation projects will each focus on a different strand of innovation – for example school swimming provision for young people with SEND, curriculum PE in Alternative Provision settings.

## Delivery milestones

Each Lead Inclusion school must adhere to a set of reporting deadlines and delivery deadlines across the 3-year contract of Inclusion 2024. Please see Appendix 2 for full details.

## Aims and Objectives of Research

**Aim:** To undertake an independent evaluation of the Inclusion 2024 grant in order to provide evidence of the outcomes achieved and to draw out recommendations for the future development of the network.

**Scope:** The YST appreciate the wide range of activities each Lead Inclusion School will complete as part of the project and welcome ideas from researchers about how best to capture the impact of the work of the network through a stratified sample.

We are looking to commission a research organisation to work collaboratively with us across the 3 years of the grant funding agreement (until April 2024) and are therefore looking for a proposal to demonstrate how evidence will be collected across this full period. However, the YST reserves the right to end the research contract with the successful organisation at the end of financial year 2021/22 or financial year 2022/23, if either the Department for Education ends the grant funding, or YST deems that the research output does not meet the needs of this brief.

**Focus:** A particular area of focus for the YST in this research will be to capture the views of young people directly and measure the impact of Inclusion 2024 through a baseline and follow up methodology (where possible), and consideration should be given to how the research can effectively include 'youth voice'.

It is important to be able to demonstrate impact for young people with SEND and how their experiences and opportunities in relation to PE/SS/PA have changed because of the project. Additionally, we would like the research organisation to consider how they can share back with young people directly the research findings.

The key research questions are outlined in the following table:

RESEARCH COMPONENT	KEY RESEARCH QUESTIONS
Process Evaluation	<ul style="list-style-type: none"><li>- What delivery aspects worked well and less well?</li><li>- What factors helped or hindered the project?</li><li>- What were the key barriers and motivations to participating in the interventions?</li><li>- How were young people effectively reached / engaged in physical activity interventions?</li><li>- What are the key criteria for successful implementation across the main project and the innovation projects?</li><li>- What factors need to be in place to ensure lasting impacts?</li></ul>
Outcome Evaluation <sup>3</sup>	<ul style="list-style-type: none"><li>- What outcomes did the project achieve (across different types of young people, as outlined in the logic model)?</li><li>- To what extent would the outcomes have been achieved without the project?</li><li>- To what extent did the project contribute to long term / sustainable outcomes?</li></ul>

<sup>3</sup> The outcome evaluation should focus on assessing whether the short term outcomes were achieved, but the YST would welcome consideration for whether participants are on the right path to achieving the longer term outcomes.

The Youth Sport Trust aims to put young people at the heart of everything we do and are therefore keen to inform and improve our delivery with insight from young people. Where possible, through the evaluation research tasks, the Youth Sport Trust would welcome insights into the attitudes, motivations and barriers to participation of young people from different demographic groups.

## Methodology

The YST would like researchers to propose a methodology that best meets our needs. However, we have outlined a number of key methodological considerations:

- A focus on both quantitative and qualitative research methods. Extra consideration given to research methods which will involve young people with additional support needs, and if these methods are an appropriate measure to capture this data.
- At the end of each term, the YST will collect monitoring data that relates to project outputs, e.g., number of schools engaged, number of young participants. This data will be made available to the successful research organisation.
- The YST has a monitoring and evaluation framework in place to assess progress and impact against our latest strategy. The monitoring and evaluation framework would be shared with the successful research organisation, but we would expect core outputs and outcomes to be captured through the evaluation.
- Case studies covering a range of perspectives and activities. These should be available as standalone documents but also integrated into the main report structure. We welcome suggestions as to how the experiences of young people can be gathered and showcased in creative ways.
- The YST will make school contact details available to the successful researcher, and any additional data / information that would help the evaluation project.

# Research Deliverables

The following deliverables are required from this research project:

1. **Inception note:** Following the inception meeting, a full research methodology, with associated timescales and research tools.
2. **Progress updates:** We would require a short monthly update on progress and any challenges/ risks in the project. In addition, we would require more in depth 6 monthly updates (max 10 pages) to focus on the progress of the project in that academic year. These progress updates would help shape and inform ongoing delivery of Inclusion 2024.
3. **Yearly report x 3 (April 2022 / April 2023 / April 2024):** The YST would like an annual research report that integrates all sources of evidence for that academic year to provide:
  - o An understanding of the outcomes achieved across the different activities delivered
  - o Recommendations to inform future delivery
  - o A two-page executive summary
  - o The integration of visual diagrams and infographics to help present the findings
4. **Data files:** Any survey data files should be made available, in an appropriate format.

Further guidance on the report content, style and structure will be given to the successful organisation at the inception meeting.

## Key Contacts

The research project would be overseen by Vicci Wells, Development Manager – Targeted Interventions, with additional support from Lucy Ellis, Research and Insight Specialist.

## Research Timescales

The timescales for the research project are detailed in the following table.

MILESTONE	DATE
Inception Meeting	November 2021
Inception Note	November 2021
Monthly update reports	Received on the last working day of each month



6 monthly reports	October 2022 / October 2023
Yearly reports	April 2022 / April 2023 /April 2024

## Research Budget

The total budget for the research project is **£60,000** (inclusive of expenses and VAT, if applicable). This will be broken down into £20,000 per financial year, for three years<sup>4</sup>

Successful contractors will be paid against the following terms<sup>5</sup>:

- Year 1 (£20,000): 50% in November 2021 then 50% in March 2022.
- Year 2 (£20,000): 50% in November 2022 then 50% in March 2023.
- Year 3 (£20,000): 50% in November 2023 then 50% in March 2024.

## The Bidding Process

### Selection Process

Organisations are required to submit written proposals. Following a review of these, shortlisted organisations will for interviews w/c 8<sup>th</sup> November 2021. From this the successful organisation will be selected.

### Timetable

MILESTONE	DATE
Deadline for proposals	29 <sup>th</sup> October 2021
Interviews	W/C 8 <sup>th</sup> November 2021
Successful organisation notified	12 <sup>th</sup> November 2021
Inception meeting	W/C 15 <sup>th</sup> November 2021
Contract signed / first invoice received	W/C 29 <sup>th</sup> November

### Selection Criteria

Proposals will be judged on the following criteria:

- Methodology, including a good understanding of the research requirements.
- Experience, particularly in relation to evaluation, young people, and inclusion.
- Value for money.

<sup>4</sup> years 2 & 3 subject to continuation of government funding, reviewed annually.

<sup>5</sup> years 2 & 3 subject to satisfactory performance in years 1 & 2 respectively – performance to be assessed by YST against the requirements set out in this research brief.

## Proposal Requirements

You are invited to submit a written proposal which clearly outlines how you would meet the requirements laid out in this brief. Your proposal should be a maximum of 12 A4 pages (minimum font 11). CV's, along with any other relevant information can be provided in appendices.

As a minimum, the following elements should be included in your proposal:

- Details of the proposed methodology.
- A brief overview of your organisation's experience, including examples of similar research projects you have delivered.
- Details of the team who will be working on the research, including their role, previous experience and DBS status if applicable.
- Arrangements for managing the research and quality assuring the deliverables.
- Timetable for delivering the research.
- A breakdown of costs for undertaking the research, including a breakdown of time and costs per activity and per team member.

## Further Information

Any questions you have which will help support the development of your proposals and relate to the project being evaluated should be emailed to [research@youthsporttrust.org](mailto:research@youthsporttrust.org) by 15<sup>th</sup> October 2021.

Responses to queries will be emailed to all interested organisations.

## Proposal Submission

Your final proposal should be emailed to [research@youthsporttrust.org](mailto:research@youthsporttrust.org) and received no later than close of play on Friday 29<sup>th</sup> October 2021.

# Appendix 1: Logic Model

Context	Aims	Inputs	Activities	Outputs	Short term outcomes	Long term outcomes
<p>The number of pupils with special educational needs (SEN) increased to 1.37 million pupils in 2020 and has been increasing for the last 3 years .</p> <p>During national lockdown pupils with SEND were less likely to be attending school and many with profound and complex needs were shielding even as schools started to reopen for more pupils.</p> <p>In the Autumn 2020 term 77% of pupils with an EHCP were attending school, compared to 83% without. There is a real risk that the legacy of the COVID-19 global pandemic will be growing inequalities, and it will impact on children and young people who already experience the greatest barriers when it comes to accessing inspiring and meaningful PE and school sport within the education system.</p> <p>Young disabled people are twice as likely to be</p>	<p>To ensure that all children and young people with SEND have inspiring, accessible and meaningful opportunities to participate in PE and sport in order to reimagine, reconnect and recover from the global pandemic .</p> <p>To improve and extend the quality of schools' PE and sports provision and teaching for young people with SEND.</p> <p>To provide expert advice and guidance to other schools and partners on high quality inclusive practice in physical education and school sport.</p>	<p>Funding from the <b>Department for Education</b></p> <p>Termly <b>National Steering Group</b> made up of: Activity Alliance, Nasen, Whole School SEND, BPA and Swim England</p> <p><b>YST staff and expertise</b> Inclusion Development Coaches Trained network of deliverers</p> <p>TOP sportsability resource, All about Autism E-Learning</p>	<p>Engage and maximise a national network of inclusion schools</p> <p>Provide regular training, advice and guidance to the school sport workforce on inclusive practice</p> <p>Work with others to support them to provide inclusive PE and school sport, connecting to the School Games and community</p> <p>Showcase what can be achieved through sharing good inclusive practice, use of role models, empowering young people to lead the way</p> <p>Use our collective expertise to test and drive innovative practice and new solutions to maximise impact</p> <p>Delivery of inclusive youth voice sessions/roadshows with schools and young people in order to empower young people to share their thoughts and feelings around PESS- and design meaningful experiences for them</p>	<p>700 young leaders (pupils) (50% with SEND) and 4,600 pupils (50% with SEND) accessing inclusive programmes/festivals of sport.</p> <p>16 areas delivering school swimming and water safety (SSWS), engaging 80 teachers in inclusive CPD. 3 case studies sharing best practice in SSWS</p> <p>5000 members of the School sport workforce engaged through direct CPD and/or knowledge based platform</p> <p>50 quality assured Lead Inclusion schools with MoUs</p> <p>8 Development Coaches</p>	<p><b>School sport workforce</b></p> <ul style="list-style-type: none"> <li>Increased <b>competence</b> (skills and knowledge) in delivering inclusive PE and school sport as pupils adjust to life post the pandemic</li> <li>Increased <b>confidence</b> in delivering engaging, inclusive and experiential-learning activities through practitioner/advanced training and resources, driven by schools/pupils evolving needs</li> <li>Increased <b>confidence in delivering inclusive PE</b> and school sport and how this can be adapted as pupils return to school presenting with needs</li> <li>Increased <b>collaboration in the sector</b> sharing barriers and solutions when it comes to inclusive PE and school sport- inclusive of school swimming and water safety.</li> </ul> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>Improve opportunities for pupils with SEND to</li> </ul>	<p><b>School sport workforce</b></p> <ul style="list-style-type: none"> <li>Sustained improvements to the delivery of inclusive PE and school sport</li> <li>Increased number, range and quality of opportunities for young people with SEND in PE and school sport Frequent, increased collaboration within and across the sector sharing practice</li> <li>Increased collaboration between schools and pools, providing transferable approaches which maximise the feasibility, accessibility and impact of</li> </ul> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>Sustained increase in PE, and School Sport participation</li> <li>Equal opportunities to participate in PE/SS</li> </ul>

<p>physically inactive as non-disabled young people, only one in four disabled children take part in sport and physical activity all of the time at school, and children with disabilities have fewer opportunities to participate in sports – both in social and school environments.</p> <p>1 in 4 young people with SEND (24.2%) have also shared they feel lonely often or always (compared to 6.5% without SEND)</p>				<p>supporting lead schools with 1,680 hours of support in total.</p> <p>2 conferences and 1 virtual 'Inclusion Live' week for each year of the grant.</p> <p>700 schools engaged each year (mainstream and special)</p> <p>35 Alternative Provision settings delivering My PB.</p> <p>6 schools delivering Engagement in PE pilot.</p> <p>1 Inclusive Youth Voice Framework created and implemented in festivals/programmes of sport.</p>	<p>participate in PE/SS by co-designing and reimagining innovative activities and approaches to increase activity levels, maximising levels of enjoyment and sustained involvement</p> <ul style="list-style-type: none"> <li>• Increase pupils' social wellbeing by reconnecting to their peers through inclusive PE and SS, and by building respectful school communities which foster friendships, and challenging attitudes and perceptions of pupils, teachers and parents with/without SEND</li> <li>• Support pupils' to build i) their confidence and self-belief through daily achievement of 30 active minutes during the school day; and ii) their resilience, leadership, and empowerment through 'My Personal Best' character-development</li> <li>• Increased voice of pupils with SEND on the provision of PE and school sport in their school</li> </ul>	<ul style="list-style-type: none"> <li>• Swimming/water-safety lessons for pupils with SEND</li> <li>• Pupils benefit from lasting friendships with children with/without SEND</li> <li>• Equip pupils to become young ambassadors, advocating for inclusive and respectful school communities</li> <li>• Meaningful student voice for pupils with SEND in schools</li> <li>• Pupils having a strong sense of belonging with their communities</li> </ul>
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## Appendix 2: Delivery details

INNOVATION ACTIVITY	DESCRIPTION
<p><b>Innovation Projects</b></p>	<p>There are 4 Innovation Projects for Lead Inclusion Schools to apply for through to 2024. These include:</p> <ol style="list-style-type: none"> <li>1. 20 county areas to pilot the Inclusive Programmes of Sport (which will continue to extend and grow each year; 25 in 22-23 and 25 in 23-24)</li> <li>2. 16 local authority areas (8 by March 2022) to collectively review and directly enhance swimming provision. As part of this schools will be asked to develop, test and evaluate innovative approaches (in partnership with Swim England) to address the current challenges of engagement for young people with SEND to access and/or participate in swimming opportunities.</li> <li>3. 35 schools (15 in 21-22 and 22-23, and a further 5 in 23-24) to receive training in the YST programme 'My PB' which will see young people with SEND attending Alternative Provision settings, accessing high quality curriculum PE approached in a way that clearly communicates life skills, with each young person thriving and achieving their personal best in physical education, in school, in work, as a citizen and in their personal life. Teachers involved in this project will take an action-research style approach to reposition the purpose and relevance of PE and share effective practice to adopting this approach with colleagues. This project requires a specific focus on engaging young people with SEND in Alternative Provision</li> </ol> <ol style="list-style-type: none"> <li>1. Engagement in PE- With the Engagement Profile now statutory for schools in England, this project will explore with 6 schools what this profile looks like in the context of PE, and support others with this assessment tool that helps schools meet their duties in supporting pupils who are working below the level of the national curriculum and</li> </ol>

	<p>who are not engaged in subject-specific study. The model has 5 areas: exploration, realisation, anticipation, persistence and initiation.</p>
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Timescales for delivery which each Lead Inclusion School must adhere to are as follows:

MILESTONE	NOTES	DATE
Inclusion Lead School innovation projects assigned	<ul style="list-style-type: none"> <li>10 schools inclusive programme of sport innovation (across 10 county areas)<sup>6</sup></li> <li>16 schools swimming Innovation (across 16 LA areas)</li> <li>15 schools My PB Innovation<sup>7</sup></li> </ul>	October 2021
Provision of termly data to YST	<ul style="list-style-type: none"> <li>Each school to report at the end of each term on KPI's and progress</li> </ul>	December 2021 March 2022 July 2022 <sup>8</sup>
Lead Schools provide CPD to the school sport workforce	<ul style="list-style-type: none"> <li>up to 5,000 teachers reached across the duration of the grant and 700 schools in Year 1 (21-22)</li> </ul>	Termly across the length of the grant
Commencement of school swimming and water safety projects, with schools reporting back findings	<ul style="list-style-type: none"> <li>16 areas reviewing current school swimming provision and working with national and local</li> </ul>	Initial findings reported March 2022

<sup>6</sup> This will grow each year, with to ensure full national coverage of inclusive sport programmes by March 2024.

<sup>7</sup> This will grow each year to achieve 35 schools in total delivering My PB by March 2024.

<sup>8</sup> The same months will capture data for 2022-23 and 2023-24 academic years.

	partners to create solutions. Initially engaging 3000 pupils (50% with SEND)	
Regional and National Networking events for lead schools	<ul style="list-style-type: none"> <li>3 regional events</li> </ul>	28 Sept, 5, 7 October 2021 and dates TBC for Spring and Summer terms
Completion of Inclusive Programmes of Sport and My PB Innovation projects	<ul style="list-style-type: none"> <li>10 inclusive programmes of sport delivered</li> <li>15 schools delivering My PB in their settings.</li> </ul>	31 March 2022
Creation of National Knowledge Platform	Platform created by March 2022, then engaging 2000 teachers each year thereafter.	31 March 2022
Creation of national youth voice framework.	Framework drafted and tested with the 10 areas involved in the inclusive programmes of sport	31 March 2022
Completion of 2021-22 delivery		31 March 2022
National Lead School Conference	<ul style="list-style-type: none"> <li>Attended by every Lead School teacher in the network</li> </ul>	3 <sup>rd</sup> March 2022
A further 25 inclusive programme of sport events completed and a further 15 schools delivering My PB	<ul style="list-style-type: none"> <li>Using learning from the 10 x innovation events the previous year for events, and the 15 schools involved in My PBV.</li> </ul>	Completed by 31 <sup>st</sup> March 2023
Ongoing reporting of School Swimming Innovation project		March 2023
Completion of 2021/23 delivery		31 <sup>st</sup> March 2023



Regional and Nationals Lead School Conferences	Attended by every Lead School teacher in the network	TBC but likely Summer 2023, and Spring 2024
A further 25 inclusive programme of sport events completed and a further 5 schools delivering My PB	Using learning from the previous year for events, and schools involved in My PB.	Completed by 31 <sup>st</sup> March 2024
Ongoing reporting of School Swimming Innovation project	Final impact and recommendations made	March 2024
Completion of 2023/24 delivery		31st March 2024

## YST RESEARCH

The Youth Sport Trust (YST) is a national children's charity passionate about creating a future where every child enjoys the life-changing benefits that come from play and sport. YST Research offers research, analysis, insight and evaluation services to organisations with an interest in the wider children and young people's sector. Our research expertise is focussed on improving the wellbeing of children and young people through sport and physical activity.

Our specialisms include:

- Education, PE and school sport
- Community sport / clubs
- Early years settings
- Life skills and employability
- Activism and volunteering
- Health (physical, social and emotional)

For our latest research findings, visit

<https://www.youthsporttrust.org/news-insight/research>

By working with us, you are supporting us to achieve our mission to improve children's lives and their future.



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