

# Special School Games Mark Guidance

## 2023/24

Please note if you are a Special School or a PRU there is a guidance document specifically for your setting that you will need to refer to.



# Bronze Criteria 2023/24

## BRONZE CRITERIA

Chapter	Criterion	Explanation	Examples of Supporting Evidence	Top Tips	Comments
<b>60 Active Minutes</b>	Have you reviewed your approach to supporting 60 active minutes and have you developed a plan to support your young people to achieve this level of activity?	<p>The CMO guidelines for SEND young people stipulate 20 active minutes per day.</p> <p><a href="https://www.youthsporttrust.org/resources/inclusion/cmo-guidelines-for-physical-activity-for-young-disabled-people">https://www.youthsporttrust.org/resources/inclusion/cmo-guidelines-for-physical-activity-for-young-disabled-people</a> will help special schools show how Physical Activity (including therapy) is being used as a whole school approach to stimulate or calm their young people.</p>	<p>You will be able to reference individual plans including therapy plans and annual reviews to show how Physical Activity is used through the school day.</p> <p>This can be done for your whole school, class groups or specific cohorts. You may wish to use this in your whole school planning and development as you show your schools commitment to become an active school.</p>	Special schools may choose to focus on whole class groups or they may wish to track and follow specific groups of young people who need Physical Activity often. For example, the use of sport sanctuaries. For advice and guidance schools can contact their Lead Inclusion School.	This will be a yes/no question.
<b>Inclusion</b>	Does your extra-curriculum offer provide equal opportunities for young people regardless of gender?	<p>It is recognised that extra-curricular activity is difficult for special schools because of school transport constraints. The term can apply to lunch and break times as well as after or before school activity. Often special schools use enhanced opportunities in the school day such as enrichment time.</p> <p>This may involve cohorts of PMLD or SLD young people and be linked to therapy intervention. Consultation and co-production are both really important when thinking about the needs of all young people.</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. Special schools can use established methods to capture evidence.	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.	This will be a yes/no question.

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Inclusion	We have completed the Inclusive Health Check tool on our dashboard.	Although special school teams will be experts within inclusive PE/Activity completing the inclusive health check will compliment this knowledge with a host of resources for all staff while providing a unique opportunity to explore equality across the who school.	The inclusive Health Check has been redesigned to encompass equality and is a tool that's designed to complement whole school improvement. It's designed to be used as part of a process rather than a one-off check and covers SEND, Ethnicity, Gender, Age and LGBTQ+ topics with training resources provided by our equality partners.	Don't rush completing the tool, start with strategic direction and then choose the different elements that would help your school the most. With brilliant resources provided by our partners and printable action plans it's an ideal tool to help you demonstrate how equality is a central part of your whole school planning process.	This will be a yes/no question.

# Bronze Criteria 2023/24

## BRONZE CRITERIA

Chapter	Criterion	Explanation	Examples of Supporting Evidence	Top Tips	Comments
Physical Literacy and Positive Experiences	We are aware of the term Physical Literacy as a school.	<p>Physical literacy is our relationship with movement and physical activity throughout life.</p> <p>The new physical literacy consensus statement for England (launched September 2023) encourages us to look at PA engagement through a different lens. It considers how individuals move, think, feel and connect in and through movement and how circumstances and past experiences impact how positive our experiences can be and ultimately the relationship that we have with PA.</p> <p>As such physical literacy brings enduring value to the curriculum, and forms the basis of an effective PE curriculum, school sport and physical activity offer.</p> <p>Special schools in particular can utilise a physical literacy lens as part of pupil development through therapy goals and be able to connect how physical literacy, as an approach across physical, social, emotional and cognitive development can be a key concept within and beyond PE, sport and physical activity.</p>	<p>This can be evidenced through whole school examples of physical literacy language and terminology being used e.g. holistic development of the child, positive movement experiences, using relationships with movement and physical activity to aid physical, social and emotional development.</p> <p>A log of staff training and CPD related to physical literacy focus.</p> <p>Examples of how staff are connecting personally with physical literacy- raising self awareness of their own relationship with movement and physical activity.</p>	Use information provided by therapists to inform how PE/School Games can complement pupil's holistic development- physical, social, emotional and cognitive. Consider how any student voice exercises you've undertaken will inform your work on physical literacy in the future.	This will be a yes/no question.

# Bronze Criteria 2023/24

## BRONZE CRITERIA

Chapter	Criterion	Explanation	Examples of Supporting Evidence	Top Tips	Comments
<b>Culture</b>	Do you believe in the vision and mission of the School Games and are you committed to a universal Physical Activity offer alongside delivering positive experiences of school sport?	<p>Special Schools will need to show how 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>Demonstrating 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 all your pupil'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>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>Ensure you offer a diverse range of activity both in and outside of school targeted at those who need it most.</p>	This will be a yes/no question.
<b>Youth Engagement</b>	Have you undertaken any youth voice related to your school sport provision?	<p>Special schools may use tutor time, school councils, or focus groups to understand what activities motivate specific young people. This may also be done as part of a lesson or within therapy sessions.</p> <p>Understanding and listening to young people with complex needs will show how Physical Activity can address many physical and sensory outcomes highlighted within an EHCP.</p>	<p>This can be evidenced through annual reviews and by adapted lesson and therapy plans.</p> <p>It is also possible to capture young people's views and thoughts within lesson evaluations and focus groups notes or case studies. Evidence doesn't have to be written it can be film or photo based.</p>	<p>Download the Inclusion 2020 Youth Voice Toolkit - this has detailed guidance on how schools can run an effective and inclusive focus group: <a href="https://www.youthsporttrust.org/resources/inclusion/inclusion-2020-youth-voice-toolkit">https://www.youthsporttrust.org/resources/inclusion/inclusion-2020-youth-voice-toolkit</a> or talk to your therapists to see if conversations can be adapted within SLT sessions. Consider making Physical Activity a standing item on student council meetings or set up a pupil led sports council group.</p>	This will be a yes/no question.

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<b>Scale and Reach</b>	Have you delivered 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>Special schools know their young people needs extremely well. Targeting young people who do not engage in activity, need social interaction, or can achieve a therapy target through fun activity through the School Games is appropriate.</p> <p>Examples include, but aren't restricted to: those young people who will benefit emotionally, socially, or physically, those, young people who do not participate in any after school opportunities, pupil premium, PMLD, neurodiversity etc.</p>	You can use your own school methods of record keeping on monitoring and then share this as part of the evaluation. Individual learning plans can be used alongside pupil feedback, films, and photos to show the impact for young people.	Use your School Development Plan and youth voice results to identify the groups who your school will be targeting throughout the year. It maybe you are doing something unique for your cohorts ensure you share with your SGO and Lead Inclusion school as many others may benefit from your experiences.	This will be a yes/no question.
<b>Curriculum</b>	Does your Physical Education curriculum offer provide equal opportunities for young people regardless of gender?	Special schools should demonstrate that this is an area that they have considered that they are listening to the young people when developing opportunities which are more equal for everyone. it is understood that groups are smaller within special schools and individual needs are looked at in detail.	Your evidence might include individual learning plans, lesson plans, written reviews or film and photos showing progress. Show how individual needs are catered for and how young people contribute towards planning.	<p>We expect that schools will use 23/24 to start considering how to better cater for all young people including considering access by gender.</p> <p>Ensure your colleagues are aware of free inclusive CPD provided by your lead inclusion school.</p>	This will be a yes/no question.

# Silver Criteria 2023/24

## SILVER CRITERIA

Chapter	Criterion	Explanation	Examples of Supporting Evidence	Top Tips	Comments
60 Active Minutes	Does your school have a clearly planned approach to 60 active minutes and in particular to deliver the 30 minutes that your school is driving for every child within your school day?	The new CMO guidelines for SEND young people stipulate 20 active minutes per day. Special schools show will be able to show how Physical Activity (including therapy, swimming etc) is being used as a whole school approach to develop young people holistically. You may also have active breaks or use sport sanctuaries as part of your provision.	<p>You will be able to reference individual plans including therapy plans and annual reviews to show how Physical Activity is used through the school day. You may also use conflict management tools to show how being active is beneficial for young people.</p> <p>This can be done for your whole school, class groups or specific cohorts. You may wish to use this in your whole school planning and development to show your schools commitment to become an active school.</p>	<p>Showing that daily Physical Activity is a priority for all young people in your school demonstrates the whole team's commitment to achieving more confident and happier young people whose approach to learning will benefit.</p> <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.</p>	<p>This will be a y/n dropdown box.</p> <p>You will be asked via selecting drop down boxes about some examples of what you are currently delivering – your responses will not affect your score.</p>
Inclusion	Does your extra-curriculum offer provide equal opportunities for young people regardless of gender?	<p>It is recognised that extra-curricular activity is difficult for special schools because of school transport constraints. The term can apply to lunch and break times as well as after or before school activity. Often special schools use enhanced opportunities in the school day such as enrichment time.</p> <p>Statistics tell us that often young people with a disability are more likely to feel lonely and are less likely to return to Physical Activity post Covid. Creating a space for young people to get active, feel safe and continue to engage is vital both in school and out of school curriculum hours.</p>	<p>Staff may work alongside therapists and use learning plans to identify those who are not engaged within Physical Activity.</p> <p>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. Special schools can use established methods to capture evidence.</p>	<p>Use your School Development Plan and individual learning/therapy plans to identify the groups or individuals who your school will be targeting.</p> <p>If transport is a barrier consider how you may set up enrichment activities within the school day, break or lunch times to ensure all young people have an opportunity to try new activity.</p>	This will be a yes/no question.

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Inclusion	Does at least 75% of your intra-school competitions have a clearly defined intent?	<p>Use individual learning, therapy and EHCP plans to establish the physical or sensory intent of your intra school offer.</p> <p>Work with class teams and therapists to identify which young people would most benefit from Physical Activity interventions either physically or emotionally and show how your school events are able to grow Physical, social and phycological literacy.</p>	<p>This shows that your school understands how the School Games can make a difference to those young people who need intervention the most.</p> <p>Use established record keeping, films and photos to show the difference the School Games makes in school.</p> <p>Where possible use you School Games dashboard to upload what you are doing to help your SGO share and understand the great work you are doing.</p>	<p>Visit the YST Inclusion 2024 web site for a host of recourses and CPD which can help you pick and choose activities which work best for your school. <a href="https://www.youthsporttrust.org/resources/inclusion/inclusion-2024-resources">https://www.youthsporttrust.org/resources/inclusion/inclusion-2024-resources</a></p> <p>Use your Lead Inclusion School as a contact alongside your SGO to link you to other similar schools who will be thinking in the same way as you.</p>	<p>This will be a y/n dropdown box.</p> <p>You will be asked via selecting drop down boxes about some examples of intent examples that you are currently delivering – your responses will not affect your score. We also would like to know what sports/activities you are using to engage your young people. This will be a table where you will tick the relevant options for intra and where you are also engaging in inter competitions/events.</p>



# Silver Criteria 2023/24

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Physical Literacy and Positive Experiences	We understand the concept of Physical Literacy and it informs our thinking and practice.	<p>Physical literacy is our relationship with movement and physical activity throughout life.</p> <p>The new physical literacy consensus statement for England (launched September 2023) encourages us to look at PA engagement through a different lens. It considers how individuals move, think, feel and connect in and through movement and how circumstances and past experiences impact how positive our experiences can be and ultimately the relationship that we have with PA.</p> <p>As such physical literacy brings enduring value to the curriculum, and forms the basis of an effective PE curriculum, school sport and physical activity offer, where we strive to create positive experiences for every child.</p> <p>Special schools in particular can utilise a physical literacy lens as part of pupil development through therapy goals and be able to connect how physical literacy, as an approach across physical, social, emotional and cognitive development can be a key concept within and beyond PE, sport and physical activity.</p>	<p>A log of staff training and CPD related to physical literacy focus.</p> <p>Examples of how staff are connecting personally with physical literacy- raising self awareness of their own relationship with movement and physical activity.</p> <p>Examples of lesson plans, therapy approaches, and EHCP that connect physical literacy as part of wider pupil development.</p>	Use information provided by therapists to inform how PE/School Games can complement pupil's holistic development- physical, social, emotional and cognitive. Consider how any student voice exercises you've undertaken will inform your work on physical literacy in the future.	This will be a yes/no question.

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Physical Literacy and Positive Experiences	We are starting to apply Physical Literacy approaches to our practice.	<p>Adopting a Physical Literacy lens to approaches and practice means seeking to understand and to develop the relationship our pupils have with movement and physical activity, consider how pupils move, think, feel and connect during their experiences.</p> <p>Show how you do this in everyday planning, teaching and learning and wider school enrichment opportunities. Also show how physical literacy importantly connects to individual pupil EHCPs and development across the curriculum.</p>	You can use established individual recording methods, therapy monitoring or film/photos showing progress to show how young people are developing their relationship with movement and physical activity, physically, socially, emotionally and cognitively. This may be very small steps but can also be a part of the annual review and referenced in the Physical and sensory sections of an EHCP.	Use information provided by therapists to inform how PE/School Games can complement young people' holistic Physical Development through the motivation taking part in fun Physical Activity brings.	This will be a yes/no question.
Culture	Do you communicate your School Games competition/ events plans to all 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 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>You can use copies of this communication, links to newsletters and social media to show how parents are engaged in and understand the importance of being physically active.</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 or your local parent carer council.</p>	<p>This will be a y/n dropdown box.</p> <p>You will be asked via selecting drop down boxes about some examples of how you achieve this – your responses will not affect your score and are optional.</p>

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Youth Engagement	Do you have a clear process to engage and glean your young people's views on your school sport and Physical Activity offer?	<p>This maybe formal through a school sport organising committee or school councils, through running a focus group or through individual communication with young people.</p> <p>Showing how you listen to young people is key, these findings could be recorded and listened too 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>Ensure you keep a record of conversations you have, a session plan with key questions and your notes will benefit you as you make changes based on young people' views.</p>	<p>Use the expertise in your school, this maybe speech therapists, teaching assistants or class teachers.</p> <p>Use the YST Youth Voice Tool Kit to run focus groups with specific young people.</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><a href="https://www.youthsporttrust.org/resources/inclusion/inclusion-2020-youth-voice-toolkit">https://www.youthsporttrust.org/resources/inclusion/inclusion-2020-youth-voice-toolkit</a></p>	This will be a yes/no question.
Scale and Reach	What sports have you run at an intra-school level where you have used/followed the School Games NGB format?	<p>In special schools it is accepted that most activity will be adapted or look very different to a mainstream sports offer, this is fine, and those sports can still be used.</p> <p>In order to reach the broadest possible group of pupil's schools will want to provide a wide range of intra-school opportunities either adapted or specialised.</p>	<p>Your SGO will verify this, and you should be able to provide evidence of your intra-school competitions/ events over the year in, these must be shown to have followed the School Games format (with adaptations using STEP if needed) Special schools may also choose to use adaptive sports if more appropriate.</p> <p>Evidence might include photographs, results, newsletter articles etc</p>	<p>Special schools will use their own adaptations of sports suggested to suit their young people needs.</p> <p>Adaptive sport suggestions can be found through the inclusion 2024 page and by following the link to the National Disability Sport organisations pages.</p> <p><a href="https://www.youthsporttrust.org/resources/inclusion/inclusion-2024-resources">https://www.youthsporttrust.org/resources/inclusion/inclusion-2024-resources</a></p>	Schools will tick all sports that apply to them even if they are specially adapted.

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Curriculum	Does your Physical Education curriculum offer provide equal opportunities for young people regardless of gender?	Special schools should demonstrate that this is an area that they have considered that they are listening to the young people when developing opportunities which are more equal for everyone. it is understood that groups are smaller within special schools and individual needs are looked at in detail.	Your evidence might include individual learning plans, lesson plans, written reviews or film and photos showing progress. Show how individual needs are catered for and how young people contribute towards planning.	We expect that schools will use 23/24 to start considering how to better cater for all young people including considering access by gender.  Ensure your colleagues are aware of free inclusive CPD provided by your lead inclusion school.	This will be a yes/no question.
	Do you understand which young people would benefit from some School Games interventions to aid their transition (from primary to secondary or middle to upper.	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.  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.	This shows that your school understands that the School Games can make a difference to those young people that experience challenges around transition points.  Use photo, film, pupil feedback, teacher feedback and your own internal process to demonstrate how the use of Physical Activity has aided any transition point.	Showing how positive meaningful Physical Activity helps young people build their confidence, self-esteem and resilience will enable you to build on what you offer to young people and when.  Complete your schools 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 as young people's transition.	This will be a y/n dropdown box.  You will be asked via selecting drop down boxes about some examples of cohorts of young people that you are currently targeting and the types of interventions that you would like to see or are already engaged in – your responses will not affect your score and are optional.

# Gold Criteria 2023/24

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60 Active Minutes	Are you delivering 30 active minutes for 50% (30% for special schools and PRUs) of your school population and are you tracking their 30-minute take-up (or not) beyond school?	<p>The new CMO guidelines for SEND young people stipulate 20 active minutes per day. Being able to show how every pupil is active within school is great evidence for annual reviews and can be measured against EHCP outcomes.</p> <p>Special schools show will be able to show how Physical Activity (including therapy, swimming etc) is being used as a whole school approach to develop young people holistically. You may also have active breaks or use sport sanctuaries as part of your provision.</p>	<p>You will be able to reference individual plans including therapy plans and annual reviews to show how Physical Activity is used through the school day. You may also use conflict management tools to show how being active is beneficial for young people.</p> <p>This can be done for your whole school, class groups or specific cohorts. You may wish to use this in your whole school planning and development to show your schools commitment to become an active school.</p>	<p>Showing that daily Physical Activity is a priority for all young people in your school demonstrates the whole team's commitment to achieving more confident and happier young people whose approach to learning will benefit.</p> <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 into home life.</p>	<p>This will be a y/n dropdown box.</p> <p>You will be asked via selecting drop down boxes about some examples of what you are currently delivering – your responses will not affect your score.</p>
	You are aware of your least active young people and have planned provision to target and increase their regular daily Physical Activity levels?	<p>Special school staff (education and therapy) will have a detailed mechanism for tracking young people progress which is measured as part of the annual review process.</p> <p>Show how opportunity to be physically active, feel safe and have fun is built into these plans targeting those who need it most.</p> <p>This may be specific groups such as your PMLD or sensory cohorts.</p>	<p>Use your established planning, evaluation, and monitoring frameworks to show why young people were targeted, what happened as a result and how much progress has been made.</p> <p>Even the smallest gains within specific cohorts (such as PMLD young people) should be recorded to show how the School Games positively impacts all young people in your school.</p>	<p>Use the resources, case studies and CPD available on the Inclusion 2024 page to gather different ideas: <a href="https://www.youthsporttrust.org/resources/inclusion/inclusion-2024-resources">https://www.youthsporttrust.org/resources/inclusion/inclusion-2024-resources</a>. Many organisations are linked such as the Motor Activity Training Programme for PMLD young people.</p> <p>Ensure you link with your Lead Inclusion school contact and SGO who will be able to signpost you towards unique adapted materials and link you with other similar schools.</p>	<p>This will be a y/n dropdown box</p> <p>You will be asked via selecting drop down boxes about some examples of intent examples that you are currently delivering – your responses will not affect your score.</p> <p>We also would like to know what sports/activities you are using to engage your young people; this will be a table where you will tick the relevant options for intra.</p>

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Inclusion	Does your extra-curriculum offer provide equal opportunities for young people regardless of gender?	<p>It is recognised that extra-curricular activity is difficult for special schools because of school transport constraints. The term can apply to lunch and break times as well as after or before school activity.</p> <p>Show that you regularly review who takes part and when to ensure no groups of young people are underrepresented (using equality act protected characteristics).</p> <p>Often special schools use enhanced opportunities in the school day such as enrichment time, show how staff are given regular CPD opportunities to deliver this.</p> <p>Statistics tell us that often young people with a disability are more likely to feel lonely and are less likely to return to Physical Activity post Covid. Creating a space for young people to get active, feel safe and continue to engage is vital both in school and out of school curriculum hours.</p>	<p>Staff may work alongside therapists and use learning plans to identify those who are not engaged within Physical Activity.</p> <p>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. Special schools can use established methods to capture evidence.</p> <p>Show the evidence of staff CPD and how protected groups have gained through increased staff knowledge of competence.</p>	<p>Use your School Development Plan and individual learning/therapy plans to identify the groups or individuals who your school will be targeting.</p> <p>If transport is a barrier consider how you may set up enrichment activities within the school day, break or lunch times to ensure all young people have an opportunity to try new activity.</p> <p>Where possible this could be linked into community provision as a club or continued therapy interventions such as hydrotherapy, hippotherapy or creating sustainable links with local fitness provision.</p>	This will be a yes/no question.
Inclusion	Have you put in place a CPD plan which aligns to your staff needs in terms of their confidence and competence to include all young people in your offer?	<p>Special school staff will continually be trained on pupil focussed intentions such as neurodiversity, sensory, behaviour strategies and PMLD.</p> <p>Show how the benefits of Physical Activity compliment this approach as a tool for progression and not as a stand-alone feature.</p>	<p>Evidence of CPD delivered as part of staff meetings, stand-alone opportunities, or online modular learning and/or webinars.</p> <p>Show how this learning is impacting young people positively through opportunity and/or curriculum design.</p>	<p>Use your Lead Inclusion schools as a key sign posting contact for the host of CPD available for your whole team.</p> <p>Visit the YST Inclusion 2024 pages for links to online inclusive Physical Activity opportunities.</p> <p><a href="https://www.youthsporttrust.org/resources/inclusion/inclusion-2024-resources">https://www.youthsporttrust.org/resources/inclusion/inclusion-2024-resources</a></p>	This will be a yes/no question.

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Physical Literacy and Positive Experiences	We adopt a Physical Literacy informed approach to our offer e.g. understanding the thoughts, feelings and experiences of our young people.	<p>Physical literacy is our relationship with movement and physical activity throughout life.</p> <p>The new physical literacy consensus statement for England (launched September 2023) encourages us to look at PA engagement through a different lens. It considers how individuals move, think, feel and connect in and through movement and how circumstances and past experiences impact how positive our experiences can be and ultimately the relationship that we have with PA.</p> <p>As such physical literacy brings enduring value to the curriculum, and forms the basis of an effective PE curriculum, school sport and physical activity offer, where we strive to create positive experiences for every child.</p> <p>Through this question we want to know what your school is doing consistently from staff understanding to pupil engagement, effectively adopting a physical literacy lens as part of pupil development within PE, sport and physical activity and the wider curriculum and support to pupils.</p>	You can use examples of pupil engagement, insights and feedback that have been used to better understand and support their relationship with movement and physical activity.	Use information provided by therapists to inform how PE/School Games can complement pupil's holistic development- physical, social, emotional and cognitive.	This will be a yes/no question.

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<b>Physical Literacy and Positive Experiences</b>	We consistently create participation experiences that focus on how young people move, connect, think and feel, helping them understand and develop their own relationship with movement and Physical Activity to find value, enjoyment and meaning.	In addition to the above, what actions have the school taken to highlight, through teaching, learning and development, the elements of move, think, feel and connect. Also show how this drives staff and pupil awareness and understanding of the relationship with movement and physical activity now and into what matters for the future.	<p>You can use established individual recording methods, therapy monitoring or film/photos showing progress to show how young people are developing their relationship with movement and physical activity, physically, socially, emotionally and cognitively. This may be very small steps but can also be a part of the annual review and referenced in the Physical and sensory sections of an EHCP.</p> <p>Use notes and evidence to show parents/carers the difference being active makes and celebrate all achievements with them.</p> <p>Examples of lesson plans, therapy approaches, and EHCP that connect physical literacy as part of wider pupil development.</p>	Use information provided by therapists to inform how PE/School Games can complement pupil's holistic development- physical, social, emotional and cognitive.	This will be a yes/no question.



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## GOLD CRITERIA

Chapter	Criterion	Explanation	Examples of Supporting Evidence	Top Tips	Comments
<b>Culture</b>	Do you share with all parents your competition intent and ask the same of other external providers engaging and delivering within with your 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>	Your SGO will verify this and so you should be able to share your approach with them and evidence this.	<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>This will be a y/n dropdown box.</p> <p>You will be asked via selecting drop down boxes about some examples of how you achieve this and what other providers you are engaging with – your responses will not affect your score and are optional.</p>
<b>Youth Engagement</b>	Do you have a formal structure to engage your young people through Sports Leaders, School Games Crews or Committees and use them to support your offer?	<p>This maybe formal through a school sport organising committee or school councils, through running a focus group or through individual communication with young people.</p> <p>Showing how you listen to young people is key, these findings could be recorded and listened too 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>Ensure you keep a record of conversations you have, a session plan with key questions and your notes.</p> <p>Be able to show what has changed because of what young people told you, use feedback from them to understand the difference pupil voice has made in your school.</p>	<p>Use the expertise in your school, this maybe speech therapists, teaching assistants or class teachers.</p> <p>Use the YST Youth Voice Tool Kit to run focus groups with specific young people.</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' feelings about Physical Activity and explore what you could change to engage them meaningfully.</p> <p><a href="https://www.youthsporttrust.org/resources/inclusion/inclusion-2020-youth-voice-toolkit">https://www.youthsporttrust.org/resources/inclusion/inclusion-2020-youth-voice-toolkit</a></p> <p>Think about how you respond to any student voice exercises you've undertaken – what role will your leaders play in co-creating, co-producing or delivering any activities you provide in response?</p>	<p>This will be a y/n dropdown box along with some numbers involved that you would need to input. There will be further drop down boxes.</p> <p>to capture the type of leadership opportunity that you provide and how once engaged and trained these young people are helping you with your delivery of your School Games offer.</p> <p>You will be asked via selecting drop down boxes about some examples of how you achieve this – your responses will not affect your score and are optional.</p>

# Gold Criteria 2023/24

## GOLD CRITERIA

Chapter	Criterion	Explanation	Examples of Supporting Evidence	Top Tips	Comments
Scale and Reach	What sports have you participated in at an inter-school level as provided by your SGO?	<p>In special schools it is accepted that most activity will be adapted or look very different to a mainstream sports offer, this is fine, and those sports can still be used.</p> <p>In order to reach the broadest possible group of pupil's schools will want to provide a wide range of intra-school opportunities either adapted or specialised. Some of these activities maybe as a direct result of the pupil voice that you will have been listening to carefully.</p>	<p>Your SGO will verify this, and you should be able to provide evidence of your intra-school competitions/ events over the year in, these must be shown to have followed the School Games format (with adaptations using STEP if needed) Special schools may also choose to use adaptive sports if more appropriate.</p> <p>Evidence might include photographs, results, newsletter articles etc</p>	<p>Special schools will use their own adaptations of sports suggested to suit their young people needs.</p> <p>Adaptive sport suggestions can be found through the inclusion 2024 page and by following the link to the National Disability Sport organisations pages.</p> <p><a href="https://www.youthsporttrust.org/resources/inclusion/inclusion-2024-resources">https://www.youthsporttrust.org/resources/inclusion/inclusion-2024-resources</a></p>	Schools will tick all sports that apply to them.
	Does your Physical Education curriculum offer provide equal opportunities for young people regardless of gender?	<p>Special schools should demonstrate that this is an area that they have considered that they are listening to the young people when developing opportunities which are more equal for everyone.</p> <p>it is understood that groups are smaller within special schools and individual needs are looked at in finer detail.</p> <p>Show how pupil voice is impacting on how your curriculum is organised for all protected characteristics and how whole school CPD is prioritised within your school to encompass any changes made.</p>	<p>Your evidence might include individual learning plans, lesson plans, written reviews or film and photos showing progress. Show how individual needs are catered for and how young people contribute towards planning.</p> <p>Be able to show how staff CPD is impacting on the opportunities young people have and the outcomes they achieve.</p>	<p>We hope that schools will use time to start considering how to better cater for all young people particularly those from protected characterised groups who maybe underrepresented.</p> <p>Ensure your colleagues are aware of free inclusive CPD provided by your lead inclusion school and have a plan for how this CPD can be implemented across your whole school.</p>	This will be a yes/no question.
Curriculum	Have you identified those young people that would benefit most from some transition support, and do you have an offer that focuses specifically on those young people as developed with your SGO?	<p>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.</p> <p>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.</p>	<p>This shows that your school understands that the School Games can make a difference to those young people that experience challenges around transition points.</p> <p>Use photo, film, pupil feedback, teacher feedback and your own internal process to demonstrate how the use of Physical Activity has aided any transition point.</p>	<p>Showing how positive meaningful Physical Activity helps young people build their confidence, self-esteem and resilience will enable you to build on what you offer to young people and when.</p> <p>Complete your schools 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 as young people's transition.</p>	<p>This will be a y/n dropdown box.</p> <p>You will be asked via selecting drop down boxes about some examples of cohorts of young people that you are currently targeting and the types of interventions that you would like to see or are already engaged in – your responses will not affect your score and are optional.</p>

# Platinum Criteria 2023/24

## PLATINUM CRITERIA

\*only applicable to schools who can demonstrate they have achieved the gold standard in 2017/2018, 2018/2019, 2021/2022, 2022/23 & 2023/24.  
Schools are asked to select one area to share your learning from

Criterion	Explanation	Top Tips (for special schools)	Examples of Supporting Evidence
Demonstrate how you are engaging those young people that need it the most in the School Games and evidence how you know they are benefiting.	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. Please use the Impact Awards case study template that you can download from your dashboard to see the prompt questions that we would like schools to respond to. Don't be afraid to be creative, special schools will have their own unique way of adapting and creating opportunities for all young people to thrive.	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.	<ul style="list-style-type: none"> <li>• Individual learning plans, annual reviews, therapy observations and gains all show the impact Physical Activity has on each young person.</li> <li>• Use multi-media and social media to capture the unique adapted activity you have in place.</li> <li>• Show how young people contribute through adapted communication if needed to feed into the school approach to a young person driven activity model.</li> <li>• Any gains, targets or outcomes met through the annual review process as part of an EHCP.</li> <li>• 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 young people.</li> </ul>
Demonstrate how you have undertaken a review of your curriculum and extra-curriculum through the lens of gender and how student voice has shaped your offer resulting in equal opportunities to access sports based on the demand of students across your different key stages.		Show how you continue to evolve as a school which places Physical Activity as a cornerstone within whole school improvement. Who has been involved in curriculum review and design (including young people) and what difference is it making for all young people at school and home.	
Demonstrate how you are developing and co-creating your offer with your young people.		Show how you use pupil voice to co-create opportunities within the curriculum and as part of your extra-curricular offer (Including all young people).	
Demonstrate how you have embedded positive experiences of competition into your offer and how this has made a difference to your uptake.		Sport will look very different in many special schools – staff are experts at adapting and refining to make all activity appropriate.	
Demonstrate how have you ensured that you have developed and maintained 60 active minutes across your school.  Demonstrate how you are a physically literate school and how this positively impacts on your young people.		For SEND young people the guidance states 20 meaningful minutes of activity each day. Show how as a school you empower young people and parents/carers to understand this and its importance and what you do as a school to encourage active, healthy and happy lifestyles.	

**The use of media and social media to promote your School Games offer and engagement 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.