

# Special School/AP/PRU School Games Mark Guidance 2024/25

Please note if you are a mainstream school then please use the School Games Mark Guidance 2024/25 and not this one.



# Bronze Criteria 2024/25

## BRONZE CRITERIA

Chapter	Criterion	Explanation	Examples of Supporting Evidence	Top Tips	Comments
60 Active Minutes	Have you reviewed your approach to supporting 60 active minutes and have you developed a plan to support your pupils to achieve this level of activity?	<p>The CMO guidelines for SEND pupils stipulate 20 active minutes per day. The available evidence indicates that, for likely improved health outcomes, it is important for disabled children and disabled young people to participate in 120 to 180 minutes of aerobic physical activity per week at a moderate-to-vigorous intensity (Public Health England 2018). The evidence suggests that this may be achieved in different ways (for example: 20 minutes per day or 40 minutes 3 times per week).</p> <p>There was some discussion during the co-production process on how to communicate these guidelines in a motivational way. Feedback from disabled children and disabled young people, disabled young people, their parents and carers suggested that a 120 to 180 minute message or an average 150 minute message would be demotivating, especially for those who are mostly inactive, while a 20 minute message was more appropriate and achievable.</p> <p>Creating plan will help special schools show how physical activity (including therapy) is being used as a whole school approach to stimulate or calm their pupils.</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 and active school.</p>	<p>Special schools can choose to focus on whole class groups, or they may wish to track and follow specific groups of pupils who need physical activity often. For example, the use of sport sanctuaries.</p> <p>For advice and guidance schools can contact their lead inclusion school and visit the Youth Sport Trust Inclusion 2024 resources. <a href="https://www.youthsporttrust.org/programmes/targeted-interventions/inclusion-2024">https://www.youthsporttrust.org/programmes/targeted-interventions/inclusion-2024</a></p>	This will be a yes/no question.

# Bronze Criteria 2024/25

## BRONZE CRITERIA

Chapter	Criterion	Explanation	Examples of Supporting Evidence	Top Tips	Comments
Inclusion	Does your extra-curriculum offer provide equal opportunities for pupils 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 within the school day such as enrichment time which could have a physical activity focus.</p> <p>This may involve cohorts of PMLD or SLD pupils and be linked to therapy intervention. Consultation and co-production are both important when thinking about the needs of all pupils. Show how you use your in-depth knowledge of each pupil to review your physical activity offer.</p> <p>The challenge here is to ensure that both girls and boys are treated equally and that they have similar opportunities where there is the demand and capacity to service this.</p>	<p>Staff may work alongside therapists and use learning plans or the annual review process 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 pupils or inclusive such as the Play Unified programme aimed at getting neuro diverse pupils socially active. Special schools can use established methods to capture evidence.</p> <p>Be able to show your commitment to physical activity through staff CPD and engagement from the whole staff team.</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.	This will be a yes/no question.
	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.	<p>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.</p> <p>Don't leave this until the window for SGs Mark opens use the Autumn and Spring term to complete your Inclusive Health Check.</p>	This will be a yes/no question although the inclusive Health Check must be completed to be successful.

# Bronze Criteria 2024/25

## BRONZE CRITERIA

Chapter	Criterion	Explanation	Examples of Supporting Evidence	Top Tips	Comments
<b>Physical Literacy and Positive Experiences</b>	We are aware of the term physical literacy as a school.	<p>Special schools will often use physical literacy as part of development through therapy goals and targets.</p> <p>This will be very different to age/stage development and schools should be able to show how pupils physical literacy development is planned for and understood by all school staff.</p>	<p>Physical Literacy can be described as the motivation, confidence, physical competence, knowledge and understanding that provides pupils with the movement foundation for lifelong participation in physical activity.</p> <p>Special school staff will be aware of each pupils physical literacy which may be linked to therapy provision.</p>	<p>Use information provided by therapists to inform how PE/School Games can complement pupils' holistic physical development through the motivation taking part in fun physical activity brings.</p> <p>The physical literacy toolkit to support you can be found here: <a href="https://www.youthsporttrust.org/about/our-people/school-sport-activity-sector-partnership/physical-literacy-toolkit">https://www.youthsporttrust.org/about/our-people/school-sport-activity-sector-partnership/physical-literacy-toolkit</a></p>	This will be a yes/no question.
<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 pupils that are the least active and/or addresses inequalities that some pupils 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 pupils 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.</p> <p>Nearly a third of SEND pupils are doing less than 30 minutes activity a day (SE Active Lives 23/24) it is vital that we use our own expertise to show pupils and parents/carers how activity is fun, safe and vital.</p> <p>You will undoubtedly already have in place advanced methods to communicate with your pupils 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.

# Bronze Criteria 2024/25

## BRONZE CRITERIA

Chapter	Criterion	Explanation	Examples of Supporting Evidence	Top Tips	Comments
<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 pupils. This may also be done as part of a lesson or within therapy sessions.</p> <p>Understanding and listening to pupils 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 pupils' views and thoughts within lesson evaluations and focus groups notes or case studies.</p> <p>Evidence doesn't have to be written it can be film or photo based.</p>	<p>You can use the Youth Voice toolkit <a href="https://www.youthsporttrust.org/school-support/free-resources/youth-voice-resources">https://www.youthsporttrust.org/school-support/free-resources/youth-voice-resources</a> on the YST website or talk to your therapists to see if conversations can be adapted within Speech and language sessions.</p> <p>Consider making physical activity a standing item on student council meetings, set up a pupil led sports council or theme sessions within class group time.</p>	This will be a yes/no question.
<b>Scale and Reach</b>	Have you delivered or one or more targeted opportunities for those pupils who need it most through the School Games either through intra or inter competition/events?	<p>Special school know their pupils needs extremely well. Targeting pupils 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 pupils who will benefit emotionally, socially, or physically, those, pupils who do not participate in any activity opportunities, pupil premium, PMLD, neurodiversity, etc.</p>	<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 pupils.</p>	<p>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.</p> <p>Regularly review what you do with a focus on different pupils needs.</p>	This will be a yes/no question.
<b>Curriculum</b>	Does your physical education curriculum offer provide equal opportunities for pupils 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. It is understood that groups are smaller within special schools and individual needs are looked at in detail.</p>	<p>Your evidence might include individual learning plans, lesson plans, written reviews or film and photos showing progress.</p> <p>Show how individual needs are catered for and how pupils contribute towards planning.</p> <p>Have a record of staff training, you may wish to use examples of where a staff member feels they have made a positive difference because of what they have learnt.</p>	<p>We hope that schools will use 24/25 to start considering how to better cater for all pupils including considering access by gender.</p> <p>Ensure your colleagues are aware of free inclusive CPD provided by your lead inclusion school and the YST Inclusion 2024 programme.</p>	This will be a yes/no question.

# Silver Criteria 2024/25

Please review the bronze section as there are some links and examples that might help you with your silver application.

## 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 pupils 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 pupils holistically. You may also have active breaks or use active learning as part of the curriculum.	<p>You will be able to reference individual plans including therapy plans, annual reviews and physical targets within EHCPs to show how physical activity is used through the school day. It may be that you can evidence CPD that has happened to highlight the importance of activity for your pupils.</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 and active school.</p>	<p>Showing that daily physical activity is a priority for all pupils in your school demonstrates the whole team's commitment to achieving more confident and happier pupils 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 pupils to be physically active across the school day.</p>	<p>This will be a yes/no 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 pupils 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 which may have a physical activity focus.</p> <p>Statistics tell us that often pupils with a disability are more likely to feel lonely and feel they don't belong in a world of physical activity. We also know that less SEND pupils are physically active compared to their non-disabled peers.</p> <p>Reviewing your extra-curricular offer frequently and listening to your pupils will help create a space for pupils to get active, feel safe and continue to engage in school and out of school activity.</p>	<p>Staff may work alongside therapists and use learning plans to identify those who are not engaged within physical activity. Where possible parents/carers will understand the benefits of activity and be able to see how this benefits pupils.</p> <p>Activities can be diverse such as the Motor Activity Training Programme for PMLD pupils or inclusive such as the Play Unified programme aimed at getting all pupils socially active together. 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 pupils have an opportunity to try new activity.</p>	This will be a yes/no question.

# Silver Criteria 2024/25

## SILVER CRITERIA

Chapter	Criterion	Explanation	Examples of Supporting Evidence	Top Tips	Comments
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 pupils 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 sport and activity events within school can make a difference to those pupils who need intervention the most.</p> <p>Use established record keeping, films and photos to show the difference that taking part makes to pupils.</p> <p>Where possible use your 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 yes/no 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 pupils; 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 2024/25

## SILVER CRITERIA

Chapter	Criterion	Explanation	Examples of Supporting Evidence	Top Tips	Comments
Physical Literacy and Positive Experiences	We understand the concept of physical literacy and it informs our thinking and practice.	Special schools will often use physical literacy as part of development through therapy goals and targets. This will be very different to age/stage development and schools should be able to show how pupils physical literacy development is planned for and understood through individual target setting which may be linked to therapy or physical targets within EHCPs.	<p>You can use established individual recording methods, therapy monitoring or film/photos showing progress to show how pupils are becoming more physically literate.</p> <p>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 information provided by therapists to inform how PE/School Games/ activity can complement pupils' holistic physical development through the motivation taking part in fun physical activity brings.</p> <p>The physical literacy toolkit to support you can be found here: <a href="https://www.youthsporttrust.org/about/our-people/school-sport-activity-sector-partnership/physical-literacy-toolkit">https://www.youthsporttrust.org/about/our-people/school-sport-activity-sector-partnership/physical-literacy-toolkit</a></p>	This will be a yes/no question.



# Silver Criteria 2024/25

## SILVER CRITERIA

Chapter	Criterion	Explanation	Examples of Supporting Evidence	Top Tips	Comments
Physical Literacy and Positive Experiences	We are starting to apply physical literacy approaches to our practice.	Physical Literacy can be described as the motivation, confidence, physical competence, knowledge and understanding that provides pupils with the movement foundation for lifelong participation in physical activity.  Show how these principals are embedded throughout the school day and pupils understand/enjoy any progress they make no matter how small.	You can use established individual recording methods, therapy monitoring or film/photos showing progress to show how pupils are becoming more physically literate.  This may be very small steps which you will celebrate. It could 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 and activity can complement pupils' holistic physical development through the motivation taking part in fun physical activity brings.	
Culture	Do you communicate your School Games competition/events plans to all parents?	Parental engagement is fundamental for special schools however do parents/carers understand how you use sport/physical activity as a key driver and why?  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 your pupils.	To secure the best engagement from pupils 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.  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.	Communicate often with parents/carers, show how each pupil is achieving their goals and how participation has helped improve their confidence.  Nearly a third of SEND pupils are doing less than 30 minutes activity a day (SE Active Lives 23/24) it is vital that we use our own expertise to show pupils and parents/carers how activity is fun, safe and vital.  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. Help connect parents to community activity through your county Active Partnership or your local parent carer council.	This will be a yes/no dropdown box.  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.

# Silver Criteria 2024/25

## SILVER CRITERIA

Chapter	Criterion	Explanation	Examples of Supporting Evidence	Top Tips	Comments
Youth Engagement	Do you have a clear process to engage and glean your pupils' 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 pupils.</p> <p>Showing how you listen to pupils is key, these findings could be recorded and listened too e.g. what did you change as a result.</p> <p>Listening to pupils with complex needs such as PMLD, SLD or autism is also extremely important as their view will be very different.</p>	<p>The first step in understanding what competition/activity experience is appropriate for your target group of pupils is understanding their motivations, competence, and confidence to take part.</p> <p>Research shows many SEND pupils feel they don't belong in a physically active world; this co-creation is vital.</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 pupils' 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 pupils.</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 pupils' 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 drop down menu asking you to select how you gain pupil feedback.
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 acceptable, and those sports can still be used.</p> <p>To reach the broadest possible group of pupils, schools will want to provide a wide range of intra-school opportunities either adapted or specialised.</p> <p>The NGBs that we work with through the School Games have considered their sports from an inclusion perspective. Check out their formats here <a href="https://www.yourschoolgames.com/taking-part/our-sports/">https://www.yourschoolgames.com/taking-part/our-sports/</a></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)</p> <p>Special schools may also choose to use adaptive sports provided by the National Disability Sport Organisations (NDSOs) 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 pupils 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.

# Silver Criteria 2024/25

## SILVER CRITERIA

Chapter	Criterion	Explanation	Examples of Supporting Evidence	Top Tips	Comments
Curriculum	Does your physical education curriculum offer provide equal opportunities for pupils regardless of gender?	<p>Special schools should demonstrate that this is an area that they have considered and that they are listening to their pupils when developing opportunities and curriculum.</p> <p>It is understood that groups are smaller within special schools and individual needs are looked at in detail.</p> <p>Show how your staff CPD plan reflects the importance of physical activity for your pupils.</p>	<p>Your evidence might include individual learning plans, lesson plans, written reviews or film and photos showing progress.</p> <p>Show how individual needs are catered for and how pupils contribute towards planning.</p> <p>Have a record of staff training, you may wish to use examples of where a staff member feels they have made a positive difference because of what they have learnt.</p>	<p>We hope that schools will use 24/25 to start considering how to better cater for all pupils including considering access by gender.</p> <p>Ensure your colleagues are aware of free inclusive CPD provided by your lead inclusion school and the YST Inclusion 2024 programme.</p> <p><a href="https://www.youthsporttrust.org/programmes/targeted-interventions/inclusion-2024">https://www.youthsporttrust.org/programmes/targeted-interventions/inclusion-2024</a></p>	This will be a yes/no question.
	Do you understand which pupils would benefit from some School Games interventions to aid their transition (from primary to secondary or middle to upper schools) and have you liaised with your SGO about these pupils and potential opportunities?	<p>Use individual learning and therapy plans while working with class teams and therapists to identify which pupils would most benefit from physical activity interventions either physically, emotionally or socially.</p> <p>Many pupils in special schools will not transition from school to school in the same way, in these instances transition could be into community settings, their next steps in further education or across Key Stages.</p>	<p>This shows that your school understands that the School Games and activity can make a positive difference to those pupils 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 pupils build their confidence, self-esteem and resilience when trying new things.</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 pupils' transition.</p>	This will be a yes/no dropdown box.

# Gold Criteria 2024/25

Please review the bronze and silver guidance as there may be links and tips in there to help your gold application.

## GOLD CRITERIA

Chapter	Criterion	Explanation	Examples of Supporting Evidence	Top Tips	Comments
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 pupils 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 physical EHCP outcomes. The guidelines state that this should be moderate to vigorous activity but should also include strength work where appropriate.</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 pupils holistically. You may also have active breaks, active learning or use sport sanctuaries as part of your provision.</p> <p>The unique connection with parents/ carers will enable school staff to understand where activity is happening outside of school and how you may have created these links.</p>	<p>You will be able to reference individual plans including therapy plans, annual reviews and EHCPs to show how physical activity is used through the school day and beyond. You may also use conflict management tools to show how being active is beneficial for pupils.</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 at every level.</p>	<p>Showing that daily physical activity is a priority for all pupils in your school demonstrates the whole team's commitment to achieving more confident and happier pupils 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 pupils to be physically active across the school day and into home life.</p>	<p>This will be a yes/no 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 pupils 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 pupils 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>Be able to show how you listen to pupils and equip all staff volunteers to enable quality and safe activities. 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 pupils were targeted, what happened as a result and how much progress has been made.</p> <p>Even the smallest gains withing specific cohorts (such as PMLD pupils) should be recorded to show how the School Games positively impact all pupils in your school.</p>	<p>Use the resources, case studies and CPD available on the Inclusion 2024 page to gather different ideas. May organisations are linked such as the Motor activity Training programme for PMLD pupils.</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 yes/no question.</p>

# Gold Criteria 2024/25

## GOLD CRITERIA

Chapter	Criterion	Explanation	Examples of Supporting Evidence	Top Tips	Comments
Inclusion	Does your extra-curriculum offer provide equal opportunities for pupils 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 pupils 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 pupils with a disability are more likely to feel lonely and are less likely to return to physical activity post Covid. Creating a space for pupils 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 pupils or inclusive such as the Play Unified programme aimed at getting ASD pupils 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 pupils 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 pupils 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 are highlighted within staff CPD plans with a focus on what you know about your pupils needs. This will not be just PE driven but show a whole school appreciation of the holistic benefits being active have for your pupils.</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 pupils positively through opportunity and/or curriculum design. It may be that individual staff (teaching and non-teaching) can help you demonstrate the positive impact CPD has had for particular pupils.</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.

# Gold Criteria 2024/25

## GOLD CRITERIA

Chapter	Criterion	Explanation	Examples of Supporting Evidence	Top Tips	Comments
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 pupils.	<p>Special schools will often use physical literacy as part of development through therapy goals and targets. This will be very different to age/stage development and schools should be able to show how pupils physical literacy development is planned for and understood by the pupils themselves.</p> <p>Show how you use physical literacy which aligns to the pupils needs which you can demonstrate you know very well.</p>	<p>You can use established individual recording methods, therapy monitoring or film/photos showing progress to show how pupils are becoming more physically literate.</p> <p>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 information provided by therapists to inform how PE, School Games and activity can complement pupils' holistic physical development through the motivation taking part in fun physical activity brings.</p> <p>Be able to show how you understand pupils needs, thoughts and feelings when they are active and how this compliments individual planning.</p> <p>The physical literacy toolkit to support you can be found here: <a href="https://www.youthsporttrust.org/about/our-people/school-sport-activity-sector-partnership/physical-literacy-toolkit">https://www.youthsporttrust.org/about/our-people/school-sport-activity-sector-partnership/physical-literacy-toolkit</a></p>	This will be a yes/no question.
	We consistently create participation experiences that focus on how pupils move, connect, think and feel, helping them understand and develop their own relationship with movement and physical activity to find value, enjoyment and meaning.	<p>Physical Literacy can be described as the motivation, confidence, physical competence, knowledge and understanding that provides pupils with the movement foundation for lifelong participation in physical activity.</p> <p>For special schools these attributes are fundamental for all pupils and will connect with therapy goals and the physical/sensory targets within a EHCP.</p> <p>Show how these principals are embedded throughout the school day and pupils understand/enjoy any progress they make no matter how small.</p> <p>Show how pupils understand the importance of being physically active as an intracule part of their lives and health and how they are taught about the positive outcomes such as mobility and social interaction.</p>	<p>You can use established individual recording methods, therapy monitoring or film/photos showing progress to show how pupils are becoming more physically literate.</p> <p>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 while highlighting how important continued physical movement is.</p> <p>Show how you celebrate all achievements with pupils and parents/ carers.</p>	<p>Use information provided by therapists to inform how PE/School Games can complement pupils' holistic physical development through the motivation taking part in fun physical activity brings.</p> <p>Show how you promote activity and its importance both in school and outside school.</p>	This will be a yes/no question.

# Gold Criteria 2024/25

## 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.</p> <p>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 pupils.</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>Nearly a third of SEND pupils are doing less than 30 minutes activity a day (SE Active Lives 23/24) it is vital that we use our own expertise to show pupils and parents/carers how activity is fun, safe and vital.</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 yes/no 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>
<b>Youth Engagement</b>	Do you have a formal structure to engage your pupils 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 pupils.</p> <p>Special schools will have many different leadership opportunities formal and non-formal. Be able to show the difference these sport/ activity leadership opportunities make physically, emotionally and socially. This may be through increased confidence, competence or resilience.</p> <p>Showing how you listen to pupils is key, these findings could be recorded and listened too e.g. what did you change as a result.</p> <p>Listening to pupils with complex needs such as PMLD, SLD or autism 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 pupils 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 pupils told you, use feedback from them to understand the difference pupil voice has made in your school.</p> <p>Keep a record of what leadership happens and what impact it has on both the leaders and those they support. This could be done through films photos or recording.</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 pupils.</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 pupils' 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>This will be a yes/no dropdown box along with some numbers involved that you would need to input. There will be further drop down boxes to capture the type of leadership opportunity that you provide and how once engaged and trained these pupils 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 2024/25

## GOLD CRITERIA

Chapter	Criterion	Explanation	Examples of Supporting Evidence	Top Tips	Comments
<b>Scale and Reach</b>	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 acceptable, 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)</p> <p>Special schools may also choose to use adaptive sports provided by the National Disability Sport Organisations (NDSOs) 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 pupils 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.
<b>Curriculum</b>	Does your physical education curriculum offer provide equal opportunities for pupils regardless of gender?	<p>Special schools should demonstrate that this is an area that they have considered that they are listening to the pupils 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 pupils contribute towards planning.</p> <p>Be able to show how staff CPD is impacting on the opportunities pupils have and the outcomes they achieve.</p>	<p>We hope that schools will use time to start considering how to better cater for all pupils 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 the YST Inclusion 2024 programme. Staff will have a plan for how this CPD can be implemented across your whole school.</p>	This will be a yes/no question.



# Gold Criteria 2024/25

## GOLD CRITERIA

Chapter	Criterion	Explanation	Examples of Supporting Evidence	Top Tips	Comments
Curriculum	Have you identified those pupils that would benefit most from some transition support, and do you have an offer that focuses specifically on those pupils as developed with your SGO?	<p>Use individual learning and therapy plans while working with class teams and therapists to identify which pupils would most benefit from physical activity interventions either physically or emotionally.</p> <p>Many pupils 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>Show how you may be focussing on specific groups of young people who you know need support. This could be confidence boasting participation before moving into adult services.</p>	<p>This shows that your school understands that the School Games and activity can make a difference to those pupils 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>Show an understanding of intersectionality and how you know different characteristics are important when planning activity.</p>	<p>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 pupils 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 pupils' transition.</p>	<p>This will be a yes/no dropdown box.</p> <p>You will be asked via selecting drop down boxes about some examples of cohorts of pupils 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 2024/25

## PLATINUM CRITERIA

\*If a school has previously achieved four consecutive gold awards and have met the standard for this year's gold award, then they will be eligible to apply for platinum. Please note the application for platinum automatically appears after your successful gold submission. If this isn't the case, please speak to your SGO. Through the platinum award, we want to learn where schools are in their engagement with the evolution of the School Games. This will be in the form of a case study submitted alongside their application. Schools are asked to select one of the following areas for their case study, making their submission in several ways, e.g. a narrative written by a third party, a written case study, a video case study, a submission led by young people, etc.

Criterion	Explanation	Top Tips (for special schools)	Examples of Supporting Evidence
Demonstrate how you are engaging those pupils 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. This is particularly important where special schools have used the School Games and physical activity to positively make change.	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> </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 greater equal opportunities.	We want to understand what it takes to be a fully engaged and committed school to help others in other special schools/alternative provision 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.	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 pupils) and what difference is it making for all pupils at school and home.	<ul style="list-style-type: none"> <li>Show how pupils 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> </ul>
Demonstrate how you are a physically literate school and how this positively impacts on your pupils.	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.	Demonstrate how physical activity features in your school improvement plan and why it's important to everyone in your school. Be able to demonstrate how individual pupils have developed their own unique physical literacy through what you offer.	<ul style="list-style-type: none"> <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 pupils.</li> </ul>
Demonstrate how you are developing and co-creating your offer with your pupils.	Don't be afraid to be creative, special schools will have their own unique way of adapting and creating opportunities for all pupils to thrive.	Show how you use pupil voice to co-create opportunities within the curriculum and as part of your extra-curricular offer.  (this may have been targeting different cohorts of pupils who may not have engaged before).	

# Platinum Criteria 2024/25

## PLATINUM CRITERIA

\*If a school has previously achieved four consecutive gold awards and have met the standard for this year's gold award, then they will be eligible to apply for platinum. Please note the application for platinum automatically appears after your successful gold submission. If this isn't the case, please speak to your SGO. Through the platinum award, we want to learn where schools are in their engagement with the evolution of the School Games. This will be in the form of a case study submitted alongside their application. Schools are asked to select one of the following areas for their case study, making their submission in several ways, e.g. a narrative written by a third party, a written case study, a video case study, a submission led by young people, etc.

Criterion	Explanation	Top Tips (for special schools)	Examples of Supporting Evidence
Demonstrate how you have embedded positive experiences of competition into your offer and how this has made a difference to your uptake.		Sport and physical activity will look very different in many special schools – staff are experts at adapting and refining to make all activity and competition appropriate, meaningful and fun. Show how this has engaged more pupils in a positive way (at school and in their communities).	
Demonstrate how have you ensured that you have developed and maintained 60 active minutes across your school.		For SEND pupils the guidance states 20 meaningful minutes of activity each day. Show how as a school you empower pupils 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 data protection requirements into account and your school's legal responsibilities to the personal 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) recommend 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 the 'School Games Mark Criteria' document as to how we will use your information/data and imagery where applicable.