

Lead Inclusion Schools

Making a real difference for young people with Special Educational Needs/Disability through PE and school sport.

Through a range of interventions and activities, Lead Inclusion Schools will support schools to improve and extend their provision for young people with Special Educational Needs/Disabilities (SEND) to take part in PE and school sport. This includes a network of 50 lead schools from across England that have been established, each selected for their recognised expertise in engaging young disabled people.

These schools are inclusion champions and are visionaries for what **inspirational**, **accessible** and **meaningful** PE and school sport should look like for every young person. They work to empower teachers to be more inclusive in their practice, and provide inclusive competition and competition pathways for young people, raising their aspirations and providing inclusive leadership opportunities.

In 2018/19 Lead Inclusion Schools are tasked with three key deliverables. These are to:

1. Provide **regular training, advice and guidance** for the school sport workforce on inclusive practice.
2. Through the **School Games**, support the development of Inclusive Competition and Pathways. In particular, increasing participation for young people with SEND and strengthening pathways from school to community.
3. Raise aspirations in young people and develop **inclusive school sport clubs with a key focus on transition**. Working with schools to directly extend provision led by young people for young people.

"A really important outcome of Project Ability is that there are now more schools willing to work in partnership and open to inclusive practice. It's about inspiring the next generation of teachers to be inclusive."

Dan Keefe,
Deputy Headteacher,
Claremount Specialist
Sports College, Merseyside

"Project Ability has been the driver for greater networking with mainstream and special schools, helping us to raise the profile of inclusive sport."

David McGachen,
Headteacher, Pinewood
School, Hertfordshire

"The best part of Project Ability was when my confidence raised up and I felt I could do anything."

Brandon, Young Leader,
Woodlands School, Devon

"Sport has given our students self-belief and confidence to a point where they stood up in front of a room full of people and talked about their achievements! Sport can bring the best out of all young people and is a very important part of school life."

Mrs E. Helen Brough, Chair
of Governors, Highfurlong
School, Blackpool

For further information please visit:

www.youthsporttrust.org/lead-schools

www.yourschoolgames.com

www.topsportsability.com

Lead Inclusion Schools have shared the following Top Tips for success¹

A role for every young person

There is a role for each and every young person; they can plan, organise, participate, lead, coach, officiate and cheerlead. Help them find the starting point of their journey by allowing them to choose a role they are comfortable in, and can progress from.



Stepping stones

Provide small stepping stones to activity and leadership opportunities and let young people take these steps at their own pace. Support the development of transferable activity encouraging application in a range of contexts.

Competent professionals

Inclusive practice is a collective task and different stakeholders have different roles and responsibilities to fulfil. Play your role by embracing opportunities to develop the skills and confidence you need to practise and promote inclusion.



Inclusion benefits all

Inclusion benefits everyone; it is a means of raising achievement through the presence (access to opportunities), participation (quality of the experience) and achievement (learning process and outcomes) of all learners.

Collect, Reflect and Share

Evidence-based decision-making is critical for the effective development of inclusive practice.

Look for ways to evidence impact and find out what works, what doesn't and why. Share this evidence as widely as possible to inform policy and investment and support provision and practice.



¹ SPEAR Project Ability Evaluation Report 2017