

# Evaluation of the Inclusion 2024 programme – Year 1



September 2022

ASK Research

# Contents

Summary	3
Introduction	5
What the evaluation involved	9
1. What has the programme delivered?	10
Progress on Innovation Projects	11
What types of schools did Lead Inclusion Schools work with?	14
2. What effects is the programme having?	17
3. How is the programme having these effects?	24
5. What helps and hinders programme delivery and impact?	26
Supportive factors	26
Identified barriers	28
6. Conclusions	31
Definitions	32
Appendices	33

## Summary

The Youth Sport Trust (YST) were awarded the SEND Inclusion in PE grant by the Department for Education in May 2021. The aim of this was to deliver a three-year programme (named Inclusion 2024) on behalf of a consortium of organisations including Activity Alliance, nasen, British Paralympic Association and Swim England. The programme uses a network of Lead inclusion Schools to work with local schools and county school networks. ASK Research was commissioned by the consortium in December 2021 to set up and carry out an evaluation of the Inclusion 2024 programme. The key research questions for the evaluation are:

- What impacts does the programme have?
- How is the programme having an impact?

The findings from Year 1 show that over 5,500 school staff have received CPD as part of the Inclusion 2024 programme.



The effects of this contact are that:



School staff feel **more supported** in delivering inclusive PE and school sports (82% said their contact with the Lead Inclusion School had helped a lot with this)



they feel **more informed** about best practice (81% said their contact with the Lead Inclusion School had helped a lot with this)



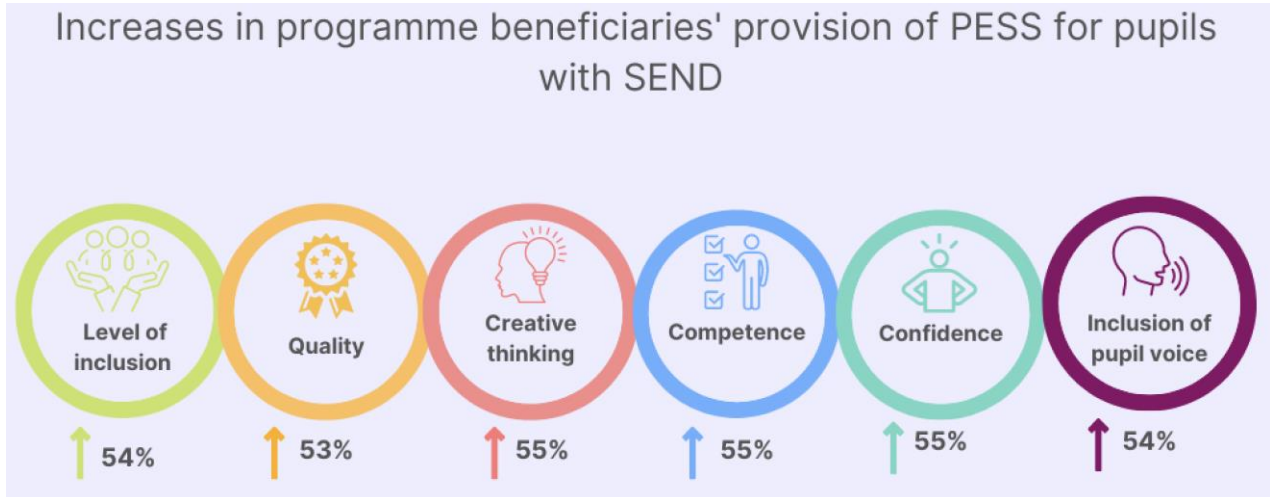
their **creative thinking** about how to adapt their PE and school sports delivery for pupils with SEND has increased (81% said the Lead Inclusion School had helped a lot with this)



**staff knowledge** around inclusive PE and school sports delivery has increased (79% said their contact with the Lead Inclusion Schools had helped a lot with this) and



this has resulted in **increased confidence** to deliver inclusive PE and school sports (76% said their contact with the Lead Inclusion School had helped a lot with this)



This has been a difficult year to implement change, mainly due to the effects of the pandemic, staffing issues and changes in pupils' needs (primarily as a result of the disruption caused by the pandemic).

However around three in ten schools who had received support from the Inclusion 2024 programme said that their pupils with SEND were achieving more active minutes than they were before the programme.

The Lead Inclusion Schools network was felt to be effective, knowledgeable and good at modelling inclusive practice to others, encouraging them to adapt their own delivery. They were also sharing information and resources to support improved inclusive practice in a range of schools. The programme achieved a net promoter score of 72.

Lead Inclusion Schools were also impacting on the events being offered by Schools Games Organisers, making them more inclusive for pupils with SEND, encouraging more pupils with SEND to participate, try out new sports and experience success in physical activities.

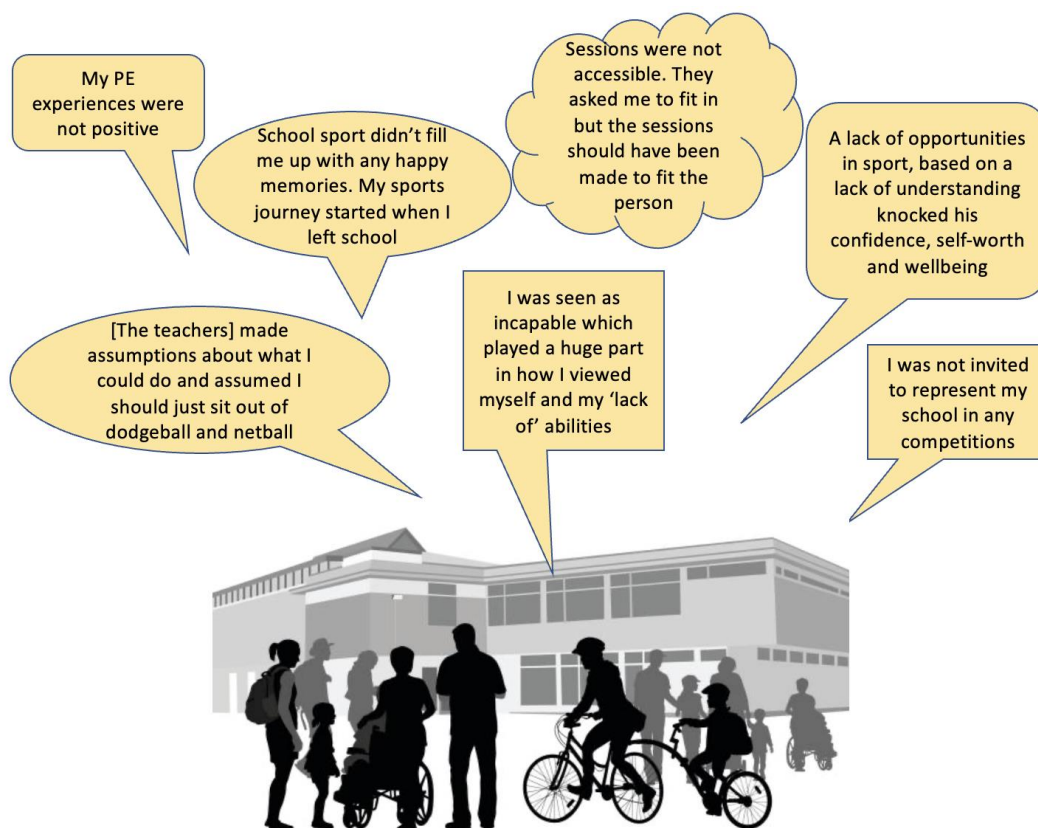
The main barriers programme participants said were impacting on the level of change they could make were strategic ones:

- The lack of facilities (or funding) suitable for use with pupils with SEND (such as swimming pool access, adaptive equipment)
- The focus on curriculum PE and competitive sports
- The lack of initial teacher training in inclusion and inclusive practices
- Limited awareness, expectation and accountability for pupils with SEND being included in PE and school sports.

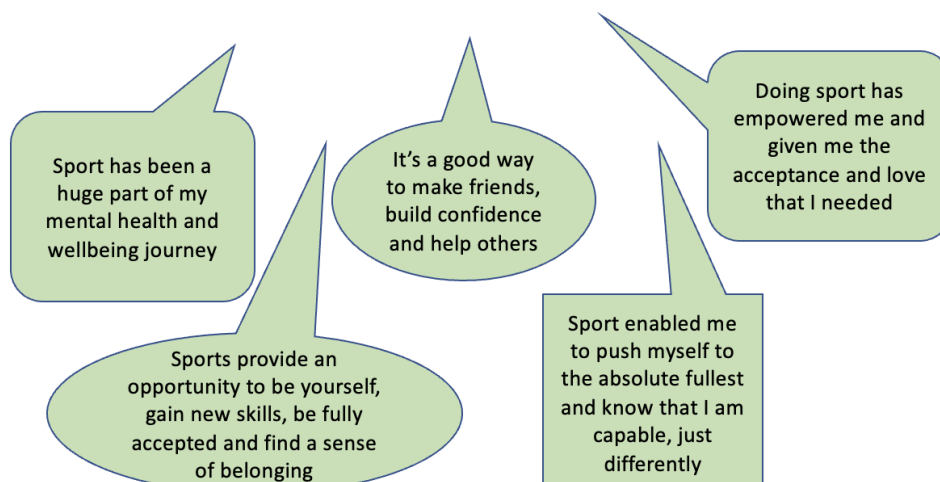
## Introduction

The Youth Sport Trust (YST) were awarded the SEND Inclusion in PE grant by the Department for Education in May 2021 to deliver a three-year programme (named Inclusion 2024) on behalf of a consortium of organisations including Activity Alliance, nasen, British Paralympic Association and Swim England.

Pupils with SEND can find that they are not given opportunities to engage in sporting activities:



And yet young people with SEND report a range of benefits from sports participation.



*(Quotes from young people's 'sports journeys' presentations at Inclusion Live, YST, February 2022)*

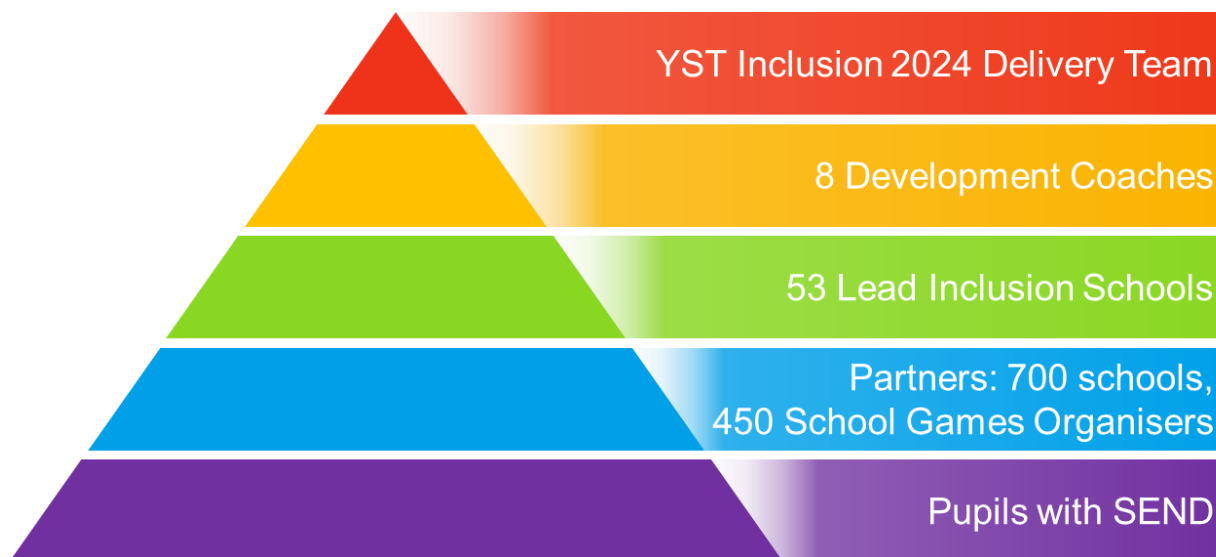
The Inclusion 2024 programme involves a network of 53 Lead Inclusion Schools (LIS) across England delivering training, advice and guidance to a range of partners to enhance the accessibility of PE and schools sport (PESS), specifically for children and young people with special educational needs and disabilities (SEND), to improve physical exercise provision for all. The network also work with school networks across their county.

The objectives of Inclusion 2024 are to:

- Improve the quality of schools' PE and sports teaching and provision for pupils with SEND.
- Improve and increase opportunities for pupils with SEND to achieve 30 active minutes within the school day.
- Improve and increase the engagement and participation of pupils with SEND in PE and school sport.
- Improve and increase character education, such as resilience, leadership and self belief, of pupils with SEND through PE and school sport<sup>1</sup>

The Lead Inclusion Schools (LIS) have been funded to develop local practice around inclusive PE and school sport for pupils with SEND through Continued Professional Development (CPD) activities. Eight Development Coaches, who are also leads in Lead Inclusion Schools, oversee groups of around eight of these LIS each to support the network (Figure 1).

**Fig. 1: Inclusion 2024 programme delivery structure (with targets for Year 1)**



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<sup>1</sup> This objective relates specifically to the Innovation Project My Personal Best (see below).

The overall aim of the 'hub and spoke' method of providing training, advice and guidance is to share good inclusion practice and enable more pupils with SEND to be engaged in PE and sports in their local area, increasing their engagement in and take-up of it. Since May 2022 this function has been supported by an online portal, called the [Inclusive Education Hub](#).

Each LIS has the opportunity to apply for one of four Innovation projects focusing on elements of inclusive PE and school sports. These projects are:

1. Swimming and water safety
2. My Personal Best PRU
3. Inclusive Sports Programme
4. Engagement model in PE

LIS are located across England (Figure 2).

**Fig. 2: Locations of LIS across England**

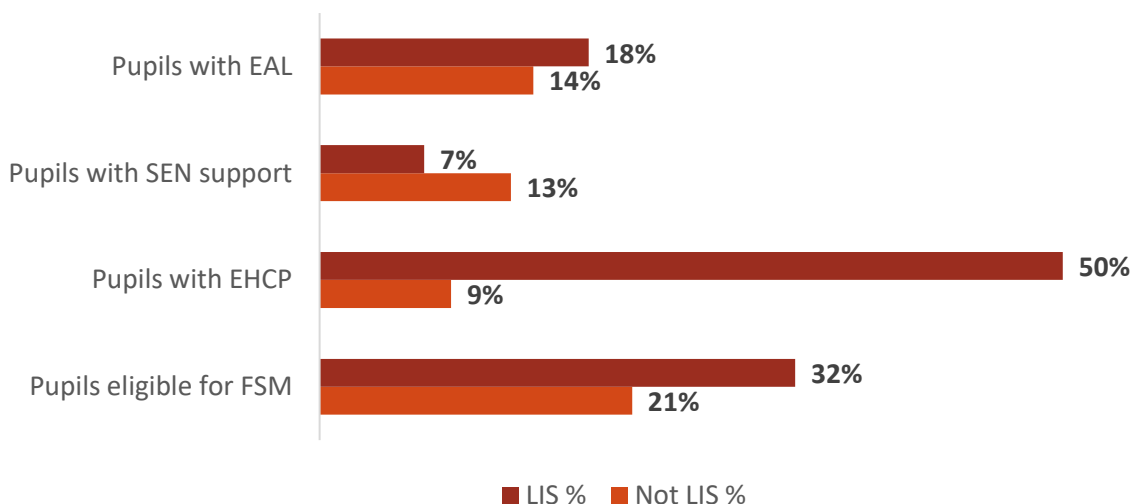


It is important to understand the characteristics of these selected settings when thinking about how the LIS carry out their role and how their experience can be shared with other settings. Appendix 1 and Figure 3 show the characteristics of the LIS schools, compared to all schools in England.

This shows that the sample of selected LIS contains:

- a higher proportion of special schools
- more schools covering secondary-aged pupils
- higher rates of settings in urban areas
- a greater proportion of academies
- a greater proportion of schools rated as 'Outstanding' by Ofsted
- higher rates of pupils with EHCPs, English as an Additional Language (EAL) and Free School Meal (FSM) eligibility.

**Fig 3: Main pupil characteristics amongst Lead Inclusion Schools and non-LIS schools in England**



Base: 52 LIS and 24,101 other schools across England

Much of the difference between Lead Inclusion Schools and other schools can be explained by the overrepresentation of special settings in the LIS group. Of the LIS settings, 50% are specialist and 50% are mainstream (compared to the whole cohort of schools across England, where less than 10% of all settings are specialist).

If we look at the special Lead Inclusion Schools sample compared to all other non-LIS special schools and the mainstream LIS sample compared to and all other non-LIS mainstream schools we find the sample is relatively representative.

- Special LIS have similar proportions of primary and secondary settings to special non-LIS schools; one third secondary and two thirds primary



- Mainstream LIS contain a much higher proportion of secondary providers than across the country. 88% of the LIS mainstream schools are secondary, compared to 16% across the whole country (See Appendix 2A).
- Special LIS are more likely to be rated Outstanding by Ofsted than non-LIS special schools. 22% of special schools are rated outstanding overall, whereas 54% of the LIS special schools are (See Appendix 2B). The difference demonstrates that LIS have been selected as examples of more effective practice.
- Mainstream LIS have similar rates of pupils on SEN support (13%) and with EHCPS (2%) to their non-LIS counterparts.
- Both mainstream and special LIS schools have higher proportions of pupils eligible for FSM and pupils with EAL than the national averages for their school types (See Appendix 2C).

## What the evaluation involved

ASK Research was commissioned by the Inclusion 2024 Consortium in December 2021 to set up and carry out an evaluation of the Inclusion 2024 programme.

The key research questions included:

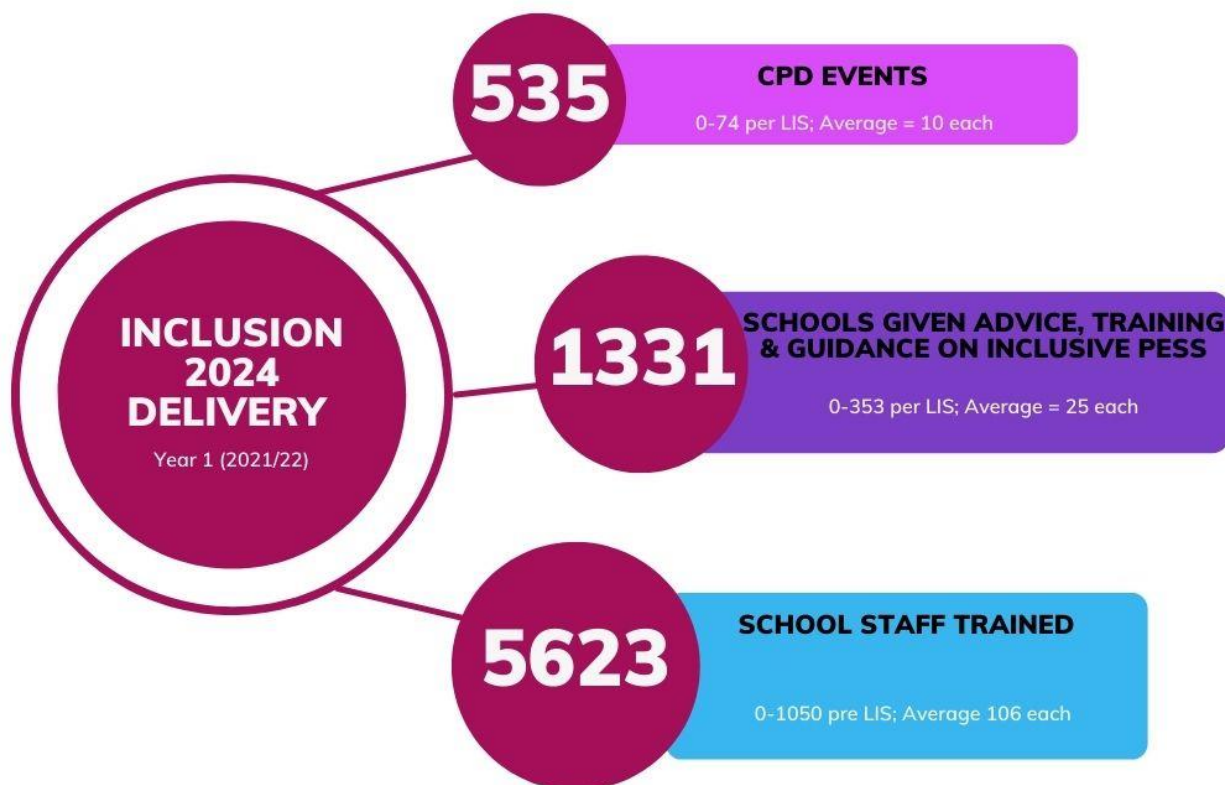
- *What impacts does the programme have?*
- *How is the programme having an impact?*

This report provides insight into the first academic year of programme delivery; from September 2021 to July 2022. For ease we have provided a Definitions page (page 31). Findings are collated from:

- Two sets of Termly Data Collection (set up and managed by the YST delivery team) submitted by 53 LIS for the periods covering 1<sup>st</sup> September to 31<sup>st</sup> March 2022).
- Survey of programme beneficiaries, termed ‘partner schools’. The link to this set of questions was sent by LIS to those they had worked with as part of the programme. We received 80 responses.
- 37 Depth interviews with:
  - The YST Delivery team
  - 2 Consortium delivery partners
  - 8 Development Coaches
  - 15 Lead Inclusion School (LIS) Leads
  - 7 programme beneficiaries – including representatives from partner schools (who have received CPD from Lead Inclusion Schools) and School Games Organisers (SGOs)
  - 5 wider stakeholders.

# 1. What has the programme delivered?

Data submitted by Lead Inclusion Schools (LIS) covering September 2021 to March 2022 shows that over the first seven months of the programme LIS leads delivered:



Source: YST monitoring data (March 2022), based on 51 returns

The programme beneficiary survey identified that<sup>2</sup>, the most common type of contact with the Inclusion 2024 programme was through **signposting** to information, advice and resources. 97% of respondents had received this type of support. 88% of respondents had had **informal support** through an email, phone call or chat with a LIS and 77% of respondents had had contact with the LIS as **part of a meeting**.

Around two thirds of respondents stated they had received **CPD training** from the LIS (56% virtually and 66% face to face) and 57% said they received **follow up to a CPD session**. 65% of respondents had received **121 support** from the LIS (virtually or face to face) and 62% of respondents said they had received **ongoing support** from the LIS (for

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<sup>2</sup> Based on 77 responses

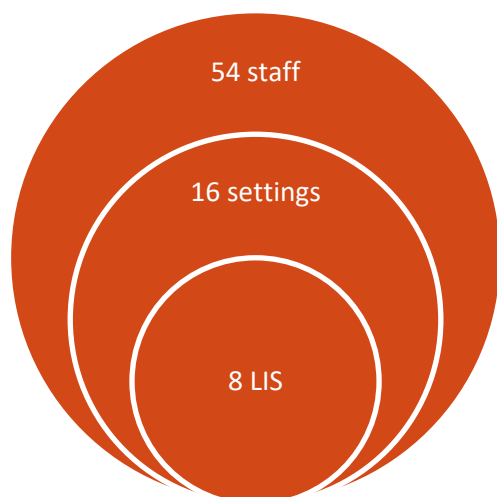
example by assessing needs, suggesting practice and supporting its implementation). (Appendix 4B)

## Progress on Innovation Projects

### The 'My Personal Best' Character Education programme for Pupil Referral Units (PRU).

'My PB' is based on integrating life skills development into PE, linking the curriculum and everyday life with physical activities and what that can teach us and vice versa. School staff are trained on the approach and then access resources to support their delivery. For Inclusion 2024 ten LIS have been selected to lead this work, with the intention that they partner with local Pupil Referral Units (PRUs) to support their implementation.

Progress information was supplied by eight LIS. Five of the 16 providers were reported to have received training on the approach and had developed an action plan for their future activities. LIS reported that progress with this project had been negatively impacted by the pandemic (especially staff and pupil absence), meaning that they had not had opportunities to meet with PRU staff or PRUs had other priorities at this time.



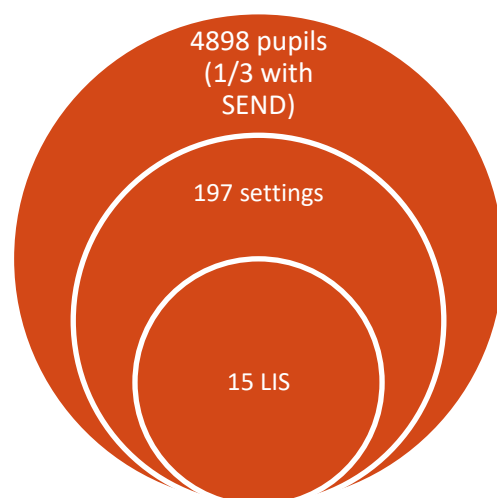
"We are working with 3 schools on relationships with peers and teachers. We have a small group of 10 students in each session with boys from KS3. The students struggle with the structure of school life so it's great to give them other opportunities of outdoor education. At first they had no confidence and were very nervous to open up to their peers. Competition very often causes fights amongst the students so it's important to give everyone a chance to win. They are very embarrassed about losing and can't handle this. We have been working in a nurturing way trying to help them. We have been discussing aggression and how sport can help with this. We play a snowball game at the start of sessions which helps get rid of aggression. We explain the importance of trying new things and not just saying No to new things. The learners are getting more confident and their self-esteem is growing. We have used Marcus Rashford as a role model and shown

them clips of him and how he behaves, tying this into school values and the reward system.” LIS

### **Inclusive Sports Programme**

This innovation project uses high profile sporting events, such as the Paralympics and Commonwealth Games, as an inspiration for running local inclusive sports festivals. Eight sports from these competitions have been adapted (including curling, hockey and slalom from the Winter Olympics/Paralympics; Basketball, athletics and bowling from the Commonwealth Games) and resources produced to show schools and SGOs how to deliver them in a school setting for pupils with a range of disabilities and SEND.

Fifteen LIS are involved in this innovation project this year. Nine of these reported they had delivered festivals, events or other activities by March 2022 and it is reported that many others have done so since, or will before the Summer holidays, especially to coincide with the Commonwealth Games. Festivals held are often multi-school events and incorporate workforce CPD before, during or after.



In interviews LIS spoke about offering a wide range of sports and activities and making the entire day inclusive for pupils of all ability levels. Many had used pupil voice to inform the delivery and involved Young Leaders in the delivery.

LIS explained how these events had become more popular over time (especially as school Covid restrictions lifted) and how more schools were attending such an event for the first time. Often this meant staff seeing sports activities or adapted provision that they had been unaware of, as well as event delivery techniques that support the inclusion of pupils with SEND, and were implementing these back in their own settings. In several cases it was reported that pupils with SEND had tried new activities which they had enjoyed, experienced success with and will now look to continue doing in future.

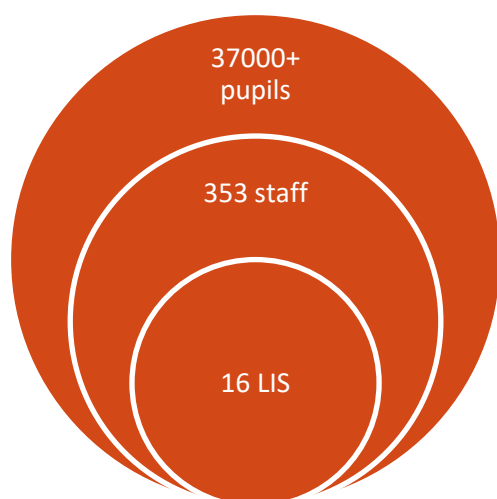
## School swimming and water safety

This innovation project is led in partnership with Swim England and looks at improving schools swimming and water safety for pupils with SEND. Three webinar training events have been run to date as part of this project and five CPD courses (totalling 6 hours of learning and a 90-minute practical session) on inclusion in school swimming. These events have all on average had 20-30 attendees.

Sixteen LIS schools have also been invited to undertake further CPD provided by Swim England. They have been sent a tool to assess their swimming delivery. This is reviewed by Swim England who then offer a visit to the school to observe their practice, and provide suggestions of any improvements that could be made and how best practice can be implemented into the setting's provision.

All 16 LIS have completed the assessment tool and been offered a follow up visit. These responses showed that quality of existing provision was generally high, with the main recommendations being about how to slightly enhance provision.

"We generally advise on how to include pupil voice in lessons, make suggestions such as using emoji cards to support delivery, what type of equipment is available that may be of use to them and examples of support that might benefit some pupils. In the training we get staff to wear black out goggles to give them an idea of the experience some pupils are having. We also give advice about staff conduct including 121 in-water support. It's just little adaptations but they can make all the difference. For example by just moving where the adult places their hands on the pupil when they support them in the pool can actually give the child more movement and the sensation of unsupported freedom – often in the pool will be the only time some of these children can experience this, so it can be quite a powerful experience for them" Swim England



One LIS accounts for 36,000 of these opportunities for pupils, which is likely to be due to their delivery model which involves collaborating with the Local Authority.

## Engagement Model in PE

The Engagement Model replaces P scales, which provide a way to assess pupils working below national curriculum standards. This project looks at adapting this approach to cover school sports and PE. Nine LIS have been asked to look at how the mandatory DfE assessment tool can be adapted to suit PE provision for pupils with a range of SEND. The plan is for them to capture what works in delivering this approach and share learning.

All LIS have received CPD from Alex Revens the SEN Lead for an Additionally Resourced Provision that is attached to Belmont School in North London. Alex is also a SLE (Senior Leader in Education) for Autism in the approach. LIS found this session informative, and considered what engagement would look like for PE (Figure 4).

**Fig. 4: Wordcloud of LIS participants' discussion on the Engagement in PE model**

## What does the term 'Engagement' mean to you?



The disruption in settings this year has meant that progress has been slow on real-life trialling but the project will be embedded further in Year 2 of the programme.

## What types of schools did Lead Inclusion Schools work with?

### Characteristics of partner schools

Lead Inclusion Schools provided data on 1,331 of the 'partner' establishments they had delivered advice, training and guidance to through Inclusion 2024. Of these, 1,219 were

schools educating primary or secondary school-age children<sup>3</sup>. Data on the characteristics of these schools was analysed to see the range of schools LIS were engaging with and see how much they reflected the characteristics of English schools overall. Around 16% of the schools engaged are specialist providers and 84% are mainstream. This is important given that around 80% of pupils with SEND are in mainstream settings<sup>4</sup>.

The main features compared to all schools in England (see Appendix 3), were that schools who had engaged with Inclusion 2024 were:

- more likely to be a special school and less likely to be an independent school
- more likely to be secondary and less likely to cater for primary age pupils
- more likely to have received an Outstanding Ofsted rating
- more likely to have a higher proportion of students with an EHCP<sup>5</sup>.

We also conducted location mapping for partners. As would be expected given the locations of LIS across England, partner schools are geographically dispersed across the country (Figure 5) although there are some areas where LIS have not yet reached.

Distance analysis (based on ‘as the crow flies’, rather than driving distances) shows that the median driving distance between LIS and partner schools is 14 kilometres. However some LIS had also worked with partner schools very distant from them (the range was 0.1 to 414 km). This was explained as being because some LIS had particular specialist knowledge needed by a partner school (for example MATP training), but also because of the huge increase in virtual meetings. This has meant that training events can be attended virtually by more than just those in a LIS’s local area.

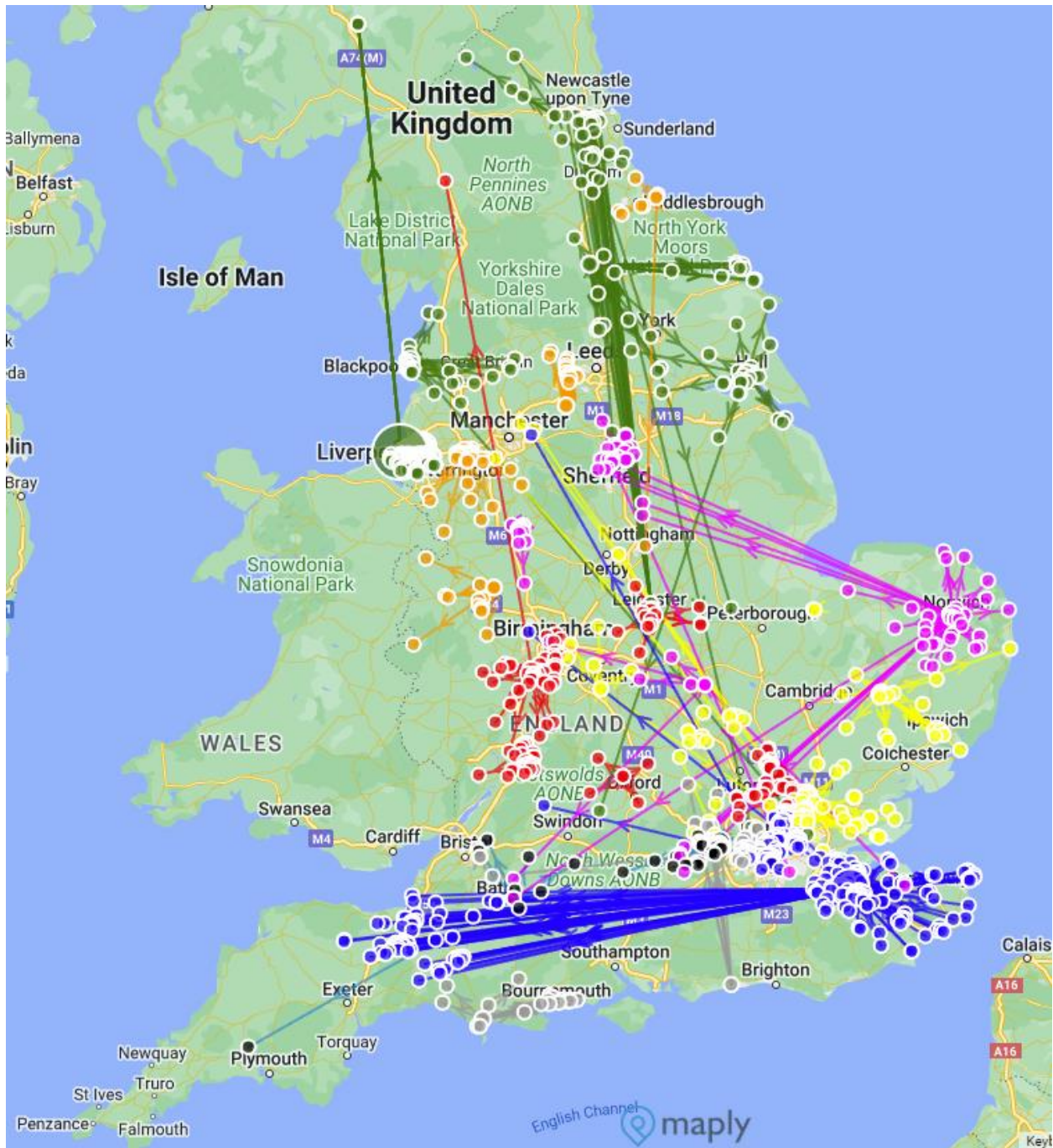
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<sup>3</sup> LIS provided URNs for HE and FE providers, children’s centres and nurseries and closed schools as well as ‘unknown’ URNs. These were all excluded from our analysis.

<sup>4</sup> See <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2021-22>

<sup>5</sup> Differences are statistically significant using a column proportion test or one-way ANOVA.

**Fig. 5: Location of partner schools and distance from Lead Inclusion Schools**  
 (colour denotes LIS grouped by their DC)



From the programme beneficiary survey<sup>6</sup> we see that just under half (44%) of respondents had made contact with the programme in their role as a member of PE staff and a further third (32%) as the SGO. Others who had engaged with the programme included swimming instructors, Active Partnership personnel, voluntary sector staff and AP providers (Appendix 4A).

<sup>6</sup> Based on 80 responses

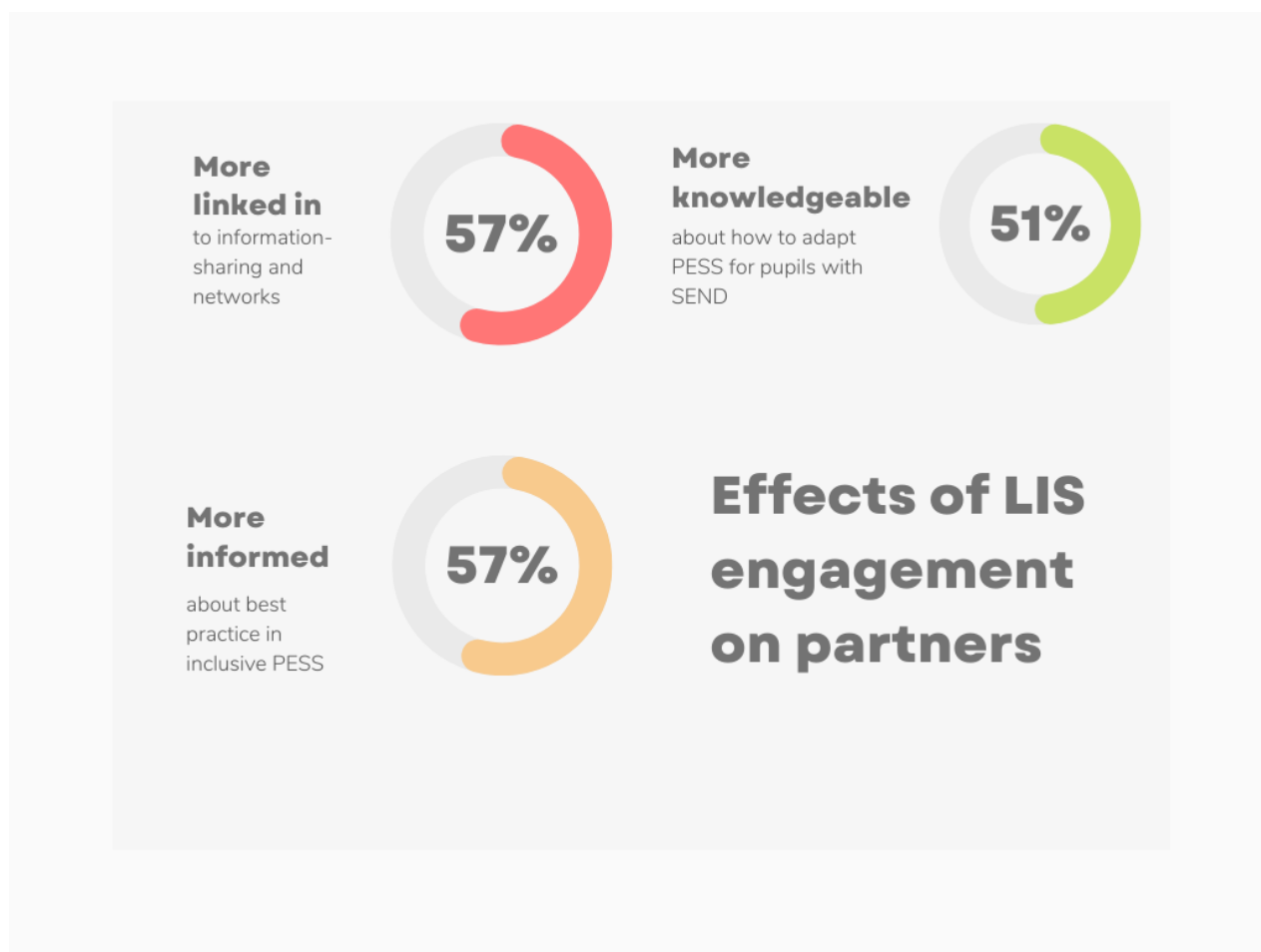


## 2. What effects is the programme having?

From the programme beneficiary survey responses, the top ways in which school staff felt that support from the Lead Inclusion Schools had affected their practice were:

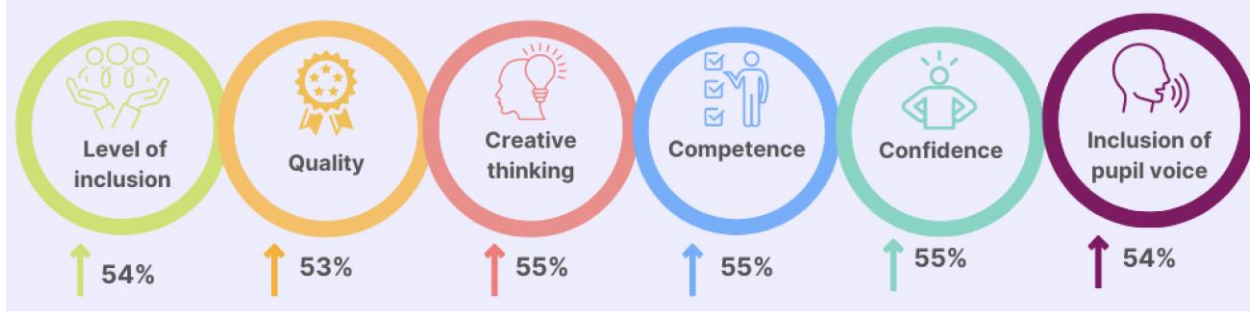
- How **supported** staff feel in delivering inclusive PESS (82% said their contact with the LIS had helped a lot with this)
- How **informed** they feel about best practice (81% said their contact with the LIS had helped a lot with this)
- **Creative thinking** about adapting their PESS delivery (81% said the LIS had helped a lot with this)
- This contact was reported to be boosting partner staff's **knowledge** (79% said their contact with the LIS had helped a lot with this) and **confidence** around inclusive PESS delivery (76% said the LIS had helped a lot with this).

Respondents were asked to rate various aspects of their provision before and after contact with the LIS (i.e. last year compared to this year). Since having contact with the programme, reported effects include:



Source: ASK Research survey of Inclusion 2024 partner schools, June 2022 (based on 60 responses)

## Increases in programme beneficiaries' provision of PESS for pupils with SEND



### **Inclusion 2024 in action: Changes to school PE and school sports**

An all-age (4-19) special school for children with severe learning difficulties, PMLD or autism received training and advice from its local LIS on swimming and water safety. The special school took 3 of its staff to the LIS school to take part in and observe their swimming sessions. Staff got to experience first-hand the way the LIS school ran swimming, the resources they used and the ways they worked with pupils with SEND. The special school saw the LIS using resources and equipment such as a projector and underwater speakers. They also saw resources being used that they had not come across before. This included SwimPix cards which "are designed to give a clear picture of a swimming skill or stroke being demonstrated by the teacher."

(<https://aswim.uk/Introducing-SwimPix/>).

They also saw Floatstation in use. This is a swimming aid made of a matrix of balls giving support, flexibility and independence in water for people of all abilities and all ages. (<https://floatsation.com>).

*What happened as a result of the training?*

All staff felt they had gained a lot from being able to visit another school. Following the training, the school purchased SwimPix for use in their own sessions. On the advice of the LIS on where to source charity funding, the special school has also put in a successful grant application for match funding to get floatstation. These resources are being used to improve the quality of lesson delivery for pupils. Staff felt they had learned a lot and had gained confidence from the sessions. They intend to go on to access further training through the Inclusion 2024 programme as it has helped them develop their practice.

The school now use more visual resources and aids in the pool, supporting inclusion provision for more of their pupils and for the pupils to engage more with, and get more out of, their swimming lessons. Communication in swimming lessons is now better.

Staff have a greater awareness of training opportunities, resources they can use, funding pots available to them and tools and techniques to try to get their pupils more engaged in more activities.

### **Inclusion 2024 in action: Using PE to support Covid recovery**

After pupils returned to school following a school closure during the coronavirus pandemic, one LIS Special school collapsed the school timetable on a morning to offer whole year group bubble PE sessions. Instead of staggering pupils back in classes as some schools did, this school brought children together in year group bubbles to do dodgeball daily as a starter activity. They also put out scooters and bikes for pupils to play on. They used cricket - which pupils had historically enjoyed - as a means to promote reintegration back into school. They slowly but steadily reintroduced school clubs to engage children. Whilst some schools have steered away from reintroducing school clubs, for this school, it is seen as an important facilitator and a priority to get up and running. In this way, PESS was used as a means to tackle the increased anxiety experienced by pupils during Covid. It was also used to tackle weight management issues. Some families have reported children have increased weight during the pandemic.

Additionally, by opening partners' eyes to inclusion in PESS there was felt to be an increase in awareness of inclusion more widely and more creative methods to support pupils with SEND across the school.

### **Inclusion 2024 in action: Wider impacts**

One LIS lead presented to a group of schools and showed them how she uses symbols to communicate with a child with learning disabilities around swimming lessons. A headteacher who attended contacted her afterwards to ask about how she produced the symbol cards. The LIS lead directed the headteacher to InPrint <https://www.widgit.com/products/inprint/index.htm> The Head could see that for some pupils he had in his primary school this system would be beneficial but he had never seen it before. Seeing the LIS use it had made him realise it would be a really helpful tool to implement across his school.

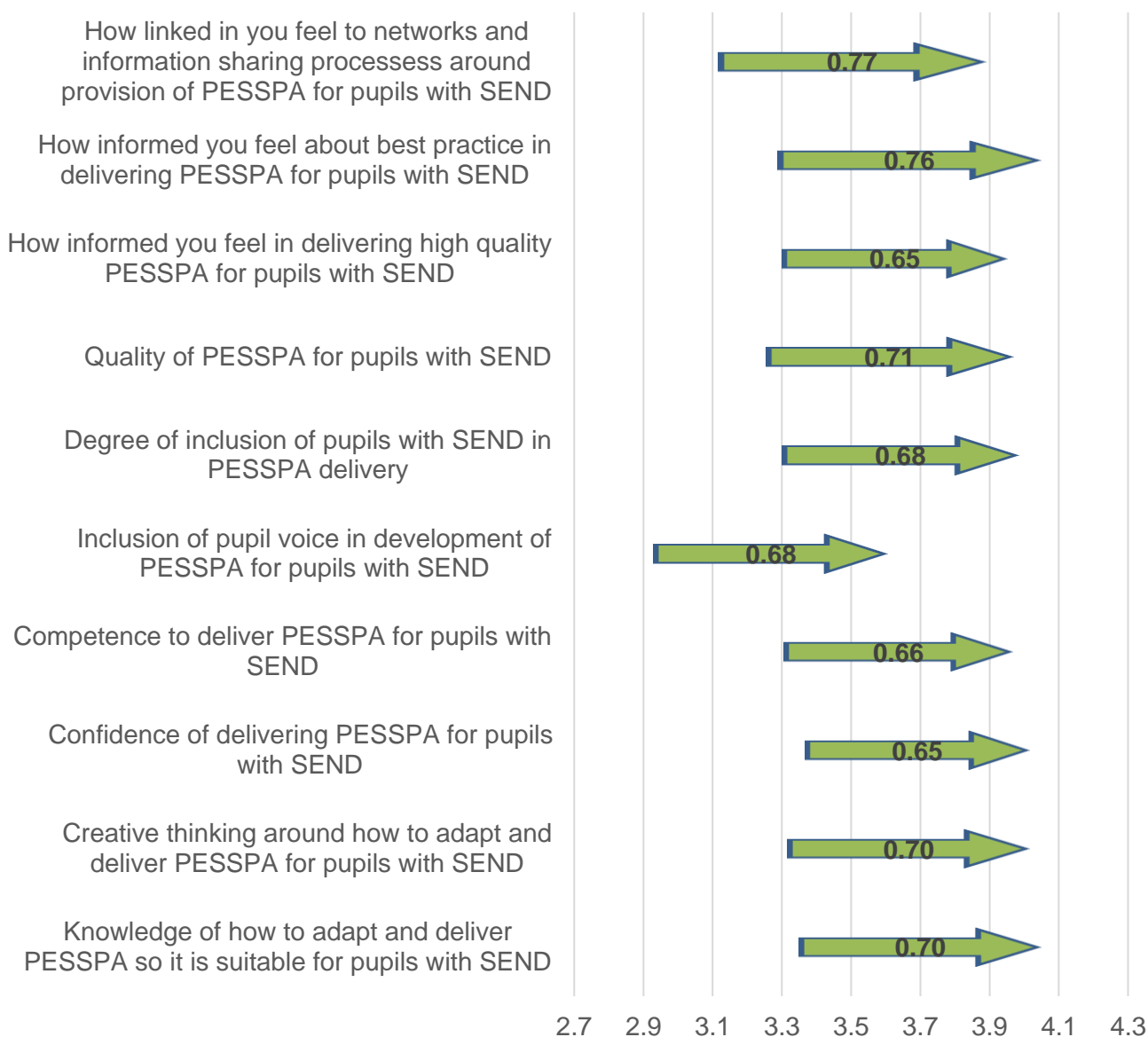
Several LIS reported that they had provided advice and training to local sports clubs or afterschool providers in their area. These out of school settings had realised that they wanted to be inclusive and/or had been approached by a child with SEND who wanted to take part in the activities they offered.

For example a karate club wanted to know how they could best support a young man with ASD to learn the sport. Another after school PE club wanted to be better able to include a young girl who used a wheelchair.

This shows that the programme is having an effect beyond just in-school provision, which will be benefiting pupils even further, increasing their activity levels and allowing them to take part in and try out different sports alongside their peers.

Across all respondents the self-assessed level of impacts these improvements have led to are moderate (Figure 6).

**Fig. 6: Extent of change between last academic and this academic year in ratings of practice (comparison of mean scores which are out of 5)**



Source: ASK Research survey of Inclusion 2024 partner schools, June 2022 (based on 60 responses)<sup>7</sup>

It is a similar picture when we look at the change in number of active minutes for all pupils with SEND in settings who have had contact with the programme.

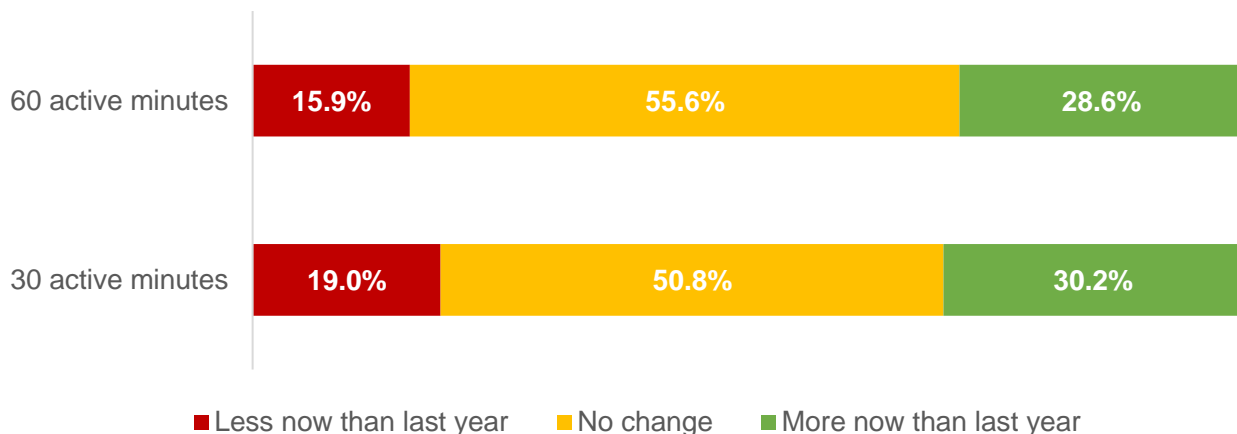
Overall, schools who have engaged with the Inclusion 2024 programme indicate that there has been almost no change in the proportion of pupils achieving the desired levels of active minutes this year compared to the previous academic year. Less than half of pupils with SEND are reported to be achieving 30 minutes of activity a day; and a similar

<sup>7</sup> Note: This figure uses arrows to track the change between ratings provided for this compared to last academic year. The base of the arrow is the mean rating provided by partners for last academic year and the tip of the arrow is the mean rating for this academic year with the figure on the arrow the degree of change

proportion are still only managing the reduced 20 minutes a day (this was only collected for the current year as it was introduced in September 2022).

However, this overall figure masks a larger degree of change amongst individual partners (Figure 7). Just under a third of partners did report an increase in the amount of active minutes amongst children with SEND since they had had contact with the Inclusion 2024 programme.

**Fig. 7: Proportion of partners reporting a decrease, increase or stable proportion of children with SEND achieving different numbers of active daily minutes**



Source: ASK Research survey of Inclusion 2024 partner schools, June 2022 (based on 63 responses)

School B is a special primary provision with around 150 pupils with Profound and complex disabilities, Severe learning disabilities and Autistic spectrum condition. They had previously bought in two specialist PE teachers, but this was no longer possible due to budget cuts and class teachers had got “struck in a rut of delivering the same activities for 30 minutes every week in the hall.”

They found out about the project by word of mouth and arranged for a LIS to deliver a whole day training to their full staff of over 100. The focus of this session was to re-imagine PE as a vehicle for learning, to move it away from simple delivery of the statutory duty and make it expand the physical opportunities for all pupils, based on the objectives of their EHCP.

“[The LIS] inspired us all, encouraged us to try new things, and enthused staff about PE for the first time. She gave us theory, she got us doing activities and thinking about how we would adapt each to meet the needs of all of the pupils we have here. She looked at our PE store and showed us how to innovatively use equipment, such as using balloons instead of balls.

“She completely changed our mindset and the session has led to a long-term plan to incrementally develop our whole school offer. We now look for wider opportunities based on physical development, we create joined up plans with our therapy colleagues, we personalise provision by grading activities up or down to meet individual needs and

abilities. We're now using PE to address all our pupils' needs through embedding it in everything we do.

"Are we immediately seeing that our PMLD pupils can all kick or catch a ball? No, but it will in time increase the amount of activity each of them is doing and through activity we are working on their communication skills, peer interactions, transitions and regulation" - Partner

In interviews with partner schools it was reported that although the amount of active minutes had not necessarily increased, they had been inspired by the LIS to further adapt their in-school provision and that this was leading to a better experience for their pupils.

*"I was invited to a local event by the LIS. It really gave me some excellent ideas about best practices and I now have more confidence in trying out new things for myself. I saw the pentathlon, modified football and basketball and thought how we could offer those and really engage our higher needs pupils. We now do volleyball with balloons, play tag rugby and have started boccia. Our pupils love tournaments and the opportunity to take part so we're focusing our in-school provision now on particular activities that they will be using at tournament activities that are run in the future" Partner*

The delivery of inclusive PESS has to be considered in the context of the last academic year, when schools have been significantly disrupted due to Covid. For example staff have been off, pupils have had to be in 'bubbles' with restrictions on allowed activities, and communal facilities (such as swimming pools) have also often been restricted or not available to them.

Only 6% of respondents said they had not experienced any barriers to implementing inclusive PESS over the past year. Over 8 in 10 respondents (81%) said they had been hampered by staffing and resourcing challenges. Four in ten respondents (42%) also reported that pupils' needs had changed in the last year, which had been a challenge to increasing activity (Appendix 4E).

The fact that it is these external barriers which have limited the amount of effect of the programme (rather than there being a fault with the programme itself) is reflected in the fact that after receiving support from the Inclusion 2024 programme over the past year 8

out of 10 partners said they were very or highly likely to recommend the programme to a colleague<sup>8</sup> (Appendix 4F).

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<sup>8</sup> By deducting the percentage of detractors from the percentage of promoters a net promoter score is calculated. LIS achieve a net promoter score of 72 which is extremely positive.

### 3. How is the programme having these effects?

From interviews it was clear that advice, training and guidance LIS provided on how to make PESS inclusive was being delivered in four main ways:

1. **Raising the inclusion agenda** – by LIS attending meetings (most commonly with School Games Organisers [SGOs] or local settings) and speaking about the need to make PESS inclusive, suggestions for how to do so and supporting making practice inclusive.

*“I attend our regular SGO meetings and I’ve made inclusion a recurring agenda item. This makes sure it is always a consideration for anything they are planning locally and I can look at their plans and make suggestions about how to get events more inclusive” LIS*

*“I attend our local Secondary Heads meetings and talk about the need for inclusive sports, the events we’ve got coming up and how they can get their pupils involved and what support I can offer their setting” LIS*

2. **Signposting** – where LIS provided information (for example in response to an email, or via a newsletter) giving details of training, events, information and resources to support inclusive practice

*“I’ve started a mailing list of all the local school contacts I have and people I meet at various meetings and events and once a term I send them details of everything that’s coming up in our area that they could be sending their children to plus where they can get equipment, any pots of funding that I’ve heard about that might be useful for them and any training – such as All About Autism – that I think will be of interest to them” LIS*

3. **Providing support** – where LIS gave more tailored help or training to settings, for example on assessing their current practice and making suggestions on how to make it more inclusive for pupils with SEND

*“We have surveyed all of our local schools and asked them to identify weaknesses in their inclusive provision. Looking at the results we identified the greatest need and then ran training that they were all invited to, to help with that.” LIS*

4. **Modelling** – where LIS ran sports events which were inclusive showing attendees how to adapt or provide PESS in a way that is inclusive of pupils with SEND.

*“Locally I lead on the school’s sports events so I run them all really inclusively. Teachers come along and see what we’re doing – that we have a carousel of activities so everyone stays engaged, that we offer adapted sports and specialist sports, and that we have a quiet break-out*



*area. They've never seen anything like it and they often say 'That's a good idea' or 'I'd never have thought of that' and then I hear that they've tried something they've seen back in their school, or SGOs incorporate some of my ideas into the events they run" LIS*

### **Inclusion 2024 in action: Lead Inclusion Schools supporting School Games Activity**

One LIS detailed how they work with School Games Organisers (SGOs) to show them how to increase active minutes of physical activity through offering more inclusive activities at their events.

This involved showing schools how to link School Games activities with parallel activities to provide opportunities for all. For example, if volleyball is on offer providers are encouraged to also offer sitting volleyball. If table tennis is on offer, they should also offer Polybat.

Another LIS ran an inclusive event that showed adapted sports and disability sports (e.g. rowing) but also modelled effective practice in supporting students on the day. The LIS had arranged breaks between sessions to 'quieten' pupils and allow them to self-regulate.

SGOs we spoke to detailed how they had got ideas from the LIS about how to make their events more inclusive, such as offering events in a carousel, preparing pupils for the event and including pupil voice in their planning, and running similar activities targeted at different ability levels.

In a third area the LIS had trained up 12 of their local SGOs to deliver inclusive leadership training, and tasked them to engage 3-6 pupils from a number of local secondary schools, some of whom had SEND.

This led to a county-wide network of Inclusion Champions who devised and supported the delivery of activities for other pupils with need following the pandemic and transition to a new school.

*"The leaders have continued to grow in confidence and the children attending also seem to be more confident as each week passes" SGO*

The Inclusion Champions will support at future Inclusive events in the area.

## 5. What helps and hinders programme delivery and impact?

All of those we interviewed were asked about what they thought was key to maximising the delivery and impact of the programme and any barriers to this.

### Supportive factors

#### ➤ Informed Lead Inclusion Schools

Partners who had had contact with their LIS were likely to report that the LIS were informed and a valuable source of information, advice and inspiration. They were considered 'fonts of knowledge' when it came to ideas for inclusive PESS and often expert at delivering appropriate training and advice based on their extensive experience.

*"She was so well received by the staff teams, because of her attitude, she's just straight down the line and very, very knowledgeable. Nothing was too much trouble for her. She was very, very keen to make sure that she worked with every cohort group, because we recognise that our PMLD children look very different to our ASC children. And the fact that she had really thought about how she could run the training, so it was relevant for everybody was really refreshing, because nine times out of 10, you have someone who comes in, and then you think, well, that's fine. Now I've got to make it relevant for us. That wasn't the case with this, it was spot on" Partner*

*"It increased my confidence to try out new activities with all of my pupils by me having taken part in them, getting information about best practice, meeting others who were already offering different or adapted sports, and seeing [the LIS] deliver an event that was truly inclusive" - Partner*

From interviews with LIS, partners and stakeholders we identified further elements of the programme structure considered to be contributing to its effectiveness.

#### ➤ Lead Inclusion Schools network and events

The LIS we interviewed said that the networking events organised by the YST delivery team were useful and helped support them in their role. These are virtual events and were seen as an effective way of sharing information and resources and getting ideas about other adaptations and ways of engaging and working with partners.

*"I heard [LIS] talking about how they had run an inclusive sports day and worked with their local Active Partnership to make sure that all the schools in the area – including the mainstream – were aware of it. They had sent out information for pupils so that they were prepared for what the day would involve, from getting on the bus to what the building would*

*look like and what other children would be there. I hadn't thought about how important that would be for some of the pupils who would be coming, so now I have produced the same info packs for all of the events we run" - LIS*

### ➤ **The YST Development Coach role**

Development Coaches are LIS given an additional role of coaching and supporting a group of LIS. Monitoring data indicate that LIS thought highly of their allocated Development Coach and that their role is integral to the success of the LIS and programme delivery.

- 62% said their Development Coach was very good at offering tailored support and 60% at helping them explore local solutions (Appendix 5A)
- 67% said their Development Coach had helped them a lot to feel more motivated and/or, confident, and 71% that they had helped them a lot to feel more competent (Appendix 5B)
- 58% said they were likely/very likely to make changes to the way they undertake their LIS role as a result of working with the Development Coach (Appendix 5C).

*"[My Development Coach] always has a listening ear, offers ideas and solutions to problems. Understands that one size does not fit all. Always there for support."*  
LIS

*"[My Development Coach] has provided me with the support I need to fully get to grips with the role, understood the different role [our] school plays in the inclusive school programme and how to personalise the offer and support we provide" LIS*

*"I feel very lucky to have a Development Coach that knows me and the work I do really well. I find it extremely helpful to have an Inclusion Lead DC." LIS*

*"She gives me support to provide relevant info and sources of advice for schools, which is very helpful and provided in a way that can be easily shared across our network. She's also great at leading our group and keeping track of where our programmes are, and when we need guidance. [The Development Coach] has provided support throughout the Covid period with reassurance, and regular sharing of good practice and local and national updates." LIS*

Development Coaches were seen as a useful resource and important in maintaining momentum of the project and keeping LIS in touch with others and practice and how to overcome barriers in other areas.

### ➤ **Support from Youth Sport Trust team**

Partners felt that the YST website is a good resource to get information and advice about inclusive PESS and that they carry out effective promotion of inclusive provision.

LIS spoke highly of the support they receive from the YST delivery team. They are seen as knowledgeable and inspiring – both in providing PESS but also in how and why to make it inclusive. The YST team were seen as effective in informing and pushing the national agenda, which is key to the programme being most effectively implemented.

### ➤ **Collaboration with Active Partnerships**

Several LIS reported that they are working closely with their Active Partnerships in delivering CPD. This includes in some cases the LIS passing funding on to the Active Partnership to deliver training on inclusive activity in their local area. Active Partnerships ‘use the power of sport and physical activity to transform lives by collaborating with local partners across all sports, activities, providers, and audiences, focused on the needs of local communities to create the conditions for an active nation’<sup>9</sup>.

These collaborations were highly thought of and many partners who provided feedback on the Inclusion 2024 programme were actually commenting on the support they had received from their Active Partnership representative. LIS identified that Active Partnership staff had greater capacity to deliver training and were often engaged in more relevant networks to deliver CPD through.

### ➤ **Other features**

Other factors that LIS identified as being helpful to them carrying out their role effectively were:

- Also being a SGO – so that they had more time available to engage schools; and so that they had more established links with local schools and networks through which they could share information about inclusive practice.
- Having supportive in-school leadership – Heads understanding of what their LIS role entailed, meant that LIS had their project time protected and the freedom to work with partners in the way they felt best.

## **Identified barriers**

There were a small number of issues that interviewees felt were limiting the amount of effect the programme could have, mainly external to the programme.

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<sup>9</sup> <https://www.activepartnerships.org/about-us>

## ➤ **The pandemic**

Schools continued to face significant disruption during the first term of 2021/22 due to the ongoing effects of the Covid-19 pandemic. Schools were still restricted; staff and pupil absence rates were high and when settings were functioning they were focused on basic and catch-up delivery. Progress on the programme has therefore been slightly slower than anticipated.

*“Progress has been slow because Covid meant schools’ priorities have been elsewhere. Schools are in fire-fighting mode.” Development Coach*

This has meant that schools and staff have been less available to engage (with events and training), events and activities have been limited, and schools have been focused on other areas of provision.

## ➤ **Lead Inclusion School contact capacity**

LIS capacity was limiting how many events they could run or the level of support they could provide locally. This was made more difficult when school circumstances (such as covering other staff absences) placed additional ‘squeeze’ on them or their time allocation for their LIS was not respected.

LIS reported finding it difficult to decide whether to give low level support to a wide range of schools or to provide more in-depth help to a smaller number of settings.

*“We think less is more. We’d rather build firm foundations in the schools we work in rather than just give a bit of information to all schools in the area” LIS*

Some partners also felt there would be more benefit in getting on-going, follow up support from their LIS rather than just a single session.

*“The training was an introduction, to win hearts and minds and give us some ideas and make us think. After we’ve had chance to implement all of that it would be really good to have the LIS back to probe further, ask questions about the activities we’ve been trying and take on more ideas”  
- Partner*

## ➤ **Innovation project specific issues**

- My Personal Best – engaging PRUs was proving difficult and in some cases this was explained as being because PRUs are in the independent sector. This means they do not attend the same meetings as other schools (so LIS were less likely to meet them, or they were less likely to get to hear about the programme) but also do not work to the same systems.
- Swimming – the assessment is difficult and burdensome to complete and is not obviously linked to improvement of provision. This was a reason why some schools had not, or been slow to, engage with the project and complete their forms. An online,

interactive version was suggested as a better method – whereby answers provided led respondents to actions they could take or suitable examples of developing their swimming provision further.

- Engagement model in PE – schools have just not had the time or space to try out new approaches and consider creative delivery. However commitment is there to take this work on next year.

### ➤ **Systemic issues**

From interviews with LIS and DCs, several external factors that they felt were limiting the delivery and level of effects of the programme were reported. These included:

- Lack of knowledge or desire to make provision more inclusive – meaning there is low take-up of support from those who need it most.

*“Some schools are stuck in an archaic model of delivery. They are all about competitive sports and their school topping all the regional events, and improving the times and scores of their top teams. The nut we have to crack is to make those staff understand and believe in inclusion and the benefits of taking part for all students. Until we do that, they’re never going to come to us for support.” LIS*

- Focus on curriculum PE – which is driving PE staff to achieve specific objectives, not felt to lend themselves to inclusive provision, and means PE teachers do not have enough time to undertake CPD.
- Lack of infrastructure and services to support inclusive PE and sport – for example, the lack of space to provide inclusive sports within schools, the need to hire external venues (e.g. pool space) and their limited location and high cost.
- Lack of external pressure – there is little leverage to drive school commitment for better inclusive PE and School support as, for example, Ofsted do not check what schools are offering and there is little accountability for health and wellbeing.
- Programme-specific funding – which is short-term, preventing sustainability or longer-term planning and impact as well as the ability to affect strategic change.
- Lack of joined-up strategy at national level - for example, there is funding to run one-off projects, such as with the Special Olympics, but this is not sustained, built on or lessons fed into following initiatives.

## 6. Conclusions

The programme has delivered well in Year 1, despite the disruption caused by the pandemic. Progress on some strands of work has been slower than anticipated but it is expected that this work will continue and pick up into Year 2.

The programme is clearly affecting the awareness of the need for, and benefits of, inclusive PESS. It is also making staff feel more informed and confident in their delivery. This is both at school and regional schools' games level.

Lead Inclusion Schools are highly thought of, seen as knowledgeable and clearly leading to a shift in PESS provision by training local staff, raising inclusion on the agenda and modelling effective and innovative practice.

The programme structures support delivery, however this is not quite translating into large shifts in benefits for individual pupils, yet. In addition, external barriers such as a lack of focus on inclusion across all providers and the need to make PESS inclusive as well as effective ways to make contact with schools who are less aware of the need for support in this area, are limiting the level of effect the programme has had to date.

Those who have engaged with the programme speak highly of it, and would recommend it to colleagues. They refer to how their contact with the LIS network has led to increased confidence and competence to deliver inclusive PESS in a more innovative way that is more inspiring for their pupils.

Year 2 of the programme will focus on capitalising on these lessons and embedding high quality practice further. Lessons will continue to be learnt and shared and, if schools can fully return to operating as normal, the Innovation projects will be delivered more successfully, leading to a widening of knowledge and improved practice in even more settings.

The Inclusion 2024 programme is highly thought of by those who have experienced it. The delivery teams should now look at how they can spread the word further and encourage even more settings to benefit from support from the programme in the future.

## Definitions

YST – Youth Sport Trust, the delivery lead for Inclusion 2024

CPD – Continued professional development, for this programme involving provision of training, advice and guidance to enhance the performance of staff

PESS – Physical Education and School sports

SEND – Special educational needs and disabilities

Lead Inclusion Schools (LIS) – settings selected to deliver the Inclusion 2024 programme. In these schools it is often one member of staff who is given responsibility to manage the programme on their setting's behalf

School Games Organisers (SGOs) – funded by Sports England and managed by YST these 450 staff are tasked with organising School Games in their local area

Development Coaches (DCs) – Eight Lead Inclusion School contacts who are responsible for supporting a group of around 8 LIS in their implementation of Inclusion 2024

EHCPs – Education, Health and Care Plans. These are devised for pupils with the most severe and complex special educational needs and disabilities, setting out the support they need and targets for them to work towards. These were formerly called 'Statements of SEN'

SEN Support – This refers to pupils with SEND whose needs are deemed less severe than those with EHCPs

FSM – free school meals. Provided to pupils from the lowest income backgrounds

EAL – English as an Additional Language

Partner schools – settings that Inclusion 2024 LIS have worked with

PRU – Pupil referral unit. A specialist alternative education setting for pupils who are unable to learn consistently in a mainstream setting

PMLD – profound and multiple learning difficulties, meaning pupils have more than one disability and often more than one type (i.e. sensory, physical, cognitive, health needs, etc)

Active Partnership - A network of providers who aim to increase physical activity, especially for those with inactive lifestyles



# Appendices

## Appendix 1: Additional LIS characteristics

**Table A1 Main school characteristics of Lead Inclusion Schools and all schools in England**

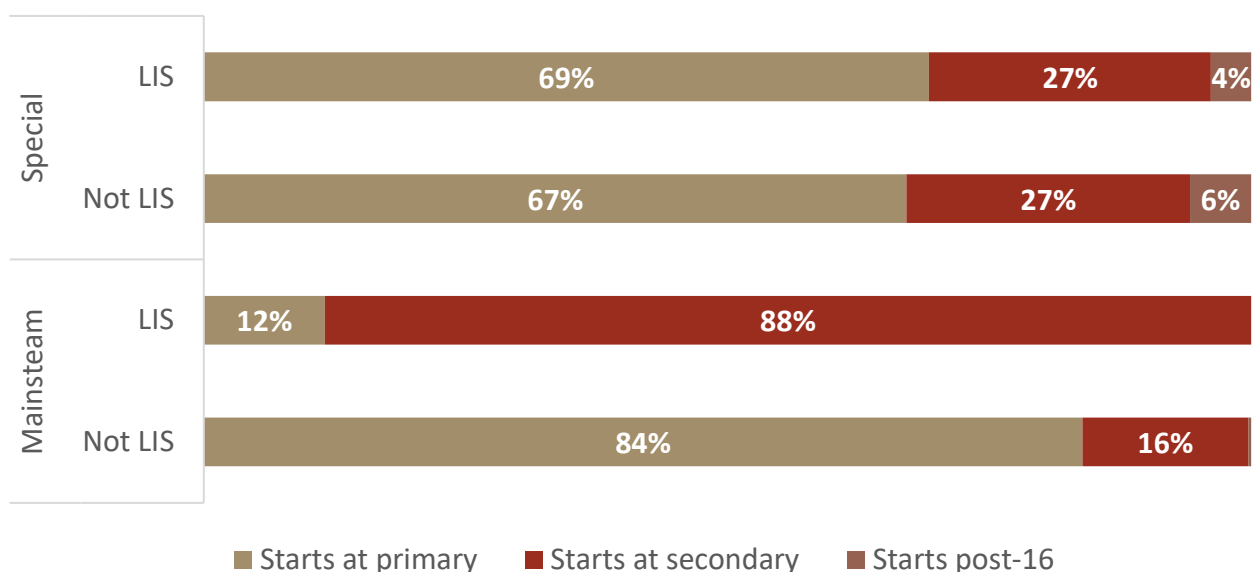
School characteristic	Categories	Not LIS %	LIS %
<b>Type of provider</b>	Academy	38.0	32.7
	Independent	7.4	-
	LA	45.6	17.3
	PRU	1.5	-
	Special	7.4	50.0
	<i>Total</i>	<i>100</i>	<i>100</i>
<b>Age group catered for</b>	Starts at primary age	82.4	40.4
	Starts secondary age	16.8	57.7
	Starts at post-16	0.8	1.9
	<i>Total</i>	<i>100</i>	<i>100</i>
<b>Whether school is in an urban or rural area</b>	Rural	25.5	9.6
	Urban	74.5	90.4
	<i>Total</i>	<i>100</i>	<i>100</i>
<b>Most recent Ofsted rating</b>	Outstanding	12.5	26.9
	Good	56.7	51.9
	Less than Good	8.7	9.6
	Not available	22.1	11.5
	<i>Total</i>	<i>100</i>	<i>100</i>
<b>All schools</b>	Base (N)	24,101	52

**Table B1: School characteristics by LIS and non-LIS schools in England**

School characteristic	Categories	Not LIS %	LIS %
<b>Government Office Region</b>	East Midlands	9.2	9.6
	East of England	11.4	11.5
	London	12.8	13.5
	North East	4.9	7.7
	North West	14.2	11.5
	South East	16.1	11.5
	South West	10.7	13.5
	West Midlands	10.8	11.5
	Yorkshire and the Humber	9.9	9.6
	<i>Total</i>	<i>100</i>	<i>100</i>
<b>Whether has nursery provision</b>	Has Nursery Classes	40.5	23.1
	No Nursery Classes	48.8	40.4
	Not applicable/not available	10.7	36.5
	<i>Total</i>	<i>100</i>	<i>100</i>
<b>Whether has a sixth form provision</b>	Has a sixth form	14.2	69.2
	Does not have a sixth form	76.5	19.2
	Not applicable/not available	9.2	11.5
	<i>Total</i>	<i>100</i>	<i>100</i>
<b>Gender make-up of school</b>	Boys only	1.7	-
	Girls only	1.9	2.0
	Mixed	96.4	98.0
	<i>Total</i>	<i>100</i>	<i>100</i>

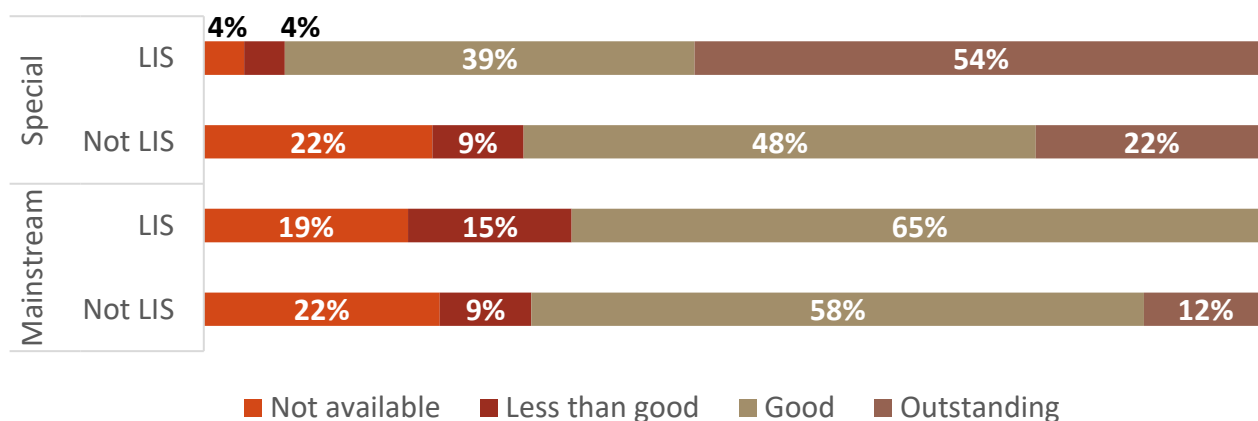
## Appendix 2: Characteristics of mainstream and special LIS

**Figure A2: LIS Age ranges covered by type of provider for LIS and non-LIS schools in England**



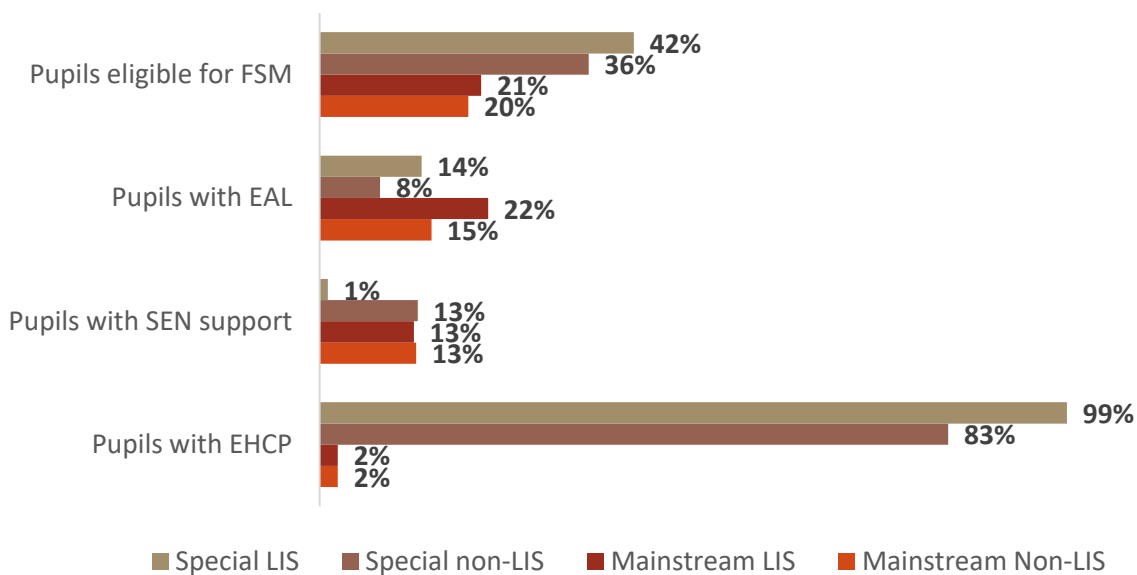
Base: Not LIS = 21,956 Mainstream schools and 2,151 Special schools; LIS = 26 Mainstream schools and 26 Special schools

**Figure B2: LIS most recent OFSTED rating**



Base: Not LIS = 21,956 Mainstream schools and 2,151 Special schools (including PRUs), LIS = 26 Mainstream schools and 26 Special schools

**Figure C2: % of pupils with different characteristics - for LIS and non-LIS schools in England by whether a mainstream or special provider**



*Base: Not LIS = 21,956 Mainstream schools and 2,151 Special schools (including PRUs), LIS = 26 Mainstream schools and 26 Special schools*

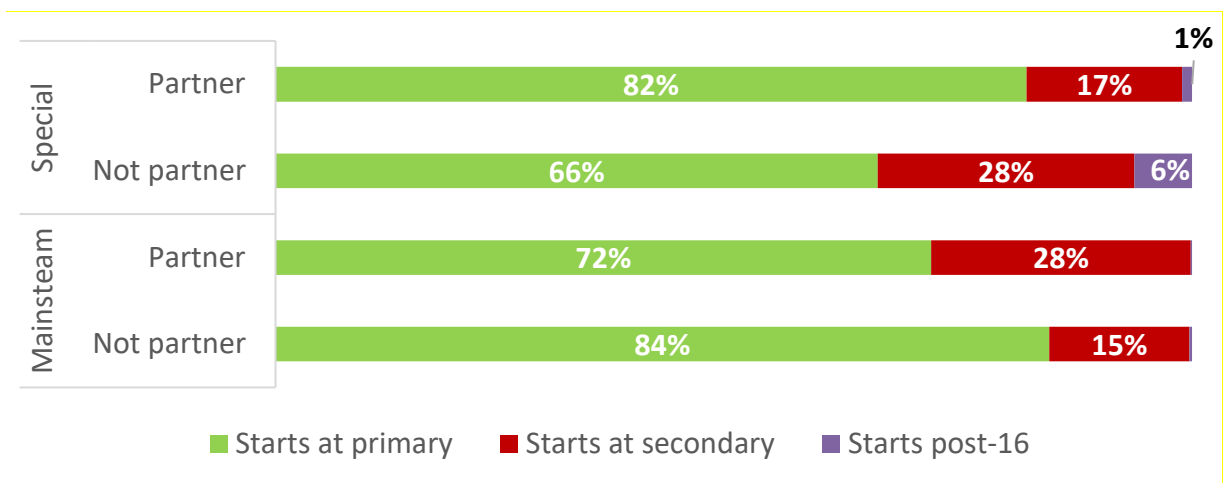
## Appendix 3: Partner characteristics

**Table A3: Main characteristics of partner schools and non-partner schools in England**

School characteristic	Categories	Not a partner school %	Partner school %
<b>Type of provider</b>	Academy	38.0	35.3
	Independent	7.6	2.4
	LA	45.5	46.1
	PRU	1.5	1.2
	Special	7.2	14.3
	<i>Total</i>	<i>100</i>	<i>100</i>
<b>Age group catered for</b>	Starts at primary age	82.5	73.1
	Starts secondary age	16.7	26.5
	Starts at post-16	0.8	0.3
	<i>Total</i>	<i>100</i>	<i>100</i>
<b>Whether school is in an urban or rural area</b>	Rural	25.9	14.73
	Urban	73.5	84.6
	<i>Missing</i>	<i>0.6</i>	<i>0.7</i>
	<i>Total</i>	<i>100</i>	<i>100</i>
<b>Most recent OFSTED rating</b>	Outstanding	12.3	17.8
	Good	56.7	56.9
	Less than Good	8.6	9.3
	Not available	22.4	16.0
	<i>Total</i>	<i>100</i>	<i>100</i>
<b>Student characteristics</b>	Pupils eligible for FSM	20.6	26.5

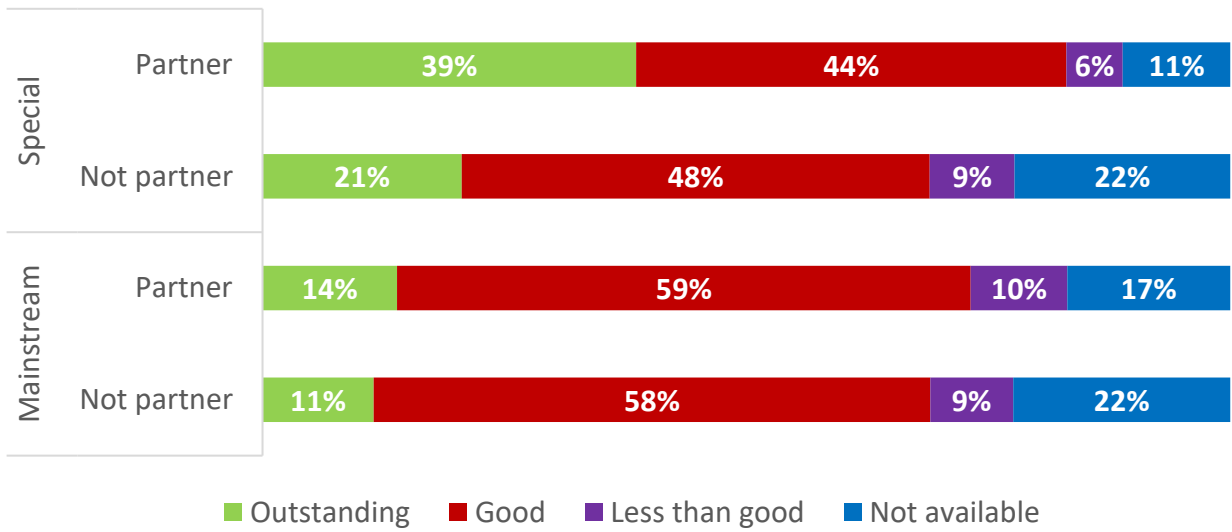
School characteristic	Categories	Not a partner school %	Partner school %
	Pupils with EHCP	8.5	16.2
	Pupils on SEN support	12.8	12.5
	Pupils with EAL	14.2	15.9
<b>All schools</b>	Base (N)	22,939	1,219

**Figure A3: Age ranges covered by type of provider for partner and non-partner schools by type of provision**



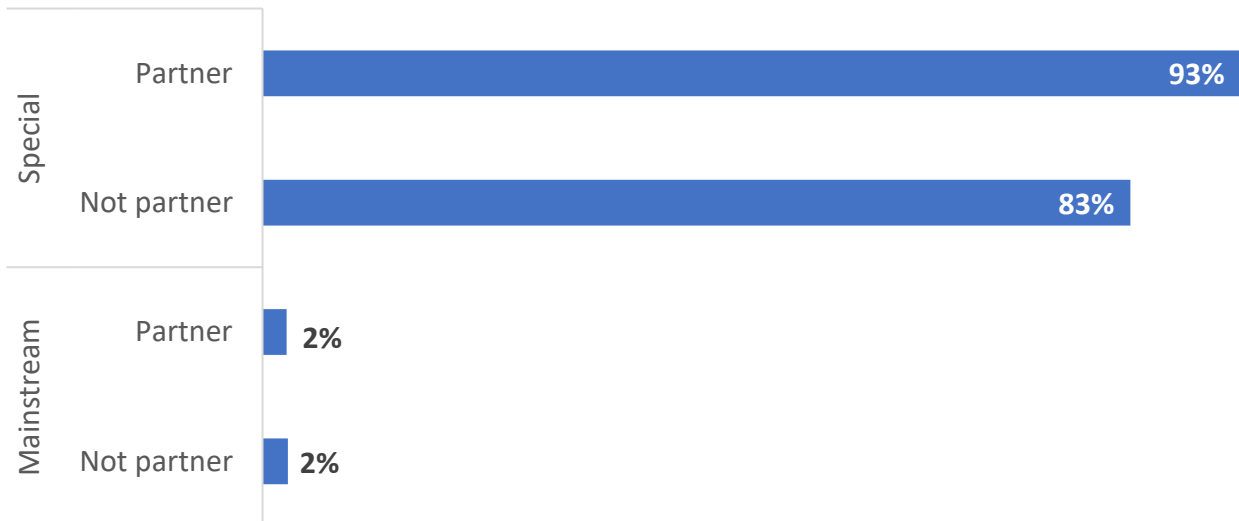
Base: Not partner = 20,961 Mainstream schools and 1,987 Special schools (including PRUs), Partners = 1,021 Mainstream schools and 189 Special schools

**Figure B3: Ofsted ratings for partner and non-partner schools by type of provision**



Base: Not partner = 20,961 Mainstream schools and 1,987 Special schools (including PRUs), Partners = 1,021 Mainstream schools and 189 Special schools

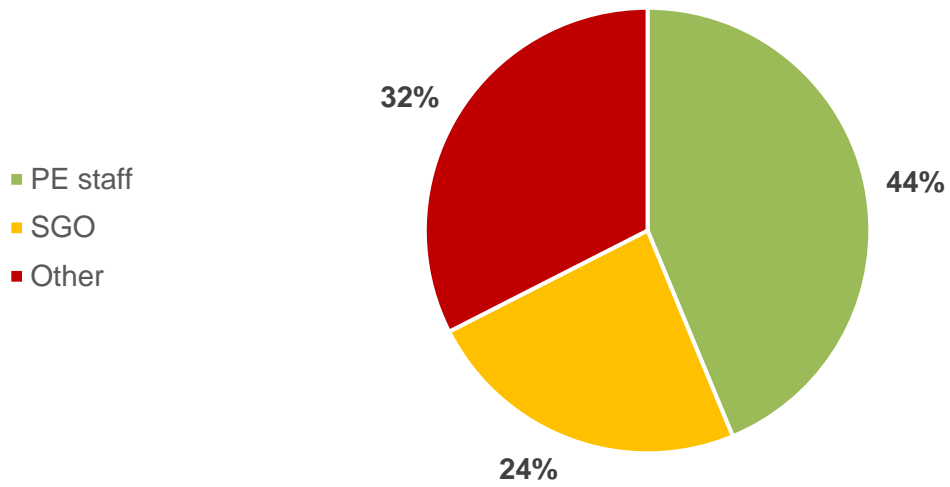
**Figure C3: % of pupils with an EHCP amongst partner and non-partner schools by type of provision**



Base: Not partner = 20,961 Mainstream schools and 1,987 Special schools (including PRUs), Partners = 1,021 Mainstream schools and 189 Special schools

## Appendix 4: Partner survey responses/Programme effects

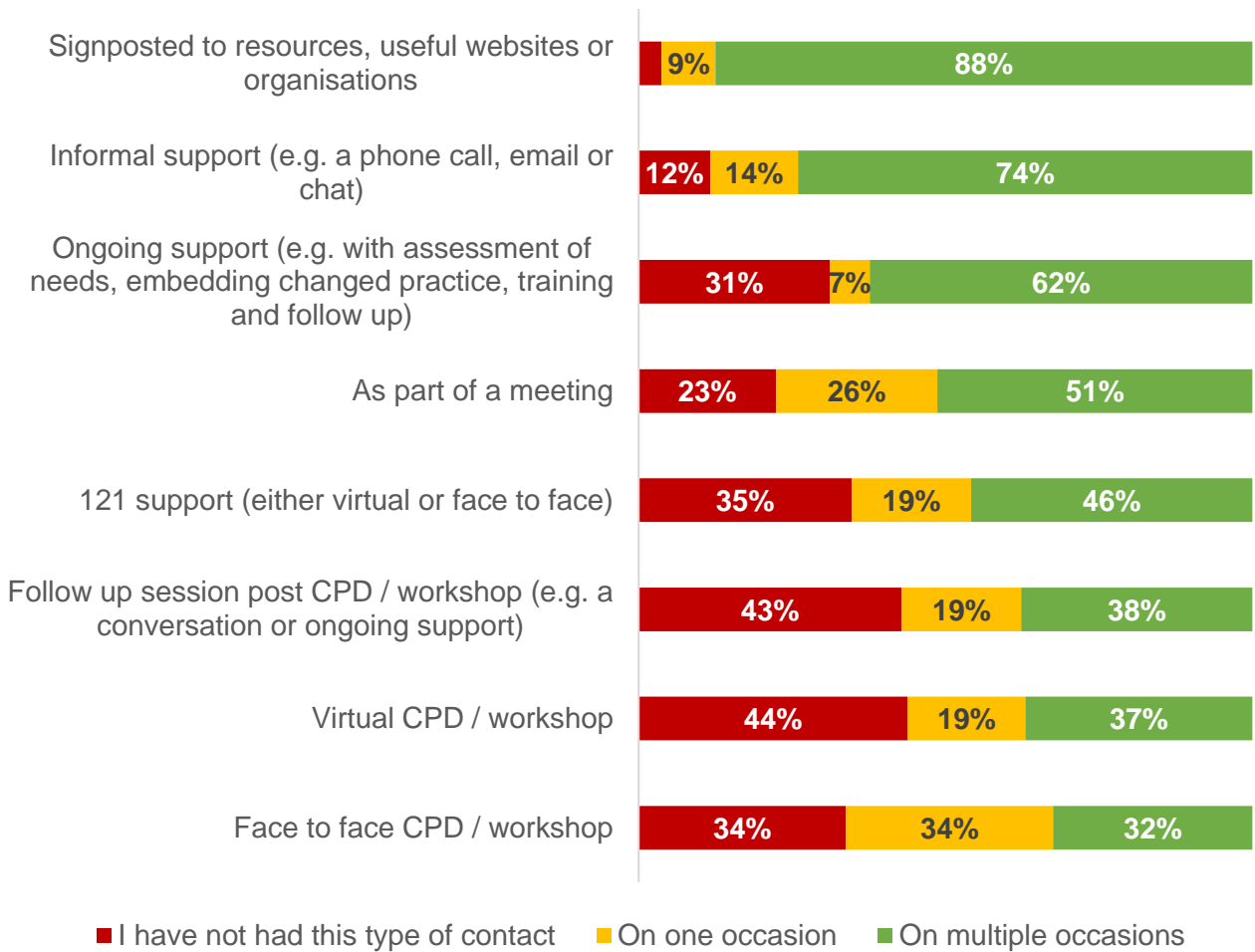
**Figure A4: Job role of partner survey respondents**



Source: ASK Research survey of Inclusion 2024 partner schools, June 2022 (based on 80 responses)

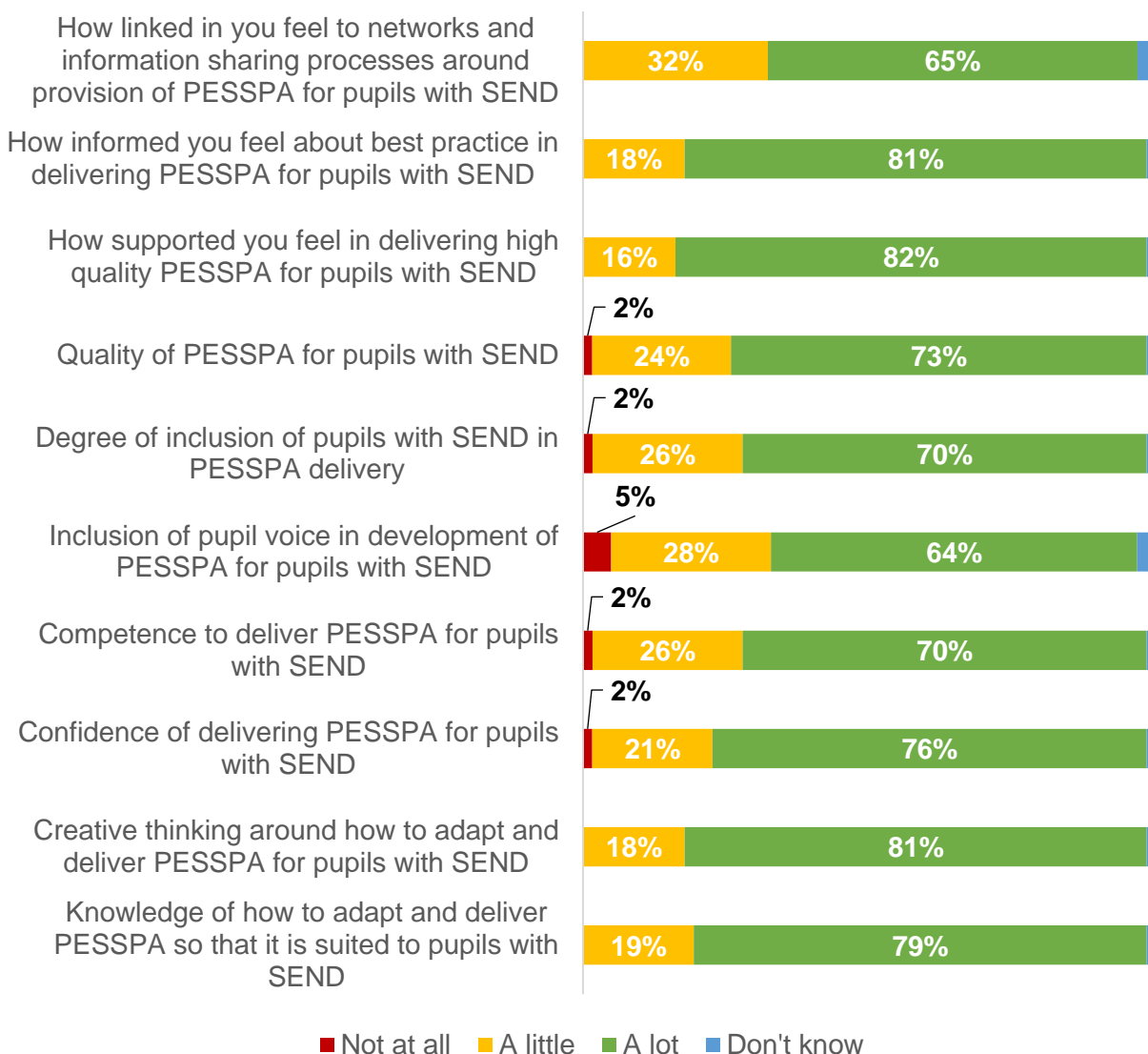


**Figure B4: Contact partners have had with their LIS since September 2021**



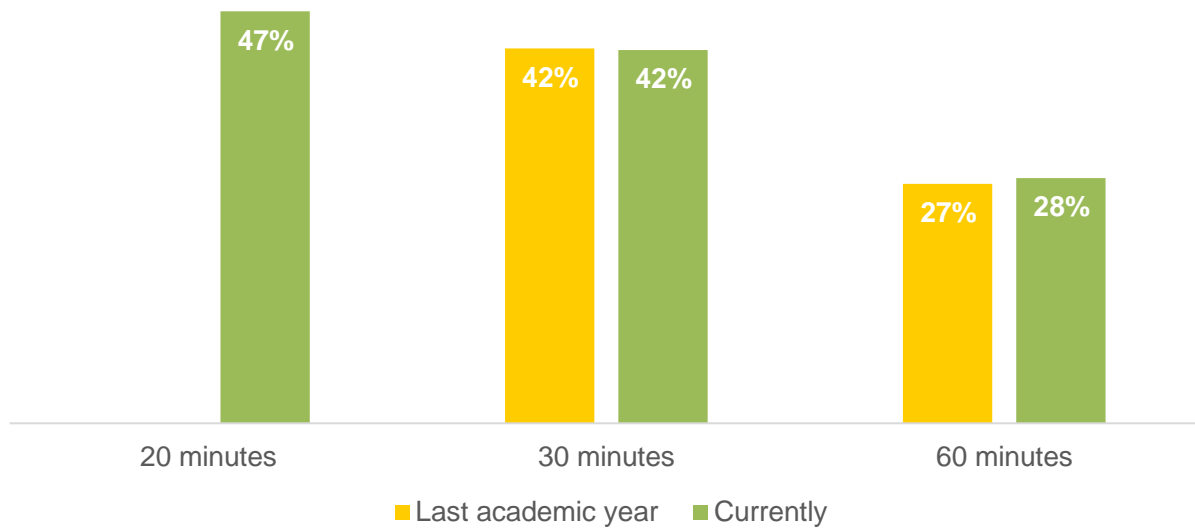
Source: ASK Research survey of Inclusion 2024 partner schools, June 2022 (based on 77 responses)

**Figure C4: Extent to which contact with a LIS has helped with various aspects of practice**



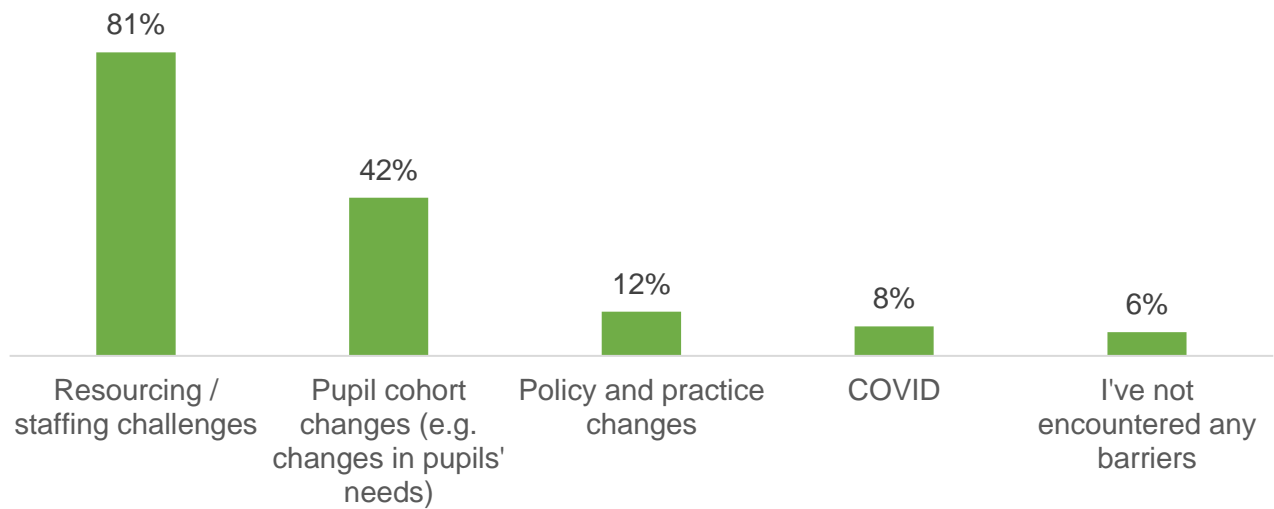
Source: ASK Research survey of Inclusion 2024 partner schools, June 2022 (based on 61 responses)

**Figure D4: % of pupils with SEND achieving different amounts of active minutes a day (mean across partner schools)**



Source: ASK Research survey of Inclusion 2024 partner schools, June 2022 (based on 63 responses)

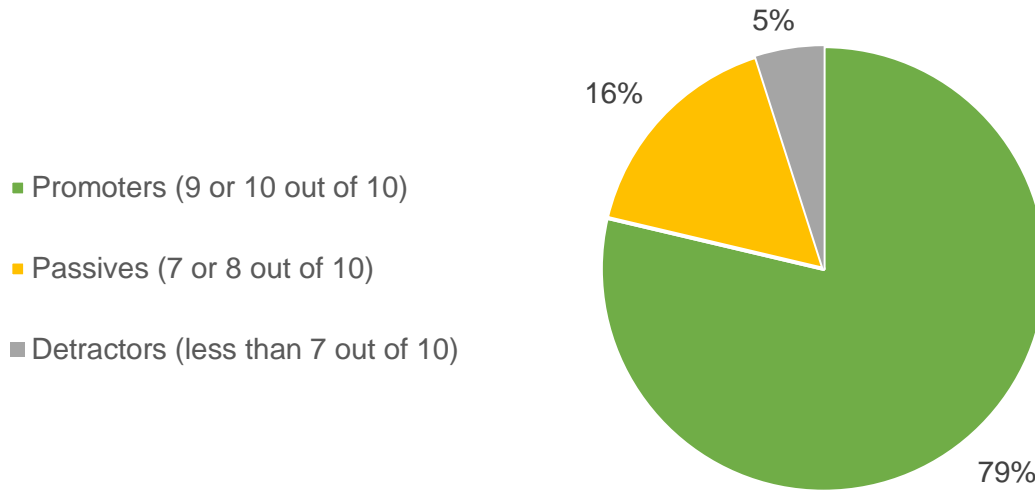
**Figure E4. Barriers to implementation – what has inhibited delivery since September 2021**



Source: ASK Research survey of Inclusion 2024 partner schools, June 2022 (based on 59 responses)

**Figure F4: Extent to which partners would recommend working with Lead Inclusion Schools to a colleague looking to improve the accessibility of their PESS**

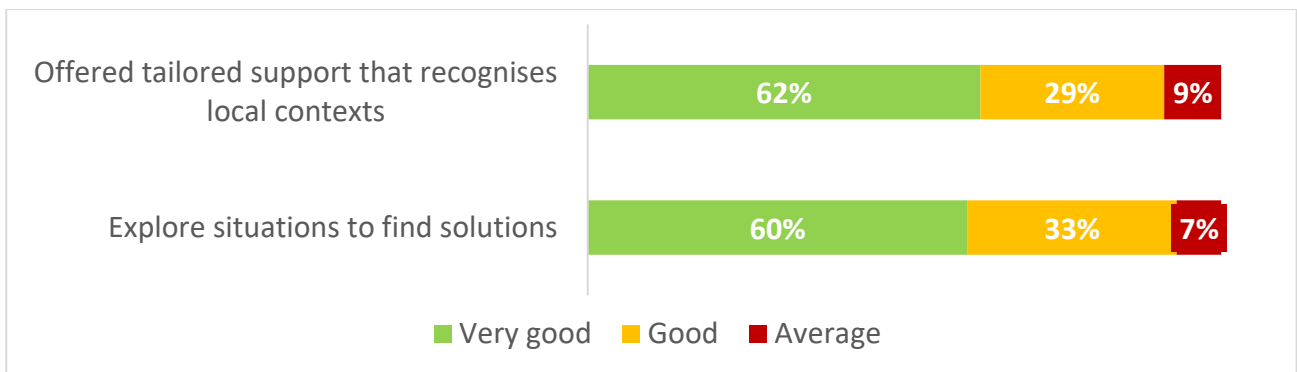
Using a scale of 0 to 10 where 10 = 'highly likely'



Source: ASK Research survey of Inclusion 2024 partner schools, June 2022 (based on 61 responses)

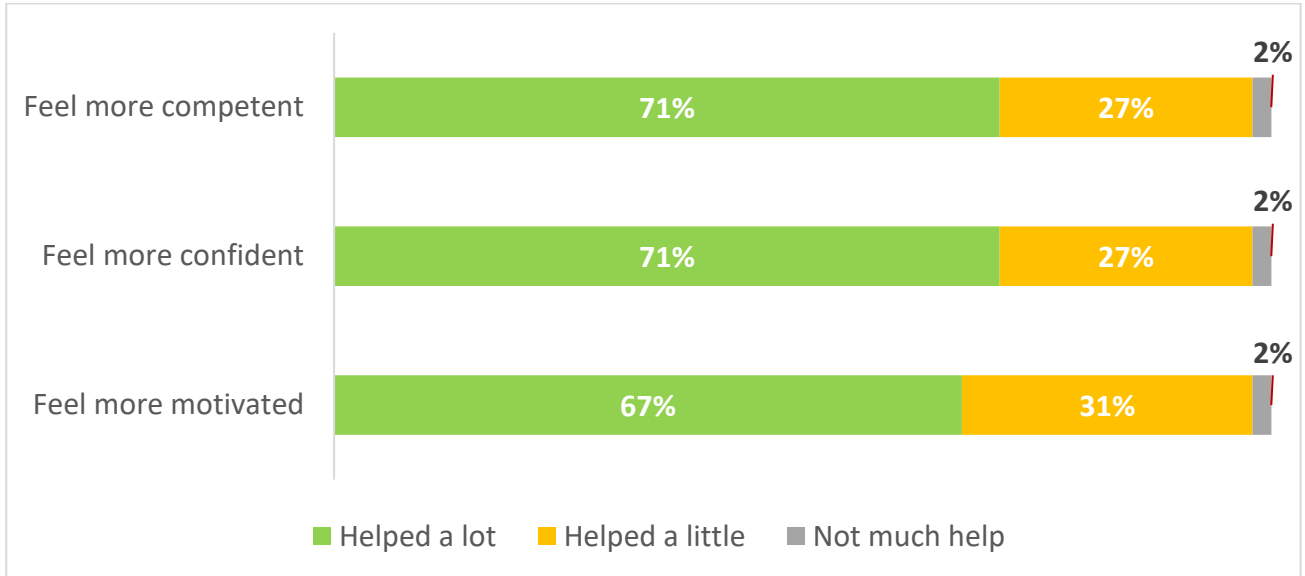
## Appendix 5: Views on Development Coaches

**Figure A5: LIS views of how good their DC is recognising local contexts and finding solutions**



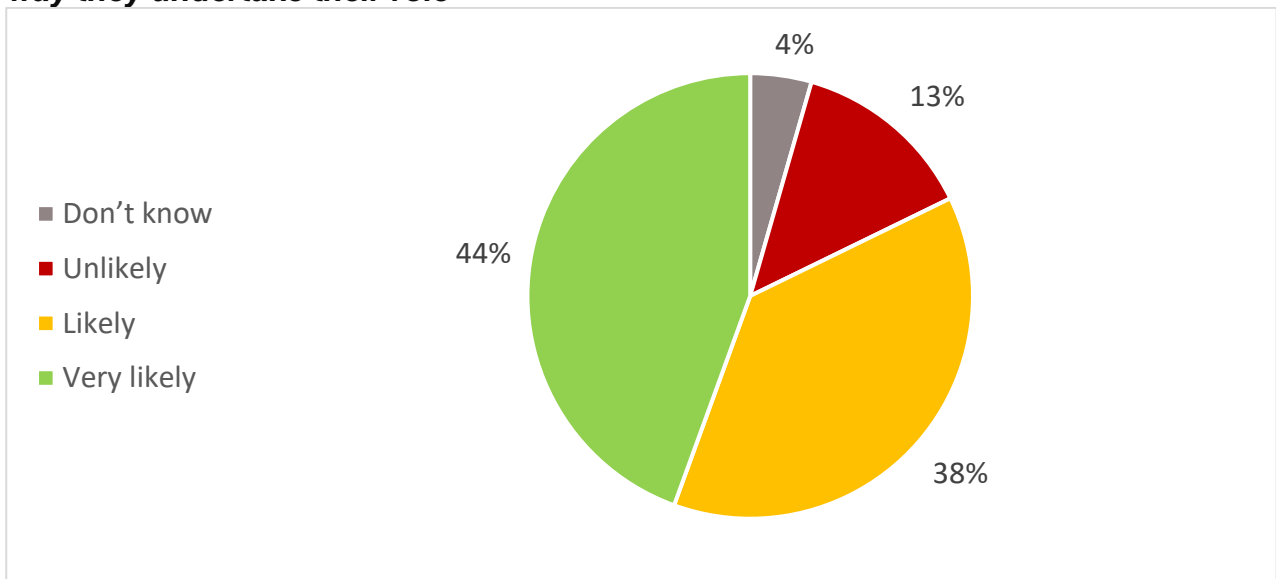
Source: YST monitoring data (based on 39 LIS who had received support from a DC)

**Figure B5: How DCs have supported staff in their LIS role**



Source: YST monitoring data (based on 39 LIS who had received support from a DC)

**Figure C5: Likelihood that, as a result of DC support, LIS will make changes to the way they undertake their role**



Source: YST monitoring data (based on 39 LIS who had received support from a DC)