

Evaluation of the Inclusion 2024 programme – Midpoint Year 2



March 2023

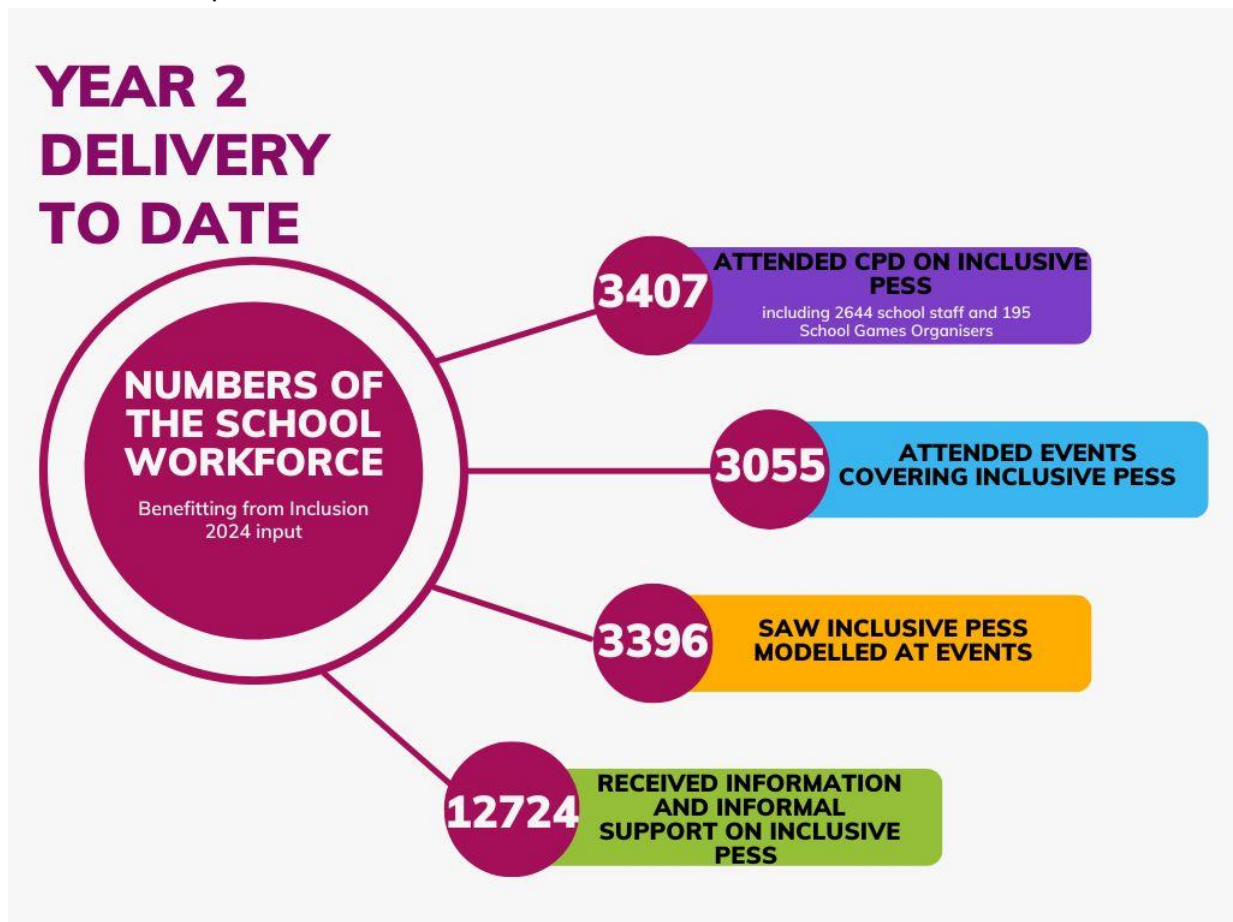
ASK Research

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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. The programme uses a network of Lead Inclusion Schools (LIS) to work with local schools and county school networks. This report provides an update of progress midway through Year 2. The findings show that to date, through the range of activities undertaken by Lead Inclusion Schools, over 22,500 members of the school workforce have been informed about inclusive PE and school sports.



The effects of this on the school workforce have been reported increases in:



Feeling **supported** in delivering inclusive PE and school sports and **informed** about best practice.



Knowledge around inclusive PE and school sports delivery and **creative thinking** about how to adapt their PE and school sports delivery for pupils with SEND



Confidence to deliver inclusive PE and school sports.



Around four in ten schools said their pupils with SEND were now **achieving more active minutes** than before the programme.



The programme is **highly thought of**, with 7/10 schools saying they would recommend it to a colleague.

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.

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 sport¹

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

Plus since the start of this academic year (2022/3)

5. Secondary Engagement – looking at how to overcome identified barriers with engaging secondary providers with inclusive PE and school sports².

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

² This issue has been reported across the sector and it was agreed with DfE and the Consortium that the project should respond to this identified need

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 half of the second academic year of programme delivery; from September 2022 to February 2023. Findings are collated from:

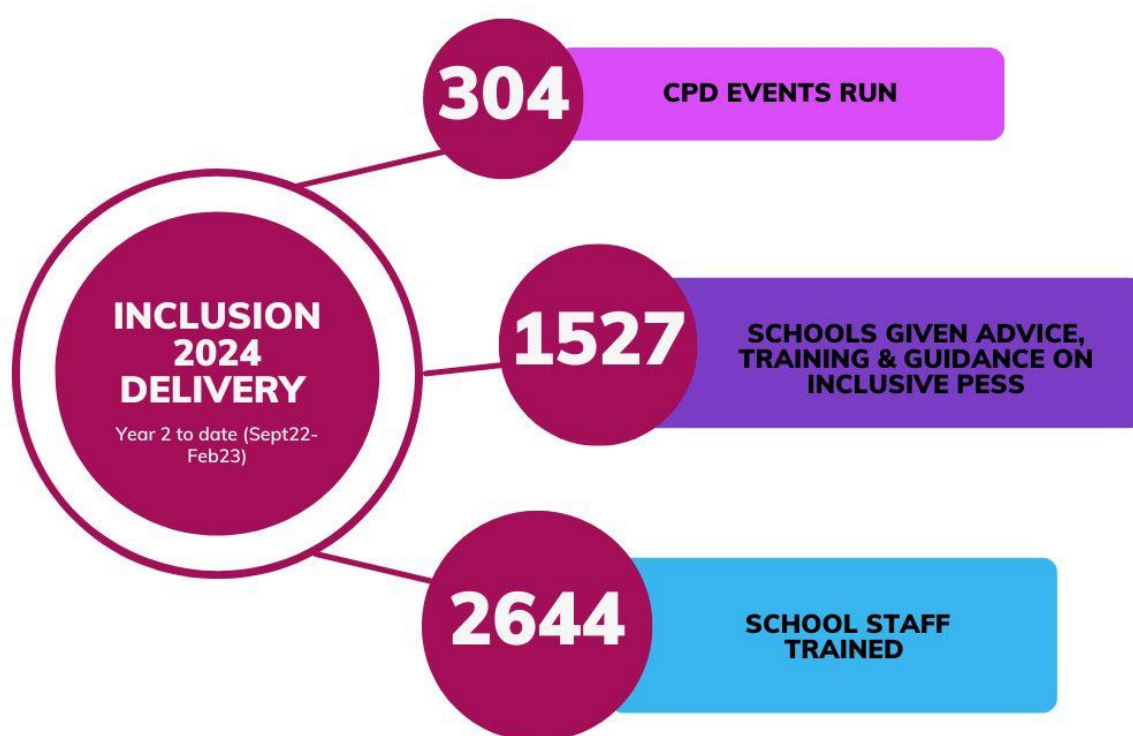
- Two sets of Termly Data Collection (set up and managed by the YST delivery team) submitted by 51 LIS for the periods covering 1st September 2022 to 28th February 2023).
- A survey of programme beneficiaries, termed 'partner schools'. The link to this set of questions was sent by LIS to those they had worked with as part of the programme. We received 85 responses (although not all were complete).
- A survey of the cohorts of LIS taking part in the Engagement Model in PE and the Secondary Mainstream Engagement Innovation projects.
- Data captured by the Activity Alliance on users of the Inclusive Education Hub.
- Interviews and meetings with:
 - The YST Delivery team
 - 3 Lead Inclusion School (LIS) Leads
 - 5 Programme beneficiaries – including representatives from partner schools (who have received CPD from Lead Inclusion Schools) and School Games Organisers (SGOs)
 - Wider stakeholders.

1. What has the programme delivered?

We have found from our evaluation of Year 1 of the Inclusion 2024 programme that LIS are engaging, informing and advising the school workforce in a number of ways – beyond the offer of CPD. In this Year 2 evaluation therefore we are able to breakdown the various ways the programme reaches its beneficiaries.

CPD/Training

Data submitted by Lead Inclusion Schools (LIS) covering September 2022 to February 2023 shows that over the first six months of Year 2 of the programme, in terms of CPD and training LIS leads delivered:



Source: YST monitoring data (March 2023), based on 51 returns

For the first time this year we have asked that data be collected on those who receive advice, training and support but who are not based in one particular setting. This shows the extent of the project's reach as in addition:

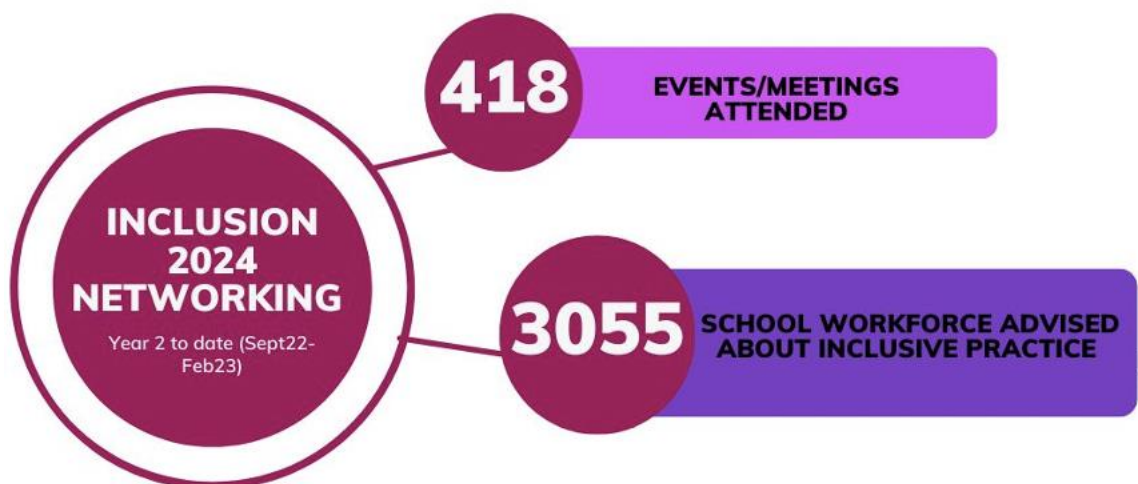
- 195 School Games organisers attended CPD events
- 242 student/trainee teachers received training on inclusive PE and school sport, and
- 326 non-school based also received training (this can include private activity providers, such as judo class teachers).

This means that in Year 2 to date 3,407 people have received training on inclusive practice as part of Inclusion 2024.

Networking/Meeting attendance

LIS Leads were asked '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.'

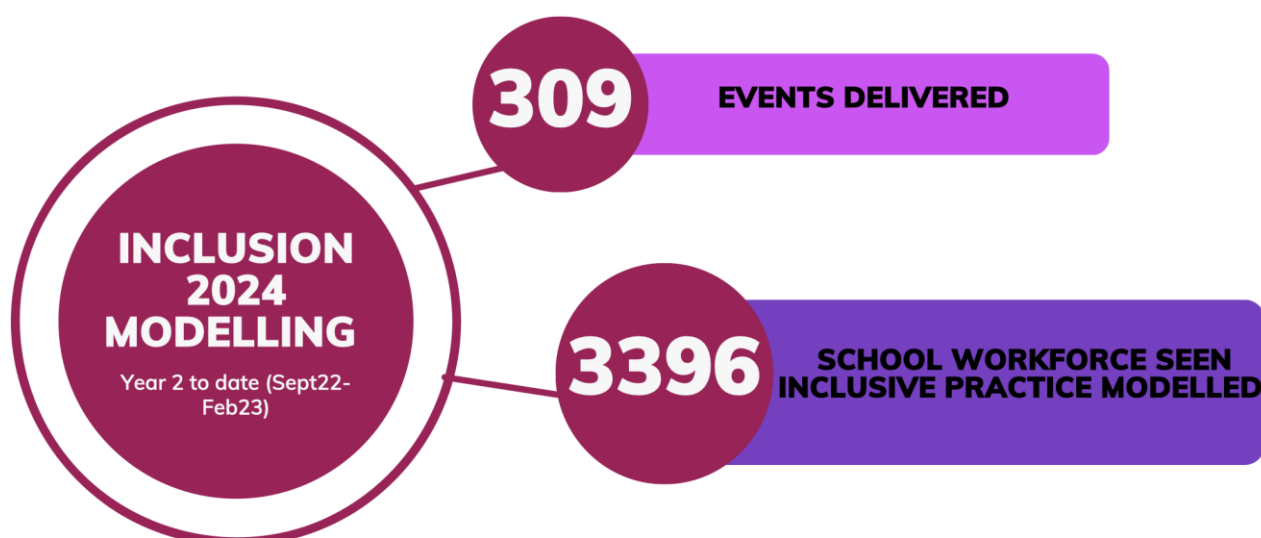
They detailed that so far this year they had attended 418 events between them, meaning over 3,000 attendees at those events had been informed about inclusive practice.



Source: YST monitoring data (March 2023), based on 51 returns

Modelling

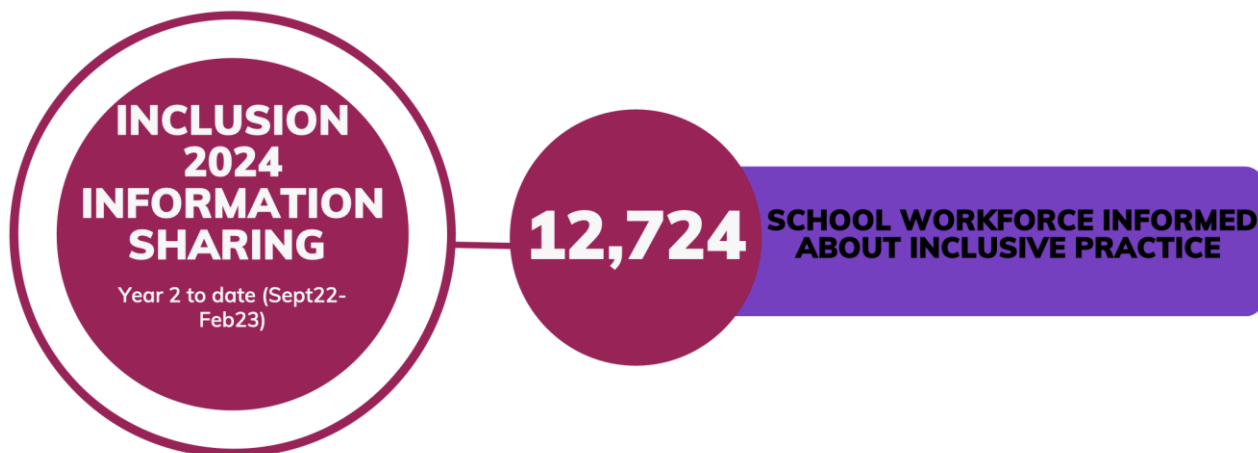
Members of the school workforce attending inclusive events and seeing inclusive practice in action was identified as part of the Year 1 evaluation as an important way that this project is having an effect. LIS Leads detailed how they had delivered over 300 events for children and young people where inclusive PE and sports practice had been modelled. Over 3,000 school workforce staff had attended these events.



Source: YST monitoring data (March 2023), based on 51 returns

Information-sharing

LIS described how they often shared information with school staff through other informal activities, resource sharing and newsletters (often setting up local Inclusive Practice mailing lists). In this way LIS detailed how this year they have informed over 12,500 members of the school workforce with the aim of improving their inclusive practice.



Source: YST monitoring data (March 2023), based on 51 returns

Overall reach

These figures suggest that overall Inclusion 2024 has offered advice, training, modelling and information on inclusive practice in PE and school sports to **over 22,500 members of the school workforce** and those who work with and support children and young people's activities.

From the programme beneficiary survey³ we see that of the 'partners' LIS worked with around one in five (22%) were members of PE staff and a third (28%) SGOs. Others involved with the programme included non-specialist teachers (15%) and other school staff (12%). In addition, those working with the programme included representatives of community sports groups, local authorities, and higher education institutions.

The most common type of contact partners reported having with Inclusion 2024 was through **signposting** to information, advice, and resources. 90% of respondents had received this type of support. 79% of respondents had had **informal support** through an email, phone call or chat with a LIS and 72% 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 (22% virtually and 60% face to face – the balance shifting more to face to face delivery this year) and 45% said they received **follow up to a CPD session**. 61% of respondents

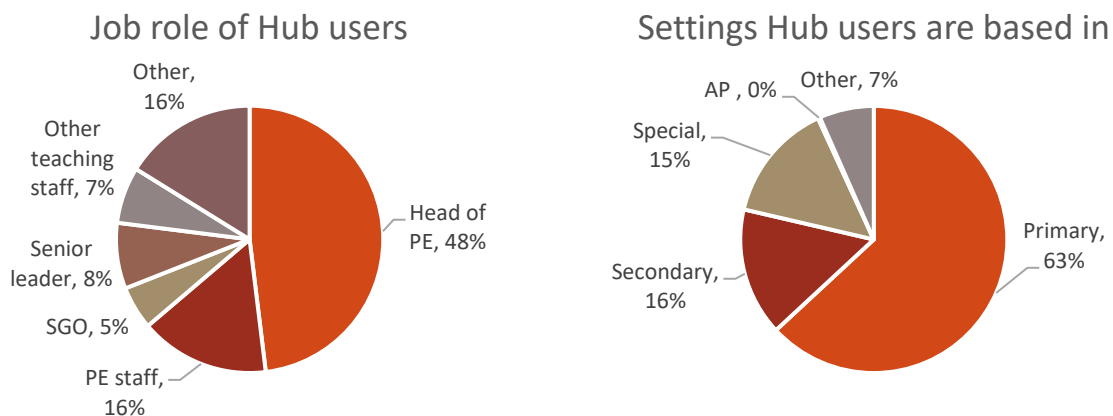
³ Based on 80 responses

had received **121 support** from the LIS and 56% of respondents said they had received **ongoing support** from the LIS.

Inclusive Education Hub

The [Inclusive Education Hub](#) was launched in May 2022. It is an online resource to inform and support inclusive sport practice, hosted by the Activity Alliance (an Inclusion 2024 Consortium member).

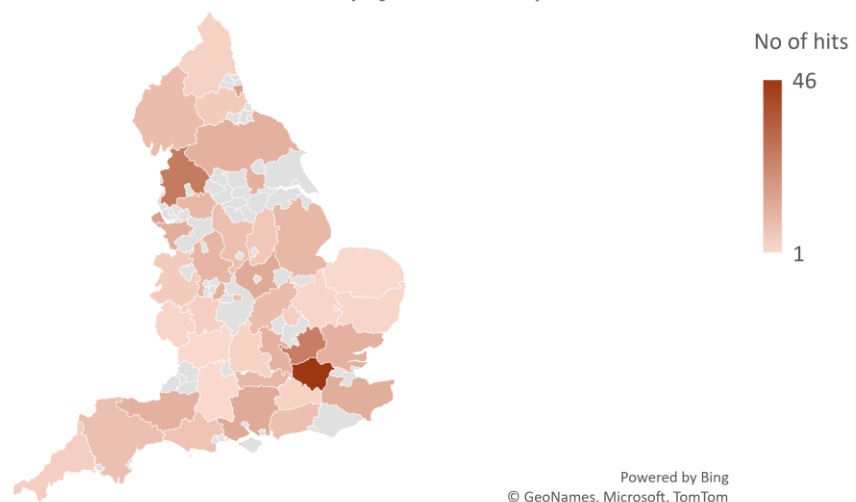
There have been 439 unique users registered on the Hub. The majority of these were Heads of PE. Most school-based staff were from Primary-aged settings.



Source: Activity Alliance's inclusive education Hub registration data (Feb 2023), based on 439 completions

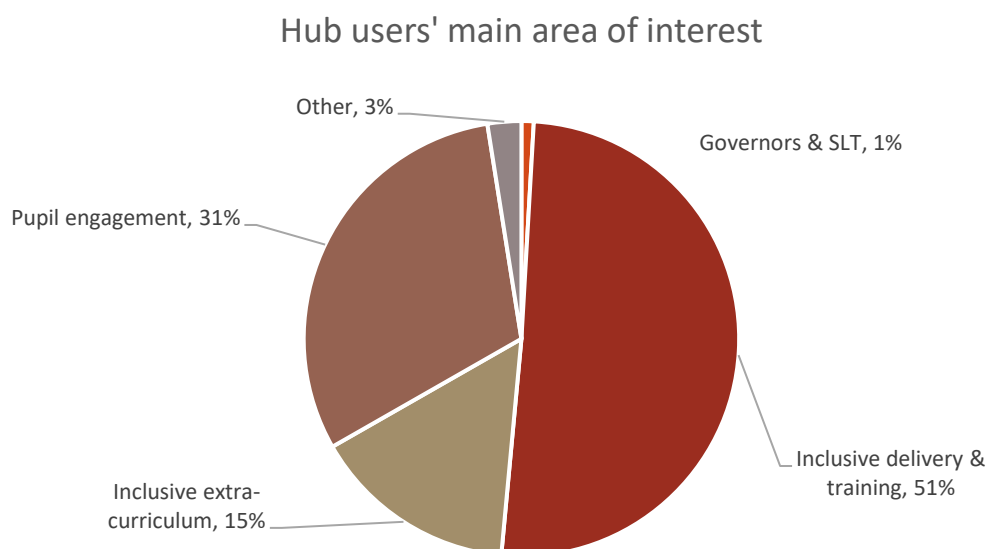
Users are from most regions of England. In areas with registrations, on average, there had been around 9 per Authority (ranging from 1 to 46 in London). The highest number of registrants came from Merseyside and London.

Location of Hub users (by number)



Source: Activity Alliance's inclusive education Hub registration data (Feb 2023), based on 439 completions

Although half of users (51%) visit the site looking for inclusive delivery and training support, a third (31%) want to know more about pupil engagement and over one in ten (15%) are looking for advice on inclusive extra-curricular activities.



Source: Activity Alliance's inclusive education Hub registration data (Feb 2023), based on 439 completions

Once users register, they must complete an Inclusivity Self-Assessment for their setting. The answers given determine which resources they are then signposted to.

An evaluation survey is now being developed to collect more detailed feedback from users. However from some of the open comments we can see that the Hub is valued.

"This is a really useful tool" Hub user

There are some issues identified with the fact that completion of the Inclusivity Self-Assessment is required to access the site. For some this was not appropriate as they were not seeking advice for a single setting (such as SGOs).

"This self-assessment tool is not suitable for those who are none school based. Maybe the support is not relevant to me but wanting to see what advice you offer for supporting autistic pupils to see if it would be good for me to signpost staff here." Hub User

"Answering on behalf of a group of schools, so may be generic" Hub User

We therefore have not analysed the results of the Inclusive Health Checks at this stage.

In addition we notice that the open comments include requests for training and information on events. We assume these are followed up or passed on to YST by Activity Alliance who host the site.

"We have one boy who has become a wheelchair user recently and we are looking for support in delivering PE to him in our curriculum". Hub User

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 the aim is to recruit 35 PRUs or APs to the project (some through links with, and supported by, the LIS).

Progress information was supplied by 6 settings. Four of the 6 providers had met with a tutor, and a total of 33 staff have engaged with the programme so far, including 13 support staff and 6 members of the senior management team.

Examples of how LIS are implementing My PB:

"I want students to be able to find self-motivation, think about their future, develop team skills, be positive and overall give them the tools to be the best they can possibly be when they leave 100% SEC. I believe all of them will benefit from 'My Personal Best'. These priorities will give them the chance to believe in themselves, find their own path in life and hopefully achieve what they really want. I will be using the resources during my Prince's trust sessions."

"We are creating 'This is ME in PE' and focusing on the life skills which will form the basis of the assessment programme too. We are hoping to roll this out across school over the year and have 'This is ME in x' for each of the subjects. "

"We are currently working as a staff team to develop the key points cross curricular. Due to ongoing staffing issues this has been delayed longer than we would have hoped but we have started by appointing sports leaders to help us as pupil voice to embed leadership and pin points areas the young people would like to develop. Giving the leaders the opportunity to be the best they can be and lead by example"

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.

Twenty-six LIS have provided feedback on their work on this innovation project so far this year. Eight of these reported they had delivered festivals, events, or other activities. Delivery had taken place across 218 schools, six out of ten of which were primary schools (59%), around a quarter secondary schools (27%) and the remainder special schools (14%).

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 in 16 County areas.

In Year 2 Swim England have continued to meet with LIS to support them in their delivery of school swimming and water safety. In addition this year LIS have been signposting their partner schools on to Swim England for more in depth support.

Examples of how LIS are supporting partner schools with school swimming and water safety:

A Primary School in the North of England contacted their LIS asking about how to include some of their pupils in swimming lessons. They had a particular issues with one pupil who would not enter the water. The Swim England team went out to visit the partner school and gave them advice on support on how to overcome their delivery issues. In this case they looked at possible barriers for the pupil and this resulted in them getting the pupil's mum to attend swimming sessions and to get in the water first, giving her child the confidence to enter. Swim England then fed back to the LIS giving details of how they were able to advise the school and what solutions they came up with for this issue. They also provided ideas about how the LIS could continue to support the partner school and others themselves in future.

A residential special school in the South contacted their LIS as they wanted their staff trained in water safety and how to provide inclusive swimming sessions. The LIS put them in touch with Swim England who have been to visit the setting. Based on the specific issues and delivery model in the school Swim England have developed a programme of regular annual training for school staff.

Swim England visited a school in the North-West who were unsure the operator delivering their swimming lessons was suitable. Swim England attended lessons and carried out an audit, providing ideas for engaging and safe lessons and ideas about resources and equipment that could be used. They worked with the school around realistic child progress and made them aware of the Foundation Awards and other suitable frameworks to monitor their pupils' progress. It was felt that by having Swimming's governing body acting as a middle man gave all partners reassurance to work together, develop their understanding and gradually implement change in their provision.

From interviews with LIS and stakeholders it also became clear that some LIS have really extended this pilot project in their local areas. In two LIS areas, for example, all swimming providers and settings have been provided with SwimPix and given support on how to effectively use them in sessions with pupils with SEND. In Durham one setting has added SwimPix to the pool building to reinforce water safety and opportunities to engage and teach pupils.

“Not a minute is wasted when those pupils are in that pool. Even when they’re getting changed they’re seeing pictures of beach towels or swimming related images” Swim England

For the second part of this year the project team will be looking to:

- develop resources to support school assemblies around water safety (delivered by all LIS and one of their partner schools),
- collect data on provision within settings (using an online adaptation of the assessment tool), and
- develop resources around how to integrate swimming and water-based activities into the CMO’s activity guidelines.

Feedback from 13 LIS is available. This shows that the main barriers that they have found in ensuring school swimming provision engages young people with SEND are logistics (e.g. transport to the pool, water temperature, availability of hoists, teaching ratios) – 8 out of 13 listed this as their main barrier.

Engagement Model in PE

The Engagement Model replaces P scales⁴, 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.

The 9 participating LIS have reported that the majority are using this approach with pupils with PMLD and complex needs, while others are looking to bridge the assessment gap for pupils with more severe needs. Numbers and ages of pupils the approach is being trialled with vary between LIS based on the size and type of settings engaged.

The reasons for selecting these particular pupils for this project were given as:

- *They find PE difficult and are not reaching their full potential*
- *Lack of engagement in PESS*
- *To see if these pupils can be assessed more appropriately to better inform planning and identify progress*
- *All students previously assessed on P scales*
- *Engagement scales are used with these pupils in other curriculum areas and we wanted to extend it to PESS*
- *These young people are looking to engage with learning before anything else can progress.*

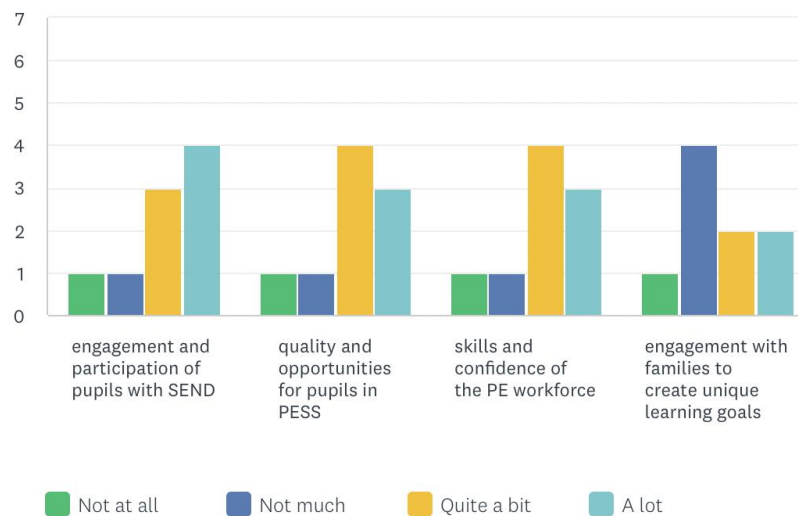
⁴ The previous national assessment tool for pupils with SEND

This shows a variation between wanting to use this approach to engage pupils more in PE and using PE as the vehicle for looking at more appropriate assessment of these pupils.

LIS participants reported positively on how this project was affecting pupils' engagement and participation, increasing the quality of opportunities for them and developing the skills of the workforce. As the project develops this year, they will look to engaging families more in the process.

To what extent do you think this project is increasing

Answered: 9 Skipped: 0



“The project has been really useful as an opportunity to reflect on what we are doing.” LIS

Secondary school engagement

This project is aimed at getting LIS to identify and overcome some of the issues with engaging secondary school settings in the programme (as well as wider YST offers). LIS are intended to work in-depth with one setting, sharing learning with the network through a case study of their approach.

Five LIS have selected 1-3 secondary schools to work with on this project, although one is using a different approach and engaging 21 through a regional network.

The types of activities LIS have undertaken to date have involved engaging the schools and getting contact with appropriate staff/leaders, assessing what support would benefit them and how that is best delivered. One LIS is building a development plan with their secondary school, another is helping their school to embed life skills into the PE curriculum.

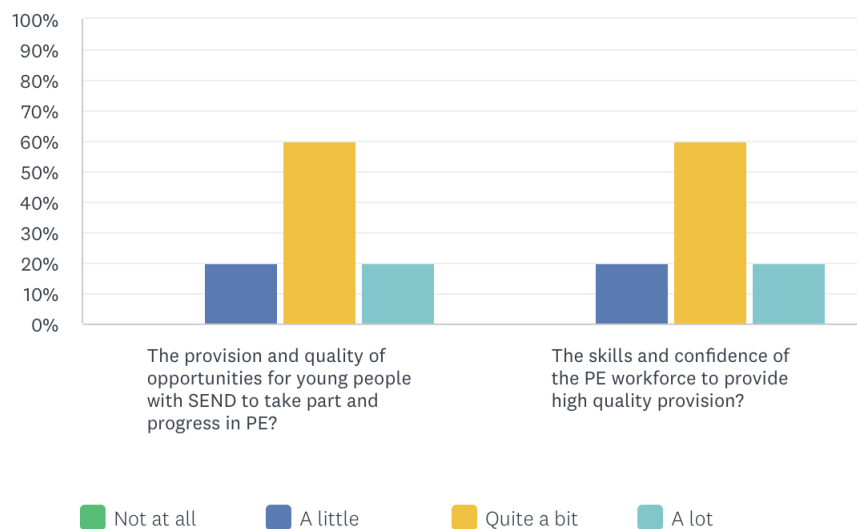
Already the participating LIS have identified factors that help support work with secondary schools, including:

- *Regular communication*
- *Building relationships*
- *Having sound subject knowledge*
- *Assessing schools' needs and tailoring support*

Four of the five LIS feel that already this work is helping to improve the quality of PE provision for pupils with SEND and the skills and confidence of the workforce quite a bit or a lot.

To what extent do you think this project, to date, is increasing

Answered: 5 Skipped: 0



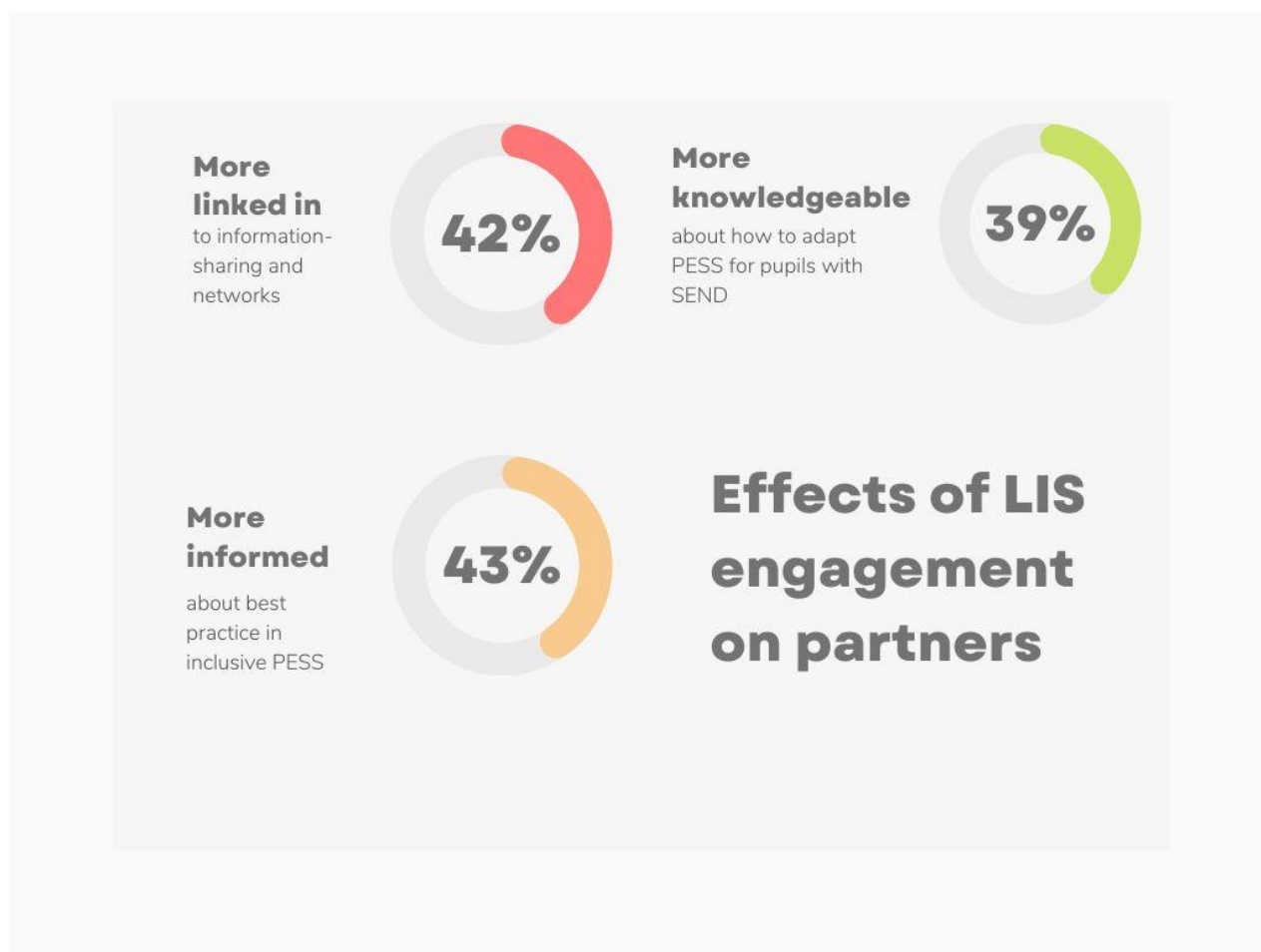
“It’s a really good opportunity to get to know secondary staff and think about what they will most want from me, how I need to tailor things for them and how I can add value to their existing offer” LIS

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:

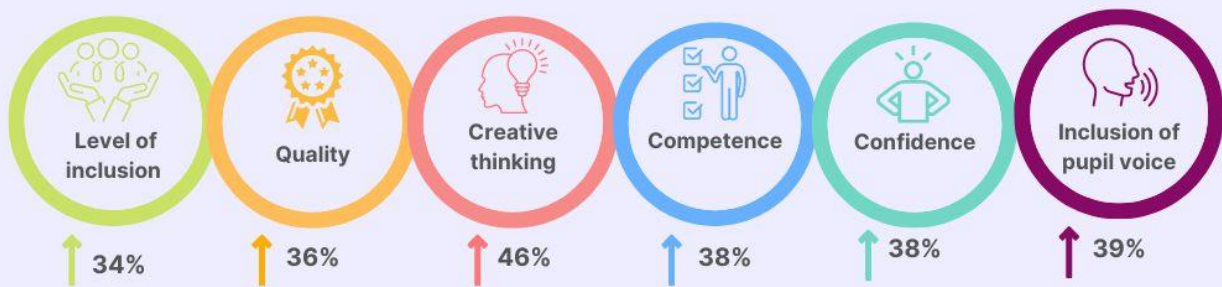
- How **supported** staff feel in delivering inclusive PESS (66% said their contact with the LIS had helped a lot with this)
- How **informed** they feel about best practice (60% said their contact with the LIS had helped a lot with this)
- **Creative thinking** about adapting their PESS delivery (60% said the LIS had helped a lot with this)
- This contact was reported to be boosting partner staff's **knowledge** (58% said their contact with the LIS had helped a lot with this) and **confidence** around inclusive PESS delivery (52% 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, March 2023 (based on 60 responses)

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

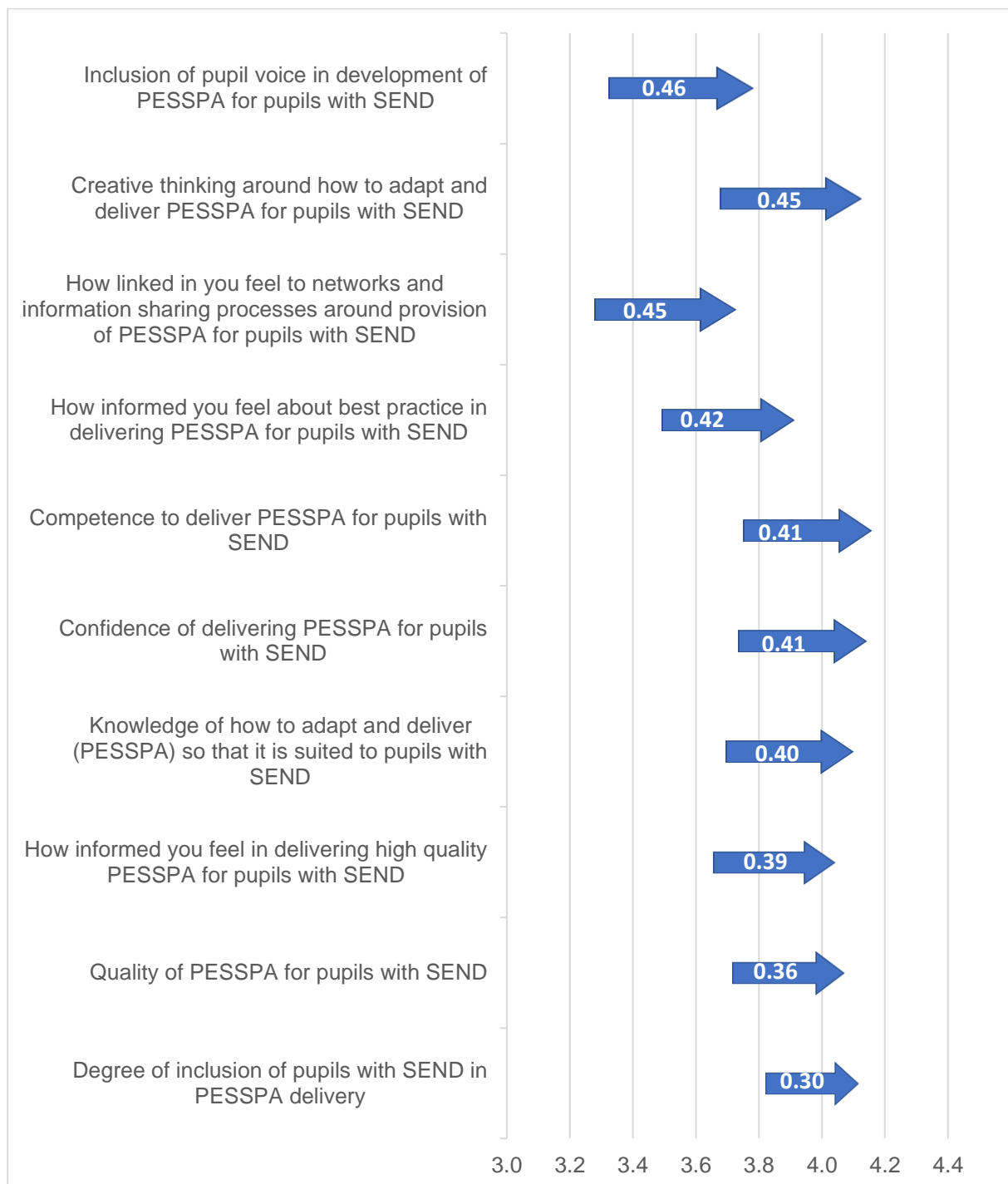


Source: ASK Research survey of Inclusion 2024 partner schools, March 2023 (based on 60 responses)

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.

Across all respondents the self-assessed level of impacts these improvements have led to are moderate. As this is the mid-point of Inclusion 2024 we might expect to see impacts increase over the year as there is more time for effects to take hold. At the end of year we will also analyse further sub groups of practitioners.

Extent of change between last academic and this academic year in ratings of practice (comparison of mean scores which are out of 5 – the base of arrow indicates the position for last academic year compared to the point of the arrow which is the rating for the current year)



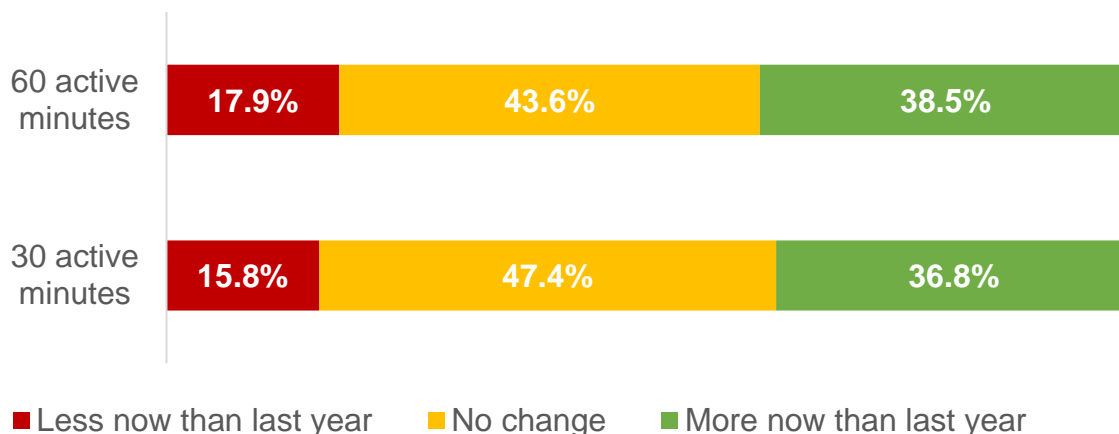
Source: ASK Research survey of Inclusion 2024 partner schools, March 2023 (based on 60 responses)

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.

Over a third of partners reported an increase in the amount of active minutes amongst children with SEND since having contact with the Inclusion 2024 programme. Around half of pupils with SEND are reported to be achieving 60 minutes (51%), and two-thirds 30 minutes (67%) of activity a day so far this academic year (2022/23) and these proportions

are slightly higher than the corresponding figures given by LIS for last year (48% achieving 60 minutes and 63% achieving 30 minutes).

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, March 2023 (based on 39 responses)

From interviews partner schools detailed how, although the *number* of active minutes may not have increased significantly, *how* pupils were spending those minutes had improved, i.e. they were more engaged in more appropriate activities, with staff who were more informed to support them.

Over four out of five respondents (86%) had experienced barriers to implementing inclusive PESS over the past year. Around seven out of ten (69%) said they had been hampered by staffing and resourcing challenges whilst a third (33%) reported that pupils' needs had changed in the last year, which had been a challenge to them increasing activity levels. This shows that where Inclusion 2024 is having contact with partners and stakeholders, it is resulting in a range of positive effects on staff, delivery and the experience pupils receive. We can assume that without this intervention staff would have remained poorly informed and lacking in confidence and ideas for delivery, and pupils would not be receiving the added benefits of more inclusive PE and school sports. However it was felt the programme could have a greater level of effect were it not for the systemic and structural barriers outside of the programme's control. For example, schools who had been supported by Swim England felt more equipped to offer inclusive water safety and swimming instruction to their pupils with SEND. However pressure on local area budgets means that local or suitable swimming pools are no longer open or able to accommodate pupils with SEND and pressure on school budgets means they are reducing how often they can transport pupils to the pools for lessons. Although the staff are now more equipped to deliver inclusive PE and school sport, they are less able.

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 7 out of 10 partners (69%) indicated that they would be likely to recommend the programme to a colleague⁵.

⁵ By deducting the percentage of detractors (who score the likelihood of them recommending their LIS as between 1 and 6 out of ten) from the percentage of promoters (who score this as 9 or 10) a net promoter score is calculated. LIS achieve a net promoter score of 52.

3. Summary of findings

Progress for Year 2 of the programme has been good. Significant numbers of events have taken place, staff have been trained and supported and a large number of the school workforce are being informed about inclusive practice.

In-school delivery has continued to be an issue this year, with significant issues with capacity still being described in the early part of this academic year. Being able to engage as many beneficiaries as possible with the programme remains one of the greatest challenges experienced by Inclusion 2024.

“Schools are absolutely slammed at the minute. They’re flat out trying to get through all the curriculum delivery, catch up, and everything else being put on them at the minute. They just don’t get chance to put their heads up, to read emails, to think about quality, or to afford the time to attend events or training” LIS

There is also a suggestion that although good numbers of the school workforce are being engaged in the programme there appears to be a slight trade-off between breadth of coverage and depth. The level of effects the programme is having on pupils with SEND are moderate.

However overall feedback on the programme is positive and partners are highly appreciative of the input they receive from LIS. LIS and partners speak positively about the role of the specialist network and level of expertise the programme is developing. Within the LIS network the role of the Development Coaches is highly valued⁶.

“She is easy to talk to, always listens and gives good suggestions to problems that might arise. We work well together, bouncing ideas off each other.” LIS

“He has always given us really good advice and made it clear that we can only do what we can do. He has helped a lot with the Leadership part of the job and has given many examples of how to carry this out. He has also given us lots of tips on how to deliver CPD and get the Inclusion message out there.” LIS

Partners felt that the YST website and the staff team are a good resource to get information and advice about inclusive PESS from. LIS spoke highly of the support they receive from the YST delivery team. They are seen as knowledgeable and inspiring as well as effective in informing and pushing the national agenda, seen as key to the programme being most effectively implemented.

⁶ 61% of LIS said their Development Coach had helped them a lot to feel more confident, motivated and/or, competent. 55% would be highly likely to recommend their support to others.

Next steps

The evaluation priorities these findings identify for the remainder of this academic year are to:

- Further explore partners' experiences to understand impacts
- Analyse data to look for any variation in effects on partners:
 - By their role
 - By type of input from LIS
- Collect case studies of the effects of the innovation projects, especially from the pupils' perspectives
- Develop an evaluation of the Inclusive Education Hub.

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 lifestyle