

Evaluation of the Inclusion 2024 programme: Years 1-3



June 2024

ASK Research Partners

Definitions

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

PESSPA – Physical Education, School Sports and Physical Activities.

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 the responsibility to manage the programme on their setting's behalf.

School Games Organisers (SGOs) – funded by Sport England and managed by Youth Sport Trust. These 450 roles are tasked with organising local, inclusive School Games events and supporting schools to deliver physical activity to their pupils.

Youth Sport Trust Development Coaches (DCs) – Eight Lead Inclusion School contacts who are responsible for supporting a group of up to 7 other 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. A neurological and developmental disorder that affects how people interact with others, communicate, learn and behave.

MLD – Moderate learning difficulties. Pupils find tasks associated with learning harder than their peers.

SLD – Specific learning difficulties. A disorder in one or more of the processes involved in understanding or using language.

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

MATP – The Special Olympics Motor Activity Training Programme, designed for pupils with profound and multiple learning disabilities.

AP - Active Partnerships. A national network of locally-led organisations that 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. This report presents what has been delivered and learnt about through three years of Inclusion 2024, from September 2021 to March 2024.

Programme details

Inclusion 2024 aims to:

- Enhance accessibility of physical education and school sports for children with special educational needs and disabilities (SEND).
- Improve physical activity provision for all pupils.
- Improve the quality of PE and sports teaching for pupils with SEND.
- Increase opportunities for pupils with SEND to achieve 30 active minutes daily.
- Enhance engagement and participation of pupils with SEND in PE and sports.
- Develop character education for pupils with SEND through PE and sports.

The programme is delivered on behalf of a consortium of organisations including Activity Alliance, nasen, British Paralympic Association, and Swim England. A network of 53 Lead inclusion Schools (LIS) works with local schools and county school networks across England providing them with training, advice, and guidance to promote inclusive practices and increase the engagement of SEND pupils in PE and sports.

The programme follows a 'hub and spoke' model with eight Development Coaches overseeing the work of LIS whilst some also work as LIS themselves. An online portal, the Inclusive Education Hub, has supported the programme since May 2022. LIS can also elect to be part of one of five innovation projects which support them to try new approaches to specific aspects of PE and sports (Appendix 2 provides an outline of these projects).

Evaluation focus and approach

The evaluation has taken place over three academic years (2021/22, 2022/23, and part of 2023/24 – the last data was collected in March 2024). Evaluation activities have:

- focussed on exploring what impacts the programme has had and how these impacts have been achieved.
- involved regular contact with programme staff, LIS, and partners through termly reporting of their activities, and their reflections (in interviews, focus groups and surveys) on programme delivery and effects.

[Previous reports detail delivery during year 1 \(2021/22 academic year\), and year 2 \(2022/23 academic year\).](#)

Delivery and engagement

The programme reached a wide range of schools and delivered significant training and support to enhance inclusive PE and school sport.

Whole programme

Over the course of three academic years Inclusion 2024:

- delivered 2,800 activities involving 55,000 interactions¹ with pupils, school staff and other participants.
- worked with a range of over 5,000 schools (exceeding the KPI of 700 schools each year), with engagement particularly high amongst special schools, secondary schools, urban schools, and schools with higher than average rates of pupils:
 - eligible for free school meals
 - with an Education and Health Care Plan (EHCP)
 - who are on SEN support.
 - who have English as an additional language.

Partner schools (schools who have benefited directly from engaging with their LIS) described how they had been supported by their LIS and almost all of them had been directed to resources (98%), received informal support on the phone or by email (86%), met their LIS at events (82%), and received training from them (82% in-person, 52% virtual). LIS also supported partners by attending events and providing networking opportunities.

Inclusive Education Hub

The Inclusive Education Hub is a free online resource hub designed to support teachers and school staff to review and improve their inclusive physical education and school sport delivery. Hub records show that 2,311 users have used the site with 1,670 unique users registered with the Hub since its launch. Again this exceeds the programme KPI set at 2,000 users. Users are predominantly Heads of PE or PE teaching staff, although SENDCos, teaching assistants, senior leaders and out-of-school activity providers are also using the resource. Users are looking for support with inclusive delivery, including finding training support. The resource is also supporting users to focus on pupil engagement and design inclusive extra-curricular physical activities. Examples of this include a primary school in the North West that since signing up to the platform has upskilled internal staff to deliver inclusive physical education and wider extracurricular activities. This has reduced the costs involved in using external providers and broadened what they offer. Another school in the Midlands uses the checklist on the platform to regularly self-assess the school's practice, with any areas that require improvement being informed by the resources on the site.

Innovation Projects

1. The **Inclusive Sports Programme** involves LIS using high-profile sports events like the Special Olympics, Paralympics, and Commonwealth Games to inspire local inclusive sports festivals. Activities are linked to major sporting events and resources developed to support

¹ LIS recorded attendance at events and individuals could attend multiple events and be counted more than once in this figure. Interactions rather than individuals are therefore counted.

tailored activity delivery, such as the Paris 2024 Paralympic Games toolkit². 20 LIS participated in this project, and over two years, 871 school engagements and 17,857 pupil interactions were recorded. Sports like athletics, tenpin bowling, football, gymnastics, curling, and hockey were adapted, and resources were created to help schools deliver these events for pupils with SEND. 3246 young leaders were trained to deliver events, with 44% of them being pupils with SEND. Although this is slightly lower than the 50% of pupils with SEND set out in the programme KPI of the actual number of pupils with SEND trained is higher than the original target of 350 young leaders with SEND.

2. The **School Swimming and Water Safety Project** involves 16 LIS working with Swim England to enhance school swimming and water safety for pupils with SEND. This project has engaged 635 schools and provided water safety training to 5,990 pupils with SEND over 3 years. This exceeds the KPI of delivering water safety sessions to 3,000 pupils. Its success is based on a high degree of collaboration and networking among different organisations to share ideas and best practice.
3. The **My Personal Best Character Education Programme** aims to integrate life skills development into PE for pupils in Pupil Referral Units (PRUs) or Alternative Provision settings. School staff in 35 PRUs and Alternative Provision settings engaged in the project (exceeding the programme KPI) which supported them to link the curriculum to everyday life through physical activities which teach life skills. The project has successfully targeted pupils who are disengaged from learning, have poor attendance, behaviour issues, and social and emotional difficulties, and who are looking for vocational learning routes.
4. The **Engagement Model in PE** project aims to develop an appropriate assessment tool for PE for pupils with a range of SEND, aligning with their needs and abilities. Nine LIS were tasked with adapting the assessment tool to suit PE provision for pupils with SEND, and as a result have been able to make useful suggestions (e.g. identifying Engagement Model champions within schools to offer peer support, providing real-world practice videos as part of training). Many are now rolling this out beyond PE.
5. The **Secondary School Engagement** project involved 10 LIS exploring ways of engaging secondary schools in the Inclusion 2024 programme. LIS ran activities such as inclusive PE training, inviting staff and pupils to events, tailoring support on pupil voice and inclusive activities, school visits, curriculum adaptation sessions, and providing equipment. All participating LIS 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 in secondary settings.

Programme effects

Overall, staff in partner schools, who the programme has supported, rated their inclusive practice as having improved after contact with LIS, particularly regarding their network links, awareness of best practice, and adaptability in delivering PESSPA.

² For examples, see <https://www.youthsporttrust.org/school-support/free-resources/inclusive-sports-programme>

Pupil access to physical activity also increased post-LIS contact. In partner schools:

- 47% of pupils now achieve 20 active minutes/day (compared to 39% pre-contact).
- 42% of pupils now achieve 30 active minutes/day (compared to 33% pre-contact).
- 33% of pupils now achieve 60 active minutes/day (compared to 22% pre-contact).

In addition, the more contact partner schools have with their LIS, the more they report improved practice, and more pupils achieving more active minutes. Also, an analysis of reported changes to practice amongst partners showed that partners involved in the programme for longer were statistically significantly more likely to report having made more improvements to their practice.

Partner schools also reported positive effects for:

- **pupils with SEND** such as:
 - More opportunities in school and external events, including competitions and adapted sports activities.
 - Greater pupil engagement and activity levels during regular PE lessons and in extra-curricular activities.
 - Increased pupil feelings of being included and valued, leading to greater engagement and enjoyment in PE.
 - Adapted facilities and teaching methods to better accommodate their needs in PE lessons.
 - More opportunities to express their needs and preferences, influencing school planning and delivery.
 - Improved social interaction, new friendships, greater recognition in the school community and a sense of achievement through participation in sports events.
- **other pupils with no SEND**, such as:
 - Increased understanding and empathy.
 - Leadership opportunities.
 - Improved acceptance and support for peers with SEND promoting integration and a supportive school environment.
 - Wider engagement in sports because better resources and inclusive events have encouraged more pupils to participate.
 - Enhanced communication and friendship between pupils with SEND and their non-SEND peers, creating a more inclusive and empathetic school culture.
- **school staff** such as:
 - Increased confidence and knowledge as staff feel more capable of adapting sessions, organising events, and understanding of the needs of pupils with SEND.
 - Greater access to opportunities for guidance, CPD, and networking all of which support greater skill and confidence development.
 - Better understanding of how to engage pupils in sports and adapt activities for inclusivity.

- CPD opportunities have improved staff skills and knowledge, making them more effective.
- The ability to offer a wider range of sports and activities tailored to the needs of pupils with SEND.
- Increasing motivation once the positive impacts on pupils are observed.
- Positive relationship development in a collaborative environment which supports the sharing of ideas and best practices among staff and schools.
- Easier access to resources and support, particularly real-world examples, help staff make changes.
- The emphasis on inclusion at a school level leading to inclusive PE becoming a greater priority.

Enablers and barriers

Various factors were identified which were felt to have helped maximise programme delivery and impacts. These include:

- **Informed LIS** who provide ideas, tailored examples, networking, guidance, and timely solutions for inclusive sports.
- **Working with SENCOs and teaching assistants** leading to better access to schools, shared best practices, and specific support for inclusive PE.
- **The Inclusive Education Hub and Youth Sport Trust website** resources which are seen as informative and useful and therefore support programme participants in their approach and adaptations.
- **Youth Sport Trust Development Coaches** play a crucial role in motivating, supporting, and providing expertise to LIS, helping maintain momentum and sharing good practice.

Partner schools face various barriers hindering programme implementation, including:

- **Challenges within schools** such as high absence rates and staff turnover, combined with a lack of resources.
- **Teaching Assistant availability** is limited as they have little time for training (or are not paid to attend) and are not always allocated to PE activities with pupils.
- **Transport** is costly and requires time-consuming risk assessments.
- **LIS funding constraints** limit the scope of their work.
- **Systemic issues** due to a lack of cohesive SEND policies and a lack of accountability on inclusive practice.

Conclusions

The evaluation of the three years of the programme has shown it has been a success, in terms of delivering what it set out to. Our findings illustrate how Inclusion 2024 has met its objectives as it has:

- Improved the quality of schools' PE and sports teaching and provision for pupils with SEND.

- Improved and increased opportunities for pupils with SEND to achieve more active minutes within the school day and beyond.
- Improved and increased the engagement and participation of pupils with SEND in PE and school sport.
- Improved and increased pupils' character including the resilience, leadership, and self-belief of pupils with SEND through PE and school sport.
- In addition:
 - Staff reported the safety of pupils with SEND in and around water was increased, as was the confidence of staff and family to support pupils with swimming.
 - Inclusive sports festivals increased the enjoyment and confidence to participate for pupils with SEND. These were also an effective tool for modelling inclusive practice which helped staff adapt their provision.
 - The My Personal Best (MyPB) programme increased confidence, self-esteem and self-belief in pupils with SEND in alternative provision, with positive effects beyond PE and school sports.
 - The engagement model proved an effective monitoring and assessment approach to use with pupils not working at National Curriculum level, with many schools rolling the approach out across all subjects and their whole school.
 - Having a focus on secondary school engagement provided some ways to overcome the barriers they face, mainly by LIS building a relationship with them, understanding their needs and providing bespoke solutions and support. However, limited resources (both of secondary schools and LIS time) can still inhibit this.

Recommendations

Moving forward, into the next funded year, the programme should:

- Continue to focus on sharing good practice and promoting the LIS network and resources.
- Enhance effects on attendance, behaviour, and engagement based on lessons from the Innovation Projects.
- Create resources/an offer for Teaching Assistants and collaborate further with Special Educational Needs Coordinators.
- Embed lessons learnt into practice across Youth Sport Trust, consortium partners and within the DfE.

We recommend that the Department for Education continue to support the development of inclusive practices in schools, aligning policies, accountability, and funding to address the increasing needs of pupils with SEND and ensure access to physical activity and school sports for all.

Future research priorities for this programme should focus on understanding effective delivery and impact assessment. GDPR issues have hindered impact measurement by limiting direct contact between evaluators and partners, so a more robust system for collecting participant

details is needed. Understanding the programme's effects on pupil engagement, attendance, and behaviour, especially for those facing educational barriers, is crucial but improved data systems will facilitate better monitoring. Additionally, long-term monitoring of physical activity effects on pupils with SEND (for example as they move from primary to secondary age and then transition into young adulthood) would provide deeper insights into the programme's impact.

1. Introduction

The Department for Education (DfE) awarded the Youth Sport Trust (YST) the SEND Inclusion in PE grant for Education in May 2021. This involved delivering a three-year programme on behalf of a consortium of organisations including Activity Alliance, nasen, British Paralympic Association and Swim England. This programme was named Inclusion 2024 and built upon the successful Inclusion 2020 project (delivered between 1st January 2019 and 31st March 2020) which aimed to increase and improve opportunities for children with SEND to engage and participate in Physical Education, physical activity and school sport. The Inclusion 2024 programme was independently evaluated over three academic years. The conclusions of the evaluation are presented in this report.

A definitions page has been provided at the beginning of the document to introduce the reader to a range of specialist terms used in the report.

What is Inclusion 2024?

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. LIS also work with school networks across their county. Since May 2022 this function has been supported by an online portal, called the [Inclusive Education Hub](#).

The programme aims to:

- enhance the accessibility of physical education and school sport (PESS) specifically for children and young people with special educational needs and disabilities (SEND)
- improve physical activity provision for all.

The objectives for Inclusion 2024 are to:

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

LIS are located across England. They are funded to develop local practice around inclusive PE and school sports for pupils with SEND through Continued Professional Development (CPD) activities. Eight Youth Sport Trust Development Coaches, some who are LIS themselves, act as the main contacts for other LIS. Each oversees up to seven LIS. The programme is therefore a 'hub and spoke' model. It provides training, advice, and guidance to share good inclusion practices. By adopting this good practice,

it is then hoped that schools enable more pupils with SEND to be engaged in PE and school sport.

In addition to the core programme, each LIS has had the opportunity to apply for, and take part in Innovation Projects. These are:

1. **Inclusive Sports Programme** – using high-profile sporting events as an inspiration for local inclusive sports festivals.
2. **Swimming and Water Safety** – aimed at improving school swimming and water safety for pupils with SEND.
3. **My Personal Best PRU** - based on integrating life skills development into PE.
4. **Engagement model in PE** - adapting this approach, to working with and assessing pupils working below national curriculum standards, to PE.
5. **Secondary School Engagement**³ – looking at how to overcome barriers to providers to taking up the Inclusion 2024 offer and engaging with their LIS (started in the 2022/3 academic year).

Evaluating the programme

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

Timings

The programme was funded for three financial years. However, as a school-based programme, it was delivered and reported on by LIS in academic years. Evaluation reports to date have therefore reported on delivery for each academic year.

The necessity to deliver this report before the end of the 2023/24 academic year's Summer term means that data for the third year of the programme is partial only. Year 3 programme data covers the period between September 2023 to March 2024 (when the final data for this report was collated). Data for the Summer term of the 2023/24 academic year could not be included.

This report focuses on findings from across the three academic years in which the programme was delivered:

- Year 1 – September 2021 – July 2022
- Year 2 – September 2022 – July 2023

³ This issue of limited engagement of secondary schools has been reported across the sector and it was agreed with DfE and the Consortium that the project should respond to this identified need

- Year 3 – September 2023 - March 2024.

Two interim evaluation reports provide findings from each of the first two years of the programme. The report for Year 1 can be accessed [here](#), and the report for Year 2 can be accessed [here](#).

Appendix 3 to this report provides an overview of activities and insights specifically from the third year of delivery (September to March 2024).

Evaluation methods

This report is based on the analysis of data from several sources.

Termly data reports from LIS

LIS provide monitoring data on a termly basis of their activities and beneficiaries. The Youth Sport Trust delivery team manages this dataset. Analysis has been undertaken of data from 1st September 2021 to 28th March 2024 (3 termly reports from both the 2021/22 and 2022/23 academic years respectively, and two termly reports from the 2023/24 academic year).

Survey of programme beneficiaries

Youth Sport Trust asked all LIS to distribute a link to an online survey (designed by ASK Research) to their programme beneficiaries, termed 'partners', from all three years of delivering the programme. LIS distributed the links over the first few months of 2024.

This method was chosen, rather than a centrally administered survey, because no data-sharing agreement with partners was in place which would have allowed LIS to pass on partner contact details to ASK Research. Reliance on a third party to distribute the survey means it is unclear how many surveys were sent out. Whilst 262 usable responses were received, it is not possible to determine an accurate response rate. This issue will be addressed in the approach to the evaluation funded for the following year of the programme.

As with any opt-in survey, there is likely to be some response bias. In this case either through LIS's selection of partners or in those who took the time to respond. The survey results therefore indicate how *respondents* feel about Inclusion 2024, rather than a representative picture of the views of *all beneficiaries*.

Use of secondary data

DfE data on school characteristics has been used to describe the types of schools benefitting from the programme. School census data has been matched in two different ways:

1. Between the start of the 2021/22 academic year and the end of the Spring term of the 23/24 academic year, LIS provided details of 1,827 partner schools⁴ in their termly reports that could be matched to DfE data. Matching was conducted on DfE data from the 2021/22 academic year to avoid excluding schools that have closed since then.
2. In addition, 141 respondents to the partner survey provided either their school URN or name and postcode. This made it possible to match their survey data with DfE school census records. Data for these schools was matched using the latest available data (which is for the 2022/23 academic year).

Qualitative work

To gather further insights from those involved in the programme, qualitative work was conducted, which for Year 3 involved:

- 42 in-depth interviews with:
 - The Youth Sport Trust Delivery team
 - The 4 Consortium delivery partners
 - 8 Development Coaches
 - 15 LIS Leads
 - 12 programme beneficiaries – including representatives from partner schools (who have received CPD from LIS), School Games Organisers (SGOs)⁵ and wider school staff (e.g. SENCOs).
- Focus groups with:
 - all of the LIS based on the Innovation Projects they were undertaking.
 - LIS (c35) at the Youth Sport Trust annual conference held in March 2024.
- Analyses of open question responses in the LIS termly data reports.

All of the quotes and case studies included in this report are from data collected in the third academic year of the programme. Quotes and case studies from previous years can be found in previous reports.

⁴ Additional data was provided on partners that were not schools (i.e. children's centres, further education and higher education establishments) and which were closed prior to 2021/22. These have not been included in the analysis.

⁵ There are more than 450 School Games Organisers working across the country to support their local schools. SGO roles include: to coordinate appropriate competitive opportunities for all young people from Key Stage 2-4, to recruit, train, and deploy a suitable workforce, and to support the development of club opportunities for all young people

2. Participants and delivery overview

LIS leads have delivered a wide range of activities to a large number of beneficiaries. This section details what we know about the schools and other stakeholders they have worked with and the activities it has delivered to them.

Types of schools LIS have worked with

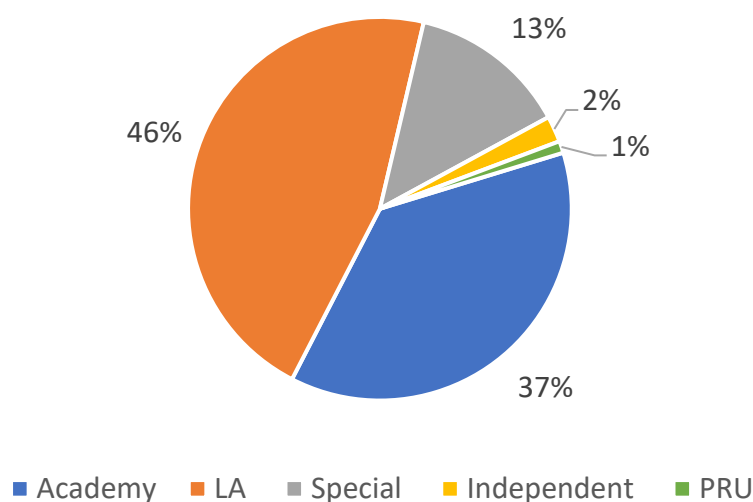
Two sources of data are available on the type of schools involved in the programme and the activities undertaken, the termly LIS returns and our survey of partners.

What we know about partners

According to LIS returns, partner schools involved in the programme during the first three years of delivery⁶ have the following characteristics:

- 13% are special schools, 1% are alternative provisions (including Pupil Referral Units) and the remaining 86% are mainstream settings. (This is important given that 53% of all pupils with an EHC plan in England are in mainstream schools⁷ (Figure 1). The ‘independent’ school types are by DfE definition and include a mixture of private and SEND specialist providers.

Figure 1: Partner school types



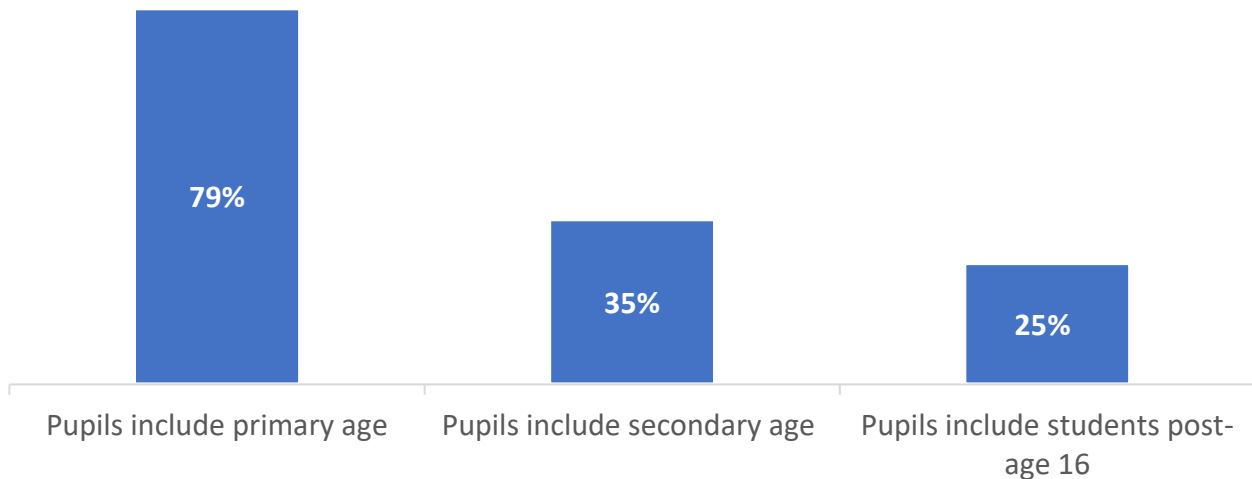
Source: Analysis of LIS termly returns, Dec 2021 to March 2024, based on 1,827 partners

⁶ This is not a complete record as 10 LIS did not provide details of their partner schools that allowed them to be matched to DfE data via their URN or name and postcode

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

- 79% have primary-age pupils, 35% have secondary-age pupils and 25% have post-16 pupils⁸ (Figure 2).

Figure 2: Characteristics of partner schools



Note: schools can belong to more than one of these categories hence the percentages do not sum to 100

Source: Analysis of LIS termly returns, Dec 2021 to March 2024, based on 1,802 partners

The characteristics of these schools were compared to all other schools in England. The main features (see Appendix Table A2), were that Inclusion 2024 partner schools were more likely to⁹:

- be a special school
- have a higher number of overall pupils
- be secondary schools or post-16 settings
- be in urban areas
- have received an Outstanding Ofsted rating
- have a higher proportion of pupils eligible for free school meals
- have a higher mean proportion of pupils:
 - with an EHCP
 - on SEN support
 - who have EAL.

⁸ These categories are not mutually exclusive - schools can have young people across all three of these age groups on their roll.

⁹ Differences in the proportions or means are statistically significant at the 0.05 level.

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 that LIS have not yet penetrated, and there is little activity with schools on the south coast.¹⁰

Partner survey respondents

The analysis of the partner survey provided in this report is based on up to 262 partner responses but some of these responses were incomplete, each graph below reports the number of responses for that question. All the responses analysed contained, as a minimum, information on the type of contact they had with their LIS. In addition, 141 respondents provided either their school URN or name and postcode making it possible to match their survey data with DfE school census records.

Respondents were working in a range of roles within their partner organisation: 32% were members of PE staff (e.g. Head of PE or PE teacher), 15% were non-PE specialist teachers, 3% were Special Educational Needs Co-ordinators (SENCOs), 5% were other types of school staff, and 36% were School Games Organisers. The survey also asked respondents to describe the type of school they were based in: 48% were from local authority-maintained schools, 26% from multi-academy trusts, and 25% from an Academy.

Schools for which a URN was supplied have the following characteristics:

- 20% are special schools, 38% are mainstream primary schools, 40% are mainstream secondary schools, 1% provide alternative provision, and 1% are independent schools
- in these schools:
 - 23% of pupils have an EHC plan
 - 13% of pupils are on SEN support
 - 14% of pupils have English as a second or additional language
 - 28% of pupils are currently eligible for free school meals.

The profile of partners responding to the survey is more in line with national averages than partners as a whole except that the rates of young people with an EHC plan amongst partner respondents is significantly higher than the national average (currently 4.3%¹¹).

64% of partners responding to the survey first became involved with Inclusion 2024 during the academic year 21/22, 23% did so in 22/23 and 13% in 23/24. Thus, the amount of time working with LIS varies between partners and, as later sections show, this affects the extent of contact and impact partners have experienced.

¹⁰ See Appendix 1, Figure A2 for a map linking LIS with their partner schools and find the interactive online network map [here](#).

¹¹ <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

The scale of activities delivered by LIS

Details of the specific KPIs DfE set out for the Youth Sport Trust to deliver through this programme and their progress against these are set out in Appendix 4.

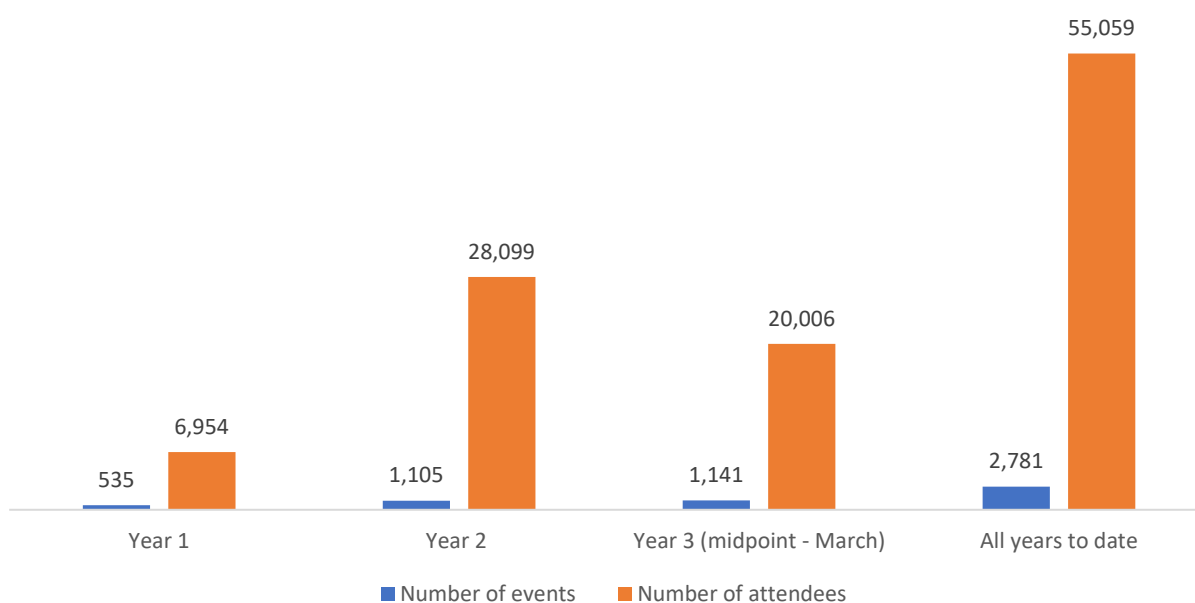
Year 1 (September 2021-August 2022): In academic year 1 of the programme (Sept 2021-July 2022) LIS reported delivering 535 events resulting in interactions with around 7,000 members of the school workforce. This first year was affected by ongoing disruption in schools due to COVID-19 (with partial closures in place, and limited ability to hold events and face-to-face meetings). In addition, data was only collected on CPD training events.

Year 2 (September 2022 – August 2023): In academic year 2 LIS reported hosting or attending 1,568 events involving 28,099 interactions with members of the school workforce.

Year 3 (September 2023 – March 2024): During the first two terms of the third academic year LIS ran 1,100 events involving around 20,000 interactions. At the mid-point of year 2 (i.e. a comparison point with where we are now in Year 3) around 1,000 events had been run with over 21,800 members of the school workforce attending. This means the programme is on track to deliver at least as many events and interactions in year 3 as it did in the last full academic year.

All years: This means that to date Inclusion 2024 has delivered 2,800 activities at which LIS leads have shared the importance and practical implementation of inclusive PE and school sports (Figure 3). This has resulted in over 55,000 interactions with and upskilling of, the school workforce and those who support children and young people with SEND to be physically active.

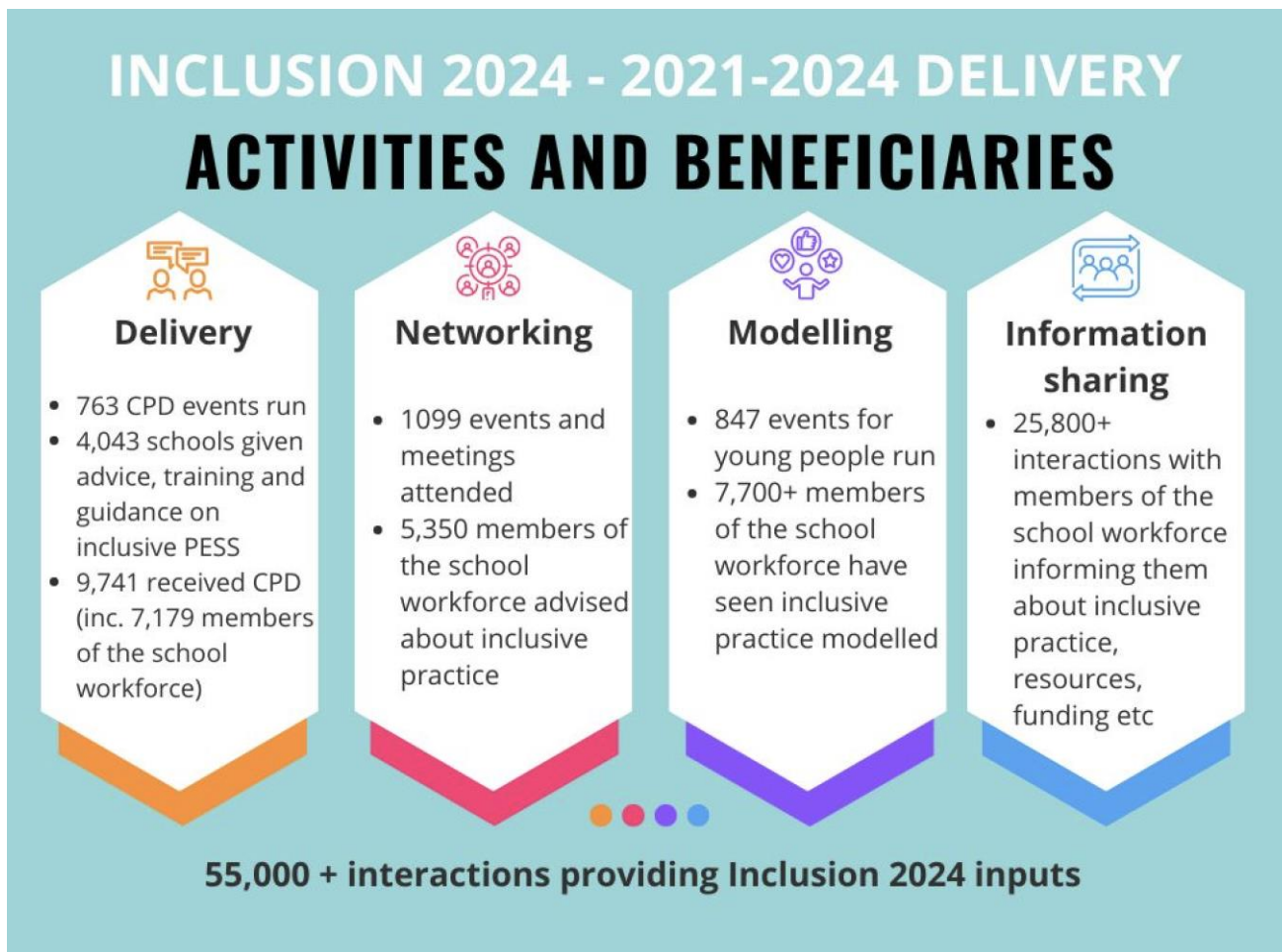
Figure 3: Inclusion 2024 delivery across 3 years



Source: Analysis of LIS termly returns, Dec 2021 to March 2024

Types of LIS activity

After Year 1 it became clear that LIS were delivering 'training' through several different routes. Details of these different ways of informing the school workforce were recorded for Years 2 and 3 only.



CPD/training

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.

For years 2 and 3 to date, LIS reported that they had delivered 763 CPD training events to improve inclusive practice reaching:

- 7179 school staff from 4043 schools
- 532 SGOs had taken part in this training,
- 978 student/trainee teachers and
- 1052 non-school-based people (these could be from a local football association, active partnership or after-school sports club operator, for example).

An increasing number of LIS referred to working with local teacher training providers. They were developing modules to deliver to them on the importance of inclusive PESS

and strategies to achieve it, often with real-life sessions with pupils (such as attending PE lessons). Feedback on these sessions was very positive from both provider staff and trainees.

Also, as the project has developed, LIS have reported more work training Teaching Assistants (TAs), including them attending events (where they see inclusive practice in PE modelled).

Networking/Meeting attendance

LIS reported they had been a part of 1,099 meetings over Years 2 and 3 where they have played a role aiming to improve inclusive practice (this could include giving a presentation to a Headteacher Network meeting or feeding into local sports event planning). Through this activity, they have reached over 5,350 members of the school workforce with their messages and suggestions around inclusive sports provision and how they can help.

*“[The LIS] has always come to our SGO meetings and **always** reminded us about being inclusive! It became a bit of a joke at first, like ‘Oh, let me guess what you’re going to raise!’ but that’s how it works. We used her suggestions at a local school sports festival we ran and I could see the difference it made. It’s a thought now always in my head, without needing reminding. ‘How are we going to make sure we’re inclusive?’” SGO*

“The SGOs have all been attending a range of our SEND events to develop their confidence in leading events for CYP with SEND. This has helped them when delivering activities in their areas. We have also highlighted in SGO meetings what everyone is doing well and sharing data from dashboards to celebrate the no. of pupils with SEND attending our events in the County.” LIS

“We have had an agenda item at each of the county meetings and SGO Meetings. The SGOs are very supportive of making the offer as inclusive as possible and buy-in to the principle of inclusive by design for the programmes across the county.” LIS

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. Over years 2 and 3 LIS have run 847 events aimed at children and young people at which they have been able to demonstrate or model inclusive PE and school sports. These had been attended by over 7,700 members of the school workforce.

In addition, in Year 3, a total of 14,693 pupils with SEND were recorded as attending these events.

Case study: The powerful effect of modelling inclusive practice

The LIS supported the local SGO who is based full-time in a MAT. His role means he oversees sports provision for 60 schools (50 primary, 13 secondary, 2 specials and 1 PRU). His role is to give advice and support to these settings as well as run events for pupils in the area to take part in.

The SGO attended an event the LIS ran locally. *“I was instantly struck by how she set the event up, the size of groups and how children had been grouped before arriving at the event. She’d obviously done a lot of homework on pupils’ needs. It was obvious that would give the children better self-confidence and that they were more likely to take part with how she’d set it up and weren’t going to all have meltdowns.”*

The SGO also saw lots of equipment which was new to him. *“It all looked easy to use and like it would help encourage participation and was different from anything we already had in schools.”* He bought spike ball nets, boogy bounce, soft tennis balls and bats and indoor curling equipment.

He now delivers training to all PE staff in his MAT. He believes that by meeting the LIS he has changed the overall perception in the chain of schools he works in, so staff see that participating in PE can encourage wider well-being and achievement.

He reports that physical activity levels in pupils with SEND have gone up as they have been engaged and participated more.

A group of Year 8 pupils with SEND, known as children who would not normally participate, were invited to a local event. Their teacher reported *“These pupils are now more confident in their skills and we see them in PE lessons, joining in in the playground and taking part in a much wider range of activities than they did before”*.

Information-sharing

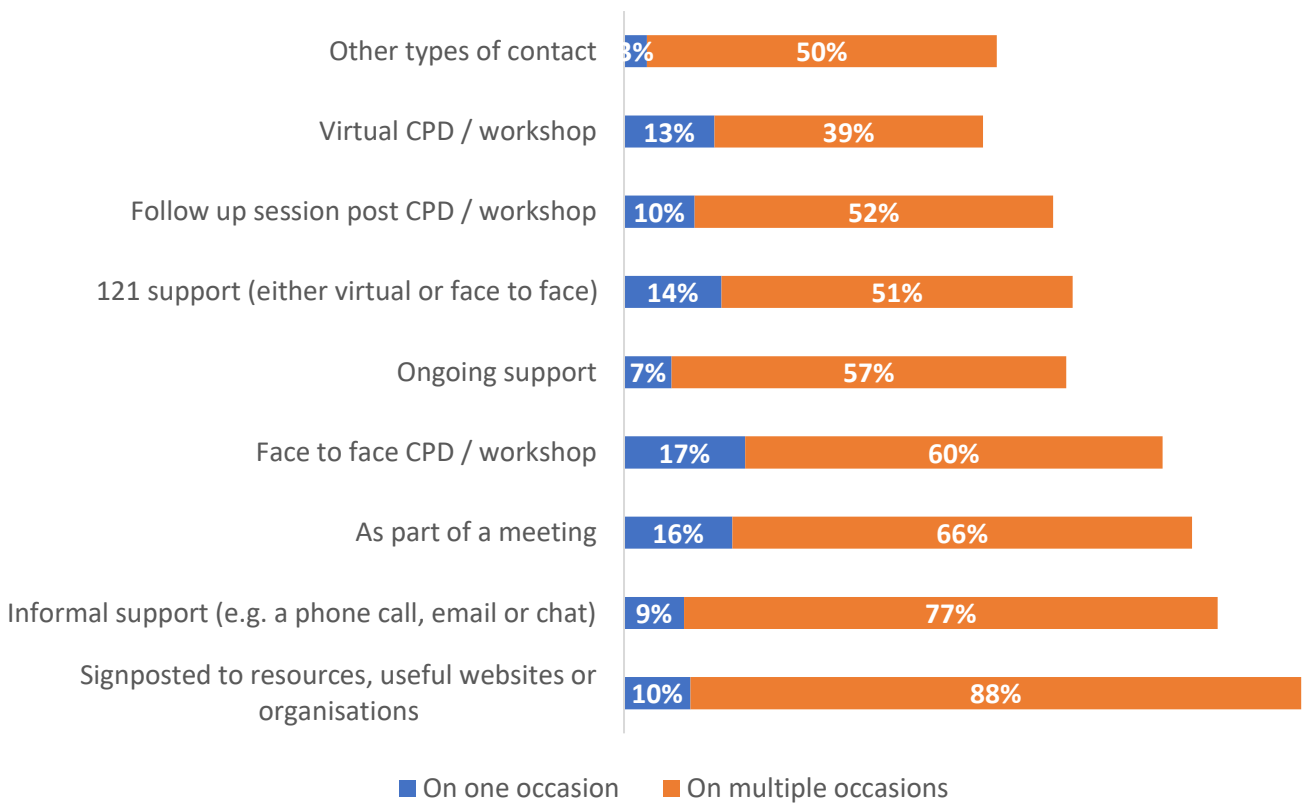
In terms of more informal activities, information-sharing and signposting (such as sending resources to school staff, circulating inclusive sports newsletters, sharing online resources, and passing on details of available equipment and funding) LIS reported reaching over 25,800 members of the school workforce in this way.

“I get an email every now and again, with details of events that are on in the area. I’ve never been able to get to any. But there are links to guidance documents and things as well, like About Autism, which are really interesting and, yes, I would say have made me think about how I do my lessons” Partner school PE teacher

Partner’s use of LIS

The partner survey details experiences of working with LIS showing that partners had worked with their LIS in different ways (Figure 4). Most commonly, LIS had signposted partners to resources, websites and organisations (98% of partners had this type of support from LIS). Partners had also received informal support from their LIS (86% of partners had chatted or emailed their LIS), met with their LIS during meetings (82%), provided in-person or virtual CPD (82% and 52% of partners respectively received this training), and/or provided more bespoke support (65% of partners had received 121 support, 64% had received ongoing support, and 62% had received support as a follow-up to a CPD session).

Figure 4: Type and frequency of contact partners have had with their LIS



Source: ASK Research and YST survey of partners, March 2024 (Base for percentages is 230 to 250 per item)

The type of activities that partners listed under the category ‘other’ contact with their LIS included providing general support and communications, assisting with event participation and organisation, supporting school and community engagement, getting involved in specific events, and providing resources and networking opportunities.

An analysis was conducted to determine whether the use of different aspects of LIS support varied by partner characteristics (namely FSM rate, whether a special school, and whether primary or secondary). This revealed that:

- secondary schools were statistically more likely than primary schools to have:
 - received 121 support (82% compared to 60%)

- had multiple meetings with their LIS (82% compared to 58%)
- schools accessing face-to-face CPD just once had a higher average FSM rate (38% of pupils were eligible for FSM in these schools compared to 26% amongst schools accessing CPD on multiple occasions or not at all).¹² We cannot determine from this data whether schools with higher FSM rates required less support (perhaps because they have more experience working with children with SEND) or because they chose to access less support.

No other tests were statistically significant.

3. Delivery details, lessons learnt and effects

This section provides more detail on each aspect of the programme setting out what was delivered, the key lessons learnt from these activities and the observed effects. The data available for each programme element varies.

Inclusive Education Hub

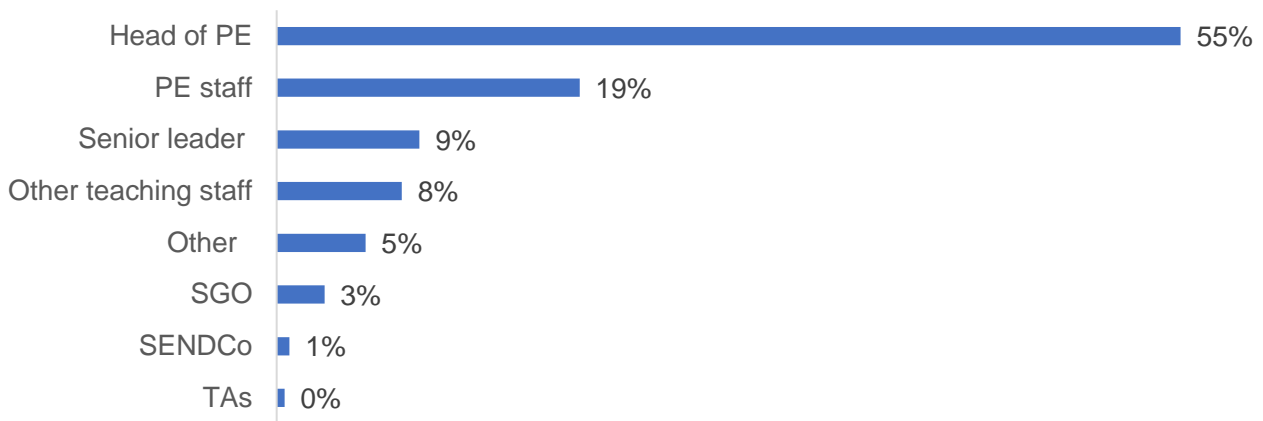
Launched in May 2022, the [Inclusive Education Hub](#) is an online resource to inform and support inclusive PE and school sports practice, hosted by the Activity Alliance (an Inclusion 2024 Consortium member). After registering, users must complete an Inclusivity Self-Assessment for their setting. This then determines which resources they are signposted to.

According to Activity Alliance records of online activity, there have been a total of 2311 users registered on the Hub since it was set up in Year 2 of the programme. The majority of users were Heads of PE or PE teaching staff (Figure 5). Within 'other' types of users were 13 SENDCos and 8 Teaching Assistants plus several out-of-school activity providers and advisors.

Hub registrations have grown over time (from 439 users at the midpoint of Year 2 to 1,283 users by the end of Year 2 and up to 1,670 users by March 2024). The type of staff using the resource has been fairly consistent across the two years it has been available.

¹² See details of results in Appendix 1.

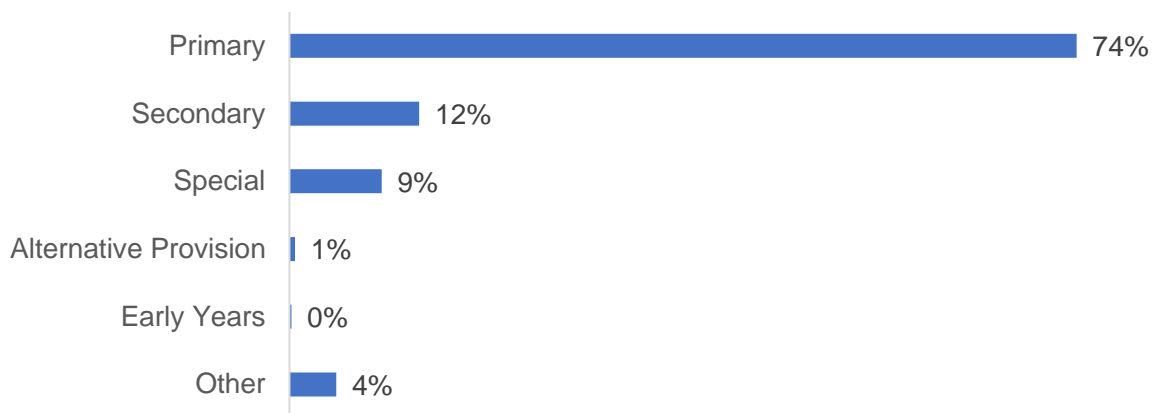
Figure 5: Inclusive Education Hub user details



Source: Activity Alliance’s Inclusive Education Hub registration data May 2022 to March 2024 (N = 1,665)

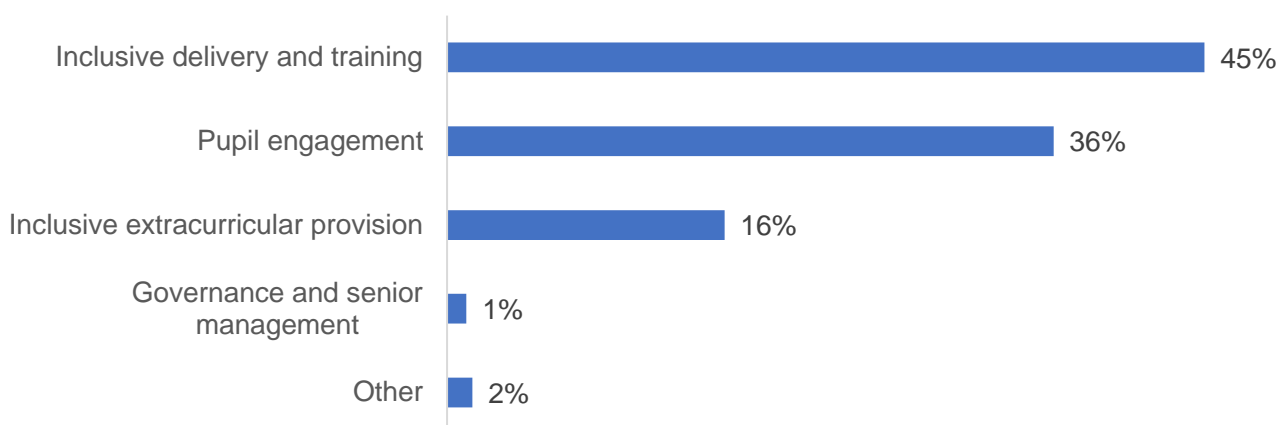
Three-quarters of school-based staff were from Primary-aged settings. The ‘other’ setting type is mainly junior or middle schools (Figure 6). Just under half of users (45%) visited the site looking for inclusive delivery and training support, over a third (36%) wanted to know more about pupil engagement and almost one in five (16%) were looking for advice on inclusive extra-curricular activities (Figure 7).

Figure 6: School setting of Hub users



Source: Activity Alliance’s Inclusive Education Hub registration data May 2022 to March 2024 (N = 1,665)

Figure 7: Hub users' main area of interest



Source: Activity Alliance's Inclusive Education Hub registration data, May 2022 to March 2024 (N = 1,665)

Innovation projects¹³

Inclusive Sports Programme

20 LIS took part in this project to use high-profile sporting events, such as the Special Olympic World Games, Paralympics and Commonwealth Games, as the inspiration for running local inclusive sports festivals¹⁴.

Activities

From September 2022 to present LIS recorded 871 engagements with schools and 17,857 interactions with pupils for this strand of the project. There will likely be some double counting of schools and pupils in this data as each school / individual could engage with the project on multiple occasions. We therefore do not know how many schools are represented in these 871 engagements.

Twelve 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 also been produced to show schools and SGOs how to deliver these events in a school setting for pupils with a range of SEND.

Additionally, young leaders (i.e. pupils) are used to deliver these events. From the start of Year 2 to present, 3246 pupils have been trained as young leaders for these events and in Year 3, 44% of these pupils had SEND. Although this is slightly lower than the set KPI of

¹³ Appendix 2 provides more detail on the focus of each innovation project

¹⁴ For further details, see <https://www.youthsporttrust.org/school-support/free-resources/inclusive-sports-programme>

50% of pupils with SEND the original target was for this to be only 350 young people, so the actual number of pupils with SEND trained as young leaders is significantly higher.

Key lessons

LIS reported challenges with arranging events (securing suitable venues, transport and risk assessments for pupils). However the use of Young Leaders and the role of modelling for school staff were seen as key positives to running these events.

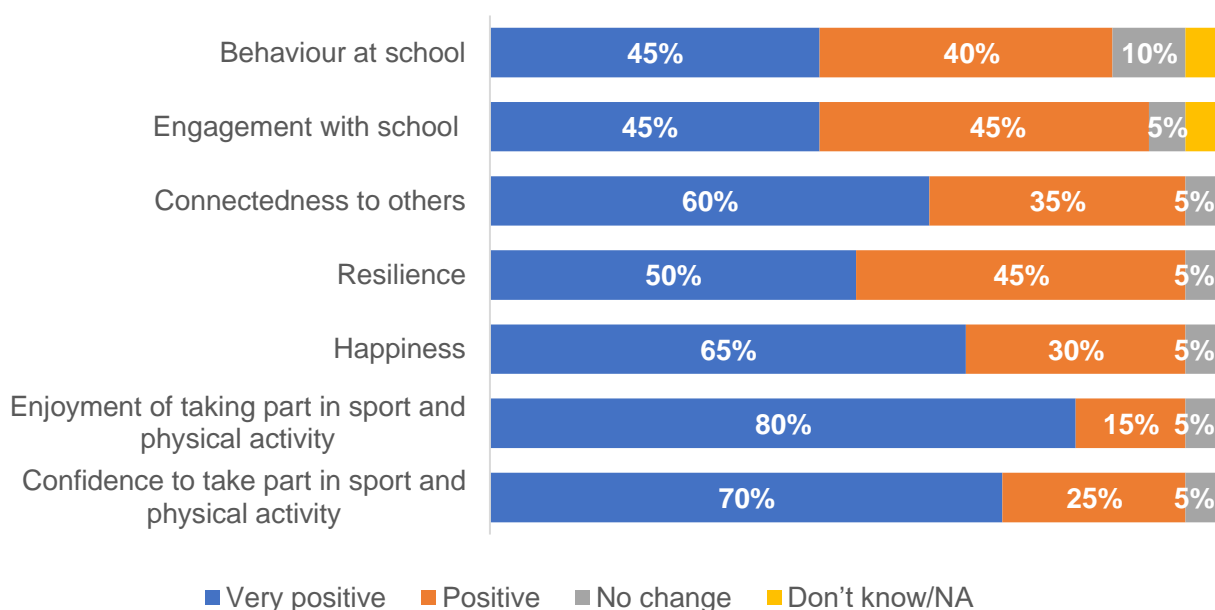
Linking them to current sporting events was seen as successful, as was offering a wide range of sports activities which would be ‘new’ to all attendees (and therefore offering a more even playing field for everyone trying them for the first time).

For some LIS demand had become so great for these events that it was difficult for LIS to continue offering them to all of the pupils with SEND who wanted to attend as well as their non-SEND peers. LIS felt that having mixed events would be ideal but offering “SEND only” events led to benefits in socialisation and seeing other pupils with similar issues to them.

Effects

LIS believe that they have seen considerable positive changes for the schools involved in this programme (Figure 8).

Figure 8: Impacts of the inclusive sports programme on pupils



Source: LIS returns March 2024 (N = 20)

Further examples of the changes that LIS have observed for participating pupils come from statements made in their termly reporting returns:

“[Pupils] really gained in confidence from taking part in these events” LIS

We've seen increases in positivity and confidence. The pupils were really wanting to attend, and it changed their opinions about what they can achieve" LIS

"Over time we've seen more engagement from leaders running the events and flexibility as their understanding of positive experiences grows." LIS

"These sports festivals have seen the greatest impact on the young people in regards to building connections with young people with similar disabilities and an understanding that there are a number of people like them." LIS

"Pupils really engaged with these events, which means they had fun and made new friends" LIS

Inclusive Sports Programme events provide an opportunity for young people with SEND to not only see and try activities that they can take part in but also get ideas of how they can use their skills in a variety of different roles in sport (such as in leadership roles such as coaching younger pupils or refereeing).

"The Inclusive Sports programme has shown increased competencies, self-esteem, skills and knowledge to the young sports leaders. This has impacted on their individual development, increased their status in the school, increased self-discipline and time management, given them a sense of connectedness, belonging and feeling of being valued, which has all contributed to more positive mental health." LIS (during interview)

The reported benefits of school staff attending these events included the:

- Shifting to more positive attitudes towards pupils with SEND doing sports activities
- Getting ideas on how to adapt their provision
- Increasing their awareness of how to be inclusive in PE activities
- Seeing pupils engage (often for the first time)
- Improving relationships between staff, pupils and their peers
- Having an increased understanding and commitment to being inclusive and the enthusiasm to deliver.

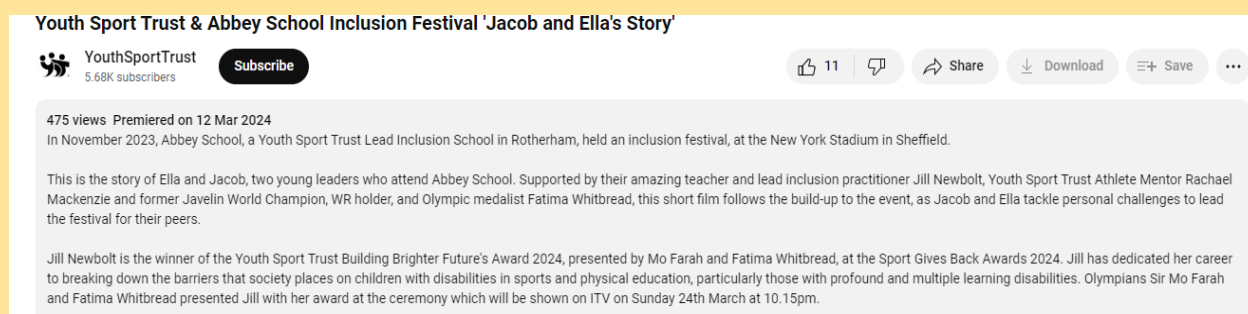
"We've seen at these events our students' behaviour improving through their taking part in physical activity. For me and the TAs that came with me, we've certainly seen these students in a different, more positive light."

Partner school

Case study (video):

[Jacob and Ella's story](#)

This details the experience of two pupils with SEND being prepared to act as Young Leaders at a local inclusive sports event. It reflects what the young people get from the experience as well as some of the issues that can occur when using pupils with SEND to run events (for example, one of the young people gets very nervous on the day of the event and is not sure they will turn up or be able to fulfil their role on the day – but in the end does and loves it!)



The screenshot shows a YouTube video player interface. At the top, the video title is 'Youth Sport Trust & Abbey School Inclusion Festival 'Jacob and Ella's Story''. Below the title is the channel name 'YouthSportTrust' with a subscriber count of '5.68K subscribers' and a 'Subscribe' button. To the right of the channel name are icons for 'Like' (11), 'Dislike', 'Share', 'Download', 'Save', and a menu icon. Below the channel information, the video has '475 views' and 'Premiered on 12 Mar 2024'. The description text reads: 'In November 2023, Abbey School, a Youth Sport Trust Lead Inclusion School in Rotherham, held an inclusion festival, at the New York Stadium in Sheffield. This is the story of Ella and Jacob, two young leaders who attend Abbey School. Supported by their amazing teacher and lead inclusion practitioner Jill Newbolt, Youth Sport Trust Athlete Mentor Rachael Mackenzie and former Javelin World Champion, WR holder, and Olympic medalist Fatima Whitbread, this short film follows the build-up to the event, as Jacob and Ella tackle personal challenges to lead the festival for their peers. Jill Newbolt is the winner of the Youth Sport Trust Building Brighter Future's Award 2024, presented by Mo Farah and Fatima Whitbread, at the Sport Gives Back Awards 2024. Jill has dedicated her career to breaking down the barriers that society places on children with disabilities in sports and physical education, particularly those with profound and multiple learning disabilities. Olympians Sir Mo Farah and Fatima Whitbread presented Jill with her award at the ceremony which will be shown on ITV on Sunday 24th March at 10.15pm.'

School swimming and water safety

This innovation project involves 16 LIS and is a partnership with Swim England (a consortium partner). It seeks to improve school swimming and water safety for pupils with SEND, as research has shown that children with SEND are at an increased risk of drowning¹⁵. Over the 3 years of the programme, a total of 635 schools have been engaged, resulting in 5990 pupils with SEND receiving water safety and awareness training.

Activities

This project has worked in several different ways by providing:

- **Family support** - LIS have provided a range of support to families through parent meetings and learning opportunities. Parents can find out what school swimming and water safety entails and how best to support their children.
- **Training and knowledge sharing** – these ensure the effective implementation of inclusive swimming and water safety programmes. LIS have carried these out in different ways. For example,
 - Sheffield School Swimming Service hosted its third training session- the Sheffield sessions have been an example of best practice with learners attending from special schools, mainstream schools and local swimming

¹⁵ For example, Peden & Wilcox-Pidgeon (2020) found that children with ASD were three times more likely to drown than those without. Other research has identified Downs Syndrome, heart conditions, epilepsy and learning disabilities as factors related to increased drowning risk in children.

lesson providers. The collaboration, networking and sharing of ideas from different organisations has proven extremely successful.

“I would never have thought about doing swimming activities at school before the lessons commenced.”

“I learnt a lot of ideas to take away.”

“I feel more confident to help with my school lessons now.”

- Tower Hamlets held lunchtime workshops – the council and local sessions identified areas where they felt school swimming required improvement.
- Norfolk Active Partnership organised twilight water safety training sessions.
- **University engagement** – Three LIS conducted early career professional development activities to enhance the quality of school swimming and water safety education for PGCE students in partnership with their local universities; the University of Chester, De Havilland University of Hertford and Newman’s University. These initiatives aimed to ensure optimal future impact on school swimming and water safety lessons and focus on inclusivity.
 - Twelve secondary PGCE students from the De Havilland University of Hertford participated in a Continuing Professional Development (CPD) programme titled "Support Teacher of School Swimming," which featured additional specific inclusive secondary content. This training was designed to provide early career intervention, equipping these future educators with the skills and knowledge necessary to effectively teach school swimming and water safety.
 - In the second year of the project, a senior Physical Education lecturer from the University of Chester completed the "Supporting Pupils with SEND in School Swimming" CPD. This prior training has allowed for the dissemination of learning to future cohorts at Chester University to continue to obtain inclusive swimming and aquatic knowledge.
 - 40 primary PGCE students from Birmingham Newman University completed an online CPD training. This is proving to be a popular annual event at the university providing new primary teachers with the confidence to support an inclusive school swimming programme.
- **Nursery Engagement** - a visit by Wilson Stuart LIS led to nursery-to-school transitions such as swimming sessions, leading to ideas for schools without pools to support swimming readiness through role-play and water safety messaging.

Key lessons

The key lessons from this project were that:

- Training leisure/swimming staff was key, and this was more successful when conducted alongside school staff training.
- Use of resources was highly thought of – mainly use of SwimPix and Swim England’s resources (such as the water safety video).
- Training was crucial for school support staff to provide safe and confident swimming sessions for pupils with SEND.

- School assemblies on water safety were run in participating schools but required tailoring to meet pupils' needs.
- Other barriers to accessing school swimming still exist (cost of lessons and travel, staff release, suitable local swimming facilities, e.g. having hoists).

Effects

Participating LIS felt there were positive effects of this project. In termly reports, all participating LIS stated that they had observed increased confidence and enjoyment amongst pupils who had taken part. The majority of LIS also reported increased resilience (8 out of 12 LIS reported this), connectedness to others (10 out of 12 LIS), and engagement at school (10 out of 12 LIS) and some thought it had led to improved pupil behaviour in school (8 out of 12 LIS).

The majority of LIS also thought that this project had resulted in improved safety of pupils with SEND around water (11 out of 15 LIS thought this had increased), and increased confidence of both swimming and school staff to offer pupils with SEND water-based physical activity sessions (12 out of 15 LIS reported an increase).

Other effects LIS reported having seen from this project (through qualitative work conducted) include:

- Increased pupil progress and outcomes (especially physically)
- More support for leisure providers and improved relationships with schools
- Parents more confident to support their child
- Parents seeing their child in a different light (as they can achieve)
- Parents using their short break vouchers for physical activities (including paying for swimming), which many had not considered before.

Case studies:

Improving Coastal Water Safety

In an area which is 80% surrounded by coastline, water safety is an important issue for schools in the North East. The local LIS collected insight from 25 primary schools regarding their swimming provision. The biggest concern for them was the swimming lessons delivered by local leisure providers.

The LIS met with the School Swimming coordinator at the largest leisure provider (89% of schools she heard from) and shared the feedback from schools so they could develop a plan together. They agreed to:

- Provide schools with photos of the leisure centre and clear instructions on where to go on arrival.
- Create video walk rounds of the centres to support children upon arrival.
- Share photos/videos of swimming teachers, for the children to hear/see them before they arrive.

- Create an assessment format to include Water Safety elements and support the School Swimming and Water Safety Awards enabling all swimmers to work towards an award.
- Create plans to be shared with schools for 6-week blocks, 12-week blocks etc so children can be better prepared on arrival and follow a routine which they can become familiar with.
- Arrange online CPD for leisure staff as a face-to-face offer would not suit the staff (due to them only being paid for lesson delivery time).

A whole new suite of lesson plans and resources was therefore developed for this provider to use with schools with pupils with SEND. The effects of this have been:

- Increased attendance & reduction in anxiety due to children and parents(?):
 - being aware of the location and where they need to be e.g. where they will park, how to get to the changing area, what toilets they will use, which bench to sit on once changed, the steps they will use to enter the pool etc.
 - being supported by having a set routine at the beginning of all lessons
 - knowing the names and faces of the teaching staff at the swimming pools.
 - having dry side activities in the classroom to prepare.
- Increased motivation in lessons due to:
 - all children have an award to work towards/achieve.
 - teachers are more confident to adapt lessons and use alternative equipment.
- Increased knowledge of Water Safety due to:
 - pupils and staff taking part in dry-side activities in school.
 - swim teachers focussing on Water Safety elements of the lesson (e.g. linking a star float on your back to falling in a body of water and remaining in float position).
- Increased swim time and therefore attainment due to:
 - better access to the facility.
 - time reductions in getting organised within the facility.
 - school staff being better prepared for the lessons.
 - lesson time management improved.
- Swimming teacher knowledge of supporting children with SEND improved.
- Increased confidence of school staff in providing suitable swimming lessons and water safety activities.
- Increased knowledge of how to support pupils' learning.
- Formal assessments are being carried out for all swimmers.

As a result of these changes pupils are more motivated to attend school swimming and therefore, parents/guardians are more willing to support the school with this. Leisure

providers can also feel more confident about the inclusive offer they provide for schools and more children now have a greater understanding of water safety.

Enhancing one-to-one in-water support

An area within the North West previously faced challenges in providing adequate support for pupils requiring one-on-one or manual support in the water, compounded by staffing shortages. These challenges were addressed by the LIS through collaboration with physiotherapists and other health professionals and by utilising volunteer/parent helper support. Also by ensuring comprehensive supervision was available as well as training and risk assessments. Hydrotherapy sessions were also integrated into local physiotherapy programmes, tailored to individual needs.

All swimming teachers in the area now effectively use SwimPix to aid with the delivery of ability-appropriate swimming lessons.

Implementing the Swim England School Water Safety Foundation Certificate

Another LIS supported the SEN unit at a secondary school with bespoke weekly swimming lessons for eight young people with SEND. They focused on improving swimming techniques and imparting essential water safety knowledge to pupils, whilst modelling best practice to school staff. The students all earned the Swim England School Water Safety Foundation Certificate. The initiative also included students who use wheelchairs, improving their physical well-being, confidence, communication skills, and socialisation. Adjusting class times for more individualised attention has ensured that each student's needs are met, resulting in higher-quality swimming teaching and outcomes.

Making swimming more inclusive

Working with their LIS, one school has created a welcoming, safe, and inclusive swimming environment catering to individuals with SEND and their families. The project has consistently full attendance at the swim sessions (run at times to suit family member attendance). There have been significant positive impacts of this initiative on the community. One child has had both their parents and grandparents (who help support their grandchild) attend the sessions, learning how to safely get the most out of their sessions in the pool. They have all reported how this has strengthened their relationships as well as fitness and wellbeing, and are now considering doing more physical activities all together as a family. The LIS was runner-up in the annual Youth Sport Trust Community Awards reflecting the school's continued dedication and efforts in developing their SEND Family Swim.

The 'My Personal Best' Character Education programme

The My Personal Best programme - 'My PB' is based on integrating life skills development into PE for pupils attending Pupil Referral Units (PRUs) or Alternative provision settings. For Inclusion 2024, 35 Alternative Provision and Pupil Referral Units (PRUs) have engaged in the project and have been supported to implement the My Personal Best programme in their settings.

Activities

The project links the curriculum and everyday life with physical activities and looks at what that can teach us (and vice versa). School staff are trained on the approach and then access resources to support their delivery.

This project is seen as 'Increasing life skills for those engaged with sport, and using life skills as a way to engaging those who are not'. It has been focussed on pupils who:

- are disengaged from learning
- have poor attendance
- experience behaviour issues
- have social and emotional difficulties
- are looking to follow vocational learning routes.

These pupils have generally been turned off PE in mainstream settings due to the focus on particular sports, skill development and competitive elements.

Key lessons

Those who have used the approach throughout the programme, both LIS and the schools they have supported, suggested (through qualitative work) that the key elements to making it work in settings are:

- Having an all-staff/setting approach (ideally extending across the whole setting and whole curriculum).
- Getting to know pupils and tailoring the offer to their needs and interests. This is best achieved by pupils feeding into the physical activity offer and development process.
- Using the approach consistently – start lessons with a focus on a My PB value, then refer to it again at the end to reflect on and reinforce skills developed. Link to school values and involve in daily conversations around the setting.
- Remove specific sports (such as football, netball, tennis, etc) from PE lessons and introduce more physical activities and skills development.
- Encourage pupils to think outside the box on ways to get better as a person, not just better at sports.
- Involve parents in the idea of skills focus and viewing pupils' progress.

- Celebrate success (certificates of achievement in assembly, for example; or accreditation with the PE Life Skills Award).
- Build the approach into assessment and planning.

Effects

LIS reported through the qualitative work the effects that they had seen on pupils of running this strand of the programme over three years. These include increased:

- engagement (beyond PE lessons)
- activity
- ability in sport
- confidence
- self-esteem
- self-belief
- resilience and determination
- behaviour
- concentration
- physical activity and life skill awareness
- attainment
- attendance - although chaotic traumatic circumstances can still disrupt this.

LIS also highlighted other impacts of the project such as helping pupils to overcome some of their trust issues and better support them for transition into adulthood. The project has also helped pupils focus on self-challenge (rather than peer competition) and offers them a chance to have some fun time – something which these pupils can miss out on.

The project was considered to be a strong foundation for sustainable improvements. LIS identified that if used to inform a consistent approach to pedagogy (which is how many settings have developed to using the approach) it can lead, for example, to a stronger school community.

“Pupils are happy, proud and achieving” Teacher PRU

“They see that when it gets hard they can keep going, and this applies to physical activities as much as it does to algebra” Teacher PRU

“This has allowed our pupils to develop skills through PE that they wouldn’t have got anywhere else, or through other methods” Teacher PRU

Case studies:

Supporting girls with eating disorders

An LIS in the Midlands is running in a hospital school whose attendees are mainly young women and girls who have eating disorders. They tend to have poor school attendance and are unlikely to engage in learning during their hospital stay. However,

the LIS has used the My PB approach to offering physical activity in his sessions. The approach has been incredibly successful with the girls, as it offers them different types of physical activity than they are used to, is tailored and reflects on wider aspects of their life and their personal development. Attendance at the activity sessions has been high and the confidence and self-esteem of the girls taking part has noticeably improved. The challenge identified by the LIS is sustaining this engagement and motivation when they transfer back to school after hospital (as they are likely to return to the sports and systems that had turned them off before).

Providing structure and fun

One PRU attached to a mainstream setting in the South East used the approach with six pupils most at risk of permanent exclusion from school, with negative conduct, attendance and behaviour points. They were looking to see how PE could be used as a different way to engage these young people. The pupils were taken out for separate sessions in which the My PB approach was explained and used with them. This resulted in more structured, individualised learning, smaller class sizes and a better routine for them. Following a term of the approach, 3 of the young people (50%) increased their attendance, reduced their negative behaviour and increased their positive behaviours. Additionally, as these pupils were working in alternative ways, leaving their classrooms, the mainstream classes they had left were working without student disruption.

The PRU has now moved the PE lead onto this project full-time to work with pupils and decide who the approach would be suited to and continue to deliver it to more pupils in future years.

Engagement Model in PE

This project looks at adapting this approach to P-scales to cover school sports and PE. P-scales provide a way to assess pupils working below national curriculum standards¹⁶.

Activities

Nine LIS were asked to look at how the mandatory DfE assessment tool could be adapted to suit PE provision for pupils with a range of SEND by trying to implement it in their, and their partners' schools, practice.

Key lessons

Key lessons for success identified by LIS included:

¹⁶ <https://www.gov.uk/government/publications/the-engagement-model>

- train all staff in approach
- secure senior leadership team (SLT) buy-in
- use across subjects
- integrate into monitoring/assessment processes
- link with Motor Activities Training Programme (MATP)¹⁷.

LIS felt that it was difficult to explain the approach and encourage others to use it, without them seeing it in action. They felt there was value in identifying Engagement Model champions in schools and developing peer-to-peer support.

There was also a strong suggestion that a training offer on the approach should be developed and this would be effective if it contained videos of real-world practice.

Effects

Feedback from LIS on this project was positive. They felt it was appropriate for pupils with Severe Learning Disabilities (SLD) and Profound and Multiple Learning Disabilities (PMLD), but not those with Moderate Learning Disabilities (MLD), who are more able to work at National Curriculum levels. They saw the benefits of this approach as:

- A way to “*help to define success for these pupils working below National Curriculum assessment levels, for whom this often does not happen*” (LIS).
- 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).
- It moves PE from being a ‘filler’ activity to a learning opportunity.
- It puts elements from the EHCP into practice.
- A way to monitor progress which is small or happens over a long period.
- It can be used to inform and refine lesson delivery.
- Helpful in supporting staff to adjust their approach to meet pupils’ needs and abilities.
- Individualised focus on each pupil.
- Facilitating staff and parents to see development and progress.
- Making pupils happy as they realise they are making progress.

Settings who have been adopting and embedding this approach over the 3-year programme period are now at the point where they realise the benefits of sharing the approach (and individualised evidence of progress) with parents.

“It offers a personalised and diverse approach for students, meeting more individual needs and creating an inclusive environment.” LIS

“All activities are seen as learning opportunities” LIS

¹⁷ The Special Olympics Motor Activity Training Program is designed for athletes who are unable to participate in official Special Olympics sport competitions because of their skill and/or functional abilities. The Motor Activity Training Program is designed to prepare athletes—including those with severe or profound intellectual disability and significant physical disabilities—for sport-specific activities appropriate for their ability levels.

“Hydrotherapy was often not that thought about and used as a bit of a time-filler. Now it’s focused, targeted and we can see real progress” LIS

Secondary school engagement

10 LIS are involved in this project which aims to help LIS identify and overcome some of the issues with engaging secondary school settings in the Inclusion 2024 programme.

Activities

LIS were asked to work with just one setting in-depth to trial a new approach, then share their learning with the network about what worked. LIS looked creatively at how to engage with local secondary schools and develop an offer that would meet their needs.

Within this project, LIS undertook a range of activities including:

- running inclusive PE training / CPD events
- inviting staff and pupils to Inclusive PE events
- tailoring support / training on topics such as pupil voice and inclusive activities - some sessions were specifically designed and delivered for 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 STEP¹⁸.

Key lessons

The most effective aspect of working with secondary schools was building up relationships with key staff. To overcome issues with staff availability to attend training, LIS instead often invited secondary PE staff and/or TAs to bring pupils to events being run locally. They supported in arranging transport and getting appropriate staff released. The key to success was the LIS spending time and offering a lot of solutions for secondary schools.

Things that help with delivery have been:

- having money for resources/equipment
- working with local sports partnerships
- developing relationships with appropriate staff in schools and accessing wider support networks
- providing ongoing support from Inclusion 2024 and wider Youth Sport Trust teams
- initial engagement and basic training in ?
- including pupil voice (i.e. providing an evidence-based need for change)
- assessing schools’ needs and tailoring support – CPD focuses on the greatest needs and least confidence
- in-school delivery (reducing the need for school staff to travel).

¹⁸ 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.

Effects

In their termly reporting, all participating LIS indicated that this work is helping to improve the quality of PE provision for pupils with SEND and the skills and confidence of the workforce with 'quite a bit' or 'a lot'.

Case study: Supporting teachers to engage with SEND-related activity

One LIS found that secondary mainstream schools were facing teacher recruitment challenges, time pressures and additional attainment/educational pressures. As a result, there had been a lack of engagement with SEND-related activity (i.e. training).

Instead of being able to offer targeted, in-depth support to one school (as none took up this offer), the LIS instead listened to the challenges multiple mainstream secondaries in their area were facing. These were identified as being an increasing number of pupils with SEND, many of whom did not engage in PE lessons. As a solution, the LIS organised a series of SEND-specific festivals and events, inviting local mainstream and special schools to attend. These events were intended as an introduction to secondary schools to the work of the LIS. Schools could bring along their pupils and witness high-quality inclusive delivery.

Activities on offer included a range of inclusive sports, delivered by SEND leaders and linking with community settings and potential employers. The demand from schools for these specific events, given the ever-increasing numbers in schools of SEND pupils and additional pressures faced by school staff was high to the extent that the LIS is now having to turn schools expressing an interest away because there are not enough resources for additional events/venues. This is because pupil numbers at each event must be kept relatively low to ensure that the event remains a positive experience for SEND pupils (high pupil numbers could result in an overwhelming sensory experience).

One of the schools attended every SEND event run by the LIS in the area. This school is now hosting events along with providing SEND young leaders. Several teachers at the school reported to the LIS that not only were they seeing new activities and approaches that they could adopt in their practice, but that children were visibly enjoying attending '*I had never seen this child smile before*' Teacher.

4. LIS and partner views on Inclusion 2024

This section presents data on how partners and LIS view the programme. It covers what they see as its main effects and why.

Partner views on the programme

Of key interest to the evaluation is whether partner schools have been able to change their practice over time whilst working with LIS. The data shows that partner schools believe

they are making progress in the practice of inclusive physical education, school sports and physical activity (PESSPA)¹⁹.

Effects on practice

An important question for the programme is how much partners feel that their contact with an LIS has made a difference in their practice of inclusive PESSPA. The survey asked partners to rate their practice (using a score of 1 to 5, where 5 represents the highest rating) on several measures. They were asked to do this before their first contact with the LIS and currently (Figure 9). Partner ratings increased in all areas between their pre- and post-LIS contact scores.

The areas where partners felt that the greatest change had occurred to their practice was in terms of:

- their links to networks and information-sharing processes
- how informed they felt about best practice and delivering high-quality PESSPA for pupils with SEND
- creative thinking about how to adapt and deliver PE and school sports for pupils with SEND.

In terms of current practice, partners rated their competence and confidence in the delivery of school sports for pupils with SEND most highly (both items received 4.27 out of 5), followed by their knowledge of how to adapt and deliver PE and school sports so that it is suited to pupils with SEND (4.25 out of 5).

Effects on physical activity levels of pupils, reported by school staff

Partner schools therefore feel that they are improving their practice. A further question is whether, as a result, their pupils with SEND have seen an increase in their physical activity levels. The survey asked partners to estimate what proportion of their pupils achieved 20, 30 and 60 active minutes a day²⁰ before their involvement with their LIS and currently (Figure 10). On average, the percentage of pupils achieving active minutes has increased over time:

- 47% of pupils are now achieving 20 active minutes a day, compared to 39% before LIS contact.
- 42% of pupils are now achieving 30 active minutes a day, compared to 33% before LIS contact.

¹⁹ However, this link is indicative only without access to comparator data and falls short of demonstrating a causative link.

²⁰ In 2022 the Chief Medical Officer issued guidance on the desired number of active minutes disabled children should achieve for health benefits. See <https://www.gov.uk/government/publications/physical-activity-in-disabled-children-and-disabled-young-people-evidence-review/physical-activity-for-general-health-benefits-in-disabled-children-and-disabled-young-people-rapid-evidence-review>

- 33% of pupils are now achieving 60 active minutes a day²¹, compared to 22% before LIS contact.

Analyses also show that these effects increase with time engaged in the Inclusion 2024 programme.

The extent of contact with LIS and changes to partner practice/active minutes

An analysis was conducted to determine whether there was a correlation between the extent of contact partners had with their LIS²² and the extent to which partners indicated changes to their practice²³. This demonstrated a statistically significant, moderate correlation between the amount of change partners had seen in their practice on all items and the amount of contact they had with their LIS (Appendix Table A1 details the full results of these correlations). An additional analysis found that the extent to which partners report changes to their practice is affected by the length of time they have spent in the programme. The longer partners have been involved, the more changes they report. **This shows that the more often school staff use their LIS and the more types of support they receive, the more improvement they report.** This suggests the infrastructure this project has put in place is proving to be a vital part of the school sport landscape, leading to improved activity, and therefore, better health and wellbeing for pupils with SEND.

Tests were conducted to determine whether there were differences in the changes to partner practice by whether they were a special or mainstream school, a primary or secondary school, and by rates of FSM. No statistically significant differences were observed.

The same set of analyses was conducted on the change in the percentage of pupils achieving active minutes against partner characteristics and their use of LIS. There were two statistically significant results:

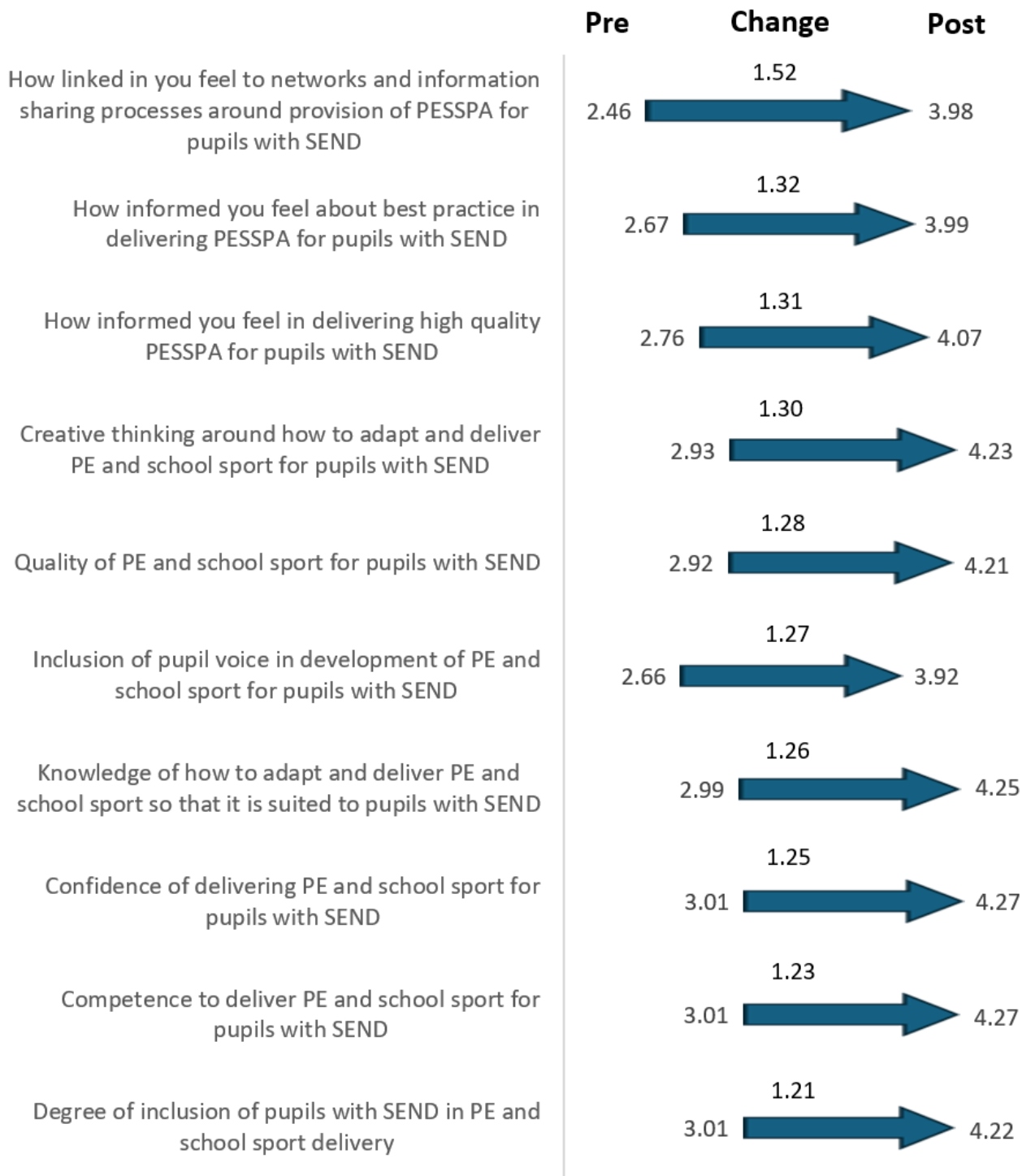
- **As contact with LIS increased, so did the percentage of pupils achieving 20, 30 and 60 active daily minutes.** This relationship was small, but statistically significant (see Appendix Table A2 for full details).
- **Partners who had been with the programme for a year or more reported significantly higher levels of change to the proportion of pupils achieving 20, 30 and 60 active minutes** (see Appendix Figure A1 for full details).

²¹ The [Active Lives survey for 2022/3](#) reports that 47% of all children and young people are achieving 60 minutes' physical activity a day.

²² This was calculated by allocating a score of 0, 1 or 2 to each type of contact LIS could have (see Figure 1) according to whether they had experienced that contact one, twice or not at all. Each partner could therefore have a score of between 0 and 18 to indicate the level of their LIS contact.

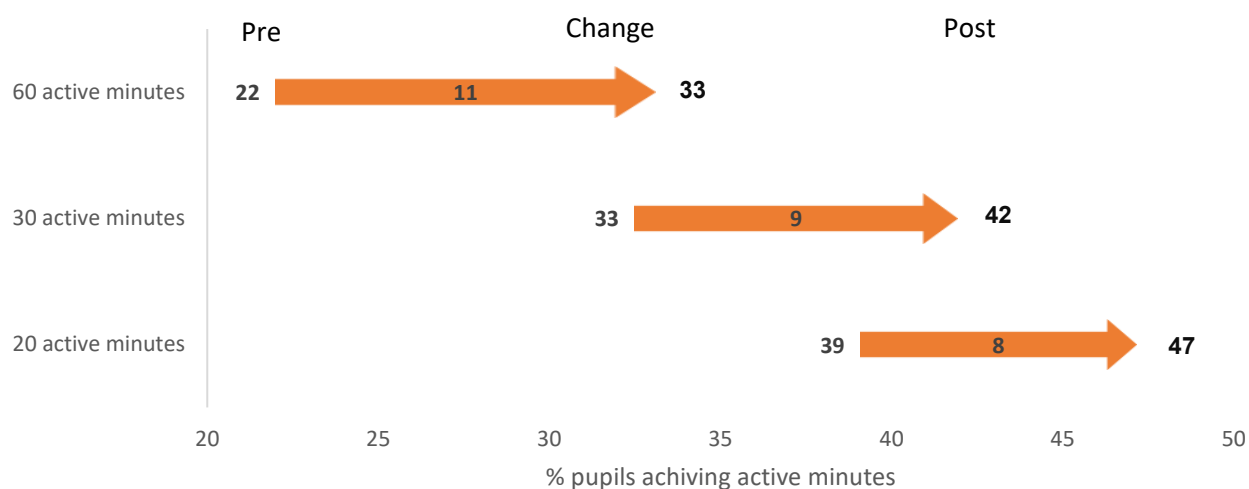
²³ This was calculated by deducting the score for each practice item given by partners for their pre-LIS practice from the score for the corresponding item given for their current practice.

Figure 9: Partner ratings of aspects of provision pre- and post-involvement with Inclusion 2024 (mean scores out of five), sorted by degree of change (greatest change at the top)



Source: ASK Research and YST survey of Inclusion 2024 partner schools, March 2024 (Minimum N = 209)

Figure 10: Partner pupils with SEND activity levels (% of pupils with SEND achieving 20, 30 and 60 active minutes a day) pre- and post-involvement with Inclusion 2024



Source: ASK Research and YST survey of Inclusion 2024 partner schools, March 2024 (N = 222)

How LIS support helps partners

The survey results demonstrate that partners feel that their practice has improved over time and that the amount of physical activity young people with SEND have at school has increased. To explore the role of LIS in these positive changes, the survey asked partners to outline how their contact with LIS had supported them in improving practice (Figure 11). Partners overwhelmingly identified the LIS as helping them with all aspects of provision. In terms of delivering PE and school sports for pupils with SEND, respondents felt that the LIS had helped them through:

- Improving their skills by:
 - developing their confidence in delivery (78% a lot, 17% a little)
 - supporting their creative thinking about adaptation and delivery (77% a lot, 19% a little)
 - increasing their knowledge of adaptations and delivery (73% a lot, 24% a little)
 - increasing their competence in delivery (73% a lot, 21% a little).
- Them feeling supported in their delivery by:
 - informing them about best practice (69% a lot, 26% a little)
 - supporting them with high-quality delivery (68% a lot, 29% a little)
 - linking them to networks and information-sharing processes (63% a lot, 29% a little).
- Enhancing the pupil experience by:
 - improving the quality of PE and school sport for pupils with SEND (75% a lot, 21% a little)
 - increasing the degree of inclusion of pupils with SEND in PE (70% a lot, 23% a little).

Partners were also positive, but to a slightly lesser degree about the extent to which contact with an LIS had helped them by:

- positively impacting the Senior Leadership Team and wider staff perceptions of PE and school sport (56% a lot, 33% a little)
- increasing the inclusion of pupil voice (61% a lot, 32% a little).

An open question asked partners to detail some of the changes they had made or actions they had taken because of contact with an LIS. The main themes which emerged across respondents are described in Table 1. These include: putting their increased awareness and understanding of the need to adapt physical activities for pupils with SEND into practice, offering increased opportunities and inclusive practice, developing enhanced resources and support, engaging in more collaborative working and involvement of pupils with SEND in school and the wider community.

In addition, partners were asked to detail the difference that being a part of Inclusion 2024 had made to them, their pupils and other staff. Their responses have been summarised below.

Partners felt that contact with their LIS had a range of positive impacts on **pupils with SEND**:

- increased opportunities both within schools and in external events. This includes access to competitions, festivals, and adapted sports activities.
- improved inclusion and confidence. Pupils feel more included, valued, and positive about themselves, which has translated into greater engagement and enjoyment of PE.
- enhanced understanding of the needs of SEND pupils within PE lessons. Schools have been able to make adaptations to facilities and teaching methods to accommodate these needs.
- SEND pupils being given more of a voice in their PE experiences because they have opportunities to express their needs and preferences. These are taken into account in planning and delivery.
- social and emotional benefits from participation in sports have facilitated social interaction and making new friends. Pupils have also gained a sense of achievement and pride from taking part in sports events.
- greater engagement and activity levels both during regular PE lessons and through extra-curricular activities.
- more opportunities to represent their school in sports. This has also elevated their sense of achievement and recognition within the school community.

“They are now much more engaged due to feeling valued” Partner

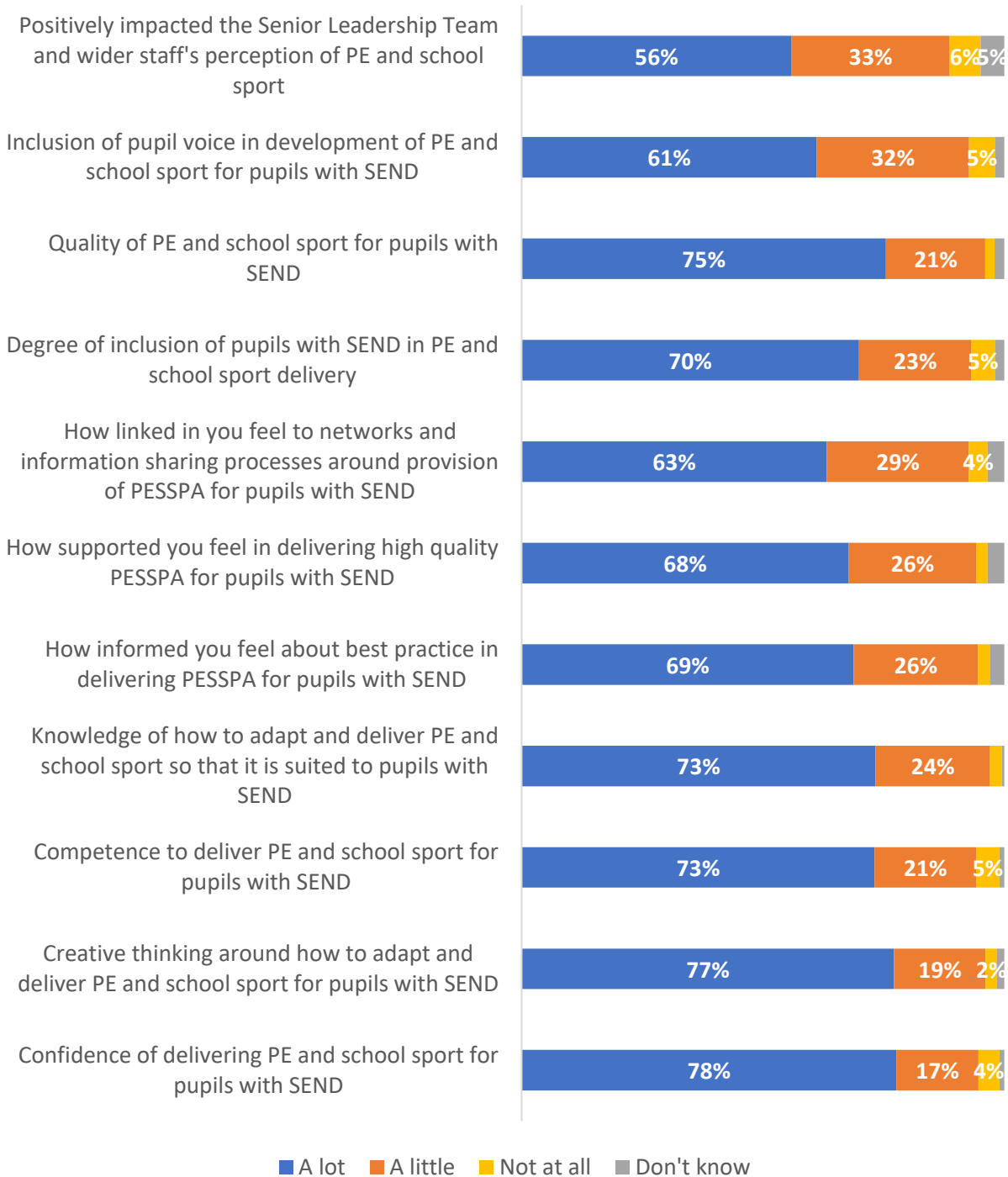
“It has raised their aspirations and given them a new opinion of PE” Partner

“The biggest impact has been on our students with SEND. My staff are now more confident in providing PE for these children, meaning we provide

*many more opportunities and these pupils are now much more included”
Partner*

*“The improvements in wellbeing, acceptance, sense of success and
enjoyment in sports has been brilliant” Partner*

Figure 11: The extent to which partners feel that contact with their LIS has helped them



Source: ASK Research and YST survey of Inclusion 2024 partner schools, March 2024 (N = 205)

Table 1: Examples of impacts of changes partners have made because of their involvement with LIS

Type of change	Examples of change	Illustrative quotes
Increased opportunities and inclusivity	<p>Establishment of PE councils to amplify pupil voice.</p> <p>Increased attendance at inclusive and adaptive sporting events.</p> <p>Introduction of adapted sensory circuits to extra-curricular activities and lunchtime clubs.</p> <p>Inclusive PE & sport becoming central to the curriculum and extracurricular activities.</p>	<p><i>“A small group of 6 children with a variety of needs attended an event for children with SEND and represented the school. This experience was invaluable for our children.”</i> Member of PE staff from an LA-maintained school</p>
Training and professional development	<p>CPD sessions for staff to learn about adapting activities for SEND.</p> <p>Workshops and training sessions for occupational therapy students on inclusive sports.</p> <p>Adoption of best practices and recommendations from experts.</p>	<p><i>“Attended SEND-specific CPD. Understanding of SEND-specific sports and festival formats etc. Networking with special schools and building positive relationships with PE leads at special schools.”</i> SGO</p>
Enhanced resources and support	<p>Improved PE equipment with a focus on SEND needs.</p> <p>Access to inclusive sports events and competitions like Panathlon²⁴ and table cricket.</p>	<p><i>“A broader range of support with more staff now trained. Excellent links to other agencies with purposeful interventions. Whole school priority has been around SEND adaptations to the curriculum -</i></p>

²⁴ See <https://panathlon.com> for details

Type of change	Examples of change	Illustrative quotes
	Regular updates and resources are provided.	<i>planning has been evidence-based.</i> ” Member of PE staff from an LA-maintained school
Collaborative efforts and networking	<p>Stronger links with external agencies and other schools supporting interventions.</p> <p>Networking with special schools and positive relationships with PE leads.</p> <p>Combined School Games calendars to increase opportunities for children with SEND.</p>	<p><i>“I have worked with a number of partners to promote PESSPA within our area and run sports events with my SGO”</i> PE staff from an LA-maintained school</p> <p><i>“Working with the LIS has really helped me link my schools, both mainstream and special, with a wider range of opportunities to be more active and helped put on extra events in my district.”</i> SGO</p>
Curriculum adaptations	<p>Curriculum plans revised to be more inclusive, including for very vulnerable pupils.</p> <p>Adaptation of PE lessons to support pupils with SEND.</p> <p>Introduction of new sports and activities tailored to the abilities of pupils with SEND.</p>	<p><i>“Introduced wheelchair basketball, attended new age curling and Boccia events, had adapted races on sports day”.</i> PE staff from an Academy</p>
Impact on pupils and community	<p>Significant boost to community involvement and empowerment for children with vision impairments.</p> <p>Increased confidence and knowledge among staff and students in delivering inclusive PE.</p> <p>Events and activities fostering leadership and participation among pupils with SEND.</p>	<p><i>“By providing a host of events that bring young people together with similar needs has been a huge boost within the community of Vision Impairment. The mass events have provided families with information and empowerment to find local sports for their child and to advocate for their young people in their schools.”</i> LA disability support staff</p>

Source: ASK Research and YST survey of Inclusion 2024 partner schools, March 2024

Additional impacts on **other pupils** with no SEND (particularly in mainstream settings) were described as:

- increased understanding and empathy regarding the barriers and needs of pupils with SEND. This includes recognising why some pupils may not participate and how some of the challenges pupils with SEND face. This has also meant that they are more supportive and willing to help their peers.
- leadership opportunities such as leading and officiating at SEND competitions. This helps individuals develop empathy, understanding, and experience working with pupils with SEND.
- more pupils are showing acceptance and willingness to support their peers with SEND. This has led to better integration and a more supportive school environment.
- more pupils, both with and without SEND, have engaged in a wider range of sports and physical activities facilitated by better resources, training, and inclusive events.
- inclusive sports activities have opened up communication, friendships, and social opportunities between pupils with SEND and pupils with no SEND, fostering a more inclusive and empathetic school culture.

“This project has opened their eyes to the fact that success in sport is not just one dimensional, and allowed them to access sport that put everyone on an equal playing field” Partner

“It has increased their awareness of the different needs of others” Partner

“We’ve seen greater tolerance and empathy when working with the other pupils with SEND” Partner

“More inclusive provision has opened up communication, friendship and social opportunities” Partner

They had also seen **benefits to them** in their professional role, and often for **other staff** in their setting such as:

- increased confidence and knowledge. This includes feeling more capable of adapting and leading sessions, organising inclusive events, and understanding the specific needs of pupils with SEND.
- access to support and networking opportunities which have provided guidance and CPD opportunities so that staff feel better equipped and more confident.
- a better understanding of how to engage pupils in physical activity and how to adapt lessons and activities to be more inclusive and enjoyable for all participants.
- development opportunities, such as CPD, have deepened their understanding of inclusive sports, improved their skills and knowledge, and helped make them more effective in their roles.

- being able to offer a wider variety of sports and activities, tailored to the needs of pupils with SEND. This includes organising more SEND-specific events and incorporating inclusive practices into the broader school sports calendar.
- feeling more motivated and inspired having seen the positive impacts on pupils which encourages them to continue to develop their provision.
- building positive relationships among staff, schools, and the wider community, fostering a collaborative environment where ideas and best practices are shared. Other staff have appreciated the opportunity to collaborate with others, which has broadened their perspectives and approaches to inclusive PE.
- access to practical assistance through resources, tailored support, and innovative ideas has made implementation easier and supported more successful delivery. Observing and participating in sensory circuits and other inclusive activities, for example, has provided staff with concrete examples of how to adapt their teaching.
- a stronger emphasis on the ethos and values of inclusion as schools have committed to making inclusive PE a priority, reflecting a broader commitment to equality and diversity.

“It’s given me more confidence in my delivery of PE for pupils with SEND and broadened my knowledge of adapting all lessons, and ways to do this” Partner

“Equality and diversity opportunities in the school have improved as we’re now committed to ensuring every child is included in high quality PE lessons”

Partner

“This has given us all a better understanding of how to work and teach pupils with SEND” Partner

“I’ve loved being part of a network that is so positive and moving forwards”

Partner

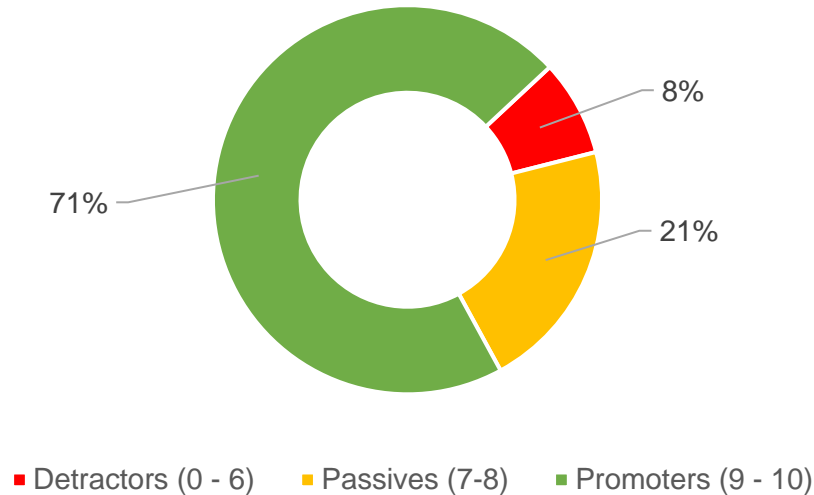
“Across the school we feel more empowered to be more inclusive in all our delivery” Partner

The partner survey provides another indicator of their views on LIS as it included a standard question designed to collect a metric known as the Net Promoter Score (NPS). This question asked partners *“How likely is it that you would recommend working with an LIS to a colleague looking to improve the accessibility of their PE and school sport using a score from 0 to 10”*. Seven out of ten respondents rated the programme at a 9 or 10 on this scale, indicating a very positive response from those taking part.

Analysis of this metric generally compares the number of respondents giving a score of 9 or 10 (who hold the most positive views and are therefore categorised as ‘promoters’) with those who give a score of 6 or less (those holding the most negative views who are categorised as

'detractors'). The results are presented in Figure 12. As this demonstrates LIS receive a very positive NPS of 63%^{25,26}.

Figure 12: Likelihood (score out of 10) that partners would recommend working with an LIS



Source: ASK Research and YST survey of Inclusion 2024 partner schools, March 2024 (N = 205)

Additional analysis was carried out to determine whether any school characteristics were related to NPS. No statistically significant differences were found for FSM rates or school type (special versus mainstream and primary versus secondary).

There were, however, differences in the NPS provided by partners who had used LIS differently:

- partners using LIS most frequently gave the highest NPS (a mean score of 9.6 out of 10 compared to 7.6 amongst partners using LIS least frequently)
- partners who had accessed ongoing support or personal follow-up (9.3) or CPD/1:1 support (8.6) scored LIS higher than those who had only interacted in meetings (6.0) or received signposting/informal support (7.5).

This data alone does not determine whether greater use of LIS leads to more positive relationships with partners or vice versa, but it does indicate that those using the service most frequently and for the most in-depth support are the most positive about the programme.

²⁵ NPS is calculated by subtracting the percentage of detractors from the percentage of promoters

²⁶ Benchmarking an NPS is difficult as it depends on the comparators. The creators of the metric suggest that anything above 50 is an excellent score

LIS views on programme effects

LIS were asked to identify the effects they thought Inclusion 2024 had had over its three years. They reported the programme had increased:

- awareness of SEND support and inclusive practice
- access to quality CPD
- school senior leader buy-in to inclusion and adaptation
- national governing body awareness and provision
- community links
- inclusive events
- inclusion of staff and pupil voice
- new teachers aware of inclusive practice
- tailored face-to-face support and training, including SEND specific resources
- festivals focussed on participation, with options for success
- mainstream schools attending events alongside special schools.

5. Supportive factors to participation and impacts

A range of supportive factors have been identified by stakeholders, including LIS and partners. They reflect the usefulness of different ways of working and the benefits of Inclusion 2024 involving a range of different staff within school settings.

Informed Lead Inclusion Schools

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

- Ideas, inspiration and expertise.
- Practical examples that are tailored to the specific needs of pupils in schools now.
- Access through their networks to other schools, events, coaches, and specialist support organisations.
- Local knowledge and influence.
- A one-stop Information, Advice and Guidance shop for inclusive sport.
- A listening ear and timely solutions to current issues schools are facing.

Working with SENCOs

In Year 1 it was identified that LIS working with SENCOs in their area could be of benefit and was therefore an area to work on. At the start of Year 3 all LIS met their Whole School Send colleagues at a networking event and in Year 3 termly reporting 25% of LIS said they had followed up with the Whole School SEND lead in their area.

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 resources (either schools or pupil needs etc.). The benefits of working with SENCOs were detailed as:

- connecting to local SEND networks
- cross-promotion of training and events (within the PE sector and the SEND sector)
- sharing best practice in PE through messaging to SENCOs and through their contacts with school leaders and staff
- providing specialist/specific signposting.

“A number of SENCOs in the area got in touch after the Whole School lead put me in touch with them and let them know what I could do. I invited them to come to some inclusive sporting events we had coming up and after that, they asked me to go into a number of their schools and deliver training on Inclusive PE and school sports. In each school, I've provided CPD for their PE Departments and given specific guidance and advice to each school”. LIS

Working with Teaching Assistants

Many LIS had identified through their activities and visits to schools that it was often TAs who were providing support to pupils with SEND in lessons. It was therefore important to influence their approach and practice. However, LIS often reported how TAs were not allocated to pupils for PE lessons, or that pupils were not taking part in PE lessons and instead doing other activities with their TA. Due to the way their TA contracts are arranged (often paid for specified hours within the school day), they often do not attend CPD events. LIS had therefore focussed on getting TAs to attend training sessions and inclusive events. Many other LIS would like better access to TAs in their area so they can offer training to them.

Successful ways to support TA attendance include:

- scheduling training within the working day
- insisting TAs are invited
- developing materials aimed at meeting TAs' needs.

Case study:

Supporting TA upskilling

One secondary school approached their LIS as they felt that the TA 1:1 model embedded in their school culture was not inclusive or a good use of this skilled workforce. The school SENCo wanted to put in place a model where TAs were both confident and competent at supporting pupil progress and emotional regulation in PE lessons according to the needs of all pupils *and* the PE department. In two hourly sessions over 2 weeks, training was delivered by the LIS to 3 PE staff, the school SENCo and 12 TAs.

TAs were upskilled in:

- Inclusive PE opportunities within their curriculum (in terms of supporting pupil progress and emotional dysregulation)
- Cognitive principles linked to their PE plans and the science of learning
- Scaffolding / self-scaffolding²⁷ and promoting pupil independence using the STEP approach²⁸
- Education Endowment Foundation (EEF) five a day (explicit instruction, modelling etc)
- Reframing their own experiences of PE into a more positive perception of PE.

²⁷ A term used in education for the support structures put in place to aid learning. Read more here <https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet>

²⁸ See <https://thepehub.co.uk/step-in-pe/>

Space

Task

Equipment

People



Space
Change the space in which the activity is taking place... e.g. larger/smaller... different shape?

Task
Change the type of activity taking place e.g. rules/roles for everyone or individuals

Equipment
Change the type/size of equipment being used e.g. smaller/larger ball...

People
Change the people who are involved e.g. number of taggers/defenders



Source: Slide used for training TAs, setting out the STEP approach (from LIS)

The LIS reported that following these sessions, confidence levels of the TAs increased massively around PE and sport support and their ability to use the STEP tool in combination with EEF recommendations round scaffolding to support pupils. They also gained a better understanding of the challenges for and ways to support pupils with neurodiversity in PE and how to adapt learning to offer an excellent PE curriculum to all. Using the PE department and training PE staff together with the TAs worked remarkably well. An exercise with all attendees around where they want the school to be in terms of its provision was also very beneficial. The benefits to the wider school community should hopefully be better academic progress and improved emotional regulation with more pupils taking part in PE lessons.

“The professional investment and time to get the two teams in a secondary environment together is worth every penny!” LIS

Youth Sport Trust online resources

Many of those involved with the programme (both LIS and partners) described how useful they had found the bank of online resources for their delivery of PESS, particularly the Inclusive Education Hub. This provided ideas that had helped shape their PESS delivery. Many more school staff now reported utilising information and inspiring stories from the YST website to inform their practice.

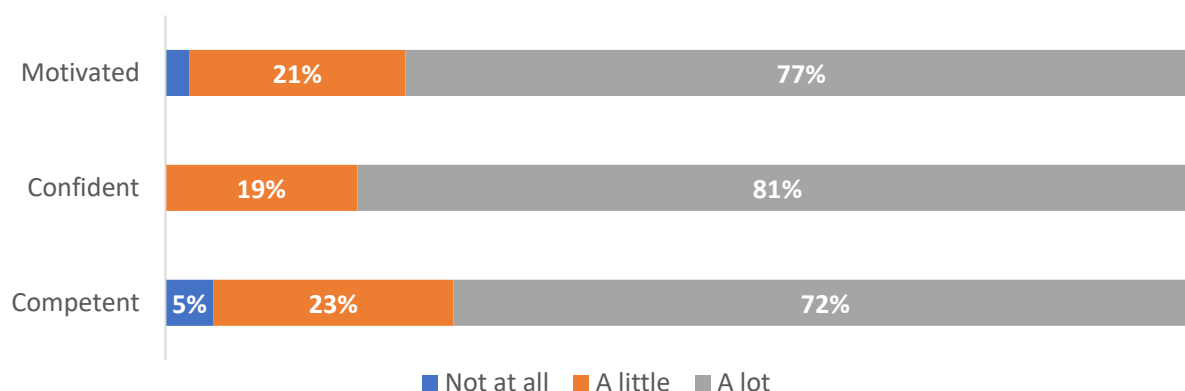
Youth Sport Trust Development Coaches

Development Coaches are given the 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 (Figure 13).

In line with other feedback that Youth Sport Trust receives about the role of DCs, amongst LIS:

- 77% said their DC had helped them ‘a lot’ to feel more motivated in their role
- 72% said their DC had helped them ‘a lot’ to feel more competent in their role
- 81% said their DC had helped them ‘a lot’ to feel more confident in their role.

Figure 13: How much the support provided by DCs has helped LIS to feel more...(% of LIS)



Source: LIS returns data March 24 (those who had used the support of a DC – 43 responses)

Stakeholder interviews conducted across the three years show that DCs are seen as a useful resource, helping to maintain the momentum of the project, keeping LIS in touch with others and with current good practice and advice. DCs are seen as able to support in-school and local delivery at a time when resources are tight and school staff are facing a range of barriers to achieving more inclusive PESSPA. They were also referred to as a critical friend and a means to challenge and stretch LIS.

Descriptions of the work of DCs provided by LIS in their termly reporting include:

“Approachable, reachable, expert advice knowledge and support.” LIS

“[My DC] is so supportive. She keeps me updated and informed at all times, without taking up too much time. The biggest thing for me is someone recognising the work that you do, praising my hard work and having my back in general. Working in schools can sometimes be a thankless task at times (been teaching for 20 years now!) but she always makes me feel like I matter and that I make a difference.” LIS

“Encouraging and supportive, making suggestions but making me feel confident and empowered in what I am doing.” LIS

“Great sounding board for ideas and being able to share issues and work through solutions.” LIS

“[The DC] is the spark! She always inspires us to do more and keep pushing for more inclusive practice.” LIS

“[My DC] is like-minded and open to sharing and supporting with whatever one does. A critical friend who is most needed when times are challenging.” LIS

6. Potential barriers

The extent to which partners can fully implement their activity programmes can be affected by a range of factors outside their control, or that of their LIS. During interviews with LIS and partners a range of delivery issues were identified which respondents felt were limiting the effects of the programme. These remained largely unchanged across the three years of the project and mainly centred on a lack of capacity to make changes or the lack of knowledge to know that change is needed.

Other potential barriers identified during interviews included:

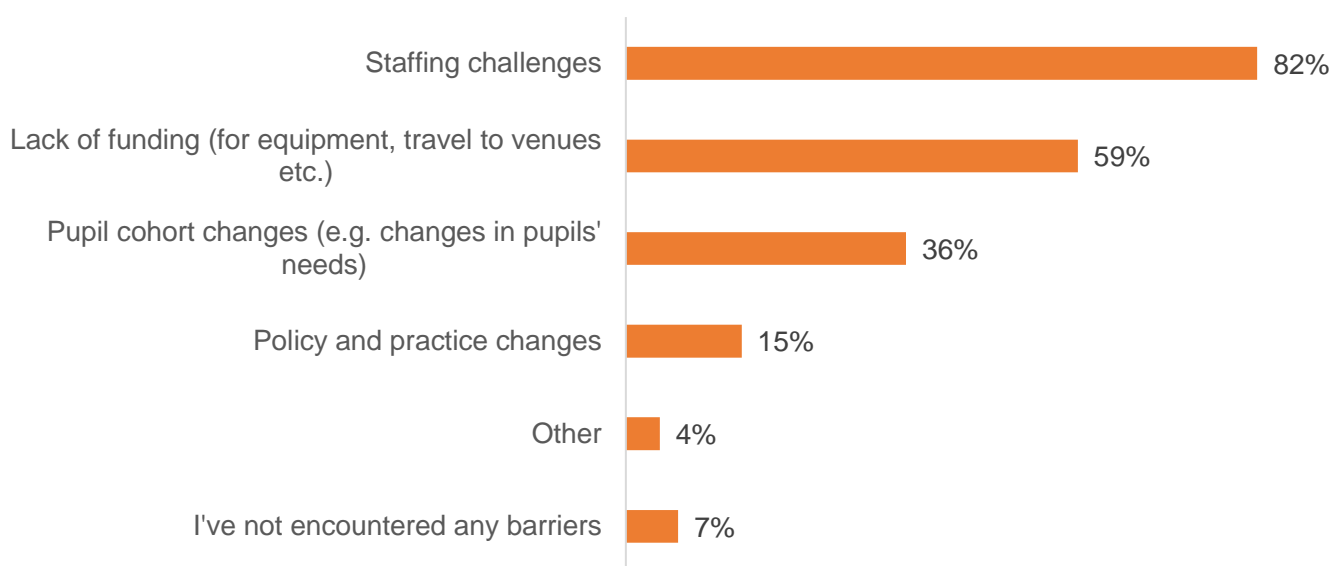
- The current situation in schools:
 - high absence rates/low resource levels
 - high staff turnover rates
 - low levels of attendance by both staff and pupils
 - specialists in PE don't reach out for help
 - SEND numbers have increased, resource/expertise has decreased.
- TAs:
 - tend to be lower-skill/non-SEND specialists
 - have limited time/are not sent to training or events
 - are not paid for training.
- Transport (to sports activities, including swimming lessons and events):
 - is costly
 - requires risk assessments (with the associated difficulty of, and time taken for completion).
- LIS:
 - have limited funding/time
 - are unable to track the engagement/scope the needs of all local partners.

Additionally, systemic issues prevented the project from having a greater impact. These centred on a lack of cohesion around SEND policy and inclusive practice and the lack of

pressure and accountability on schools to offer inclusive PESSPA and have the resources to properly implement it.

The partner survey asked whether they had experienced any barriers and what these were (Figure 14). Only 7% of partners identified that they had not experienced barriers to implementing their activity programme. The most common barriers were staffing challenges (82%) and funding challenges (59%), followed by pupil cohort changes and resulting changes to needs (36%).

Figure 14: The extent to which partners have experienced barriers to implementation (partners can select multiple barriers)



Source: ASK Research and YST survey of Inclusion 2024 partner schools, March 2024 (N = 206)

A small number of partners highlighted other challenges they had faced in the survey, these included difficulties engaging with external clubs and organisations (e.g. making connections and the costs involved), meeting the particularly complex needs of some pupils, finding inclusive events in a local area, securing support staff, conflicting priorities (e.g. inflexibility in the structure of a school day or National Curriculum requirements, a focus on emotional and well-being over physical wellbeing), and a lack of facilities.

7. Conclusions

The evaluation of the three-year programme shows it has successfully achieved its delivery goals. Our findings illustrate how Inclusion 2024 has:

- improved the quality of schools' PE and school sport teaching and provision for pupils with SEND
- increased opportunities for pupils with SEND to achieve more active minutes within the school day and beyond.

- increased the engagement and participation of pupils with SEND in PE and school sports.
- increased the resilience, leadership, and self-belief of pupils with SEND through PE and school sport through the provision of character education.

From the Innovation projects it has been shown that:

- Inclusive sports festivals increase the enjoyment and confidence of pupils with SEND, offering them a chance to try activities they are unlikely to otherwise and to play a part as a young leader. The ability and motivation of staff to provide inclusive events for all is also increased through their attendance at such events.
- Training school staff and leisure staff, as well as pupils, increases the safety of pupils with SEND in and around water. The swimming and water safety project also resulted in increased parental engagement with their child and in whole family physical activities. The increased confidence contact with the project and support of the LIS gave to staff has resulted in more settings offering swimming sessions for pupils with SEND.
- My PB was effective in working with those pupils facing the greatest barriers to learning and participating in physical activities. It was effective in increasing their confidence, self-esteem and self-belief. Through offering fun physical activities and linking them to life skills, the engagement, concentration and application of pupils with SEND increased, and this had positive knock-on effects beyond PE lessons.
- The Engagement model proved an effective approach to defining success and tracking progress for pupils with SEND who were working below National Curriculum assessment levels. Many schools embedded the approach in their monitoring and assessment systems for pupils and rolled this out beyond PE.
- Engaging secondary schools in training is difficult, mainly due to limited resources. By taking time to build up relationships and understanding with staff the LIS network were able to give staff in secondary settings more understanding of the need to adapt physical activity and the confidence to tailor their provision, making it more inclusive.

In addition, Inclusion 2024 has engaged thousands of pupils with SEND in physical activity events. It has achieved this by engaging, inspiring and modelling effective inclusive practice to thousands of staff based in school and responsible for delivering school sports. This work has given pupils opportunities and positive experiences that are likely to shape their engagement in sports and with peers and school in the future. This has illustrated the success of a school network approach, led by those who are knowledgeable about, and experienced in, delivering inclusive physical activity.

This evaluation has shown that by training and modelling inclusive practices to school staff, the physical activity levels of pupils with SEND, and then their health and wellbeing, are improved. It has also been identified that the more contact providers have with the support network, the greater the effects on practice and inclusive delivery for pupils.

LIS have actively engaged schools in overcoming barriers to schools participating (such as a lack of time and resources), including secondary schools which are traditionally more challenging to engage. They have also identified a lack of SEND input for trainee teachers and addressed this by finding ways to inspire them to be inclusive in their practice.

The work of the LIS has influenced PE staff practice but also had wider effects. Their work has influenced whole school approaches to inclusion and improved local provision through their engagement with SENCOs, SGOs, TAs, Headteachers and PE networks. It is clear that Inclusion 2024 and its multiple contact points with members of the school workforce and strategic planners have led to more inclusive events being held across the country.

The effects of this engagement in PESSPA for pupils with SEND have been observed by those involved in the programme to have wider-reaching effects for them too. Partners and LIS report positive effects on pupil attendance and engagement with school, confidence, sense of belonging, and their happiness and wellbeing.

Those 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 PESSPA in a more innovative way that is more inspiring for their pupils.

The main factor inhibiting the success and wider delivery of the programme is limited resources – both for LIS to have the time to identify those who would benefit most from their input and effectively train them in inclusive delivery, and for school-based staff who struggle to find time to adequately engage with what the inclusion 2024 programme could offer them.

8. Recommendations

For the upcoming academic year

As the programme continues to deliver training and support beyond its third year there are some clear recommendations to:

- Focus on the dissemination of good practice and publicising the LIS network, what they can offer, their events and the Inclusive Education Hub.
- Look again at whether there is an effective way to identify those settings who would benefit most from the input of their local LIS.
- Consider how to maximise programme effects on pupils' attendance, behaviour and engagement, building on the best practice identified through the Innovation Projects.
- Develop an offer for TAs and work collaboratively with SENCOs.

We hope that the DfE will also see this project as a success and support the development of more inclusive practice in schools with aligned policies, accountability and funding. At a time when the number of pupils with SEND and the level of their needs is increasing, this is vital to ensure all children and young people can access physical activity and school sports.

For future research

The focus of this project on research, to support learning from project activities, should continue. This will ensure that lessons learnt about effective delivery and programme impact and outcomes is maintained.

There have been problems (relating to GDPR) in accessing partner schools. This has limited the measurement of project impacts to date. A more robust system for collecting participant details would support tracking pre- and post-intervention measures and allow more detailed and robust impact analyses.

Understanding how the programme affects pupil engagement, attendance and behaviour, especially for those with the greatest barriers to accessing education, will be key for the next stages of the project. More direct contact between the evaluation team and partners (through the improved data systems suggested) will allow these things to be more effectively monitored.

Finally, the effects of increased physical activity on pupils with SEND, including in terms of fitness and wellbeing, could be monitored over the longer term of Youth Sport Trust's project delivery. This would add a further level of understanding of the impacts of this programme.

Appendices

Appendix 1: Additional information about LIS and partner schools

Table 1 Main school characteristics of Lead Inclusion Schools and all schools in England

School characteristic	Categories	Not LIS %	LIS %
Type of provider	Academy	38.0	32.1
	Independent	7.4 *	- *
	LA	45.6 *	17.0*
	PRU	1.5	-
	Special	7.4 *	50.9*
	Total	100	100
	<i>Base (N)</i>	23,533	52
Age group catered for#	Pupils include primary age	83.3*	42.3*
	Pupils include secondary age	25.3*	96.2*
	Post-16 students only	16.3*	75.0*
	<i>Base (N)</i>	23,533	52
Whether school is in an urban or rural area	Rural	25.5*	9.4*
	Urban	74.5*	90.6*
	<i>Total</i>	100	100
	<i>Base (N)</i>	23,533	52
Most recent Ofsted rating All schools	Outstanding	12.5*	28.3*
	Good	56.8	50.9
	Less than Good	8.6	9.4
	Not available	22.1	11.3
	<i>Total</i>	100	100
	<i>Base (N)</i>	24,081	53
Student characteristics (means)	No. of pupils in school	371*	613*
	<i>Base (N)</i>	23,380	50
	Pupils eligible for FSM %	20.8*	32.1*

	Base (N)	22,864	50
	Pupils with EHCP %	8.8*	50.6*
	Base (N)	23,334	50
	Pupils on SEN support %	12.8*	6.8*
	Base (N)	23,334	50
	Pupils with EAL %	14.3	18.1
	Base (N)	22,864	50

* indicates a category where the column proportions or means differ significantly from each other at the 0.05 level

indicates that the percentages for this item will not sum to 100 because schools can be entered into multiple categories (i.e. they can have primary, secondary and post-16 students).

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

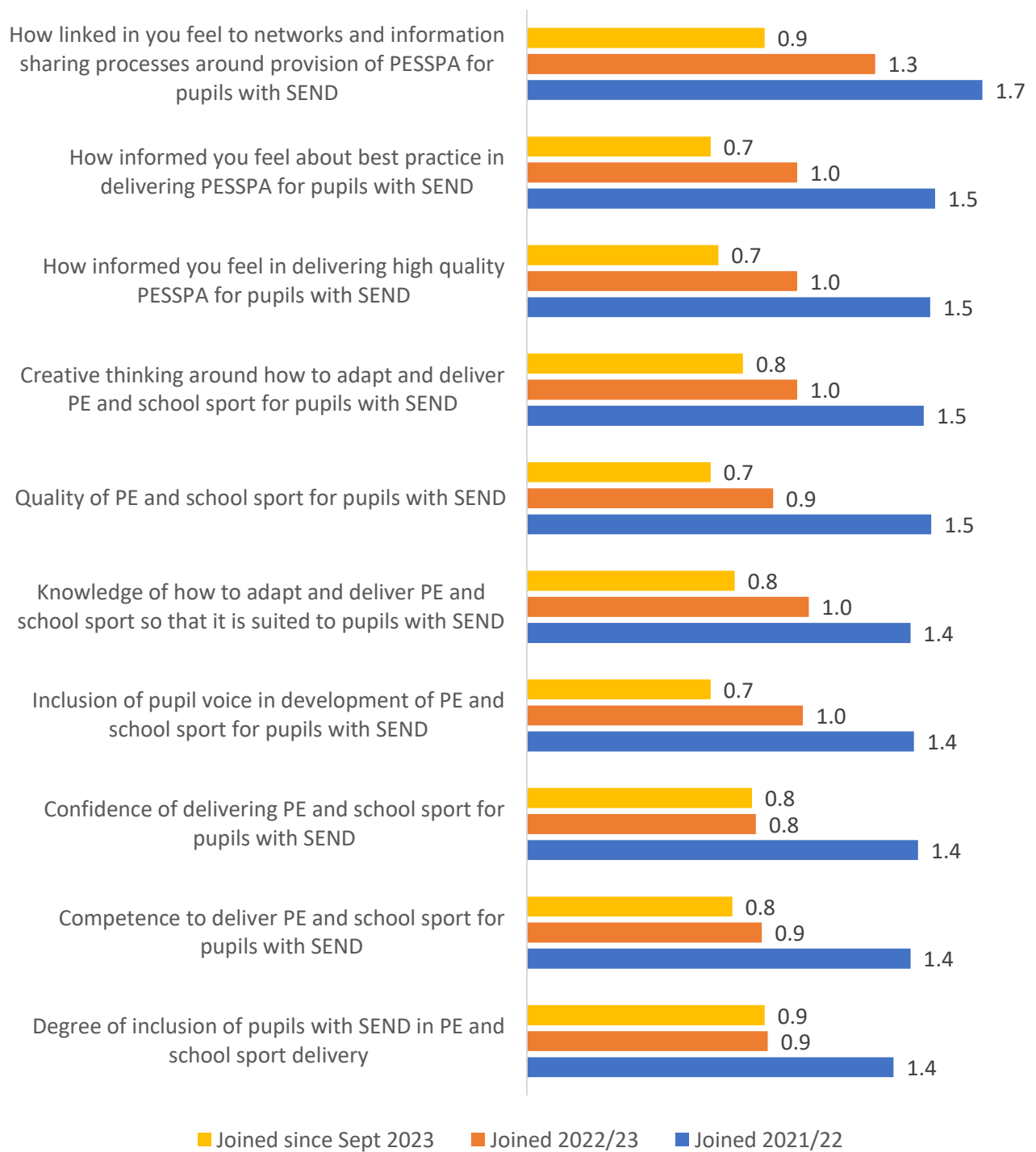
School characteristic	Categories	Not a partner school %	Partner school %
Type of provider	Academy	38.1	37.3
	Independent	7.9*	2.2*
	LA	45.5	46.1
	PRU	1.5	1.0
	Special	7.0*	13.4*
	Total	100	100
	<i>Base (N)</i>	<i>22,307</i>	<i>1,827</i>
Age group catered for#	Pupils include primary age	83.6*	78.5*
	Pupils include secondary age	24.7*	34.5*
	Pupils include students post-age 16	15.7*	25.3*
	<i>Base (N)</i>	<i>21,783</i>	<i>1,802</i>
	Rural	26.1*	17.8*
	Urban	73.9*	82.2*

Whether school is in an urban or rural area	<i>Total</i>	100	100
	<i>Base (N)</i>	22,303	1,827
Most recent OFSTED rating (where known)	Outstanding	12.2*	16.9*
	Good	56.7	57.3
	Less than Good	8.5	9.5
	Not available	22.5	16.9
	Total	100	100
	<i>Base (N)</i>	22,307	1,827
Student characteristics (mean)	No. of pupils in school	364*	457*
	Base (N)	21,628	1,802
	Pupils eligible for FSM %	20.5*	25.2*
	Base (N)	21,135	1,779
	Pupils with EHCP %	8.4*	15.1*
	Base (N)	21,584	1,800
	Pupils on SEN support %	12.9*	12.2*
	Base (N)	21,584	1,800
	Pupils with EAL %	14.2*	15.8*
	Base (N)	21,667	1,802

* indicates a category where the column proportions or means differ significantly from each other at the 0.05 level

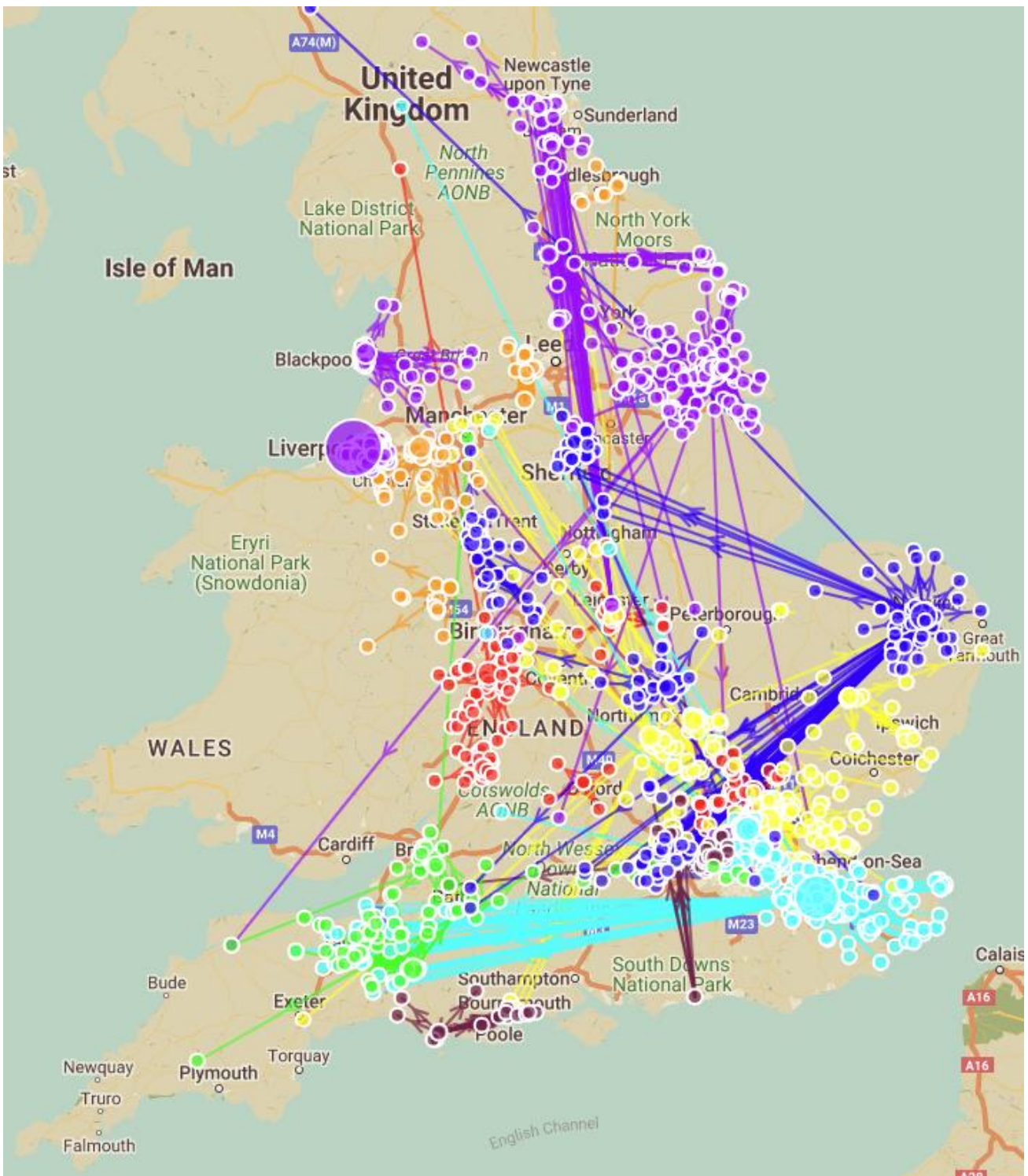
indicates that the percentages for this item will not sum to 100 because schools can be entered into multiple categories (i.e. they can have primary, secondary and post-16 students).

Figure A111: Changes in ratings of pre- and post-Inclusion 2024 involvement by year joined the programme (ratings pre- and post were out of 5)



Source: ASK Research and YST survey of Inclusion 2024 partner schools, March 2024 (Minimum N = 140 joined in 2021/22, 45 joined in 2022/23, 24 joined since September 2023)

Fig. A2: Location of partner schools (2021 to 2024) linked to their LIS. The different colours indicate LIS/partner networks covered by different development coaches



Interactive version available at: <https://www.maply.com/maps/ce20e445-96bd-4776-b796-2df17ebe1c1c>

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.

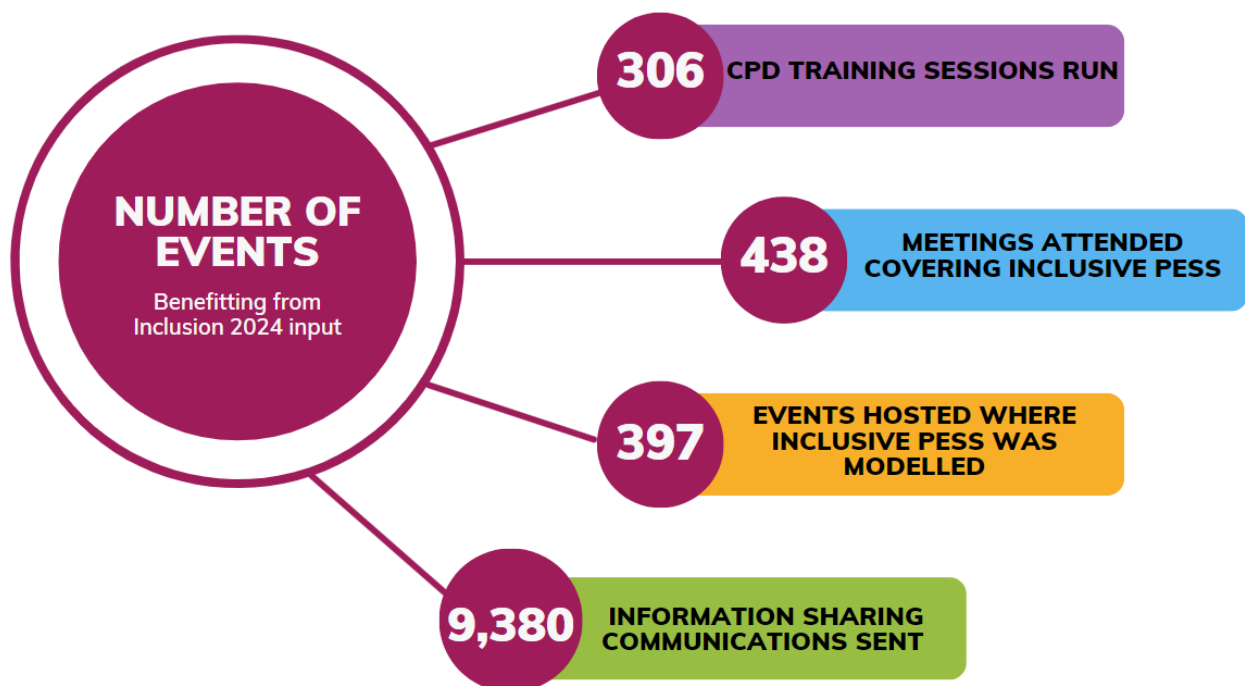
Engagement model in PE. The Engagement Model approach replaces P scales, which provide a way to assess pupils working below national curriculum standards. This project looks at adapting this approach (which is being introduced by schools across various subjects) to cover school sports and PE. School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

Appendix 3: Details of Year 3 delivery and effects

LIS suggest that so far this year, across the different categories of activities they had supported and informed staff from 5,358 schools.

These figures suggest that so far this year the programme has offered advice, training, modelling, and information on inclusive practice in PE and school sports through (hosting or attending) 1,141 events resulting in over 20,000 interactions with members of the school workforce²⁹ and those who work with and support children and young people's activities (see Figures A3 and A4).

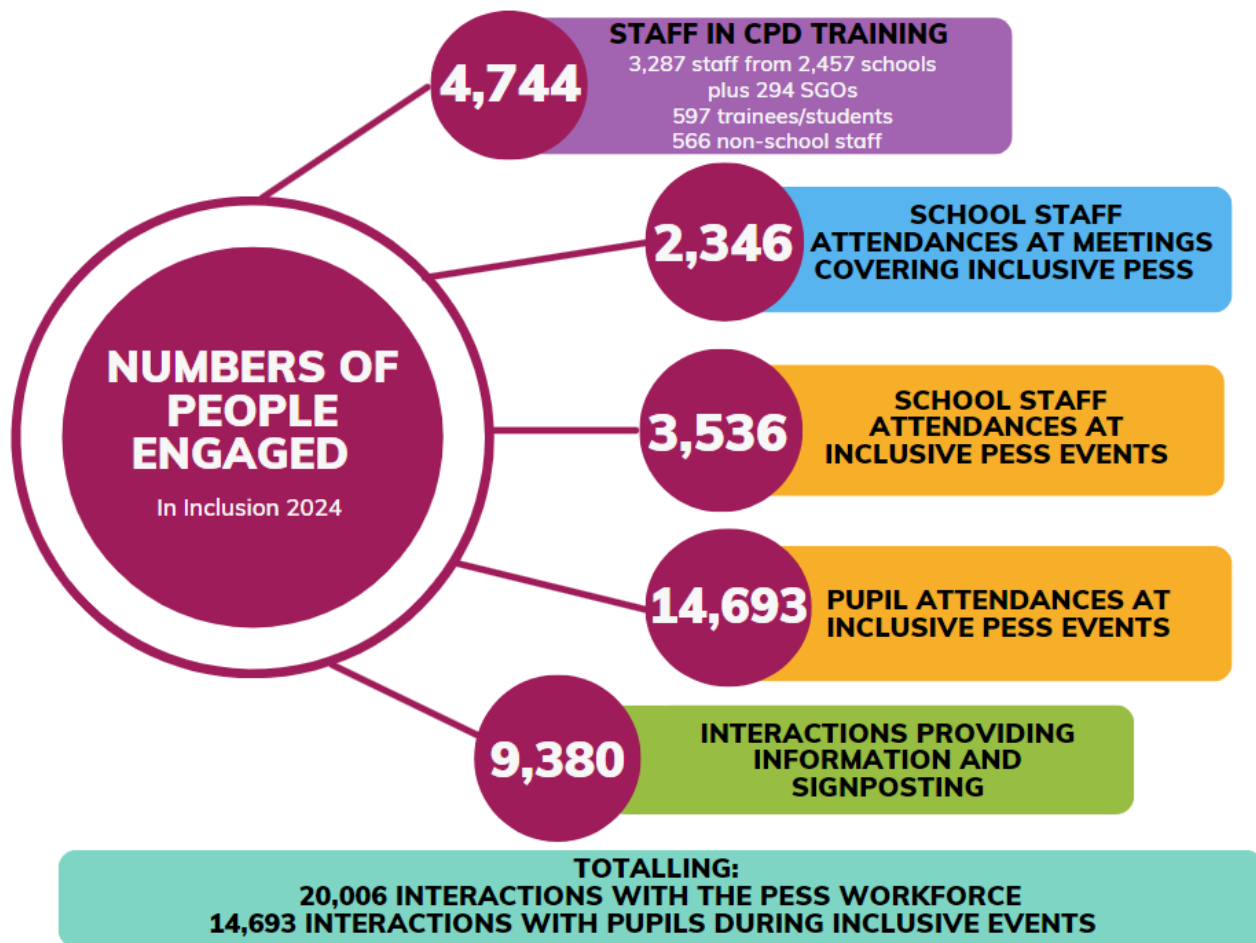
Figure A3: Events recorded between September 2023 and March 2024



Source: LIS termly reports

²⁹ 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.

Figure A4: Engagements recorded between September 2023 and March 2024

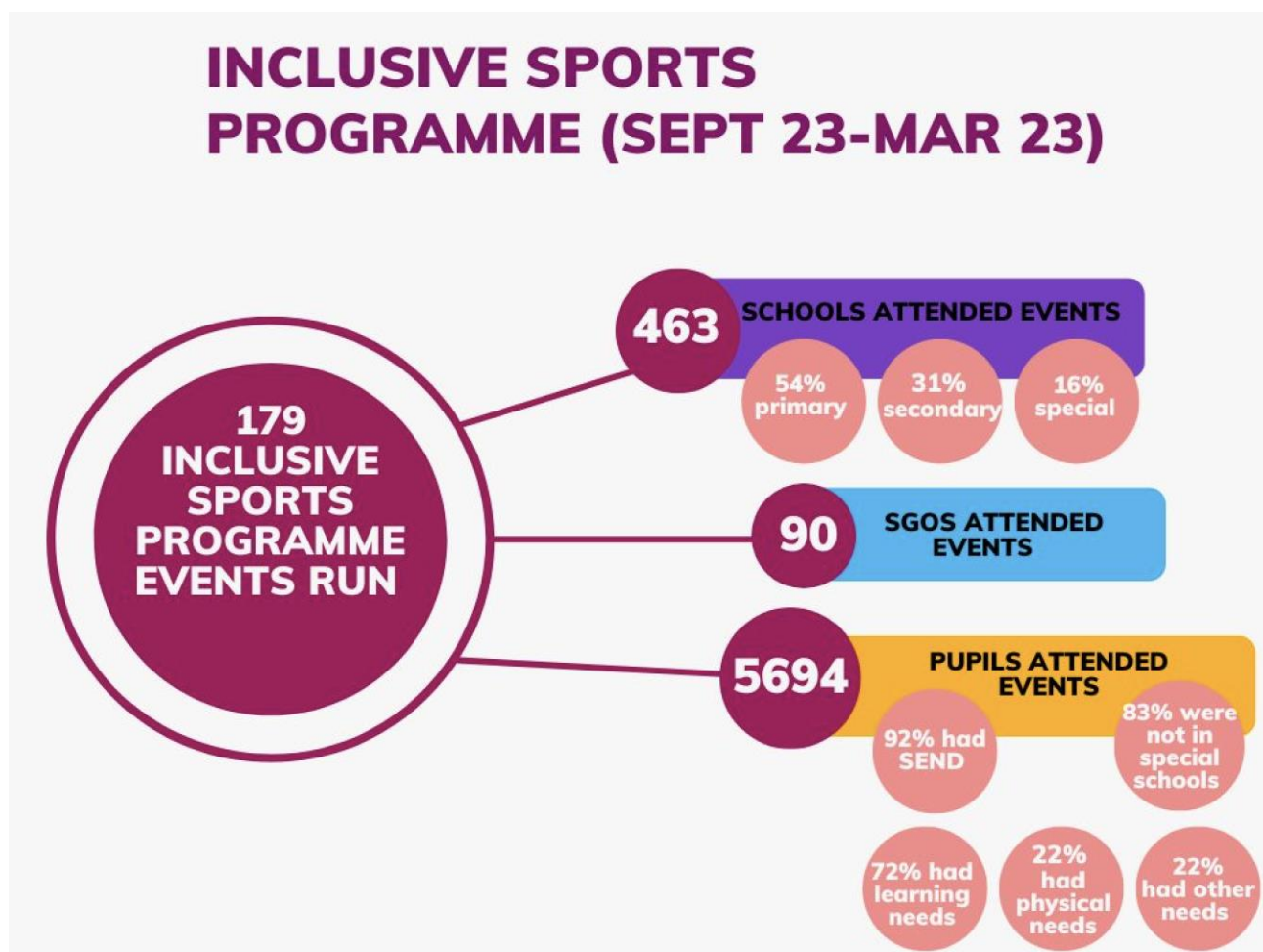


Source: LIS termly reports

Inclusive Sports

Twenty LIS provided information on their programme activities this year about the Inclusive Sports innovation project. These data show that 5694 young people have participated in these events so far, 92% of them have SEND (22% with physical disabilities, 72% with learning disabilities, and 22% with other SEND). 1226 young leaders were involved in the delivery of these events, 45% of whom had SEND.

Figure A5: Inclusive Sports Programme events and attendees



Source: LIS termly reports

Swim England

In Year Three **Swim England** has continued to work alongside LIS so that they can help their local schools and providers develop their understanding of and practice around school swimming and water safety. Swim England has:

- fostered the development of the LIS network through a new partnership with Seashall Trust. The expertise of their full-time swimming lead has been seen as invaluable, with the insights gained from the Seashell swimming teaching team, audiology, and physiotherapy teams significantly contributing to enhancing the proposed teaching methods.
- continued to support schools to utilise the Swim England assessment tool which was used to help schools identify areas for improvement.
- continued to sign up schools for their School Swimming and Water Safety Charter. An additional 393 schools and 182 swimming lesson providers/swimming teachers signed up for the Charter during this period. Swim England collaborated with PE providers like Complete PE and PE Passport to make new inclusive resources more accessible to schools to an additional 1,500 schools.

Appendix 4: YST submission to DfE on programme progress against KPIs

Progress on objectives/delivery plans:				
Objective	2023/24	Evidenced by	Progress	
OBJECTIVE 1: To improve the quality of schools' PE teaching and provision for SEND pupils	6,500 schools receiving inclusive PE training in Inclusion 2024	Termly school data return 5 areas sharing back approaches to engaging secondary mainstream schools.	Exceeded 7,542 schools receiving Inclusive PE training in Inclusion 2024 5 areas testing approaches with local secondary and sharing insight	
	2,320 hours of mentoring, needs led CPD provided to schools from every county in England	Feedback and Data reports.	On track 2183 hours of mentoring support provided. Remaining hours planned for period 15/3-31/3/24.	
	Two networking events and Inclusion Live CPD week	50 school leads attend networking Inclusion 2024 Live Week engaging 400 practitioners	Exceeded Virtual networking in June and Face to face networking event in September 2023 Inclusion 2024 Live taken place 29 th January to 2 nd February 2024 engaging 871 practitioners	
	2000 teachers accessing inclusive Education Hub	Hub data/insight	Exceeded 2258 teachers accessing the Inclusive Education Hub	

	Improving inclusive school swimming and water safety practice	1 x video case study developed around inclusive school swimming and water safety	Achieved 1 Case study developed and shared
OBJECTIVE 2: To improve and increase opportunities for pupils with SEND to achieve 30 active minutes within the school day	Innovative engagement events exploring Sport Sanctuaries	50 LIS embedding the concept of sport sanctuaries through activity cards	Achieved Sport Sanctuary Activity Cards distributed to Lead Inclusion Schools at September networking meeting and examples of practice collated sharing the concept
	70 schools delivering Inclusive Sport Programme, engaging 700 young leaders and 4,600 pupils (50% with SEND)	Attendance and dates measured through school termly data return Refreshed Toolkit	Achieved New Paralympic resources produced and hosted on YST website. 50 Lead Inclusion Schools working with local networks and preparing to deliver Paralympic Games inspired festivals-building upon the following progress: 698 schools engaged (20% special and 80% mainstream) Year 3 saw an additional 29 festivals

			<p>engaging 243 schools.</p> <p>15,086 young people participating including a further 2,775 in year 3 (88% with SEND)</p> <p>2,581 young leaders trained and supporting delivery including a further 521 in year 3 (36% with SEND)</p> <p><i>Note: KPI exceeded with 929 leaders with SEND trained and supported</i></p>
<p>OBJECTIVE 3: To improve and increase the engagement and participation of pupils with SEND in PE and school sport.</p>	<p>9 schools participating in Engagement Profile pilots</p>	<p>Termly data and case study highlighting practice and impact</p>	<p>Achieved</p> <p>9 schools contributing and actively informing case studies and evaluation</p>
	<p>Positive qualitative feedback received on use of national youth voice framework</p>	<p>Monthly blogs/vlogs shared achieving 5000 engagements across Twitter</p>	<p>Achieved</p> <p>6 x blogs produced and currently being shared on social channels</p>
	<p>16 county areas delivering and reporting findings which includes improved provision and positive impact on pupils with SEND.</p>	<p>Water safety assembly co-designed with young people with SEND and Swim England to identify</p>	<p>Achieved</p> <p>16 county areas developing inclusive school swimming and water safety and</p>

	<p>Recommendations co-designed for schools and pools, to demonstrate how school swimming and aquatics can support the CMO guidelines for 20 active minutes for young disabled people;</p>	<p>dangers in and out of the home, reaching 3000 pupils by July 2023.</p> <p>16 different accredited inclusion in school swimming sessions completed and 3 x webinars by July 2022, led by Swim England.</p>	<p>receiving accredited school swimming CPD through Swim England support.</p> <p>6,244 young people participated in Water Safety assemblies.</p> <p>3 webinars delivered by Swim England and Virtual Pool to 400 practitioners.</p>
<p>OBJECTIVE 4: To improve and increase character education, such as resilience, leadership and self belief, of pupils with SEND through PESS.</p>	<p>35 Alternative Provision settings participating in My PB Character education</p>	<p>Training provided to 35 AP schools and impact collated through termly data collection process</p>	<p>Exceeded</p> <p>39 schools embedding life skills and sharing impact (including 16 for year 3).</p>