

YST Secondary project – Survey response summary (Jan 2023)

We had 5 responses to this survey from December 2022: Abbey, Alfriston, Chadsgrove, Clare Mount and Orchard Manor schools.

Four respondents said that they had selected schools who were willing to participate, so there were no challenges in recruiting them. Some of them, as well as the fifth described how they had encouraged engagement with the project by identifying the schools' CPD needs and requirement to improve. All 5 seem to suggest that they have enrolled schools who they had already had contact with (through Inclusion 2024 or other projects). It seems as if LIS have selected 1-3 secondary schools to work with on this project, although one says they are engaging 21.

In terms of work to date LIS detailed:

Met each school to get an understanding of how they feel and how they cater for inclusion currently

Given staff training on how to make PE lessons more inclusive and bespoke support for one particular pupil who transitioned from Primary to Secondary last September

Email conversations so far. One prior visit. We have planned (postponed) zoom calls in January. Also linking work via the active partnership with the school.

We have organised a training session in the new year.

It is obviously early days in the progress of this work, so in terms of what LIS propose to do with these schools they detailed:

I am running a secondary SEND PE course after Xmas and this will be the starting point for where they want to go with their individual school.

Revisit the school to see how things are going and what additional support they need

Staff CPD Taster sessions for pupils, Focus Groups, Link to our County leader programme

PE Life Skills Award and training

We are planning to deliver various inclusive training sessions based on the needs of each individual school to offer any other support needed around inclusive competition.

Planned longer term goals include:

- *Supporting a development plan*
- *CPD*
- *Support to embed life skills into the PE curriculum*

Drivers for the success of this work have included:

- *Working with schools who have expressed an interest in participating*
- *Working with colleagues who have more experience*
- *Time with pupils and staff*
- *Ongoing support from YST*

The identified barriers for the secondary project were thought to be:

- *Time – other priorities and sickness*
- *Putting advice/training into practice*
- *Lack of school sport partnership*

What is working well?

- *Regular communication*
- *Building relationships*
- *Having sound subject knowledge*
- *Assessing schools' needs and tailoring support*

Four of the five respondents feel that already this work is helping to improve the quality of PE provision for pupils with SEND and the skills and confidence of the workforce more than a little.

Q8 To what extent do you think this project, to date, is increasing

