

ADDRESSING INEQUALITIES - DEVELOPING OPPORTUNITIES THROUGH SCHOOLS AND PATHWAYS INTO COMMUNITY

Strategic Priority 1: Establish effective partnerships for an inclusive sector culture

Strategic Priority 2: Empower an inclusive workforce

Strategic Priority 3: Enable robust inclusive pathways



Project Background

The Active Young people team have been working with local primary and secondary schools with resource bases (physical and autism) to increase confidence, motivation and opportunities to access physical activity.

Insight



School Sport Survey 2022 data indicated 34% of young people in the Vale with a disability or impairment participated in organised sport outside of the curriculum three or more times per week, compared to 44% of pupils without disabilities or impairments



The Index is a voluntary register of children/young people 0-18 years with a disability, additional need or emerging need living in the Vale of Glamorgan.

Key Data

- There are 1,012 children registered on The Index (164 new registrations in 2022-23 - an increase of 43% from the previous year of which 67% of new registrations were for ASD).
- 39% of registrations are for Autistic Spectrum Disorder (ASD); 13% are physical disabilities/chronic illness; 11% developmental delay; 6% learning disability; 1% hearing impairment; 1% visual impairment



Further Information please contact Healthy Living Team:
healthylivingteam@valeofglamorgan.gov.uk



@valesportsteam1



Projects and Impact

Through work of cluster Healthy Living Officers, relationships have been built with local autism and physical resource bases within mainstream primary and secondary schools. A period of consultation was undertaken with the children and young people to explore activities they were interested in as well as identifying key barriers / difficulties that affected them taking part in activities. As a result of the consultation and further discussions with support staff from bases, a series of at least 31 taster sessions have been organised across four different schools (primary and secondary) to expose 71 children and young people to at least 6 different activities. The increase in confidence as a result of attending sessions has been noticed by both support staff and parents and ultimately the follow up actions of young people through involvement in additional activities outside of the base.

Additional developments:

- Young Ambassadors from a secondary school have been linked into autism base and now visit the base on a weekly basis to provide an extra-curricular lunch time club
- A pupil from an autism base at a secondary school has been selected to become a Young Ambassador to act as the pupil voice
- Healthy Living Officer attended parent -school sessions to give information around physical activity opportunities
- As a progression to sessions at the bases, a series of community sessions were developed to support continued involvement on a weekly basis. These sessions were supported by Young Ambassadors from the Vale to act as a 'familiar face from school' in transitioning from school to community.
- Organised Disability in Education course to upskill resource base staff to support further development of physical activities

Taekwondo Tuesday! 🥋 Thanks [@ValeSportsTeam1](#) for delivering a great session to our base students, who thoroughly enjoyed taking part yesterday.



🗨️ 4 ❤️ 10 📊 761 📌 📶

Great first autism multi-sport session today @colcotsportcentre. The children thoroughly enjoyed trying new sports. Big shout out to [@WhitmoreHigh](#) Sports Ambassadors who gave up their Saturday morning to help deliver at the session 🌞 [@Pencoedtre_Base](#) [@WhitmoreBase](#) [@AddGorffYGBM](#)



'TACKLING INEQUALITIES CASE STUDY

SO WHAT HAS BEEN THE REAL IMPACT? WHAT HAS IT REALLY MEANT TO THE PEOPLE TAKING PART?

Skateboarding

Skateboarding has been an activity identified by pupils that they wanted to try within autism bases. As a result, skateboarding instructor attended bases to introduce himself, explain skateboarding, skills they would develop etc. As a result of trust gained, all pupils were motivated to take part in sessions. Next step was to encourage pupils to become more involved on an ongoing basis. Two pupils joined the ongoing after-school skateboarding sessions as part of school enrichment programme. The Healthy Living Team also wanted to ensure community provision was inclusive. As part of holiday activity programme, spaces were reserved for pupils from autism bases to book onto. As a result of this, 50% of spaces on a skateboarding provision during Easter holidays were attended by pupils from the autism base.



Dance

Within primary resource base, a dance taster session proved immediately popular. As a result, a series of additional 12 sessions were delivered to give the opportunity for pupils to develop their skills and confidence to be part of a Vale wide schools dance show. The dance group facilitating the sessions have also secured additional funding to promote community sessions for participants.

From playscheme to base to after-school rugby....

Pupil A has been involved in an inclusive playscheme setting run by the play section of the Healthy Living Team for a number of years and become more familiar with sports staff within these schemes. As a result of attending the playscheme and a recent INSPORT series event within the Vale, an interest in rugby was identified. Upon transitioning to autism base within secondary school, this interest was built upon with pupil being encouraged to attend extra-curricular sessions. Due to the ethos of the school PE staff to ensure all pupils have access to opportunities and with encouragement of cluster Healthy Living Officer, pupil A joined after-school rugby sessions and has been part of school team in inter-school matches.

From taster session to after-school club....

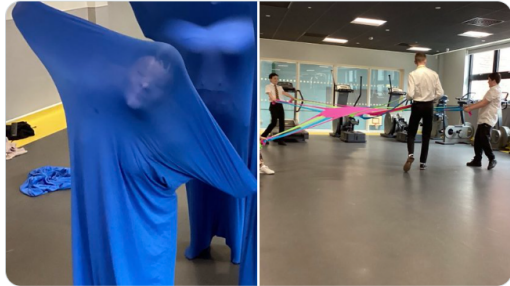
R was part of the resource base in a primary school with overall low participation levels and a school in one of the more deprived areas of the Vale who were taking part in weekly sport sessions to increase physical activity levels. As a result of partnership working with school Family Engagement Officer, resource base teacher and parents, plans were put in place for R to be supported to attend extra-curricular weekly basketball sessions. This transition was further supported through a 'familiar face' leading session as coach leading session was also part of sports team delivering in inclusive holiday provision. As a result of increased interest in basketball, this has also been introduced as a sport within inclusive community holiday play sessions.

WHAT HAS IT REALLY MEANT TO THE PEOPLE TAKING PART?

Pencoedtre High School Autism Base @Pencoedtre_Base · Feb 26
A Year 7 trip to @BrynhillCourse for our first golf session today! The students were shown stance and swing techniques. They were all fantastic ambassadors for PHS and the ASC base! We are so proud!
@ValeSportsTeam1 @MrsLJones6 @WhitmoreBase @PencoedtreRise



Thank you to @MCDance for our creative dance taster session this week!
H, I and Mr Rayner thoroughly enjoyed using the suits! @ValeSportsTeam1 @EthosValuesPHS



“Well, where to start.

Having access to the sessions that you arranged for us provided our students with access to activities that they would not have even considered or thought of. Some of our students are reluctant to leave the ASC Base but having these activities gauged their interest enough to enable them to overcome some anxieties to try them outside the Base. The huge variety of activities available meant that more students were able to try different things. The sessions were exceptionally well received and many students really enjoyed the sensory feedback from getting 'hands on' and following instructions that were spoken and shown helped to visualise what they had to do.

The skateboarding & archery went down a storm with our students. It was an excellent session that helped them use their core strength and balancing skills. They loved racing downhill!

The archery session was loved! Practicing indoors before going outside helped to students be intrigued and be willing to try new things.

Another huge development is that during recent PCP meetings for students, parents have been asking for further details of activities to pursue these as extra-curricular activities.

Thank you for arranging these. It has been amazing to see our students thrive while trying new things.”

Autism Resource Base Specialist HLA

“The golf was very fun, I got good hits. The teacher was really nice too”.

“Yea, golf was fun. I missed a few times but I listened to the teacher and then I hit it so far. Was pretty cool”

Mrs K - It was lovely to see the pupils enjoying the outdoors whilst learning how to handle a golf club. The rules were simple and clear and all pupils were able to follow these instructions. I love how the instructor had patience with the children and praised them throughout. It was a lovely activity.