



ASK
RESEARCH



Inclusion 2024
Lessons from evaluation

+ Inclusion 2024 evaluation



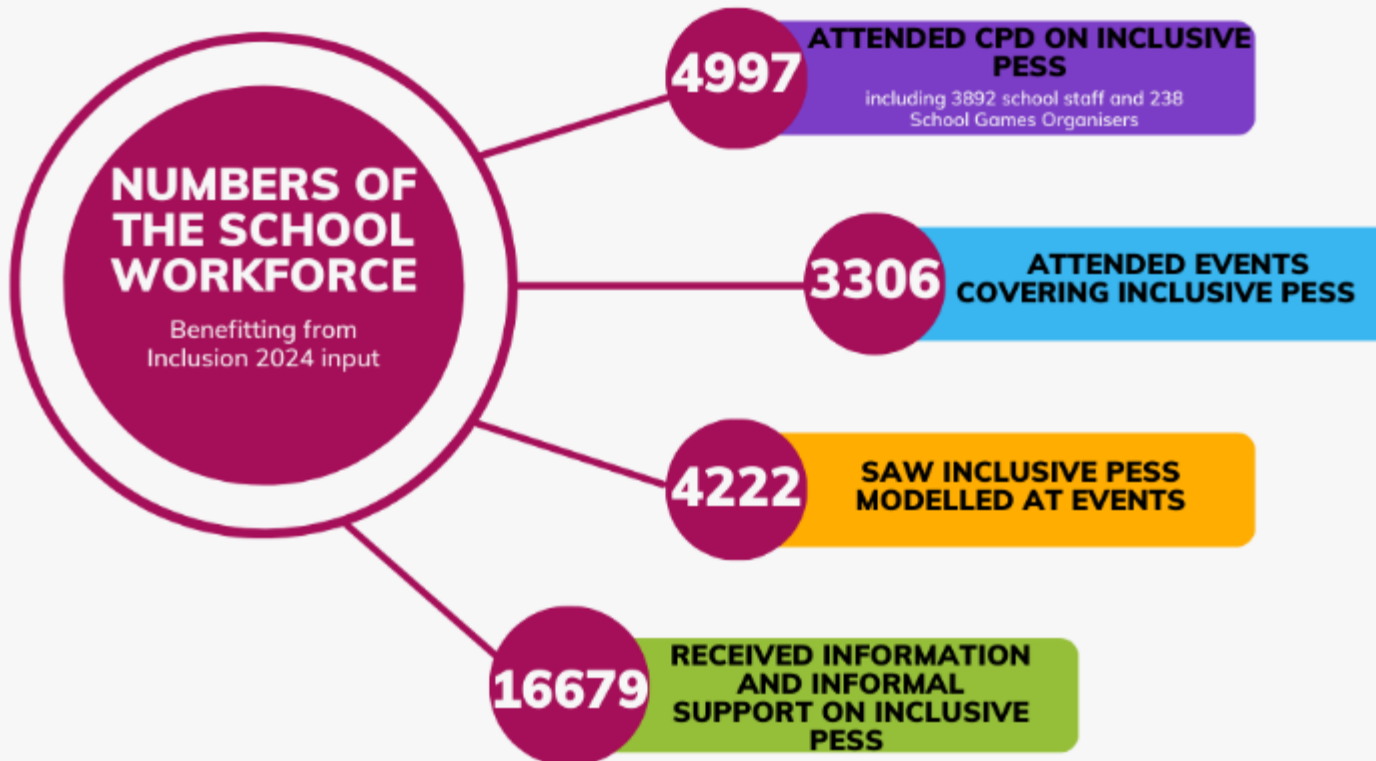
- Inclusion 2024 delivers CPD on inclusive PE and school sports to all schools. It's a 3 year programme, now in its final funded year
- Inclusive Hub (online support tool)
- LIS Termly activity data
- Partners survey
- Feedback on Innovation projects
- Interviews – LIS, partner schools, project team, stakeholders

- Summary of delivery and lessons learnt so far (project Yrs 2 and 3)

+ Delivery in Academic year 2022/3

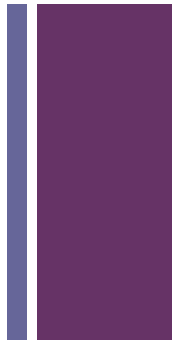


YEAR 2 DELIVERY

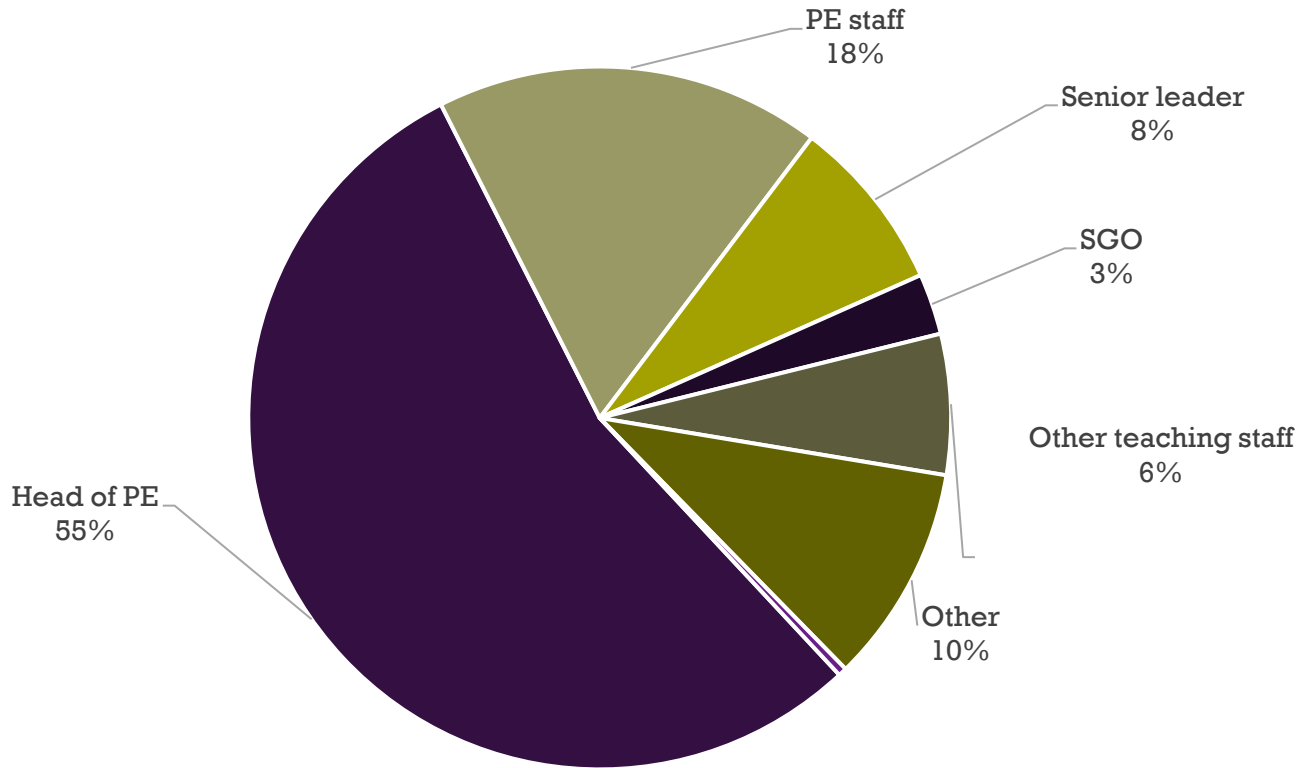




Inclusive Education Hub being used



1283 registered users. <https://education.activityalliance.org.uk>
Website now being refined





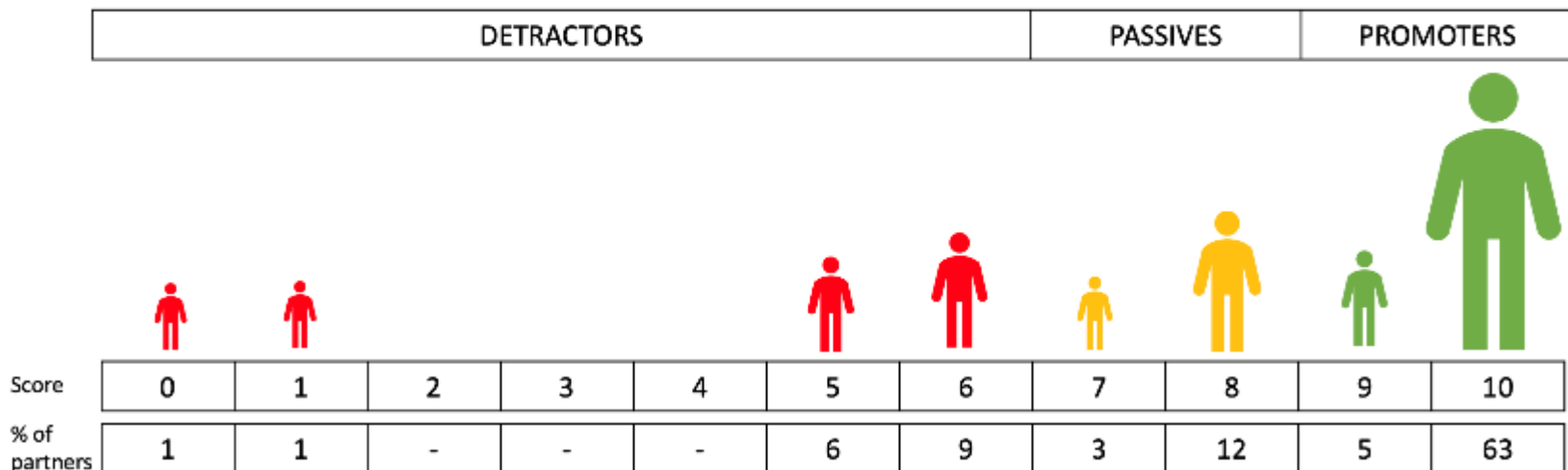
Positive feedback on programme activities



- LIS seen as experts with knowledge and experience
- Modelling highly valued
- *How likely are you to recommend the programme to a colleague?*

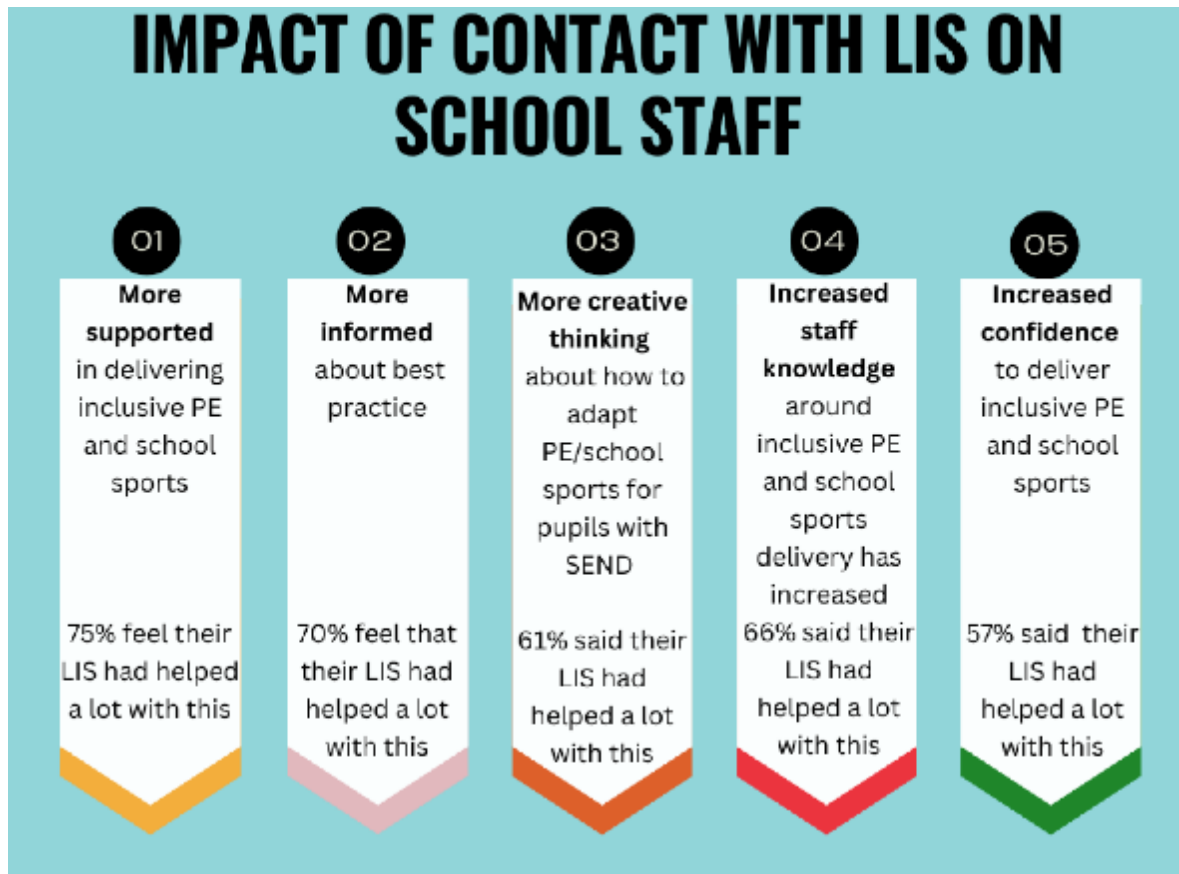
NET PROMOTER SCORE (NPS) = % PROMOTERS - % DETRACTORS

INCLUSION 2024 NPS = 51%, A VERY HIGH SCORE



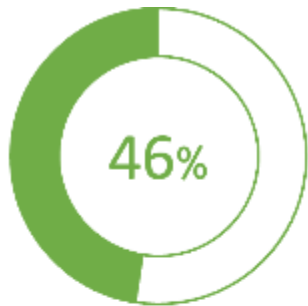
+ Reported effects

Better engaged, informed and knowledgeable staff.

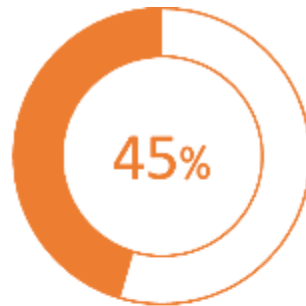


+ Improved practice

More confident, creative delivery



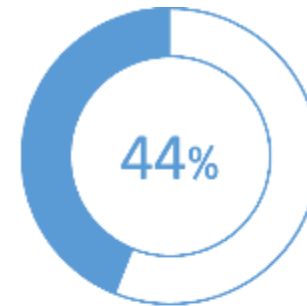
Creative thinking on adaptations and delivery



Feeling supported in delivery



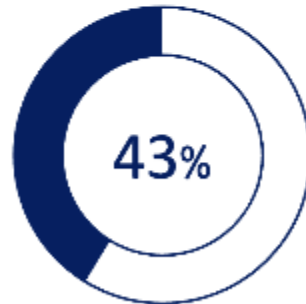
Links to network and information sharing



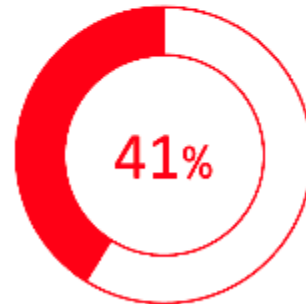
Competence in delivering PESSPA for pupils with SEND



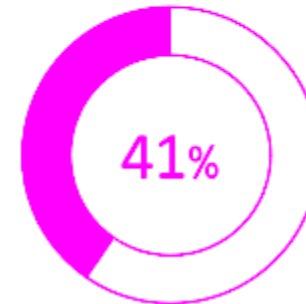
Feeling informed about best practice



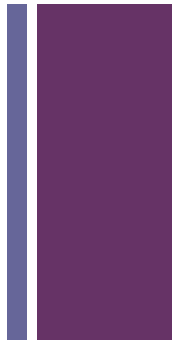
Confidence in delivering PESSPA for pupils with SEND



Knowing how to adapt PESSPA for pupils with SEND



Inclusion of pupil voice in adapting PESSPA

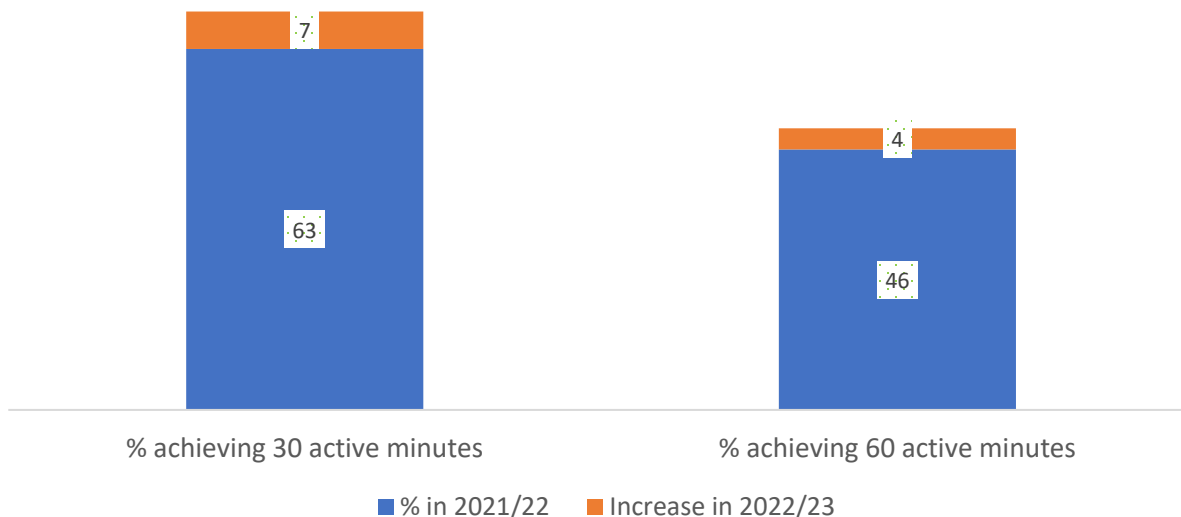




Changes in pupil activity levels



Those who take part in Inclusion 2024:
50% of pupils with SEND achieving 60 mins/day
70% achieve 30 mins/day



Sport England's research on ALL young people finds:
47% of pupils (including with SEND) meet 60 mins/day
30% do less than 30 mins/day (Active Lives Pupil survey 21/22)

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



School swimming and water safety project



Trained 1181 adults, with 1658 pupils taking part in activities

Clare Mount Specialist Sports College – support for pupils with SEND attending mainstream schools.

They addressed challenges faced by pupils with physical disabilities in accessing swimming sessions, such as the lack of **in-water support** and **inaccessible facilities**. Clare Mount took proactive measures, collaborating with various stakeholders, including Leisure Services, the YST Inclusion Coach, and the Paediatric Physiotherapy Service to overcome these issues.

They also produced robust information and best practice details to share with local mainstream schools

Nottinghamshire Sports Partnership – raising awareness of water safety.

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



The Engagement Model in PE project



- Way to approach and monitor development of skills, for those working below national curriculum standards (P Scales)
- It uses observation of stages and strands of activity to evidence progress.

“We found that the previous PE assessment model didn't quite show a full picture of the progress these learners were making in lessons as the progress steps were much smaller whilst still being considerable for these students on a personal level.”

- Project looking to learn how and what works
- Schools using it are now basing their curriculum development around the approach, setting up assessment systems based on it – and extending it to other areas of the curriculum

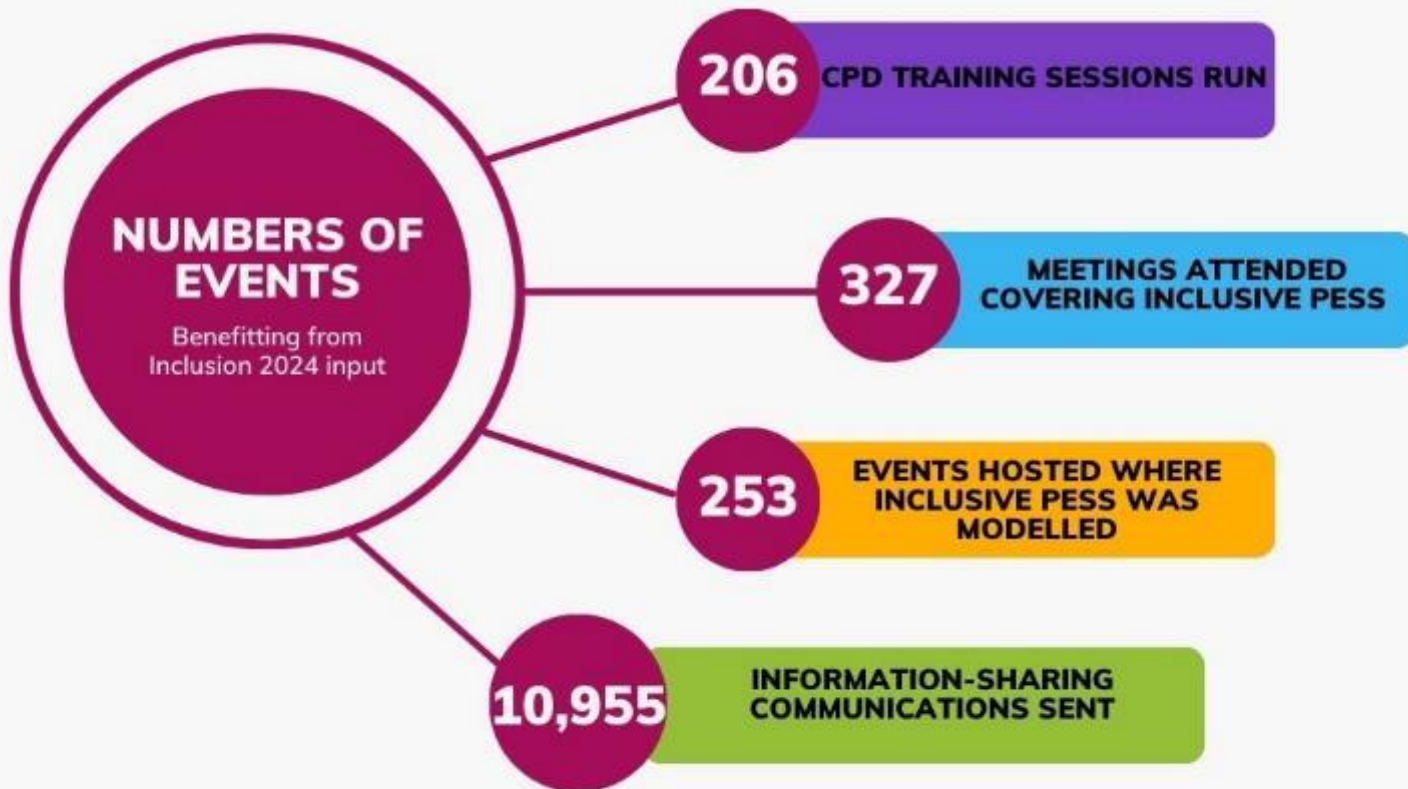
+ The Secondary school engagement project

- Identified issue with engaging secondary schools – time poor, inclusive PE not main priority, difficult to find correct contacts

What works well?	<p>Initial engagement and basic training</p> <p>Including pupil voice (i.e. providing evidence-based need for change)</p> <p>Building relationships and collaborations</p> <p>Assessing schools' needs and tailoring support – CPD focus on greatest needs and least confidence</p> <p>In-school delivery (reducing the need for school staff to travel)</p>
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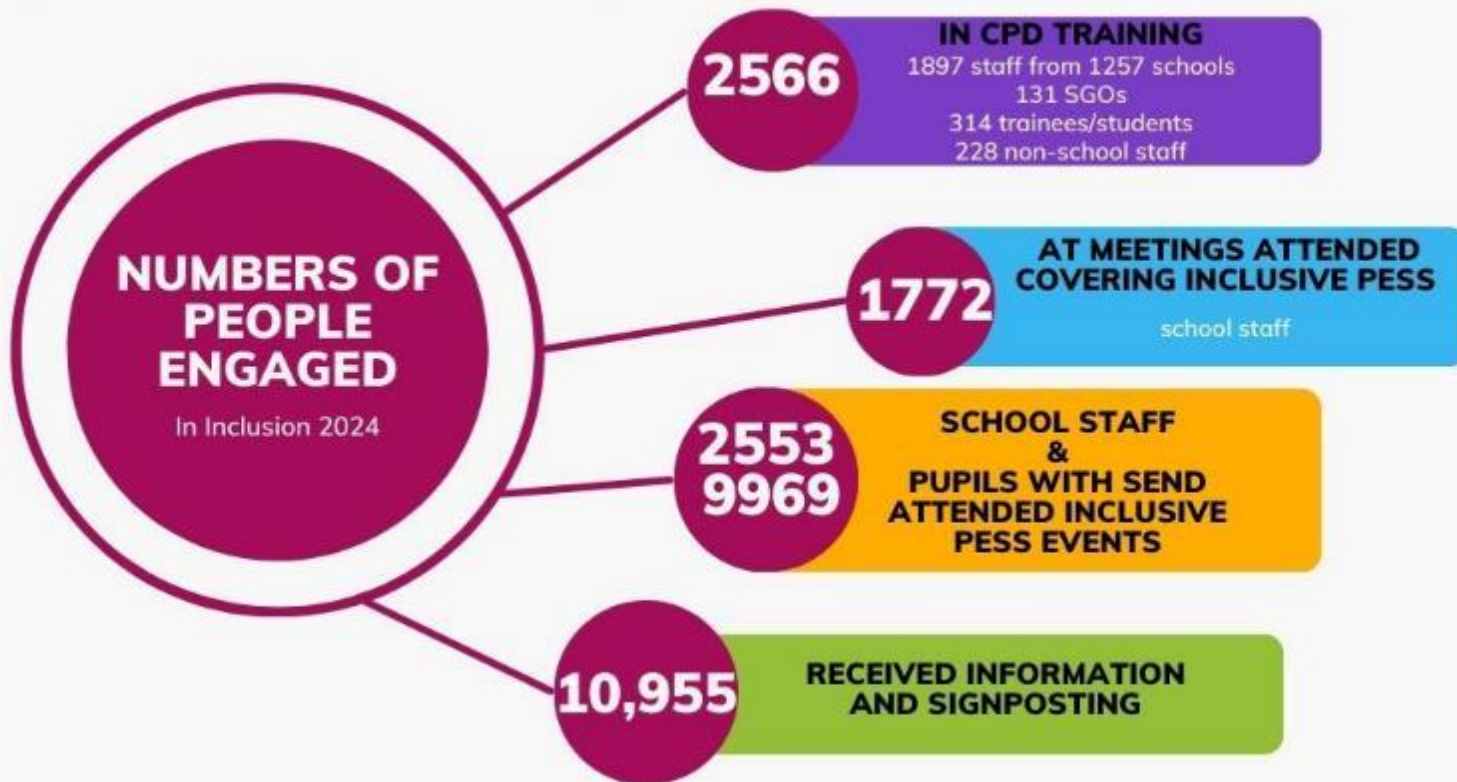
+ High delivery already this academic year

YEAR 3 DELIVERY (FROM SEPTEMBER 2023)



+ Get involved, get schools involved

YEAR 3 DELIVERY TO DATE (SEPT-DEC 2023)



TOTALLING:
17,846 CONTACTS WITH THE PESS WORKFORCE
9,969 PUPILS WITH SEND TAKING PART IN INCLUSIVE EVENTS



Innovative practice – maximising and embedding impact



- Working with SENCOs – identifying individuals, accessing schools, assessing pupil needs, developing curriculum, modelling practice
- Working with ITT providers - raising SEND (not covered elsewhere), meeting with pupils, watching and leading inclusive PE sessions

+ External barriers are limiting greater levels of impact

BARRIERS TO MORE INCLUSIVE PE/S FOR THOSE WITH SEND

Organisation

Staffing/resourcing
Changing pupil cohorts

Priority

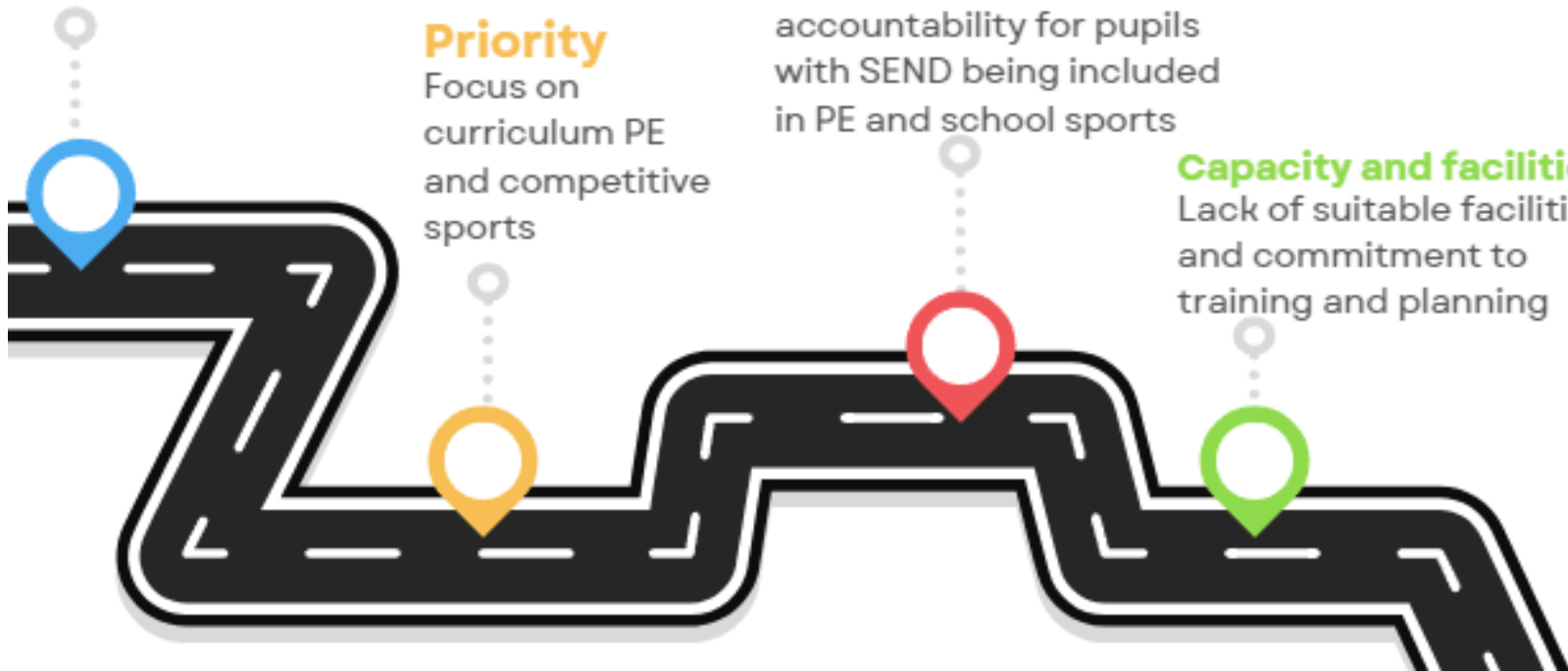
Focus on curriculum PE and competitive sports

Expectation

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

Capacity and facilities

Lack of suitable facilities and commitment to training and planning





Next steps and recommendations



- Academic year 2023/24 is final year funded
- Full analyses of 3 year programme impact in Summer 2024
- Collecting lots of examples of cases of effective practice and lessons learnt
- YST working with funders and government to understand and think about addressing some issues identified