



# **Panathlon 2022-2023 Impact Report**

**October 2023**

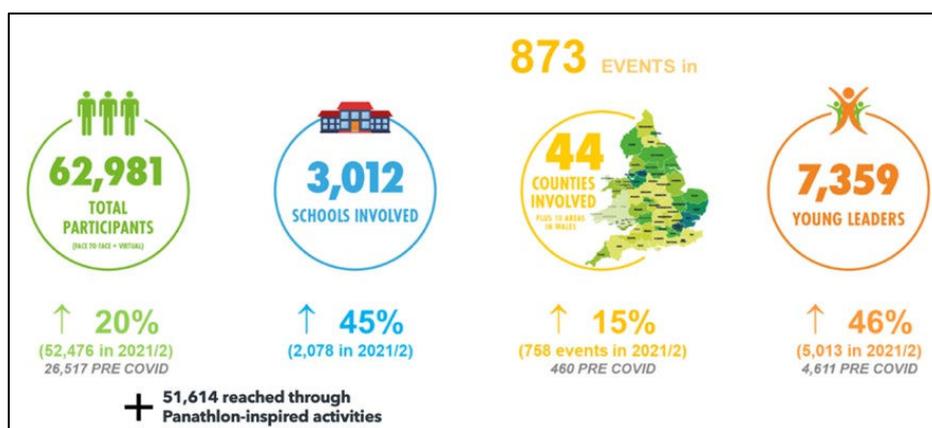
## Executive Summary

This report details the increasing reach of Panathlon – to more schools and more pupils – and the lasting impact on provision of competitive sports for children and young people with disabilities and special needs.

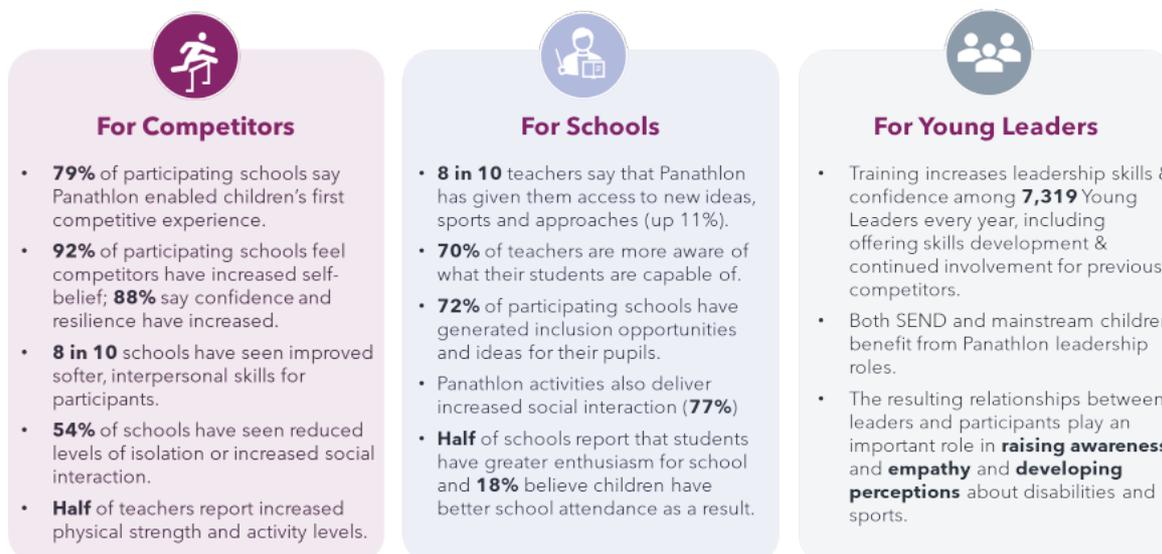
This last year, Panathlon has directly provided **62,981 young people** with disabilities and special educational needs the opportunity to take part in competitive sports - a 20% increase on last year. This combination of face-to-face and in-school 'virtual' activities demonstrates how the pandemic-instigated virtual competition has become integral to the Panathlon offer and has empowered schools to engage more, enhancing what they themselves can offer.

Independent research also indicates that an additional 51,164 additional children have benefitted from Panathlon-inspired activities, with schools making **PE curricula more inclusive; investing in equipment; developing assessment tools; creating leadership roles for SEND children; building new inter-school sports fixtures and opening school facilities to the community**. This ripple-effect shows the work of Panathlon to promote inclusivity in sport will continue to extend to even more pupils in the future.

And this provision to at least **114,145 children and young people** this year is more crucial than ever, given the barriers of cost, resources and local authority support to physical education among children and young people with special needs are increasing, emphasising the lens through which the growing impact of Panathlon should be viewed.



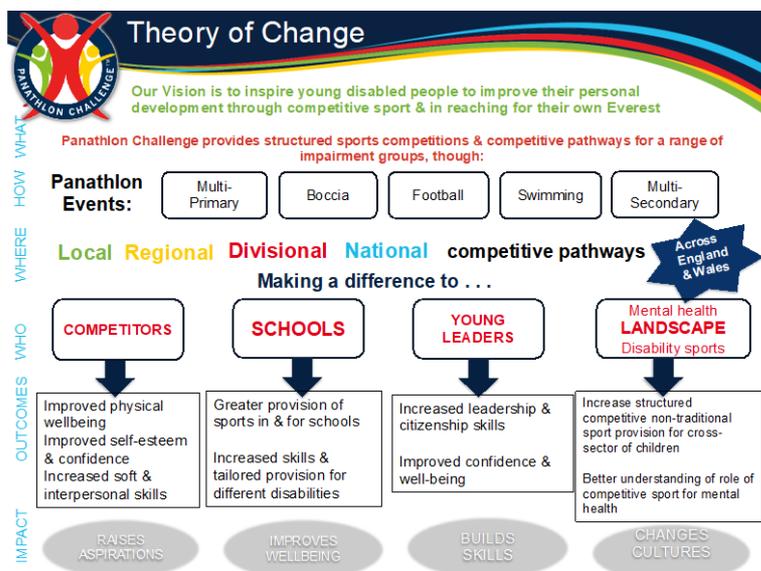
It is not only the number of people supported that has increased. There is now also more evidence of the difference made for **participants** by increasing physical activity, self-esteem and social interaction; for **schools** reporting increased attendance & enthusiasm for school, and teachers more able to support sport, with new skills, ideas and resources; and for **young leaders**, enhanced leadership skills and empathy.



## Impact Assessment & Research Approach

Bean Research has supported Panathlon since 2019 to create a structured approach to its evidence base in order to assess and report the difference it makes. This work included creating a Theory of Change, developing an Impact Evaluation Framework, and helping the organisation systematically collect and report on resulting data.

The Theory of Change approach allows consistency in vision, aims and outcomes across the multiple events and sports being created and offered across the UK. As Panathlon has grown, this structure ensures consistency of purpose and in measuring outcomes.

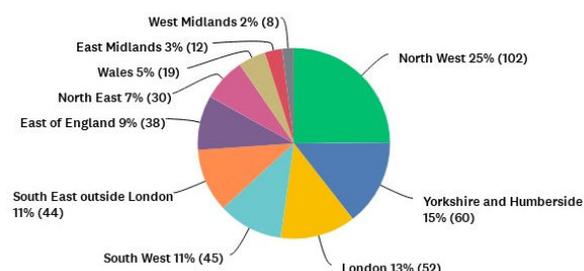


This year, the evaluation has included the following independent research:

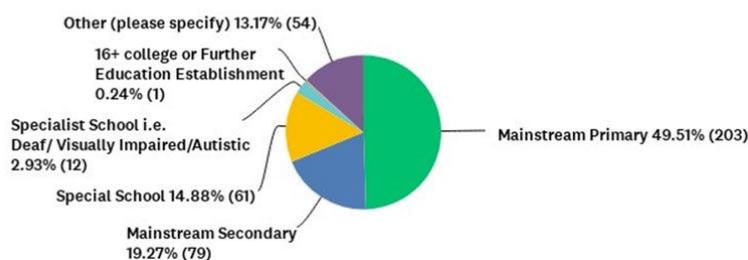
- Quantitative survey among 412 teachers, July 2023.
- Desk research on current context in June 2023.
- 7 in-depth interviews with teachers at participating schools, June 2023.
- Review of Panathlon-published case studies from the past academic year.

The respondent profile for the teachers' survey shows that 69% of respondents represent mainstream Primary and Secondary schools. Special, Specialist Schools plus School Games Organisers comprise the remainder. This is an increase in mainstream respondents from the previous survey where Special and Specialist schools were represented by half the respondents. There is a spread of responses from across the UK, with some focus on the North West, Yorkshire & Humberside, London, South West and South East of England, which together make up 75% of responses.

### Location



### School Classification



Based on the above Theory of Change, the following report details the difference made to Competitors, Schools, Young Leaders and the Inclusion Landscape.

## The Growing Importance of Panathlon: Some Context

Physical activity remains recognised as an essential part of healthy development for all young people, with recent studies reiterating its importance. In fact, the approximately 1.5 billion people worldwide with physical, mental or intellectual disabilities are reported to be less likely to meet physical activity guidelines and are at higher risk of serious health problems related to inactivity than people without disabilities ([Lancet, 2021](#))<sup>1</sup>.

The [Physical Activity Guidelines for Disabled Children and Disabled Young People](#)<sup>2</sup> recommended 120 - 180 minutes of physical activity per week. Yet [Sport England's Active Lives](#)<sup>3</sup> data shows that twice as many people with disabilities were inactive compared to people without disabilities individuals.

The education-related benefits of physical activity are also well-documented for young people, with evidence that engaging in sports and physical activities can foster essential skills in youth, including teamwork, resilience, self-discipline, accountability, social cooperation, and self-confidence (Coalter et al. 2020)<sup>4</sup>. Additionally, involvement in school sports has a positive impact on students' sense of belonging (Jones et al. 2020)<sup>5</sup> and can also boost young people's confidence in social interactions (DfE & IPR, 2019)<sup>6</sup>.

However, there are increasing barriers to participation, including:

- i. **Implications of Cost of Living.** Schools are facing funding crises whilst more families than ever are struggling financially. The number of pupils eligible for free school meals has surged to over 2 million or 23.8%. According to the latest [Annual Disability and Activity Survey 2022-2023](#)<sup>7</sup>, 4 in 10 report that the cost-of-living crisis has affected their activity levels, compared to 3 in 10 people without disabilities.
- ii. **Negative attitudes:** Activity Alliance also suggests young people aged 11-16 with disabilities or long-term health conditions are less likely to have positive attitudes towards physical activity, which can affect their physical literacy.<sup>8</sup>
- iii. **Reduced School Games Organisers (SGOs) provision.** As Panathlon's growth demonstrates, this 450-strong network of professionals plays an important role. However, in the last 12 months, several councils have recently significantly reduced or completely eliminated SGO positions. The [Youth Sport Trust](#)<sup>8</sup> report a 20% turnover % during this academic year, with 14% of the network at risk of being made redundant.
- iv. **Lack of resources.** According to Sport Wales's 2022 School survey<sup>9</sup>, nearly half of teachers reported not having the necessary equipment to include disabled pupils or Additional Learning Needs. And 27% parents and carers across the UK are reporting difficulties in affording sports kits in the past year, according to The Children's Society.<sup>10</sup>

**The enormous benefits of physical activity in the face of the gaps between demand, requirement and participation among children and young people with special needs provide the context against which the growing impact of Panathlon should be viewed.**

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<sup>1</sup> Participation of people living with disabilities in physical activity: a global perspective. Lancet 2021

<sup>2</sup> UK Chief Medical Officers' physical activity guidelines for disabled children and disabled young people, 2022

<sup>3</sup> Active Lives Children and Young People Survey 2021-22. Published December 2022. Sport England.

<sup>4</sup> Coalter, F., Theeboom, M. & Truyens, J. (2020). Developing a programme theory for sport and employability programmes for NEETs. *International Journal of Sport Policy and Politics*, 12(4), 679-697.

<sup>5</sup> Is "school sport" associated with school belongingness? Testing influence of school sport policy. Jones 2020.

<sup>6</sup> Active for Employment: Enhancing employability through sport and physical activity participation, Dr Haydn Morgan, Dr Anthony Bush, Dr Harry Bowles, University of Bath

<sup>7</sup> Annual Disability and Activity Survey 2022-23. Activity Alliance.

<sup>8</sup> School Games Organisers Insight Report(2023). Youth Sport Trust Research and Insight Team

<sup>9</sup> SCHOOL SPORT SURVEY. State of the Nation. Sport Wales 2022-23

<sup>10</sup> The Good Childhood Report 2022, 22 September 2022

## Panathlon Delivery 2022-23

This report covers the academic year September 2022 to July 2023. This represents a year in which a full recovery to the competitive pathway was made, following the pandemic which fundamentally changed the shape of Panathlon activities. **And indeed, research by Bean this year also shows how pandemic-instigated virtual competition in-school has become integral to the Panathlon offer and has empowered schools to increase reach and depth of engagement that they themselves can offer.**

There have been 2 Panathlon pathways for engagement:

- Panathlon's competitive pathway, which begins with local events, leading to county and regional finals for both primary and secondary pupils.
- In-school or 'virtual' events, empower schools to run their own Panathlon competitions safely on-site.



These pathways include a wide variety of sporting opportunities. **3,012** schools have participated in diverse Panathlon activities from the multi-skills events to swimming, 10-pin bowling, football, boccia and specially adapted sports days.

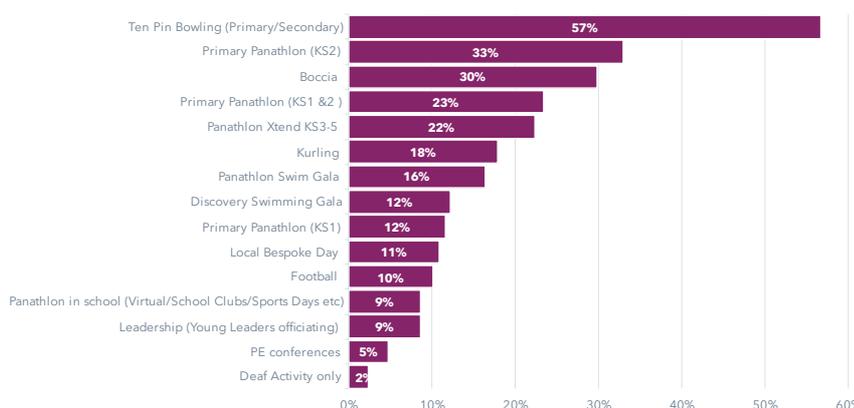
**873** Panathlon-run events involved 44 English Counties and 10 areas in Wales. There has been an expansion of delivery in areas of social deprivation and geographical isolation (such as Withernsea in Humberside, Rossendale and Morecambe in Lancashire, Calderdale in West Yorkshire, parts of Cumbria, North Wales and South Wales) where sporting opportunities for children with SEND are even more limited.



This year also saw the formation of partnerships with Multi-Academy Trusts (such as the Co-Op Academies Trust in Greater Manchester, West Yorkshire, Staffordshire and Merseyside; the Greenwood Academies Trust in the East Midlands and schools with Inclusion Quality Mark (IQM) status). This allowed multiple schools to compete at a central event.

Survey data shows reported reach of events for schools: 57% participate in Ten Pin Bowling, 1 in 3 in a Primary Panathlon Event, 30% in Boccia.

### Panathlon Activities in 2022-23

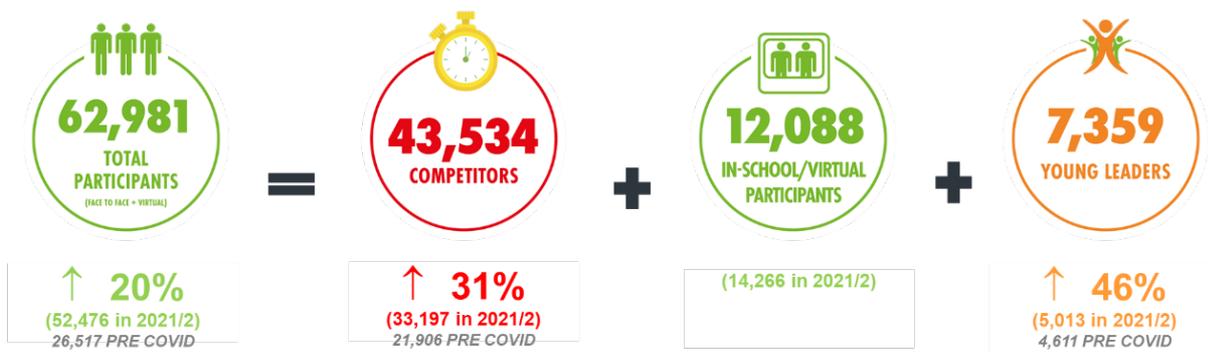


16 Source: Panathlon Impact Survey 2023, 386 responses

60% of schools surveyed described other sports initiatives that they had access to for their SEN/ALN students (outside of Panathlon), the most common of which are SEN partnership events (16%), tabletop cricket (12%), football and boccia (both 11%).

## Panathlon Reach 2022-23

There has been significant growth for Panathlon this year to **62,981** recorded participants, up **a fifth** on last year and **149%** on the year pre covid. This figure includes **43,534** competitors with disabilities and special needs (SEND) at **873** sporting events across 44 counties, almost doubling the number of events in the year pre covid. Another **12,088** were SEND participants at in-school or virtual activities. **7,359** young leaders supported the competitors, up **46%** from the previous year. **3,012** schools participated this year, an annual increase of **45%**.

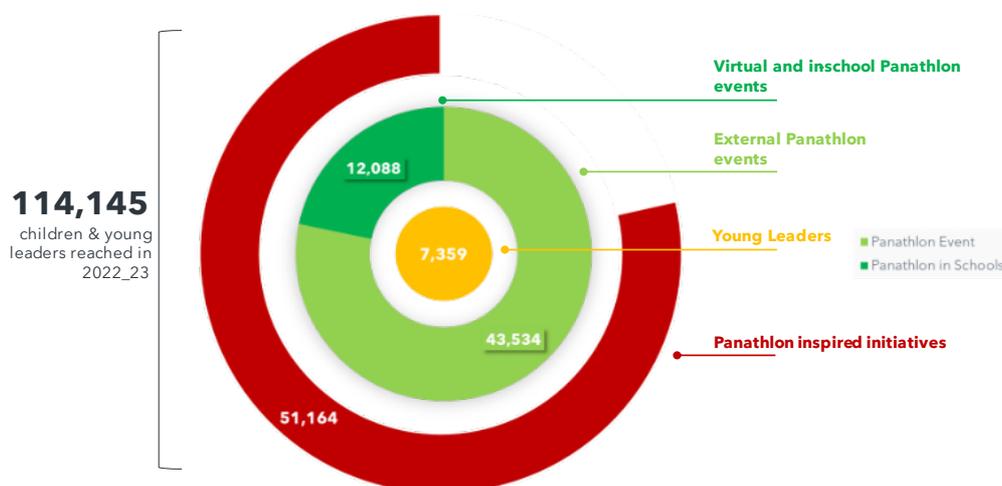


In addition to this growth of Panathlon recorded numbers, research shows that Panathlon continues to enable teachers and schools to further increase the number of children they have the skills and resources to include in sports, because of the school's involvement with Panathlon. This **additional reach** reflects access to sporting provision within schools for children who are benefitting from Panathlon inspired games, PE lessons, after school clubs, teacher assessments and sporting equipment that schools can now offer to more pupils but are in addition to the counted reach of Panathlon through in-school or virtual events.

This year, analysis undertaken by Bean Research shows that an estimated **51,164 additional children** have had access to inclusive sports provision, led by the schools, as the ripple effect widens the impact of the core Panathlon activities. Therefore, in the 2022-23 Academic Year, Panathlon has reached at least **114,145** children and young people, while also increasing the depth of impact on schools, pupils and the wider community.

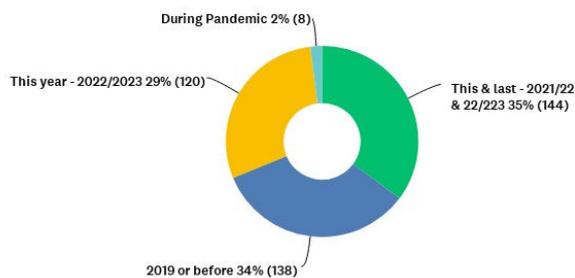
## Reach in 2022-23

Estimated total reach in the past academic year of at least 114,145 children and young leaders



Further data from the teachers' survey provides supportive evidence of this significant growth.

Q4 How long has your school been taking part in Panathlon events?



There are strong increases in participation and involvement by schools and pupils. Of the schools surveyed, 29% are new to Panathlon, 35% have participated in the past two years and 34% have been involved from 2019 or before. **This shows that Panathlon is not only building and maintaining long term relationships with schools, but also growing its reach into new schools.**

The following figures also demonstrate both increased reach across schools and greater breadth and depth of reach within schools.

**73%** say SEN children's participation in inclusive sports has increased, while **64%** report increased participation in SEN-only children's competitive sports. And, **60%** have a greater ability to take part in Panathlon external events and **just over half** have increased their school's involvement in Inter-School competitions for SEN children. Panathlon's programmes and ripple effects are reaching more pupils than ever, in contrast with the more negative contextual picture where barriers to physical education are growing, and disproportionately for those children with disabilities and SEND.

Furthermore, there is a strong appetite for increased participation. Of the teachers surveyed, **3 in 4** hope to participate on a more on-going basis, **59%** would like more access to competition (above average in North East, South East, London, Yorkshire & Humberside) and **half** would like resources to enable them to provide more inclusive access internally (above average in London, South East, South West and West Midlands). In addition, **68%** would like some bespoke local opportunities in the future, particularly in the North East, North West, London, Yorkshire & Humberside.

This continued interest and desire to increase participation levels is consistent with the research findings that show Panathlon's impact on schools and participants is as positive, if not stronger, than ever before. Panathlon continues to make a positive and improving impact, amongst more schools, competitors and young people. The rest of this report investigates the impact and outcomes, through the lens of the Impact Framework.

## Positive Impact on Competitors

The continued positive difference Panathlon is making on the individual participants is recognised by teachers and made all the more important by the context of growing barriers to physical education.

**98%** of teachers involved say that the opportunity for competitive sport that Panathlon offers is important for their students' development. This development is physical, emotional and mental, as evidenced by both quantitative data and the stories from teachers. In addition to improved physical wellbeing and increased participation in sport, teachers believe that Panathlon competitors have grown in **self-belief** and **pride (92%)**, **confidence** and **resilience (88%)** and **interpersonal skills** (82%).

*"These events have a massive holistic impact on the pupils which is evident post event when we return to school. Friendships, intrinsic motivations, enjoyment in PE, enjoyment in activities, socialising, interactions, exposure to different activities, interactions with young leaders, receiving a medal, returning to school and their peers acknowledging their efforts for representing their school, all of these are so important to the pupils school lives. Thank you Panathlon!"*

SGO, Mainstream Primary School, London

*"Children look forward to Panathlon and sharing their experiences with others. [They] have increased self-confidence and self-belief. Participants who normally avoid crowded spaces and loud noises have been wanting to attend assembly so they can be celebrated in front of the rest of the school."* Teacher, Mainstream Primary School

### Improved Self-esteem & Confidence

**92%**

Increased self-belief/ pride in themselves

### Improved Soft & Interpersonal Skills

**82%**

Increased interpersonal, teamworking or leadership skills

### Improved Physical Wellbeing

**50%**

Increased physical strength & activity levels

**88%**

Increased confidence or resilience

**54%**

Reduced isolation or increased socialisation opportunities

Source: Panathlon Impact Survey 2023, 352 responses

## Improved Self-esteem and Confidence

The most cited benefit of Panathlon participation is the increased confidence and self-belief developed by participants as a result. Amongst surveyed teachers, **92%** believe increased self-belief/ pride in themselves is the impact on pupils social and personal development. Similarly, increased confidence or resilience has been seen by **88%** of teachers in their students as a result. Numerous quotes and discussion with teachers further highlight this finding.

*"Panathlon has allowed pupils to be 'seen during sports activities' they may have not be chosen for mainstream competitions due to needs etc. Pupils absolutely thrive in this events, their faces light up. It really has a huge impact on self-belief and self-confidence."* Abby Wiggans, Local SGO, Mainstream Secondary School

*"The children are able to participate in activities that they may have deemed challenging but in the environment with the adaptations and support have experienced success and gained enjoyment from others supporting and cheering from them. They have returned to school with a medal and this has significantly impacted their self-belief and growth*

*mindset which is something that we remind them of when they experience any difficulties."* Hannah Smith, Teacher Mainstream Primary, South East

*"Panathlon gives children confidence to compete and that is an opportunity that isn't often provided in my experience. Panathlon staff are very knowledgeable and welcoming towards the children too which gives them a sense of self-belief and achievement."* School Support Service, Yorkshire & Humberside

*"Seeing the pupils with the extra needs increase in confidence in just the second activity has been remarkable."* Teacher, Mainstream Primary School

## Increased Soft and Interpersonal Skills

Panathlon opens opportunities for pupils to compete, lead and socialise, which for many are otherwise missing from their school experience. Competitors are developing skills to build relationships with peers and adults and are feeling more valued as part of the school and wider community.

Increased **interpersonal, teamworking or leadership skills** for both competitors and young leaders have been observed by 82% of teachers, all of which are important to SEND and mainstream pupils in preparation for life outside of school.

*"The pupils on return to school couldn't wait to tell their peers about their day and to watch the social interaction occurring was a pleasure."* Teacher, Mainstream Primary, Wales

*"It gives the children an opportunity to compete against other schools as well as their peers. More social interaction, better communication skills, helped with their patience and tolerance."* Helen Ledwich, Active Surrey, Partner

For more than half the participants, Panathlon continues to **reduce isolation and increase socialisation**, not only within schools but in meeting and building relationships with peers from other schools and being exposed to similarly abled leaders, role models and competitors.

*"Panathlon's about building relationships with other schools and other children as well. And it's brilliant. And now it's like, "Oh Michael, give me a high-five." "Oh, it's Ben from St. Joseph" or "It's Helen Ledwich - Sarah from xyz". It is helping children form these relationships."*  
Abby Beatty, Teacher, Little Levers

*"The Panathlon leader is an amazing deaf role model. Our students are sometimes isolated within their mainstream settings and don't see other students with hearing loss very often. It is empowering for them to be in the majority rather than the minority."* Sarah Elms, Specialist Support Service

## A Valued Part of the Community

Panathlon has helped children to feel part of their community and develop a sense of belonging by offering opportunities:

- to participate comfortably in their school's PE curriculum
- to be included in a sports team
- to be celebrated by the school and their peers for visible success as they return with medals, certificates and trophies
- to be respected by mainstream students for their expertise in Panathlon sports

**2 in 3** teachers believe that Panathlon has delivered a feeling of **being heard or valued** in the school community.

*"SEND children feel more valued and included. They have a more I can attitude."* Tina Patel, Mainstream Primary, London

*"Whether they've come first, second, third, fourth, or come eighth. That feeling of belonging somewhere and wanting to be successful and*

*enjoying themselves and having fun is second to none." Andrew Deacon, The Ashley School  
You give them a sense of belonging and they are able to achieve the best that they can be. Thank you for all your support Panathlon" Suzy King,  
Special School, South East*

*"Every participant goes home with a medal and certificate. This gives the pupils a feel of worth and something to show their peers and family. For the pupils I deal with this is their first chance to compete or play in activities out of school."  
Teacher, mainstream, Secondary, North West*

Panathlon also continues to play an important part in helping pupils recover from the negative impact of the pandemic.

*"They lost friendships, they lost their social time. And that way it was really nice to see children who were a little bit scared about coming back after the pandemic and seeing them grow in confidence again. And I think that was down to the sport and having the competitive element, having the team around them, having the adults who were interacting with them."  
Abby Beatty, Teacher, Little Levers*

## Improved Physical Wellbeing

**76%** believe that the competitors develop sports skills & knowledge because of participating, while **half** the teachers surveyed say pupils developed increased physical strength and activity levels because of participating in Panathlon activities. On a more fundamental level for some, Panathlon has delivered a sporting agenda which has transformed children's desire to participate in physical activity in school, as illustrated in the case study below. In light of the recommendation that disabled children participate in at least 30 minutes of physical activity per day, these are important outcomes from the Panathlon initiatives.

### **Case Study: Changing Children's Attitudes to & Participation in PE at Doucecroft School**

At a school which caters for students with autism, many students have had negative experiences with physical education (PE) in mainstream schools.

**"A lot of them who come to Doucecroft absolutely hate PE."**

And teachers didn't have the skills, resources or confidence to take the pupils to sporting events.

*"And going out and doing activities and doing competitions was always, "No, no, no. People with autism? No. No." When I first started taking them to the Panathlon, everyone thought I was crazy."*

The reality of Panathlon for Doucecroft has been profoundly positive. Andrea Griffiths, the sports coach and outdoor coordinator has worked at the school for over 22 years and has seen enormous changes as a result of the school's seven-year relationship with Panathlon.

Panathlon have worked with the school to provide bespoke sports experiences, adapted to suit the needs of the children. This has ranged from small details, like not using whistles at a competition; to bringing Panathlon events into the school for those children not able to cope with an external event; to creating interschool football tournaments at Doucecroft to response to pupils' requests. As a result of this person-centred approach, children have not only taken part in sports and PE but have

completely changed their relationship with this type of physical activity, empowering them to participate in other events as well.

Parents describe how astonished they are to see their children taking part in competitive sport.

*"Parents come to the events with us to see their children compete. They're in tears because they say they never ever, ever would think it was possible.. They said they just would never, ever, think that this would happen, their children even in PE kit participating, sitting there waiting to see if they win or lose. And because of the Panathlon, it means that we can take them to other events now."*

Panathlon has also influenced how PE is taught at the school; the school also uses Panathlon activities to help new students integrate into PE classes, and staff now understand how important PE is to the children.

The school is now able to hold its own Sports Day, with the format resembling Panathlon events, emphasising teamwork, inclusivity, and a non-competitive environment.

*"We never had a sports day before. And one day I thought, "Well, if we can do the Panathlon, why can't we do sports day?"*

Panathlon has successfully transformed the relationships the children at Doucecroft School have with PE and physical activity.

*Source: Depth Interview, Andrea Griffiths, June 2023*

## Impact on Schools

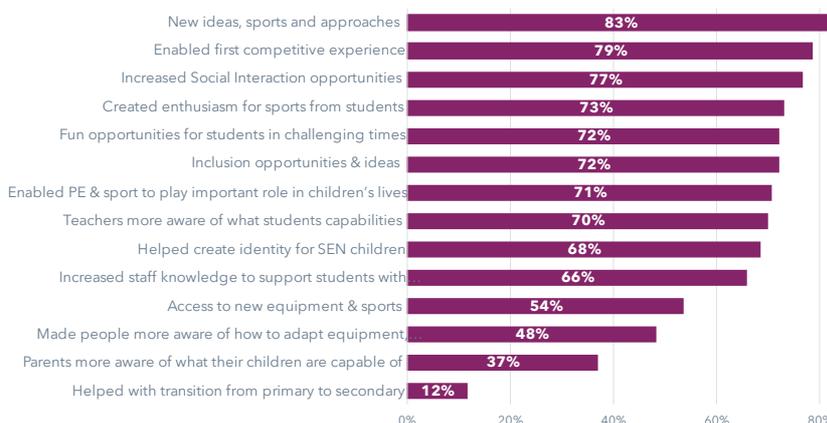
Schools and their teachers engage with Panathlon primarily and directly through face-to-face participation in external Panathlon events and via virtual or in-school activities and events with Panathlon.

**97%** of teachers surveyed say Panathlon, overall, creates a positive impact on the school, this stems from a broad range of benefits of participation. As detailed below, analysis by Bean Research shows these benefits include new ideas, sports and approaches; opportunities for competitive and social experiences and increasing the positive impact of sports in school life.

*"Panathlon has completely changed the way we teach sport in our school. It's given everybody an opportunity to be a winner. Inspired by Panathlon, we have invested in a lot of equipment and used it to set up a sports leadership programme. Those pupils have become role models at our school."* Nikki Goldthorpe, Parkinson Lane's primary PE specialist

**Q13. In which of these ways, do you feel schools, teachers, and associated people have benefited from as a result of involvement with Panathlon? Please tick all that are applicable.**

### Impact on Schools and Teachers



13 Source: Panathlon Impact Survey 2023, 359 responses

## Greater Provision of Sports in and for Schools

Panathlon has increased and improved the provision of inclusive sports by providing both the physical resources and events and by enabling more teachers to support sports within schools. In addition to **54%** of teachers report that Panathlon has given physical access to new equipment and sports for their schools (up 11%), almost **half** of teachers are more aware this year of how to adapt equipment, space and facilities to increase inclusion and access to all with the resources they already have to hand.

More the **8 in 10** teachers say that Panathlon has given them access to new ideas, sports and approaches to use while in school, up 11% on last year. Teachers also say that Panathlon activities deliver increased social interaction opportunities (**77%**) as well as fun opportunities for students in challenging times (**72%**), both of which have been important in the post-COVID world, when isolation has affected the disabled population disproportionately.

*"Panathlon has become the platform and provider from which SEND students have access to physical activity, competition, social engagement, fun and recognition. Panathlon is synonymous with the ideals of inclusivity."*

TS, Teacher, Mainstream Secondary, London

## Increased Skills and Tailored Provision for Different Disabilities

One of the challenges faced by Panathlon in providing sports to disabled and SEND children is the vast range of abilities to cater to in developing events and sports that are inclusive. Bean's research shows that Panathlon has successfully created access to sports but has also increased the awareness and skills of teachers, leaving a legacy of expertise within schools.

*"Fun, fully inclusive, well organised and delivered, fully flexible to the needs of our pupils."* Jo Hedley, North West, Specialist School

*"The activities we took part in at the event in Durham were well differentiated for our pupils and allowed them to engage at their own level and achieve regardless of their own needs."* Alisdair Wilson, North East, Special School

**71%** of teachers agree that Panathlon has enabled PE and sport to play an important role in children's lives, through their tailored events and activities. Importantly, **79%** say that Panathlon has enabled a first competitive experience, something schools have not been able to offer disabled or SEND students in the past.

*"It lets our children with SEND shine in competitive sports and achieve at their level. Our parents LOVE that we have a route for competitive sports for children who would not normally excel in this area. When our children come back from an event with a medal around their neck looking so proud of themselves, it makes my heart sing!"*  
Emma Monaghan, North East, Mainstream Primary School

With **70%** of teachers more aware of what students are capable of, Panathlon has opened up greater possibilities for inclusion in school sports and equipped teachers with a more expansive view of the children they work with.

*"The Panathlon events have helped teachers to understand that sport IS for all and should be accessible for all regardless of ability."* Andy Felton, East of England, Mainstream Primary.

**As a result of Panathlon, 2 in 3 teachers report increased staff knowledge to support students with disabilities taking part in sports**, up 44% on last year.

## Making a Difference to Young Leaders



↑ 46%  
(5,013 in 2021/2)  
4,611 PRE COVID

**7,359** Young Leaders have been involved in the successful delivery of Panathlon this year, a growth of **46%** (2,346 individuals). As reported in the 2021 report, not only have these young leaders contributed to the positive experience of the competitors, **they have themselves benefitted from their role, building self-esteem, leadership skills, awareness and empathy.** These outcomes continue this year.

*"As a mainstream school, we have been able to host competitions with sports leaders organising the event. Lots of our more able children get to experience our SEND children excelling at sport. Empathy is one of our school values and this is one way that our children get to experience others' challenges. Many of our SEND children also aspire to be sports leaders and do a fabulous job given the opportunity."*

*"Our partnership with Panathlon gives Brunel students an exciting opportunity to understand inclusion through participation in sport."*

*"Mainstream students who act as leaders in Panathlon events gain self-esteem, learn about inclusion, and develop personal and life skills. It helps them understand and adapt activities for individuals with additional needs."*



### Gillas Lane Academy: Making a Comprehensive Difference

*"Our parents LOVE that we have a route for competitive sports for children who would not normally excel in this area."*  
Emma Monaghan - Head Teacher

This mainstream school serves a deprived area of Sunderland (73% free school meals vs. national average of 21%) and 1 in 3 pupils have special educational needs. *"We know that our children have a lot more barriers to overcome to reach their potential than most."*

The school has been involved in Panathlon for 5 years and the difference is clear. In addition to providing a suite of resources, Panathlon has empowered the school to improve its sports curriculum through professional development opportunities for the Higher-Level Teaching Assistant (HLTA), who in turn has embedded inclusivity in sports into the DNA of the school, by creating adapted and inclusive PE lessons and sharing this know-how with other staff.

*"They come back to school and they just feel six feet tall. They've had a great day competing with children who are like them and they carve out their own little place in the world. They've got that sense of identity from being part of the Panathlon team and coming back with trophies, with medals, with t-shirts, feeling like winners."*

Mainstream students now also have a different experience of sports, who are taught by their SEND peers.

*"It means that our Panathlon children can then be the experts at lunchtime teaching other children in school. They're much better than our other kids who haven't played boccia before. So again, they get a chance to feel good about themselves and to share their learning with other children."*



One of the key elements to the success of Panathlon at Gillas Lane has been the involvement of Senior Leaders. In the experience of Emma Monaghan, participation in Panathlon needs to be a top-down approach to ensure its effectiveness.

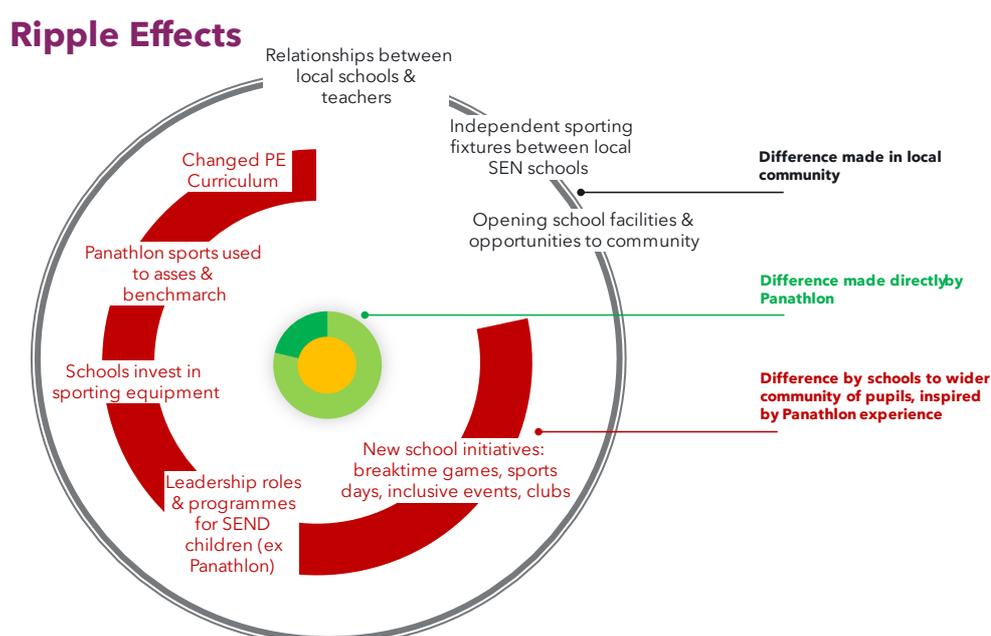
*"Your senior leaders need to be on board. If Panathlon are relying on a PE lead to push this, it's not enough. You need to have senior leaders on board who can see the value and the impact it's going to make for their children. Panathlon was part of our school development plan and we reported back to governors on its success. And if it's led from the top, it is going to be a success. If you're relying on a peer lead, it mightn't be as successful."*

At Gillas Lane School Academy, the programme has provided opportunities for empowerment, inclusivity, and skills development for both pupils and teachers, ultimately benefiting the entire school community.

Sources: Depth Interview, Emma Monaghan, June 2023 & Teachers' Survey July 2023

## Panathlon Generates Ripples of Impact

As described in the 2021 Impact report, the Panathlon concept, teacher training and resources provided have always enabled schools to further deliver inclusive sporting access and participation in school (estimated at an additional 51,164 pupils, detailed in the section on Reach). **As such, schools are not only equipped to support current students into greater levels of physical activity but are supported to generate a culture of inclusivity, a wealth of experience and a pool of skills which continue to shape the provision for children and communities in the future.** These ripples of impact increase the breadth and depth of the difference made by Panathlon, beyond its direct involvement with schools. **As a result, the work of Panathlon to promote inclusivity in sport reaches more pupils now and into the future.**



Schools have used the Panathlon experience and assets to **change the PE curriculum to be more inclusive; motivate for investment in more sports equipment; assess children’s abilities and benchmark their development; create leadership roles and programmes for SEND children, outside of Panathlon; initiate additional inter-school sporting fixtures and open school facilities and opportunities to the community.**

*"We have a six-week session at the beginning of every term. It gives us a good insight to where each child is in terms of confidence, ability and stamina. We set it up like a Panathlon, they go round in groups, we give them a chance to be captain and the children can intervene to make the activities easier or more challenging, depending on their needs."*

Carol, PE coordinator, St Martin’s and St Mary’s Primary



### Case Study: Ripples of Impact into Little Lever’s wider community.

In their fifth year of participation, Panathlon is an integral part of Little Lever School for SEND and mainstream pupils. In addition to the benefits of participation for the school and the children, Little Lever has created deeper relationships with local primary schools and the local community because of Panathlon. The school now plays a role in championing activities for SEND children in the local area.

Working with Panathlon, the school introduces children in feeder primary schools to Panathlon games. In addition, Little Lever has created head boy and head girl roles within the SEN sports team. They lead sessions with SEN children in primary schools, increasing familiarity, and socialisation and smoothing the transition to senior school. The school also hires out their sports facilities to the local community and aims to create a weekly event open to the community. *Source: Depth interview, Abby Beatty, June 2023*