**Schools Inclusive Health Check Questions**

Top tip: Apply the broader inclusive principles that are highlighted throughout the Inclusive Health Check across all your competitions (considering specialist populations such as young people with SEND, BAME, Girls, Faith groups, children who are eligible for Pupil Premium)

**Section 1: GENERAL**

1. What is the Job title/ role of the person completing this IHC?
2. What is the one action you have taken from your last IHC that has improved inclusive provision in your school?

**Section 2: STRATEGIC DIRECTION**

1. What equality provision has support from the SMT at your school, and you regularly report on the impact of this?
2. You have a named lead/ contact who is responsible for equality in physical education and school sport, including the School Games
3. You work successfully with the SENCo (and other senior leaders) to understand the needs of each young person in your school, and if so, they take an active role in helping you plan physical activity, extracurricular activity, and School Games activity for all young people.
4. You reflect critically upon the impact of your School Games offer to support the continuous improvement of your practice to ensure it is fit for purpose.
5. You plan for visits by the SGO, Active Partnership, and YST Lead Inclusion School to share your knowledge and learn from theirs to broaden your understanding of inclusion.

**Section 3: EQUALITY PRINCIPLES**

1. Young people feel comfortable and safe expressing how they feel about the provision offered and can offer suggestions which we listen to
2. Representative role models are utilised when promoting the importance of physical activity and sport within the School Games
3. Success, no matter how small, is equally celebrated in a fair and balanced way
4. The emphasis of competition is on fun, enjoyment, and positive experiences.
5. Different young people are able to engage in activity which is informal and fun at different levels.

**Section 4: Intersectionality**

1. Many organisations group inactive audiences by standard demographics which lead to assumptions about behaviours, motivations, and barriers. We are aware of this and use a person-centred approach to planning.

**Section 5: LGBTQ**

1. We provide non-gender-specific activity which makes everyone feel safe.
2. Young people are allowed/ encouraged to choose what clothing to wear for activities to ensure they feel comfortable, safe, and engaged.
3. Changing and toilet facilities are non-binary, making everyone feel comfortable and safe.
4. When referring to young people, we use the name they are comfortable with or other language such as us/ they rather than gender-specific (e.g., boys/ girls)
5. Young people feel comfortable being open, if they choose to, about who they are (inclusive of sexual preference) when involved in physical activity.

**Section 6: Ethnic Minority**

1. Activity choice is built with an understanding of different cultures and beliefs.
2. We use insight to inform how we deliver activities to engage diverse groups of young people.
3. Diverse young people are at the heart of activity design and delivery.
4. The importance of cultural clothing is understood and embraced within physical activity.
5. Privacy while changing/ preparing is always thought through using a person-centred approach.

**Section 7: FAITH**

1. We understand different religions and faiths have different barriers to engaging, and take time to address/ understand these with young people.
2. We factor in how important different timing may affect different religions participation (e.g., prayer times or religious observance).
3. We give young people the forum to talk about their faith and share their experiences in the context of physical activities.
4. Respecting our differences and working together forms a key part of our planning and the work we do through physical activity.
5. We understand mixed gender activity is a barrier for some faith groups and offer different options to be more inclusive for all young people.

**Section 8: GENDER**

1. We take a long-term approach when designing activities to engage girls.
2. We recognise how important friendship groups are for girls and engage at a group level.
3. Girls’ feelings and fears are listened to within the activity design process.
4. Building self-esteem through girls' activity is our top priority.
5. We recognise when gender-specific barriers are having negative impact on engagement for boys and girls.

**Section 9: AGE**

1. We do not assume we know what children and young people want and need in relation to physical activity and sport.
2. We ensure we give voice to young people to express their lived experience linked to preferences in physical activity and sport.
3. Young people feel heard, seen, and valued. They contribute to the design, delivery, and reflection of physical activity and sport opportunities.
4. Young people are seen as experts on youth issues and architects of their own future. Pupil-led insight is used to bring about pupil-led positive change in physical activity and sport.

**Section 10: SEND (Additional Support Needs)**

1. We are aware of the Inclusion Hub and have signed up and completed the check list to access all the latest resources and tools.
2. Children and young people with SEND can thrive in physical activity and sport, no matter what their ability.
3. Access to the right support, in the right place, and at the right time, helps young people with SEND to access meaningful opportunities and fulfil their potential.
4. A wide range of inclusive resources are available and utilised to ensure young people with SEND in mainstream, special and alternative provision settings are engaged in physical activity and school sport.
5. You work successfully with your SENCo's to understand the needs of each young person in your school to validate easy access to high-quality physical activity and sport opportunities.
6. Consultation to ascertain the views, needs, and ideas of young people with SEND is accessible so that everyone feels heard.
7. Young people with sensory impairments, such as autism, feel comfortable and prepared when taking part in activity.
8. Do you have any further comments?

ALL questions other than section 1 are answered on a sliding scale response of:

* Uncomfortable
* Aware
* In Planning
* Implementing
* Comfortable