

INCLUSION 2020

YST LEAD INCLUSION SCHOOLS

activity
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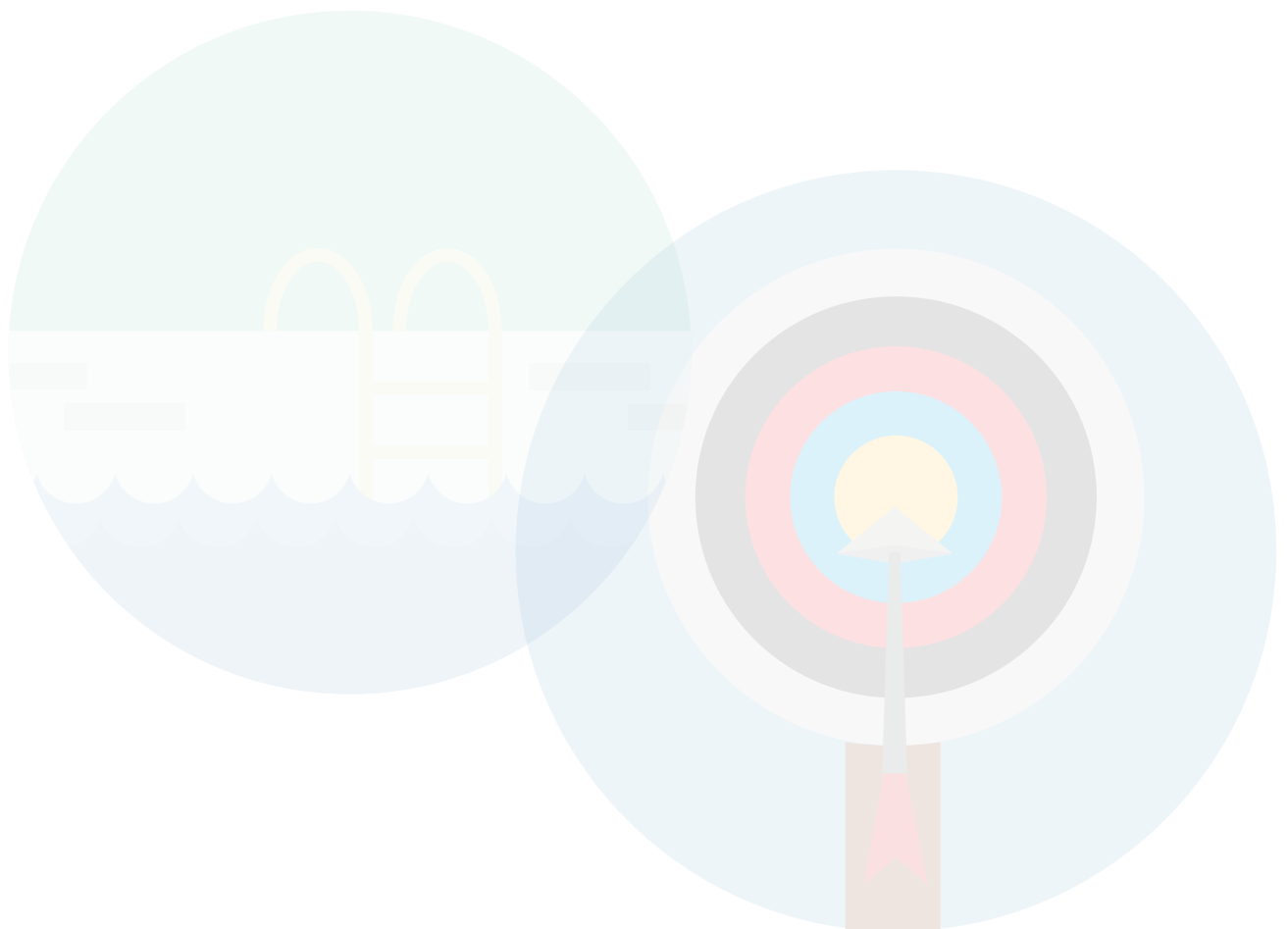
Swim
England

YOUTH
SPORT
TRUST

INCLUSION 2020 CASE STUDIES

PRODUCED BY FREE THOUGHT RESEARCH LTD.

COVERING THE PERIOD 1ST MAY 2020 - 31ST MARCH 2021
AN EXTENSION OF INCLUSION 2020 THAT HAS RUN SINCE 21ST DECEMBER 2018



Free Thought Research 

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"I honestly can't wait for PE again tomorrow. It seems such a long time ago since we did it last week" Female, Key Stage 4.

(This is of a girl who did not participate at all in PE last year and was said spontaneously to a staff member on entering the dining hall in their school).



Inclusive swim provision in Kent

"Swimming keeps me fit and helps me with my ADHD to stay focussed. There are people there who I can talk to and who 'get me'." Keagan age 13

INCLUSION 2020

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YOUTH SPORT TRUST

INCLUSION 2020

Inclusion 2020 is the umbrella term for the Youth Sport Trust (YST) delivery of an initiative that sits within the Department for Education SEND Inclusion in PE, School Sport and Physical Activity grant.

The Youth Sport Trust is leading a consortium of organisations (Activity Alliance, British Paralympic Association, NASEN, Swim England), schools, parents and young people to increase opportunities for young people with special educational needs and disabilities (SEND) to enjoy physical education, school sport and physical activity.

YST supports 50 Lead Inclusion Schools across England - hubs of expertise on inclusive PE and sport - to act as champions in their local areas. As well as staging events, they are responsible for training staff and sharing best practice with other schools to improve the provision of PE, school sport and physical activity for young people with SEND.

CASE STUDIES

Ten case studies have been developed by external research agency Free Thought Research Ltd. in conjunction with regional YST Lead Inclusion Schools. These bring to life work conducted across three inclusion strands and to demonstrate the impact of partnership working on outcomes for young people.

1. Enhanced Swimming (inclusive school swimming and water safety)
2. My Personal Best (explicit teaching of life skills and character through PE)
3. Paralympic Inspired Learning & Discovery Days

NATURE OF INNOVATION

Project owners are empowered to work with local organisations and sporting bodies to develop a programme of activity that reflects the needs of their region.

Exploration of wider relevance is also encouraged e.g. to other regions or other cohorts of young people.

Objectives are identified at the start of each project and lead inclusion staff invited to report reach and wider impacts. However their focus is on **collaboration, new learning, sharing** of best practice and long-term impacts.

COVID-19 CONTEXT

The impact of COVID-19 on schools was seen particularly acutely within inclusive sport. Many young people with additional needs that have been unable to attend school were impacted negatively and report higher levels of feeling lonely ([Sport England Active Lives survey 2021](#)). They also lost the therapeutic benefits of specific activity such as swimming.

Throughout this time lead inclusion staff have adapted and innovated to ensure that opportunities still exist for young people with SEND and have identified where they can best offer support to young people with SEND as well as determine what additional support they may need as they return to school life.



ENHANCED SWIMMING CASE STUDIES

OPPORTUNITY

The school swimming and water safety project is funded through the Department for Education in partnership with Swim England through the Youth Sport Trust (YST) Lead Inclusion Schools network. Its aim is to improve and increase opportunities for pupils with special educational needs and disabilities (SEND) by increasing the quality and impact of PE, school sport and physical activity provision and training through innovating new content and delivery approaches; delivering swimming and water safety lessons (experimenting with timetabling and delivery).

Schools involved are asked to **collectively review and directly enhance** school swimming provision and to **develop, test and evaluate innovative approaches** to address the current challenges of engagement for young people with SEND to access and/or participate in swimming opportunities.

The objective of this project is to see young people with SEND offered high-quality opportunities, developing life skills, independence as well as swimming ability which will further support schools' outcomes both for curriculum opportunities as well as life chances for their pupils.

SHORT TERM OUTCOMES



Improve opportunities for pupils with SEND to participate in PE, school sport and physical activity by co-developing innovative activities and approaches, maximising levels of enjoyment and sustained involvement for pupils

Support teachers to deliver engaging, inclusive and experiential-learning activities through practitioner training and resources, driven by schools' evolving needs

LONGER TERM OUTCOMES



Ensure pupils with SEND have equal access and opportunities to participate in physical activity

Identify transferable approaches which maximise the feasibility, accessibility and impact of swimming/water-safety lessons for pupils with SEND

"I have seen lots of small successes. In a matter of weeks one of my students went from sitting on the pool side to getting into the pool safely and blowing bubbles in the water. I now look forward to teaching my swimming sessions and love to watch my pupils growing in confidence and having a great time."

Swimming Inclusion Lead



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YOUTH SPORT TRUST

INFLUENCING SYSTEMS TO ENHANCE YOUNG PEOPLE'S OUTCOMES

OPPORTUNITY

Rob Belbin is a Youth Sport Trust (YST) Development Coach and inclusion lead, based at Bincombe Valley Primary School, the YST Lead Inclusion School for Dorset.

Through this inclusion project Rob sought to demonstrate the value and potential impact of the Swim England Swimming Assessment Tool on practitioner competence and confidence and ultimately wider engagement amongst young people with SEND at both mainstream and special schools and at smaller swim providers across the County.

"We want greater numbers of schools, providers and therefore children to have the best resources and opportunities to help young people to access swimming."

Rob Belbin, Bincombe Valley Primary School

2020-2021 STORY

Led by the Lead Inclusion School, Active Partnerships, other schools and providers supported the approach, which explored practitioner delivery needs, knowledge gaps and relevance of the Swim England Swimming Assessment Tool in helping establish these.

Learnings from this stage fed into the development of an enhanced assessment tool. In conjunction with Swim England, the area has developed a model and resources to meet identified needs, including both delivery ideas and recommendations for best practice. These were made available to swimming teachers across the county for download alongside others signposted by Active Dorset. For the benefit of providers these resources included a framework for quality assurance.

An online version of the tool was in development during the Spring term 2021, to be piloted by Active Dorset prior to possible national roll-out. This online tool will seek to impact both the quality and extent of accessible swim provision and to engage Active Partnerships nationwide.

Completed Swim Assessments revealed common areas of CPD need:

Tools

To prepare young people for swimming (pertinent after prolonged absence) e.g., social stories, dry-side activities.

New ideas

Ideas to support delivery where young people's needs regularly change e.g., on a 12-week cycle

Personalised goals

SEND-specific, personal goals e.g., staying safe

Differentiation skills

Ideas for differentiated delivery within an inclusive lesson e.g. confidence entering the water, water safety, quiet communication (and use of Swim Pix), safe entry and exit.

SUCCESS FACTORS

1. Straightforward participation

- Design of survey tool supports reflection and completion
- Questions prompt consideration of wider collaboration opportunities.

2. Inclusive approach

- Reflect all additional needs including emotional and therapeutical
- Invite completion by educational, local authority & commercial swim providers
- Develop a network: seed the value of shared experience

“Providers work in isolation: opportunities to share and access best practice is key”

3. Demonstrate the value of sharing

- Many swim teachers are also commercial competitors

4. Communicate anticipated impacts

- On young people’s access to swimming, experience and ability to progress
- On young people’s mental health and wellbeing

“One of our largest providers has been happy to share their process for feeding back children’s progress to their schools.”

5. Seek to build a position of knowledge-strength

- Put in place building blocks / a position of knowledge strength from where providers and staff really know children’s needs and how to meet them.

IMPACTS

“Ultimately it would be every SEN child being able to access swim provision by enabling schools and providers to have the best resources and opportunity.” Rob Belbin, Bincombe Valley Primary School

KNOWLEDGE GAPS MAPPED

SUMMER TERM CPD

NEW TARGETED RESOURCES

AQUA SPLASH FESTIVAL

“If you're starting [post COVID-19] from a more positive place where children's needs are understood... then you're in a better place to help them rediscover their love of water.” Rob Belbin, Bincombe Valley Primary School



MAP RESOURCES & CPD AGAINST PRACTITIONER NEEDS

OPPORTUNITY

Wendy Ball is a Youth Sport Trust (YST) Inclusion Lead, attached to Greenfields Community Primary School, YST's Inclusion School for Kent. Together, they identified that through Inclusion 2020, they may be able to create a central county-wide database of swim provision that would in turn help identify available facilities and practitioner training needs and then address these opportunities.

Prior to the project there was no Kent-wide understanding of take up or extent of the local swimming offer. Anecdotally the team knew that COVID-19 had severely curtailed access to the water, but believed too, that many facilities were out of order or staffed by practitioners with limited skills around inclusive delivery.

“We've spoken to local SEND swimming clubs. Children are missing both physical and social aspects of swimming. Their social and emotional development is heavily impacted.”

Wendy Ball, Greenfields Community Primary School

“We've got a really good network in Kent. Any schools I couldn't get hold of, the SGOs have helped me.”
Wendy Ball, Greenfields Community Primary School

2020-2021 STORY

Wendy worked with School Games Organisers (SGOs) throughout 2020-2021 to contact SEND and mainstream schools with alternative provision and to invite their completion of the Swim England Swim Assessment Tool (SAT). The project gained additional resonance during COVID-19 when most pools were fully or partially closed, with ensuing impacts on children and young people with additional needs:

- Lost therapeutic benefits
- Loss of water confidence and skills
- Loss of social opportunities

Responses informed the development of a tailored resource that drew on Swimpix, wider Swim England resources and input from practitioners. This would be delivered virtually as part of a county-wide CPD, with the intention to hold a physical follow up event in the summer term 2020-2021.



SUCCESS FACTORS

Completion of the Swim England Swimming Assessment Tool* and interest in ensuing CPD was motivated by:

- The offer of virtual training with a physical follow up event (maximum accessibility)
- Accessible and realistic training resources e.g., ideas for in-water activities that can be adapted to the playground such as rescue techniques
- Development of multi-media resources including videos created by other providers such as Marjorie McClure School, another YST Lead Inclusion School

*An easy-to-use action planning document developed by Swim England that schools and operators can use to collaborate with one another.



'Blended CPD offer'

'Realistic delivery ideas'

'Multimedia resources'

IMPACTS

"One of my schools said they wanted something that was simple to follow, that anyone could deliver. We will be providing this school with resources to allow them to create social stories before the return to swimming."

Wendy Ball, Greenfields Community Primary School, Kent

32 completed Swim England Swimming Assessments

By 18 mainstream and 14 SEND providers

Creation of county wide database of inclusion contacts

Shared via inclusion newsletter to all schools

Compilation and creation of varied CPD resources

Greater focus on dissemination of these including SwimPix

Presentation of findings at the Kent Primary PE Conference

100 schools received details of the swimming project outcomes

Tailored support for an ASD school

First-time pool access and lessons



PARTNERSHIPS DEVELOP SUSTAINABLE TEACHING FRAMEWORK

OPPORTUNITY

Jane Young is Director of Sport at Durham Trinity School & Sports College and Youth Sport Trust (YST) Inclusion Lead for County Durham. Innovation 2020 was delivered in conjunction with Dave Bullen, Aquatics Development Manager for the Durham County Council Education Service and Swim England and sought to identify (1) swim access issues and (2) teacher delivery needs across the county for children with additional needs based in mainstream and special schools. Municipal pools are commonly too cold and noisy for many children, whilst teachers in both mainstream and special schools have to support broad needs and confidence levels.

“We'd like to do in pool delivery so we can support mainstream swim teachers with what we do, share good practice and improve pupil outcomes.”
Jane Young, YST Lead, Durham Trinity School & Sports College

Wide range of resources introduced in CPD:

- Swim England's [Break It Down](#) project box
- [SwimPix](#) (both in and out of water usage)
- [SwimPix case studies](#)
- [Swimphony](#)
- Peer to peer teaching support

“I'd like to think that this CPD will result in happier, more confident teachers who use SwimPix and Break It Down boxes regularly in their roles and that the children have access to improved communication in the pool.”
Lorraine Kelly, Swim Teacher, Durham Trinity School & Sports College

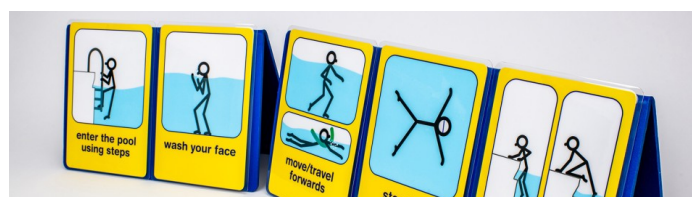
2020-2021 STORY

In conjunction with Education Durham, Jane and David invited all swim teachers employed by the County Council and who work with a mixture of mainstream and special school learners to complete the [Swim England Swimming Assessment Tool*](#) with a view to identification of teaching needs. Challenges for children have become more acute after a year of absence from the water due to COVID-19 and include:

- Noisy pool environment**
- Unused to changing**
- Proximity to others**
- Entering the water**

PE coordinators and school staff at 156 Durham schools and swimming teachers at county leisure facilities been invited to attend a swim conference that will included dedicated SEND workshops. These will invite practitioner discussion of needs encountered and explore how to shape a response with or without specialist equipment.

*An easy-to-use action planning document developed by Swim England that schools and operators can use to collaborate with one another.



2020-2021 STORY (CONT.)

Completion of the Swim England Swimming Assessment Tool also identified how hard it was for children with SEND to access the training levels. Project leaders worked with practitioners to develop new, accessible levels for young people with SEND and the teaching framework to put these into place. They also purchased specific equipment to support individual needs. The model was tested and validated via Swimphony and collaboration with experienced swim teachers and awaits formal Swim England accreditation prior to national roll out.

“So pleased to have a curriculum and assessment model that is robust and that is validated by the schools. We’ve got insight that says it’s worthwhile.”
David Bullen, Aquatics Development Manager, Co. Durham County Council

SUCCESS FACTORS



Practical solutions

- Deliver with limited resources
- Dry-side activities
- Alternatives to voice-based instruction



Iterative development

- Access issues addressed prior to mapping knowledge gaps
- Framework to be tested further once back in water



Partnerships and collaboration

- Support to complete the [Swimming Assessment Tool](#) and to identify opportunities
- Co-creation of the teaching framework
- Education Durham drives reach
- Kate Grey, Paralympian raises the profile of inclusive swimming

IMPACTS

County wide swim conference:

- Raised profile of inclusive swimming
- Networking opportunity for practitioners
- Targeted help for specific teacher needs

CPD to support mainstream children:

- Tools to support a spectrum of needs
- Tools to ensure that all can participate

“It’s an up to date SEND curriculum & assessment model: a foundation for future developments.”

David Bullen, Aquatics Development Manager, Co. Durham County Council

AREAS FOR DEVELOPMENT

1. Continue to signpost inclusive swimming resources
2. Staff trained in effective use of SwimPix, both in and out of the water.
3. Collaboration between county teachers



THE IMMEDIATE AND LONG-TERM VALUE OF 1:1 SUPPORT

OPPORTUNITY

Michelle Reeves is Youth Sport Trust (YST) Inclusion Lead at Friars Academy, YST's Lead Inclusion School for Northamptonshire. Together they saw the potential for Inclusion 2020 to significantly impact access to swimming and quality of provision across the county for young people with special educational needs and disabilities (SEND). In turn these changes would impact young people's engagement and appetite for the sport.

Through insight gathered from the completion of the Swim England Swimming Assessment Tool* she recognised that though there are common threads of need, every child presents differently and there is merit in 1:1 practitioner support, particularly those seeking to support a child with SEND to participate in a lesson along with their mainstream peers.

*An easy-to-use action planning document developed by Swim England that schools and operators can use to collaborate with one another.

2020-2021 STORY

Michelle found through initial scoping that county wide, swim teachers based at SEND schools generally felt confident with regards to their inclusive swim practice.

However, a number of mainstream schools presented the opportunity to provide direct support to meet the needs of enabling SEND students the opportunity to participate in their school swimming lessons alongside their peers..

"The benefit of Inclusion 2020 is that it provides the flexibility to identify and meet specific needs, which are different across the county. We were able to work specifically with staff and individual students to provide a personal positive plan and practical support for SEND children accessing an inclusive fun positive swimming experience."

Michelle Reeves, YST inclusion lead and Northamptonshire Sport's Inclusion officer (schools)

A THREE-PRONGED APPROACH DELIVERED ACROSS THE COUNTY

(1) Deliver 1:1 support for mainstream teachers seeking to deliver inclusive swim provision for individuals within the context of wider class delivery.

(2) County coaches & high-profile Paralympian swimmers join inclusive swimming sessions attended by disabled young people and their families, carers and teachers.

(3) Local swimming pool providers were encouraged to create virtual tours of their facilities that are placed on their websites to help young people anticipate and manage a visit.

- Liaison with a small number of targeted primary schools to identify specific needs
- Identify support whether through practical demonstration or other ways
- Athletes engage and enthuse participants: further pathways signposted
- Northamptonshire Swimming Club coaches support local instructors and signpost CPD
- Ensure these tours are easy to find online
- Positively impact attendance

SUCCESS FACTORS

"My aim is to help children with SEN to access their school swim lessons alongside their peers: ensuring that they engage in a meaningful lesson, helping to improved confidence and ability – for both pupils and staff"

Michelle Reeves, YST Lead, Northamptonshire Sport



Map existing strengths

Provide support where most required (mainstream schools)



Work collectively

Identify partners eg. Northamptonshire Sport and Inclusive PE and School Sports Network



Micro-impacts

To significantly impact individual children as well as raise aspirations of / learning for others



Strategic CPD

As well as upskilling teachers e.g. funding advice



User-led approach

View services and experience from a user's perspective

IMPACTS

"A positive outcome of the initiative has been seeing the joy of the children in the water alongside their peers, engaging in a positive meaningful swimming experience." Michelle Reeves, YST Lead, Northamptonshire Sport

Prior to lockdown, the Lead Inclusion School worked with staff at two primary schools. :

- School A needed support to explore how to resource required 1:1 support in the pool. Michelle was able to help identify potential funding sources.
- School B needed support to ensure a child's first swimming experiences were safe, manageable and enjoyable. Michelle worked with staff to design relevant social stories that could be shared prior to a first visit, to engage a prior family pool visit and to explore how SwimPix* might be used in the water. Once pools reopen she will also attend and support a number of lessons.

A number of local authority pools successfully created and promoted their virtual tours* in order to support young people's return to the pool in summer 2021. It is hoped that planned Roadshow to Tokyo events will take place in the summer term. *Splash Leisure Pool, Rushden
Swimpix are resources designed to give a clear picture of a swimming skill or stroke being demonstrated by the teacher.

AREAS FOR DEVELOPMENT

1. Maintain and build upon links with schools and community providers
2. Develop and share a CPD resource to address key issues identified in 1:1 support given to mainstream providers
3. Explore the potential for the Roadshow to Tokyo model to be employed prior to other major sporting events such as the Commonwealth Games

MY PERSONAL BEST: CASE STUDIES

OPPORTUNITY

The My Personal Best (My PB) PRU Innovation project is funded through the Department for Education Inclusion 2020 grant in order to develop and support Pupil Referral Units (PRU) in developing life skills in their young people to prepare them for wider engagement with school, their social circle and with life.

This innovation project builds upon the success of the 2019/20 pilot with special schools and aims to support staff to have the required skills and resources to use PE to develop learners' character and for staff to develop and apply skills that will support young people to flourish. An experienced team of tutors works with Senior Leadership Teams (SLT) and school workforce to understand the PRU settings, current delivery and young people to ensure that training and resources provided are bespoke, relatable, relevant and realistic for their learners.

My PB provides training, up-skills teachers and supports assistants, wider school workforce and SLT to engage young people in PRU's through adapting their lesson plans and delivery to explicitly focus on key life skill development.

SHORT TERM OUTCOMES



Support teachers to deliver engaging, inclusive and experiential-learning activities through practitioner training and resources, driven by schools' evolving needs

Improve opportunities for vulnerable young people and pupils with SEND to participate in physical education by co-developing innovative activities and approaches, maximising levels of enjoyment and sustained involvement.

Support pupils to build i) their confidence and self-esteem through daily achievement; and ii) their resilience and personal agency through 'My Personal Best' character development.

LONGER TERM OUTCOMES



Ensure pupils' with SEND have equal access/opportunities to participate in Physical Education across schools.

Equip pupils to become young ambassadors, advocating for inclusive and respectful school communities

'We are working with our families to apply learning both at home and in school and are seeing strengthening relationships as a result. We are seeing greater independence from our pupils, and increased employability skills, all of which can continue to develop whether a pupil is remaining in school during this period or is learning at home' PRU involved in My PB project



YOUNG PEOPLE GIVEN A CHANCE TO REPRESENT THEIR SCHOOL

OPPORTUNITY

Educational Diversity is a pupil referral unit (PRU) providing for pupils who are unable to attend mainstream school due to their social, emotional, behavioural or medical difficulties. Many of the pupils are amongst the most vulnerable young people in Blackpool.

Staff at Highfurlong School, the Youth Sport Trust (YST) Lead Inclusion School for Lancashire, recognised the value that My Personal Best (My PB) might give to young people based at the PRU, helping them to gain the personal skills and resilience to support them in their everyday lives.

Furthermore it was hoped that the initiative would enable these young people to represent their school at county events, with a further positive impact on their self-confidence and self-esteem.

They would use My PB to develop students' resilience, responsibility and self-belief whilst simultaneously working with event organisers to remove participation barriers such as team size and to address misperceptions of anticipated behaviour.

2020-2021 STORY

Pegasus, a Blackpool PRU that supports young people across Key Stages 2-4, took up the offer of face to face My PB sessions on students' return to school in March and virtual delivery prior to that point.

The YST Lead Inclusion School worked in partnership with Active Blackpool and staff at Pegasus to target a group of ten Year 6 children from a Crisis group with a view to developing life skills they could apply to challenging situations on their return to mainstream school. Many young people can become quite withdrawn on being temporarily removed from school: they are out of their comfort zone and lose context to draw on. Mainstream teachers would be told about their successful participation and of the skills that had been taught.

Liaison with teachers enabled staff to adapt each weekly challenge to the needs of young people or to build on a previous week's learning if required.



RESPONSIBILITY

e.g. design a fitness circuit and then do it twice weekly.



SELF-BELIEF

e.g. take the star jump challenge and try to beat it.



RESILIENCE

e.g. improve on a baseline score for a difficult challenge.

"It has a positive impact on their self-esteem, makes them realise they're a young person again and lose the bravado."
James Ridge, Active Blackpool

SUCCESS FACTORS



Tailor the programme

Liaise with teaching staff to introduce the most pertinent and meaningful skills



Provide continuity and reassurance

Active Partnership staff work at both schools and events



Embed success

Provide opportunities for young people to reflect on their positive experiences



Change others' perceptions

Use successful participation as tangible evidence of growth

LEARNINGS

Face-to-face delivery is most impactful as:

1. Staff can take a more nuanced approach
2. Group work has inherent positive impacts
3. Students' willingness to contribute can be more easily judged.

Questions asked of more confident students enable all young people to reflect:

- How will you feel if it doesn't go to plan?
- How did you feel during the activity?
- If your team is losing, what do you do?

Similar questions can be used during the week (or back at their mainstream school) to help diffuse a challenging situation:

- What was the impact on your self-belief of the My PB jumping activity?
- Which My PB activity helped you to explore and demonstrate your resilience?
- When you explored teamwork in My PB what positive experiences did you have?

And they can be used again to plan for a competition scenario:

- What strengths can you draw on when feeling challenged?
- What strengths do you bring to a team?

AREAS FOR DEVELOPMENT

- o **Evidence** young people's experience for their mainstream teachers and follow up to explore impact on their behaviour at school
- o **Roll out** across Lancashire and to develop competitive football opportunities
- o Based on inclusive student voice **change perceptions** of PRU students and continue to open competitive doors.

"Remind the child when they're back at school if they get overwhelmed – just remember what you did." Dave Rohman, YST Inclusion Lead, Lancashire



DOVETAIL WITH OTHER PROGRAMMES FOR GREATEST IMPACT

OPPORTUNITY

Carly Ridgwell is Youth Sport Trust (YST) Inclusion Lead based at Westfield Academy, YST's Lead Inclusion School for Somerset and member of the Somerset Active Sports Partnership's (SASP) Community Resilience Team as well as their Children's Disability Lead. She works alongside the local crime reduction unit, police community support officers (PCSOs) and support workers to support young people living in challenging circumstances or with additional needs. She co-delivers the community Jump Start programme which was set up to address low self-esteem and to help young people develop life skills and resilience.

2020-2021 STORY

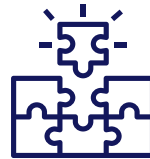
Leadership endorsement at The Bridge School in Sedgemoor supported participation by this pupil referral unit (PRU). Three members of staff undertook dedicated training alongside SASP staff with a view to building My Personal Best (My PB) into KeyStage 4 PE lessons as a curriculum-delivered element of the Jumpstart programme* from March 2021.

Student engagement with curriculum-based PE would be supported via My PB's focus on effort rather than outcomes, and time taken to help young people develop self-esteem and a positive body image.

This approach is used to celebrate and recognise young people's achievements.

*A community based sports initiative that links with Somerset schools in areas of high deprivation and that seeks to support students at risk of exclusion through building their personal skills and aspirations.

A number of factors motivated delivery alongside existing interventions:



COMPLEMENTARY

In-school delivery mirrors and builds on extra-curricular provision and messaging, ensuring consistency and greater resonance for young people.



MULTIPLIER EFFECT

Programme focus on personal skills and adult relationships, gives young people skills in resilience and establishing trust, which in turn enables them to better access and benefit by other initiatives such as Jump Start.



ACCESSIBLE

Personalised online training and ease of implementation by existing PE staff supports a high chance of programme success.



STRAIGHTFORWARD

Potential impact can be easily understood by leadership teams which in turn supports take up.



SELF-EVIDENT

Life skills taught in PE have immediate, explicit relevance to many sport-related experiences.

"The My PB project complements our work: it explores how schools can bring out personal and employment skills in young people with chaotic home lives or with additional needs."

Carly Ridgwell, YST Lead

2020-2021 STORY (CONT.)

My PB also had a focus on developing employability and life skills within five community hubs across Somerset. A number of students from The Bridge School continued to attend sessions throughout January to March 2021 and it was anticipated that this will support a positive response to My PB when back at school.

The 'My PB' programme allows us to engage with young people who may be at risk of exclusion from mainstream schooling or whom are engaged in a PRU. The resources help us to embed key life skills for young people through the use of physical activity. It is something we will look to further progress as part of the physically active interventions we run that include young people and has given us a platform to make it a key priority and focus for us, whilst feeling supported by the resource." Luke Jackson, Yeovil and Chard Jump Start programmes

SUCCESS FACTORS

**SLT support in school
(school-wide and cultural
commitment)**

**Cascaded staff training
(local ownership)**

**Development of a school action
plan (collaboration)**

**Delivery over multiple terms
(relationship building)**

IMPACTS

My PB is being delivered across five locations, each having strong school links and supporting 15 young people. Impacts to be assessed via a two-pronged approach:

1. Reflection

Half termly personal reflection amongst young people re. how they feel they have progressed in terms of the skills taught.

Anticipated impacts include on communication, teamwork and young people's confidence in trying new things.

2. Teacher feedback

Teacher feedback re. student attendance, confidence and communication. Older students will also receive a leadership qualification as part of the programme.

AREAS FOR DEVELOPMENT

Recommencement of face-to-face teaching will explore how My PB might support re-socialisation of young people following lockdown as well as develop their broader life skills.

More broadly, staff at The Bridge School are conscious that young people may not be willing to talk about their personal qualities. Time will be taken to develop trust and relationships that may help them to engage with staff on non-sportsrelated topics.



EMBED & REINFORCE VALUES ACROSS THE CURRICULUM

OPPORTUNITY

John Mansfield is a Physical Education Teacher and Sport Tutor at Sevenhills Academy, a pupil referral unit (PRU) in North East Lincolnshire. He works closely with Youth Sport Trust (YST) and Active Lincolnshire to identify opportunities to support young people’s physical engagement. In turn he hopes this will help develop a sense of personal success, crucial to self-esteem for the students.

John emphasises the need for PE to be relatable, flexible, holistic and delivered on young people’s terms. Linking activities to the wider curriculum and to life helps participants to understand the relevance of an activity to their wider lives. In this regard My Personal Best (My PB) fosters links between the skills and attributes required for PE and everyday success.

From John's perspective, successful , inclusive PE should be:

INHERENTLY RELATABLE



EMPOWERING



CLEARLY VALUABLE



“Most enjoy PE but using their everyday skills is more motivating for them.”

*John Mansfield, PE Teacher,
Sevenhills Academy*

2020-2021 STORY

Sevenhills supports young people that have been excluded from other schools from Key Stages 2-4 across three sites. The long-term plan is to embed My PB at all of these. John is the only dedicated PE teacher but works closely with other staff who cascade My PB within PE and explore its potential across the curriculum.

The school’s inclusive ethos is nationally noted, and staff see an opportunity to extend the skills-based messaging and student centric approach of My PB to other subjects. When a skill that has been shared, articulated and developed in PE is brought up in the context of another subject, young people have more material and understanding to draw upon.

My PB is prominent on the sports corridor notice board. Many young people are strong visual learners and the ability to anticipate and own the practical relevance and personal meaning of each lesson supports subsequent engagement. The board focuses on a different skill each week and links to that week’s lessons.

The branches of a tree feature the skills to be explored and highlights how each will link to practical PE lesson content. In class each skill is presented along with a sports-related videoclip that exemplifies this.

Students have autonomy with regards to how each PE lesson develops: whether through discussion of the skill itself, their experiences or how it relates to sport and then via relevant activity. Practitioner flexibility and creativity are key with regards to attaching each life skill to a sport or physical skill.

2020-2021 STORY (CONT.)

Reflection activities help develop young people's ownership: they are encouraged to think about how they might develop or adapt an activity or its relevance to their everyday lives. These conversations can continue throughout the week or into other subjects and are supported by all teachers.

"It was snowy last week, and we explored cricket skills such as throwing and catching, using a snowball and that week's skill: imagination."

John Mansfield, YST Lead

Healthy ME... 8

Responsibility

My Personal Best

Through PE I am learning

Healthy Me

Self-belief	Honesty	Courage	Resilience
Integrity	Self-discipline	Self-motivation	Responsibility

Social Me

"My PB moves away from the traditional delivery rota to a more flexible, skills-based and ultimately more engaging approach."

Head Teacher, Sevenhills Academy

IMPACTS

My PB has multiple impacts on young people:

- **Development of personal, social and emotional life skills** including resilience and adaptability
- **Development of leadership skills** to support peers to use reflection and progression techniques re. activities
- **Ability to draw on personal experience** where they have exemplified a core value
- **Ability to reflect on the wider relevance** of a value to their own lives

SUCCESS FACTORS

Use My PB values in association with other strands of young people's lives

Teachers of all subjects reinforce the values and invite reflection

Relate values to young people's values and their personal lives

Demonstrate synergies with school values

AREAS FOR DEVELOPMENT

- School-wide delivery insight helps support cross-curricular support for My PB (in itself valuable).
- An external practitioner network for sharing ideas and impacts would support PRU and mainstream links.

"I like all the different games and how they are useful for other sports. These are things I can do outside of school too" Female, Key Stage 4

PARALYMPIC INSPIRED LEARNING AND DISCOVERY DAYS CASE STUDIES

OPPORTUNITY

Delivered via the YST Lead Inclusion School network, 170 young leaders from 155 schools have engaged 13,510 pupils with and without special educational needs and disabilities (SEND) to play and enjoy unified sport together, challenging attitudes and perceptions. The aim of the festivals was to improve and increase opportunities for pupils with SEND using the 'magic' of the forthcoming Paralympics Games in Tokyo; participating in themed activities, providing training for practitioners and supporting development of acceptance and friendships amongst young people.

Due to English schools entering a third national lockdown in January 2021, delivery had to be adapted. Schools were provided with new resources for pupils to access the festivals at home, as well as alternative formats for vulnerable and key worker children still at school but in class bubbles. Through these approaches, even more children and young people were able to engage than previously anticipated.

SHORT TERM OUTCOMES



improve opportunities for pupils with SEND to participate in physical education, school sport and physical activity by co-developing innovative activities and approaches, maximising levels of enjoyment and sustained involvement

Increase pupils' physical and emotional wellbeing by enabling them to consistently achieve 30 'active' minutes during school day and signposting wider opportunities in community/home.

Support teachers to deliver engaging, inclusive and experiential-learning activities through practitioner/advanced training and resources, driven by schools evolving needs.

Increase the mental and social wellbeing of pupils with SEND by building respectful school communities which foster friendships, and challenging attitudes and perceptions of pupils, teachers and parents with/without SEND.

LONGER TERM OUTCOMES



Ensure pupils with SEND have equal access and opportunities to participate

Ensure pupils benefit from lasting friendships with children with/without SEND

Equip pupils to become young ambassadors, advocating for inclusive and respectful school communities.



LEADERS VIRTUALLY INSPIRING THEIR YOUNGER PEERS

OPPORTUNITY

Marjorie McClure School places the Paralympic and Olympic values at the heart of school culture; everyone can join in at their own level and children are given multiple opportunities to shape, participate, lead and film events. The school focuses on the widest impacts of participation in a sporting event.

Inclusion 2020 Paralympic Inspired Learning and Discovery days dovetailed with key inclusive youth leadership principles presented an opportunity for pupils to try Seated Volleyball, New Age Kurling, Athletics and Badminton (a new Paralympic sport) or to lead others and for the school to celebrate the Tokyo 2021 Olympic and Paralympic Games.

2020-2021 STORY

With children on site but in bubbles, the school adapted their festival to virtual delivery, innovating in order to develop and celebrate leadership skills amongst young leaders. Young Leaders received training and support prior to helping to deliver the festival.

Explicit impacts:

engagement, aptitude, self-confidence, leadership skills

Implicit impacts:

cognitive, social & emotional development.

Dedicated leadership

Young Leaders filmed during PE leading on specific activities and communicating how to perform each event. YST Inclusion Inclusive Leadership Work Book completed by Leaders, who were encouraged to reflect and review their activity.

Local leaders

Leaders were supported over time by staff and this, coupled with YST development videos and hands-on experience built aspiration, confidence and delivery skills.

Collapsed timetable

90-minute lessons enabled young people to virtually lead New Age Kurling, Seated Volleyball, Badminton and Athletics events with children moving around stations in groups of two and three within their bubbles.

A sense of occasion

Launch assembly to the whole school led by the school's pivotal young leader: 'Charlie's story'
Opening and closing virtual ceremony
Use of branding, filmmaking and an awards ceremony contributed towards impact.

SUCCESS FACTORS



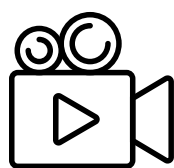
Growing confidence with virtual technologies

- Parent, practitioner but also young people



Careful management of delivery and response

- Tight planning ensures effective interaction and that every child can deliver
- Proactive staff respond to adaptive requirements



Effective use of camera angles

- Good line of sight of activity.
- Demonstrate one activity at a time before circuit format



Young people as role models

- Compensate for lack of inter-year interaction



Young people are strong communicators

- They work well as a team
- Students have high resilience and good communication and teamwork skills

"I find it so rewarding to observe students developing their leadership skills through our curriculum. So many grow in confidence and skills as they help others to learn and enjoy physical activities and PE"
Kate Petty, Head of Physical Education, Marjorie McClure School

IMPACTS

"Developing leadership skills runs through the core of the school from ages 3-19." Lorna Crust, Teacher, Kent

On young people:

1. Develop new skills
 - Participants are exposed to new sports and to positive and relatable role models
 - Badminton is introduced into the PE curriculum
2. Improve health and well-being
 - Positive impacts on health and sports engagement.
3. Build self-esteem and interest
 - Young people recognise what they've achieved and want to build on this
 - Build on school leadership culture: evidence young people's achievements

On practitioners:

1. New skills
 - Introduce TOP Sportsability in CPD
2. Improved understanding of pupils
3. School recognises the value of PE, sport and leadership to reunite the community following the pandemic

"I am hoping that some of the leaders come and help me run the extra curricular clubs, they have been fantastic at inspiring the younger pupils to get involved."
Tom, Sports Coach

AREAS FOR DEVELOPMENT

- 1 CPD to address emotional needs e.g. low motivation
- 2 Further expansion of introduction to badminton
- 3 Engage local primary schools in a collective festival.



VIRTUAL FESTIVAL INSPIRED AT-HOME ADAPTATIONS

OPPORTUNITY

Paula Felgate is the PE Team Manager attached to West Lea School, one of Youth Sport Trust (YST)'s Lead Inclusion Schools. For them, Inclusion 2020 presented a unique opportunity to galvanise schools to prepare for the excitement of the Tokyo 2021 Paralympic Games and in turn to engage young people in new activities and events.

West Lea School saw value in a series of Paralympic sport-based events plus a suite of related cultural activities such as a torch bearing ceremony taking place in public and inspirational venues such as Lee Valley Athletics Centre. These would inspire participation and demonstrate proactive use of community resources.

Blended CPD and a conference would reach the widest number of practitioners, strengthening inclusive practice and simultaneously improving local practitioner networks.

"I'm involved in the North London School Games Organiser network which meets half termly to engage wider borough involvement."

Paula Felgate, West Lea School, London

Key delivery requirements of online and in-person events are the same:

1. ADDRESS PARTICIPATION BARRIERS

- o Consider challenge of lengthy screen-time or tolerance for physical environments.

2. HELP CHILDREN INTERPRET GUIDANCE

- o Whether at school with Teaching Assistant support or at home with a parent

2020-2021 STORY

Paula and her team sought school engagement in three London boroughs: Haringey, Barnet and Waltham Forest, and began to explore how to address the transport barriers common to many SEND events alongside safe delivery requirements of COVID-19. All aspects of virtual delivery were considered in order to give selected students the most meaningful inclusive leadership experience.

The school decided upon a series of Paralympic Inspired Learning and Discovery days to be held during Empathy Week* in February 2021. Attaching to a national event such as this helped convey the festival's values of taking on a new challenge and conveyed strong messages around leadership qualities.

These would be followed by summer term in-person events across London parks.

**A global educational movement that is empowering young people to become conscious and empathetic leaders.*

3. ADDRESS ATTENDANCE BARRIERS

- o Whether travel, safety concerns or technical

4. INTERACTIVE AND SOCIAL

- o Consider how to inspire and how to prompt informal encounters with peers

5. GIVE YOUNG PEOPLE FEEDBACK

- o Verbal, personal and iterative

“How easy is it for them to participate whilst looking at a screen? What support do they need to interpret the information they receive?”

Paula Felgate, London

SUCCESS FACTORS

DOVETAIL	INNOVATE	INSPIRE	PLAN
Dovetail with an existing event to benefit through practitioner familiarity	Offer innovative activities and event design: pique practitioner interest	Promote the engaging delivery style of events offered	Plan for the lowest common denominator (in terms of accessibility)

IMPACTS

Paralympic Inspired Learning and Discovery days were delivered to young people in one primary school across Empathy Week, February 2021. A virtual festival with an introduction and closing address invited young people to watch pre-recorded introductions to disciplines and then participate in adapted activities at home.

A Learning and Discovery Day was also delivered at West Lea School as part of their Comic Relief celebrations, seeking to promote inclusive practice and positively impact young people's leadership experiences and personal confidence.

TOP Sportsability cards helped shape activities.

The planned Learning and Discovery Day at Lee Valley Athletics Centre will take place in 2021 as part of a wider celebration event.

Online CPD plus an in-person conference and workshops improved engagement and communications as a whole. Moving forwards, the school would like to explore how else to promote accessible inclusive practice CPD for PE leads, SENCOs and other practitioners. This is important to ensure staff feel confident in delivering inspiring, accessible and meaningful events, particularly when taking place in school or remotely, as opposed to coming together for face to face and central experiences.

“Bringing inclusive youth leadership principles into our Paralympic Inspired Day will prompt exploration of how young people might drive the day.”

Paula Felgate, West Lea School, London

ADAPTED FESTIVAL EVENTS

- Adapted golf / throw
- Indoor badminton
- Seated volleyball
- Badminton tap ups

AREAS FOR DEVELOPMENT

To share and disseminate good practice at the London Youth Games.



YOUNG LEADERS CO-CREATE FESTIVALS

OPPORTUNITY

James Ellison is Youth Sport Trust (YST) Inclusion Lead for Northumberland, based at Ovingham Middle School. His interest in the Paralympic Inspired Learning and Discovery Days is driven by likely impact on student engagement with sport and the opportunity they give to young people to have a meaningful leadership experience. The support and presence of world class athletes including Katy Storie (England Rugby) Nicola Minichiello (GB Bobsleigh) Craig Heap (GB Olympic Gymnast) and Racheal Mackenzie (World Thai Boxing champion) contribute to the atmosphere of events, to an understanding and anticipation of the Tokyo Paralympic Games 2021 and inspire student participation in new and different activities.

The school's aspiration is that leadership experience at the Learning & Discovery Days will influence students' subsequent involvement at their high school in Year 9. Ovingham Middle School places real importance on its Year 8 Sports Leaders programme: the roles attach prestige within the school and young participants are looked up to by their peers.

Volunteering has a high profile across the region due to the collective work of various sporting bodies under the umbrella organisation 'RISE', and in turn, this also presents further opportunities to these young leaders.

2020-2021 STORY

Two sets of leaders (age 16-18 and age 11-13) were initially trained to deliver Learning and Discovery days in the north and south of the County respectively. Older leaders delivered an event in the Autumn term in Berwick that engaged children from middle schools and special schools. Opportunities were then extended into 2021 for younger leaders.

An end of term festival held at Ovingham Middle School and opened by World Champion in Thai Boxing, Olympian and YST Athlete Mentor Rachael Mackenzie engaged eight leaders to design and run Learning and Discovery sessions for Year 7 students. Young people inputted into the event format, timetable and dynamic. This leadership team included young people with additional needs.

Year 7s rotated around new age kurling, boccia, badminton, fencing, athletics and sitting volleyball events, with one leader per event and others in supporting roles.



Inclusion 2020 at Northumberland College

SUCCESS FACTORS

1. Hands on, face to face delivery
2. Dovetail with another event
3. Leaders co-create the event
4. Wider school leadership culture
5. Real leadership for young people
6. Wider Paralympic messaging
7. Embed new sports

IMPACTS



On 300 participants

- Try new sports
- Raised aspirations
- Increased confidence
- Interest in leadership



On 16 young leaders

- Ownership
- Confidence
- Leadership experience



On staff

- Helped to understand the needs of Year 7s

"The Olympics and Paralympics are used to inspire the whole of our leaders programme throughout the school. Our 2020 Inclusion leaders alongside our Healthy Lifestyle Champions have developed an inspirational programme at school for all our children to experience new opportunities specifically related to the Olympic & Paralympic movement."

Deb Goodwin, Head of PE,
Ovingham Middle School



"The programmes have enabled me to develop my confidence and create new opportunities within our school and other schools. As leaders we have planned and co-ordinated the programme throughout, supported by our teacher Mentors and YST Athlete Mentors. It has been great fun, very rewarding and really enjoyable."

Amy. 2020 Inclusion Leader & Healthy Lifestyle Champion, Ovingham Middle School

AREAS FOR DEVELOPMENT

Design in conjunction with young leaders of an extension activity including an Olympics and Paralympics inspired programme delivered at five primaries with accompanying face to face CPD in each setting.



Inclusion 2020 at Northumberland College

WITH THANKS TO

The staff, parents and families at Abbey School, Bensham Manor School, Bincombe Valley Primary School, Claremount Specialist Sports College, Claremount Specialist Sports College, Durham Trinity School & Sports College, Friars Academy, Greenfields Community Primary School, Highfurlong School, Marjorie McClure School, Newsome High School, Ovingham Middle School, Poltair, St George's Academy, West Lea School, Westcroft School, Westfield Academy.

Staff in all partner organisations that have contributed to and supported the development, delivery and evaluation of these inclusion projects.

FURTHER RESOURCES

School swimming and water safety:

- Swim England Inclusion Hub <https://www.swimming.org/schools/inclusion-2020/>
- Swim England swimming assessment tool <https://www.swimming.org/swimengland/inclusion/>
- Oak National Water Safety dryside activity- <https://classroom.thenational.academy/units/water-safety-a16915a>

My PB (PRU)

- Access the resources here: <https://www.youthsporttrust.org/news/blog-how-were-giving-voice-children-additional-needs-alternative-education>

Learning & Discovery:

- Access all the virtual, class bubble and whole school engagement content here: <https://www.youthsporttrust.org/inclusion-2020-challenge-days>

FOR MORE INFORMATION ON INCLUSION 2020

For further information on Inclusion 2020: <https://www.youthsporttrust.org/inclusion-2020>

INCLUSION 2020