



Disability Sport Wales School Sport Survey Report

Ensuring that disabled pupils are as likely to have a lifelong enjoyment of physical activity and sport as non-disabled pupils.



Summary

Overall the School Sport Survey provides an insight into the participation levels, pupil behaviour, and pupil attitudes towards sport and physical activity, as well as an understanding of teacher's confidence and ability in delivering inclusive PE lessons. The key insight points have been highlighted below:

- Pupils who identify themselves as having a disability or an impairment are less likely to take part in sport twice or more per week outside of the curriculum, than those pupils without a disability.
- Pupils who identify themselves as having a disability or an impairment are less likely to report enjoying PE, extracurricular sport, and clubs a lot, than those without a disability.
- The community club sports that has the highest number of pupils, who identify themselves as having a disability or an impairment, engage with at least once per week are football, swimming, and rugby.
- Pupils who identified themselves as having a disability or an impairment are less confident in trying new activities or sports.
- For pupils who identified themselves as having a disability or an impairment, the largest percentage of pupils take part in sport standing or ambulant with a large percentage of pupils having support from another person.
- Pupils who identified themselves as having a disability or an impairment are less likely to believe that their PE and school sport contributes towards a healthy lifestyle.
- The teacher responses to the School Sport Survey highlighted that teachers are confident and know how to deliver inclusive PE, yet 40% of teachers do not have the equipment required to deliver inclusive PE lessons.

From the School Sport Survey, it is understood that pupils who identify themselves as having a disability or an impairment are less likely to take part in sport and more likely to be inactive. Therefore, there is a need for sport governing bodies, local authorities within Wales, and National organisations to do more to provide sporting opportunities to disabled pupils and pupils with an impairment. It is important to change this behaviour, as it may impact the disabled pupils for the remainder of their life. In addition, the School Sport Survey highlighted how more pupils with a disability or an impairment have an unmet demand for sport compared to non-disabled pupils. To increase participation, disabled pupils would like more sporting opportunities to be created that meet their needs.

Active Nation

Introduction

The aim of the Sport Wales School Sport Survey was to give young people a voice on sport and wellbeing in Wales. The survey provides the sector with a rich insight into children’s participation levels, their behaviour, and attitude towards sport. Alongside it also provides an insight into teacher’s knowledge and confidence in delivering inclusive physical education to children in schools.

This report has taken the data and insight collected and analysed by Sport Wales (and consultants) to create an insight report for Disability Sport Wales and partner organisations on the specific data and insight relating to disabled pupils in Wales.

A total of over 115,000 pupils and almost 950 teachers took part in the Sport Wales School Sport Survey. Of those pupils who completed the survey, 5,353 (5%) identified themselves as having a disability or an impairment and 13,134 (11%) identified themselves as having a learning difficulty.

Table 1: Number of pupils who completed the Sport Wales School Sport Survey.

Sample Characteristics	Sample Size
<i>Gender</i>	
Boy	56,527
Girl	54,901
<i>Broad Year Groups</i>	
Years 3 to 6	57,895
Years 7 to 11	57,272
<i>Ethnicity</i>	
White	97,020
Mixed/Multiple ethnic group	3,837
Asian/Asian Welsh/ Asian British	4,002
Black/ Black Welsh/ Black British/ Caribbean/ African	1,761
Other ethnic group	1,107
<i>Welsh Speaker</i>	
Speaks Welsh	49,268
Does not speak Welsh	65,899

Everyone

Weekly Sport Participation

The sport sector vision is for everyone to have a lifelong enjoyment of sport, which includes participating in sport on a regular basis. This section considers the difference in weekly participation for disabled pupils and pupils with an impairment to non-disabled pupils and pupils without an impairment.

35% of the pupils who identified themselves as having a disability or an impairment participated three or more times a week in organised sport outside of the curriculum. This figure is similar for those who identified themselves as having a learning difficulty (35%). By comparison, 40% (114,000) of the Wales population of pupils without a disability or impairment said that they participate in organised sport outside of the curriculum three or more times a week in the last academic year.

12% of those pupils who identified themselves as having a disability or an impairment participated in organised sport outside of the curriculum twice per week. Whereas, 13% of the Wales population of pupils without a disability or impairment reported participating in organised sport outside of the curriculum twice per week.

For participating in sport outside of the curriculum once per week, children who identified as having a disability or an impairment were equally likely as those without a disability (12%).

However, for taking part in no frequent sporting activity outside of the curriculum this was higher for those who identified themselves as having a disability or an impairment (42%), compared to those who did not identify as having a disability or an impairment (35%).

47% of pupils with a disability or impairment participate in a sport in a community club at least once a week, compared to 57% of pupils without a disability or impairment.

Pupils with a disability or impairment are less likely to participate in organised sport outside of the curriculum three or more times a week (Future Generations Indicator 38) than pupils without a disability or impairment. 35% of pupils with a disability or impairment participate three or more times a week, compared to 40% of pupils without a disability or impairment.

Therefore, from this data it can be inferred that pupils who identify themselves as having a disability or an impairment are less likely to engage in sport outside of the curriculum and sport in a community club, and are more likely to not take part in any frequent sport outside of the curriculum.

Table 2: Weekly participation levels for disabled pupils, pupils with an impairment, and learning difficulty.

	No frequent activity	Once per week	Twice per week	Three times a week or more
Disabled pupils and those with an impairment	42%	12%	12%	35%
Non-disabled pupils and those without an impairment	35%	12%	14%	41%
Pupils with a learning difficulty	42%	12%	12%	35%
Pupils without a learning difficulty	34%	12%	14%	41%

Graph 1: Weekly participation levels for disabled pupils, pupils with an impairment, and learning difficulty.

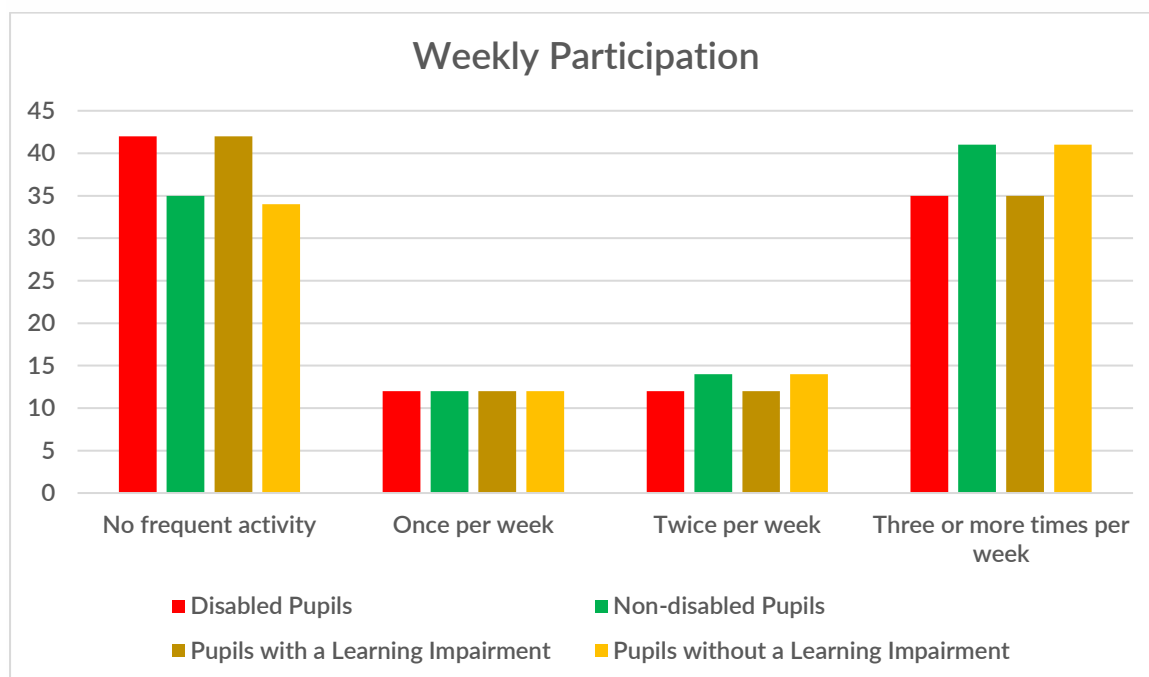


Table 3: Percentage of pupils that participate in sport three or more times per week organised by the regions in Wales.

	Percentage of pupils with a disability or impairment that participate three or more times per week	Percentage of pupils without a disability or impairment that participate three or more times per week
Central South	35%	40%
Mid Wales	33%	41%
West Wales	36%	43%
Gwent	37%	38%
North Wales	38%	40%



Graph 2: Percentage of pupils that participate in sport three or more times per week organised by the regions in Wales.

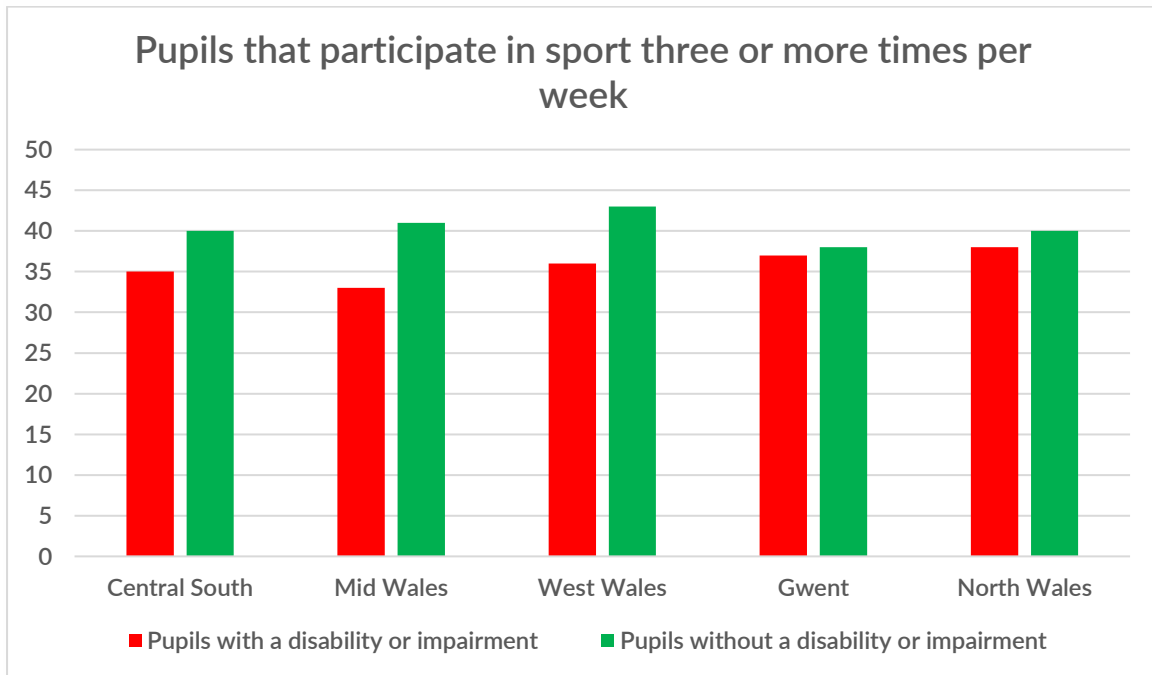


Table 4: Pupil's engagement in sport considering the different methods in which disabled and pupils with an impairment take part in sport.

	<i>Participation in any setting</i>	<i>Any extracurricular participation</i>	<i>Any community club participation</i>	<i>Any participation 'somewhere else'</i>	<i>Participation three or more times a week (community club and / or extracurricular)</i>	<i>Participation in a community club at least once a week</i>
No Disability or Impairment	97%	50%	65%	92%	40%	57%
Disability or Impairment	97%	52%	61%	91%	35%	47%
Using a wheelchair (only for sport)*	97%	77%	74%	84%	45%	59%
Using a wheelchair (for sport and at school)*	99%	68%	78%	84%	42%	49%
Using a power chair*	97%	70%	74%	87%	44%	42%
Seated on the floor or on a chair*	98%	65%	63%	91%	37%	48%
Standing*	98%	52%	62%	93%	36%	51%
With support from another person*	97%	59%	58%	91%	32%	47%
With a person who is my guide*	99%	64%	66%	93%	34%	47%
Using British Sign Language (BSL) for communication*	98%	66%	74%	89%	46%	54%
Using Makaton for communication*	100%	76%	75%	89%	40%	46%
Using a prosthetic, like a blade or arm*	99%	69%	75%	91%	58%	63%
Using equipment, like a frame or walking aid*	96%	67%	67%	83%	36%	43%
Other*	100%	61%	66%	93%	36%	45%
Prefer not to say*	98%	54%	59%	94%	33%	39%

* For the sports I do, I normally take part in them...

Table 5: The intersectionality of disability and impairment with...

		<i>Participation three or more times a week (community club and / or extracurricular)</i>	<i>Participation in a community club at least once a week</i>
	Disability or Impairment	35%	47%
Disability or Impairment and...	FSM4 (most deprived)	30%	40%
	Girl	36%	49%
	'Other' (gender)	30%	43%
	Non-Welsh Speaker	30%	43%
	Mixed or Multiple Ethnic Group	47%	56%
	Asian / Asian Welsh / Asian British	34%	43%
	Black / Black Welsh / Black British / Caribbean / African	38%	41%
	Other Ethnic Group	34%	40%

These tables highlight that the number of disabled pupils and pupils with an impairment who participate in sport regularly outside of the curriculum is incredibly low and there needs to be more done to provide disabled pupils with opportunities to engage in sport. In particular, providing more people to support disabled pupils to access sport and support disabled pupils from deprived backgrounds, plus those from the LGBTQI+ communities.

Lifelong

Participation in Sport

The sector vision focuses on everyone having a lifelong enjoyment of sport where school and early experiences of sport should inspire children to continue with a lifelong enjoyment of sport. This section focuses on creating an enjoyment of sport that will be lifelong.

63% of pupils who identified themselves as having a disability or an impairment were confident in trying a new activity or sport, compared to 71% of pupils without a disability or an impairment are confident in trying new activities and sports.

For pupils who identified themselves as having a disability or an impairment, the largest percentage of pupils take part in sport standing or ambulant with a large percentage of pupils having support from another person.

Table 6: Percentage of pupils with the format in which they normally take part in sport.

For the sports I do, I normally take part in them.	Percentage of pupils
Using a wheelchair (only for sport)	3.1
Using a wheelchair (for sport and at school)	2.4
Using a power chair	2.1
Seated on the floor or on a chair	5.0
Standing	51.2
With support from another person	10.5
With a person who is my guide	5.2
Using British Sign Language (BSL) for communication	2.9
Using Makaton for communication	2.0
Using a prosthetic, like a blade or arm	1.4
Using equipment, like a frame or walking aid	1.7
Other	2.8
Prefer not to say	14.0

Physical Education

47% of pupils who identified themselves as having a disability or an impairment believed that their PE lessons and school sport helped them 'a lot' to have a healthy

lifestyle. Whereas, 53% of pupils without a disability or an impairment believed that their PE lessons and school sport helped them ‘a lot’ to have a healthy lifestyle.

19% of pupils who identified themselves as having a disability or an impairment believed that their ideas about PE and school sport are ‘always’ listened to. This figure is lower for those without a disability or an impairment, as only 15% believed that their ideas about PE and school sport were ‘always’ listened to.

Therefore, pupils who identified themselves as having a disability or an impairment were less likely to believe that their PE lessons helped them to have a healthy lifestyle. Moreover, they did feel that their ideas for PE and school sport were listened to more than pupils without a disability. However, this figure is very low and it is recommended that teachers may wish to consider involving pupils more in the decision-making of PE and school sport.

Table 7: How much do you think PE lessons and sport help you to have a healthy lifestyle split based on disability and impairment

	Disability / Impairment	No Disability / Impairment
How much do you think PE lessons and sport help you to have a healthy lifestyle?		
A lot	47%	52%
A little	32%	34%
Not at all	9%	7%
I do not know	12%	8%

Table 8: The number of disabled pupils and those with an impairment who volunteer in sport at school or in the community.

Do you volunteer or help with a sport at school or in your community?	Disability / Impairment	No Disability / Impairment
Yes	3,917 pupils	67,323 pupils
No	12,035 pupils	216,553 pupils

*these are the weighted counts (i.e., weighted to be representative)

Demand for More Sport

The sector vision is for everyone to have an enjoyment of sport for life. This section explores the demand and motivators of pupils to do more sport.

59% of pupils with a disability or impairment have unmet demand for sport, compared to 55% of pupils without a disability or impairment. *Unmet demand refers to those who do not participate in sport three or more times a week, yet have a demand to do more sport.*

The top three sports in demand for pupils with a disability or impairment are swimming, basketball and cycling.

The 2022 School Sport Survey asked pupils to select responses to the question ‘I would do more sport if...’. The top three selected responses from pupils with a disability or impairment are: ‘If there were more sport opportunities that suited me’, ‘If I had more time’ and ‘If I was more confident’.

Table 9: Ways to support disabled pupils to do more sport.

“I would do more sport if...”	Disability / Impairment	No Disability / Impairment
If there were more sport opportunities that suited me	34%	37%
If I didn’t have to ge the school bus home	7%	6%
If I had more time	29%	37%
If it was cheaper	17%	17%
If it was easier to get to	19%	19%
If I had the equipment I needed	16%	16%
If the places I played sport in were better	10%	10%
If boys and girls did sport or PE separately	7%	9%
If boys and girls did sport or PE together	9%	9%
If I enjoyed PE more	17%	15%
If I enjoyed sport more	15%	15%
If more people in sport looked like me	6%	5%
If I was more confident	21%	25%
If I was better at sports	18%	20%
If I could manage my period better	5%	5%
If someone else went with me	18%	23%
I do not need or want to play more sport	12%	9%
Something else	9%	6%



From this table and the pupil responses it is clear to see that disabled pupils want to do more sport and they demand for more opportunities to be provided to them that are suited to them. As such, there needs to be more non-curricular based sporting opportunities that meet the needs of disabled pupils.



Enjoyment

Enjoyment of Sport

The sector vision focuses on creating a wide range of positive experiences so everyone can enjoy sport. This section explores enjoyment of sport in PE, extracurricular clubs, and community clubs for disabled pupils and pupils with an impairment compared to non-disabled pupils and pupils without an impairment.

When pupils were asked whether they enjoy PE lessons, 55% of pupils who identified themselves as having a disability or an impairment reported that they enjoyed PE a lot. In comparison, 58% of pupils without a disability or an impairment reported that they enjoyed PE a lot. Therefore, highlighting that pupils who identify themselves as having a disability or an impairment, are less likely to enjoy PE a lot.

Across settings, pupils without a disability or impairment are more likely to enjoy sport ‘a lot’ than pupils with a disability or impairment.

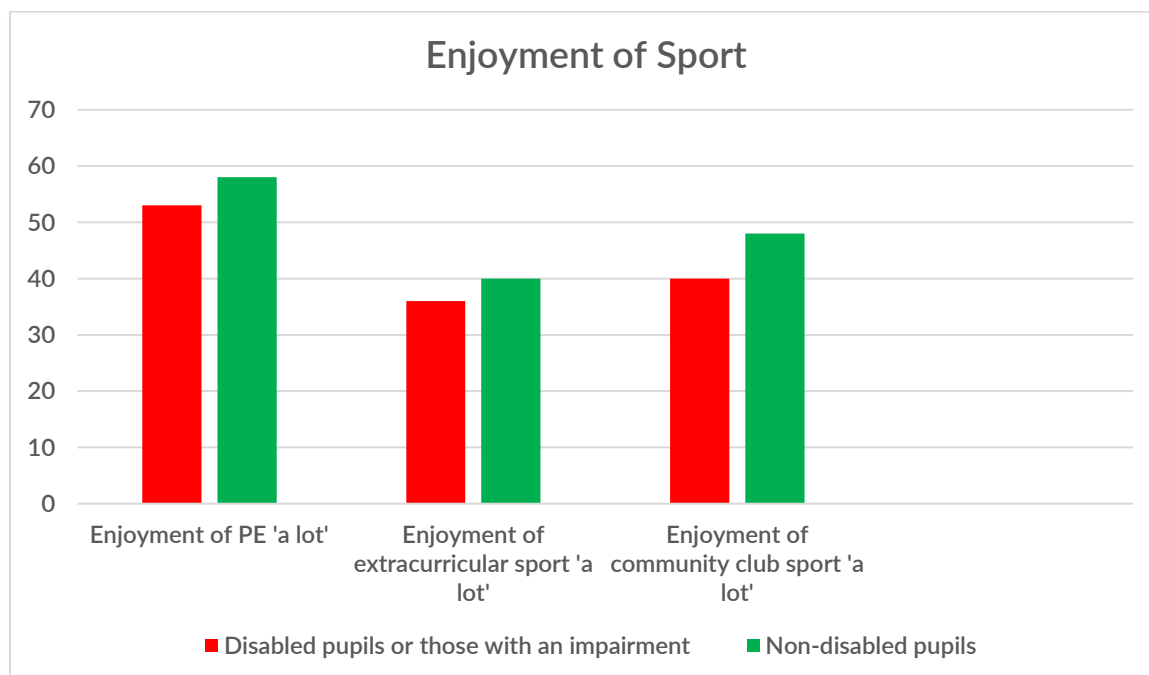
Table 10: Enjoyment of sport in different settings organised by disability/impairment.

	Enjoyment of PE ‘a lot’	Enjoyment of extracurricular sport ‘a lot’	Enjoyment of community club sport ‘a lot’
Disabled pupils or those with an impairment	53%	36%	40%
Non-disabled pupils or those without an impairment	58%	40%	48%

Table 11: Enjoyment of PE lessons, sport after school, sport in the community, outside of school, and confidence in trying new sports for disabled pupils and pupils with an impairment.

	Disability/ Impairment	No Disability/ Impairment
How much do you enjoy PE lessons?		
A lot	53%	58%
A little	35%	35%
Not at all	12%	7%
How much do you enjoy doing sport at after-school or lunchtime clubs?		
A lot	36%	40%
A little	22%	25%
Not at all	7%	5%
I do not do sport after-school or in lunchtime clubs	34%	30%
How much do you enjoy doing sport in a community club, when you are not at school?		
A lot	40%	48%
A little	21%	23%
Not at all	9%	6%
I do not do sport when I am not at school	30%	23%
How much do you enjoy doing sport somewhere else that is outside of school and community clubs?		
A lot	51%	57%
A little	26%	27%
Not at all	6%	4%
I do not do sport when I am not at school	16%	12%
How confident are you in trying new sports?		
Very confident	29%	28%
Quite confident	34%	43%
Not very confident	24%	22%
Not confident at all	13%	8%

Graph 3: Enjoyment of sport in different settings organised by disability/ impairment.



Specific Sport Engagement

This section considers which sports outside of school disabled pupils and pupils with an impairment most frequently take part in.

The top three sports that pupils with a disability or impairment participate in at least once a week in a community club are football, swimming, and rugby.

Table 12: Percentage figures of pupils who identified themselves as having a disability or an impairment engaging with community clubs at least once per week.

Community Club Sport	Percentage participation of pupils who identified as having a disability or an impairment
Archery	27.1
Athletics	25.4
Badminton	29.3
Basketball	51.9
BMX	27.6
Boccia	6.7
Bowls (not ten-pin bowling)	19.7

Boxing	25.7
Canoeing or Kayaking	21.4
Caving	11.7
Cheerleading	8.4
Climbing	32.2
Cricket	33.1
Curling	4.8
Cycling	54.2
Dance	39.6
Dodgeball	43.0
Fencing	7.4
Field Hockey	13.5
Fishing or Angling	19.8
Fitness classes (e.g. aerobics, yoga, circuits)	26.8
Football	62.5
Goalball	5.4
Golf	33.3
Gymnastics	19.4
Horse Riding	20.1
Ice Hockey	6.1
Judo	9.1
Karate	17.7
Lacrosse	3.5
Lifesaving	12.8
Motor sports	23.6
Mountain biking	25.0
Netball	24.2
Paddleboarding	18.5
Parkour	29.1
Pool or Snooker	41.9
Roller sports	15.0
Rounders or Baseball or Softball	33.7
Rowing	10.6
Rugby	37.7
Running or jogging	66.9
Sailing	9.3

Skateboarding	23.5
Snowsports	10.3
Squash	11.9
Surfing	14.9
Swimming	62.0
Table tennis	37.2
Target shooting	19.4
Tennis or short tennis	34.9
Trampolining	42.8
Triathlon	7.8
Volleyball	16.5
Water Polo	14.1
Weightlifting	30.8
Wheelchair Basketball	5.5
Wheelchair Rugby	4.7
Wheelchair Tennis	5.2
Windsurfing	6.3
Wrestling	16.1
Other sports	12.9

Provision of Sport

Teacher Responses

Over three quarters of teachers reported that they have accessible space, are confident in modifying planned tasks and activities, and use additional people to support for the inclusion of disabled pupils / pupils with an impairment or Additional Learning Need (ALN).

However, less than two thirds of teachers report having the equipment necessary to enable the inclusion of disabled pupils / pupils with an impairment or Additional Learning Need (ALN).

Teachers were also asked whether there is an opportunity for disabled pupils / pupils with an impairment or Additional Learning Need (ALN) to participate in PE lessons. 92% of teachers responded 'Yes, all the time', while a further 6% responded 'Yes, some of the time'. Therefore, highlighting that teachers are confident and know how to deliver inclusive PE, yet 40% of teachers do not have the equipment required to deliver inclusive PE lessons.

Table 13: Provision of sport for pupils with a disability, impairment, or learning difficulty.

	Yes
Do you have accessible space in school to deliver all activities inclusively for disabled pupils / pupils with an impairment or Additional Learning Need (ALN)?	87%
Are you confident in modifying planned tasks and activities to meaningfully include disabled pupils / pupils with an impairment or Additional Learning Need (ALN)?	83%
Do you have the equipment in school which enables inclusion of disabled pupils / pupils with an impairment or Additional Learning Need (ALN)?	60%
Do you use additional people to support inclusion of disabled pupils / pupils with an impairment or Additional Learning Need (ALN) within PE session?	75%

Recommendations

Based on the findings from the School Sport Survey the following recommendations have been made by Disability Sport Wales to enhance the experience of sport and physical activity by disabled pupils in Wales.

- The opportunities for disabled pupils to be involved in sport and physical activity need to be increased, specifically opportunities that are suited to disabled pupils and meet the needs of pupils with an impairment. This includes increasing the availability of extracurricular sporting opportunities, community clubs, and other opportunities outside of the curriculum. In particular there needs to be a focus on creating multiple opportunities for children to be active regularly throughout the week (e.g., more than once per week).
- There needs to be more support for disabled children from socially deprived areas within Wales and those who identify themselves as having a gender as other, as these disabled pupils appear to be the least likely to be active.
- Disabled pupils are less likely to enjoy PE, extracurricular, and community sport and therefore, ways in which disabled pupils can gain more enjoyment from sport and physical activity needs to be explored.
- Disabled pupils need to be given the confidence and opportunity to try new sporting opportunities.
- There needs to be more sporting equipment made available for teachers to be able to create more inclusive PE and sporting opportunities available for disabled pupils.