

# Evaluation of Inclusion 2024/25 (March 24 – March 25)



June 2025

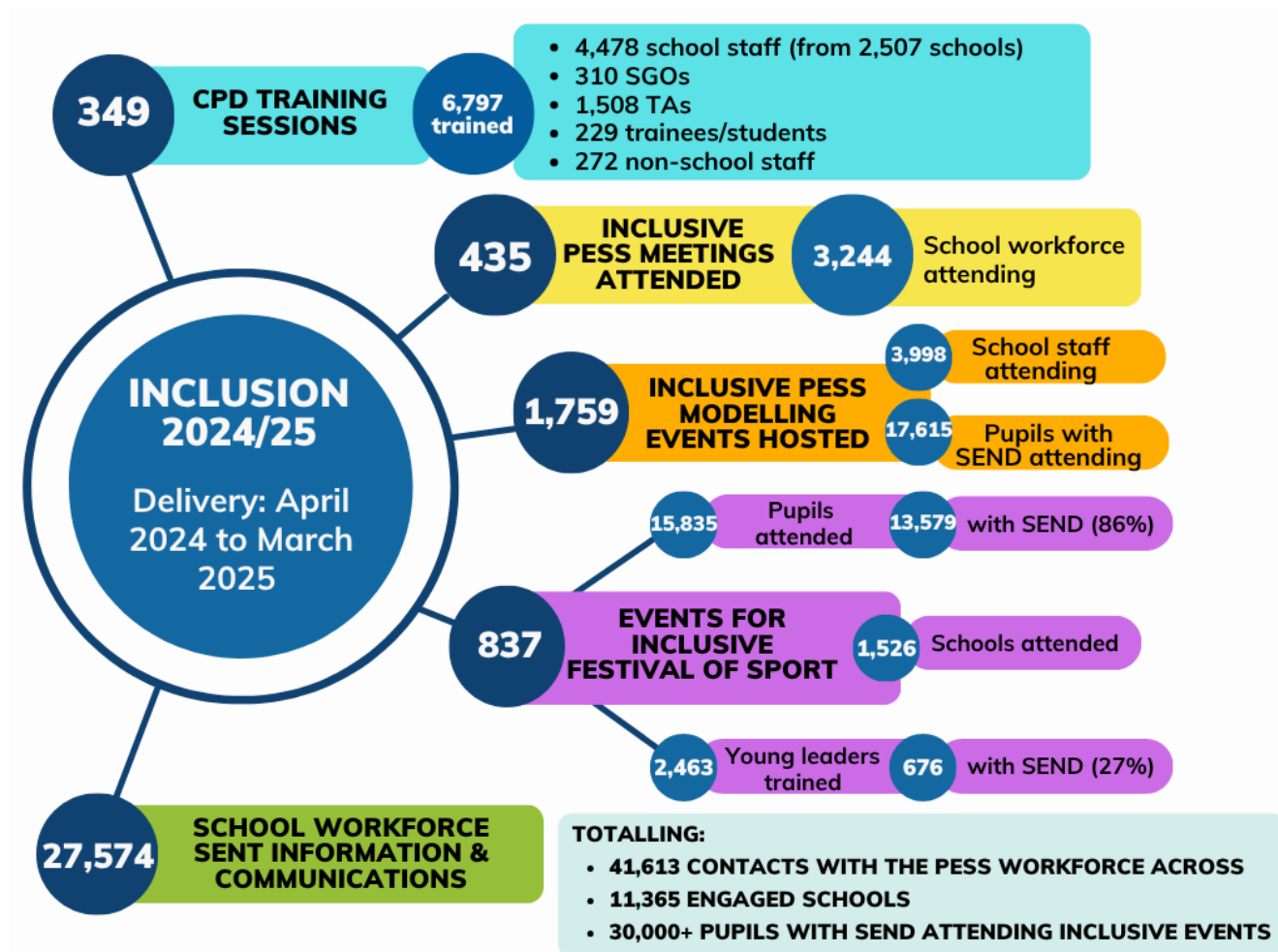
By

**ASK** Research  
Partners

## Summary

Inclusion 2045/25 is led by the Youth Sport Trust and partners and is funded by the Department for Education SEND Inclusion in PE and School Sport grant. It is designed to enhance inclusive PE and school sport (PESS), opportunities for children and young people with Special Educational Needs and Disabilities (SEND). This evaluation covers activity from April 2024 to March 2025.

**Scale and Reach:** 53 Youth Sport Trust Lead Inclusion Schools (LIS) engaged over 11,300 schools and reached 41,000+ staff members across England. Over 30,000 pupils with SEND participated in inclusive events.



**Inclusive Education Hub:** Over 3,600 users are registered, with resources tailored based on an inclusivity self-assessment.

**Inclusive festivals of sport:** 837 events were run with 1526 schools taking part. More than 1,500 pupils trained as leaders—over a quarter with SEND—gaining confidence, teamwork, and communication skills.

**Swimming & Water Safety:** 252 professionals were trained on water safety for pupils with SEND by Swim England. LIS reported improved pupil engagement and confidence of pupils with SEND in and around water from using the Swim England resources and activities. Parents also highly rated water-based sessions local LIS developed for them.

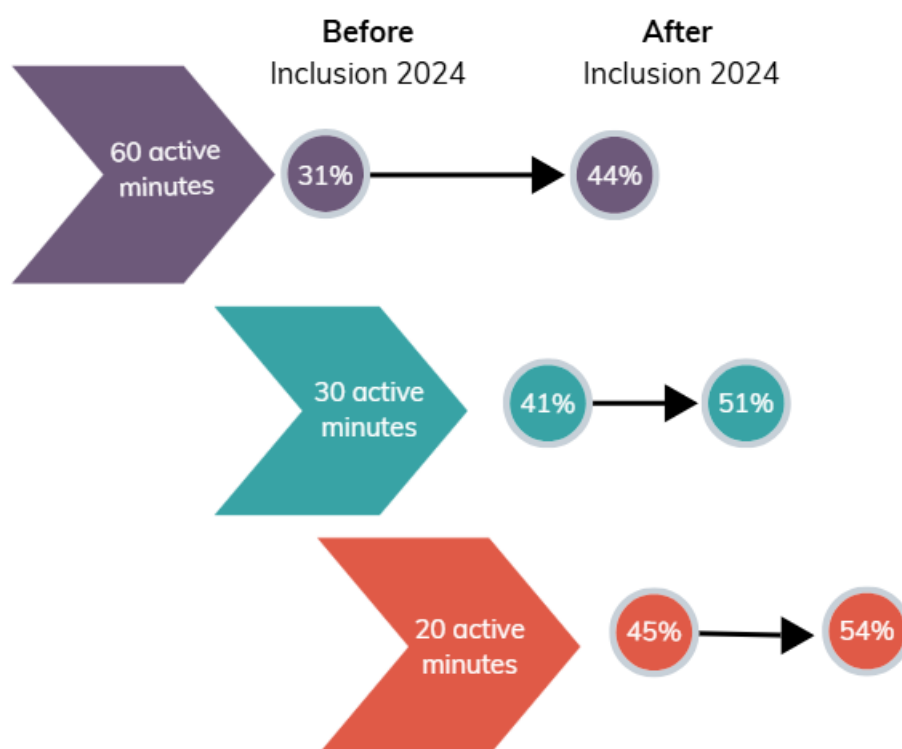
**Teaching Assistant engagement:** 1,508 Teaching Assistants (TAs) were recorded as attending CPD training delivered by LIS. This included attendance at the newly launched TA training modules and training on sensory circuits (37%) were TAs.

**My PB for Alternative Provision (AP):** Supported pupils in alternative provision, helping them build confidence, motivation, and re-engage with learning.

**Programme Effects:** Nine out of ten LIS thought that schools participating in Inclusion 2024/25 had a positive or very positive effect on how physically active pupils with SEND are.

Over the last year partners (who have been supported by LIS) report they have seen an increase in the proportion of pupils with SEND achieving 20, 30 and 60 active minutes a day<sup>1</sup>. They also saw gains in pupils' enjoyment, confidence, and engagement in PE.

**Partner estimates of the % of pupils achieving daily active minutes**



Staff have experienced improved competence, confidence, and inspiration for creative delivery of inclusive PESS.

**Barriers:** Reported issues with delivery of the grant and inclusive PE and school sports were cited as:

- School staff having limited time to attend or engage with training opportunities.
- Transport costs and limited availability.
- TAs can be overlooked for engagement in training.
- Some mainstream staff are unaware that their inclusive offer could be improved or are unfamiliar with the benefits of Inclusion.

<sup>1</sup> Chief Medical officer guidelines suggest children aged 5-18 years with disabilities should aim to participate in 20 minutes physical activity every day. This is 60 minutes for those without any disability. <https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-and-young-people/> Sport England Active Lives report suggests 47.8% of all children achieve that target <https://www.sportengland.org/news-and-inspiration/childrens-activity-levels-remain-stable-significant-and-sustained-action>

- There is difficulty in linking with local SEND representatives, despite increasing interest from these professionals.

**Recommendations:**

- Increase secondary school engagement through targeted support and funding.
- Improve SENCO and TA involvement with clearer guidance on their roles in inclusive PE and school sports and more engagement with the grant.
- Strengthen partnerships with local and regional stakeholders, such as after school sports providers, National Governing Bodies and others promoting and offering physical activity to children and young people.
- Enhance evaluation to better track long-term impact of the grant and the input of the LIS and strengthen partner feedback mechanisms.
- Continue to build on and scale up successful projects like My Personal Best (My PB), Swimming and water safety sessions and the offers being developed by LIS such as family swimming sessions.
- Promote resources more widely to reach new audiences.
- Tackle systemic barriers to schools such as time, transport, and administrative challenges to feed back to DfE on factors limiting the impact of the grant.