



Ability vs Ability Paralympic Education Case Study

Study Name: Leicester and Rutland

Quote

"The BPA resource is one that can support ALL our schools to have a better understanding of the diverse needs of the young people in our schools. It impacts on the knowledge and understanding of physical disability and the many varied ways in which we all learn."

Nicky Collett - PDM Lancaster Partnership

About the Partnerships

What is the context of the combined partnerships?

- Leicestershire and Rutland covers a diverse population in terms of culture and socio-economic well being. The SSPs work closely together and have extended the work of the Jubilee Association (predominantly PMLD schools) and the Special School Sport Federation which has been active for 10 years. The newly formed network group meets during the school day, using PLT release time, to discuss and develop curriculum and OSHL opportunities.
- This group have a whole wealth of experience and knowledge between them and through other programmes e.g. Playground to Podium (Gifted and Talented Disability Register) are making a difference to the lives of young people with disability in main stream schools as well as their own special schools.
- Within Leicestershire and Rutland we have a special school that is a specialist sports college (Ellesmere, MLD school within the Lancaster partnership), a PMLD school that has funding for an SSCo (Ash Field School with specialist status as a special school within the Crown Hills Partnership) and a residential MLD school that has an SSCo (Burleigh Partnership). There are a total of 13 special schools in the county that cover all types of needs e.g. physical /sensory/learning/autism.
- There is also a Hospital School in the city.

The challenge

What was the issue and how was this identified?

- To work together to develop the BPA resource and link it to other disability initiatives.
- BPA resource is excellent, but only a few schools have been able to develop the resource within their curriculum time to support the needs of their students in accessing it.
- Also mainstream schools who wanted to use the pack but needed a lead as to the best way forward. This was identified through discussions with SSCOs and PLTs and at network meetings.
- Like so many good initiatives it is finding the right people in schools to drive a piece of work forward. Past experience has shown how vital it is to be selective when delegating a job.

Meeting the challenge

What we did

- To avoid duplication of material and to manage time best, decision was made to work together and produce a working document to support BPA resource.
- Attended BPA training in Birmingham.



- As a result Leicestershire and Rutland held own BPA awareness day in February 2007.
- Held a workshop to go through contents of BPA pack and discuss how they could be utilised within the schools curriculum. Also provided opportunity to show new YST Disability website – this looks at recognising and developing sporting talent in young disabled people and assists in identification of these young people.
- Day was successful with representatives from SSPs, local community groups, local sports development officers and community sports coaches.
- Relied on those present to disseminate this information to their schools. Schools are aware of the resource but further training and time is needed to ensure that the information is acted upon.
- Through the PE network group (formed to support the Special Schools) a working party was established to look at the resource and develop a 6 week scheme of work with lesson plans, aimed at KS 3 with extensions up and down. Schools have agreed to pilot this.
- Resource to be further developed to include information and activities linked to the Special Olympics. (Leicester have won the bid to host the 2009 games and several pupils from the special schools have represented both the East Midlands and England at National and International competitions.)
- Time to develop resource has been provided through SSPs.
- Attendance at a variety of disability related workshops by PDMs and SSCos (for example, identification and assessment, multi-skill and including young disabled pupils in PE).
- Resource also complemented work undertaken to raise profile of the *Playground to Podium* programme and to raise awareness in schools of young people with disability and promote opportunities available for all students when signposted in the right direction.
- Involvement of other wide range of partners - Community Sports Coaches, CSP staff seeing links with other related projects and the *Inspire to Lead* project headed by EFDS.

Impact

The difference this has made

- Full impact will take few years to show, as schools need to embed schemes of work and lessons into curriculum.
- 80 students have received lessons/information/ relating to disability sport.
- Project has brought 3 experienced teachers together to produce resource that will benefit all our schools saving time for staff already under pressure from other aspects of their work.
- Project has highlighted other resources and support mechanisms available to develop this work further.
- Project has raised awareness of disability issues, player/pathway, G&T performance and how to remove barriers in mainstream and special schools for all students, staff and wider community.
- Increased profile of disability sport, encouraged more students to take part and provided more opportunities to celebrate success.

Why it worked

- Dedication and expertise of staff involved in producing resource.
- Targeting the right staff to introduce the resource into their school and providing any additional support they required. (Most popular area was PSHE)
- Links to ambassadors for sport and disability, young ambassadors and other disability programmes.