

**Believing** in every child's future

## Programme Monitoring Survey: 2024/25

As part of your role as an **YST Lead Inclusion school** you are required to submit monitoring data to us three times a year.

**If you are happy to take part, please tick the box below and click 'next' to start the survey.**

- I have watched the video and I am happy to take part in the survey**
  
- I would like to read more detail about the research**

### **Tell me more about the research project**

The Youth Sport Trust would like to know a bit about you and what you think about the Lead Inclusion programmes. This helps us to understand what you liked or did not like and how we can make it better. It will also help us to find out if the programmes have helped you at all.

### **Why have I been asked to take part?**

We have asked everyone who is part of the Lead Inclusion to be part of the research because we would love to get your views and opinions.

### **What do I have to do?**

We would like you to fill in this short survey, which will ask you about the inclusion programmes. Depending on how many programmes your school is involved with, the survey should take no more than 30 minutes to complete

### **Do I have to take part?**

No. We would love for you to take part in the survey, but you do not have to if you do not want to.

### **Will other people find out what I answer?**

We do not ask for your name. No names will be used in our writing, so no one will know what answers you gave. All information from the surveys is kept safe by the research team at The Youth Sport Trust. In some cases, we may need to share responses from the survey with other organisations involved in the project. Please be as honest as you can in your answers.

### **What will you do with my answers?**

We add everyone's answers together and use these to write a report about the project. The report might be shared with other people, like the people who funded the project, other schools, or other organisations, so they can understand more about the programme. The report might be shared through printed publications, go on our website, other organisations' websites, be shared on social media, used in newsletters, and shared with the press.

### **I have a question!**

If you have any questions or would like any more information about the research, please contact us on: [research@youthsporttrust.org](mailto:research@youthsporttrust.org). Please mention the name of the programme as part of any contact. For more information about the Youth Sport Trust, please visit: [www.youthsporttrust.org](http://www.youthsporttrust.org).

Thank you for reading this information. If you are happy to take part in the survey, please tick the box above.

### **Lead Inclusion Schools – School Engagement Tracker**

Please click on the file icon to upload your partner school list. Please remember that your sheet needs to contain school URN or both the postcode and school name. We will be unable to include any data supplied with just a school postcode or school name. Where possible please identify which additional programme the school was involved with. If a school is involved in multiple programmes these can also be included.

When you have uploaded the spreadsheet successfully a unique ID will appear in the box. If you have any problems please email your completed spreadsheet to [research@youthsporttrust.org](mailto:research@youthsporttrust.org) and use the reference 'Lead Inclusion Schools'

Lead Inclusion Schools: Inclusion 2024 - Overall Reach

Commented [RT1]: Core questions - all LIS answer

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

Please report on progress made this **academic year (since September 2024)**.

We have separated any support you give into four categories:

**Training** – the highest level of support you may have given. For example, this could include 121 support for an individual school or delivering a training course. This would include any training for school staff, trainee teachers, SGOs or non-school staff.

**Meetings** – this would include attending meetings such as SGO meetings where you are representing inclusion and inclusive practice.

**Modelling** – examples of this kind of support are where you may run an event and model to a colleague how you would deliver it to make it inclusive.

**Signposting** – this includes informal support such as sending out newsletters, sending resources to schools or signposting individuals to information.

## **Training**

**How many CPD / training events aiming to improve inclusive practice have you delivered in total this academic year?**

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**How many schools have engaged with these events?**

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**How many school staff (excluding SGOs) have you trained through these events?**

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**How many SGOs have you trained through these events?**

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**How many trainee teacher/students have you trained through these events?**

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**How many teaching assistants (TA's) have you trained through these events?**

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How many non-school based staff have you trained through these events?

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**Meetings**

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.*

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How many members of the school workforce have you reached through these events?

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**Modelling**

How many events for young people have you run where you have demonstrated/modelled inclusive PE and School Sport practice?

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How many members of the school workforce have you reached through these events?

Of these, how many are teaching assistants (TA's)?

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How many pupils with SEND have attended these events?

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**Signposting**

How many members of the school workforce have you reached through informal activities aiming to improve inclusive practice in total this academic year? *For example, sending resources to schools, circulating a newsletter, sharing online resources such as Top Sportsability and All About Autism E-Learning*

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**Total engagement**

In total how many schools have you supported through the four categories of support?



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

**PESS staff in your area**

  
  

**Pupils with SEND in your area**

  
  

**Awareness of inclusive practice in your area**

  
  

**How likely are you to recommend Inclusion 2024 to others?**

0 Very un-likely     1     2     3     4     5     6     7     8     9     10 Very likely

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

  
  
  

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

Yes     No

**Please provide the name of the Development Coach(es) that has supported you:**

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

- |                                        |                                            |                                        |
|----------------------------------------|--------------------------------------------|----------------------------------------|
| <input type="checkbox"/> Karen Erikson | <input type="checkbox"/> Ali Knight        | <input type="checkbox"/> Niamh Mourton |
| <input type="checkbox"/> Rob Belbin    | <input type="checkbox"/> Anne-Marie Riddle | <input type="checkbox"/> Rachel Bown   |
| <input type="checkbox"/> Jon White     | <input type="checkbox"/> Mark Needham      |                                        |

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

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

Feel more confident in your role\*\*

Feel more motivated in your role

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

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

**How likely are you to recommend this support to others?**

0 Very un-likely 1 2 3 4 5 6 7 8 9 10 Very likely

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

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

1 - Not important at all 2 3 4 5 6 7 - Extremely important

Commented [RT5]: Only in March

**Would you like to give feedback on another Development Coach?**

Yes  No

**Please provide the name of the Development Coach(es) that has supported you:**

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

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

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

	Helped a lot	Helped a little	Didn't help
Feel more competent in your role*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feel more confident in your role**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feel more motivated in your role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





0 Very un-likely    1    2    3    4    5    6    7    8    9    10 Very likely

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

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

**Commented [RT6]:** Only schools doing the My PB programme answer

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

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

Of these, how many are **support staff** (carers, teaching as...)? \_\_\_\_\_

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

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

Yes     No

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

Yes     No

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

**Commented [RT7]:** Only needed in March

**PESS staff**

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**Wider school staff**

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Pupils with SEND


Lead Inclusion Schools: Inclusive Sports Programmes (Inclusion 2024)

Commented [RT8]: Core questions - all LIS answer

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

\_\_\_\_\_

How many schools did you engage in your Inclusive Sport Programmes? \_\_\_\_\_

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

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

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

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

\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Lead Inclusion Schools: Inclusive Sports Programmes (Inclusion 2024)

Commented [RT9]: Core questions - all LIS answer

How many young people participated in your Inclusive Sport Programmes?

\_\_\_\_\_

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

\_\_\_\_\_

How many had physical disabilities? \_\_\_\_\_

How many had learning disabilities? \_\_\_\_\_

How many had other SEN? \_\_\_\_\_

How many were from a special school or college? \_\_\_\_\_

**Of the total number of young people involved, how many...**

were female \_\_\_\_\_

were male \_\_\_\_\_

were other (including those who prefer to self describe) \_\_\_\_\_

**Of the total number of young people involved, how many are from...**

an Asian or Asian British background or race \_\_\_\_\_

a Black, Black British, Caribbean or African background or race \_\_\_\_\_

a Mixed or multiple ethnic group or race \_\_\_\_\_

a White background or race (English, Welsh, Scottish, Northern Irish or British) \_\_\_\_\_

an other White background or race \_\_\_\_\_

an other ethnic group or race \_\_\_\_\_

**Of the total number of young people involved, how many are in receipt of Free School Meals?**

\_\_\_\_\_

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

Commented [RT10]: Only needed in March

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

Lead Inclusion Schools: Inclusive Sports Programmes (Inclusion 2024)

Commented [RT11]: Core questions - all LIS answer

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

\_\_\_\_\_

**Of the total number of young leaders involved, how many have special educational needs or disabilities (SEND)?**

\_\_\_\_\_

**Of the total number of young leaders involved, how many...**

were female \_\_\_\_\_

were male \_\_\_\_\_

were other (including those who prefer to self describe) \_\_\_\_\_

**Of the total number of young leaders involved, how many are from...**

an Asian or Asian British background or race \_\_\_\_\_

a Black, Black British, Caribbean or African background or race \_\_\_\_\_

a Mixed or multiple ethnic group or race \_\_\_\_\_

a White background or race (English, Welsh, Scottish, Northern Irish or British) \_\_\_\_\_

an other White background or race \_\_\_\_\_

an other ethnic group or race \_\_\_\_\_

**Of the total number of young leaders involved, how many are in receipt of Free School Meals?**

\_\_\_\_\_

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

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

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

Commented [RT12]: Only needed in March

**Lead Inclusion Schools: Inclusive Sports Programmes (Inclusion 2024)**

**What additional impacts have you seen from running these events on:**

**Commented [RT13]:** Only needed in March

**Staff / adults attending**


**Lead Inclusion Schools: School Swimming and Water Safety**

**Commented [RT14]:** Core questions - all LIS answer

**Oscar the Otter Water Safety Resource**

**Have you watched the Oscar the Otter Water Safety Resource video?**

**Yes / No (routed on Yes to following question)**

**Please provide feedback on the Oscar the Otter Water Safety Resource. *All feedback is greatly appreciated and will be used to support the development of the resource pack.***

***open ended***

**Have you shared the Oscar the Otter Water Safety Resource with schools?**

**Yes / No**

**Swim England online assessment tool**

**Did you complete the Swim England online assessment tool?**

Yes     No

**How, if at all, have you shared the Swim England online assessment tool with other schools?**

***Open ended***

**Describe how you have followed up with the actions from the results of the tool**



**How many School Games county meetings have you attended this academic year?**

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**Please provide an example of how you have supported your SGO and Special Schools to increase awareness of the School Games and inclusive competition formats (including MATP) and increase positive experiences of young people with SEND this academic year?**

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**Please provide an example of how you have upskilled the SGO workforce, resulting in more young people meaningfully engaging in the School Games**

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**Please provide detail on how you have increased the use of the Inclusive Health Check in your area**

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**How have you supported greater inclusivity for young people with SEND within SGO and county level development planning?**

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Can you provide examples highlighting where young people with SEND have been consulted and co-created for local opportunities?

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Lead Inclusion Schools – The FA training advice and guidance

Commented [RT18]: Core questions - all LIS answer

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

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

How many times?

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

- Yes  No

How have you supported greater inclusivity within football for young people with SEND within SGO and county level development planning?

*open ended*

How many schools have you recruited to attend the Disney inspired Shooting Stars virtual training? *(The KPI for this is at least 1)*

*open ended*

How many Disney inspired Shooting Stars SEND clubs have you supported or established in your county area? *(the KPI for this is at least 2)*

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**Please provide some further information on the Disney inspired Shooting Stars SEND clubs that have been embedded in your counties. What has led to their success?** *Please include the type of settings (special, mainstream), year group, mixed gender or girls only, if the clubs are curricular or extra-curricular, what the targeted group within the school and what the intent of the clubs are.*

*open ended*

**Have you signposted schools to attend at least one community of practice?**

yes / no

YST Inclusion Lead Schools: Inclusive Youth Leadership

**Commented [RT19]:** Only schools on the IYL programme answer

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

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

**How many Inclusive Youth Leadership events for young people with and without additional support needs (SEND) have you delivered this year?**

\_\_\_\_\_

**How many young role models have been supported by YST Athlete mentors?**

\_\_\_\_\_

**How many schools have engaged with these events this year?**

\_\_\_\_\_

**How many young people have been trained as leaders as part of the Inclusive Youth Leadership events this academic year ?**

\_\_\_\_\_

**Of the total number of young leaders, how many have special educational needs or disabilities (SEND)?**

\_\_\_\_\_

**Of the total number of young leaders, how many...**

were female \_\_\_\_\_

were male \_\_\_\_\_

were other (including those who prefer to self describe) \_\_\_\_\_

**Of the total number of young leaders, how many are from...**

an Asian or Asian British background or race \_\_\_\_\_

a Black, Black British, Caribbean or African background or race \_\_\_\_\_

a Mixed or multiple ethnic group or race \_\_\_\_\_

a White background or race (English, Welsh, Scottish, Northern Irish or British) \_\_\_\_\_

an other White background or race \_\_\_\_\_

an other ethnic group or race \_\_\_\_\_

**Of the total number of young leaders, how many are in receipt of Free School Meals?**

\_\_\_\_\_

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

\_\_\_\_\_

**Of the total number of young people participating, how many have special educational needs or disabilities (SEND)?**

\_\_\_\_\_

**Of the total number of young people participating, how many...**

were female \_\_\_\_\_

were male \_\_\_\_\_

were other (including those \_\_\_\_\_  
who prefer to self describe)

**Of the total number of young people participating, how many are from...**

an Asian or Asian British background or race \_\_\_\_\_

a Black, Black British, Caribbean or African background or race \_\_\_\_\_

a Mixed or multiple ethnic group or race \_\_\_\_\_

a White background or race (English, Welsh, Scottish, Northern Irish or British) \_\_\_\_\_

an other White background or race \_\_\_\_\_

an other ethnic group or race \_\_\_\_\_

**Of the total number of young people participating, how many are in receipt of Free School Meals?**

\_\_\_\_\_

**YST Inclusion Lead Schools: Inclusive Youth Leadership**

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

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

Commented [RT20]: In March

Behaviour at school



**Please provide more information about what the young role models have delivered as part of their role.**

*For example, what leadership roles have they undertaken, what format and delivery have they been part of, how have they worked with the YST Athlete Mentor, have they set up any new clubs.*

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

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

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LTA Open Court

**Commented [RT21]:** Only schools on the LTA programme answer

**How many schools have you engaged with the LTA project between January 2024 to December 2024?**

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**How many teachers and/or other adults have you engaged with the LTA project so far this year?**

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**How many venues have you used for delivery for the LTA project so far this year?** *This can include school sites or community tennis clubs*

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## LTA Open Court: Young People

**How many young people have participated in the LTA project so far this year (2024)?** *This includes those who have accessed coaching or festivals*

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**Of the total number of young people participating, how many have special educational needs or disabilities (SEND)?**

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**Based on the SEND code of practice and the four areas of special educational needs, how many young people would fit under each area of need?**

[www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

Communicating and interacting \_\_\_\_\_

Cognition and learning \_\_\_\_\_

Social, emotional and mental health difficulties \_\_\_\_\_

Sensory and/or physical needs \_\_\_\_\_

**Of the total number of young people participating, how many...**

were female \_\_\_\_\_

were male \_\_\_\_\_

were other (including those who prefer to self describe) \_\_\_\_\_

**Of the total number of young people participating, how many are from...**

an Asian or Asian British background or race \_\_\_\_\_

a Black, Black British, Caribbean or African background or race \_\_\_\_\_

a Mixed or multiple ethnic group or race \_\_\_\_\_

a White background or race (English, Welsh, Scottish, Northern Irish or British) \_\_\_\_\_

an other White background or race \_\_\_\_\_

an other ethnic group or race \_\_\_\_\_

**Of the total number of young people participating, how many are in receipt of Free School Meals?**

\_\_\_\_\_

**How many young people have volunteered as part of the LTA project so far this academic year (23-24)?**

\_\_\_\_\_

**Of the total number of young people volunteering, how many have special educational needs or disabilities (SEND)?**

\_\_\_\_\_

**Based on the SEND code of practice and the four areas of special educational needs, how many young people would fit under each area of need?**

[www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

Communicating and interacting \_\_\_\_\_

Cognition and learning \_\_\_\_\_

Social, emotional and mental health difficulties \_\_\_\_\_

Sensory and/or physical needs \_\_\_\_\_

**Please click 'Submit' to send us your replies.**

**Thank you for taking the time to complete this survey!**

**Please click 'SAVE' to save your responses for now.**

**This means you will be able to update your numbers or add in any additional detail at a later date.**

**Only click submit once you have finished filling in the survey for this term.**

**Thank you for taking the time to complete this survey!**

The YST complies with the UK Data Protection Act 2018 and the UK General Data Protection Regulation (GDPR). For further information on how we are committed to respecting your privacy please see our full privacy notice on our website found [here](https://www.youthsporttrust.org/privacy-policy).