

Derwent Vale Primary and Nursery School - 2022/2023 Action Plan

General

What is the job title/role of the person completing this IHC?

For example: Teacher, Teaching Assistant, SENCo, PE Lead, SMT, etc.

You wrote

SENCo and PE Lead

What is the one action you have taken from your last IHC that has improved inclusive provision in your school?

You wrote

Children with SEND are being better signposted and better supported to attend our after school sporting provision, this half-term we had high SEND participation in Street Dance.

Strategic Direction

Your equality provision has support from the Senior Management Team (SMT) at your school, and you regularly report on the impact of this. **You chose comfortable**

Information

A high-quality physical education is an essential contributor to the wellbeing of young people. Governing boards need to strategically consider its place in the curriculum and in extra-curricular activities:

<https://www.youthsporttrust.org/news-insight/blogs/a-school-governors-handbook-to-the-primary-pe-and-sport-premium>

You have a named lead/contact who is responsible for equality in physical education and school sport, including the School Games. **You chose comfortable**

Information

Role of SENCo – A SENCo is responsible for the day-to-day operation of the school's SEN policy. All mainstream schools must appoint a teacher to be their SENCo. The SENCo will co-ordinate additional

support for pupils with SEN and liaise with their parents, teachers, and other professionals who are involved with them.

Role of School Games Organiser (SGO) – There are more than 450 SGOs who work across the country to support schools in their local area. SGOs have several key roles: to coordinate appropriate competitive opportunities for all young people from Key Stage 2-4, to recruit, train, and deploy a suitable workforce, and to support the development of club opportunities for all young people.

You work successfully with the SENCo (and other senior leaders) to understand the needs of each young person in your school, and if so, they take an active role in helping you plan physical activity, extracurricular activity, and School Games activity for all young people. **You chose comfortable**

Information

School Games engaging your SENCo document: <https://www.yourschoolgames.com/app/resources/225/>

What is the School Games? <https://www.yourschoolgames.com/how-it-works/who-we-are/>

Inclusive Sport in the School Games: <https://www.yourschoolgames.com/how-it-works/inclusive-sport/>

Youth Voice informing choice – YST Youth Voice Toolkit:

<https://www.youthsporttrust.org/resources/inclusion/youth-voice-toolkit>

You can find out who your YST Lead Inclusion School is and make contact at:

<https://www.youthsporttrust.org/programmes/lead-inclusion-school>

You reflect critically upon the impact of your School Games offer to support the continuous improvement of your practice to ensure it is fit for purpose. **You chose comfortable**

Information

What is the School Games? <https://www.yourschoolgames.com/how-it-works/who-we-are/>

Please engage with your local SGO to discuss this. Schools can find out the contact details of their local SGO by registering or logging onto the School Games website: <https://www.yourschoolgames.com>

To help support this, you can find out who your local Youth Sport Trust Lead Inclusion School is and make contact with them at: <https://www.youthsporttrust.org/programmes/lead-inclusion-school>

You plan for visits by the SGO, Active Partnership, and YST Lead Inclusion School to share your knowledge and learn from theirs to broaden your understanding of inclusion. **You chose comfortable**

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Equality Principles

Young people feel comfortable and safe expressing how they feel about the provision offered and can offer suggestions which we listen to. **You chose comfortable**

Representative role models are utilised when promoting the importance of physical activity and sport within the School Games. **You chose comfortable**

Success, no matter how small, is equally celebrated in a fair and balanced way. **You chose comfortable**

The emphasis of competition is on fun, enjoyment, and positive experiences. **You chose comfortable**

Different young people are able to engage in activity which is informal and fun at different levels. **You chose comfortable**

Intersectionality

Many organisations group inactive audiences by standard demographics which lead to assumptions about behaviours, motivations, and barriers. We are aware of this and use a person-centred approach to planning. **You chose comfortable**

Information

Use and promote resources to take a person-centred approach: <https://www.activityalliance.org.uk/how-we-help/resources/5856-inclusive-activity-taking-a-personcentred-approach>

LGBTQ

We provide non gender-specific activity which makes everyone feel safe. **You chose comfortable**

Young people are allowed/encouraged to choose what clothing to wear for activities to ensure they feel comfortable, safe, and engaged. **You chose comfortable**

Changing and toilet facilities are non-binary, making everyone feel comfortable and safe. **You chose comfortable**

When referring to young people, we use the name they are comfortable with or other language such as us/they rather than gender-specific (e.g. boys/girls). **You chose comfortable**

Young people feel comfortable being open, if they choose to, about who they are (inclusive of sexual preference) when involved in physical activity and sport. **You chose comfortable**

Ethnic Minority

Activity choice is built with an understanding of different cultures and beliefs. **You chose comfortable**

We use insight to inform how we deliver activities to engage diverse groups of young people. **You chose comfortable**

Diverse young people are at the heart of activity design and delivery in our school. **You chose comfortable**

The importance of cultural clothing is understood and embraced within physical activity. **You chose comfortable**

Privacy while changing/preparing is always thought through using a person-centred approach. **You chose comfortable**

Faith

We understand different religions and faiths have different barriers to engaging, and we take time to address/understand these with young people. **You chose comfortable**

We factor in how important different timing may affect different religions participation (e.g. prayer times or religious observance). **You chose comfortable**

We give young people the forum to talk about their faith and share their experiences in the context of physical activities. **You chose comfortable**

Respecting our differences and working together forms a key part of our planning and the work we do through physical activity. **You chose comfortable**

We understand mixed gender activity is a barrier for some faith groups and offer different options to be more inclusive for all young people. **You chose comfortable**

Gender

We take a long-term approach when designing activities to engage girls. **You chose comfortable**

We recognise how important friendship groups are for girls and engage at a group level. **You chose comfortable**

Girls' feelings and fears are listened to within the activity design process. **You chose comfortable**

Building self-esteem through girls' activity is our top priority. **You chose comfortable**

We recognise when gender-specific barriers are having negative impact on engagement for boys and girls. **You chose comfortable**

Age

We do not assume we know what children and young people want and need in relation to physical activity and sport. **You chose comfortable**

We ensure we give voice to young people to express their lived experience linked to preferences in physical activity and sport. **You chose comfortable**

Young people feel heard, seen, and valued. They contribute to the design, delivery, and reflection of physical activity and sport opportunities. **You chose comfortable**

Young people are seen as experts on youth issues and architects of their own future. Pupil-led insight is used to bring about pupil-led positive change in physical activity and sport. **You chose comfortable**

SEND (Additional Support Needs)

We are aware of the Inclusion Hub and have signed up and completed the check list to access all the latest resources and tools. **You chose comfortable**

Information

Register and complete the toolkit for SEND resources: <https://education.activityalliance.org.uk>

Children and young people with SEND can thrive in physical activity and sport, no matter what their ability. **You chose comfortable**

Access to the right support, in the right place, and at the right time, helps young people with SEND to access meaningful opportunities and fulfil their potential. **You chose comfortable**

A wide range of inclusive resources are available and utilised to ensure young people with SEND in mainstream, special, and alternative provision settings are engaged in physical activity and school sport. **You chose comfortable**

You work successfully with your SENCo to understand the needs of each young person in your school to validate easy access to high-quality physical activity and sport opportunities. **You chose comfortable**

Consultation to ascertain the views, needs, and ideas of young people with SEND is accessible so that everyone feels heard. **You chose comfortable**

Young people with sensory impairments, such as autism, feel comfortable and prepared when taking part in activity. **You chose comfortable**

Do you have any further comments?

You didn't answer
