

Inclusive health check

Inclusive health check action plan

Please keep your answers to refer to so that you can target areas of development.

Structure

1. Do you have a named lead/contact for INCLUSION in Physical Education & School Sport (inc. School Games)?

Yes

Excellent - having an identified lead is an important first step in developing your inclusive School Games offer and raising profile across the whole school.

Having this person in place will help to ensure that many of the points identified when completing this health check can be successfully addressed/prioritised.

ACTION: Visit www.yourschoolgames.com regularly. This will enable access to a wealth of supporting materials referenced in this resource.

CONSIDER: Ensure that this person is not operating in isolation and has support from a range of colleagues.

2. Does this area of work have support from the Senior Management Team (SMT)?

Yes

Excellent; having a supportive Senior Management Team (SMT) will help to ensure that the school has an inclusive environment and ethos.

ACTION: Monitor and report successes and impact to your SMT and school governors to

maintain support and continually raise the profile of your work.

CONSIDER:

- Is inclusion a high priority for all staff from Governors to support staff?
- Are there opportunities for staff to share best practice around inclusion strategies?

3. Do you communicate with your local School Games Organiser (SGO) and YST Lead Specialism Partner School for Inclusion (Project Ability) to maximise the opportunities available to your school?

No

There are a range of CPD opportunities available through the School Games and its partner organisations.

ACTION: Access **FREE training in Inclusive PE** with the aim of providing improved confidence, knowledge and skill in; enabling the inclusion of all pupils and challenging and progressing all pupils; **AK4A Inclusive PE training**. The **CPD** audit will support you in the process of auditing CPD needs and measuring the impact.

4. Do young people with SEND have a voice in your school in the context of PE & School Sport (inc. School Games) via a School Sport Organising Committee or Crew (SSOC)?

No

Have you conducted a recent audit of staff training in this area and identified associated development needs?

ACTION: Access **FREE training in Inclusive PE** with the aim of providing improved confidence, knowledge and skill in; enabling the inclusion of all pupils and challenging and progressing all pupils; **AK4A Inclusive PE training**.

CONSIDER: Further training to enhance your current provision? There are a range of CPD opportunities available through the School Games and partner organisations. The **CPD audit** will support you in the process of auditing CPD needs and measuring the impact.

Leading

5. Are ALL staff trained and confident in the delivery of inclusive Physical Education?

No

There are a range of CPD opportunities available through the School Games and its partner organisations.

ACTION: Access **FREE training in Inclusive PE** with the aim of providing improved confidence, knowledge and skill in; enabling the inclusion of all pupils and challenging and progressing all pupils; **AK4A Inclusive PE training**. The **CPD** audit will support you in the process of auditing CPD needs and measuring the impact.



Top tip:

"Change perceptions on what is possible!"

"You have nothing to lose and everything to gain."

"Focus on what pupils can do, not what they can't do."

6. Are staff utilising the TOP Sportsability resource to support the delivery of inclusive Physical Education?

No

There are a wealth of resources available to support in the delivery of specific activities.

ACTION: Register on the **TOP Sportsability** website. This represents the most comprehensive resource of its type with video clips and downloadable material to support both individual and group learning, incorporating:

- **Ideas and strategies** to support the inclusion of young disabled people in physical activity and sport; particularly those who have higher support needs (e.g. the Inclusion Spectrum & STEP Principles).
- Resources supporting delivery of activities in a range of **disability sports** and adapted games.

- Suggestions and resources to help practitioners adapt a range of more **traditional or mainstream sports**.



Top tip:

"Use TOP Sportsability as much as possible; these resources are often overlooked especially in mainstream schools. Especially useful is information about adapting sports to make them inclusive".

7. Are ALL pupils fully engaged in PE lessons?

Yes

Does your curriculum allow young people to progress within physical education?

CONSIDER: Is this supported by the following:

- We have the means to identify young people with SEND and have interventions in place to support learning (i.e learning outcomes, differentiated lessons, use of Teaching Assistants to enhance and develop learning
- We have the means to measure rapid and sustained progress for SEND pupils.
- The PE curriculum has been developed taking into consideration the different needs and abilities of all students.
- Teachers use a variety of teaching and learning strategies to ensure all pupils achieve the learning outcomes.

8. Are young people with SEND having a positive experience in PE?

Yes

CONSIDER:

- Do you know why this is positive?
- How does this effect pupil engagement in activity inside and outside of school?
- How can you ensure that you continue to build on this?
- Can these pupils play a role in advocating PE and sport within your school acting as role

- models?

Leading

9. Are you providing a range of opportunities to cater for ALL young people in your school?

Yes

It's great that you are offering a range of opportunities to cater for all young people. Some ideas you may want to pursue to improve these opportunities are as follows:

ACTION:

- Try extending your work with other schools.
- Explore the link your P.E curriculum has with extra-curricular activities. Does your work enable, enhance and extend activity?
- Undertake a pupil audit to determine need.
- Better engage young leaders to support.
- Build strong links with a variety of community providers.
- Further develop existing [Change4Life Clubs](#) and [Multi-Sport Disability Clubs](#).

10. Where this is delivered by an external provider are you confident of their knowledge and expertise in the delivery of inclusive opportunities?

No

There are a range of CPD opportunities available through the School Games and its partner organisations.

ACTION - signpost external providers to [Sainsbury's Active Kids for All Inclusive Community Training](#).

This provides first step training for support workers, parents, carers, healthcare professionals

and community organisations/groups.

To find out if someone is eligible for this training please contact: Disability Sport Active Kids for All team on 01509 227751 Email: AK4A@efds.co.uk who will be best placed to advise and signpost to other appropriate training opportunities.

11. Are a high percentage of young people with SEND currently accessing extra-curricular activities? (Defined as 80% or more of the no. of young people with SEND on the school roll)

No

Even though opportunities are offered, there may be barriers stopping young people with SEND from accessing extra curricular activities:

Some of the barriers and actions you may want to consider are:

Timing - When is the session

Travel - Getting to and from if out of school hours

Confidence - To take part and the delivery of the session

Peers - Taking part with friends

ACTION: review the [EFDS Factsheet 'overcoming barriers'](#). Consider the points within and how you can structure provision to remove any potential barriers to participation.



Top tip:

"Try and adopt a 'can do' approach and work through the obstacles positively."

"Transport can present a stumbling block, try and think of ways to overcome this."

Leading

12. Are you providing inclusive opportunities at Level 1 (including your Level 1 Sainsbury's School Games Day)?

Yes

ACTION: Review your existing intra-school competition programme; Ask the following questions:

- Are you offering a range of sports to engage all young people, that are reflective of the **inclusion spectrum**
- Are there individual as well as team sports?
- Have you included any Paralympic or Disability specific sports as part of your offer?
- Do you review your intra school programme on a regular basis taking into account the needs of new cohorts entering the school on a yearly basis?
- How are you using your **Change4Life** festivals (**primary** & **secondary**) as a vehicle through which to offer a high quality inclusive Level 1 School Games experience?

13. Are you providing level 1 competitive opportunities in a range of sports/formats endorsed on the School Games Website?

Yes

CONDISER: How you can enhance your offer? Are you aware of the **inclusive competition cards** on the www.yourschoolgames.com website?

The Sainsbury's School Games **inclusive competition formats** have been created specifically to enable SEND pupils and non-SEND pupils to compete against each other.

ACTION: Identify one of these formats to incorporate into your existing offer. Consider the pathway to existing Level 2 / Level 3 competitions and the potential for sustained participation via community clubs when making your choices.

14. Are you providing meaningful competition for all young people? (Y/N)

Yes

A meaningful and inclusive level 1 competition should welcome and develop young disabled people, meeting the criteria outlined below as a minimum:

S Is the environment or area **SAFE** **M** Is there **MAXIMUM PARTICIPATION** by all **I** Is the

activity INCLUSIVE for all **L** Has LEARNING taken place **E** Is it ENJOYABLE for all **S** Have you had SUCCESS in achieving your outcomes

ACTION: Review the [EFDS Factsheet](#) on meaningful competition and work to ensure you follow the check lists and actions within it.

Supporting

15. Does your level 1 competition offer support and prepare pupils for participation in level 2 competition?

Yes

It's fantastic that you have already developed a pathway between Level 1 and Level 2 competitions.

CONSIDER: Preparation beyond the confines of the sport/activity:

- Include preparation around winning/losing?
- Prepare young people for Integration with other young people from different schools?
- How to cope with a change of environment?
- Impairment specific considerations?

CONSIDER: Review the [competition spectrum resource](#) on www.yourschoolgames.com. This provides ideas on how practitioners can cater for individual needs and/or isolate aspects of competition to challenge young people further.

16. Are you aware of inclusive Level 2 competitive opportunities in your area co-ordinated by your School Games Organiser (SGO) and YST Lead Specialism Partner School for Inclusion (Project Ability)?

Yes

That's excellent that you have an awareness of the Level 2 competitions organised in your area.

CONSIDER:

- How suitable are existing competitions for your pupils?
- How effectively do you communicate your pupil voice from level 1 competitions to feed through suggestions and advice to develop level 2 events?

17. Do you have strategies in place to overcome potential barriers which may prevent young people with SEND from accessing Level 2 competitive opportunities?

Yes

Recognising that there may be potential barriers to overcome is a positive step towards removing them.

CONSIDER: Adopting the following principles:

- Keep (if it works)
- Change (if it nearly works using the STEP principles)
- Save (for later - if not right for that group)

Do you have a process for monitoring the impact of solutions and implementing change?

18. When entering competitive Level 2 events you will sometimes be asked to classify your young people to ensure meaningful competition. Do you have the knowledge and confidence to do this?

Yes

There is no right or wrong way to classify young people. It is simply a process of grouping young people together for competition. Some SGOs may choose to utilise the groupings outlined within the [EFDS generic groupings](#) overview.

CONSIDER: Refer to the [EFDS generic groupings](#) which can be used across all sports. Some competitions could be structured on ability and you may be asked to provide information on individual performance; e.g. times, distances, scores in advance of the competition. This is so competitors can compete on a level playing field.

Club & Community

19. Are you aware of the pathways—competition and club in your local community?

Yes

Having a knowledge of existing pathways beyond school life and the School Games is key in supporting young people into sustained participation.

CONSIDER:

- Ensure young people are aware of existing pathways and exit routes.
- Develop a disability club directory to assist with signposting opportunities.
- Contact some of the following organisation to keep up to date with what is happening in your area:
 - Multi-Sports Clubs
 - Community Sports Clubs
 - Disability Sports Forums
 - Disability Charities - i.e. Whizz Kidz
 - Youth Centre Networks
 - Guides/Scouts
 - Aiming high networks

Consult with your School Games Organiser (SGO) when doing this as you may find that they already have established points of contact with many of these groups.

20. Do you play an active role in supporting young people to access physical activity outside of school?

Yes

CONSIDER:

- Do you know how many of your young people with SEND participate in sport outside of school?
- Do you recognise these young people and their participation in external activities in some

- way?

21. Further comments

Download Resources

[EFDS Athlete Tracking Systems Factsheet](#)

[EFDS Engaging Parents Factsheet](#)

[EFDS Engaging Young Disabled People Factsheet](#)

[EFDS Groupings Template](#)

[EFDS Meaningful_Competition_Factsheet](#)

[EFDS Overcoming Barriers Factsheet](#)