

Evaluation of the Inclusion 2024 programme – 2022/3 Academic Year



September 2023

ASK Research

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 Sport England and managed by YST. These 450 roles are tasked with organising local, inclusive School Games events and supporting schools to deliver physical activity to their pupils.

YST 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 additional needs, but who do not require an EHCP.

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

ASC – Autistic Spectrum Condition

MLD – Moderate learning difficulties meaning pupils find tasks associated with learning harder than their peers

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)

SLD – specific learning difficulties, meaning a disorder in one or more of the processes involved in understanding or using language

AP - Active Partnerships, A national network of locally-led organisations who aim to increase physical activity, especially for those with inactive lifestyles

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Executive Summary

The Youth Sport Trust (YST) was 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.

This report focusses solely on the second year of delivery which took place during the academic year 2022/23. [A previous report details delivery during year 1 \(2021/22 academic year\)](#), and a final evaluation report, due in 2024 will draw together findings across all three delivery years.

Key evaluation questions:

1. What impacts does the programme have?
2. How is the programme having an impact?

Delivery and achievements for the 2022/23 academic year

The main findings for this year can be summarised as:

- The programme has involved over 28,000 interactions with members of the school workforce during 2022/23 academic year through training, networking, practice modelling, and information-sharing activities.
- Beneficiaries see a range of impacts on their practice from taking part in the programme and the vast majority would recommend colleagues take part.
- As a result of taking part, most beneficiaries have seen positive changes in how they approach the delivery of PESS to those with SEND.
- Pupils are also now achieving more active minutes. During the 2022/23 academic year, almost half of pupils with SEND were achieving 60 active minutes a day, and seven out of ten were achieving 30 minutes.
- However, beneficiaries face a range of barriers to more effective and widespread PESS delivery for those with SEND which lie outside of the scope of the programme.

INCLUSION 2024 - ACADEMIC YEAR 2022/23

ACTIVITIES AND BENEFICIARIES



Delivery

- 457 CPD events run
- 1,586 schools given advice, training and guidance on inclusive PESS
- 4,997 received CPD (inc. 3,892 members of the school workforce)



Networking

- 661 events and meetings attended
- 3,306 members of the school workforce advised about inclusive practice



Modelling

- 450 events for young people run
- 4222 members of the school workforce have seen inclusive practice modelled



Information sharing

- 16,679 members of school workforce informed about inclusive practice



29,000 + benefitted from Inclusion 2024 inputs

including c.28,000 members of the school workforce

IMPACT OF CONTACT WITH LIS ON SCHOOL STAFF

01

More supported in delivering inclusive PE and school sports

75% feel their LIS had helped a lot with this

02

More informed about best practice

70% feel that their LIS had helped a lot with this

03

More creative thinking about how to adapt PE/school sports for pupils with SEND

61% said their LIS had helped a lot with this

04

Increased staff knowledge around inclusive PE and school sports delivery has increased

66% said their LIS had helped a lot with this

05

Increased confidence to deliver inclusive PE and school sports

57% said their LIS had helped a lot with this

BARRIERS TO MORE INCLUSIVE PE/S FOR THOSE WITH SEND

Organisation

Staffing/resourcing
Changing pupil cohorts

Priority

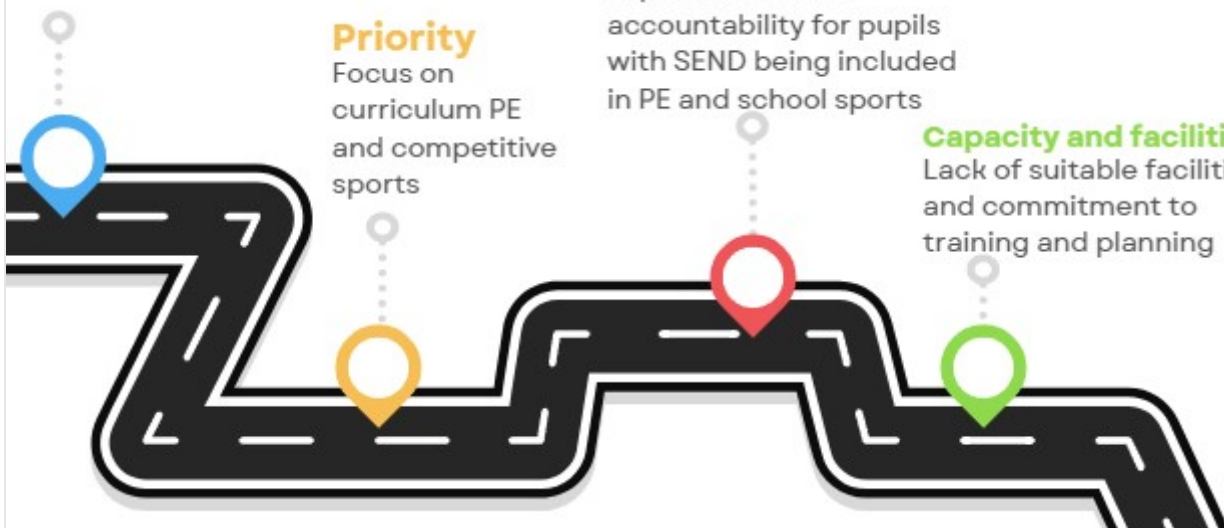
Focus on
curriculum PE
and competitive
sports

Expectation

Limited awareness,
expectations and
accountability for pupils
with SEND being included
in PE and school sports

Capacity and facilities

Lack of suitable facilities
and commitment to
training and planning



Conclusions

There has been strong delivery with many beneficiaries of the programme and a positive response from these beneficiaries to the programme content. There is also evidence that the programme has influenced practice and how school staff feel about and approach their delivery. Whilst there is some emerging evidence of pupil-level impacts, barriers exist beyond the programme's scope (e.g. school funding) which are likely to impact the scale of impact possible.

Introduction

The Youth Sport Trust (YST) was 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 school sport (PESS). This is specifically for children and young people with special educational needs and disabilities (SEND), to improve physical activity provision for all. LIS 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 sports.
- Improve and increase character education, such as resilience, leadership, and self-belief of pupils with SEND through PE and school sport

Lead Inclusion Schools (LIS) are located across England and have been funded to develop local practice around inclusive PE and school sports for pupils with SEND through Continued Professional Development (CPD) activities. There are eight YST Development Coaches, also leads in Lead Inclusion Schools, each overseeing around seven of these LIS to support the network. The overall aim of the 'hub and spoke' method of providing training, advice, and guidance is to share good inclusion practices and enable more pupils with SEND to be engaged in PE and sports through schools, increasing engagement and take-up. Since May 2022 this function has been supported by an online portal, called the [Inclusive Education Hub](#).

Each LIS has the opportunity to take part in the Innovation Projects:

1. Swimming and water safety – aimed at improving school swimming and water safety for pupils with SEND
2. My Personal Best PRU - based on integrating life skills development into PE
3. Inclusive Sports Programme – using high profile sporting events as an inspiration for local inclusive sports festivals
4. Engagement model in PE - adapting this approach, to working with and assessing pupils working below national curriculum standards, to PE

5. Secondary School Engagement¹ – looking at how to overcome barriers identified with getting providers to take up the Inclusion 2024 offer and engage with their LIS¹(started in the 2022/3 academic year).

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 second academic year of programme delivery; from September 2022 to July 2023. Additional reports have already been provided covering year one² and progress to March 2023. A further report (available in 2024) will present findings from all three years.

For ease, we have provided a Definitions page at the start of this report.

Findings are collated from:

- Three sets of Termly Data Collection (set up and managed by the YST delivery team) submitted by LIS for the periods covering 1st September 2022 to 31st July 2023).
- 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. This reliance on a third party to distribute the survey means that it is difficult to monitor response rates. Whilst we received 100 responses, it is not clear how many surveys were sent out. There is likely to be some bias in the response either through LIS selection of partners or through partner response. The survey results therefore provide an indication of how *respondents* feel about Inclusion 2024, rather than a representative picture of the views of *all participants*³.
- 36 Depth interviews with:
 - The YST Delivery team
 - 2 Consortium delivery partners, most relevant to the focus of work in year 2
 - 6 Development Coaches
 - 15 Lead Inclusion School (LIS) Leads
 - 8 programme beneficiaries – including representatives from partner schools

¹ 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

² <https://www.youthsporttrust.org/news-insight/research/inclusion-2024>

³ Not all responses were complete – some respondents only filled in some of the questionnaire. The number of complete responses was 74, but the numbers available for each question varies. This means that around 12% of partners responded (LIS reporting working with 841 schools, and 100 responses were received).

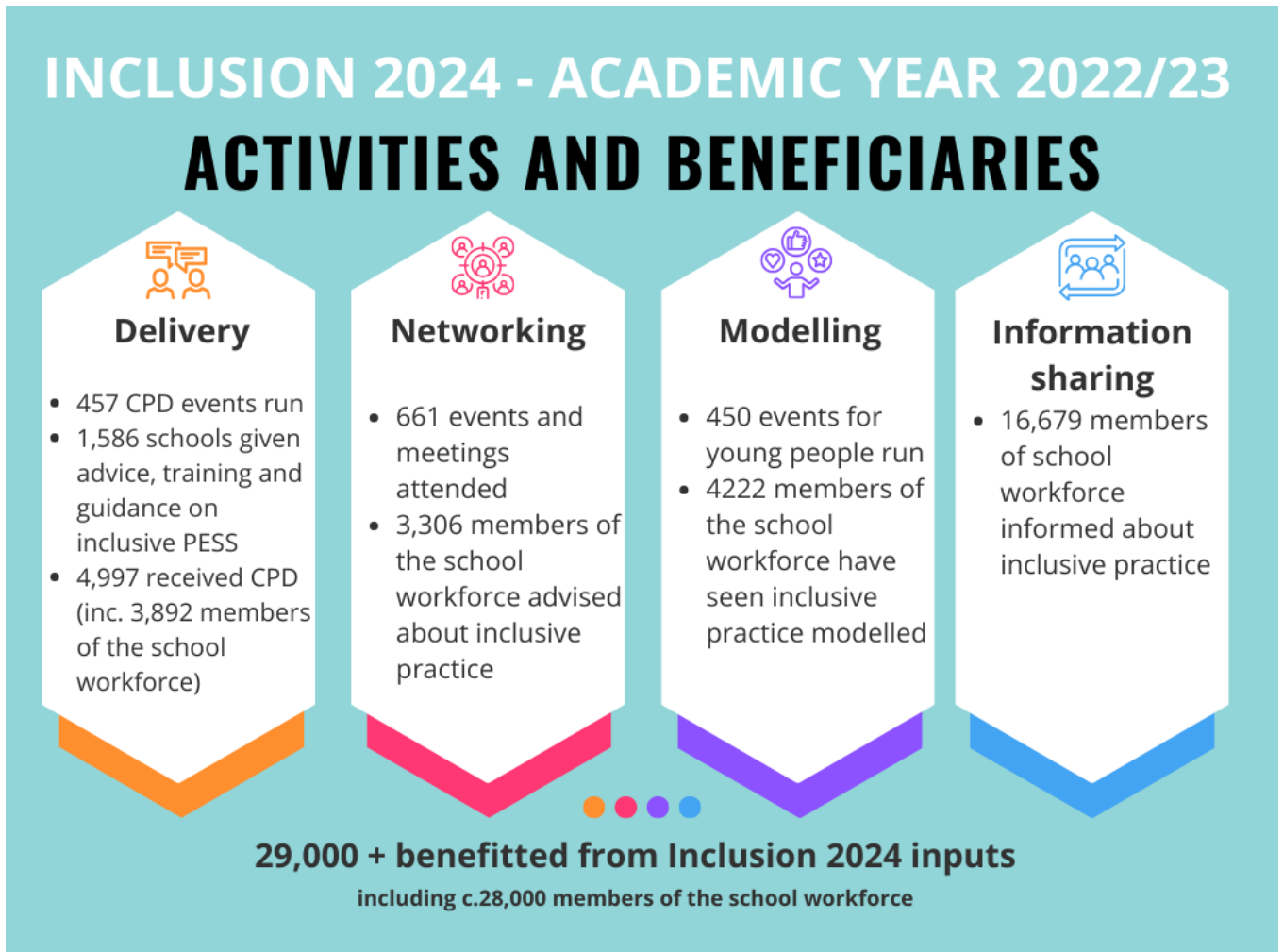
(who have received CPD from Lead Inclusion Schools) and School Games Organisers (SGOs)

- 3 wider stakeholders, selected to offer further insight into areas identified throughout the year.
- Surveys of participants in 2 Innovation projects - the Engagement Model in PE (5 responses) and Secondary Engagement (5 responses).

1. What has the programme delivered?

Data submitted by Lead Inclusion Schools (LIS) covering September 2022 to July 2023 shows that over the second academic year of the programme, LIS leads delivered a wide range of activities to a large number of beneficiaries (Figure 1).

Figure 1: Overview of Academic year 2022/23 delivery and numbers of beneficiaries



CPD Events

CPD was intended to be the main method of Inclusion 2024 delivering training and advice on PESS, and the programme has successfully delivered CPD to both individual teachers and groups. In the academic year 2022/23, across 457 CPD events giving advice and guidance on inclusive PESS and developing practice, the programme has reached:

- 3,892 school staff including teachers and teaching assistants
- 238 School Games organisers
- 486 non-school-based people also received training (this can include private activity providers, such as out-of-school clubs) and
- 381 student/trainee teachers.

LIS who were interviewed spoke about having forged links with local teacher training providers and developing modules to deliver to them on the importance of inclusive PESS and ideas on how to achieve it. Feedback on these sessions was very positive from both provider staff and trainees.

A LIS in the North-West realised that inclusive practice needs to start from when teachers are first trained and so reached out to the Initial Teacher Training providers in his area. For two years now he has been delivering taught sessions on inclusive practice as well as running sessions where trainee teachers come into his school to observe and lead PE sessions.

The LIS has worked with the subject leader for PE within the education department of the university who is keen to continue embedding these sessions in their training offer for the foreseeable future. This illustrates the sustainable impact LIS are starting to have across the teaching profession. The university staff believe the sessions provide a valuable opportunity to students and the trainees say not only that it gives them ideas of adapted ways to deliver PE lessons but also gives them an insight into supporting pupils with SEND more widely.

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 this year they had attended 661 events between them, meaning over 3,000 attendees at those events had been informed about inclusive practice.

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. Therefore this data was collected for Year 2. LIS Leads detailed how they had delivered 450 events for children and young people where inclusive PE and sports practice had been modelled. Over 4,200 school workforce staff attended these events throughout Year 2 of the project.

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 16,500 members of the school workforce to improve their inclusive practice.

Overall reach

These figures suggest that overall Inclusion 2024 has offered advice, training, modelling, and information on inclusive practice in PE and school sports through **over 29,000 interactions with members of the school workforce⁴ and those who work with and support children and young people's activities.**

⁴ As the programme delivers a suite of opportunities for people to take advantage of, it is likely that at least some of the attendees/activity participants participated in multiple activities or received more than one type of support. The numbers presented are therefore interactions with the programme rather than the number of programme participants.

Inclusive Education Hub

Launched in May 2022, the [Inclusive Education Hub](#) is an online resource to inform and support inclusive PE and school sport practice, hosted by the Activity Alliance (an Inclusion 2024 Consortium member). There have been 1,283 unique users registered on the Hub (Figure 2). The majority of these were Heads of PE. Most school-based staff were from Primary-aged settings.

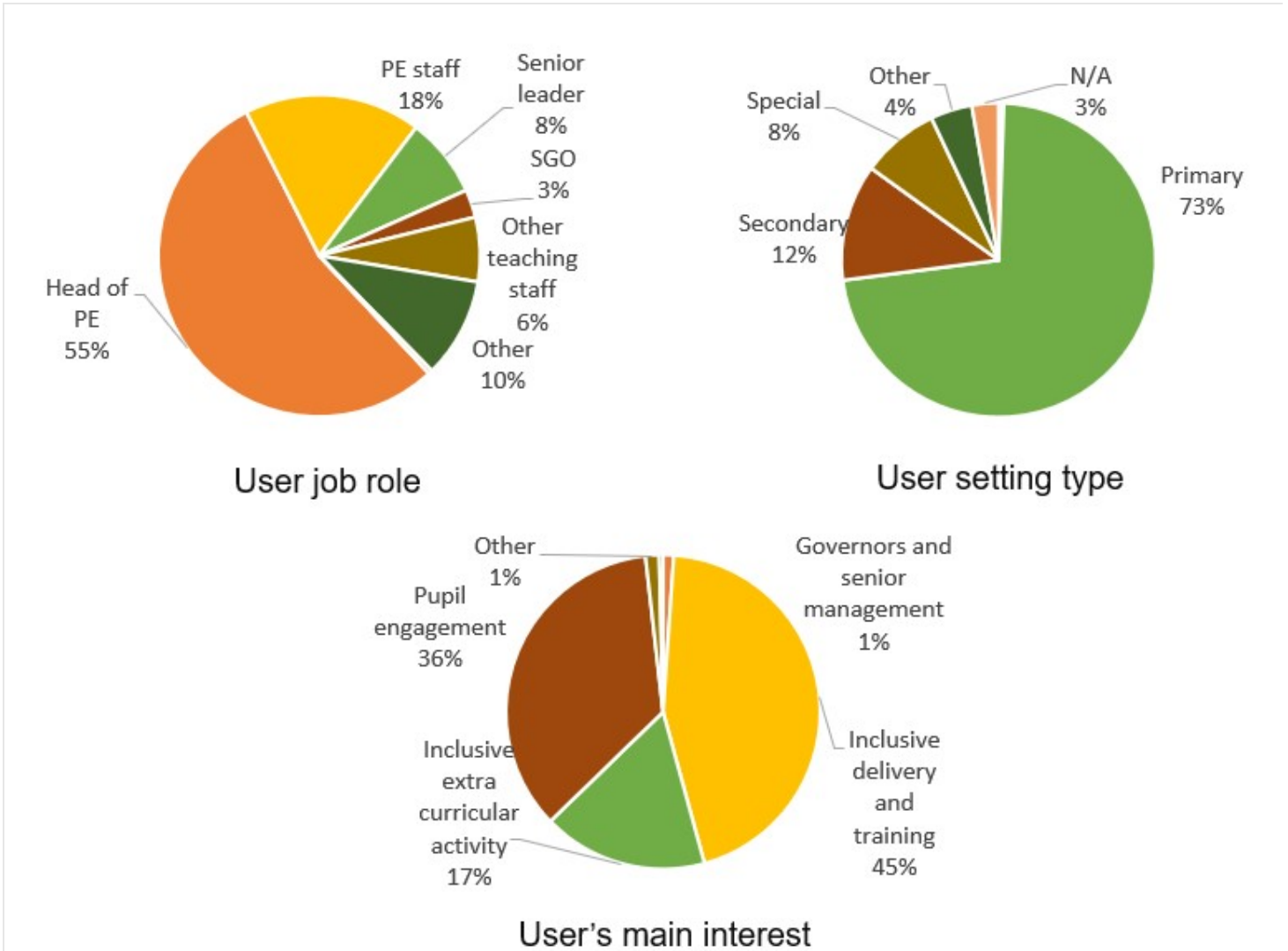
- Just under half of users (45%) visited the site looking for inclusive delivery and training support,
- Over a third (36%) wanted to know more about pupil engagement
- Almost one in five (17%) were looking for advice on inclusive extra-curricular activities.

Once users register with the hub, they must complete an Inclusivity Self-Assessment for their setting which determines which resources they are then signposted to. Many people are accessing the site in need of support for their PESS and would benefit from being put in touch with their local LIS.

“As we have children with complex communication needs competitive sports can prove a problem as can team sports - providing opportunities can sometimes be limiting but that may be that I need further investigation and training into what we should be promoting more.” (Hub user)

“On the mornings SEND pupils are allowed into school early and Sports are set up for these by the inclusion team lead. Mainly boys participate due to the activities that they put on.” (Hub user)

Figure 2: Inclusive Education Hub user details



Source: Activity Alliance's inclusive education Hub registration data (July 2023), based on 1283 completions

Progress on Innovation Projects

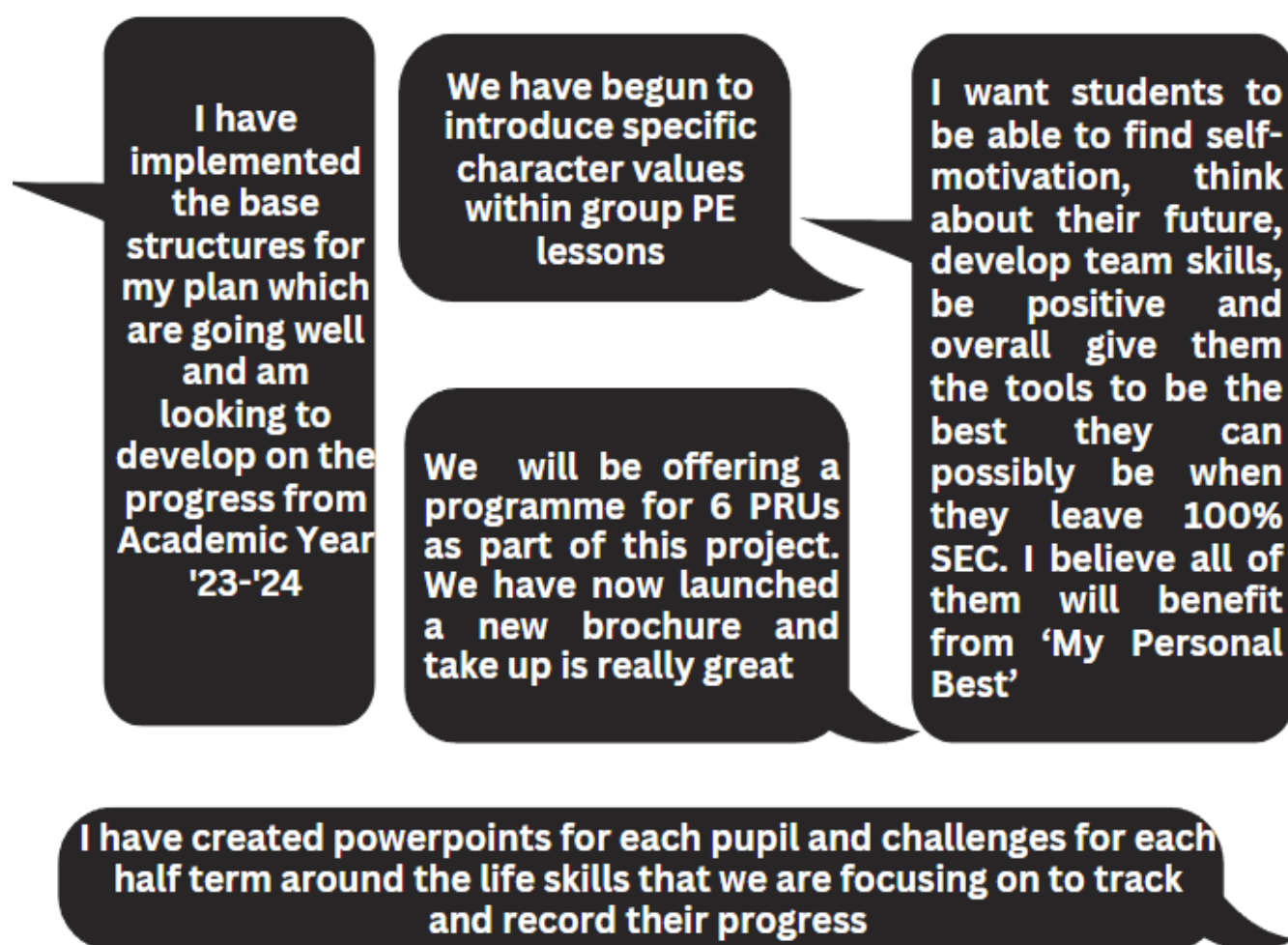
Appendix 2 provides an overview of each of the innovation projects.

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 35 Alternative Provision and Pupil Referral Units (PRUs) have engaged in the project and been supported to implement the My Personal Best programme in their settings.

Progress information was supplied by settings participating in the project. All had met with the programme tutor and developed an action plan for their future activities. They have worked with 24 school staff this year. They have undertaken a range of activities to progress the programme (Figure 3).

Figure 3: Activities of My PB LIS (quotes from their LIS returns)



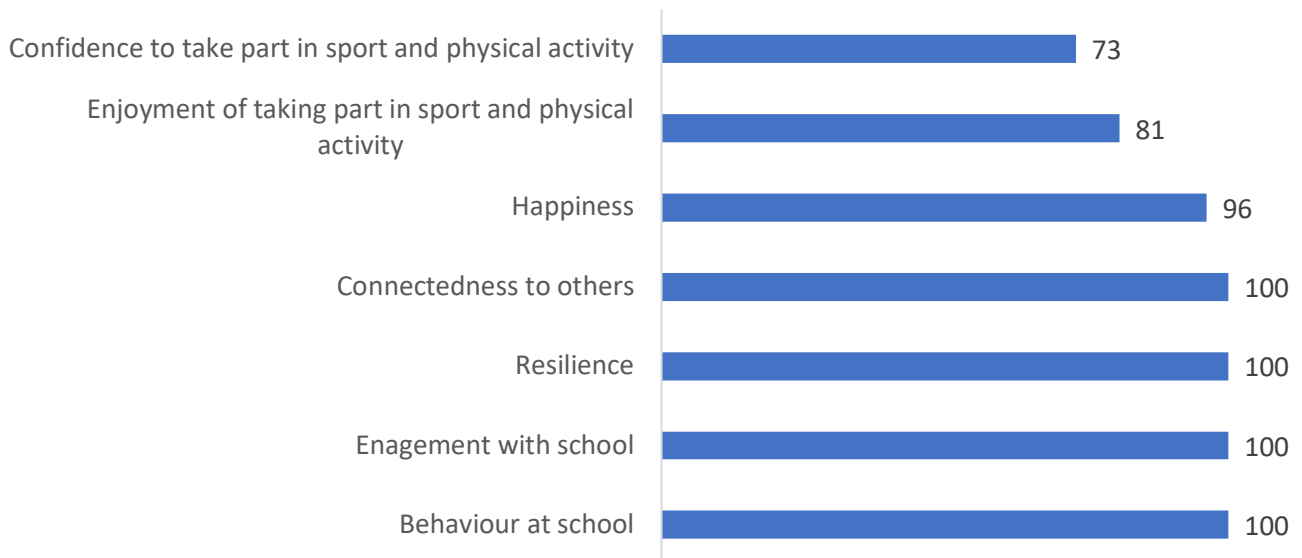
Inclusive Sports Programme

This innovation project uses high-profile sporting events, such as the Special Olympic World Games, Paralympics and Commonwealth Games, as an inspiration for running local inclusive sports festivals. 12 sports from these competitions have been adapted (including athletics (jumps), tenpin bowling, football and gymnastics from Special Olympics, curling, new age Kurling, hockey, and slalom from the Winter Olympics/Paralympics; basketball, athletics (throws), polybat/tabletennis and bowls 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 provided information on their programme activities this year. These data show that 12,163 young people participated in their events. 2020 young people were trained as leaders and supported delivery of Inclusive Sport festivals. Amongst the young people reached, 54% (6,509) were young people with additional support needs, including

those with special educational needs. Almost all participating LIS had seen positive impacts on the soft skills and wellbeing of participating young people (Figure 4).

Figure 4: Degree to which LIS participating in the LIS Inclusive Sports Programme have seen effects on pupils (% of LIS seeing a positive or very positive impact)



Source: LIS returns July 2023, based on 26 responses

In interviews, LIS spoke about offering a wide range of sports and activities and making the entire festival inclusive for pupils of all ability levels. Many had used pupil voice to inform the delivery and involved Young Leaders in the delivery. These events provide an opportunity for young people to not only see activities that they can take part in but also get ideas of how they can bring their skills to various roles in sport (such as in leadership roles such as coaching younger pupils or refereeing). In addition, staff who attended reported that they saw pupils experience success or being part of a team or using new skills for the first time at these events. It was clear to them that these positive experiences linked to being included in sports would benefit their pupils more widely and into the 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. Sixteen LIS take part in this project. There have been three main strands to their work this year:

Partner school support: The LIS have worked with local settings providing support to improve school swimming and water safety provision. They reported training 1181 adults as part of this project, and 1658 pupils taking part in activities delivered as part of this project.

Of these pupils around 40% were primary-aged and 35% were secondary-aged (the remainder being Early Years and post-16).

Clare Mount Specialist Sports College – support for pupils with SEND attending mainstream schools. They addressed challenges faced by pupils with physical disabilities in accessing swimming sessions, such as the lack of in-water support and inaccessible facilities. Clare Mount took proactive measures, collaborating with various stakeholders, including the YST LIS, local Leisure Services and the Paediatric Physiotherapy Service to overcome these issues, training up more support staff and reconfiguring access to local provision. They also produced robust information and best practice details to share with local mainstream schools.

Nottinghamshire Sports Partnership – raising awareness of and starting discussions about, water safety. Training on supporting pupils with SEND in school swimming was provided to 15 special schools, empowering school staff with the necessary knowledge and skills to support school swimming. The Inclusive School Network in Nottinghamshire has also facilitated the delivery of Water Safety Assemblies in special schools, promoting water safety education and awareness among pupils.

Family Support: LIS have also provided parent meetings and opportunities for parents to learn about what school swimming and water safety entails and how best families can support their young people.

Slated Row – the creation of a welcoming and inclusive environment that caters specifically to individuals with SEND, as well as their families. The ongoing success of this project is clear through consistent full attendance at the swim sessions (run at times to suit family member attendance). The positive impacts of this initiative on the community are significant, providing a safe and enjoyable swimming experience for all participants. The LIS were awarded runner-up position in the annual YST Community Award category, a testament to the school's continued dedication and efforts in developing the SEND Family Swim.

Knowledge Sharing: To ensure the effective implementation of inclusive swimming and water safety programmes, training and knowledge-sharing initiatives have been considered crucial. LIS have carried these out in different ways.

Durham School Swimming Service – a successful and impactful conference. Attended by over 60 delegates, it provided a full day of training and activities aimed at enhancing the knowledge and skills of participants. The conference featured workshops led by industry experts, focusing on various aspects of school swimming and water safety. Key was the emphasis placed on water safety, ensuring that delegates gained a comprehensive understanding of the importance of promoting key water safety messaging. The workshops offered practical guidance and strategies for creating inclusive swimming environments, accommodating diverse needs, and fostering a positive and supportive atmosphere during swimming lessons.

Redwood School - a CPD session 'Supporting Pupils with SEND in School Swimming' for staff members from special schools. The training facilitated the sharing of best practices and fostered collaborative working across Greater Manchester Special Schools.

Marjorie McClure – proactive and specialised training for sixth form students. This training equips students with the skills and knowledge necessary to support school swimming and water

safety programmes for pupils with SEND. Involving these students not only future-proofs swimming teaching but also empowers young adults to seek employment opportunities in the field. The support from the sixth-form pupils in the school swimming lesson enhances the learning experience for others taking part in their school swimming lessons.

Sheffield School Swimming Service - exciting opportunities for pupils from both mainstream and special schools to come together through inclusive swimming competitions and galas. These events have served as a platform for pupils to meet, interact, and compete in a supportive and inclusive environment. By hosting these inclusive swimming competitions and galas, Sheffield has created a space where pupils from diverse backgrounds and abilities can showcase their skills and engage in friendly competition. Attendees believe the events provide an inclusive platform that fosters social connections, teamwork, and the celebration of individual achievements. The participation of pupils from both mainstream and special schools in these competitions and galas is a testament to Sheffield's commitment to inclusivity and equal opportunities. These events not only promote physical activity and healthy competition but also contribute to the overall well-being and social development of the pupils involved. The events provide a unique opportunity for pupils to build confidence, develop sportsmanship, and form lasting friendships with their peers from different schools and are exciting and memorable experiences for the participating pupils.

"It was the best day ever!"

"I loved it today; I made new friends and passed them the basketball Boss baby to the dock"

"It was brilliant, my favourite part was collecting Captain Jack Sparrow from the depths of the sea"

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 (see Figure 5). 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 and to capture what works in delivering shared learning. Feedback from LIS on this project is very positive.

Project respondents report that the model is particularly appropriate:

- for their PMLD cohorts, including those who also have complex needs
- with pupils with complex sensory challenges relating to ASC
- for 'lower achieving' pupils with SLD/MLD.

At the LIS conference in September 2022, there was wide agreement that the Engagement Model worked particularly well for pupils who are between the pre-formal assessment stage and the national curriculum assessment. An illustration of which pupils the Model is used with and how this fits with other teaching approaches is set out in Appendix 2. It was also identified as a positive tool to use with pupils who have school engagement issues or are on a reduced timetable/staged return situation (i.e. those for whom engagement with learning is known to be problematic).

The reasons for selecting these pupils were given as:

“These are the students working towards engagement”

“They are the children accessing an informal non-subject specific training.”

“These young people tend to make less typical engagement and progress in their learning and development, including physical activity.”

“We found that the PE assessment model, although it did work for these students, didn't quite show a full picture of the progress they were making in lessons as the progress steps were much smaller whilst still being considerable for these students on a personal level.” Responses from participating LIS

The move from first using the Model to implementing it more widely has been quick for many settings. Certainly, from depth work, it appears that settings who started using the tool last year are now often at the stage where it is embedded into their delivery but also has been applied more widely than just for PE. This project is now at the stage where a resource based on participants' experiences could be produced and this would be of great benefit to other settings.

Key lessons so far: Engagement Model in PE			
What helps with delivery?	What are the barriers?	What works well?	Effects of the approach so far
Staff recognising the need and potential benefit of the Model CPD on the Model and help to tailor it for settings Sharing work and resources between settings Funding to buy-in training on implementing the approach	Time/staff availability - for training and engagement with the approach Time – to carry out and record progress in real-time for each pupil	Introducing the Model at a whole staff briefing Establishing the language of engagement across the school Focusing on specifics of engagement and tracking them over time Feeding 'results' (captured through the use of the Model) into EHCP review meetings	Most effective Increasing the skill and confidence of the PE workforce, leading to improved provision and quality of pupil opportunities Least effective Engaging families with the approach, although settings are beginning to see benefits

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 Inclusion 2024 programme. LIS are intended to work in-depth with one setting, sharing learning with the network through a case study of their approach.

The project has worked with 40 schools so far. LIS have undertaken a range of activities with these schools including:

- Running Inclusive PE training / CPD events
- Invited staff and pupils to Inclusive PE events
- Tailored support/training on topics such as pupil voice and inclusive activities. Some of the sessions have been delivered specifically to Teaching Assistants.
- School visits / identifying areas to address, focus and challenges
- Sessions on adapting the curriculum
- Providing equipment, both disability specific and more general to adapt using STEP⁵.

Planned longer-term goals for work with these settings include feeding into longer-term planning, engaging more pupils with leadership, hosting more inclusive events, and monitoring changes within the settings.

Key lessons so far: Secondary school engagement⁶			
<i>What helps with delivery?</i>	<i>What are the barriers?</i>	<i>What works well?</i>	<i>Effects of the approach so far</i>
Money for resources/equipment Working with local sports partnership Developing relationships with appropriate staff in schools and accessing wider support networks Ongoing support from Inclusion 2024 and wider YST teams	Lack of whole school buy-in and PE not being a priority (including by Ofsted) Limited time – other priorities and sickness absence Providing sufficient support (e.g. time for school visits, follow up meetings, modelling, etc) within the limited LIS resource	Initial engagement and basic training Including pupil voice (i.e. providing evidence-based need for change) Building relationships and collaborations Assessing schools' needs and tailoring support – CPD focus on greatest needs and least confidence In-school delivery (reducing the need for school staff to travel)	All respondents feel that 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' to 'a lot'

⁵ Space, Task, Equipment, People – this approach is commonly used in PE and school sports settings to ensure everyone can join in and take part together.

⁶ 1,051 partner details were provided but data included 117 duplicate schools who were working with more than one LIS, several schools listed the same school more than once which led to entries for a further 51 schools being removed, 12 schools had a URN linked to a closed school, and the information provided about additional 28 establishments did not support matching to a URN for a school in England.

What types of schools did Lead Inclusion Schools work with?

Lead Inclusion Schools provided data on 'partner' establishments they had delivered advice, training, and guidance through Inclusion 2024. After data cleaning, 841 schools could be matched to DfE data⁵. Around 14% of the schools engaged are special schools, 1% are alternative provisions (e.g. Pupil Referral Units) and the remaining 85% are mainstream settings. This is important given that around 80% of pupils with SEND are in mainstream settings⁷. Amongst partner schools, around 84% have primary age pupils, 30% have secondary age pupils and 24% have post-16 pupils (these are post-16 special schools/colleges)⁸.

The characteristics of these schools were compared to those of schools in England overall. The main features (see Appendix Table A2), were that schools who had engaged with Inclusion 2024 were:

- more likely to have received an Outstanding Ofsted rating
- more likely to have a higher mean proportion of students with an EHCP, who are on SEN support and who have EAL⁹
- more likely to be from rural areas
- more likely to work with pupils older than primary age.

Location mapping of partner schools shows a wide geographical dispersal, although some regions such as the North East and South West appear to have areas which LIS have not yet penetrated.¹⁰

The programme beneficiary survey¹¹ shows that just under a third (28%) of respondents had connected with the programme in their role as a member of PE staff and a quarter (25%) in their role as SGO. Other school staff accounted for just under a third of respondents (teachers who are not PE specialists accounted for 16% of the respondents, whilst other school staff, including SENCOs, accounted for a further 12%). One in five respondents (19%) had been involved in the programme in another capacity, such as through a local authority (such as through a Bikeability programme), voluntary sector organisation (e.g. disability or sports charities) or sporting association (e.g. local football, rugby, and cricket clubs).

How did the Lead Inclusion Schools work with their partners?

Partners have tended to use LIS for support in finding resources such as websites and supportive organisations, for example providing the details of local clubs and events to link to or lending equipment (89% of partners had used their LIS for this at least once), and for

⁷ See <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2021-22>

⁸ These categories are not mutually exclusive - schools can work with young people across all three of these age spectrums.

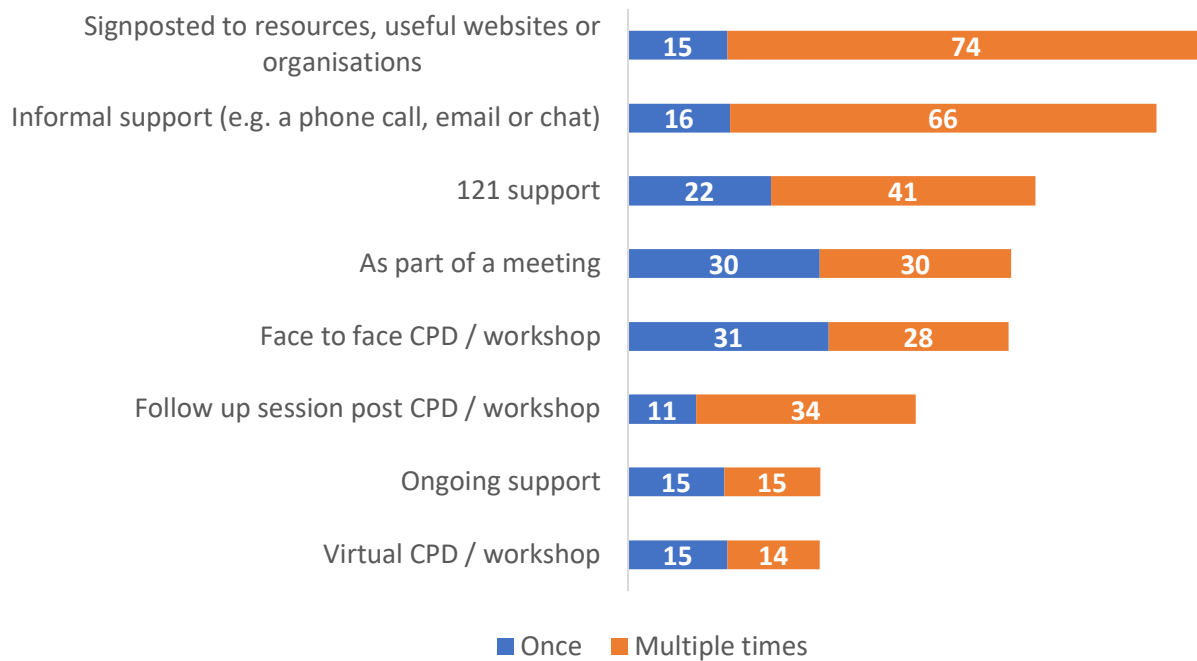
⁹ Differences are statistically significant using a column proportion test.

¹⁰ See Appendix Figure A1 for the results of mapping and interactive map reference.

¹¹ Based on 80 responses

informal support such as an email or chat (82% had used their LIS for this at least once), see Figure 6. Almost two-thirds of partners (63%) had used their LIS for some form of 1:1 support whilst a third of partners had used their LIS for ongoing support (30%), and almost half (45%) had contacted their LIS for follow-up support following training. Overall, most partners had consulted their LIS for support on multiple occasions.

Figure 6: Type and frequency of contact partners have had with their LIS (% of partners)



Source: ASK Research survey of Inclusion 2024 partner schools, September 2023 (based on 100 responses)

2. What effects is the programme having?

From the programme beneficiary survey responses, partners felt that support from the LIS had helped with various aspects of their practice, particularly how supported they felt in delivering best practices and how informed they felt about best practices (Figure 7).

Respondents were also asked to rate various aspects of their provision before and after contact with the LIS (i.e. last year compared to this year). This shows that:

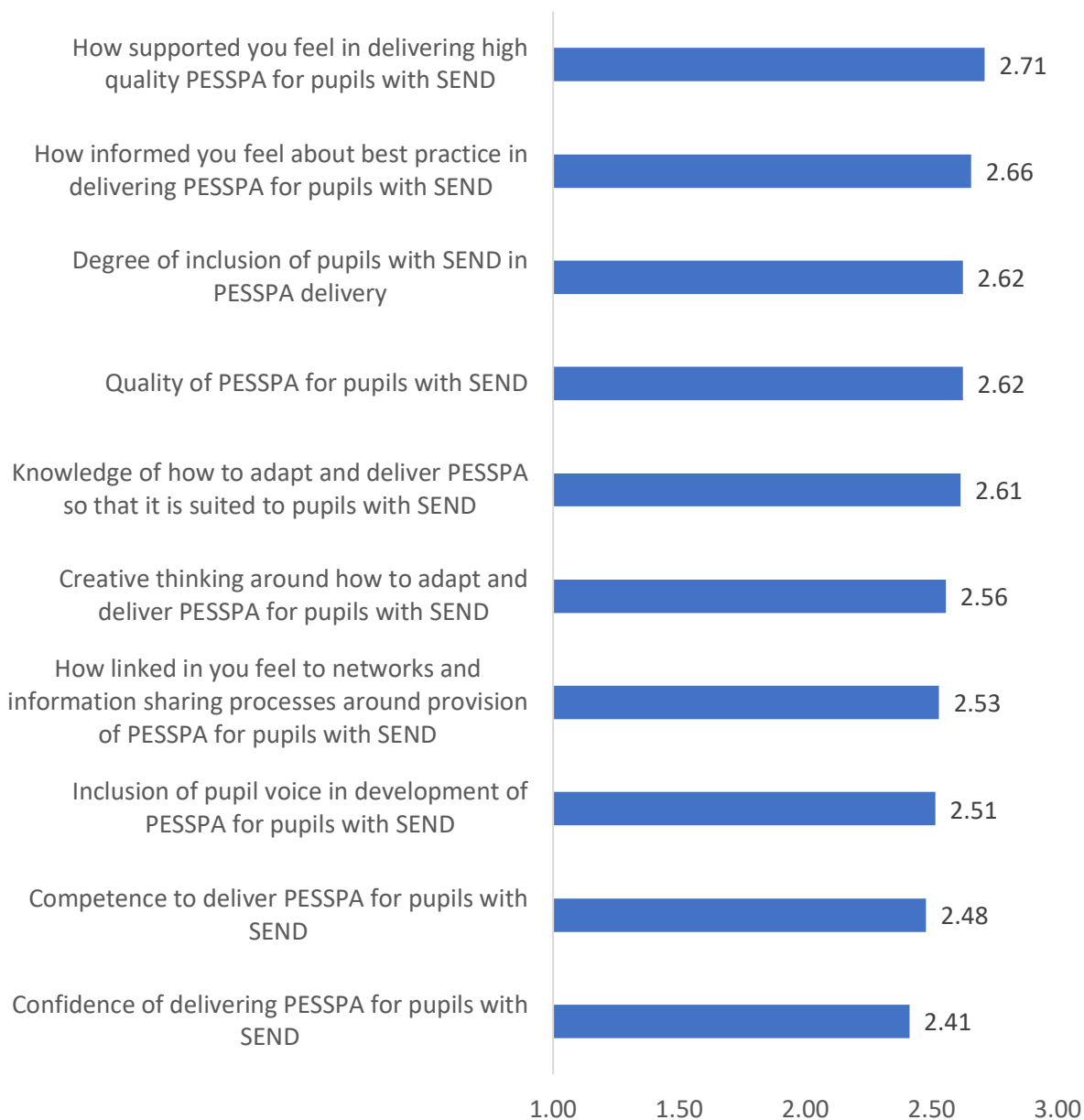
- There has been a positive shift in how partners view their practice (Figures 8 and 9).
- Their pupils are now achieving more active minutes¹², albeit a relatively small amount (Figure 10).

In the 2022/23 academic year, half of the pupils whose teaching staff fed back on their contact with the Inclusion 2024 programme were achieving 60 active minutes a day, and seven out of ten were achieving 30 minutes. The Active Lives Children and Young People

¹² Teachers were asked to state how many active minutes pupils were achieving last year and how many they achieved this year and the two figures compared.

survey in 2021/22¹³ found that 47% of all pupils (including those with SEND) were meeting the 60 mins a day target and 30% were doing less than 30 mins a day.

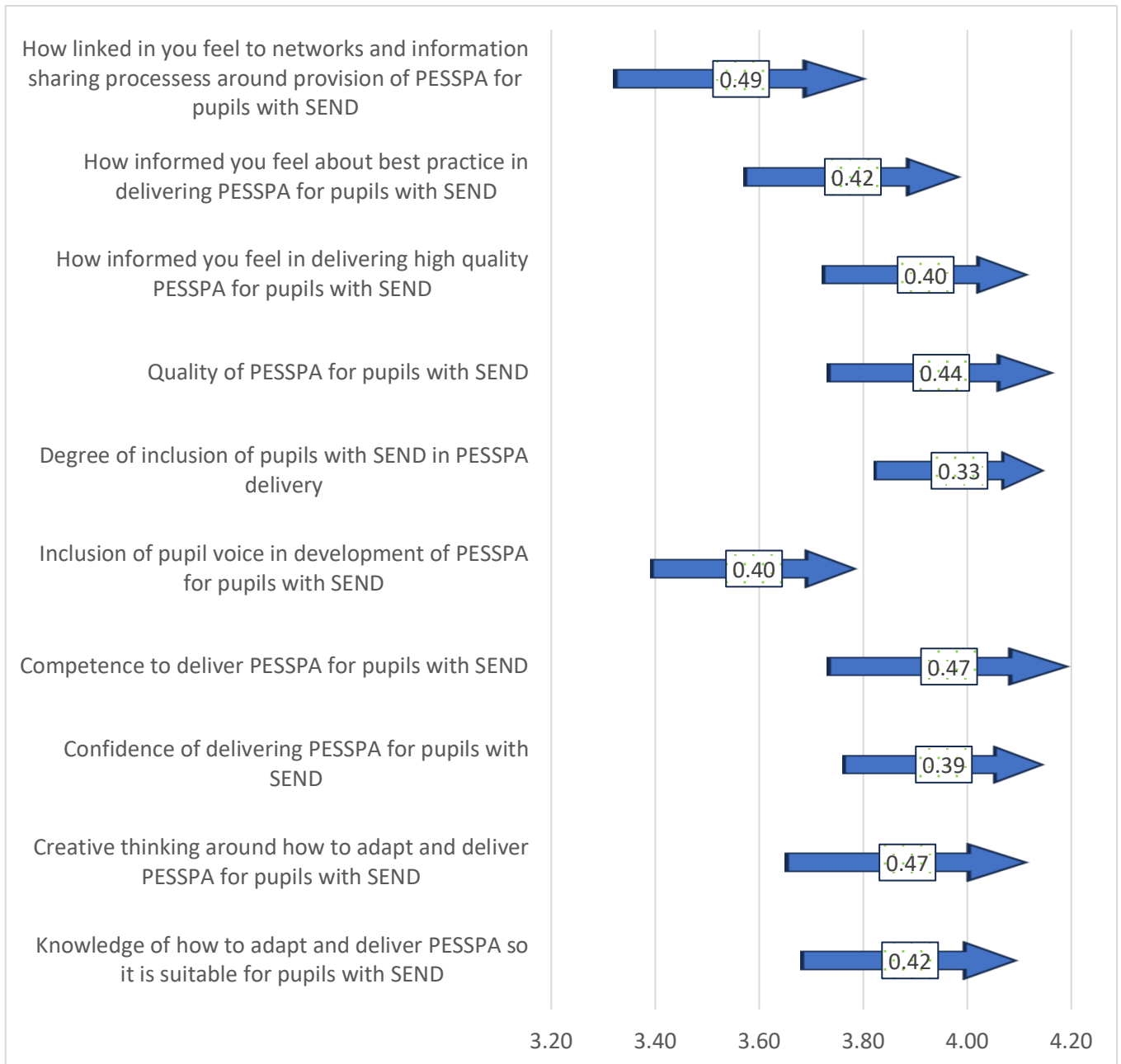
Figure 7: Extent to which partners felt that contact with their LIS had helped with their practice (comparison of mean scores out of 3 where 1 = not at all, 2 = a little, and 3 = a lot)



Source: based on research survey of Inclusion 2024 partner schools, September 2023 (with 85 responses)

¹³ <https://www.sportengland.org/research-and-data/data/active-lives>

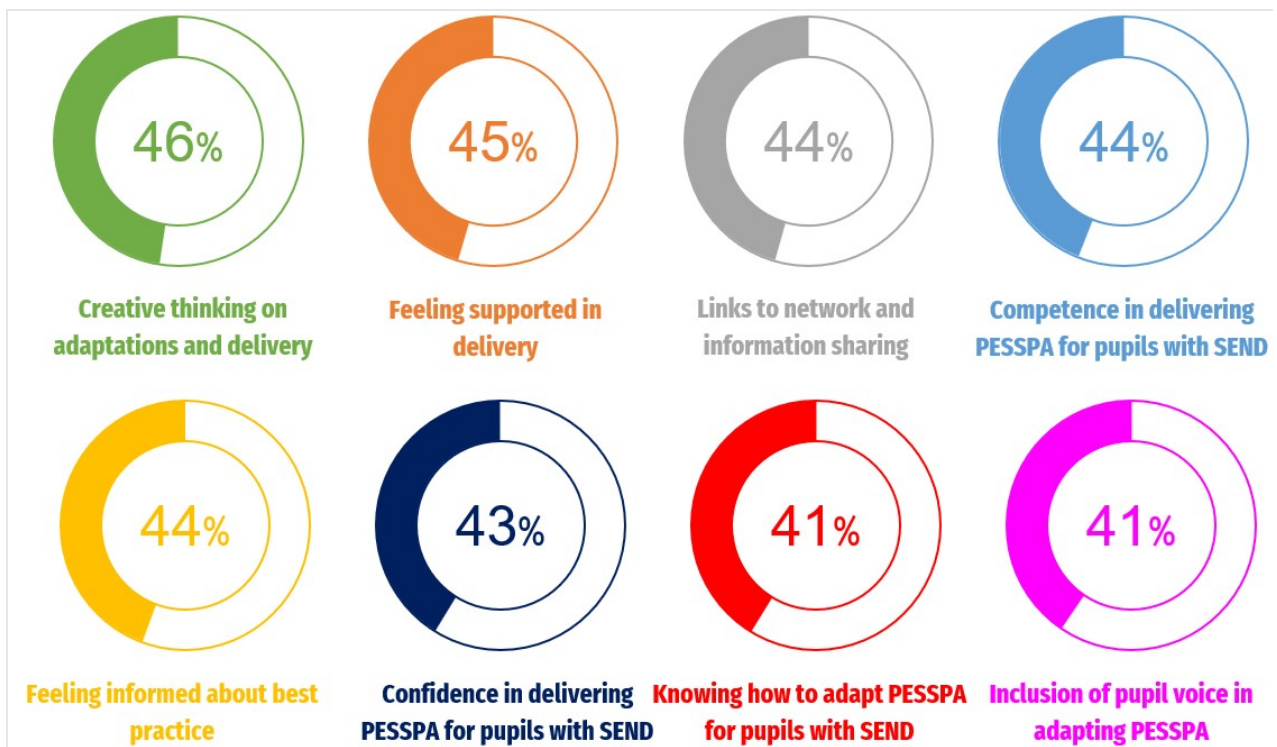
Fig. 8: Extent of change between last academic year in practice (comparison of mean ratings out of 5 for this year and last year)



Source: based on research survey of Inclusion 2024 partner schools, September 2023 (with 85 responses)¹⁴

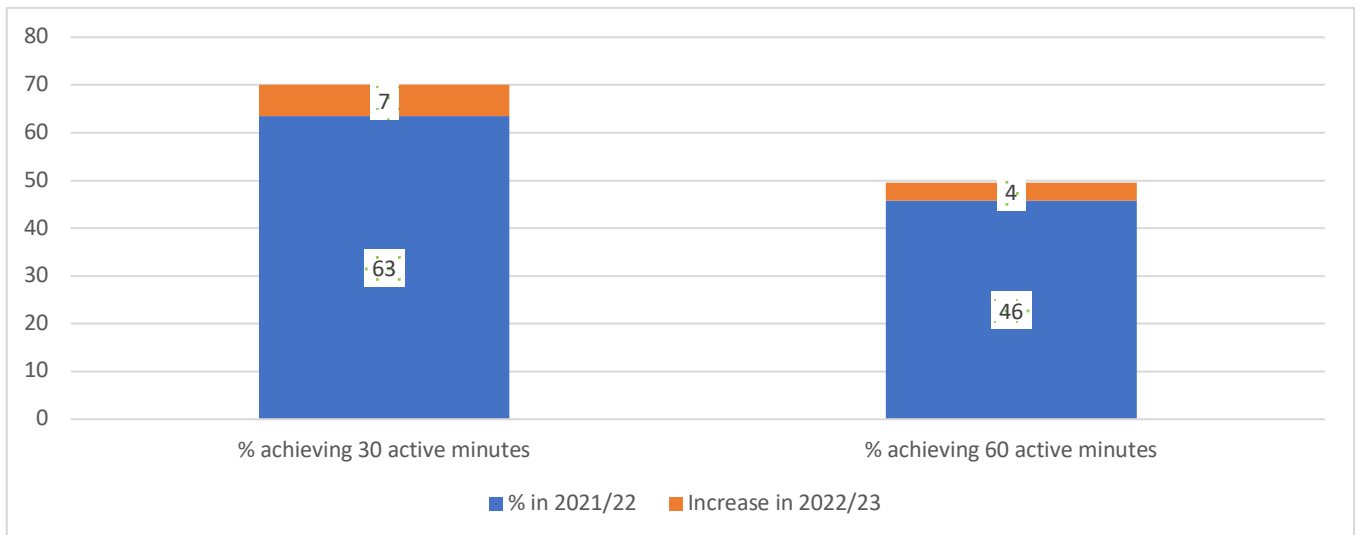
¹⁴ This figure uses arrows to track the change between ratings provided for this year compared to last academic year. The base of the arrow is the mean rating provided by partners for last academic year and the tip of the arrow is the mean rating for this academic year with the figure on the arrow the degree of change

Figure 9: % of partner schools who feel their practice has improved since last year



Source: ASK Research survey of Inclusion 2024 partner schools, September 2023 (based on 82 responses)

Fig. 10: Teacher estimates of the % of pupils achieving active minutes this and last academic year



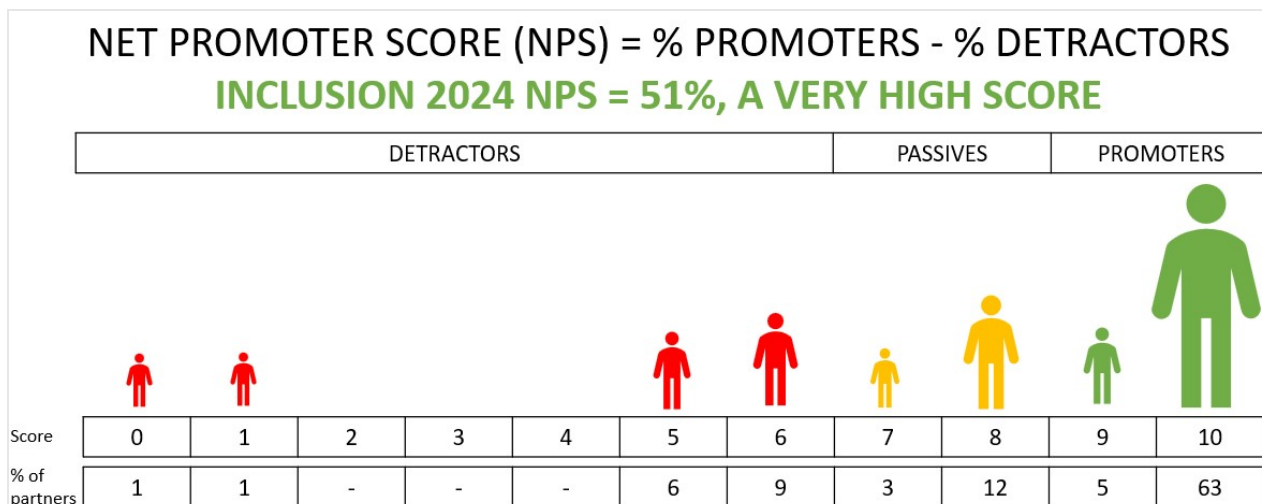
Source: ASK Research survey of Inclusion 2024 partner schools, September 2023 (based on 59 responses)

Almost eight out of ten respondents (76%) had experienced some kind of barrier to the implementation of inclusive PESS over the last year not related to the programme. The main issue has been resourcing and staffing challenges, with three-quarters of respondents (75%) experiencing issues in this area. Four in ten respondents (39%) reported that changes to pupil cohorts, and the resultant change in needs to be catered for, had been a challenge to increasing activity, whilst just over one in ten (14%) had experienced difficulties

with policy or practice change. As these barriers are external to the programme, they are likely to have limited the level of impact the programme can have.

Despite this, partners are extremely positive about the Inclusion 2024 programme itself (Figure 11). They would overwhelmingly recommend the programme to others.

Figure 11: Likelihood (out of 10) that partners would recommend working with a LIS to a colleague looking to improve the accessibility of their PESSPA, and the resulting Net Promoter Score



Source: ASK Research survey of Inclusion 2024 partner schools, September 2023 (76 responses)

Case study 1: Academy converter, girls mainstream school, 800 pupils, 11-16 years

School A has worked closely with its LIS for several academic years. The aim has been to encourage involvement for all students in both PE lessons and extracurricular sports activities. Recently, the school has been looking to specifically enhance the opportunities available for students with ADHD and autism.

Working with their LIS, the school adopted an approach called ‘Find your Tribe’ which involved a weekly club for students which was a safe space that helped them to want to participate in sports of their choice. Students co-designed their PE programmes and were encouraged to discuss their preferences and feelings using [Chateez cards](#) which had been suggested by their LIS. Student data showed that participation in the club was associated with increased attainment. The school has continued to build on this success with the support of their LIS, now running both a lunchtime and after-school club. All pupils with SEND are now fully included in PE lessons through adapted tasks and activities.

The school is hoping to use funding provided through YST on behalf of Inclusion 2024 to put more inclusive basketball and volleyball in place by linking with their local clubs and with local special schools. This will also give older students opportunities to lead and coach sessions themselves.

Being part of Inclusion 2024 has meant the school has had access to high-quality, free CPD, which specifically addresses the needs and concerns of its pupils and staff. The LIS is also the first point of call for information, advice, and resources. The entire team at the school involved in

sports provision now knows and understands the different areas of autism and ADHD, how that may affect the individual and the benefits of trying to cater to individual needs.

Students have benefited from the school setting up pathways into inclusive events and activities such as competitions including those run by the local football club. The school recently hosted a sports festival. Starting with low-level small competitions and building up to more significant ones helped some pupils overcome their anxieties around different venues, spaces, and coaches. Some students with SEND now feel comfortable enough to lead warm-up activities.

One student who has benefited from the school's approach wanted to develop as a sports leader, and fully participate in sport. As she was selectively mute, she found it hard to regulate certain environments and communicate with different groups. The school worked with her and her family from year 7 onwards, introducing regulated lessons and other strategies suggested by their LIS. Before leaving in year 11, the girl had completed a level-one sports leadership qualification and a GCSE in PE.

"The difference having our Lead Inclusion School contact in place has been for me has been huge. I can literally ask him about any concern I've got at my school." (Subject leader for PE and Dance)

"He brings everything we need and just goes 'Right, there it is'. He's been spot-on for us. He's an amazing lead." Subject leader for PE and Dance)

"As a mainstream school who don't get a lot of SEND training, it's great to get PE-specific training". Subject leader for PE and Dance)

Case study 2: Academy converter, co-ed mainstream school, 1,300 pupils, 11-18 years

The school has an adaptive programme that focusses on using sports and PE to promote life skills rather than just physical abilities. A game of rounders, for example, might focus on communication between players and teamwork rather than the result. It also offers a sports club at lunchtime and after school which is open to anyone and offers a space for young people to come together and play games of their choice with friends rather than in a competitive arena.

The school has been working with their LIS for the last two years. Support from the YST has also enabled the school to offer fixture opportunities at other schools to students who would not normally be selected to play. For some students, this is the first time they've had such an opportunity or even used the school minibus.

An example of the impact on a pupil from these types of inclusive sports activities is that of a current Year 11 student. When the school started working with their LIS two years ago this individual did not participate in any sports at school. Working with the LIS enabled the school to purchase a cycling helmet for him, then someone in the local community bought him a bike. This inspired the school to run a cycling programme.

"We do a lot of cycling now and I've got a contact for someone who can supply tricycles. They came in and did a session for us as well. So it's all the opportunities expanded because of what they [the LIS contact] offered". (PE Teacher)

In general, the LIS contact is someone that the school can get in touch with at any time. They can provide resources, links to the local community, ideas, and access to additional facilities.

“We have good facilities but we didn’t have the opportunity to meet other schools or take some of our students out of school if it wasn’t for them.” (PE Teacher)

“It’s the students that basically go unrecognised. Then you get into a few events and then because they come to these events, they then might come to the after-school club with everybody else. ‘If you identify that you did really, really well, at the rounders today, come to rounders club’, and they might eventually do it with everyone else. It might eventually open up the standard stuff to them if that makes sense. It gives them self-esteem to actually be part of something and you go from there.” (PE Teacher)

Case study 3: School Games Organiser in the South West

This SGO has been working with their LIS for around two years who supported them to use their inequalities funding to develop inclusive opportunities across the region. They had the funding they required, but not the support needed to increase the extent of inclusive activities available to students in the area. The LIS had the right experience to be able to show them how to put their aims into practice.

Working with the LIS inspired the SGO to set up a series of events, including inclusive sports festivals such as Commonwealth legacy games, sensory events, parallel games, and cricket. These activities include students with complex needs, and special schools across the area are invited. The LIS provided links to coaches who were available on the day to help run the event as well as their own expertise on how to design the events.

An example of the impact on students comes from an inclusive water sports festival. This involved seven weeks of training for students and culminated in a regatta. A SENCO working with the students commented: *“The boys were an absolute credit to the school from start to finish and reflected the school values in everything they did. We’ve watched each one of them overcome fears or anxieties, developing their own resilience while supporting their peers”.* (SENCO)

3. 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

Interviews with partners and Inclusion 2024 stakeholders have identified the key ways in which the LIS lead to the success of the Inclusion 2024 programme. They were seen as providing:

- Ideas and inspiration.
- Practical examples that are tailored to the specific needs of students in schools now.
- Access through their networks to other schools, events, coaches, and specialist support organisations.
- A one-stop Information, Advice and Guidance shop for inclusive sport.

- A listening ear and timely solutions to current issues schools are facing.

In addition in Year 2, we started to receive many more reports of LIS working with school SENCOs. This was an area that in Year 1 had been identified as needing further work on. Those LIS who have managed to build relationships with their local SENCOs speak very highly about the difference this makes in accessing schools and getting information to them but also getting a sense of where to focus LIS resource (either schools or pupil needs etc.).

The YST online resources

Many of those who had had contact with the programme referred to the bank of resources that existed to help them in their delivery of PESS. Some had used the Inclusive Education Hub and found resources and ideas that had helped shape their PESS delivery, but many more had referred to information and inspiring stories on the YST website.

Case study 4: Academy converter, co-ed mainstream school, 400 pupils, ages 3-11

This school has mainly relied on YST resources rather than direct support from their LIS. As a mainstream school, teachers needed to respond to the needs of pupils with a range of different conditions and needs. The resources give them ideas of how to do this – ensuring that they can involve all students in group activities and school games and PE more generally – using specific, appropriate, and targeted interventions.

“You come across different disabilities and needs all the time, and it's just having that bank of information somewhere that you can look up. Because whatever condition it may be, you might never have come across before and this (YST) gives you something to go to.” (PE Teacher)

The PE teacher tends to ‘dip in and out of’ YST resources, using them alongside a range of other sources of support but finds YST resources are particularly useful because they are comprehensive (covering a range of SEND) and easy to find (all the information is in one place).

In the last year, the school has been working with a student with a visual impairment. YST resources suggested that they use bigger balls, brightly coloured balls, and bell balls to ensure that this student could engage more effectively with ball games. In a recent rounders game, rather than asking this student to use a bat, they were asked to kick a larger ball. The student was therefore able to participate in the game rather than being excluded as during their turn the equipment was adapted to their needs. As a result of this type of adjustment, the student feels more included, which the teacher feels has positively affected his self-esteem.

The YST Development Coach role

Development Coaches are given an additional role of coaching and supporting a group of LIS. Monitoring data indicate that LIS thought highly of their allocated Development Coach (DC) and that their role is integral to the success of the LIS and programme delivery. In line with other feedback that YST receives about the role of DCs, amongst LIS:

- 67% said their DC had helped them ‘a lot’ to feel more motivated in their role
- 65% said their DC had helped them ‘a lot’ to feel more competent in their role

- 65% said their DC had helped them ‘a lot’ to feel more confident in their role (see Figure 12).

“The benefit was through the links to a wider group of Inclusion hubs to share good practice and ideas” LIS

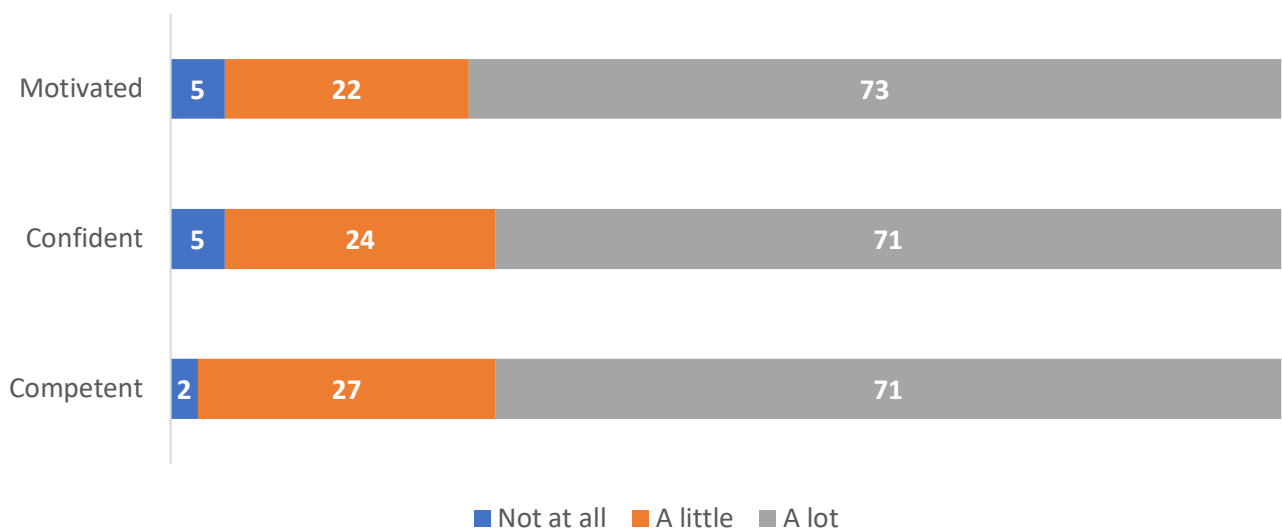
“My DC has encouraged me to use my knowledge of what my schools need and to tailor my support to reflect that. Hearing through the DC how other leads have been working always helps reassure and encourage.” LIS

“Inspiring support, nothing is ever too much trouble she is supporting our Trust wide conference and is just wonderful.” LIS

“A sounding board to bounce ideas off and support from a peer who is in a similar role and can relate with areas of discussion.” LIS

“I like knowing there is someone there to ask questions. It can be a lonely role when you are working in a county and not in any immediate connections with anyone else”. LIS

Figure 12: How much the support provided by DCs has helped LIS to feel more...(% of LIS)



Source: LIS returns data for 2023 (those who had used the support of a DC – 41 responses)

In 2022/23, as in the previous academic year, DCs were a useful resource and helped maintain the momentum of the project, keeping LIS in touch with others and with good practice. They have been supportive during difficult times when resources are tight and school staff are facing a range of barriers to achieving more inclusive PESS.

Identified barriers

There were a small number of systemic issues that interviewees felt were limiting the effects of the programme; these remained largely unchanged from the previous year:

- 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), their limited location and their high cost.
- Lack of external pressure – there is little leverage to drive school commitment for better inclusive PE and School support. 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 the 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.

Identified barriers mainly centred on a lack of capacity to make changes or the lack of knowledge to know that change is needed.

Many schools are still reported to be led by competitive sports in PE and therefore focused on developing particular sports-related skills in their pupils. It is considered as requiring a complete shift – of mindsets and practices – to move towards a more inclusive model across the sector, which focuses on participation and appropriate competition. However, when school staff experience the inclusive approach – making sure everyone can take part, thinking about grouping by needs and abilities, making things fun and emphasising taking part rather than winning, and seeing what life and personal skills can be capitalised on through school sports – it seems to completely shift their approach. School staff identified though that this often feels in conflict with the focus on curriculum PE and the fact that Ofsted does not place value on a more inclusive approach.

LIS explained that they are working with those who ask for help, or realise they could benefit from support, yet it may not be these settings that most need LIS inputs. Getting the word out about inclusive PESS was seen as a real strength of the LIS, but they need more support to achieve greater reach and specifically to target those who would benefit most from their input.

In-school capacity has remained a reported issue throughout this project and has not abated since the pandemic. School staff are at absolute capacity, with no time or head space to engage with new ideas or training. Staff absence was still reported to be high, with being able to find time to meet or train school staff still identified as a major issue.

The biggest issue, in terms of what impacts Inclusion 2024 is having, has been fed back to us as a lack of funding within schools. Recent research¹⁵ has identified that this is leading to a limiting of the in-school offer, particularly for pupils in special schools and with SEND. Participation in PE and school sport events outside of the school have also been reduced due to the costs of transport and leisure facilities, whilst parents have limited ability to make greater financial contributions to cover any shortfall.

Reports were similar in terms of delivering this project. Schools are reducing:

- The amount of CPD they undertake (due to costs and other priorities).
- What they take part in outside of school (due to expense).
- The number of activities they do in school (including hydrotherapy, physio, and independence training).

This all results in a reduced appetite to deliver PESS. The fact that the Inclusion 2024 programme has such good feedback at the current time and is having a demonstrable effect on activity in staff and pupils demonstrates its effectiveness compared to many other initiatives which are failing against the backdrop of these many challenges.

4. Conclusions

The programme has continued to deliver well in Year 2, picking up after the disruption caused to the project earlier on by pandemic related changes. Good progress has been made on all of the Innovation projects. The Innovation projects are starting to have a real impact and are certainly leading to lots of lessons learnt. In the final year of the programme, it is hoped that these can be pulled together and shared more widely across the sector.

The programme is 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 the school and county School Games level. In addition, this year the project has managed to reach out and forge links with the SENDCo community and initial teacher training providers as well as private activity providers.

Lead Inclusion Schools are highly thought of, seen as knowledgeable, and are clearly leading to a shift in PESS provision by training local staff, raising inclusion on the agenda and modelling effective and innovative practice. The message around inclusive school sports and PE and how this can be successfully embedded in schools' practice, for the benefit of all pupils and staff is clearly being spread.

The programme is starting to show impacts at the pupil level. Reports are that pupils are not only doing more activity, but that that activity is more meaningful and engaging to them. However, external barriers continue to affect the level of impact the programme can have. School staff and LIS who work with them, reported the issues with limited available funding in schools currently. This was limiting resource (to attend training or deliver inclusive PESS)

¹⁵ Cost of living crisis (2023) Nuffield Foundation. Lucas, M., Classick, R., Skipp, A. & Julius, J.

and access to activities (though not being able to afford sports centre bookings, transport or equipment). Additional barriers are around the lack of wider focus on inclusive PESS and an apparent contradiction with the focus on curriculum PE and skills-focused teaching.

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.

In the third year of the programme, it is hoped that all the lessons learnt from the project can be captured to be disseminated throughout the education, sports and SEND sectors.

Recommendations for the coming academic year

As the programme continues to deliver training and support into its third year and consider what the best next steps for this project are there are some clear recommendations to:

- Collect examples of practice and lessons learnt from the Innovation projects over three years and develop resources to share that learning
- Continue to build links with Initial Teacher Training providers, SENDCos and other stakeholders and local strategic partners to increase the reach of the project and levels of benefit
- Analyse which factors (e.g. the type of support or setting characteristics) influence the types and levels of impacts from the project
- Collect pupil voice and real-life examples of what difference Inclusion 2024 input has had on the experiences of PESS of a range of pupils with SEND.

Appendices

Appendix 1: Additional information about Lead Inclusion 2024 participants

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

School characteristic	Categories	Not LIS %	LIS %
Type of provider*	Academy	38.0	32.6
	Independent	7.4	-
	LA	45.6	18.4
	PRU	1.5	-
	Special	7.4	49.0*
	<i>Total</i>	<i>100</i>	<i>100</i>
Age group catered for (schools can be included in more than one category)*	Pupils include primary age	83.3	39.6
	Pupils include secondary age	25.4	95.8
	Pupils include post-16	16.4	77.1
Whether school is in an urban or rural area*	Rural	25.5	10.2
	Urban city and town	39.6	55.1
	Urban other	34.7	34.7
	<i>Total</i>	<i>100</i>	<i>100</i>
Most recent Ofsted rating*	Outstanding	12.5	26.5
	Good	56.7	51.0
	Less than Good	8.7	10.3
	Not available	22.1	12.2
	<i>Total</i>	<i>100</i>	<i>100</i>
All schools	Base (N)	24,105	49

* There are statistically significant differences between LIS, compared to all 'in-scope' schools, in England in terms of the proportion that are:

- special schools
- based in urban cities/towns and rural areas
- rated as outstanding by Ofsted
- working with pupils of different ages.

Table A2: Main characteristics of partner schools and non-partner schools in England

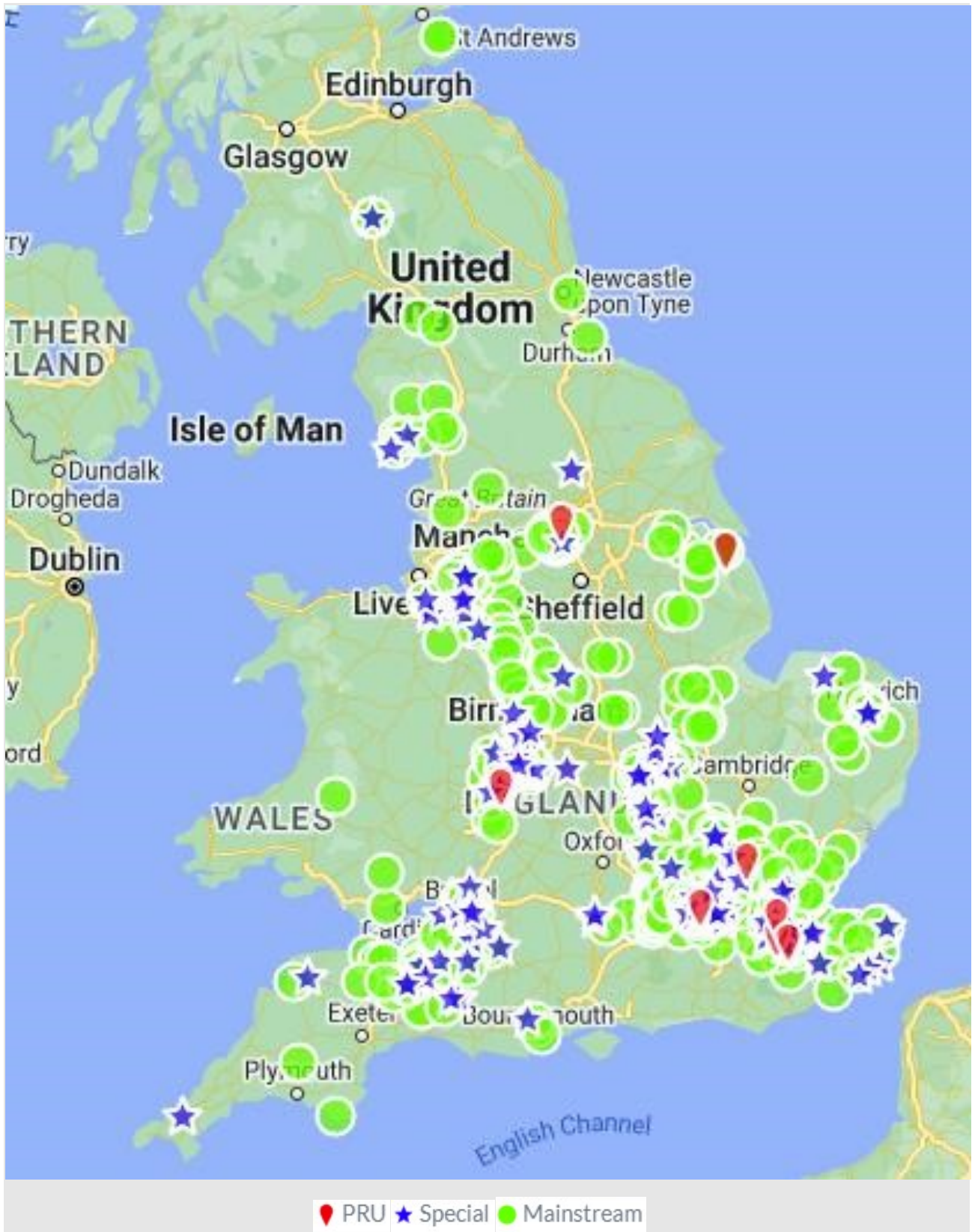
School characteristic	Categories	Not a partner school %	Partner school %
Type of provider*	Academy	38.1	35.6
	Independent	7.6	1.5
	LA	45.5	47.9
	PRU	1.5	1.0
	Special	7.3	14.0
	<i>Total</i>	<i>100</i>	<i>100</i>
Age group catered for* (schools can be included in more than one category)	Pupils include primary age	82.0	83.6
	Pupils include secondary age	25.4	30.0
	Pupils include post-16	17.4	24.1
Most recent OFSTED rating (where known)*	Outstanding	12.3	21.2
	Good	56.9	54.7
	Less than Good	8.8	7.6
	Not available	22.0	16.5
	<i>Total</i>	<i>100</i>	<i>100</i>
Whether school is in an urban or rural area*	Rural	25.8	18.2
	Urban city and town	39.5	44.2
	Urban other	34.7	37.6
	<i>Total</i>	<i>100</i>	<i>100</i>
Student characteristics*	Pupils eligible for FSM	20.9	21.6
	Pupils with EHCP	8.7	15.9
	Pupils on SEN support	12.9	10.8
	Pupils with EAL	14.0	22.5
All schools	Base (N)	23,372#	782#

These are maximum figures. The precise number used as the base varies somewhat depending on the availability of the data.

* There are statistically significant differences between LIS, compared to all 'in-scope' schools, in England in terms of the proportion that are:

- independent or special schools
- working with secondary or post-16 pupils
- based in urban cities/towns and rural areas
- rated as outstanding by Ofsted
- of pupils with EHCP, on SEN support and with EAL.

Fig. A1: Location of partner schools (2022/23) by type of school



Interactive version available at: <https://maply.com/maps/76a72554-8b8a-46bb-9099-08e9395ccb1e>

Appendix 2: Innovation project summary

Each LIS has the opportunity to take part in the following Innovation Projects: (additional funding is available for each and LIS can take part in more than one Innovation Project if they choose).

Swimming and water safety – aimed at improving school swimming and water safety for pupils with SEND. This innovation project is led in partnership with Swim England and looks at improving schools' swimming and water safety for pupils with SEND. Sixteen LIS take part in this project. The aim is to upskill school and swimming staff locally to provide safe and engaging swimming sessions for pupils with SEND. The schools each have an assembly delivered to pupils around water safety and staff self-assess their practice so that support given to them by the LIS and/or Swim England team meets their needs.

'My Personal Best' Character Education programme for Alternative Provision (PRU) - based on integrating life skills development into PE.

'My PB' aims to support staff and SLT to embed life skills and character education into wider school curriculum through explicitly teaching these skills within PE lessons. It will support staff to develop the required knowledge, skills and resources to use PE to develop learners' character and for staff to develop and apply life skills that will support young people to flourish in PE, School and Life.

For example, they discuss trying their best and how they display these skills in PE lessons and other aspects of their life. For Inclusion 2024 35 Alternative Provision and Pupil Referral Units (PRUs) have engaged in the project and been supported to implement the My Personal Best programme in their settings.

The Inclusive Sports Programme - uses high profile sporting events as an inspiration for local inclusive sports festivals. This has included the Special Olympic World Games, Paralympics and Commonwealth Games, over the duration of the project. 12 sports from these competitions have been adapted including athletics (jumps), tenpin bowling, football and gymnastics from the Special Olympics, curling, new age Kurling, hockey, and slalom from the Winter Olympics/Paralympics; basketball, athletics (throws), polybat/ table tennis and bowls from the Commonwealth Games. Resources have been produced to show schools and SGOs how to deliver these activities in a school setting for pupils with a range of disabilities and SEND. A further four sport resources will be produced in time for the Spring term.

Engagement model in PE. The Engagement Model approach replaces P scales, which provide a way to assess pupils working below national curriculum standards. This project looks at adapting this approach (which is being introduced by schools across

various subjects) to cover school sports and PE. School staff are trained on the approach and then supported to implement it as they feel appropriate in their setting. Some schools began this project in the first year (so have had 2 years of implementing) whereas others have started this academic year (so are less developed in their use of it).

Figure A2: Illustration of which pupils the Engagement Model approach is being used with and how this fits with the school-wide teaching approach (provided by a participating school)

Curriculum Exposure - developing fundamental building blocks for all future learning.										Curriculum Knowledge - developing more subject specific learning, including the skills that support this.																				
Explore					Foundation					Core					Application					Enrichment					Accomplished					Mainstream Curriculum Access
0-1 m					8-20m					16-26m					22-36m					30-50m					40-60+m					
Engagement Model																														
																				Entry Level 1, 2, 3					Level 1					Level 2
										PKS 1					PKS 2-3					PKS 4-6										
																				Y2					GCSE 1-3					GCSE 4-9

Mainstream Secondary Inclusive CPD - looking at how to overcome barriers identified with getting providers to take up the Inclusion 2024 offer and engage with their LIS¹(started in the 2022/3 academic year).

Having identified an issue with engaging secondary providers in Inclusion 2024 this project was developed to look at possible solutions to overcome this. LIS are intended to recruit and work in-depth with one setting, sharing lessons about what works to inform the wider network.