

SCHOOL GAMES MARK GUIDANCE FOR SPECIAL SCHOOLS



This document has been designed in consultation with specialists in the field of SEND to help special schools interpret the criteria needed to make a successful application.

Please do ensure that you involve your School Games Organiser with your application and if you have any additional queries then please sent these to; info@yourschoolgames.com You may also wish to have a conversation with the Lead School For Inclusion in your County to look at any CPD needs that colleagues in your school may have, please speak to your SGO to find out the necessary school details.

Criteria: Prerequisites for all levels			
Increasing Engagement in School Games			
Criterion	Explanation	Examples of Supporting Evidence	Comments
Have a system in place to track young people's participation in the School Games inclusive of physical activity.	This can be paper-based or electronic, but must be able to support your school to create strategies to increase participation. This system maybe incorporated into individual learning plans which have physical targets aligned to therapist outcomes.	<ul style="list-style-type: none"> Registers Databases SIMs system or equivalent Student record of achievement and progress tracking 	Speak to your School Games Organiser (SGO) or lead inclusion school contact who may be able to provide you with some examples.
<p>Have opportunities that attract all young people to participate in physical activity.</p> <p>This may involve cohorts of PMLD or SLD young people and be linked to therapy intervention.</p>	<p>It is important for schools to identify which young people are not active, this maybe because of severe disability or cognition. It may also include health, social, cultural and physical use considerations that will need to be overcome to increase participation in PE, school sport and physical activity interventions.</p> <p>Staff may work alongside therapists and use learning plans to identify those who are not engaged within physical activity. Activities can be diverse such as the Motor Activity Training Programme for PMLD young people or inclusive such as the Play Unified programme aimed at getting ASD young people socially active.</p>	<ul style="list-style-type: none"> Individual student record which will have input by therapists which identify the least active or most at risk of long-term health conditions List of opportunities available to less active young people (e.g. bespoke therapy intervention, confidence boasting clubs/activities) Knowledge, or copy, of whole school physical-activity policy including examples of how therapy professionals work alongside education staff Registers, films and photos for after-school clubs Copies of individual learning/therapy plans which detail interventions and progress. Minutes of student council meeting where activity has changed to take into account young person preference Inclusive Health Check 	<p>Speak to your School Games Organiser (SGO) or lead inclusion school contact who may be able to provide you with some examples.</p> <p>Other online resources which could support schools to offer new and different activity are:</p> <ul style="list-style-type: none"> MATP Play Unified Tops Sportability Inclusive Sport Formats National Disability Sport Organisations formats



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Criteria: Prerequisites for all levels

Increasing Engagement in School Games

<p>Have completed the Inclusive Health Check tool as accessed on your school's dashboard on www.yourschoolgames.com</p>	<p>The Inclusive Health Check (IHC) is a self-review tool designed to support all schools and teachers in providing inclusive opportunities for every young person.</p> <p>The self-review comprises of approx.23 yes/ no questions to help schools identify strengths and areas for development. As you go through the questions consider the demographics of your school and how you can ensure every child is included. Once completed you will receive a differentiated action plan with top tips for future use. This plan is especially useful to show your provision is regularly evaluated and actions completed to improve.</p>	<p>Completed IHC on the school dashboard</p>	<p>www.yourschoolgames.com - you will need to log in to your school's account with your username and password. Please speak to your SGO if you are unsure.</p>
<p>Primary Schools Only – Have a method of tracking provision for physical activity across the school for example through the www.activeschoolplanner.org</p>	<p>The Active School Planner is an online self-review and planning tool developed to support primary schools to increase daily activity and reduce sedentary time across the school for every young person. It incorporates:</p> <ul style="list-style-type: none"> • physical activity gap-analysis planning tool (Activity Heatmap); • evidence supporting impact on whole-school outcomes; • best practice and recommendations; • signposting to advice, support and provision for primary schools; • self-reported Child Physical Activity Tracker; and • reports to demonstrate progress and impact. <p>Alternatively, schools can use another method of tracking provision for physical activity across the school, and this will need to be recorded to share with your SGO.</p>	<p>School registration completed on the www.activeschoolplanner.org website</p>	



YOUTH SPORT TRUST

Criteria: Prerequisites for all levels

Increasing Engagement in School Games

<p>Have a member of staff who has actively engaged with their School Games Organiser (SGO) as part of their Physical Activity and 60 active minutes CPD.</p>	<p>School Games Organisers work alongside each counties Lead Inclusion school to ensure their programmes are bespoke and inclusive of each special schools' young people.</p> <p>As part of their role, School Games Organisers and inclusion leads will be offering schools CPD with specific content about Physical Activity. This may be delivered as part of wider training or event e.g. a local conference or specialist training day or it may be offered as 1:1 support or online training. A member of your school staff must have attended/accessed this CPD opportunity in order to apply for the School Games Mark. Please contact your SGO or inclusion lead for details of your nearest opportunity.</p>	<ul style="list-style-type: none"> • Action plan created as a result of accessing CPD • Dates of CPD and copies of materials distributed by the SGO • School log/records of CPD activity for staff. • Certificate of attendance/confirmation from SGO or inclusion lead. 	<p>Please speak to your SGO or inclusion lead about this.</p>
<p>Have positioned 'Personal Challenge' as a key component of your School Games provision.</p>	<p>It is the mission of the School Games to provide 'more young people with the opportunity to compete and achieve their Personal Best'; this includes competing against yourself and others to improve personal performances. Young people in special schools can work with staff teams to identify these challenges which should be driven by a desire to improve. They may be; but not exclusively linked to physiotherapy or occupational therapy targets as identified on learning plans or personal targets.</p> <p>Where possible personal challenge should be driven by young people, this can be informal, physically active challenges both at school and beyond the school day. For example, achieving a wheelchair skills award. However, where this is not appropriate such as with some PMLD young people staff can help these young people achieve and understand personal challenge through programmes such as the Special Olympics Motor Activity Training Programme.</p> <p>In primary and secondary special schools these challenges may be digitally led if appropriate and accessible.</p>	<ul style="list-style-type: none"> • Promotion of personal challenges. • Photo or film evidence especially for those whose small progressive steps are vital. • Results/league tables. • Physiotherapy or occupational therapist comments and notes. • Individual learning plans. • Learning targets or annual reviews. 	<p>Examples of personal challenges:</p> <ul style="list-style-type: none"> • Wheelchair skills awards gained in manual or electric wheelchair. • Mobility extension activities such as walking a set distance with or without a walker. • Hydrotherapy or swim goals such as stretching or aided swimming. • Stretching or moving skills as part of a floor based (or other) programme for PMLD young people. • Regular attendance at a lunch club or fitness session. • School Games skill extension in disability sport such as Boccia, Table Cricket or New age Kurling.



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Criteria: Prerequisites for all levels

Developing Competitive Opportunities

<p>Have held or accessed a School Games Day that has a clear cultural component as a culmination of a year-round competition programme.</p> <p>Registered a School Games Day date on your dashboard on www.yourschoolgames.com</p>	<p>A School Games Day builds on a school's existing work to offer students a year-round programme of regular intra-school competition in a number of sports or activities which may have been adapted using the STEP principal within each sport or activity or be disability sport specific such as Boccia or New Age Kurling.</p> <p>This culminates in a School Games Day: In order for an event to be classed as a School Games Day, it must be formatted to encompass the three key themes of culture, celebration and inclusion. The cultural component gives schools an opportunity to celebrate all things sporting and wider. Examples might include:</p> <ol style="list-style-type: none"> 1. Celebrating Olympic nations by researching countries or creating flags to display at the event. 2. Recognising and celebrating the School Games Values (or your own school values) throughout your event. 3. A culmination of a programme such as MATP or a skill based programme which celebrates success throughout the year using STEP to adapt sport/activity. <p>You will need to have submitted your date via your dashboard on the School Games website.</p>	<p>Photos or Videos Programme of activity School Games website (uploading of event details and blogs) School's own website, newsletters or social media.</p> <p>School dashboard www.yourschoolgames.com</p>	<p>You need your username and password to login – if you have any problems you can contact your School Games Organiser to reset your password.</p>
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Criteria: Prerequisites for all levels

Developing Competitive Opportunities

<p>Have maximised the School Games Values to support the competition and festival experience for all young people.</p>	<p>The School Games Values (Spirit of the Games) were developed by young people to identify what the experience of school sport should include irrespective of ability, age, gender, ethnicity or gender orientation.</p> <p>Schools should use these six values to reward and encourage the development of wider outcomes for all young people including life skills and character education through activity, sport and competition.</p> <p>If your school has already established its own set of values which are more appropriate to your young people's ability and cognition these can be used appropriately in context. then these can be used in place of the Spirit of the Games Values. If appropriate values could be in symbol or sign format.</p>	<p>Examples of how the values have been used or founded, this could be in collaboration with therapists.</p> <p>Examples of how the values are used each day through displays or within home/school communication.</p> <p>Examples of how values are used at school events such as assemblies etc.</p> <p>Photographs/newsletters/websites/social media. Reference to the values in the school development plan, school vision or PE policy etc.</p>	<p>www.yourschoolgames.com/app/resources/38/</p>
<p>Have a notice board and/or in house school digital system that promotes School Games activity and uses social media for the same purposes.</p>	<p>This should be a formal, branded School Games resource showing examples of how the School Games is making an extended difference to provision away from the normal PE/Therapy offer.</p> <p>Information could include competition calendars, results, Personal Challenge information, teams participating, School Games logos, Spirit of the Games Values, photos/films, details of School Sport Organising Committees/Crews and information about the School Games Mark award for the previous year. Information may be relayed using individual story cards or tablets with signs and symbols. Alternatively teaching staff/assistants may be more effective at promoting events where young people cannot access information. This could be recorded anecdotally or through the use of film/photos.</p> <p>This could use high - or low-tech communication and is adaptable to the needs of young people and their parents; including the use of social media for the same purpose.</p>	<ul style="list-style-type: none"> • Links to any electronic high - or low-tech communication method. • Photos or films of young people accessing information. • Feedback from school staff or parents. • Social media including responses. • Copies of social stories (high or low tech) • Minutes of young people's interventions such as school council. • Notes from therapists who support the programme. 	<p>www.yourschoolgames.com/app/resources/46/</p>



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<p>Groups particular to you school (for example BAME, Free School Meals, LGBTQ+, Inactive) to take part in competitions and festivals.</p>	<p>An annual or termly calendar that shows the sports competitions, festivals and development opportunities that your school is involved in. It is important this calendar reflects opportunity for all your varying student's needs. Such as Play Unified for cognitive disabilities, MATP for PMLD young people and opportunities taken up within the School Games programme. It could also show opportunities through National Disability Sport Organisations (NDSOs) or National Governing Bodies (NGBs) of sport. Your programme may reflect activities such as rebound therapy, riding for the disabled or wheelchair-based events. This could be linked, although not exclusively to therapy.</p> <p>Individual schools will have identified specific target groups unique to their own school intake and representative of the community they serve. The school's calendars should be designed to engage students from these groups (different in each school) and increase their participation in competitive activity, team-based collaboration and festival opportunities.</p> <p>Schools might need to consider changing the timing, venue, clothing, sporting activity, leaders etc. in order to engage a particular target group. It would be useful for schools to work in partnership with your SGO and Lead Inclusion School to share information about the type of young people you are trying to engage.</p>	<ul style="list-style-type: none"> • School Games competition calendars this can be in paper format or online. • Evidence of communication with young people from your target groups (through speech therapists or teaching staff) • Individual learning plans or goals. • Website or social media celebrating participation and success. • Results (where appropriate) • Newsletters • Photos or videos • Inclusive Health Check 	<p>Inclusive formats for School Games can be found here alongside suggestions for adapting sport/activity using the STEP model: www.yourschoolgames.com/how-it-works/inclusive-sport/ – you will need to log in to access these.</p>
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BRONZE CRITERIA

Increasing Engagement In School Games

Criterion	Explanation	Examples of Supporting Evidence	Comments
<p>Plans in place to provide all students with two hours of Physical Education, school sport and physical activity per week inclusive of extra curriculum provision.</p> <p>Applicable to Years 3-11 only.</p>	<p>All schools should ensure that students have access to a high-quality PE experience which may be adapted for their needs.</p> <p>Schools should be aspiring to two hours of curriculum provision. The school should be able to evidence that they have planned intentions to deliver two hours of PE per week in the future.</p> <p>This could include, through consultation with young people, extracurricular sport and physical activity opportunities inclusive of before school, lunchtime and after school. For some young people, this will be inclusive of physical therapy sessions.</p> <p>This can include bespoke activities including where therapy provides quality physical activity such as hydrotherapy, rebound therapy or riding for the disabled.</p>	<ul style="list-style-type: none"> • School timetable • Governors’ minutes • PE/school longer-term plans/strategies • Individual learning plans or journeys. • Class reports and therapy timetables. 	<p>This criterion applies to Years 3-11 but does NOT apply to Years 12 and 13.</p>
<p>Engage at least 5% of young people in extracurricular sporting and physical activity every week.</p> <p>Applicable to Years 3-11 only.</p>	<p>Extracurricular activity is any sporting/physical activity that takes place above and beyond the curriculum. Activity might be during lunch or break times as often young people use local authority transport at the beginning and end of each day. For example, an accessible bike club at lunch time or boccia break sessions. This is not limited to School Games sports/formats.</p>	<ul style="list-style-type: none"> • Registers of young people taking part • Extracurricular programme of activity • Promotional material regarding activity • Photo or film evidence to track gains in cognition or understanding. • Evidence taken annually for parental feedback. 	<p>When trying to calculate the ‘average’ engaged in extracurricular activity it is recommended to take the same week for each of the three school terms (i.e. say week four of autumn, spring and summer) and look at the numbers engaged in activity during those weeks. Then add the three figures together and divide by three to give an average in terms of numbers engaged in activity.</p>



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BRONZE CRITERIA

Developing Competitive Opportunities

Use the School Games formats to provide the opportunity for boys, and girls to take part in the appropriate level of competition.

(Boys only or girls only for single sex schools.)

The number of intra and inter school sports competitions that schools need to enter for Bronze varies for small special schools and large special schools. The number of competition entries needed can be found in the School Games Mark criteria list which you can find on the School Games Website:

www.yourschoolgames.com

Schools can adapt the sport formats to include all young people using the STEP model. There are helpful suggestions on each card. Inclusive activities are also included such as Table Cricket, Boccia and New Age kurling.

For 2019/20 formats can be used more interchangeably so for the right group of young people a intra format can be used in a inter competition setting if appropriate and vice versa.

Schools may work with therapists to provide a holistic activity as part of their planning for competitive opportunity.

- Registers of those attending events.
- Photo or film evidence
- Individual learning plans as part of annual reviews.



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BRONZE CRITERIA

Workforce – Broadening The Range Of Opportunities

Engage at least 3% of students in leading managing and officiating in School Games Activity (2% for PRUs/FE Colleges, 5% for mainstream schools).

Applicable to Years 3-11 only.

School staff can use the STEP model to adapt leadership opportunities for **all** young people. Leadership models can be adaptable to enable every young person to lead in some way. Staff may consider equipment leaders, timing leaders, warm up leaders or media leaders.

Leadership opportunities can happen at lunch times and break times to enable young people to gain experience boasting their confidence and competence for example a year 10 cohort could facilitate School Games activity clubs for younger students.

Leading – young people promoting, organising, reporting on, managing equipment or supporting others as they take part. This could also include leading a warm up or cool down activity.

Managing – young people managing or supporting other young people involved in School Games competitions.

Officiating – young people undertaking the role of an official, which includes scoring, timekeeping and results reporting in School Games competitions. The use of high- or low-tech communication can support young people to do this as well as electronic adaptable equipment.

Coaching – (secondary special schools) – young people undertaking the role of a coach, which includes planning and delivering training sessions and supporting during competitions.

As a school you know your young people best and are able to identify those that demonstrate some leadership qualities regardless of how low level these may be.

- Photos or videos
- Personal journeys/case studies
- Evidence of volunteering hours
- Blogs on School Games website (which can support cross curricular links)
- News articles

Example of percentage calculation: if you have 10 young people leading, managing, coaching or officiating per week and 100 students on your school roll, then $10 \div 100 \times 100 = 10\%$.

NB: Not all the roles need to be undertaken to achieve this e.g. you may just have young people in leading and managing roles.

This should be representative of those young people in your school population who will gain from being offered leadership opportunity. (please reflect this where necessary in your calculation). For example, you may feel that PMLD young people gain more from a sensory PE programme however it is possible to include all young people. For example, one school enables PMLD young people to lead warmups just using eye movements.

Schools should be working to ensure that these roles engage a wide cohort of young people and not limit opportunities to small groups of 'sporty students'



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SILVER CRITERIA

Increasing Engagement In School Games

Criterion	Explanation	Examples of Supporting Evidence	Comments
<p>Provide all students with two hours of Physical Education, school sport and physical activity per week inclusive of extra curriculum provision.</p> <p>Applicable to Years 3-11 only.</p>	<p>All schools should ensure that students have access to a high-quality PE experience which may be adapted for their needs. Schools should be delivering two hours of provision per week through a mixture of high-quality Physical Education which may include hydrotherapy, education linked therapy and extracurricular activity.</p> <p>Due to travel arrangements extracurricular activity could take place during the school day at lunch or break times. It may also include 'wake and shake' sessions or daily challenges such as sensory walks. For some young people, this will be inclusive but not exclusive of therapy sessions which show how School Games activity enriches every young person's experience.</p> <p>This can include bespoke activities including where therapy provides quality physical activity such as hydrotherapy, rebound therapy or riding for the disabled.</p>	<ul style="list-style-type: none"> • School timetable • Governors' minutes • PE/school longer-term plans/strategies • Individual learning plans or journeys. • Class reports and therapy timetables. • School newsletters, social media and web site. 	<p>This criterion applies to Years 3-11 but does NOT apply to Years 12 and 13.</p>
<p>Engage at least 10% of pupils in extracurricular sporting and physical activity every week.</p> <p>Applicable to Years 3-11 only.</p>	<p>Extracurricular activity is any sporting/physical activity that takes place above and beyond the curriculum. Activity might be during lunch or break times as often young people use local authority transport at the beginning and end of each day. For example, an accessible bike club at lunch time or boccia break sessions.</p> <p>This provision can be wider than the School Games sports formats where schools use innovative activities which are adapted to meet the needs of their young people. For example, a NDSO or NGB club or practice such as Wheelchair Football, Table Cricket or sensory activity as part of the MATP programme.</p>	<ul style="list-style-type: none"> • Registers of young people taking part. • Extracurricular programme of activity. • Promotional material regarding activity. • Photo or film evidence to track gains in cognition or understanding. • Evidence taken annually for parental feedback. 	<p>When trying to calculate the 'average' engaged in extracurricular activity it is recommended to take the same week for each of the three school terms (i.e. say week four of autumn, spring and summer) and look at the numbers engaged in activity during those weeks. Then add the three figures together and divide by three to give an average in terms of numbers engaged in activity.</p> <p>The percentage calculation is based on the number of spaces taken up within extracurricular activity, and not individual students. Example: if you have 10 young people attending sessions per week and 100 students on your school roll (Y3-11), then $10 \div 100 \times 100 = 10\%$.</p>



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SILVER CRITERIA

Increasing Engagement In School Games

Over the course of the academic year, have targeted provision for those least active young people in your school with a minimum take up of 10% from those identified as least active at the start of the academic year. This take up needs to be sustained over the course of a term.
Applicable to Years 3-11 only.

Schools can work with therapists, teachers, parents and other medical practitioners to identify those young people who are not active within school and outside of school. Their ability should be taken into account in consultation with colleagues, this may form part of their individual learning plans, physical development plans or part of the annual review process.

Schools can decide how they want to identify their target group size. For example, it could be the bottom 10% or 20% of pupils on a continuum or it could be pupils who do less than 60 minutes a day of physical activity or physical therapy. (as recommended within the Chief Medical Officers guidelines).

Staff can then collaboratively identify the interventions that can be put in place taking into account the ability of those young people. These interventions may be individual sessions, clubs/activities, bespoke programmes such as MATP and Play Unified or link to therapy sessions which embrace the School Games.

Engaging young people in regular activity sustained over a full term is more likely to result in long term behavior change if appropriate. A minimum of 10% of your identified target group need to be participating in extra-curricular sport or physical activity every week for a full term.

- Lists of students identified as non-active or least active in your school.
- Examples of opportunities targeting specific groups of students.
- Promotional material regarding activity.
- Registers of attendance.
- Student voice, student questionnaires.
- Annual reviews.
- Individual learning plans.
- Physical therapy plans and targets.

For example, if your school identifies that 10 young people are not active in the first half-term of the autumn term, at least 10% (i.e. 1 student) from this group would need to be transitioned into being active every week for a term by the end of the school year through targeted activities etc.

Please speak to your SGO or Lead Inclusion school if you are unsure or would like to see examples of how this has worked well in other special schools.



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SILVER CRITERIA

Developing Competitive Opportunities

Use the School Games formats to provide the opportunity for boys, and girls to take part in age and stage appropriate level of competition. (Boys only or girls only for single sex schools.)

The number of intra and inter school sports competitions that schools need to enter for Silver varies for small special schools and large special schools. The number of competition entries needed can be found in the School Games Mark criteria list which you can find on the School Games Website: www.yourschoolgames.com

Schools can use and adapt the 43 sport formats to include all young people using the STEP model. There are helpful suggestions on each card. Inclusive activities are also included such as Table Cricket, Boccia and New Age kurling. Schools may work with therapists to provide a holistic activity as part of their planning for competitive opportunity.

There are also a number of Personal Best challenges that must be provided, this is 1 for all special schools across the year. These challenges are particularly useful for SEND young people in special schools who may work with therapists when adapting them (using STEP). These formats for special schools can again be interchanged and used for example with the right cohort of young people in an intra competition setting.

School Games Organisers, the Lead Inclusion school and (where linked) Special School sport networks will offer or help facilitate activities designed to embrace and engage young people who may not normally play sports like Football, Boccia or swimming at a higher level.

Schools may choose to link with mainstream schools and use a class driven approach to engage all young people in a truly inclusive setting within their own school overcoming transport challenges. This type of inter-school activity may focus on better inclusive understanding for every young person engaged through sport.

Numbers required can be found in the School Games criteria list which can be found on the School Games Website: www.yourschoolgames.com

- Registers of those attending events.
- Photo or film evidence
- Individual learning plans as part of annual reviews.
- Therapy reviews and targets.

School Games formats can be found here: www.yourschoolgames.com/taking-part/our-sports/

Schools can select competition formats based on the motivation, competence and confidence of the young people they are aiming to engage in the competition.

As of September 2019, competition formats can be played up. For example a format that has a target year group year 5/6 can be used in secondary schools if it is appropriate for the motivation, competence and confidence of target group of young people.

From September 2019, all formats can be used for competitions. For example an intra school competition format can be used at inter school competition if is deemed appropriate and suitable based on the motivation, competence and confidence of the target group of young people. Formats cannot be played down. For example, a format that has a target age group for year 5/6 cannot be used for year 3/4. Schools should use the Principle of Competition when designing competition www.yourschoolgames.com/app/resources/107/

The School Games Approaches to Competition resource can support schools in ensuring their competition provision focuses on wider outcomes www.yourschoolgames.com/reframing-competition/aac/

If your school is single sex, this criterion is only required for boys only or girls only

<p>Promote the School Games, inclusive of physical activity, to parents and the local community at least once every half term using newsletters, website, social media and local press.</p>	<p>Promotion of the School Games and physical activity is essential for all young people. Schools may combine messaging with therapists ensuring parents and the wider school community understand the benefits, both physically and socially of School Games activity.</p> <p>Schools should use all appropriate mechanisms to do this, using the School Games brand. The use of social media is encouraged. Promotion can be via one or a combination of methods rather than all of those listed in the criterion. This can be led by students if appropriate.</p>	<ul style="list-style-type: none"> • Photos • Press articles • Newsletters • Website • Blogs • Social media • Newspaper articles • Tweets/screenshots 	<p>www.yourschoolgames.com/app/resources/46/</p>
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SILVER CRITERIA

Workforce – Broadening The Range Of Opportunities

Engage a representative group of students within and beyond the curriculum in leading, managing and officiating in School Games activity. 4% for special schools (4% for PRUs/FE Colleges.)
Applicable to Years 3-11 only.

School staff can use the STEP model to adapt leadership opportunities for **all** young people. Leadership models can be adaptable to enable every young person to lead in some way. Staff may consider equipment leaders, timing leaders, warm up leaders or media leaders.

Leadership opportunities can happen at lunch times and break times to enable young people to gain experience boasting their confidence and competence for example a year 10 cohort could facilitate School Games activity clubs for younger students.

Leading – young people promoting, organising, reporting on, managing equipment or supporting others as they take part. This could also include leading a warmup or cool down activity.

Managing – young people managing or supporting other young people involved in School Games competitions.

Officiating – young people undertaking the role of an official, which includes scoring, timekeeping and results reporting in School Games competitions. The use of high- or low-tech communication can support young people to do this as well as electronic adaptable equipment.

Coaching – (secondary special schools) – young people undertaking the role of a coach, which includes planning and delivering training sessions and supporting during competitions.

As a school you know your young people best and are able to identify those that demonstrate some leadership qualities regardless of how low level these may be.

- Photos or videos.
- Personal journeys/case studies.
- Evidence of volunteering hours.
- Blogs on School Games website (which can support cross curricular links)
- News articles.
- UK coaching awards such as Sport leader.
- D of E awards.

Example of percentage calculation: if you have 10 young people leading, managing, coaching or officiating per week and 100 students on your school roll, then $10 \div 100 \times 100 = 10\%$.

NB: Not all the roles need to be undertaken to achieve this e.g. you may just have young people in leading and managing roles.

This should be representative of those young people in your school population who will gain from being offered leadership opportunity. (please reflect this where necessary in your calculation). For example, you may feel that PMLD young people gain more from a sensory PE programme however it is possible to include all young people. For example, one school enables PMLD young people to lead warmups just using eye movements.

Schools should be working to ensure that these roles engage a wide cohort of young people and not limit opportunities to small groups of 'sporty students'



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Workforce – Broadening The Range Of Opportunities

<p>Engage students in the planning and development of School Games activity through student voice.</p>	<p>School's should actively engage their young people to help plan, develop and deliver a wide range of School Games activity. This could be done by identifying different leadership roles such as media leaders who may help promote activity to others. These roles could be supported by other colleagues such as speech therapists or school media teams.</p> <p>At Silver level, this does not need to come in the form of a School Games Organising Committee or Crew but should be a group or forum which represents the views of young people/student voice.</p>	<ul style="list-style-type: none"> • Information on student councils, School Sport Organising Committee/Crews (SSOCs) • Minutes from meetings. • Promotion of the activity, e.g. photos of young people. • Student voice questionnaire/survey results. • Evidence recorded by therapists. • Photos, films and other media produced by young people to Promote the school Games. 	<p>Speak to your SGO or Lead inclusion school or look at the resources on your School's dashboard.</p>
<p>Have completed an Activity Heatmap on www.activeschoolplanner.org or can evidence they have completed an alternative 30 active minute self-review in 19/20 and have a plan in place to increase Physical Activity provision. Primary schools only.</p>	<p>The activeschoolplanner.org website provides primary schools with the opportunity to self review current practice in terms of the principles of being an active school. Completing the Activity Heatmap (self-review tool) on this website will automatically generate an action plan for your school which should be shared with senior leaders and governors.</p> <p>Schools can choose to complete a 30 active minute self-review using an alternative method, but this will need to be evidenced and shared with your SGO.</p>	<ul style="list-style-type: none"> • Completed Activity Heatmap self-review tool at www.activeschoolplanner.org or have used an alternative tool • Action Plan • School Development Plan • Minutes from Governors Meetings • 30 active minutes self review tool readout 	<p>www.activeschoolplanner.org</p>
<p>Utilise sports coaches to support school sport and physical activity delivery that complements your School Games Organiser's School Games provision.</p>	<p>School sport takes place outside of the curriculum (before school, lunchtime and after school) and is inclusive of competition. Special Schools will often use provision such as external swimming/Hydrotherapy, riding for the Disabled, adapted sports coaching or clubs or Rebound Therapy.</p> <p>Coaches need to have the appropriate knowledge and understanding to work in adapted school sport, be suitably qualified to do so and show an excellent understanding of a differentiated, safe approach when working with SEND young people.</p> <p>Appropriate safeguarding measures should always be observed. Sports coaches need to be aware of local SGO provision e.g. competition calendars and official School Games Formats, etc. Schools should actively encourage coaches to support and complement this provision to ensure the best quality experience for all young people taking part in sport and physical activity.</p>	<ul style="list-style-type: none"> • Register of coaches/contact details and sports • Discussion with young people about the support they receive from coaches • Evidence of coaches undertaking appropriate. • CPD and inductions to ensure they have the appropriate knowledge to work in an adapted school sport setting. • Observation schedules. 	<p>For more information about using coaches in schools, what to look for and observation schedules, visit: www.ukcoaching.org.</p> <p>This is a UK Coach website.</p> <p>Please note - this question is in reference to the use of sports coaches NOT resourced through PE & Sport Premium for Primary Schools funding.</p>

SILVER CRITERIA

Increasing and Sustaining Participation

Have active links with at least one local community and pathway sport/physical activity and leisure providers e.g. sports clubs, leisure centres, youth centres, adapted sports clubs etc where the link is a signposting function.

For young people in special school's community links are a vital part of preparation for transition into the community. Staff should think about what therapy links there are, how will young people stay active once they leave the education setting? Are they encouraged to access hydrotherapy in the community, do they attend a sport or leisure club regularly such as riding for the disabled?

A school-club link is an agreement between a school and community provider to work together to meet the needs of all young people irrespective of their ability. Whether they want to get involved as a performer, leader, coach or for social/recreational reasons and continued therapy provision.

When signposting students to a community provider, schools should have enough information to be confident that it is appropriate in terms of safeguarding and quality of provision. Communication between the school and provider should take place before opportunities are promoted to students.

Examples of signposting may include promotional information distributed by the school, promotional assemblies, school-led activities taking place in a leisure center, etc. Community providers may deliver activity within the school as an introduction before transitioning young people (and their parents if appropriate) into the community setting.

- Lists of clubs/contacts and rationale for the link e.g. coaches within school.
- Promotional material to support these links. posters, flyers, club info etc.
- Evidence of communication with the community provider.
- Registers of young people that have taken the pathway from school to community setting.
- Photos, newsletters, website or social media.
- Feedback from young people and their parents.

A community provider can include sports clubs, uniformed groups (e.g. Cub Scouts/Cadets etc.), National Trust environments/parks etc. and continued physical therapy as part of a club or social prescription model.



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GOLD CRITERIA

Increasing Engagement in School Games

Criterion	Explanation	Examples of Supporting Evidence	Comments
<p>Provide all students with two hours of timetabled Physical Education per week (within the curriculum only) and have extra curriculum provision inclusive of physical activity in addition to this.</p> <p>Applicable to Years 3-11 only.</p>	<p>All schools should ensure that students have access to a high-quality PE experience which may be adapted for their needs. Schools should be delivering two hours of curriculum provision per week through a mixture of high-quality Physical Education which may include hydrotherapy, rebound therapy, riding therapy and education linked physical therapy.</p> <p>Due to travel arrangements extracurricular activity could take place during the school day at lunch or break times. It may also include 'wake and shake' sessions or daily challenges such as sensory walks. For some young people, this will be inclusive but not exclusive of therapy sessions which show how School Games activity enriches every young person's experience.</p>	<ul style="list-style-type: none"> • School timetable • Governors' minutes • PE/school longer-term plans/strategies • Individual learning plans or journeys. • Class reports and therapy timetables. • School newsletters, social media and web site. 	<p>This criterion applies to Years 3 – 11 but does NOT apply to Years 12 and 13.</p>
<p>Engage at least 20% of pupils extracurricular sporting and physical activity every week.</p> <p>Applicable to Years 3-11 only.</p>	<p>Extracurricular activity is any sporting/physical activity that takes place above and beyond the curriculum. Activity might be during lunch or break times as often young people use local authority transport at the beginning and end of each day. For example, an accessible bike club at lunch time or boccia break sessions.</p> <p>This provision can be wider than the School Games sports formats where schools use innovative activities which are adapted to meet the needs of their young people. For example, a NDSO or NGB club or practice such as Wheelchair Football, Table Cricket or sensory activity as part of the MATP programme.</p>	<ul style="list-style-type: none"> • Registers of young people taking part. • Extracurricular programme of activity. • Promotional material regarding activity. • Photo or film evidence to track gains in cognition or understanding. • Evidence taken annually for parental feedback. 	<p>When trying to calculate the 'average' engaged in extracurricular activity it is recommended to take the same week for each of the three school terms (i.e. say week four of autumn, spring and summer) and look at the numbers engaged in activity during those weeks. Then add the three figures together and divide by three to give an average in terms of numbers engaged in activity.</p> <p>The percentage calculation is based on the number of spaces taken up within extracurricular activity, and not individual students. Example: if you have 20 young people attending sessions per week and 100 students on your school roll (Y3-11), then $20 \div 100 \times 100 = 20\%$.</p>



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<p>Over the course of the academic year, have targeted provision for those least active young people in your school with a minimum take up of 15% from those identified as least active at the start of the academic year. This take up needs to be sustained over the course of a term.</p> <p>Applicable to Years 3-11 only.</p>	<p>Schools can work with therapists, teachers, parents and other medical practitioners to identify those young people who are not active within school and outside of school. Their ability should be taken into account in consultation with colleagues, this may form part of their individual learning plans, physical development plans or part of the annual review process.</p> <p>Schools can decide how they want to identify their target group size. For example, it could be the bottom 10% or 20% of pupils on a continuum or it could be pupils who do less than 60 minutes a day of physical activity or physical therapy. (as recommended within the Chief Medical Officers guidelines).</p> <p>Staff can then collaboratively identify the interventions that can be put in place taking into account the ability of those young people. These interventions may be individual sessions, clubs/activities, bespoke programmes such as MATP and Play Unified or link to therapy sessions which embrace the School Games.</p> <p>Engaging young people in regular activity sustained over a full term is more likely to result in long term behavior change if appropriate. A minimum of 15% of your identified target group need to be participating in extra-curricular sport or physical activity every week for a full term.</p>	<ul style="list-style-type: none"> • Lists of students identified as non-active or least active in your school. • Examples of opportunities targeting specific groups of students. • Promotional material regarding activity. • Registers of attendance. • Student voice, student questionnaires. • Annual reviews. • Individual learning plans. • Physical therapy plans and targets. 	<p>For example, if your school identifies that 20 young people are not active in the first half-term of the autumn term, at least 15% (i.e.3 students) from this group would need to be transitioned into being active every week for a term by the end of the school year through targeted activities etc.</p> <p>Please speak to your SGO or Lead Inclusion school if you are unsure or would like to see examples of how this has worked well in other special schools.</p>
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GOLD CRITERIA

Developing Competitive Opportunities

Use the School Games formats to provide the opportunity for both boys and girls to take part in the appropriate level of competition.

(Boys only or girls only for single sex schools.)

The number of intra and inter school sports competitions that schools need to enter for Gold varies for small special schools and large special schools. The number of competition entries needed can be found in the School Games Mark criteria list which you can find on the School Games Website: www.yourschoolgames.com

Schools can use and adapt the 43 sport formats to include all young people using the STEP model. There are helpful suggestions on each card. Inclusive activities are also included such as Table Cricket, Boccia and New Age kurling. Schools may work with therapists to provide a holistic activity as part of their planning for competitive opportunity.

There are also a number of Personal Best Challenges that must be provided. These challenges are particularly useful for SEND young people in special schools who may work with therapists when adapting them (using STEP).

Numbers required can be found in the School Games criteria list which can be found on the School Games Website: www.yourschoolgames.com

School Games Organisers, the Lead Inclusion school and (where linked) Special School sport networks will offer or help facilitate activities designed to embrace and engage young people who may not normally play sports like Football, Boccia or swimming at a higher level.

Where team sports or individual sports are used at inter school sport level young people who would not normally have opportunities to represent the school at this level should be given the chance to take part.

Schools may choose to link with mainstream schools and use a class driven approach to engage all young people in a truly inclusive setting within their own school overcoming transport challenges. This type of inter-school activity may focus on better inclusive understanding for every young person engaged through sport.

- Registers of those attending events.
- Photo or film evidence
- Individual learning plans as part of annual reviews.
- Therapy reviews and targets.

School Games formats can be found here: www.yourschoolgames.com/taking-part/our-sports/

Schools can select competition formats based on the motivation, competence and confidence of the young people they are aiming to engage in the competition As of September 2019, competition formats can be played up. For example a format that has a target year group year 5/6 can be used in secondary schools if it is appropriate for the motivation, competence and confidence of target group of young people.

From September 2019, all formats can be used for competitions. For example an intra school competition format can be used at inter school competition if is deemed appropriate and suitable based on the motivation, competence and confidence of the target group of young people Formats cannot be played down. For example, a format that has a target age group for year 5/6 cannot be used for year 3/4. Schools should use the Principle of Competition when designing competition www.yourschoolgames.com/app/resources/107/ The School Games Approaches to Competition resource can support schools in ensuring their competition provision focuses on wider outcomes www.yourschoolgames.com/reframing-competition/aac/

If your school is single sex, this criterion is only required for boys only or girls only.

GOLD CRITERIA

Developing Competitive Opportunities

<p>Use the School Games formats to provide the opportunity through inter-school competition for both boys and girls to take part in B team standard competition.</p> <p>(Boys only or girls only for single sex schools.)</p> <p>Only applicable to a special school with 51 or more students.</p>	<p>The Schools can only include competition formats from the 44 School Games sports. School Games aspires to provide young people with depth of opportunity in competition. Schools can provide 'B' teams in any of the 44 School Games sports. A 'B' team is made up of students that may not have reached the 'A' team standard.</p> <p>For some special schools it may be that your B team provision is a joint offer with another local school or schools. These could be friendly fixtures that you organise with another school or you could take a whole class to competitions that can accommodate schools taking two or three teams so you can take children who wouldn't normally get a chance to compete.</p>	<ul style="list-style-type: none"> • Copies of correspondence between networks and schools. • Letters from young people in mainstream settings. • Photos and films of opportunity. • School website, social media or newsletters. • Blogs written by young people. 	<p>School Games formats can be found here: www.yourschoolgames.com/app/resources/</p> <p>You will need to be logged into your dashboard</p>
<p>Promote the School Games, inclusive of physical activity, to parents and the local community at least once a fortnight using newsletters, website, social media and local press.</p>	<p>Promotion of the School Games and physical activity is essential for all young people. Schools may combine messaging with therapists ensuring parents and the wider school community understand the benefits, both physically and socially of School Games activity.</p> <p>Schools should use all appropriate mechanisms to do this, using the School Games brand. The use of social media is encouraged. Promotion can be via one or a combination of methods rather than all of those listed in the criterion. This can be led by students and connected to media or other creative curriculum interventions if appropriate.</p>	<ul style="list-style-type: none"> • Photos • Press articles • Newsletters • Website • Blogs • Social media • Newspaper articles • Tweets/screenshots 	



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GOLD CRITERIA

Workforce – Broadening the Range of Opportunities

Every young person is provided the opportunity to learn to lead through curriculum PE as part of the lesson structure.

All young people should get to experience, learn and develop their skills within curriculum PE. In and through PE lessons students should learn;

- The qualities required to be a good leader;
- How to plan and deliver parts of their PE lesson to small groups;
- How to reflect on their leadership development to progress along the leadership journey and;
- How the skills of leadership can be transferred to other areas of school life.

This will look very different across the various year groups and will need to be structured accordingly. This will also look different dependent on the young people's abilities please judge this according to your cohort. For some young people the ability to plan and deliver in small groups will not be possible because of there limitations, please apply the above examples as you see fit but as a minimum the qualities of good leaders is needed and this can be a discussion about leadership qualities needed within a special school setting for example. For those able young people the examples could include; opportunities for students to peer review, lead a warm up, devise games and explain and deliver to small groups and the ability to articulate the leadership skills they are developing.

- Lesson plans
- Teaching resources
- Photo/video evidence
- Assessment information

NB: This does not mean there needs to be a block of 'leadership lessons' in the curriculum



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GOLD CRITERIA

Workforce – Broadening the Range of Opportunities

Engage a representative group of students within and beyond the curriculum in leading, managing and officiating in School Games activity.

10% for special schools

(6% for PRUs/FE Colleges)

Applicable to Years 3-11 only.

School staff can use the STEP model to adapt leadership opportunities for all young people. Leadership models can be adaptable to enable every young person to lead in some way. Staff may consider equipment leaders, timing leaders, warm up leaders or media leaders.

Leadership opportunities can happen at lunch times and break times to enable young people to gain experience boasting their confidence and competence for example a year 10 cohort could facilitate School Games activity clubs for younger students.

Leading – young people promoting, organising, reporting on, managing equipment or supporting others as they take part. This could also include leading a warmup or cool down activity.

Managing – young people managing or supporting other young people involved in School Games competitions.

Officiating – young people undertaking the role of an official, which includes scoring, timekeeping and results reporting in School Games competitions. The use of high- or low-tech communication can support young people to do this as well as electronic adaptable equipment.

Coaching - (secondary special schools) – young people undertaking the role of a coach, which includes planning and delivering training sessions and supporting during competitions.

As a school you know your young people best and are able to identify those that demonstrate some leadership qualities regardless of how low level these may be.

- Photos or videos.
- Personal journeys/case studies.
- Evidence of volunteering hours.
- Blogs on School Games website (which can support cross curricular links)
- News articles.
- UK coaching awards such as Sport leader.
- D of E awards.

Example of percentage calculation: if you have 15 young people leading, managing, coaching or officiating per week and 100 students on your school roll, then $10 \div 100 \times 100 = 15\%$.

NB: Not all the roles need to be undertaken to achieve this e.g. you may just have young people in leading and managing roles.

This should be representative of those young people in your school population who will gain from being offered leadership opportunity. (please reflect this where necessary in your calculation). For example, you may feel that PMLD young people gain more from a sensory PE programme however it is possible to include all young people. For example, one school enables PMLD young people to lead warmups just using eye movements.

Schools should be working to ensure that these roles engage a wide cohort of young people and not limit opportunities to small groups of 'sporty students'



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GOLD CRITERIA

Workforce – Broadening the Range of Opportunities

Have a School Sport Organising Committee or Crew in place that influence provision.

School Sport Organising Committees are groups of young people in a secondary special school who join together to lead the planning and delivery of school sport clubs and intra-school competition programmes in their school. They influence and shape the school-sport offer for their peers through deciding on the types of competitions or activities are to take place. These activities should be reflective of the school community and not individually driven.

The same concept applies to primary special schools, where the group of young people working together is known as the School Sport Organising Crew. School Sport Councils are also an equivalent term for these groups.

- Information on student councils, School
- Sport Organising Committee/Crews (SSOCs)
- Minutes from meetings.
- Promotion of the activity, e.g. photos of young people.
- Student voice questionnaire/survey results.
- Evidence recorded by therapists.
- Photos, films and other media produced by young people to Promote the school Games.

Speak to your SGO or Lead inclusion school or look at the resources on your School's dashboard. www.yourschoolgames.com/



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GOLD CRITERIA

Workforce – Broadening the Range of Opportunities

Have completed the Activity Heatmap on www.activeschoolplanner.org or can evidence they have completed an alternative 30 active minute self-review, and can demonstrate some of the principles of an Active School.

Primary Schools only.

The www.activeschoolplanner.org website provides primary schools with the opportunity to self-review current practice in terms of the principles of being an active school. Completing an Activity Heatmap on this website will automatically generate an action plan for your school which should be shared with therapist, other class teachers, senior leaders and governors.

Broadly speaking an Active School will create and embed a culture of physical activity across whole school, which includes high quality Physical Education, to encourage every pupil to take part in 60 minutes of physical activity a day.

The principles of an active school include:

1. Develop and deliver multi-component interventions.
2. Ensure a skilled workforce.
3. Involving students in the planning of a physical activity offer.
4. Create active environments.
5. Offer choice and variety.
6. Embed activity in curriculum, teaching and learning.
7. Embed monitoring and evaluation.

Further information of these principles can be found in the 'signposting and guidance' section

Schools can choose to complete a 30 active minute self-review using an alternative method, but this will need to be evidenced and shared with your SGO.

- Action plan generated from the Activity
- Heatmap self-review tool at www.activeschoolplanner.org or have used an alternative tool
- School Development Plan
- Active travel plans
- Posters promoting benefits of physical activity
- Newsletters and photographs
- Twitter, school website
- Presentations from assemblies
- Lesson plans for PSHE/PE
- Student surveys, questionnaires, student council notes
- Evidence of Active Learning in curriculum plans

www.gov.uk/government/uploads/system/uploads/attachment_data/file/469703/What_works_in_schools_and_colleges_to_increase_physical_activity.pdf



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GOLD CRITERIA

Workforce – Broadening the Range of Opportunities

Utilise sports coaches, volunteers or other providers to support school sport and physical activity delivery that compliments your School Games Organisers (SGO) provision.

School sport takes place outside of the curriculum (before school, lunchtime and after school) and is inclusive of competition. Special Schools will often use provision such as external swimming/Hydrotherapy, riding for the Disabled, adapted sports coaching or clubs or Rebound Therapy.

The use of external providers should be carefully thought through and enhance the opportunities young people will have within the community. This link should be positive and progressive, for example a sports coach/volunteer leading activity within adapted fitness sessions will then link directly into this provision within the community.

Coaches/volunteers need to have the appropriate knowledge and understanding to work in adapted school sport, be suitably qualified to do so and show an excellent understanding of a differentiated, safe approach when working with SEND young people.

Appropriate safeguarding measures should always be observed. Sports coaches need to be aware of local SGO provision e.g. competition calendars and official School Games Formats, etc. Schools should actively encourage coaches to support and complement this provision to ensure the best quality experience for all young people taking part in sport and physical activity.

- Register of coaches/contact details and Sports.
- Discussion with young people about the support they receive from coaches
- Evidence of coaches undertaking appropriate.
- CPD and inductions to ensure they have the appropriate knowledge to work in an adapted school sport setting.
- Observation schedules.

Please note - this question is in reference to the use of sports coaches NOT resourced through PE & Sport Premium for Primary Schools funding.

For more information about using coaches in schools, what to look for and observation schedules, visit: www.ukcoaching.org/

This the UK Coach website.

Examples of volunteers might include:

- Parents
- National Governing Body representatives
- National Disability Sport Organisations
- Local therapy or adapted sports organisations

NB: These are examples, not an exclusive list.



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<p>Train and engage wider school staff in the delivery of school sport and physical activity.</p>	<p>‘Wider school staff’ means all people employed by the school this may mean therapists, medical staff, teaching staff or assistants. Supporting school sport can involve taking on many roles, from direct teaching/coaching to officiating, managing teams, placing sport at the heart of therapy sessions etc. The CPD is inclusive of adapted sports.</p> <p>Training can take the form of an accredited course, in-house training for colleagues, webinar sessions or young people leading training on sport specific sessions as part of their leadership journey.</p> <p>Once trained, staff should be encouraged and supported to use their training and skills appropriately especially where they lead to the improved confidence, competence and resilience of young people.</p>	<ul style="list-style-type: none"> • Course evidence, including staff lists. • Staff comments/feedback. • Case studies from staff. • Lists of roles and responsibilities held by wider staff in school. • Impact of increased knowledge from young people. • Notes from therapist to show how engagement away from a medical model has benefitted their practice. <p>For example YST Tops Sportability registration which could be done within staff meetings enabling teams to access online inclusive CPD.</p>	<p>Speak to your SGO for further advice. Contact your Lead Inclusion school for information. www.youthsporttrust.org/top-sportsability</p>
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GOLD CRITERIA

Increasing and Sustaining Participation

<p>Have active links with at least two local community and pathway sport/physical activity and leisure providers e.g. sports clubs, leisure centres, youth centres, adapted sports clubs etc where the link is a signposting function (posters/assemblies etc).</p> <p>Simply letting your facility to a club does not constitute a link.</p> <p>Not applicable for PRUs.</p>	<p>For young people in special school's community links are a vital part of preparation for transition into the community. Staff should think about what therapy links there are, how will young people stay active once they leave the education setting? Are they encouraged to access hydrotherapy in the community, do they attend a sport or leisure club regularly such as riding for the disabled?</p> <p>A school-club link is an agreement between a school and community provider to work together to meet the needs of all young people irrespective of their ability. Whether they want to get involved as a performer, leader, coach or for social/recreational reasons and continued therapy provision.</p> <p>When signposting students to a community provider, schools should have enough information to be confident that it is appropriate in terms of safeguarding and quality of provision. Communication between the school and provider should take place before opportunities are promoted to students.</p> <p>Examples of signposting may include promotional information distributed by the school, promotional assemblies, school-led activities taking place in a leisure center, etc. Community providers may deliver activity within the school as an introduction before transitioning young people (and their parents if appropriate) into the community setting.</p>	<ul style="list-style-type: none"> • Lists of clubs/contacts and rationale for the link e.g. coaches within school. • Promotional material to support these links. posters, flyers, club info etc. • Evidence of communication with the community provider. • Registers of young people that have taken the pathway from school to community setting. • Photos, newsletters, website or social media. • Feedback from young people and their parents. 	<p>A community provider can include sports clubs, uniformed groups (e.g. Cub Scouts/Cadets etc.), National Trust environments/parks etc. and continued physical therapy as part of a club or social prescription model.</p> <p>Schools can talk to their lead Inclusion School, Active Partnership or visit Activity Alliance website for more details of an appropriate club/community link.</p>
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For the Platinum guidance please refer to the main 'All Schools' Guidance document.



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