

This is one of four case studies funded and administered through Sport England that illustrate the partnership work undertaken by Youth Sport Trust **Lead Inclusion Schools**, Local Authority staff and community sports providers to explore and enhance the Local Offer for young people with SEND¹ and how this is communicated. The project advocated collaborative approaches, student voice and added value experiences via improved signposting.

Case study 3

ENHANCED COMMUNICATION, FRIARS ACADEMY, NORTHAMPTONSHIRE

Context

Northamptonshire has historically had strong inclusive provision: the Inclusion lead² has strong links with the Local Offer team, a robust multi-agency development forum³ delivers strategic plans via the Active Partnership and many clubs offer adapted activity for young people outside school.

However, Rhian Turnbull, Youth Sport Trust Lead Inclusion School contact for Northamptonshire based at Friars Academy, realized that the Local Offer could be presented more consistently and meaningfully both for parents and schools. She noted the resource challenge that undermines communication of the Offer within many mainstream secondary settings and the importance of facilitating parents' own research. She recognised too, some parental difficulty in accessing inclusive holiday provision for children with SEND, and the value of a developed, well-communicated offer.



We have meetings three times per year when all come together to share ideas and resources. That's why the Local Offer was already engaged.”⁴

Objectives

- 1 End reliance on PE departments to verbally share the Local Offer with parents
- 2 Use the broadest range of communication tools
- 3 Facilitate independent parental information gathering
- 4 [Long-term]: support increased provision of adapted delivery within local clubs



There is now a much improved service description for the Inclusive PE and School Sport programme available to children and young people with disabilities. Teachers, professionals, parents and carers can now search the Local Offer and find information about sport and activities available in school suitable for a range of abilities.”⁵

¹Special Educational Needs and Disabilities. In this context also those young people with poor mental health.

²Inclusion lead on behalf of Friars Academy, Youth Sport Trust Lead Inclusion School

³Northamptonshire Federation for Disability Sport, which includes representation from community clubs and partners, mainstream and special schools and other bodies.

⁴Rhian Turnbull, Inclusive Lead at Friars Academy, Northamptonshire.

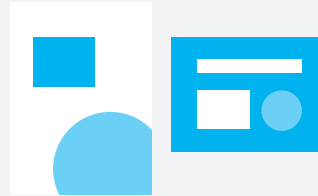
⁵Kathy Forsdyke, Local Offer Team Leader, Northants.

Achievements



PROJECT ABILITY

Now core to the central offer online



POSTERS

Promotional posters in schools facilitate staff communication of the offer



PRINTED MAGAZINE

Distributed in PDF format to parents and clubs



INCLUSIVE HEALTH CHECK (IHC)

Some engagement with the IHC amongst mainstream secondary schools

Further opportunities to be explored

- 1** Taster sessions delivered by local clubs as part of an inclusive event create natural pathways for young people. Some offer a voucher for students to return to the club.
 - The challenge is to give parents ownership of these opportunities
- 2** Adapted sport delivered within the context of a wider School Games gives mainstream students with SEND an opportunity to access inclusive club sports where they may not otherwise.



.. at the moment a lot of schools give the information to parents and then just 'hope' [that this will translate into action].⁹⁶

Discoveries

SENCO STAFF IN MAINSTREAM SCHOOLS

Communicate the Local Offer to parents but information flow can be erratic and incomplete.

However, these same parents are often proactive on behalf of their children. They benefit by signposting to a central database.

PE STAFF IN SPECIALIST SCHOOLS

Highly proactive on behalf of their students, facilitating dedicated events.

However, parents are often less responsive to opportunity than those in mainstream schools, due to many barriers, including lack of understanding of the value of inclusive sport.

Recommendations

- 1 Use multiple platforms to help parents understand the importance of their children participating in extra activities outside school.
- 2 Use the opportunity presented by the School Games to address some of the challenges faced by staff in mainstream secondary schools: limited capacity to talk to parents individually, to research opportunities and to put on dedicated SEND activities.



There's definitely an issue with how physically active they [children with SEND in a special school] are outside school. It's trying to adjust their parents' expectations understanding around the importance of young people being physically active."⁷

⁷Rhian Turnbull, Inclusive Lead at Friars Academy, Northamptonshire.