

Loughborough  
University



YOUTH  
SPORT  
TRUST

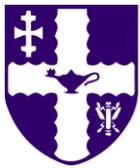
# Inclusion 2020 Evaluation

## Final Report

March 2020

Dr Janine Coates  
Dr Carolynne Mason  
Lesley Sharpe  
Karla Drew  
School of Sport, Exercise and Health Sciences  
Loughborough University

March 2020



## Contents

- Executive Summary ..... 3
- 1. Introduction ..... 6
- 2. Evaluation Approach ..... 7
- 3. Evaluation Findings ..... 8
  - 3.1 Inclusion 2020 – Core Activities ..... 8
    - 3.1.1 Continued Professional Development (CPD) ..... 8
    - 3.1.2. Active 3030 Champions ..... 10
    - 3.1.3 Learning and Discovery Days ..... 12
  - 3.2 Innovation Projects ..... 17
    - 3.2.1 Review of Swimming Provision – Innovation Project ..... 17
    - 3.2.2 My Personal Best Innovation Project ..... 19
  - 3.3 Inclusion 2020 Outcome Interviews with Inclusion Leads ..... 22
- 4. Conclusion ..... 25
- 5. Recommendations ..... 26



## Executive Summary

Inclusion 2020 aimed to increase and improve opportunities for children with special educational needs and disabilities (SEND) to engage and participate in physical education, physical activity and school sport. The project was funded by the Department of Education and delivered by the Youth Sport Trust (YST) between 1 January 2019 and 31 March 2020. Fifty-two Lead inclusion Schools across England (see Figure 1) were appointed to deliver on three core Inclusion 2020 activities: Continued Professional Development (CPD), Active 3030 and Learning & Discovery Days. In addition to the core activities Inclusion 2020 included two innovation projects Inclusive Swimming and My Personal Best (My PB).

Loughborough University were commissioned by the Youth Sport Trust to undertake an independent evaluation of Inclusion 2020 over the 15-month duration. The evaluation aims were to assess the outcomes arising from Inclusion 2020 activities and to utilise the evidence to develop recommendations for the future development of the Lead Inclusion School network. The evaluation involved the School Workforce (n=84 CPD surveys, n=21 Learning and Discovery Days Feedback surveys and n=9 reflective diaries/Interviews n= 2) and Inclusion Leads (n=4 Swimming, n=8 Outcome interviews). Children and young people also participated in the evaluation through engaging in vlogging (n=26), focus groups (n=30), Feedback Postcards (n=136) and Active 3030 surveys (n=63). This report presents the findings from the evaluation.

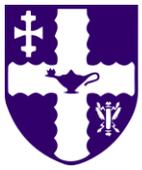
### Impact and significance of Inclusion 2020

The demand for of Inclusion 2020 was highlighted by interviewees from Lead Inclusion Schools because many schools still need considerable support in delivering inclusive PE and School Sport due to:

- The range of disabilities and needs being so wide and varied.
- Accessing and engaging children with SEND from mainstream schools continues to be challenging
- There is a lack of teacher skills and confidence in undertaking inclusive PE in mainstream schools due to lack of teacher training, despite teachers being willing

The strengths of Inclusion 2020 as identified by inclusion Leads are:

- Inclusion 2020 is attractive to schools because the offer is free and because it is delivered through the Inclusion 2020 Steering Group, led by the Youth Sport Trust – a group of national partners with strong reputations, who provide a strategic vision and access to resources (see Figure 9).
- The resources are valuable in engaging new schools to get involved with inclusion activities for the first time who subsequently prioritise this work ahead of numerous competing demands on staff time.
- The strategic direction offered by Youth Sport Trust is perceived by Inclusion Leads as consistently moving the inclusion agenda forward – improving and innovating which helps engage and motivate practitioners.



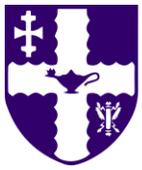
- Additionally, Youth Sport Trust adopt consistent messaging in all their interactions so that people have a clear view of the vision.
- Development (peer) coaches are highly valued by Inclusion Leads because they are supportive, knowledgeable and offer ideas on how challenges can be met based on their extensive experience – they are solutions focused. The importance of a peer-to-peer network driving forward Inclusion 2020 enhances the effectiveness of the programme.
- Where they exist, strong networks between schools provide the opportunity for all the partners involved in Inclusion 2020 to add value to existing work, engaging more children and young people with SEND
- Events such as the Learning and Discovery days are important because they provide teachers with inclusive ideas that they can adapt and implement in their schools within the curriculum and beyond.
- The Youth Sport Trust Athlete Mentor attendances at events are valued and their presence enhances the prestige of the events.

The main challenges for the project were school engagement with CPD and other activities, contextual variation which determines what is possible to achieve in particular areas, staff turnover, inequality in provision and accessing and supporting children with SEND in mainstream schools.

### **Inclusion 2020 Core Activities**

The CPD provided through Inclusion 2020 included regular training, advice and guidance - for the school sport workforce within each county. During the grant period 877 CPD events took place which engaged 10,001 members of the school workforce located within 5042 schools. Teachers and school staff who completed the online survey highlighted the benefits of CPD for improving school-wide inclusive practice and described the training they received as 'fantastic', 'very useful' and 'excellent'. Most staff indicated that CPD resulted in them feeling more able (90%) and more motivated (95%) to deliver inclusive PE and School Sport. However, engaging staff in CPD was considered to be an ongoing and significant challenge, due to issues including limited funding, schools being unable to release staff particularly when students have complex needs, and limits on the amount of CPD staff can do each year. Inclusion leads respond to these challenges through flexibility and by understanding their local workforce.

Lead Inclusion Schools were tasked with recruiting young Active 3030 Champions to extend sport provision and establish regular physical activity in schools. In total, 2531 Active 3030 Champions were recruited of which 40% were young people with SEND (n=985), 45 training events took place and 11,691 children and young people were further engaged in sport and physical activity. 95% of Active 3030 champions who completed evaluation surveys following their Active 3030 training said they would give their training a 'thumbs up' indicating a positive response to the training. Active 3030 Champions (n=63) were asked to rate their physical activity confidence, communication skills, resilience and wellbeing and their responses revealed lower scores for Active 3030 champions with SEND highlighting the importance of opportunities such as Inclusion 2020 to enhance the skills of children with SEND. Active 3030 champions qualitatively shared that they found being a young leader both rewarding and enjoyable. Some Active 3030 Champions thought their role was particularly valuable in supporting children with SEND or children who find sport difficult to access to participate



in sport. Active 3030 champions without SEND reported being able to better understand the importance of inclusive sport.

Learning and Discovery days are inclusive sport events which aim to inspire pupils, with and without SEND, to play and enjoy unified sport together thereby challenging attitudes and perceptions of disabilities. A total of 50 Learning and Discovery Events took place and were attended by 10,317 children and young people ((65% with SEND) and 1933 Young Leaders (30%with SEND). The events engaged 574 schools. Children and young people who engaged in the events particularly enjoyed the novelty of sports and the opportunity to challenge themselves by trying something new. Of those who completed a feedback postcard 94% indicated they tried something new on the day and 92% said they had fun. Young participants suggested that some activities could be more competitive for added challenge and that the connection with the Paralympics could be made stronger. School staff who attended Learning and Discovery Days also reported positively about the impact of the days on both staff and children.

**Inclusion 2020 Innovation Projects:** The school swimming and water safety innovation project was undertaken by 5 Lead Inclusion Schools in partnership with their Local Authorities and pool providers, with the aim of reviewing and enhancing local swimming provision. In total, 1924 children and young people accessed inclusive swimming provision of which 295 were from BAME communities and 272 were female. Inclusion Leads believed that sustainable and impactful projects were reliant on strong relationships with key local partners and the innovation project had facilitated improved relationships with swim providers. A key success of the school swimming and water safety innovation project was the development and delivery of new CPD opportunities. Schools, swim providers, and teaching staff believed this was crucial in order to enhance inclusive swimming opportunities. Inclusion Leads reported positively on the swimming resources provided which included woggles and Swim Pix cards provided as value in kind through the Inclusion 2020 Consortium partner, Swim England. The main ongoing challenges to inclusive swimming delivery were identified as logistical barriers (e.g. water temperature, availability of a hoist and noise levels) and lack of appropriate staff (e.g. active partnership staff, pool facilities staff, and swim teachers).

My Personal Best (My PB) builds upon the CPD provided to schools through the use of certified Youth Sport Trust My PB resources. The innovation project aimed to increase the number, range and quality of opportunities for all young people to participate and progress in PE, School Sport and the School Games<sup>1</sup> through specifically engaging special schools. The project also aimed to increase the skills and confidence of the school sport workforce to provide high quality provision. My PB involved teachers in 49 schools receiving training aimed at facilitating the delivery of high-quality PE whilst also targeting life skill development and achievement beyond PE. A total of 171 teaching staff, 103 support staff and 54 Senior Leadership Team (SLT) were involved within My PB. Staff were able to incorporate My PB into the curriculum which has resulted in both staff and students being able to more clearly identify personal development outcomes and incorporate other forms of life skill curricula to ensure high impact. The flexibility of the programme to allow for schools to adapt to the needs of their pupils was noted as important.

---

<sup>1</sup> The School Games, is funded by Sport England National Lottery funding and delivered by the Youth Sport Trust,. It is a government led programme designed to deliver competitive school sport to all young people.

## 1. Introduction

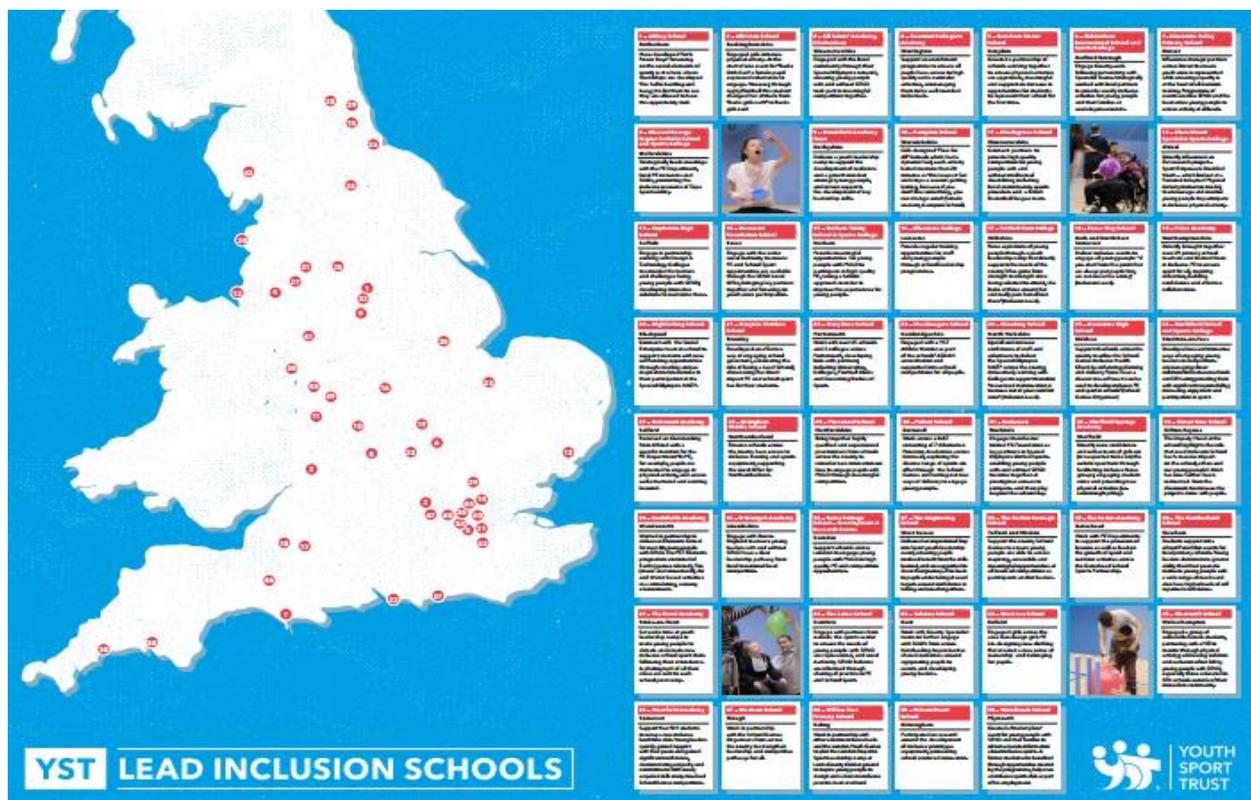
The Inclusion 2020 project aimed to increase and improve opportunities for children with special educational needs and disabilities (SEND) to engage and participate in Physical Education, physical activity and school sport. This project was funded by the Department of Education and delivered by the Youth Sport Trust (YST).

Fifty-two Lead inclusion Schools across England (see Figure 1) were appointed to deliver on three core Inclusion 2020 activities:

1. Providing **Continued Professional Development (CPD)** - regular training, advice and guidance - for the school sport workforce within their county.
2. Extend and establish **Active 3030** - regular Active 30 minutes - during the school day led by young people for children and young people.
3. Increase opportunity for children and young people from local schools, with and without SEND, to attend inclusive sports-based **Learning & Discovery Days**.

Youth Sport Trust Lead Inclusion Schools are inclusion champions and are visionaries for what high quality, meaningful and inclusive PE and school sport should look like for every child. They work to empower teachers to be more inclusive in their practice, provide meaningful competition and competition pathways for young people, raising their aspirations and providing inclusive leadership opportunities.

Figure 1: Lead Inclusion Schools



In addition to the core activities, Lead Inclusion Schools had the opportunity to engage with two Innovation Projects:

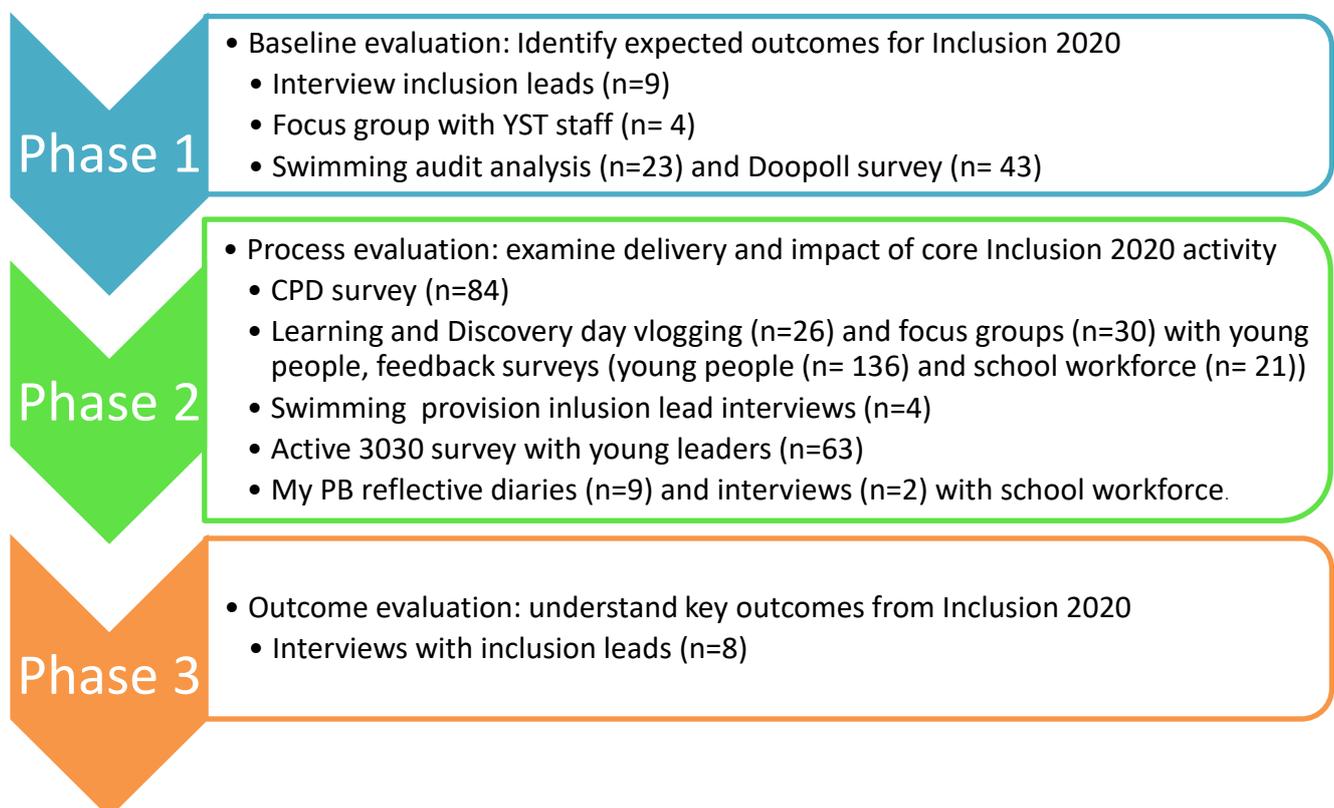
1. A review of school swimming and water safety provision in 5 county areas with a focus on enhancing provision.
2. My Personal Best (My PB) which involved teachers in 20 schools receiving training aimed at facilitating the delivery of high-quality PE whilst also targeting life skill development and achievement beyond PE.

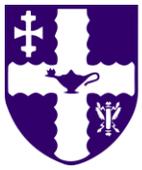
## 2. Evaluation Approach

In April 2019, Loughborough University were commissioned by the Youth Sport Trust to undertake an independent evaluation of *Inclusion 2020*. The evaluation took place over 12 months of the 15 month project. A three-phase mixed methods approach was adopted which is summarised in Figure 2. The aims of the evaluation were:

- To assess the outcomes arising from Inclusion 2020 activities,
- To utilise the evidence to develop recommendations for the future development of the Lead Inclusion School network.

Figure 2: Summary of the evaluation approach





Members of the school workforce (including Inclusion Leads, schoolteachers and other school staff) and children engaged in Inclusion 2020 activities participated in the evaluation. Table 1 provides a breakdown of evaluation participation rates for each Inclusion 2020 activity.

**Table 1: Summary of Participants in the evaluation**

Inclusion 2020 activity	No. of participants	Participant group	Methods used
CPD	84	School workforce	Survey
Learning and Discovery Days	26	Children	Vlogging
	30	Children	Focus Groups
	136	Children	Feedback postcards
	21	School workforce	Feedback surveys
Active 3030 Champions	63	Children	Survey
Swimming Provision	4	Inclusion Leads	Interviews
My Personal Best	9	School workforce	Reflective diaries
	2		Interviews
Inclusion 2020 outcomes	8	Inclusion Leads	Interviews

### 3. Evaluation Findings

This section provides an overview of the evaluation findings for Inclusion 2020. Section 3.1 presents the findings from the core Inclusion activities, 3.2 is focused on the innovation projects and 3.3. presents a summary of Inclusion Leads’ reflections on Inclusion 2020.

#### 3.1 Inclusion 2020 – Core Activities

##### 3.1.1 Continued Professional Development (CPD)

During the grant year 877 CPD events took place which engaged 10,001 members of the school workforce located within 5042 schools.

Figure 3 below summarises the types of CPD training that were delivered through Inclusion 2020 and indicates that the majority of respondents agreed the training had impacted positively on their ability and confidence to undertake their role.

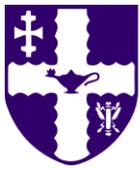
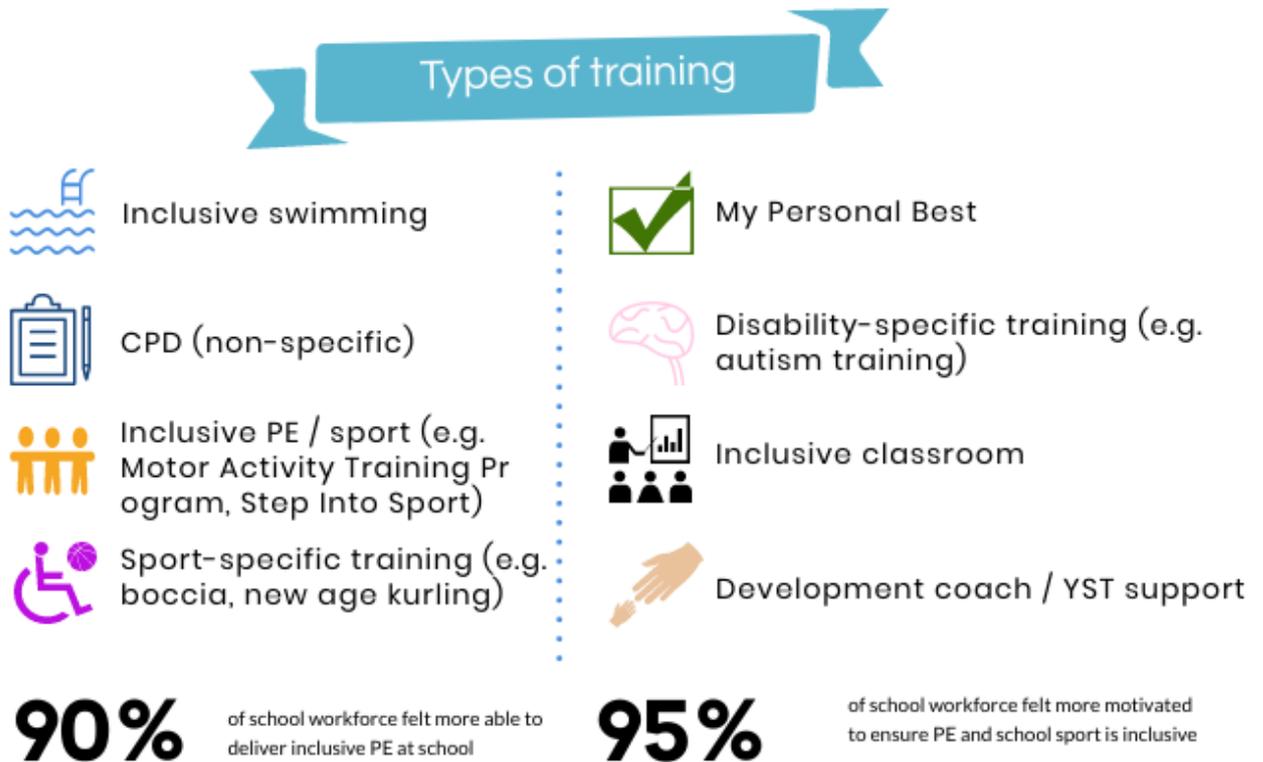


Figure 3: Training offered through Inclusion 2020



The teachers and school staff who completed the online survey highlighted the benefits of CPD for improving school-wide inclusive practice and described the training they received as ‘fantastic’, ‘very useful’ and ‘excellent’.

*“It was fantastic and has been rolled out throughout school and our school P.E curriculum.” (Teacher)*

*“Very good, YST have clear outcomes to address and Inclusion Schools are very well briefed in our work.” (Director of Sport)*

However, some Inclusion leads indicated that engaging teachers in CPD can be challenging due to limited funding, schools being unable to release staff particularly when students have complex needs, and limits on the amount of CPD staff can do each year. Inclusion leads respond to these challenges through flexibility and by understanding their local workforce.

*“Trying to find what works year to year ... just trying to find as many different ways to find CPD that works for teachers really... Keep it current. Keep it new. Keep it engaging and that's what the Youth Sport Trust do by not repeating the same sort of offers. There's real good stuff.” (Outcome Interviewee 1)*



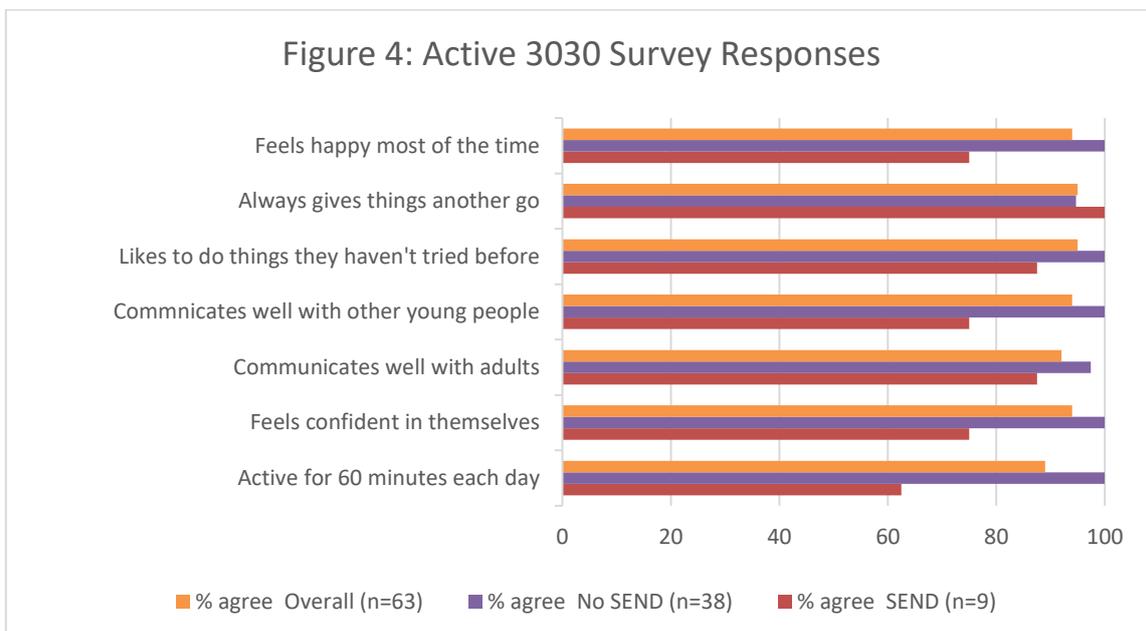
“We have to be careful about when we run things, and how often we're asking people to come out of school.” (Outcome Interviewee 3)

### 3.1.2. Active 3030 Champions

Lead Inclusion Schools were tasked with recruiting young leaders (Active 3030 champions) to extend sport provision and establish regular physical activity within their schools. In total, 2531 Active 3030 Champions were recruited of which 40% were young people with SEND (n=985), 45 training events took place and 11,691 children and young people were further engaged in sport and physical activity.

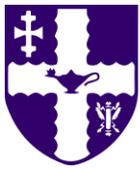
Active 3030 champions completed evaluation surveys following their Active 3030 training (see appendix for survey). Of the Active 3030 champions surveyed, 95% said they would give their training a ‘thumbs up’ indicating a positive response to the training. Eight<sup>2</sup> of the young people who completed the survey identified themselves as having a SEND, and the majority of the Active 3030 Champions were female (54.8%, n= 34)).

Active 3030 Champions (n=63) were asked to rate their physical activity confidence, communication skills, resilience and wellbeing. Figure 4 below shows these results based upon overall response, as well as response depending on if young people identified as having SEND or not:



As shown in the graph above, for most questions, scores were marginally lower for Active 3030 champions with SEND, however, the qualitative data suggested that opportunities like Active 3030 training helped to enhance the skills of children with SEND, and were valued by those who took part.

<sup>2</sup> n=10 Active 30:30 champions who completed the survey indicated they did not know if they had SEND, and a further n=4 indicated they preferred not to say whether they had SEND.



The significance of these opportunities was highlighted in a vlog and focus group undertaken by a group of mainstream secondary school Active 3030 champions, some of whom had SEND.

*“I like seeing the kids build up their confidence and making them happy” (Active 3030 Champion with SEND)*

*“It's good because you know your helping other kids” (Active 3030 champion with SEND)*

*“It opens a lot of opportunities for what you want to do in the future for a job and kind of helps you to think about future careers and also it's a good way to work with children and just get involved” (Active 3030 Champion without SEND)*

Active 30 Champions who did not have SEND, thought their role was particularly valuable in supporting children with SEND or children who find sport difficult to access to participate in sport. This also allowed Active 3030 champions who did not have SEND to better understand the importance of inclusive sport.

*“I find it quite fun because you're helping lots of people do things that they might love and you don't want to make people feel left out for any reason, they may have a learning disability or disability.” (Active 3030 Champion without SEND)*

*“I'm proud to be a sports leader because we can help kids with learning difficulties or kids in chairs or walkers to be included in sport.” (Active 3030 Champion without SEND)*

*“I think it's very important, I don't think that anyone should be left out from playing a sport, if they want to play that sport then they should be allowed to play.” (Active 3030 Champion without SEND)*

This presented new learning opportunities for these children.

*“I've learned a lot about how to be patient with [others], and how to like teach them how to do the sports” (Active 3030 Champion with SEND)*

*“I've learnt that people with disabilities can also do things the same as people without, they do it just as good or even better perhaps.” (Active 3030 Champion without SEND)*

*“Sport can be for everyone, there is different things for everyone and everyone can have a good time.” (Active 3030 Champion without SEND)*

Figure 5: Lizzie's Story

# LIZZIE'S STORY

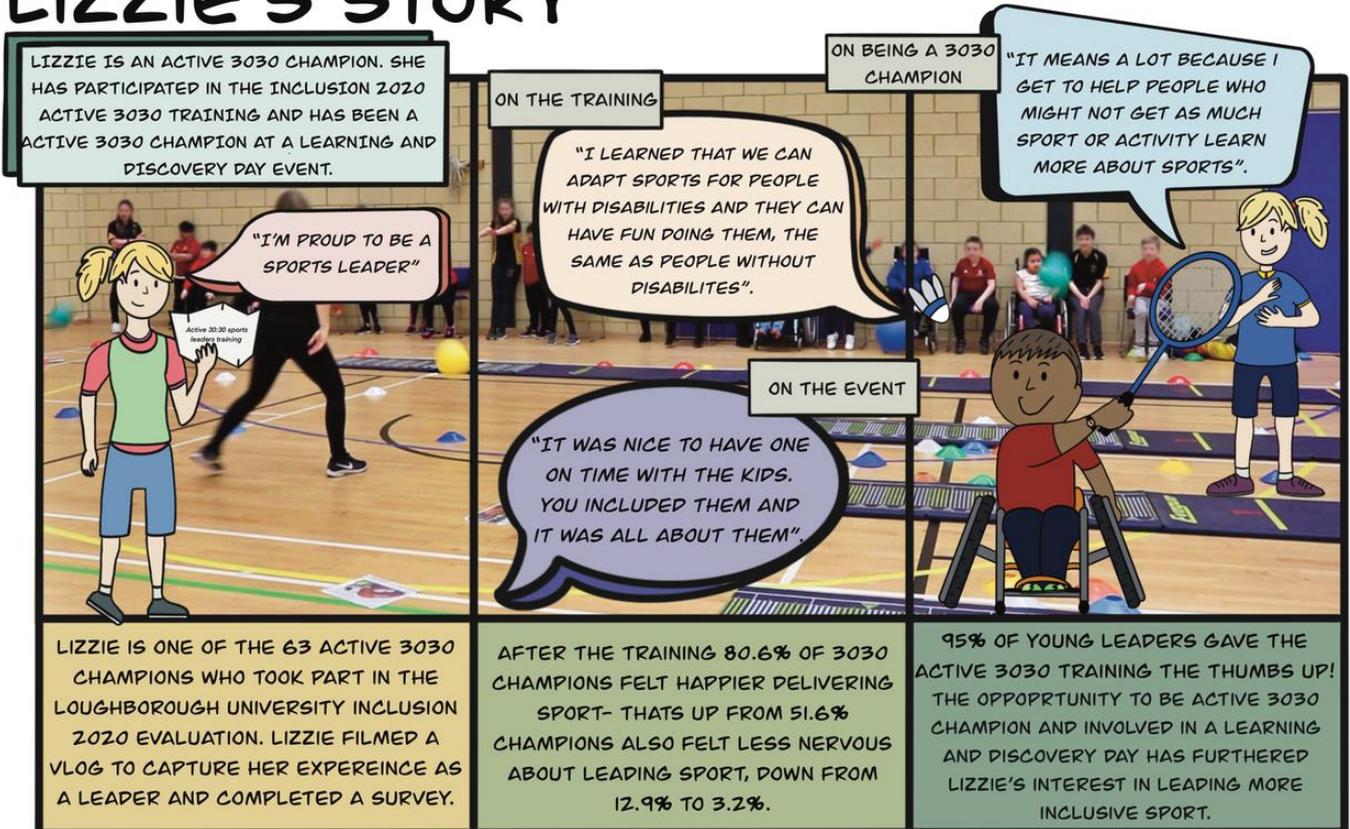


Figure 5 above shows the learning journey of one Active 3030 champion who supported young people with SEND at a Learning and Discovery Day. Key to her experience was learning about adaptive sports. As shown, when asked about their experiences:

- **80.6%** of Active 3030 champions felt happier delivering sport after receiving their training (compared to 51.6% who felt happy delivering sport before they received their Active 3030 training).
- Before training **12.9%** said they felt nervous about taking on the role, but after receiving training, this dropped to **3.2%**.

These findings demonstrate the success of the training delivered to Active 3030 champions for facilitating their development in their role.

### 3.1.3 Learning and Discovery Days

Learning and Discovery days are inclusive sport events aimed at inspiring pupils, with and without SEND, to play and enjoy unified sport together thereby challenging attitudes and perceptions of disabilities. A total of 50 Learning and Discovery Events took place and these were attended by **10,317 children and young people (65% with SEND)** and **1933 Young Leaders (30% with SEND)**. The events engaged **574 schools across the country**.



Three Learning and Discovery Days were attended by the evaluation team. Children were asked what they enjoyed and what they would change about their Learning and Discovery Day experience. They particularly enjoyed the mix of different sports on offer and the opportunity to challenge themselves to try something new.

“Today was really, really fun, super! We did lots of sporting activities all around this big gym hall. There were things like races and athletics and stuff like that” (young person with SEND, Primary School)

“You’ve got lots of different types of sports, so if you like sports but if you don’t like one type of sport it’s okay - you have lots of different types of sport!” (Young person with SEND, Primary School)

Figure 5: Nadia’s story

# NADIA’S STORY

**NADIA TOOK PART IN A INCLUSION 2020 LEARNING AND DISCOVERY DAY. SHE WAS ALSO INCLUDED IN THE LOUGHBOROUGH UNIVERSITY EVALUATION WHERE SHE MADE A VLOG AND FILLED IN A FEEDBACK POSTCARD ABOUT HER EXPERIENCE.**

**"I'VE LEARNED LOTS OF NEW SPORTS, I DIDN'T KNOW ANY OF THEM BEFORE".**

**"AT FIRST I GOT THREE, AND THAT'S NOT VERY GOOD".**

**BUT THEN NADIA HAD ANOTHER GO.... "I GOT FIVE, I GOT GOT FIVE, YAY!"**

**"I WOULD SAY COME, THIS PLACE IS REALLY FUN".**

**AT THE LEARNING AND DISCOVERY DAY NADIA HAD THE OPPORTUNITY TO TRY FOUR BRAND NEW SPORTS- NEW AGE CURLING, SITTING VOLLEYBALL, ATHLETICS AND BADMINTION**

**136 YOUNG PEOPLE WITH AND WITHOUT SEND EVALUATED THEIR EXPERIENCE OF TAKING PART IN A LEARNING AND DISCOVERY DAY EVENT VIA A POSTCARD**

**THE POST CARD RESULTS SHOWED THAT...**

- 92% HAD FUN
- 94% TRIED SOMETHING NEW
- 59% HAD THE CHANCE TO MAKE NEW FRIENDS
- 72% LEANED MORE ABOUT PARALYMPIC SPORT

As represented by Figure 5, children engaged in various activities including sitting volleyball, athletics, new age curling and badminton. 94% of those who completed a feedback postcard indicated they tried something new on the day; while 92% said they had fun. Children enjoyed the added challenge of participating in Paralympic-inspired activities:



*“I liked the bowling in the athletics, because instead of doing normal bowling we did it blindfolded so it was even better... It was to make it more challenging but also it’s because in the Paralympics some people are blind” (Children with SEND, Primary school Focus Group)*

Although children recognised the events were inspired by the Paralympics (72% said they learned more about Paralympic sport), they felt some activities could be more competitive for added challenge. Some also made suggestions about how to make the connection with the Paralympics stronger:

*“Show videos of maybe the Paralympics just so they can feel like the connection between the sport and how other people play and they can feel inspired.” (Active 3030 champion, Mainstream secondary school Focus Group)*

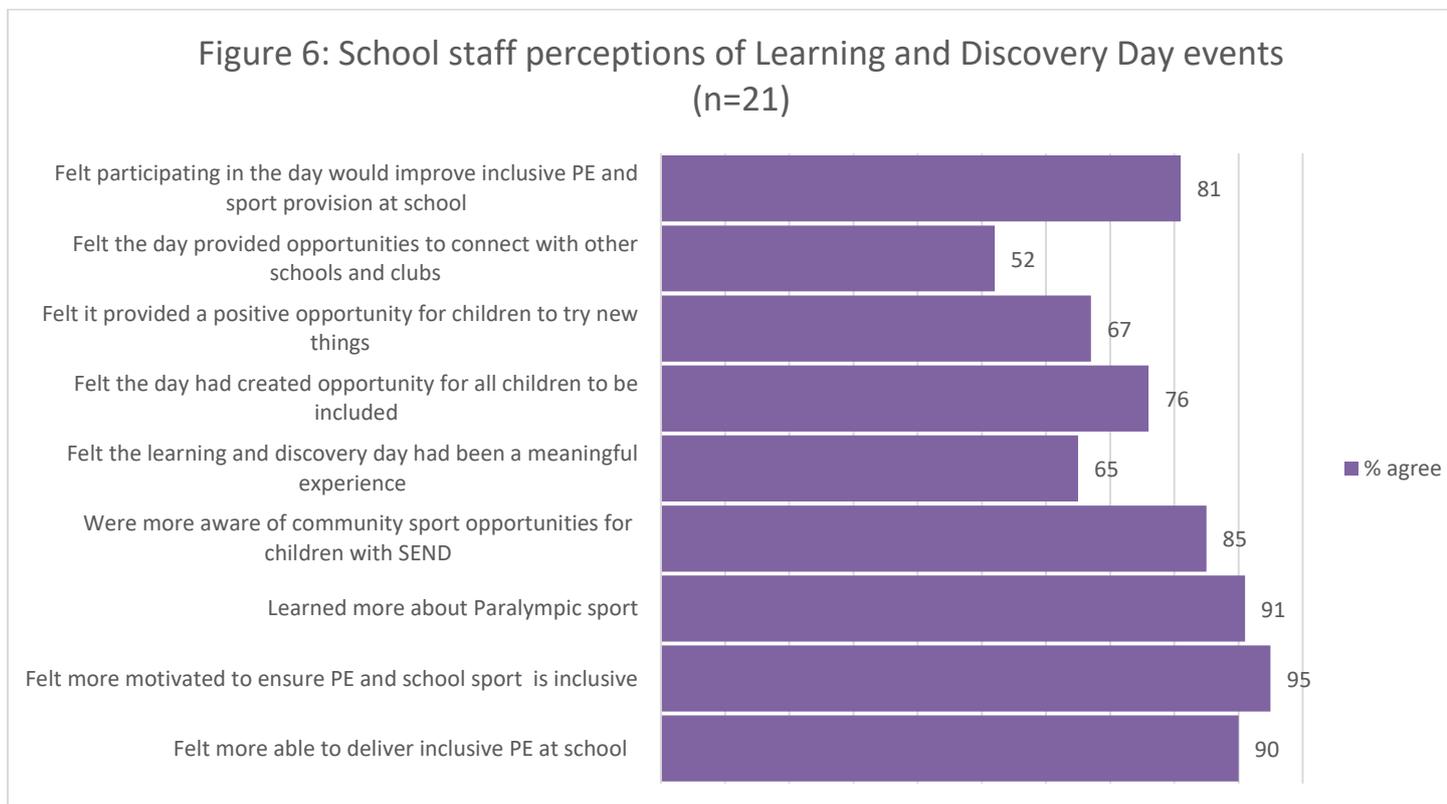
Children enjoyed the overall experience, reporting that they had fun on the day.

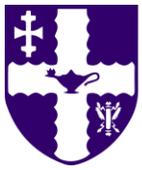
*“I was playing sports, having fun and playing with friends.” (young person with SEND, special school (secondary))*

*“I would say [to others] come this place is really fun, you would really enjoy it.” (Young person with SEND, primary school)*

School staff who attended Learning and Discovery Days also reported positively about the impact of the days on both staff and children. This is shown in Figure 6.

Figure 6: School staff perceptions of Learning and Discovery Day events (n=21)





Loughborough  
University



YOUTH  
SPORT  
TRUST

However, attendance at the event was difficult for some children, particularly those with behavioural, social and emotional difficulties. An example was Billy who was able to overcome his initial reluctance to be involved after being encouraged by the staff at the Learning and Discovery Day. Billy was one of the Vlog participants and his story is illustrated below in Figure 7.

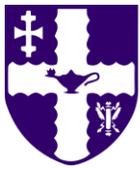
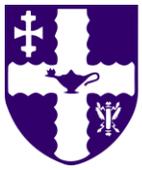


Figure 7: Billy's Story





## 3.2 Innovation Projects

### 3.2.1 Review of Swimming Provision – Innovation Project

The school swimming and water safety innovation project was undertaken by inclusion leads in 5 Local Authorities – Dorset, Durham, Milton Keynes, Northamptonshire and West Yorkshire. The aim was to review and enhance school swimming and water safety provision within those local areas. In total, 1924 children and young people accessed inclusive swimming provision of which 295 were from BAME communities and 272 were female.

The evaluation interviews revealed that Inclusion Leads believed that sustainable and impactful projects were reliant on strong relationships with key partners in their local area and the innovation project had facilitated and improved the development of their strategic relationships with swim providers:

"Understand which partners are the ones who can help you. And it doesn't just have to be education partners, it might be, through sport or it might be through health, it might be through social care. So, take time to think about who those people are... if you make the right contacts you can make things that are much more sustainable and much more widely used". (Swimming Inclusion Lead 4)

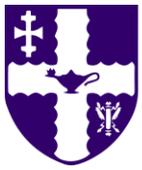
"What I would say is that because of the project the relationships with the providers has got better and they are now more aware now of the issues that we have got to address in relation to SEND and the communication between some of the providers and schools has also got better". (Swimming Inclusion Lead 2)

The Phase 1 evaluation documented that staff workforce training was considered a key barrier to swimming provision at a national level with 84% of respondents stating their school workforce had not received training to inclusive swimming provision. The swimming innovation project allowed Inclusion Leads to develop and deliver various CPD opportunities to schools, swim providers, and teaching staff. A key success of the school swimming and water safety innovation project was the development and delivery of new CPD opportunities including: SwimPix, a 'myth busting' session, a course for school staff to support disability swimming, and a foundation swimming award. The importance of the training is evidenced in the impact it is having on children's experiences of swimming.

"It's given them a lot more knowledge and tools to try and get individual children or two children at a time working in the water instead of just playing, because that's all they did before they just played in the water. And now they're actually swimming and doing a little bit more". (Swimming Inclusion Lead 1)

Inclusion Leads reported positively on the swimming resources provided. They noted the significance of goggles which were provided as value in kind through the Inclusion 2020 consortium partner Swim England, and the use of Swim Pix cards (see Image 1) as a visual aid to assist in swimming lessons and in the classroom:

"The goggles have helped the children hugely. Many of the children have movement difficulties so the goggles have allowed pupils to do certain skills, which then builds their confidence and you can see their progression." (Swimming Inclusion Lead 3)



“Some of the autistic children, they have responded really well to the Swim Pix cards, they have been used in the school as well as in the pool, so that helps the children, when they get in the pool they know what to expect, and they recognise the cards, and that has really helped with their understanding in the pool. They get lots out of it and the kids are finding it much easier with those cards being used, so that has been a really good thing.” (Swimming Inclusion Lead 2)

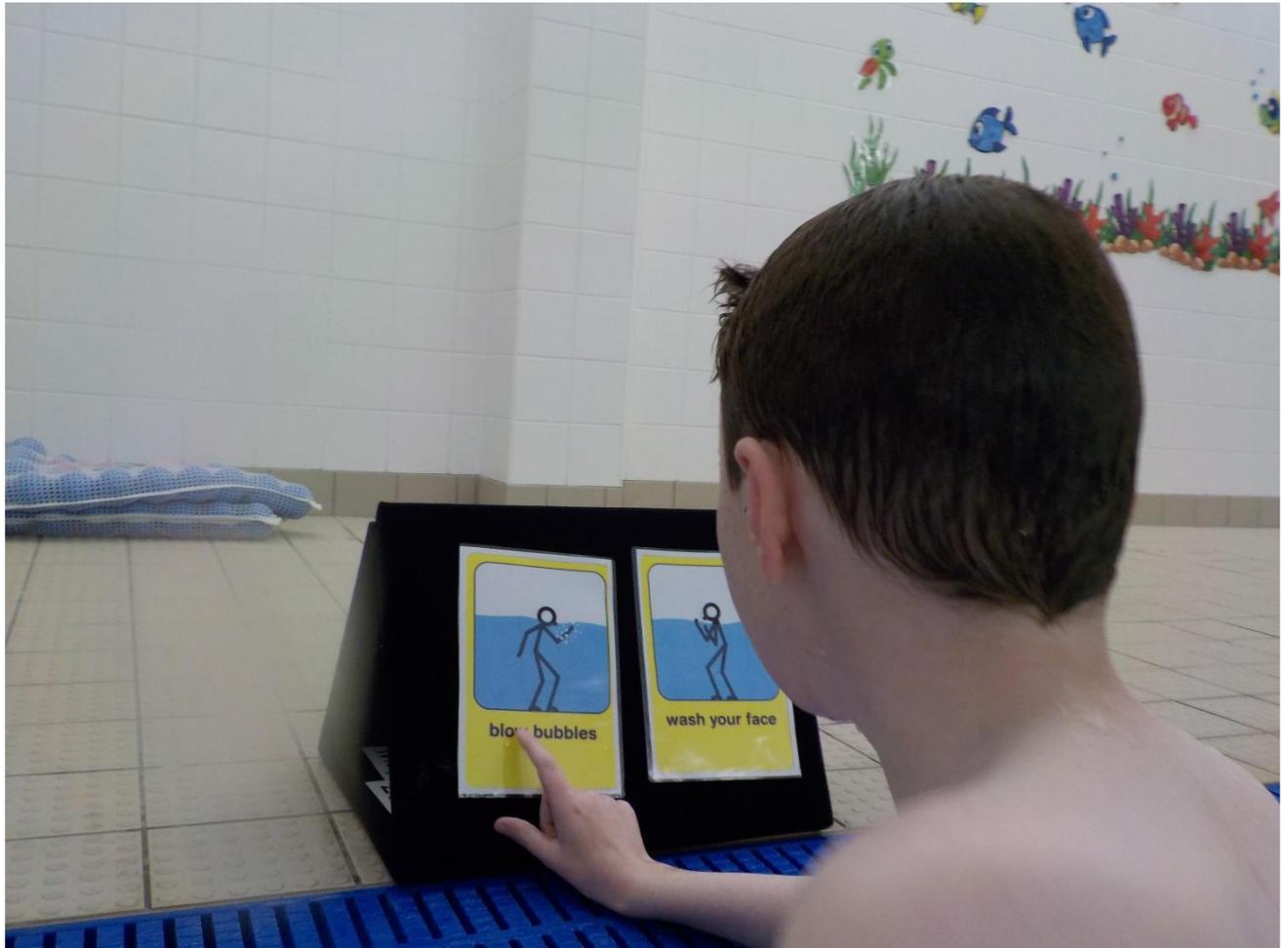
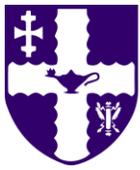


Image 1: Swim Pix cards in use

The importance of developing projects with sustainable impact was recognised by Inclusion Leads:

“Whatever we do, none of it is like a one-off. So, we are all thinking about the sustainability of the projects and what we can offer.” (Swimming Inclusion Lead 3)

“What I didn’t want to do is go right I am going to invest my time in eight schools to do something because then it would disappear because I don’t think it is sustainable. So, what I have done is work a lot more strategically with the Active Partnerships to create something sustainable.” (Swimming Inclusion Lead 4)

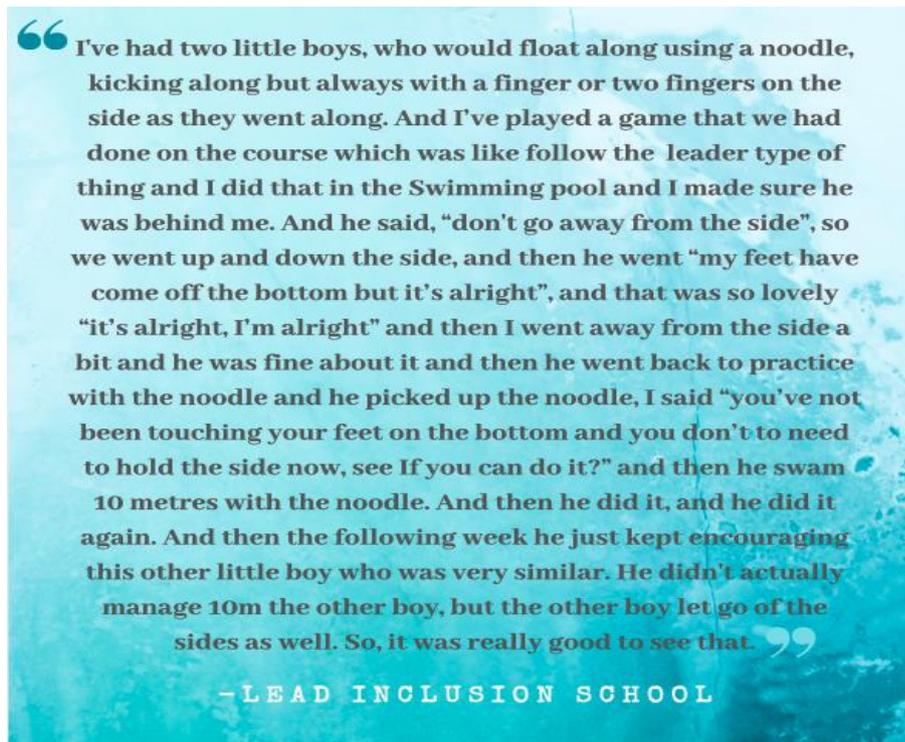


The main challenges to inclusive swimming delivery were identified as logistical barriers (e.g. water temperature, availability of a hoist and noise levels) and lack of appropriate staff (e.g. active partnership staff, pool facilities staff, and swim teachers).

“There are children swimming in pools that aren’t fit for purpose. The water is too cold, the pump is too big, there is too much noise”. (Swimming Inclusion Lead 3)

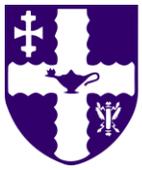
"So, I just had an email through actually from the children activity coordinator at one of the leisure centres after I asked them about supporting a child with cerebral palsy who needed support and this is just typical, you know, [reading email] “With regards to child who requires assistance in the water. Currently we do not run these sessions with assistance so it would be one adult to eight children in the water. But currently we're unable to assist any children in the water". (Swimming Inclusion Lead 1).

The success of the swimming innovation project is illustrated in the case study below:



### 3.2.2 My Personal Best Innovation Project

My Personal Best (My PB) builds upon the CPD provided to schools through the use of certified Youth Sport Trust My PB resources. The innovation project aimed to increase the number, range and quality of opportunities for all young people to participate and progress in PE, School Sport and the School Games, specifically engaging Special Schools across England. The project also aimed to increase the skills and confidence of the school sport workforce to provide high quality provision. My PB involved teachers in 49 schools (surpassing the initial output of engaging 20 special schools) receiving training aimed at facilitating the delivery of high-quality PE whilst also targeting life skill development and



achievement beyond PE. A total of 171 teaching staff, 103 support staff and 54 Senior Leadership Team (SLT) were involved within My PB.

School staff from nine schools involved in My PB progress completed reflective diaries over an eight-week period to document the impact on their school curriculum. Staff reported positive outcomes for students as a result of implementing My PB and they have been able to incorporate My PB into the curriculum which has resulted in both staff and students being able to more clearly identify personal development outcomes.

*“The My PB is done through the 1-hour session of life skills where they discuss and get allocated a word for the week. There has been some difficulty with the understanding and recognising of the word. We have been able to discuss the word and meaning and give them examples of how they can use this word to improve themselves and achieve the target they have been set... We are using the PB word to compliment the EHCP targets in the social and emotions aspects of the targets to enable to learners to achieve their outcomes. It is working very well in relation to the outcomes and enabling them to achieve the outcomes that are not covered regularly by the curriculum.” (Teacher, School 2)*

*“Earlier today, our school drama group performed a short play with an anti-bullying message; framed in the attributes of integrity and courage; which I am proud to take as evidence of impact of the programme across the school (this activity was planned, prepared and delivered without my knowledge).” (Senior school leader, School 1)*

Special schools also took the opportunity to further develop the My PB themes, incorporating other forms of life skill curricula to ensure high impact. The flexibility of the programme to allow for schools to adapt to their needs was noted as important.

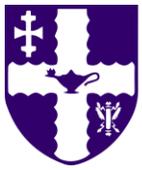
*“In addition to our bi-weekly MyPB themes we have interspersed a week's focus on one of the '5 Ways to Wellbeing.' This weeks' theme has been 'give' (rather than a MyPB theme) but it is noticeable that this has fitted seamlessly into the project!!” (Senior school leader, School 1)*

Being able to adapt the programme to the needs of students at the school is important, especially given the complex needs that some learners have. One teacher reflects on this:

*“Our students all have autism. How can we dovetail work on developing social communication, interaction, independence and flexibility of thought into the MyPB programme so that it is meaningful? We have trialled developing "imagination" and "self-control" with some higher functioning students of secondary age. The students that have accessed this have enjoyed it, others less so. A challenge is how to make this motivating for all students.” (Senior school leader, School 6)*

My PB has also been celebrated within school as a result of students' achievements being recognised:

*“There has been a weekly winner of the My PB award in assembly. I would like to evidence this further through a whole-school celebration display... One pupil will be picked per key stage for a certificate in assembly and a display celebrating the success*



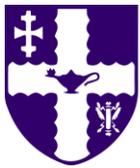
Loughborough  
University



YOUTH  
SPORT  
TRUST

*and achievements will be displayed in the main entrance area of school.” (Teacher, School 3)*

These successes are highlighted in the case study below (Figure 8), where it has had a positive impact on learners and staff recognition of the importance of learning outcomes (LO's) during lesson planning:



# MY PERSONAL BEST

CASE STUDY SCHOOL REFLECTIVE DIARY



## WEEK ONE

Our aim is to promote the development of learning life skills across our curriculum. To achieve this we will cover 1 skill/value per week starting with the roots for each strand. Each class across KS2 and KS3 will have a small display explaining skills or values. One pupil will be picked per key stage for a certificate in assembly and a display celebrating the success and achievements will be displayed in the main entrance area of school.



## WEEK TWO

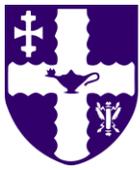
This week's achievements were celebrated in assembly for the first time ... One pupil was chosen to receive a certificate for displaying great examples of self-belief which will be shared on the whole school display. One challenge is getting evidence of explicit examples of children showing the 'weekly value'. This is for 2 main reasons. 1. This is the first week of the project so staff are still familiarising themselves with it. 2. We are running the My PB Pilot as a cross-curricular approach (Literacy, Maths, PE and Outdoor Education) therefore some values will not naturally be evident in some activities. Staff are engaging with it, although I have asked them to make the value of the week more explicit. Next week the value will be displayed on each class's My PB classroom display. Each class have also been given 'language cards' linked to each value to display. Children will be encouraged to refer to and use these in the week.



## WEEK SIX

We continue to celebrate the value of the week in whole Key Stage assemblies. We have completed all values in the 'Healthy Me' strand. Going forward, we want to make examples/activities undertaken more explicit and add these to the whole school display board through photos and personal logs. Students beginning to link My Personal Best' with our school's 'Thrive Curriculum'- a programme aimed at upporting children's' emotional development.





### 3.3 Inclusion 2020 Outcome Interviews with Inclusion Leads

#### Key successes

*"I think the whole project is extremely well setup. It supports children's learning and development in inclusive sports and activities. And I think the highlight of it for me is the flexibility and the realistic attitudes and ideas of the people managing the projects, where they can understand that every area faces a whole different set of challenges. And it's not a broad-brush response ... It's a what can you do, how can we make this work, and the support network there which has been really effective." (Outcome Interviewee 5)*

Interviewees from Lead Schools stated that Inclusion 2020 was needed because many schools still need considerable support in delivering inclusive PE and School Sport due to:

- The range of disabilities and needs being so wide and varied.
- Accessing and engaging children with SEND from mainstream schools continues to be challenging
- There is a lack of teacher skills and confidence in undertaking inclusive PE in mainstream schools due to lack of teacher training despite teachers being willing:

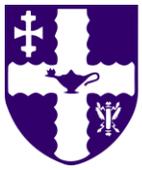
*"It's just that knowledge, it's missing. They're brilliant teachers. They want to know how, but ... teacher training PE is quite small pocket of that learning ... this additional training is just giving them that confidence ... there's definitely that desire that they still want their kids to achieve but sports just seems to be a sticking point." (Outcome Interviewee 1)*

Inclusion Leads stated that the opportunities created for children to take on leadership roles are significant for both the children that lead and for those who take part because it challenges stereotypical views of disability.

*"It's just empowering for young people with additional needs to be able to go into a school and act as role models and be listened to, and respected. And I think that's really powerful for young people. When we can take the stigma away from being disabled into being positive. I think that is contagious. And I think that if the young people see people with additional needs in front of them delivering an event and speaking about something, all of a sudden there is no stigma. We start to hear and see the person rather than the disability". (Outcome Interviewee 7)*

Inclusion Leads identified a number of strengths of Inclusion 2020:

- Inclusion 2020 is attractive to schools because the offer is free and because it is delivered through the Inclusion 2020 Steering Group, led by the Youth Sport Trust – a group of national partners with strong reputations, who provide a strategic vision and access to resources (see Figure 9).
- The resources are valuable in engaging new schools to get involved with inclusion activities for the first time who subsequently prioritise this work ahead of numerous competing demands on staff time
- The strategic direction offered by Youth Sport Trust is perceived by Inclusion Leads as consistently moving the inclusion agenda forward – improving and innovating which helps engage and motivate practitioners.



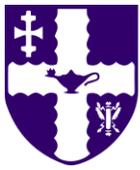
- Additionally, Youth Sport Trust adopt consistent messaging in all their interactions so that people have a clear view of the vision.
- Development (peer) coaches are highly valued by Inclusion Leads because they are supportive, knowledgeable and offer ideas on how challenges can be met based on their extensive experience – they are solutions focused. The importance of a peer-to-peer network driving forward Inclusion 2020 enhances the effectiveness of the programme.
- Where they exist, strong networks between schools provide the opportunity for all the partners involved in Inclusion 2020 to add value to existing work, engaging more children and young people with SEND
- Events such as the Learning and Discovery days are important because they provide teachers with inclusive ideas that they can adapt and implement in their schools within the curriculum and beyond.
- The Youth Sport Trust Athlete Mentor attendances at events are valued and their presence enhances the prestige of the events.

*“I'm not quite sure why it's always taken up so well, I would argue that there was a difference of having a national partner that is supporting it, that you've got an athlete role model, that you've got an agenda that is current and, hopefully, inspiring... I know that the support is there if I am struggling and I know that advice is there.” (Outcome Interviewee 1)*

**Figure 9: Inclusion 2020 Steering Group**



Engaging head teachers is considered to be crucial in extending inclusive provision. Inclusion 2020 is significant in gaining this engagement because it is driven strategically by the Inclusion 2020 steering group who continually innovate, and are informed by the experiences of young people:



“Keep it current. Keep it new. Keep it engaging and that's what the Youth Sport Trust do by not repeating the same sort of offers. There's real good stuff ... by keeping it fresh, so it's current for schools and it is talking to head teachers.” (Outcome Interviewee 1)

“They wouldn't get these opportunities otherwise, definitely. This kind of network that we have built here and the reputation that is built by us delivering that the school for a number of years now is, is, is a good reputation.” (Outcome Interviewee 1)

Other challenges identified by Inclusion Leads were:

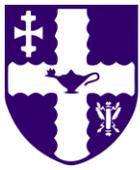
- Engaging teachers in CPD is more challenging than it used to be - There is variation in the extent to which schools are willing and able to engage in this work.
- Biggest challenge is in engaging SEND pupils in mainstream schools, and those SEND pupils with additional challenges e.g. those from disadvantaged communities, those with inactive families.
- Staff turnover - when highly experienced staff leave, they are difficult to replace.
- Geography and the local context can impact on what some Lead Inclusion schools can do.

*“I think the whole project is extremely well setup. It supports children's learning and development in inclusive sports and activities. And I think the highlight of it for me is the flexibility and the realistic attitudes and ideas of the people managing the projects, where they can understand that every area faces a whole different set of challenges. And it's not a broad-brush response ... It's a what can you do, how can we make this work, and the support network there which has been really effective.” (Outcome Interviewee 5)*

## 4. Conclusion

**The evaluation findings evidence that Inclusion 2020 is making a valuable contribution to extending and enhancing the provision of inclusive PE and School Sport in many schools.** The activities that were delivered through the project were valued by both staff and children who engaged in these activities.

The findings also reveal however that there is still considerable inequality in access to inclusive PE and School Sport and many children continue to be excluded from appropriate opportunities to engage in PE and School sport. Interviewees believe that teacher training does not sufficiently prepare school staff to undertake this work and schools vary significantly in their willingness and ability to engage in development activities which supports this work.

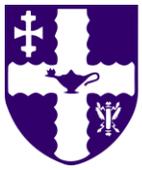


The main strengths of Inclusion 2020 are perceived to be the strategic vision for, and implementation of, the project, the knowledge, skills and commitment of the stakeholders involved, partnership working, innovative high-quality resources and activities designed to meet identified needs and empowering children to be young leaders.

The main challenges for the project were school engagement with CPD and other activities, contextual variation which determines what it is possible to achieve in particular areas, staff turnover, inequality in provision and accessing and supporting children with SEND in mainstream schools.

## 5. Recommendations

1. A finding across the strands of work within Inclusion 2020 was that it is difficult to assess the full impact of the resources and activities because schools do not formally feedback on how they are using resources within their schools or how the CPD and events have influenced their practice. It is therefore recommended that going forwards, the programme considers how more schools can be encouraged to share the longer-term impact on Inclusion 2020 activities without being overly burdensome.
2. Inclusion Leads suggested that showcasing what is possible within Inclusive PE and School Sport is significant in motivating teachers and other school staff to start to make changes in their practice. Not all schools are able to attend events such as Learning and Discovery days and it is therefore recommended that consideration is given as to whether there are additional ways of showcasing good practice to a wider range of schools perhaps using digital resources. In addition, with the Paralympics now being postponed until 2021, future events should connect more closely to these international sporting events, as suggested by young people involved in this evaluation.
3. The vlogs indicated that children typically do not know how to access sport outside of school and show that the activities they undertake at Learning and Discovery days are often novel which indicates that school PE does not have a wide variety of inclusive PE / sport options available. It is recommended that consideration is given to ways in which schools can be supported to extend the activities on offer in terms of both range of activities and duration of opportunity.



4. Inclusion Leads suggested the swimming assessment tool needed to be adapted and refined to be most effective. There was variation in the quality of the data captured and a lack of completion from schools and providers. It is therefore recommended that Inclusion 2020 continues to work with schools to review the tool and cascade learning to schools.
  
5. The Swim Pix resource was highlighted as a strength of the school swimming and water safety innovation project but Inclusion Leads stated that supporting the resource with CPD would ensure that the resource is used to maximum advantage. It is therefore recommended that consideration is given to this request.



## Appendix 1: Evaluation Surveys

### Appendix 1a. CPD Survey Questions

Inclusion 2020 CPD Survey

Are you:

- Female (1)
- Male (2)
- Other (3)
- Prefer not to say (4)

Your role in the school: (Please select your main role)

- Senior School Leader(e.g., Head or Deputy Head) (1)
- Teacher (2)
- Teaching Assistant (3)
- Wider school workforce (e.g., lunchtime supervisor) (4)
- School Games Organiser (5)
- Student (6)
- Coach (7)
- Other (please specify) (8) \_\_\_\_\_

School Type

- Mainstream Secondary (1)
- Mainstream Primary (2)
- Special School (3)

Is your school a Lead Inclusion School

- Yes (1)
- No (2)
- Don't know (3)

Have you received any inclusion training as part of the Inclusion 2020 project (e.g. CPD delivered by a Lead Inclusion School, additional resources, etc)?

- Yes (1)
- No (2)

Please indicate what training you have received:

\_\_\_\_\_

What did you think about training you have received:

\_\_\_\_\_

How much has the training you received helped you to...

	Helped a lot (1)	Helped a little (2)	Not much help (3)	No help at all (4)	None at all (5)
Feel more competent in your role* (1)	<input type="radio"/>				



Feel more confident in your role** (2)	<input type="radio"/>				
Feel more motivated in your role (3)	<input type="radio"/>				

*\*Competent: having the necessary ability, knowledge or skills to do your role successfully \*\*Confident: having the belief that you can do your role well.*

As a result of the training you received, how likely is it that you will make changes to the way you undertake your role?

- Very likely (1)
- Likely (2)
- Neither likely nor unlikely (3)
- Unlikely (4)
- Very unlikely (5)
- Don't know (6)

This next set of questions is designed to help you to reflect on different factors which may influence inclusive learning and teaching practices in your classes. Thinking specifically about pupils with special educational needs and disabilities (SEND), please tick the box that best represents your opinion about each of the statements. Please answer all of the questions.

I feel confident in my ability to create an inclusive environment for all pupils

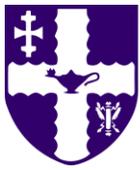
- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

I can adapt tasks so that all pupils are appropriately challenged (including more and less able pupils)

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

I feel able to provide an alternate explanation or example when pupils misunderstand things

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)



- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

I am confident in designing learning activities so that the individual needs of pupils with SEND are accommodated

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

I can accurately assess the learning of pupils with SEND in my class

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

I feel confident tailoring assessment strategies to the needs of pupils with SEND

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

I am confident in my ability to calm a pupil who is disruptive or noisy

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

I am confident in my ability to get pupils with different needs to work together in pairs or in small groups

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)



I am confident in my ability to assess when a pupil with SEND might be struggling with a task

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

I am able to collaborate and work with other professionals and staff (e.g. teaching assistants, teachers; SENCo's; Speech & Language Therapists) to support the learning of pupils with SEND

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

I have strategies to manage challenging behaviour when it occurs

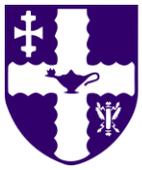
- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

I would feel confident discussing SEND and inclusion policy with others

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

I would feel confident using a range of communication methods in my teaching of pupils with SEND

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)



Appendix 1b. Active 3030 Champion Survey

**Inclusion 2020: Your views about being an Active 3030 Champion**

We work at Loughborough University. The Youth Sport Trust have asked us to help understand your views about being an Active 3030 Champion.

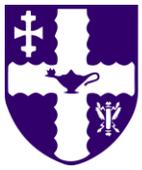
We would like to know more about your skills and your feelings when it comes to your Active 3030 training and being an Active 3030 Champion. To do this, we'd like you to fill in a short questionnaire.

The questionnaire should take no more than around 10 minutes to do, and you can ask an adult, like a teacher to help if you need it.

All of your information will be kept private and we won't share your answers with anyone else. We will group them with other Active 3030 Champions answers after.

Please answer as many questions as you can. If you need help with reading or understanding the questions, you can ask an adult, like your teacher or someone you live with, to help you.

Please tick here if you are happy to fill in this questionnaire:



## Questions

### Information about you.

1. What is the name of your school?

---

2. Are you:

A boy

A girl

Other

Prefer not to say

3. How old are you?

\_\_\_\_\_ years old

4. Do you have a disability, or a special educational need which means you need extra help at school?

Yes

No

Prefer not to say

Don't know

5. Have you had your Active 3030 Champion training?

Yes

No

### Questions about you

6. Rate how you feel each statement represents you:

	 Not like me	 A little like me	 Very much like me
I am active for 60 minutes most days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel confident in myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can communicate well with adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can communicate well with other children my age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like doing new things I haven't tried before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I always give things another try, even when they go wrong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel happy most of the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Questions about your Active 3030 Champion Training

Please tick which answer best shows how you feel.

7. If you have had your Active 3030 Champion training, what did you think of it?

I'd give it a thumbs up



I'd give it a thumbs down



I haven't had my training yet (go to question 9).

8. How did you feel about being an Active 3030 Champion BEFORE you had your training (you can choose more than one feeling)?

Happy



Confused



Excited



Sad



Nervous



Scared



I felt something else (please write how you feel):

---

9. How do you feel about being an Active 3030 Champion now (you can choose more than one feeling)?

Happy



Confused



Excited



Sad



Nervous



Scared



I felt something else (please write how you feel):

---

**Thank you for filling in this questionnaire**

## Learning and Discovery Day Feedback



We're interested in finding out what you've thought about today. Please circle the smiley face which best matches how you feel about each of the statements, and then post your postcard in the box provided. Thankyou!

I have tried something new today



I have had the chance to make new friends today



I have had fun today



I know more about Paralympic sport after today



**Inclusion 2020 Evaluation Project  
Learning and Discovery Day Feedback Survey**

This survey is designed to help us learn about your experiences of the Learning and Discovery Day you have attended with your students. Please answer all questions.

**About you and your school**

Name of School: \_\_\_\_\_

What is your job role? \_\_\_\_\_

Is your school a Lead Inclusion School?

- Yes  
 No  
 Not sure

Is your school a:

- Mainstream Secondary  
 Mainstream Primary  
 Special School

What is your gender?

- Male  
 Female  
 Other  
 Prefer not to say

**About your experiences of the Learning and Discovery Day you attended**

Thinking about the Learning and Discovery Day you attended, please rate your agreement with the following statements:



	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I feel more confident about delivering inclusive PE and school sport.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel more able to deliver inclusive PE and school sport.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel more motivated to ensure PE and sport at my school is inclusive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have learned more about Paralympic sport.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am more aware of sporting opportunities available to young people with SEND in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thinking about the young people who attended the Learning and Discovery Day, please rate the extent to which the day has:

	Not at all	Very little	Unsure	Somewhat	To a great extent
Been a meaningful experience	<input type="checkbox"/>				
Created opportunities for all young people to be included	<input type="checkbox"/>				
Provided a positive opportunity for young people to try new things	<input type="checkbox"/>				
Increased their knowledge of Paralympic sport	<input type="checkbox"/>				

Has being part of the Learning and Discovery day improved your connections with other schools and clubs?

- Yes
- No
- Not sure

Please explain your answer:

Do you think participating in this Learning and Discovery day will improve inclusive PE and school sport provision in your school?

- Yes
- No
- Not sure

Please explain your answer:

Overall, how would you rate the Learning and Discovery Day you attended?

- Very good
- Good
- Average
- Poor
- Very poor

**Thank you for completing this survey. Please post it in the post box provided.**