



Sport England Secondary Teacher Training Programme

Inclusive PE – engaging SEND students

This programme provides an opportunity to improve the experiences of all young people. We have extracted some research and insight from a range of sources to help you as a STT project lead advocate the importance of developing an inclusive PESSPA offer, which targets all young people.

What do we know?

The headlines:

- There are 1.3 million pupils in England with special education needs and disabilities (SEND) (*DfE, 2018*)
- 93% of SEN students are at state-funded mainstream schools (*DfE, 2018*)

Findings from Activity Alliance's [My Active Future: Including Every Child 2020](#) report:

- **One third** of disabled children take part in less than 30 minutes of sport and physical activity per day during term-time (30% vs 21% of non-disabled children)
- **Only a quarter** (25%) of disabled children say they take part in sport and activity all the time at school, compared to 41% of non-disabled children
- **One in five** (20%) disabled children do not like PE lessons and games at school (compared to 9% of their non-disabled peers (9%)). This increases to 30% by Key Stage 4
- By age 11, disabled children are less likely to be 'active or fairly active' (Key Stage 2 – 77% vs 85%). The gap widens even more by the time they are 16 (Key Stage 4 – 52% vs 72%)

Findings from the STT Programme:

- Disabled people are less active than their peers.
- Disabled students have lower enjoyment and feel less confident, competent and included.
- The more impairments a student has, the lower their perceptions of PE and activity.

When planning your project, consider the following:

- How are you and your partner schools using the STT programme to facilitate change, providing interventions to improve the experience of those students that are the least active and engaged?
- What is the STT data telling you and the schools you're supporting about the experiences of SEND pupils in PE, school sport and activity?

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