



ENTRY FORM





Introduction

Thank you for downloading the entry form for the School Games Impact Awards!

You can enter the School Games Impact Awards if you are either an SGO, part of an Active Partnership, NGB or a School.

All you need to do is fill out the form below and submit within the submission window relevant to the current term.

For the 2021/2022 academic year, these are the windows:

- Term 1: 10th to 21st of January
- Term 2: 21st March to 1st April
- Term 3: 27th June to 8th July

The work in your entry must correspond to the term to which you are submitting. Your entry must also correspond to one out of the six categories based on the School Games outcomes.

Here's a quick overview of the categories and what they mean:

Commonwealth Games Impact: Activities which highlight the legacy of the Commonwealth Games via the shared goals of the School Games and inspires those young people that need interventions the most to engage in physical activity.

Development Champions: Engagement which highlights the wider benefits of physical activity and focuses on developing young people's mental, physical and social wellbeing with clear intent.

Engaging Schools: Work which endeavours to engage schools with the School Games mission and vision and thus the local or county provision in order to develop understanding and a longstanding mutually beneficial relationship.

Opportunity Supporters: Activities which gives young people the opportunity to focus on their character development and employment skills through taking up leadership and volunteering and to develop their co-creation skills thus empowering them to develop opportunities for their peers.

Secondary School Focus: Developments which focus on engaging secondary schools to ensure that they are clear on the intent of the School Games and that their young people benefit.

Those In Need: Interventions which target the young people and children who are facing the biggest inequalities and challenges when it comes to their access, confidence, competence or motivations to physical activity and school sport.

Please fill out this form in response to the prompt questions. Feel free to attach any relevant photos or videos with your submission as long as you have permission to share them, especially if they are of young people. Above all else, the important thing to show in your entry is the IMPACT your work had on young people.

When complete, send this document and any other relevant content to ImpactAwards@wearetheplaybook.com.

Remember for SGO colleagues each submission to the School Games Impact Awards is considered as a case study, and therefore contributes to your minimum expectation to submit two case studies per academic year.

We can't wait to see your entry!



School Games Impact Awards Entry Form

GENERAL INFORMATION	
Name	
Date and term in which your impact took place	Throughout summer term 2022
Location / area	
Please indicate whether you are submitting as an SGO, an Active Partnership, NGB or a School	School
Category of entry	Those in need
Tags for the entry (to be completed by reviewer)	

CONTEXT	
Background information	<p>Keelman's Way School is a nurturing, educational and therapeutic community for pupils aged 2 to 19 and their families. We provide relevant and stimulating experiences to support pupil's progress and personal development.</p> <p>The majority of pupils have severe learning difficulties; many have complex or profound needs. Some of our pupils have ASD as their primary need. 100% of our pupils have a statement of special needs.</p> <p>Before the pandemic, children within school would attend tournaments alongside mainstream children. Our children would often not be able to compete in the activities as successfully as other children due to them not being able to process what is being asked of them and often they were not able to develop skills as quickly as other children. Therefore this impacted upon their confidence and achievement within sport.</p>
What was the aim of the work	The aim of the work was to provide our children with the skills needed to participate in tournaments alongside mainstream children. We decided to create a Sports Crew from a group of our children that could support our children with sporting events.
<p>Which School outcome did it focus on?</p> <p>(Please also include the name of award category of which you are entering, e.g.:</p> <ul style="list-style-type: none"> - Development Champions - Engaging Schools - Opportunity Supporters - Secondary School Focus - Those in Need - Commonwealth Games Impact 	We decided to focus upon Those In Need.

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INTENT	
<p>What motivated and drove it to happen?</p> <p>How was the issue / need identified?</p>	<p>Our young people have difficulty processing instructions and understanding what is required of them in a new activity. It may also take them much longer than neurotypical children to learn a skill - they may require a lot of repetition to develop gross and fine motor skills. As a result of these issues, it has been a challenge when seeking inclusion in activities designed for more mainstream peers.</p> <p>Children throughout our school have struggled to attend the majority of Local Authority tournaments/workshops. Staff feedback was often negative with regards to the accessibility of these events for our pupils. It was felt that when children did attend, they did not often achieve the best of their ability. In competitive events, our children were disadvantaged due to other children being able to complete the activities more easily. Student surveys that were conducted face to face suggested that students did not like to attend these events as they often could not process the instructions that they were given.</p> <p>We decided to find ways to improve this situation for our pupils - we wanted to increase participation and inclusion in external events. We also wanted to ensure that participation was enjoyable and successful for our learners.</p>

TARGET GROUP	
<p>Who was involved?</p> <p>(e.g., year groups, schools, demographics, key individuals?)</p>	<p>We identified a HLTA who could lead the project.</p> <p>We identified children within school who could form a sports crew.</p> <p>We identified year groups throughout school who could participate in workshops alongside the sports crew.</p>

IMPLEMENTATION	
<p>What activities were delivered?</p> <p>Who delivered the activities?</p> <p>Where and when did they happen?</p> <p>What were the timescales?</p> <p>What partners did you work with if any?</p>	<p>The Sports Crew worked closely with the HLTA and looked at sporting tournaments that different classes were going to attend. They then practised the different skills that were needed for each event and coached other children throughout school in completing these skills. The Sports Crew regularly met with these classes to assist the children with their development.</p> <p>We booked different workshops into school each term to support the development of their knowledge and skills with staff. The workshops were led by specialists within that area, which therefore allowed the Sports Crew to become knowledgeable of skills. They were then able to support other children in developing their skills at their individual level.</p>

IMPACT	
<p>Who was engaged/who did the work reach?</p>	<p>As a result of our Sports Crew, more classes across our school were able to attend tournaments alongside other schools in the</p>



<p>Who was impacted?</p> <p>What benefits did you observe as a result of the work?</p> <p>Please provide data or stats which demonstrate tangible impact had on young people</p>	<p>authority. The Sports Crew became confident with identifying the activities that were needed for each sporting event and with assisting others to complete these activities. Staff were also more confident in being aware of what was needed for each skill and how to implement this.</p> <p>Student interviews suggested that children felt more confident with approaching sporting events after working with the Sports Crew. Staff felt that children were able to participate and achieve and therefore were happier to attend and participate in events.</p>
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CHALLENGES	
<p>Reflect on the work and consider what challenges were experienced and how were they overcome?</p>	<p>The main challenge that we faced was with the sports crew being able to attend timetabled PE lessons for specific children. We therefore looked at our hall timetable and planned in an afternoon whereby the sports crew could deliver their sessions. This meant that the required classes could attend the sports crew session and did not impact the remainder of classes.</p>

SUSTAINABILITY	
<p>How can the work become more sustainable?</p> <p>What are the next steps?</p> <p>If you worked with any partners / community organisations, how do you plan to continue to develop this partnership?</p>	<p>The sports crew have developed their skills within their role. Next year we plan to continue the sports crew but we are going to introduce new members. The original sports crew will support the new members with their roles.</p> <p>We will continue to use the Sports Crew to support our children to develop skills needed for tournaments and events. We will identify suitable workshops and then support the Sports Crew to deliver these with individual children.</p>

TOP TIPS	
<p>As a result of your experience, what advice would you have for others?</p> <p>What was your biggest learning from the work?</p>	<p>We would definitely recommend a sports crew that can upskill children prior to events, particularly to make it inclusive for pupils with SEND within mainstream.</p> <p>Our biggest learning was that we could see how children were able to support other children in developing their own skills.</p>