

School Games Mark Guidance for Special Schools 2021/22



Special School staff will find a host of inclusive activity ideas on their dashboards. There are links to bespoke training e.g. ASD, communication and adaptive sports for all staff alongside the ability to enter events and communicate with your SGO/Lead Inclusion School.

<https://www.yourschoolgames.com/app/resources/384/>

| BRONZE CRITERIA | | | | | |
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| | Criterion | Special School advice in relation to Criterion | Explanation | Top Tips | Examples of Supporting Evidence |
| | We have worked with our SGO on at least one of the School Games outcomes this academic year. | <p>As part of their role, School Games Organisers and inclusion leads across the County will be offering Special Schools' access to the School Games through adapted inclusive physical activity and sport. This will not be a blanket offer around competition but will include some discussion around the new CMO for SEND young people guidelines alongside leadership and transition support.</p> <p>SGOs will also work with Inclusion leads to provide the latest CPD for school staff and your young leaders.</p> | <p>The School Games outcomes for 2021/22 are as follows:</p> <p>Outcome 1 To maintain and grow school engagement in the School Games and their delivery of 60 active minutes (please note there are new CMO guidelines for SEND daily activity)</p> <p>Outcome 2 To create positive experiences by ensuring physical activity and competition provision is designed to reflect the motivation, competence and confidence of young people and has clear intent</p> <p>Outcome 3 To have a clear focus on secondary schools and transition points (Yr.3 and Yr.7/8)</p> <p>Outcome 4 To create positive experiences that support the character development of young people, capitalising on Birmingham 2022 Commonwealth Games by empowering young people to lead the design, delivery and promotion of physical activity and/or competition in their school and local area</p> <p>Outcome 5 To advocate to key stakeholders how the School Games makes a meaningful difference to the lives of children and young people, including supporting schools to engage and educate parents.</p> | <p>Engage with your SGO as soon as you are able, Special School staff know their young people best, you will be able to suggest ideas that young people would love to get involved in.</p> <p>SGOs will be able to advise or signpost to adapted activity and leadership to make it work for all young people.</p> <p>See what support the CMO guideline for SEND activity minutes work aligns to your school priorities, from your SGO's offer of events, leadership opportunities, and transition.</p> | Your SGO will verify this so be clear in your mind when and how you have worked with them and what the impact of this partnership has been for your school. |

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| | <p>We deliver one or more targeted opportunities for those young people who need it most through the School Games either through intra or inter competition/events.</p> | <p>This may involve cohorts of PMLD or SLD young people and be linked to therapy intervention.</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> | <p>Examples include but aren't restricted to; those young people who have suffered as a result of COVID either emotionally, socially or physically, and those young people who do not participate in any after school/lunch time or break time activities.</p> <p>As a reminder intra competition/ events generally take place on your school site and involve your young people. This can be in different cohorts but may include your house system for example.</p> <p>Inter competition relates to competitions/events that involve other schools.</p> | <p>Use your School Development Plan and individual learning/therapy plans to identify the groups or individuals who your school will be targeting throughout the year.</p> | <p>Individual young person records which will have input by therapists which identify the least active or most at risk of long-term health conditions.</p> <p>List of opportunities available to less active young people (e.g. bespoke therapy intervention, confidence boosting clubs/ activities)</p> |
| | <p>We believe in the vision and mission of the School Games and are committed to physical activity and delivering positive experiences.</p> | <p>Special Schools will need to show that they understand the benefit of physical activity for each pupil and are applying the School Games Vision and Mission in their own context.</p> <p>Demonstrate how in-school activity, which is sustainable at home and linked to therapy provision, is a key consideration.</p> <p>If your school has already established its own vision and mission linked to wellbeing and is more appropriate to your young people's ability and cognition then this can be used appropriately in context.</p> | <p>This is about how the School Games can make a difference to those young people that are the least active and/or addresses inequalities that some young people face through putting PE, School Sport, physical activity and play at the heart of school life. We want every young person to have a positive experience so that they want to do more. This for some young people will mean that we measure success in different ways so that it's not always about being the tallest, fastest or strongest and that we prepare them effectively for competitions/events so that they can achieve their personal best.</p> <p>https://www.yourschoolgames.com/app/resources/381/</p> | <p>Ask your SGO or Lead inclusion school to show you the School Games Vision and Mission. You will undoubtedly already have in place advanced methods to communicate with your young people and families – use these methods to help everyone understand what the School Games is striving for.</p> <p>Consider what is needed to ensure that this is embedded in your School and that your Senior Leadership team are committed too.</p> <p>Ensure you offer a diverse range of activity both in and outside of school targeted at those who need it most.</p> <p>https://www.yourschoolgames.com/how-it-works/what-school-games/</p> | <p>Your SGO will verify this and may ask to see evidence information that you share with parents or governors for example.</p> |
| | | <p>https://www.yourschoolgames.com</p> | | | |

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| | <p>We have used the power and inspiration of B2022 Commonwealth Games to engage our young people.</p> | <p>B2022 is the most inclusive mass multi-sport event in the world. Young people will see disabled people competing alongside non-disabled people in an inclusive setting.</p> <p>Show how you plan to capitalise not only the inspiration of performance but the message of inclusivity in society in your School Games planning.</p> | <p>Through your SGs dashboard you can access the B2022 School Games content and links to other providers content.</p> <p>https://www.yourschoolgames.com/app/resources/384/</p> | <p>Engage with your SGO, Lead inclusion School and Active Partnership as soon as you are able to explore how you can benefit.</p> <p>There will be an inclusive offer of events, leadership, transition support and 60 Active Minutes (please note there are new CMO guidelines for SEND daily activity) which aligns to and is supported by the B2022 Commonwealth Games.</p> | <p>Evidence of initiatives you have used in school. This maybe trips out or in-school activity that mirrors the B2022 message of inclusion in society.</p> <p>Show how young people have engaged at a level that is right for them within the enjoyment of the Games.</p> |

SILVER CRITERIA

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| 1 | <p>Your school has a clearly planned approach to 60 active minutes and in particular the 30 minutes that schools are driving within your own timetables.</p> <p><i>Please note that there are now new Chief Medical Officer guidelines for SEND daily activity - for special schools this relates to 20 quality minutes of daily physical activity.</i></p> | <p>All schools should ensure that young people have access to a high-quality PE experience which may be adapted for their needs.</p> <p>Special Schools should show how they plan to be delivering 20 quality minutes of physical activity (please note there are new CMO guidelines for SEND daily activity) in school each day in addition to their timetabled PE provision and share how they promote the benefits of activity outside of the school environment.</p> <p>This activity may include hydrotherapy, education linked therapy and extracurricular activity.</p> <p>But ultimately this is about how you are weaving physical activity into your whole curriculum so for example an active maths lesson.</p> | <p>This is about your provision over and above your timetabled Physical Education time and is about how you are encouraging your young people to be physically active across the school day and beyond.</p> | <p>Use the expertise in your local area to to help, as lead inclusion inclusion schools have a host of ideas and experience while SGOs will be able to help with training advice and guidance.</p> <p>Use the School Games dashboard to access high quality CPD and examples of what has worked well in other special schools.</p> <p>Consider completing an Active School Planner heatmap to show you where you might want to prioritise development.</p> | <p>Your SGO will verify this and so you should be able to evidence how your school is adhering to the Chief Medical Officer's recommendations. Tools such as the Active Schools Planner or other such tools would be good evidence as well as timetable overviews etc.</p> <p>https://activeschoolplanner.org</p> |
| 2 | <p>75% of your intra competition offer has clearly defined intent.</p> | <p>Intra school competition is any sporting/physical activity that takes place within the school and uses the motivation of competition to get young people active in a fun way.</p> <p>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 bocchia break sessions or a sensory walk.</p> | <p>We know that competition does so much more than tell young people who is the best at a certain sport or activity! What is it that you want your pupils to learn from taking part in your intra-school competitions? Creating events by starting with clear intent will ensure you maximise engagement and enjoyment.</p> | <p>There is a host of different ideas on your School Games dashboard. SGOs and your Lead Inclusion school will be able to share examples of what works, for example, a NDSO (National Disability Sport organisations) or NGB (National Governing Body) club or practice such as Wheelchair Football, Table Cricket or sensory activity as part of the MATP programme.</p> <p>Download the Positive Experiences in Competition toolkit – watch the videos and complete the simple tasks to help make sure your events work to create a positive experience for all your young people.</p> | <p>Your SGO will verify this and so you should be able to evidence your timetable of intra competitions/ events over the year and what the difference is that you are trying to make to the young people through these.</p> |

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| 2 | <p>We have formalised ways of getting feedback from our young people after their inter competition/events experiences to support that we are on board with promoting positive experiences of competition/events.</p> | <p>Its recognised Special School staff are the experts in communicating and knowing their young people's needs.</p> <p>Use the expertise within the school to gain feedback both positive and negative from competitive experiences. This could be done as part of a communication session with speech therapists or within the classroom.</p> <p>Feedback these viewpoints to your SGO as they will want to know how they can make positive change to better include all young people.</p> | <p>We're used to building in feedback to all aspects of school life nowadays – whether taking on board marking/feedback from a piece of work before designing the next steps or consulting on changes to extra-curricular programmes or uniforms. Talking directly to the young people you want to engage and listening to their needs creates ownership of the activity and a stronger sense of belonging in school.</p> | <p>Use the expertise in your school, this maybe speech therapists, teaching assistants or class teachers.</p> <p>There will be many challenges young people will tell you about, these may be physical barriers, perceptual misunderstanding or emotional experiences.</p> <p>Feeding back young people's first-hand feelings to SGOs will help SGOs to better understand how they can make positive change to be more inclusive and open a host of opportunities for your pupils.</p> | <p>Your SGO will verify this and so you should be able to evidence your understanding of positive experiences and how you have put this into practice to ensure that young people aren't just being exposed to competitions/events coldly but that they are adequately prepared and know what to expect so that they can be their best.</p> |
| 3 | <p><i>We understand which young people would benefit from some School Games interventions to aid their transition and have liaised with our SGO about these young people and potential opportunities.</i></p> <p><i>Not applicable to special schools.</i></p> | <p><i>Whilst this criterion isn't applicable to special schools, it is important to still consider what this means for your school and speak to your SGO.</i></p> <p><i>Use individual learning and therapy plans while working with class teams and therapists to identify which young people would most benefit from physical activity interventions either physically or emotionally.</i></p> <p><i>Many young people in special schools will not transition from school to school in the same way – in these instances transition could be into community settings or their next steps in further education or across Key stages.</i></p> | <p><i>This shows your school understands that the School Games can make a difference to those young people that experience challenges around transition points.</i></p> | <p><i>Showing how positive meaningful physical activity helps pupils build their confidence, self-esteem and resilience will enable you to build on what you offer to young people and when.</i></p> <p><i>Complete your school's Inclusive Health Check (on your School Games dashboard) to access CPD and resources which will help you up-skill colleagues and position physical activity and sport as a key driver in your school.</i></p> <p>https://www.yourschoolgames.com/sgo/bournemouth/inclusive-healthcheck/</p> <p><i>Download the Positive Experiences in Competition toolkit</i> – reflect on the advice regarding identifying the young people in greatest need (STEP 1).</p> <p><i>Engage with your SGO as soon as you are able – see what from their offer of events, leadership opportunities, transition support and 60 Active Minutes (please note there are new CMO guidelines for SEND daily activity) work you can engage with to support your priority groups.</i></p> | |

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| 4 | We have a clear process to engage and glean our young people's views on our school sport and physical activity offer. | <p>This may be formal through a school sport organising committee or school councils or through individual communication with young people.</p> <p>Showing how you listen to pupils is key, these findings could be recorded and listened to e.g. what did you change as a result?</p> <p>Listening to young people with complex needs such as PMLD, SLD or ASD is also extremely important as their view will be very different.</p> | <p>The first step in understanding what competition experience is appropriate for your target group of young people is understanding their motivations, competence and confidence to take part.</p> <p>Consultation can help you to identify the barriers that prevent young people from taking part to help you to remove them from any competition experience you look to provide.</p> | <p>Use the expertise in your school, this maybe speech therapists, teaching assistants or class teachers.</p> <p>Communication can be done through verbal and non-verbal means such as the use of Chateez cards or high/low technology methods.</p> <p>Be clear on what you want to ask and why, show you understand young people's feelings about physical activity and explore what you could change to engage them meaningfully.</p> <p>Download the Positive Experiences in Competition toolkit – consider the tips on how to consult young people (STEP 2) and consider setting up a School Sport Organising Crew if you haven't done so already.</p> | Your SGO will verify this and so you should be able to share your approach with them. |
| 5 | We communicate our School Games competition logistics to our parents. | <p>Parental engagement is fundamental for special schools however do parents/carers understand how you use sport/ physical activity as a key driver?</p> <p>Show how you communicate success and achievements to parents/carers alongside promotion of physical activity at home. This could be done with the support of therapists who will also be keen to explore how what you do can positively affect their goals for young people.</p> | <p>To secure the best engagement from young people we may also wish to enlist the support of their parents/carers careers to ensure they they understand why they have been chosen to take part and what the event aims to achieve so that they can celebrate this with them.</p> <p>Parents and carers asking the right questions beyond simply did you win/score? can make a massive difference to the young person's experience and shows that we value the learning more than the score.</p> | <p>Communicate often with parents/ carers, show how each pupil is achieving their goals and how participation has helped improve their confidence.</p> <p>Invite parents to be a part of celebration using programmes such as the Motor Activity Training Programme (MATP) or through newsletters and social media posts.</p> <p>Help connect parents to community activity through your county Active Partnership.</p> <p>Download the Positive Experiences in Competition toolkit – how might you communicate logistics with parents (STEP 5)? How would you respond to the key questions set out in the document?</p> | Your SGO will verify this and so you should be able to share your approach with them and evidence this. |

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| <p>B2022 Commonwealth Games Legacy</p> | <p>We have used the power and inspiration of B2022 CWGs to engage our young people and we have seen an uptake in participation, especially from those facing the greatest inequalities, as a result.</p> | <p>B2022 is the most inclusive mass multi-sport event in the world. Young people will see disabled people competing alongside non-disabled people in an inclusive setting.</p> <p>Show how you plan to capitalise not only the inspiration of performance but the message of inclusivity in society in your School Games planning.</p> | <p>Through your SGs dashboard you can access at the B2022 School Games content and links to other providers content.</p> | <p>Engage with your SGO, Lead Inclusion School and Active Partnership as soon as you are able to explore how you can benefit.</p> <p>There will be an inclusive offer of events, leadership, transition support and 60 Active Minutes (please note there are new CMO guidelines for SEND daily activity) which aligns to and is supported by the B2022 Commonwealth Games.</p> | <p>Evidence of initiatives you have used in school and registers of take up will be needed</p> <p>Consider how young people have engaged at a level that is right for them within the enjoyment of the Games.</p> |

GOLD CRITERIA

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| 1 | You are delivering 30 active minutes (20 for special schools as per the new CMO guidance) for 30% of your school population and are tracking their 30 minutes (20 for special schools) take up (or not) beyond school. | <p>Activity could be within lessons, therapy provision such as hydrotherapy or as part of active breaks or lunchtimes (please note there are new CMO guidelines for SEND daily activity).</p> <p>Show how you help young people understand the importance of being physically active outside of school each day and capture what they do and when.</p> | This is about your provision over and above your timetabled Physical Education time and about how you are encouraging your young people to be physically active across the school day and beyond. | <p>Consider using a class heat map through the Active School Planner and establish how active young people are and when.</p> <p>https://activeschoolplanner.org</p> <p>Use your parent/carer communications to help them understand the importance of being active outside of school.</p> <p>Use communication sessions to establish what is going on outside school, this can then be promoted more widely.</p> <p>Communicate with your SGO, Lead Inclusion School and Active Partnership to understand community opportunity and provision.</p> | <p>Your SGO will verify this and so you should be able to evidence how your school is adhering to the Chief Medical Officer's recommendations.</p> <p>Tools such as the Active School Planner or other such tools would be good evidence as well as timetable overviews etc.</p> <p>Registers will also be invaluable here in tracking take up activity beyond school which can be determined from parental/carers questionnaires or through young people surveys. You will also be aware and have links with some of your local community providers and their intelligence will be useful.</p> |
| 2 | You have identified those young people that would benefit most from your intra competition offer and can evidence they are engaged in this. | <p>Use the systems already in place such as annual reviews or individual learning plans to show which young people would most benefit physically and emotionally.</p> <p>Ensure where there is therapy provision those professionals help identify need.</p> | This shows that you are using adapted fun intra competition in the most appropriate way for your students, when your young people are competent enough to engage and when their motivation and confidence are matched to the types of event/activity you are offering. | <p>Once pupils are identified interact with your SGO/Lead Inclusion School and School Games dashboard to gain insight, resource and CPD opportunities.</p> <p>Complete your school's Inclusive Health Check to form an in-school action plan and access more bespoke resources.</p> <p>Download the Positive Experiences in Competition toolkit – consider the tips on how to consult young people (STEP 2) on which experiences/formats would suit them best.</p> | <p>Ensure you capture the positive impact physical activity is having as part of annual reviews or individual learning plans.</p> <p>Your SGO will verify this and so you should be able to evidence your timetable of intra competitions/ events over the year and what the difference is that you are trying to make to the young people through these as well as the uptake and impact – did you achieve what you set out to?</p> <p>Registers to demonstrate uptake will be needed.</p> |

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| 2 | <p>We provide opportunities for our young people to practice and prepare ahead of all their inter competition experience and give reflection time afterwards in line with positive experiences research.</p> | <p>Worthwhile activity is more than one event. Irrespective of ability young people will benefit from a longer-term approach to sport/ physical activity.</p> <p>Show how your approach to preparation works with established education and therapy goals for each young person.</p> | <p>As with other aspects of the school curriculum, properly preparing for new experiences gives pupils confidence that they know what to expect and that they have the skills and knowledge they'll need to make the event a positive one. This is even more important within special schools along with allowing enough time for each young people.</p> | <p>Use the principals of the Motor Activity Training programme to establish your own school's road map.</p> <p>https://www.yourschoolgames.com/sgo/south-bucks/matp-motor-activity-training-programme-home/</p> <p>Celebrate with students continually, share feedback with your SGO. What you are achieving could be helpful for other colleagues in special schools.</p> <p>Ensure you use different communication methods and listen to feedback.</p> <p>Download the Positive Experiences in Competition toolkit –consider how you can best help participants to prepare (STEP 5) and what can be done to help young people recall the positive aspects of engagement (STEP 8).</p> | <p>Your SGO will verify this and so you should be able to evidence your understanding of positive experiences and how you have put this into practice to ensure that young people aren't just being exposed to competitions/events coldly but that they are adequately prepared and know what to expect so that they can be their best.</p> |
| 3 | <p><i>We have identified those young people that would benefit most and have an offer that focuses specifically on those young people developed with our SGO.</i></p> <p><i>Not applicable to special schools.</i></p> | <p><i>Interacting through established procedures such as therapy goals, individual learning plans and the annual review process will allow a 'team around the child' approach.</i></p> <p><i>Communicate with SGOs and Inclusion Leads if common threads in provision appear and these needs are not being met through the School Games.</i></p> | <p><i>This shows that your school is committed to using and informing the opportunities with your local School Games offer to make a difference to those young people that are the least active and/or address inequalities that some young people face.</i></p> | <p><i>Use CPD opportunities to help school staff understand the positive impact activity/sport can have on SEND young people.</i></p> <p><i>Complete the Inclusive Health Check to access ideas and resources that will help.</i></p> <p>Download the Positive Experiences in Competition toolkit – reflect on the advice regarding identifying the young people in greatest need (STEP 1).</p> <p><i>Engage with your SGO as soon as you are able – see what from their offer of events, leadership opportunities, transition support and 60 Active Minutes programme you can engage with to support you.</i></p> | |

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| 4 | We have a formal structure to engage our young people through Sports Leaders, School Games Crews or Committees and use them to support our offer. | <p>Leadership in special schools may look and feel very different but the key aim is to give young people responsibility.</p> <p>Staff will often have their own ideas giving young people the skills and confidence to commit to a leadership pathway will be invaluable as they develop.</p> <p>Adults may support in this process as needed.</p> | <p>To support the personal development of their young people, many schools seek to provide a range of volunteering opportunities connected to the School Games. This may be done in school, during breaktimes, as part of after school clubs or within the wider school games.</p> <p>Your SGO/Inclusion lead will help you find opportunities specific to your young people</p> | <p>Contact your Inclusion lead or SGO to find out about your counties Step into Sport camps which are designed to give SEND young people the confidence to lead.</p> <p>Camps can be run in school, at home or as part of a county day, and will give you the chance to plan with young people and interact with other professionals doing the same.</p> | Your SGO will verify this and so you should be able to share your approach with them. |
| 5 | We share with our parents our competition intent and ask the same of other external providers engaging with our school. | <p>Show how you communicate success and achievements to parents/carers alongside promotion of physical activity at home. This could be done with the support of therapists who will also be keen to explore how what you do can positively affect their goals for young people.</p> <p>Show how you work with SGOs/ Inclusion leads and your Active Partnership to engage community providers.</p> | <p>To secure the best engagement from young people, we may also wish to enlist the support of their parents/carers in order that they understand why they have been chosen to take part and what the event aims to achieve so that they can celebrate this with them.</p> <p>Show what a difference positive physical engagement is having on young people in school both physically and emotionally.</p> <p>Parents and carers asking the right questions beyond simply did you win/score? can make a massive difference to the young person's experience and shows that we value the learning more than the score.</p> | <p>Communicate often with parents/ carers, show how each young person is achieving their goals and how participation has helped improve their confidence.</p> <p>Invite parents to be a part of celebration using programmes such as the Motor Activity Training Programme (MATP) or through newsletters and social media posts.</p> <p>https://www.yourschoolgames.com/sgo/south-bucks/matp-motor-activity-training-programme-home/</p> <p>Help connect parents to community activity through your county Active Partnership.</p> <p>Download the Positive Experiences in Competition toolkit – how might you communicate logistics with parents (STEP 5)? How would you respond to the key questions set out in the document?</p> | Your SGO will verify this and so you should be able to share your approach with them and evidence this. |

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| <p>B2022 Commonwealth Games Legacy</p> | <p>We have used the power and inspiration of B2022 CWGs to engage our young people and parents and we have seen an uptake in participation, especially from those facing the greatest inequalities, as a result.</p> | <p>B2022 is the most inclusive mass multi-sport event in the world. Young people will see disabled people competing alongside non-disabled people in an inclusive setting.</p> <p>Show how you plan to capitalise not only the inspiration of performance but the message of inclusivity in society in your School Games planning and messaging.</p> | <p>Through your SGs dashboard you can access at the B2022 School Games content and links to other providers content.</p> | <p>Engage with your SGO, Lead Inclusion School and active Partnership as soon as you are able.</p> <p>There will be an inclusive offer of events, leadership, transition support and 60 Active Minutes (please note there are new CMO guidelines for SEND daily activity) which aligns to and is supported by the B2022 Commonwealth Games.</p> | <p>Evidence of initiatives you have used in school. This maybe trips out or in school activity that mirrors the B2022 message of inclusion in society.</p> <p>Show how young people have engaged at a level that is right for them within the enjoyment of the Games.</p> |

PLATINUM CRITERIA

*only applicable to schools who can demonstrate they have achieved the gold standard in 2015/2016, 2016/2017, 2017/2018, 2018/2019 & 2021/2022
Schools are asked to select one area to share your learning from

| Criterion | Special School advice in relation to Criterion | Explanation | Top Tips | Examples of Supporting Evidence |
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| <ul style="list-style-type: none"> • Demonstrate how you are engaging all young people in the School Games and evidence how you know they are benefiting. • Demonstrate how you are a physically literate school and how this positively impacts on your young people. • Demonstrate how you are developing and co-creating your offer with your young people. • Demonstrate your understanding of young people's motivations and how you build this into your offer. • Demonstrate how you have embedded positive experiences of competition into offer and how this has made a difference to your uptake. • Demonstrate how have you ensured that you have developed and maintained 60 active minutes across your school. | <ul style="list-style-type: none"> • You can use already established methods to do this. It may be through learning plans, therapy observations or continual observations. Show how physical activity through School Games engagement is having positive effect on each young person. • Demonstrate how physical activity features in your school improvement plan and why it's important to everyone in your school. (this may also feature but not be exclusively therapy provision) • Show how you listen to young people and adapt what you do as a result of what they tell you and how they feel about activity. • Sport will look very different in many special schools – staff are experts at adapting and refining to make all activity appropriate. Show how you do this and what positive impact it has on young people. | <p>We want to learn and gain some insights into where schools are in their engagement in the evolution of the School Games. We want to understand what it takes to be a fully engaged and committed school to help others on their journey of change. To that end we will look for some narrative from your school to demonstrate the impact and meaningful difference you are making. In the first instance this will through a case study application.</p> | <p>Do not reinvent systems that may already be in place. Use your trusted methods of tracking and whole school communication to show the difference that sport/activity makes. This may be through photos/films showing young person progress.</p> <p>Ensure that your school improvement plan features the importance of physical activity. Use the Inclusive Health Check to help form your action plan and access a range of resource and CPD for all staff.</p> <p>Keep notes and records of what young people tell you or your observations if working with severely impaired young people, and show what changes you make as a result of their feedback.</p> <p>Capture and celebrate the unique things you do to help young people be active. Your Inclusion Lead/SGO would love to know so they can share with others.</p> <p>Attend county CPD opportunities and networking sessions organised by your SGO to share and learn from others outside your school.</p> | <p>Individual learning plans, annual reviews, therapy observations and gains all show the impact physical activity has on each young person.</p> <p>Use multi-media and social media to capture the unique adapted activity you have in place.</p> <p>Show how young people contribute through adapted communication if needed to feed into the school approach to a young person driven activity model.</p> <p>Keep in touch with your SGO – they will help you collate and demonstrate all the positive things you do to encourage physical activity and sport for your students.</p> |

The use of media and social media to promote your School Games offer and engagement should should take GDPR into account and your school's commitment to the data you may hold as well as following your own school policy.

We will ensure that any mention of the potential use of social media includes advice from the Child Protection In Sport Unit (CPSU). Their recommendation is that even where parental consent has been obtained in accordance with data protection requirements, it is not advisable to include recognisable images of young people with other identifying information, such as a school name, due to the safeguarding risks it presents.

Please refer to our terms and conditions in the criteria documentation as to how we will use your information/data and imagery where applicable.