

Draft Merton Inclusive PE & School Sport Strategy

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Written by Becky Forshaw, the Merton School Sports Partnership

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1. Introduction

The Merton School Sports Partnership recognises that high quality PE and access to extra-curricular sport plays an important role in all children's lives including those with disabilities and learning difficulties. Physical activity can have a positive impact on an individual's health, social, physical and emotional wellbeing. The Partnership has identified that there is not currently any type of Inclusive PE & School Sport Strategy in place for Merton. We have therefore written this draft strategy to provide guidance and support for our schools to deliver high quality inclusive PE and enable our Special Educational Needs and Disabled (SEND) young people to access more opportunities to participate in sport, competitions and physical activity.

As part of the planning process we have developed this strategy as a starting point to help us gather more data in order to set clear targets and goals in later years.



2. Our Vision

“Our vision is to ensure all SEND young people and those less engaged in physical activity have the opportunity to take part in high quality physical education and have wider opportunities to participate within the community. We seek to build confidence and knowledge in our teachers and improve resources to make all PE inclusive for all pupils.”

3. Target Group

The target group will be young people with a disability or learning difficulty or those who are less active than their peers aged between 5 years – 16 years, who live or attend a school within the Borough of Merton. The strategy is also aimed at teachers and support staff that work alongside these young people.

4. Current Provision within Merton (August 2015)

The MSSP team have a Disability Officer in place who works closely alongside the Merton Special Schools. They have researched the current provision in schools and the local community and obtained feedback from local schools and community sports providers.

External funding

The Disability Officer has worked with the Special Schools to secure external funding from sources such as Sportivate and FreeSport. These have successfully provided pupils with extra-curricular sporting opportunities often in a sport that the pupils would not normally take part in, such as Golf Parc, New Age Kurling and Bikeability. The Partnership also provides extra support for Cricket Green School in regards to their swimming by providing an extra qualified member of staff to assist the pupils in the water during their swimming lessons.



Competitions

At present the Partnership offers 3 inclusive competitions: Boccia, Inclusive Football, Golf Parc. The special schools are also invited to attend any of the Morden Cluster primary competitions such as boys and girls football, kwick cricket, KS1 multi-skills festivals and they usually attend the annual borough athletics. The special schools also take part in other Inclusive event such as the Panathlon, Chance to Shine and London Youth Games.

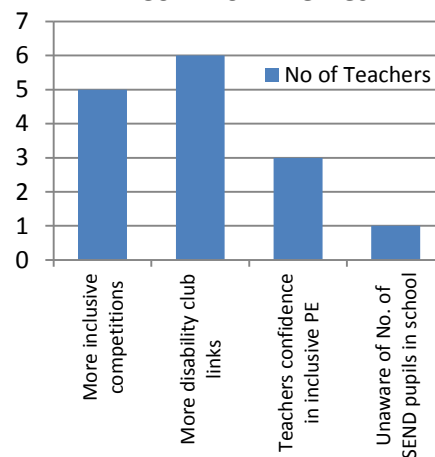
Professional Development

As part of the Partnership's professional development programme the Sainsbury's "Inclusive Sport for All" course is delivered each year which is open to all staff working within a Merton school and focuses on how lessons can be adapted to suit SEND pupil's needs. The Partnership also offers a PE mentoring programme which includes working alongside the teachers in order to demonstrate how to make all PE lessons inclusive.

Local Community

Merton Council and other outside organisations such as Mencap and the YMCA offer various community clubs for disabled young people in Merton, however the majority of these clubs are not sports specific and only cater for 14 years plus. Merton Council's Business Plan 2015 – 2019 includes a Special Educational Needs and Inclusion Strategy but doesn't focus on inclusion and sport. The council does not offer any sports specific sessions for disabled performers, however all sport and health activities provided by the council are inclusive for all participants. The main borough provider for inclusive activities is the Wimbledon Park Watersports Centre, who offer inclusive activities for disabled participants and is used regularly by both the mainstream and special schools in Merton.

**MSSP Inclusive Survey
Common Themes**



Survey

The MSSP surveyed the Merton School PE Coordinators regarding current provision of school sport for SEND pupils. 27 out of 43 primary schools completed the online survey.

General feedback and results from the consultation determined the following:

- a) Schools would like to see more inclusive competitions available to SEND and less active pupils.
- b) The Inclusive competitions that the MSSP host are not always advertised to the school SENCO's. The SENCO lead maybe more inclined to enter known students into inclusive competitions.
- c) Most teachers do not know how to find an inclusive sports club for pupils.
- d) Schools are not aware that they should be encouraging SEND pupils to attend extra-curricular sports clubs.
- e) School staff are unsure of how many SEND pupils are registered at the school.
- f) Some staff are not confident in adapting their PE lessons to make them inclusive for all pupils.

Additional Barriers

From our research we have highlighted some of the barriers faced by our schools which should be taken into consideration when planning improvements and opportunities.

- **Attitudes of non-disabled pupils**

Pupils may feel that including SEND pupils in sessions will affect the standard of play. A good teacher or coach should be able to adapt the session so that all pupils are progressing to their own ability. Schools could incorporate an inclusive 'sport for all' policy and encourage all pupils to include everyone and to help other pupils that aren't as able.

- **Availability and cost of specialised equipment**

Most sports activities do not require specialist equipment; however specialist inclusive sports such as Boccia, New Age Kurling and Polybat all involve expensive equipment. The MSSP Disability Officer will seek funding from outside sources to enable the special schools to acquire this equipment. Mainstream schools will also be able to lend the specialist equipment from the special schools as it is a positive advertising for disability sports. The primary schools can also use their School Sports Premium funding to cover the cost of new equipment.

- **Cost of afterschool sports clubs**

All Merton primary schools provide extra curriculum clubs for free or at a reduced rate. SEND pupils receive pupil premium funding from the government, therefore schools can use this funding to make extra curriculum activities free to attend. The primary schools can also use their School Sports Premium funding to provide free extra curriculum sports activities. The Disability Officer will work with Schools to apply for additional external funding to support such programmes.

- **Transport and timing of clubs**

This is a major factor for the Merton special schools. Most special school pupils receive private transport to and from school, this limits whether pupils can attend afterschool sports clubs. Some pupils will attend afterschool clubs and be picked up from the school by the parents or carers, however for the

majority of pupils this is not an option. Therefore the special schools run most of their extra-curricular clubs during lunchtimes in order to provide opportunities for all pupils to take part. The Partnership also considers these timings when delivering sports events. All inclusive competitions will take place during school time so that the pupils are able to get back to school in time to be transported home as per usual.

- **Lack of inclusive sporting opportunities in the Merton and surrounding community**

After researching the inclusive activities on offer in Merton the results showed that most inclusive activities were out of borough. The out of borough activities will be better advertised to schools but the distance to travel may have a negative impact on take up of SEND children.

5. Recommendations and Actions

In response to our findings and in order to achieve our vision the partnership has set 3 main aims:

- **Clubs** – increase opportunities for SEND and less active pupils to take part in extra-curricular sport activities.
- **Professional Development** – Improve school workforce competence and confidence to deliver high quality inclusive PE lessons.
- **Competition** – provide more opportunities for all SEND and less active pupils to take part in competitive sport.



Actions

At present we have limited data on current provision as well as the number of children in each school which fall into the SEND bracket. In order to achieve these aims with our schools the partnership will therefore endeavour to:

- (1) Gather important data regarding the number of SEND children at each Primary school and the type of needs they have. Include less active children. By April 2016. (See table in Appendix 1.).
- (2) Record the number of participants with SEND that are taking part in competitions and extra-curricular clubs in order to benchmark progress and evidence the impact of the strategy in later years. Utilise the Sports Mark Survey to support this. By July 2016.
- (3) Provide at least 9 competitive borough wide opportunities for children with SEND and those less active in the 2015/16 calendar.
- (4) Audit the support that teaching and other staff believe they need to feel confident delivering PE to a range of children with varying needs. Tailor the 2016/17 Get Set PE Professional Development programme to better cater for this demand. By May 2016.

- (5) By July 2018, 100% of Merton Schools include inclusive PE as part of their actions plans and PE policy. 80% in 2016-2017 and 70% in 2015-2016.
- (6) Investigate London wide community disability club databases and provide more information to schools on how to access these. By June 2016.
- (7) Continue to secure external funding to support extra-curricular provision in schools. Securing at least £5,000 by July 2016.
- (8) Review and develop the Strategy in July 2016 to include SMART targets based on new data obtained.

6. Conclusion

In conclusion, the MSSP would like to all schools to feel confident to deliver high quality PE lessons that are inclusive for all pupils and to provide a wider opportunity for inclusive young people to take part in additional sporting activities. At present there is a lack of teacher confidence in making PE lessons inclusive and no direction for schools to push SEND pupils into additional sports clubs at school or in the community. PE and sport can have a positive effect on all disabilities. For example, research from the English Federation of Disability Sport found that PE lessons provided a great opportunity for social engagement and interaction for pupils with learning difficulties. The research also found that SEND pupils stated they felt happier after participating in physical activity; this is due to the release of endorphins during exercise which acts as an antidepressant making it beneficial for mental health (Qualitative Research Report, 2012). These positive effects will improve the health and wellbeing of all inclusive pupils creating a better school environment for them to learn and progress to their full potential.



MSSP will look further a field in order improve inclusive PE within Merton. The Partnership will provide feedback to other organisations such as Merton Council, Youth Sports Trust, Mencap and London Sport about the lack of inclusive sports clubs in Merton for young people.

The strategy will utilise the MSSP PE School Action Plans and Sports Mark in order to collect the relevant data needed to review and develop the aims and objectives. The strategy will be reviewed annually and updated accordingly to new research and data collection taken from the school Sports Mark.

7. Appendix

1). No of SEND Pupils with Merton Primary / Secondary Schools - currently working with Merton Council to obtain this information

Special Schools					
School	Type of School	Age	SEND Provision	Total No of SEND Pupils	Total No of Pupils
Cricket Green School	Community Special School	5 years - 19 years	Provision for pupils with a diverse range of learning needs including pupils with autistic spectrum disorders and severe learning needs.		
Perseid School	Community Special School	3 years – 19 years	Severe learning difficulties including those who have additional physical and sensory disabilities. The school also meets the needs of pupils with an additional diagnosis of autism. Pupils come from all parts of the London Borough of Merton as well as surrounding boroughs.		
Approved Resources Provision School					
School	Type of School	Age	SEND Provision	Total No Of SEND Pupils	Total No of Pupils
Harris Primary Academy Merton	Academy ARP Unit	3 years – 11 years	Speech, language and communication difficulties or autistic spectrum disorder		
Hillcross Primary	Community ARP Unit	3 years – 11 years	Complex behavioural, emotional and social difficulties		
Liberty Primary	Community ARP Unit	3 years – 11 years	Behavioural, emotional and social difficulties		
Melrose School	Community Special School	11 years -16 years	Social, emotional and behavioural difficulties.		
Raynes Park High Schools	Community	11 years – 19 years	Provision for pupils with communication difficulties on the Autistic Spectrum who have statements of special educational needs.		
Ricards Lodge High School	Girls	11 years – 19 years	Provision for pupils with speech, language and communication difficulties who have statements of special educational needs		
Rutlish School	Community	11 years – 19	Provision for pupils with speech, language and communication		

		years	difficulties who have statements of special educational needs		
West Wimbledon Primary School	Community	3 years – 11 years	Provision for pupils with Autistic Spectrum Disorders who have statements of special educational needs		
Wimbledon Chase Primary School	Community	3 years – 11 years	Provision for pupils with speech, language and communication difficulties who have statements of special educational needs.		
Mainstream Primary Schools					
School	Type of School	Age	SEND Provision	Total No of SEND Pupils	Total No of Pupils
Abbotsbury Primary School	Community	3 years – 11 years	Universal Services		
All Saint's C of E Primary School	Voluntary Aided	3 years – 11 years	Universal Services		
Aragon Primary School	Community	3 years – 11 years	Universal Services		
Beecholme Primary School	Community	3 years – 11 years	Universal Services		
Benedict Primary School	Academy	3 years – 11 years	Universal Services		
Bishop Gilpin C of E Primary School	Voluntary Aided	3 years – 11 years	Universal Services		
Bond Primary School	Community	3 years – 11 years	Universal Services		
Cranmer Primary School	Community	3 years – 11 years	Universal Services		
Dundonald Primary Schools	Community	3 years – 11 years	Universal Services		
Garfield Primary School	Community	3 years – 11 years	Universal Services		
Gorringe Park Primary School	Community	3 years – 11 years	Universal Services		
Haslemere Primary School	Community	3 years – 11 years	Universal Services		

Hatfield Primary School	Community	3 years – 11 years	Universal Services		
Hollymount Primary	Community	3 years – 11 years	Universal Services		
Holy Trinity C of E Primary School	Voluntary Aided	3 years – 11 years	Universal Services		
Joseph Hood Primary School	Community	3 years – 11 years	Universal Services		
Links Primary School	Community	3 years – 11 years	Universal Services		
Lonesome Primary School	Community	3 years – 11 years	Universal Services		
Malmesbury Primary School	Community	3 years – 11 years	Universal Services		
Merton Abbey Primary School	Community	3 years – 11 years	Universal Services		
Merton Park Primary School	Community	3 years – 11 years	Universal Services		
Morden Primary School	Community	3 years – 11 years	Universal Services		
Pelham Primary School	Community	3 years – 11 years	Universal Services		
Poplar Primary School	Community	3 years – 11 years	Universal Services		
Sacred Heart Catholic School	Voluntary Aider	3 years – 11 years	Universal Services		
Singlegate Primary School	Community	3 years – 11 years	Universal Services		
St Peter's and St Paul's RC Primary School	Voluntary Aided	3 years – 11 years	Universal Services		
St John Fisher RC Primary School	Voluntary Aided	3 years – 11 years	Universal Services		
St Marks Primary School	Community	3 years – 11 years	Universal Services		

St Mary's RC Primary School	Voluntary Aided	3 years – 11 years	Universal Services		
St Matthew's C of E Primary School	Voluntary Aided	3 years – 11 years	Universal Services		
St Teresa's Catholic Primary School	Voluntary Aided	3 years – 11 years	Universal Services		
St Thomas of Canterbury	Voluntary Aided	3 years – 11 years	Universal Services		
Stanford Primary School	Community	3 years – 11 years	Universal Services		
The Priory C of E Primary School	Voluntary	3 years – 11 years	Universal Services		
The Sherwood Primary School	Community	3 years – 11 years	Universal Services		
William Morris Primary School	Community	3 years – 11 years	Universal Services		
Wimbledon Park Primary	Community	3 years – 11 years	Universal Services		
Mainstream Secondary Schools					
School	Type of School	Age	SEND Provision	Total No of SEND Pupils	No of Pupils
Harris Academy Morden	Academy	11 years-18 years	Universal Services		
Harris Academy Merton	Academy	11 years-18 years	Universal Services		
St Marks Church Of England Academy	Academy	11 years-18 years	Universal Services		
Ursuline High School	Voluntary	11 years-18 years	Universal Services		
Wimbledon College	Voluntary	11 years-18 years	Universal Services		

References

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