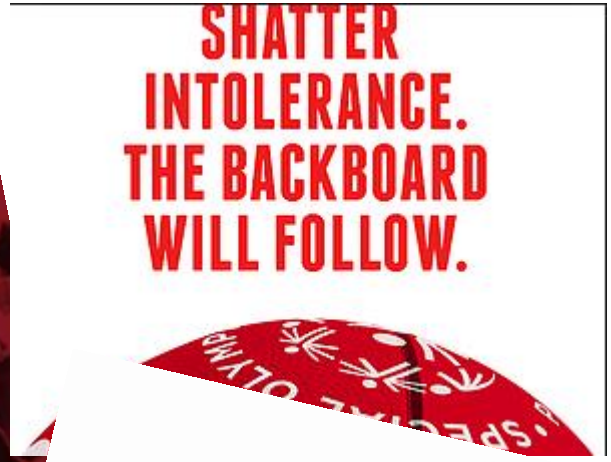

SPECIAL OLYMPICS
PLAY UNIFIED

CHANGING
THE WORLD
IS A
CONTACT SPORT.

YOUTH
SPORT
TRUST

Sport for All

Rachael Batters
Youth Sport Trust
13 March 2018

Manchester

YOUTH SPORT TRUST

Our **VISION** is to ensure that **every young person** is provided a sporting **chance to succeed** in life through increased equality of opportunity.

We aspire to empower and enable others to see the importance of **Inclusive high quality PE, physical activity and school sport provision for all young people.**

Ensuring that it is:
Inspiring: something that they want to take part in.
Accessible: something that they can take part in.
Meaningful: something that they can actually benefit from.

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Outcomes for this session:

- Identify the barriers that exist for young people with intellectual disabilities (ID) in schools across the UK
- Learn about a new global campaign that aims to address these barriers
- Understand how sport can be used as a social inclusion tool in order to promote acceptance, understanding and friendships between young people

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Activity

- Go to **www.menti.com**
- Use the code **56 66 33**
- **Enter two answers**

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Why is this important?

EVIDENCE OF NEED

Nearly half of children with an ID have been **bullied for over a year** (often longer)[1]

56% of respondents highlighted they have **cried due to bullying**[2]

3 in every 5 children on a school Special Educational Needs register, **will have a mental health issue**[3]

This clearly demonstrates the need to support children to have a happy, meaningful and progressive journey through school. To do this, it is critical to upskill the school workforce to deliver inclusive activities and training; and to support and coach young people to embrace all their peers – equally.

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- Disabled people are **twice as likely** to be physically inactive as non disabled people

- Over a third of parents in a recent report reported their child had experienced **negative social attitudes** in relation to sport

- 72% of schools in the same report felt that a lack of participation in sport contributed to **social isolation, lack of confidence and reduced life experiences**.

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Play Unified

Play Unified strategy

- Young people are empowered to be the architects of lasting change and community building.
- offers a proven programme that provides CPD to teachers
- equips young people with tools and bespoke leadership training.

This enables all to create inclusive environments in their schools and communities that improve attitudes and behaviours among all young people.

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How we did it

Consulted with YST Youth Board

Led focus groups with young people with ID

Evaluated our delivery in the form of a ‘quiz’ with young people after each event

The findings:

Our youth board needed to be more inclusive- and have pathways in place for all.

Sessions to last no longer than 20 minutes where a ‘buzz break’ would then take place

No workbooks! Polaroid photos to recall activities, and short lanyard inserts with headline info.

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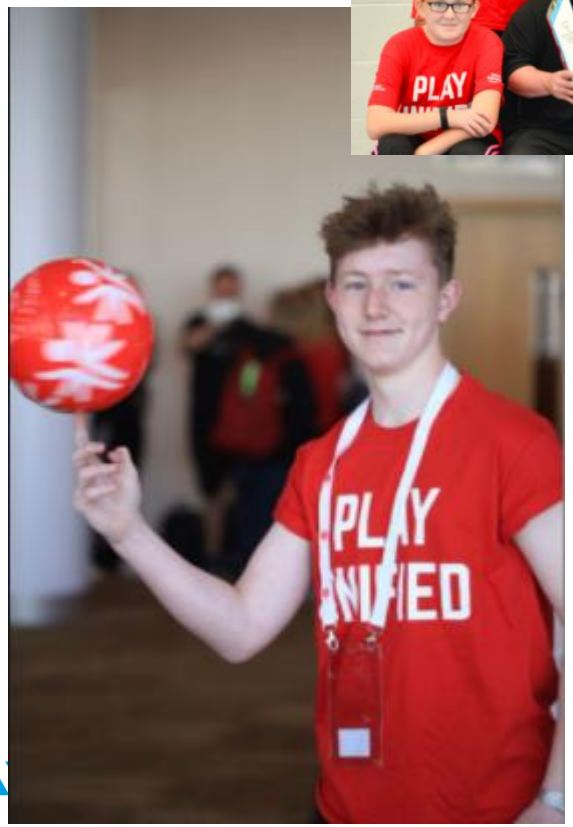
The Special Olympics ball is being used as an invitation to the world to come out and play.



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EDUCATE-MOTIVATE-ACTIVATE

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Impact so far……

MAP OF PLAY UNIFIED / UNIFIED SPORTS REACH

The figures below outline the current reach of both programmes:

- **200 schools** are involved in Play Unified across England, Scotland and Wales.
- The map below shows the geographical spread and proportion of **mainstream vs. special schools.**
- **544 Young Ambassadors** (54% with an intellectual disability) have been trained.
- **200 teachers have been trained** in Play Unified since April 2016.
- **71 schools** are involved in Unified Sports and **873 young people** have competed (50% with an intellectual disability).
- **6 new county competitions** in Unified Sports have also been established.

MAINSTREAM SCHOOLS SPECIAL SCHOOLS

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Impact so far……

- **54%** of Young Ambassadors felt that pupils in their school only sometimes treat each other the same or not at all.
- **30%** of Young Ambassadors only sometimes felt confident in their school or not at all.
- **27%** of Young Ambassadors only sometimes felt that teachers listen to their ideas about clubs and activities or not all.
- **21%** of Young Ambassadors only sometimes felt happy in their school or not at all.

Insight gathered after Young Ambassadors had been involved in Play Unified from the same survey showed:

- **Over 80%** of Young Ambassadors felt that pupils in their school treat each other the same at least some of the time
- **90%** of Young Ambassadors felt confident in their school at least some of the time.
- **93%** of Young Ambassadors felt that teachers listen to their ideas about clubs and activities they would like to do at least some of the time
- **97%** of Young Ambassadors felt happy in their school at least some of the time

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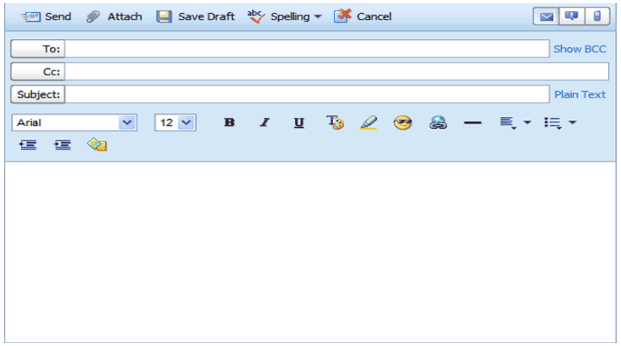
This is how we show we are making a difference !



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