

Believing in every child's future

Programme Monitoring Survey: 2023/24

Deadlines for making sure all of your data is up to date:

8th December 2023

22nd March 2024

31st July 2024

Lead Inclusion Schools: Inclusion 2024 – Overall Reach

The following section contains questions on your delivery of **Inclusion 2024 (DfE funded)** and any other innovation projects as a YST Lead Inclusion School.

Please report on progress made **academic year (since September 2023)**.

This first section asks for overall reach of **all of the Inclusion 2024 work**. This includes anything delivered as part of any of the innovation projects (My PB for PRU and Alternative Provision Schools, School Swimming and Water Safety, Engagement model in PE and Mainstream Secondary Inclusive CPD), which the later question sets will ask for specific information on.

We have separated any support you give into four categories

- Training – the highest level of support you may have given. For example, this could include 121 support for an individual school or delivering a training course. This would include any training for school staff, trainee teachers, SGOs or non-school staff.
- Meetings – this would include attending meetings such as SGO meetings where you are representing inclusion and inclusive practice.

- Modelling – examples of this kind of support are where you may run an event and model to a colleague how you would deliver it to make it inclusive.
- Signposting – this includes informal support such as sending out newsletters, sending resources to schools or signposting individuals to information.

1. How many CPD / training events aiming to improve inclusive practice have you delivered in total this academic year?
2. How many schools have engaged with these events?

Please click on the file icon to attach your list. Where possible please identify which innovation programme the school was involved with. When it has uploaded successfully a unique ID will appear in the box. If you have any problems please email your completed spreadsheet to research@youthsporttrust.org

The number of schools you have on your list should match the number of schools you have reported above that you have engaged with.

3. How many school staff (excluding SGOs) have you trained through these events?
4. How many SGOs have you trained through these events?
5. How many trainee teacher/students have you trained through these events?
6. How many non-school based staff have you trained through these events?
7. How many events or meetings have you been part of where you have played a role aiming to improve inclusive practice in total this academic year? *For example, joining a SGO meeting and providing an inclusion update.*
8. How many members of the school workforce have you reached through these events?
9. How many events for young people have you run where you have demonstrated/modelled inclusive PE and School Sport practice?
 - 9a. How many members of the school workforce have you reached through these events?
 - 9b. How many pupils with SEND have attended these events?
12. How many members of the school workforce have you reached through informal activities aiming to improve inclusive practice have you delivered in total this academic year? *For example, sending resources to schools, circulating a newsletter, sharing online resources such as Top Sportsability and All About Autism E-Learning*
13. In total how many schools have you supported through the four categories of support?

NOTE: The Youth Sport Trust will collect your county registrations/completions for TOP Sportsability and All About Autism. These numbers will be shared with you throughout the *academic year*.

- 14. Have you engaged with Regional Whole School SEND Leads in your counties?
- 15. What have been the outcomes of this engagement? Please provide examples of how you have connected and engaged with Whole School Regional Leads. *e.g. Support with signposting and delivery, connectivity with SENCo network or working collaboratively*

16. Did Inclusion 2024 have any impact on the following areas for young people?

	Very positive	Positive	No change	Negative	Very negative	Don't know / n/a
Confidence to take part in sport and physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoyment of taking part in sport and physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Happiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resilience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connectedness to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement with school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behaviour at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. What are the main effects you think you have seen from the work on Inclusion 2024 (i.e. since 2021) on:

PESS staff in your area
Open textbox

Pupils with SEND in your area
Open textbox

Awareness of inclusive practice in your area
Open textbox

18. Is there anything else you would like to tell the research team about the impact of inclusion 2024?

Open textbox

Lead Inclusion Schools: Inclusion 2024 – Development Coach Feedback

Development Coaches

1. Have you received any **support from an inclusion Development Coach** for the Inclusion 2024 programme?

- Yes
- No

2. If yes, please provide the name of the Development Coach(es) that has supported you:

- Karen Erikson
- Rob Belbin
- Jon White
- Ali Knight
- Anne-Marie Riddle
- Mark Needham
- Niamh Mourton
- Rachel Bown

If you have received support from more than one Development Coach, please select 'add another Development Coach' at the bottom to enable you to provide responses for each individual DC.

3. How much has the support given to you by your Development Coach helped you to...

	Helped a lot	Helped a little	Didn't help
Feel more competent in your role*			
Feel more confident in your role**			

**Competent: having the necessary ability, knowledge or skills to do your role successfully*

***Confident: having the belief that you can do your role well.*

4. How likely are you to recommend this support to others?

- 0-10 very unlikely to very likely

5. Please tell us why you have given this score? This could include things that worked particularly well, any benefits you felt you experienced from attending the training or things you think could be improved.

Open question

6. How important do you think the Development Coaches are to the successful delivery of Inclusion 2024?

- 1-7 – 1= not important at all, 7 = extremely important

Lead Inclusion Schools: My PB for Alternative Provision (PRU) (Inclusion 2024)

#

1. What is the **name, postcode and URN** (where possible) of the Pupil Referral Unit (PRU) or Alternative Provision School involved in this programme?

School Name

Postcode

URN (*school search here: <https://get-information-schools.service.gov.uk/>*)

2. How many of the **school workforce** are engaged in your My Personal Best Character Education programme?

Of these, how many are **teaching staff**?

Of these, how many are **support staff** (carers, teaching assistants)?

Of these, how many are **Senior Leadership Team**?

3. Did your **Headteacher** attend your My Personal Best Character Education programme?

- Yes
- No

4. Have you met with the **tutor** of this programme and started developing your action plan

- Yes
- No

5. Please provide an example of the difference My PB has made to (a) pupil/s with SEND

Open ended

6. What are the main effects you have seen from the work on My PB PRU (since 2021) on:

PESS staff

Open ended

Wider school staff

Open ended

Pupils with SEND

Open ended

Lead Inclusion Schools: Inclusive Sports Programmes (Inclusion 2024)

1. Have you delivered a **Paralympic, Commonwealth Games** and/or Special Olympics World Games inspired Inclusive Sport Programmes, made up of festivals/events and other activities as designed by schools and pupils?

- Yes
- No

2. How many sessions/activities/events have you run? (E.g. 2 sessions a week for 12 weeks = 24 events)

3. How many **schools** did you engage in your Inclusive Sport Programmes?

If you have not identified these schools in your overall school upload spreadsheet, please upload another document here with the school URN of each school that has been involved in the Inclusive Sports Programme this year. This should match the number of schools identified as having engaged with the Inclusive Sports Programme.

(insert attach file type).

Of the total schools, how many are **Primary**?

Of the total schools, how many are **Secondary**?

Of the total schools, how many are **Special**?

4. How many SGO's did you engage in your Inclusive Sport Programme?

5. Can you provide examples of how you have worked with them?

Open ended

6. How many **young people** participated in your Inclusive Sport Programmes?

Of this total, how many of these young people had special educational needs or disabilities (SEND)?

What proportion had
Physical disabilities,
learning disabilities,

other SEN

How many were from a special school or college?

A breakdown of this figure by

- Gender (male, female, other including those who prefer to self-describe)
- Ethnicity, background or race (based on the UK Government agreed list, Asian or Asian British; Black, Black British, Caribbean or African; Mixed or multiple ethnic groups; White British or English; White, not British or English or; other ethnic group or race)
- Free School Meals

Did the Inclusive Sports Programme have any impact on the following areas for young people participating?

	Very positive	Positive	No change	Negative	Very negative	Don't know / n/a
Confidence to take part in sport and physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoyment of taking part in sport and physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Happiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resilience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connectedness to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement with school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behaviour at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. How many **young leaders** have been involved in the delivery of your Inclusive Sport Programmes this academic year?

A breakdown of this figure by

- Gender (male, female, other including those who prefer to self-describe)
- Special educational needs or additional support needs
- Ethnicity, background or race (based on the UK Government agreed list, Asian or Asian British; Black, Black British, Caribbean or African; Mixed or multiple ethnic groups; White British or English; White, not British or English or; other ethnic group or race)

Free School Meals

5. Describe how you have trained the young leaders so they are prepared to support the delivery of the programme

Did the Inclusive Sports Programme have any impact on the following areas for young people trained?

	Very positive	Positive	No change	Negative	Very negative	Don't know / n/a
Confidence to take part in sport and physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoyment of taking part in sport and physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Happiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resilience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connectedness to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement with school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behaviour at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. What sports have you delivered as part of the Inclusive Sport Programmes? Please list the sports

7. Please describe how you have **captured youth voice** to create festivals and events that are engaging for young people

8. How have you utilised the **YST Youth Voice Toolkit** to assist you in capturing the youth voice?

9. Please describe how you used pupil voice and co-created with young people through the programme?

10. What additional impacts have you seen from running these events on

Pupils?

Staff / adults attending?

Lead Inclusion Schools: School Swimming and Water Safety

- How many CPD sessions have been delivered across your county as part of this project? Yes or No
- Describe how this CPD was delivered and who led on delivery i.e. Swim England, Local Authority, teacher
- Describe how you ensured the CPD was appropriate for the staffs current knowledge and previous experience levels
- How many members of the **school workforce** have received training, advice or guidance about including young people **with SEND** and additional support needs in swimming provision?

5. How many **young people with SEND** have received opportunities in your county to access school swimming this term?

A breakdown of this figure by

- Gender (male, female, other including those who prefer to self-describe)
- Ethnicity, background or race (based on the UK Government agreed list, Asian or Asian British; Black, Black British, Caribbean or African; Mixed or multiple ethnic groups; White British or English; White, not British or English or; other ethnic group or race)
- Free School Meals

6. Did you complete the Swim England online assessment tool? *Yes / no*

7. Describe how you have followed up with the actions from the results of the tool. *Open ended*

8. Have you supported a minimum of one satellite school to utilise the Foundation Awards from the Swim England school swimming and water safety charter? *Yes or no*

9. Has the Water Safety programme had any impact on the following areas for young people involved?

	Very positive	Positive	No change	Negative	Very negative	Don't know / n/a
Confidence to take part in sport and physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoyment of taking part in sport and physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Happiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resilience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connectedness to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement with school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behaviour at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have not identified these schools in your overall school upload spreadsheet, please upload another document here with the school URN of each school that has been involved in the School Swimming programme this year.

(insert attach file type).

10. What effects of this project have you seen on:

Pupils

School staff

Other adults (including swimming staff)

11. How many pupils would you say now have received water safety training/awareness since the start of Inclusion 2024 (2021)?

12. To what extent would you say that this project has:

Improved the safety of pupils with SEND around water

Increased enjoyment of swimming for pupils with SEND

Increased the confidence of swimming and school staff to offer pool based activities to pupils with SEND

For each - 7 point scale 1= Not at all; 7 = A great deal

4. How many pupils with SEND's engagement and progress in PE do you now track using the Engagement model?
5. Have you rolled out the Engagement Model to other parts of the curriculum? Y/N
6. Have you integrated the Engagement Model into your school progress monitoring system? Y/N
7. Please highlight any other **benefits** of the project this **academic year**. *This could include benefits to an individual, group of people, or to the wider whole school agenda.*
8. Do you have any other **comments** about the project this **academic year**? *This could include aspects that worked very well, aspects that worked less well or challenges you faced.*
9. What effects have you seen of using this approach on:
 - Pupils with SEND
 - Staff
 - Wider school approach (e.g. to teaching and learning, monitoring and assessment, etc)

Mainstream Secondary Inclusive CPD

1. How many schools have you engaged with the mainstream secondary inclusive CPD this year
2. How many teachers and/or Adults other than Teachers have you engaged with the mainstream secondary inclusive CPD this year?
3. What formats of delivery have you used to deliver the mainstream secondary inclusive CPD this year?
4. What are the key barriers to overcome in working with secondary schools?
5. What are the best ways to address these? (please give examples of what has worked)
6. What effects have you seen from this project on:
 - Pupils with SEND
 - PESS staff confidence to deliver inclusive PESS
 - PESS staff ability to adapt and plan inclusive PESS
 - The wider school

Lead Inclusion Schools – School Games

2. How many School Games county meetings have you attended this academic year?
3. Please provide an example of how you have supported your **SGO and Special Schools** to increase awareness of the School Games and Inclusive Formats (including MATP) this **academic year**?
4. Please provide an example of how you have upskilled the SGO workforce, resulting in more young people meaningfully engaging in the School Games.
5. Please provide an example of how you have increased the number of young people from a diverse range of settings to share their thoughts and experience of PE and school sport.
6. Please provide detail on how you have increased the use of the Inclusive Health Check in your area.
7. Please share how you have increased the awareness of NGB/NDSO inclusive competition formats and increased positive experiences of young people with SEND within the School Games
8. How many MATP School Games opportunities have you created/supported?
9. How have you supported greater inclusivity for young people with SEND within SGO and county level development planning
10. Can you provide examples highlighting where young people with SEND have been consulted and co-created for local opportunities?
11. How have you been leading gender diversity discussions at county level?
12. What have been the outcomes/key learning from your discussions on gender diversity?

Lead Inclusion Schools – The FA training advice and guidance

1. Have you met with your **Barclays Girls' Football School Partnership (BGFSP)** to provide guidance on inclusive practice this academic year?

- Yes
- No
- I am the area Barclay's Girls' Football Schools Partnership Lead.

If Yes, how many **times**?

2. Have you attended the **county FA strategic meeting** (organised by the FAGFSP) to offer further advice and guidance this academic year?

- Yes
- No

3. Have you shared **insight** with your FAGFSP on the demographics of young people with SEND in your county?

- Yes
- No

4. How many SEND Shooting Stars Clubs have you supported/established in your county area (the KPI for this is at least 2)?

YST Inclusion Lead Schools: Inclusive Youth Leadership

Young people leading the way - raising aspirations & inclusive leadership:

Work with local schools to provide a quality introduction into sports leadership for young people. Directly **extend provision** and establish **new regular inclusive sport clubs/unified sport activities** led by young people for young people with and without SEND including specific considerations for those with more complex needs.

1. How many Inclusive Youth Leadership events for young people with and without additional support needs (SEND) have you delivered this year?
2. How many young role models have been supported by YST Athlete mentors?
3. How many schools have engaged with these events this year?
4. How many young people have been trained as leaders as part of the Inclusive Youth Leadership events this academic year ?

A breakdown of this figure by

- Gender (male, female, other including those who prefer to self-describe)
- Special educational needs or additional support needs
- Ethnicity, background or race (based on the UK Government agreed list, Asian or Asian British; Black, Black British, Caribbean or African; Mixed or multiple ethnic groups; White British or English; White, not British or English or; other ethnic group or race)
- Free School Meals

How many **young people** have participated in Inclusive Youth Leadership events this **academic year** overall?

A breakdown of this figure by

- Gender (male, female, other including those who prefer to self-describe)
- Special educational needs or additional support needs
- Ethnicity, background or race (based on the UK Government agreed list, Asian or Asian British; Black, Black British, Caribbean or African; Mixed or multiple ethnic groups; White British or English; White, not British or English or; other ethnic group or race)
- Free School Meals

Did Inclusive Youth Leadership have any impact on the following areas for young people involved?

	Very positive	Positive	No change	Negative	Very negative	Don't know / n/a
Confidence to take part in sport and physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoyment of taking part in sport and physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Happiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resilience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connectedness to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement with school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behaviour at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Please provide more information about what the young role models have delivered as part of their role. *For example, what leaderships roles have they undertaken, what format and delivery have they been part of, how have they worked with the YST Athlete Mentor, have they set up any new clubs.*

7. Please provide information on how the young role model(s) co-designed and co-created the inclusive youth leadership event with the support of the athlete mentor

8. Please provide more information about any exit routes young role models have experienced as a result of the Inclusive Youth Leadership project. For example, have they led some school games events.