

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 SEND<sup>1</sup> and how this is communicated. The project advocated collaborative approaches, student voice and added value experiences via improved signposting.

---

## Case study 4

---

### SCHOOL OWNERSHIP OF INCLUSIVE PRACTICE, THE LAKES SCHOOL, CUMBRIA

#### Context

Both mainstream and special schools in Cumbria represent amongst them some excellent practice in inclusive PE and sport. However, inclusive delivery has been inconsistent, participation in competition has been adversely affected by the County's rurality and MANY teaching staff have been overly reliant on one key individual for their SEND provision.

Taking up a new position at a Lead Inclusion School, Karen Erikson recognised the need to boost the extent and communication of inclusive provision in schools across Cumbria in order to facilitate long-term change for their students.



**“I realised we need to change how we deliver, do some training, make it sustainable. What would have happened if key people involved in the development of inclusion leave?”<sup>2</sup>**

---

#### Objectives

- 1 To increase understanding and ownership of inclusive provision at a school level
- 2 To improve networks between schools across the County
- 3 To ensure that school-based provision is reflected within the Local Offer website
- 4 To engage local disability clubs and community sports providers



**“The Active Cumbria<sup>3</sup> IHC<sup>4</sup> highlighted an absence of young leaders. We’ve managed to train up 14 young people with SEND as Young Boccia Officials. We’ve also trained 10 young people with SEND on TOP Sportsability who then delivered workshops on New Age Kurling and Boccia at our inclusive youth leadership camp.”<sup>5</sup>**

---

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

<sup>2</sup>Karen Erikson, Inclusive Lead Inclusion School contact, Cumbria

<sup>3</sup>One of 43 Active Partnerships covering England. Part of Cumbria County Council's Public Health Service

<sup>4</sup>Inclusive Health Check available on [www.yourschoolgames.com](http://www.yourschoolgames.com)

<sup>5</sup>Karen Erikson, Lead Inclusion School contact, Cumbria

## Achievements



### AWARENESS

18 schools plus local provider Active Partnerships completed their IHC

### AMBITION

18 schools have applied for their School Games Mark

### LONG-TERM

YST interventions and CPD brought in across the country

### FOR ALL

Mainstream primary schools engaged with School Games

### SUPPORT

Mutually effective relationship with Active Cumbria

## Further opportunities to be explored



Promote the relevance of inclusive sport to those with mental health needs



Improve partner communication to parents of the Local Offer website



Advocate improved signposting to local clubs and leisure centres by schools



Develop the website to include all community sports providers



Add improved leisure centre school relations to the LOC Action Plan



“One [special] school completed a gold School Games Mark application and gained a Gold award. The aim is to support more Special Schools to gain School Games Mark as this demonstrates a certain quality of opportunities for PE and sport.”<sup>6</sup>



“There are some very active disability clubs which have a real impact in certain areas. The idea is to support them to develop provision; limited capacity is an area to address in future.”<sup>7</sup>

<sup>6</sup>Karen Erikson, Lead Inclusion School contact, Cumbria

<sup>7</sup>Karen Erikson, Lead Inclusion School contact, Cumbria

## Discoveries

The introduction of **leadership development** improved awareness within schools of the value of inclusive provision and paved the way for further change.

Fullest engagement with **Active Cumbria** ensures **greatest reach across all schools.**

Every new **partnership supports sustainability.**

**Collaboration** is essential, especially with SGOs when each works differently to suit their area.

## Recommendations

- 1 Use the profile of the School Games to engage all schools in completing the School Games Mark/Inclusive Health Check; **support SGOs**
- 2 Exposure to CPD and YST interventions improves school ownership of inclusive provision
- 3 Improved staff understanding of the value of inclusive provision supports improved communication to parents



**“It’s always good to try and bring in some different options for the School Games, linking with curriculum implementation. Active Partnerships Cumbria is actively engaged!”<sup>8</sup>**

---

<sup>8</sup>Karen Erikson, Lead Inclusion School contact, Cumbria