

Hunter's Bar Junior School - 2018/2019

Action Plan

Structure

Do you have a named lead/contact for inclusion in physical education and school sport – including the School Games? **You chose yes**

Information

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 and prioritised.

Actions

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

Points for consideration

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

Does this area of work have support from the Senior Management Team (SMT)? **You chose yes**

Information

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

Actions

Monitor and report successes and impact to your SMT and school governors to maintain support and continually raise the profile of your work.

Points for consideration

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?

Do you work successfully with the SENCo and take an active role in planning School Games activity for all young people?

You didn't answer

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? **You chose yes**

Information

Great; linking with your local School Games Organiser (SGO) and YST Lead Specialism Partner School for Inclusion (Project Ability) represents an integral part of developing your inclusive School Games pathway.

Actions

Make contact with wider external colleagues and networks to maximise the opportunities available. The following groups/individuals may be well placed to provide further support:

- Local Special Schools
- Local Sports Development Officers
- [Active Partnerships](#)

To ensure a co-ordinated approach, communicate with your SGO as they may already have well established points of contact within these organisations.

Top tips

Identify and engage pro-active and appropriate organisations and individuals to build capacity.

Do you plan for visits by the SGO and YST Lead Inclusion School to share your knowledge and learn from theirs to broaden your understanding of inclusion?

You didn't answer

Do young people with SEND have a voice in your school in the context of PE and School Sport – including the School Games – via a School Sport Organising Committee or Crew (SSOC)? **You chose yes**

Information

This represents a sound starting point on which to build.

Actions

Make sure the existing School Sport Organising Committee/Crew (SSOC) in your school represents the needs of young people with SEND.

Points for consideration

Are young people engaged at every level?

Does this represent those that aren't currently 'sporty'?

Leading

Do staff actively seek professional development opportunities to support the improvement of inclusive Physical Education? **You chose yes**

Information

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

Actions

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/progressing all pupils; AK4A Inclusive PE training.

Points for consideration

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.

Take a look at the new [All about Autism, All about Me](#) resource developed by a YST Lead Inclusion School to consider how adapting the environment can further your support Physical Education lessons.

Are staff utilising the TOP Sportsability resource to support the delivery of inclusive Physical Education? **You chose no**

Information

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

Actions

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 people with SEND in physical activity and sport; particularly those who have higher support needs (e.g. the Inclusion Spectrum and 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 tips

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.

Are ALL pupils fully engaged in PE lessons? **You chose yes**

Information

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

Points for consideration

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, and 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.
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Are young people with SEND having a positive experience in PE? **You chose yes**

Points for consideration

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?

How do you know your young people with SEND are having a positive experience in PE? What types of evidence do you have that provides you with clear guidance on what your pupils do and don't like about PE?

Are you providing a range of opportunities to cater for ALL young people in your school? **You chose yes**

Information

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:

Actions

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](#).

Where this is delivered by an external provider are you confident of their knowledge and expertise in the delivery of inclusive opportunities? **You chose yes**

Actions

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@activityalliance.org.uk who will be best placed to advise and signpost to other appropriate training opportunities.

Points for consideration

It will add additional value if your external providers are linked to existing local community clubs.

Are a high percentage of young people with SEND currently accessing extra-curricular activities? (Defined as 80% or more of the number of young people with SEND on the school roll) **You chose yes**

Information

Here are some ideas you may want to consider to improve the opportunities even more.

Actions

Review the [Activity Alliance Factsheet 'overcoming barriers'](#). Consider the points within and how you can structure provision to remove any potential barriers to participation.

Points for consideration

Are these numbers remaining static?

Are you providing varied opportunities for different ages?

Are these opportunities promoted throughout your school and to other partner schools?

Does your extra-curricular programme compliment your curriculum delivery?

Does your extra-curricular programme enable, enhance and extend activities for all young people?

Are you providing inclusive intra-school opportunities – including during your School Games Day? **You chose yes**

Actions

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](#) and [secondary](#)) as a vehicle through which to offer a high quality inclusive intra-school School Games experience?
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Are you providing competitive intra-school opportunities in a range of sports/formats endorsed on the School Games website? **You chose yes**

Actions

Identify one of these formats to incorporate into your existing offer. Consider the pathway to existing inter-school and county competitions and the potential for sustained participation via community clubs when making your choices.

Points for consideration

How you can enhance your offer? Are you aware of the [inclusive competition cards](#) on the www.yourschoolgames.com website?

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

Do you reflect critically upon the impact of your School Games offer to support the improvement of your practice? **You chose yes**

Information

A meaningful and inclusive intra-school competition should welcome and develop young people with SEND, 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?

Take a look at the new resource titled [Different Approaches to Competition](#) to explore new ways of engaging more young people.

Actions

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

Top tips

Consider the [Principles of Competition](#) to look at a range of ideas on how you can ensure competition is meaningful for ALL young people.

Supporting

Does your intra-school competition offer support and prepare pupils for participation in inter-school competition? **You chose yes**

Information

It's fantastic that you have already developed a pathway between intra and inter-school competitions.

Take a look at the new resource titled [Different Approaches to Competition](#) to explore new ways of engaging more young people.

Points for consideration

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?

How practitioners can cater for individual needs and/or isolate aspects of competition to challenge young people further.

Are you aware of inclusive inter-school competitive opportunities in your area co-ordinated by your School Games Organiser (SGO) and YST Lead Specialism Partner School for Inclusion (Project Ability)? **You chose yes**

Information

That's excellent that you have an awareness of the inter-school competitions organised in your area.

Points for consideration

How suitable are existing competitions for your pupils?

How effectively do you communicate your pupil voice from intra-school competitions to feed through suggestions and advice to develop inter-school events?

Do you have strategies in place to overcome potential barriers which may prevent young people with SEND from accessing inter-school competitive opportunities? **You chose yes**

Information

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

Points for consideration

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?

When entering competitive inter-school 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? **You chose yes**

Information

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 [Activity Alliance generic groupings](#) overview.

Points for consideration

Refer to the Activity Alliance 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.

[Activity Alliance - Functional Categories for sport and disabled people](#)

Club & Community

Are you aware of the pathways—competition and club in your local community? **You chose yes**

Information

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

Parasport powered by Toyota is the new way to discover inclusive local opportunities to become more active. Their ambition is to create the UK's biggest fun and vibrant community for players, parents and coaches to share their experiences of para sport, and find useful hints, tips and information on what's happening near you. This includes in depth listings and all the information you need to connect to local inclusive opportunities. Take a look at what is happening in your community here: <https://parasport.org.uk/>

Points for consideration

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.

Do you play an active role in supporting young people to access physical activity outside of school? **You chose yes**

Points for consideration

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?

Are parents and carers provided with the opportunity to be fully involved in the discussions to support young people to transition to community settings?

You didn't answer

Do you have any further comments?

You didn't answer
