



Report of the Head of Cultural Services

Education and Skills Policy Development Committee – 19 January 2022

Position Statement Sport and Health Service Partnership with Education

Purpose:	To give the Education and Skills Policy Development Committee an overview of the purpose of the Sport and Health Team in relation to partnerships and shared outcomes with Education colleagues with a view to developing further strategic links.
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For Information

1. Background

- 1.1 The Sport and Health team is part the Leisure Partnerships, Health and Well Being service within Cultural Services. The overall purpose of the service is to facilitate and build capacity for increased participation in Sport and Physical Activity to improve health and well-being within communities.
- 1.2 Our operational Strategy, “Creating an Active Swansea” is influenced by Swansea Council corporate plans, the Well Being of Future Generations Act 2015 and A Vision for Sport in Wales (Sport Wales). Our 5 Strategic aims are:-
 - Building Stronger Communities** - Using sport and physical activity as a tool within holistic community development to improve individual and community quality of life
 - Tackling Health inequalities** – To ensure that everyone in Swansea has the opportunity to be active in Sport and Physical Activity
 - Developing a Sporting Infrastructure** - Develop and sustain a network of natural and built environments which facilitates and encourages formal and informal participation in sport and physical activity supported

by a voluntary and professional workforce of leaders, coaches, teachers and administrators

Support Learning and Develop Skills for Life – deliver learning opportunities that develop the motivation, confidence, physical competence, knowledge and understanding to facilitate engagement in physical activities for life

Covid Recovery- consider the impact of the pandemic on various factors contributing to participation rates in sport and physical activity and work with partners to ensure the sector in Swansea will emerge stronger.

- 1.3 In context with the above Strategic aims the service resource focus on the sectors of the population where access to healthy lifestyle opportunities will make the biggest difference. These are;
 - People living in areas of poverty
 - Young People
 - Women and Girls
 - People with Disabilities
 - BAME communities
 - Older Adults
- 1.4 Approximately 75% of the service is externally funded by Sport Wales and Public Health Wales. We work on the basis of annual partnership agreements with both organisations where funding is granted based on agreed outcomes and joint priorities.
- 1.5 The service has a longstanding relationship with schools in Swansea via various projects some of which are detailed below. The service has the resources and expertise to advise and deliver on curricular, extra-curricular and vocational education in respect to Sport and Physical well-being from pre- school through to post 16.

2. Current Position

The Active Young People Team

- 2.1 The key operational point of contact with Education Colleagues is through the Active Young People (AYP) team within the Sport and Health Service. The team are organised geographically using the Local Health Board areas of the County (Cwmtawe, City/Penderry, Llŵchwr and Gower). Each Secondary School and its feeder primaries within each area forms part of a cluster of schools with a designated member of the team as its lead contact. Typically the officer's main point of contact in each school will be PE Heads in Secondary and PE Curriculum co-ordinators in primary schools. We are particularly keen to assist primary school PE co-ordinators where appropriate as experience and training within these roles is often limited and inconsistent throughout the county. There is an awareness within Sport Wales and the wider industry that specialist delivery in Sport and Physical Well-being for primary specialists at teacher training settings is limited.
- 2.2 As well as this geographic responsibility for school clusters, officers have specific lead responsibilities for various delivery priorities such as Welsh

Language, young ambassadors, volunteering, coach education and targeted programmes such as disability integration and the US Girls inclusion project.

- 2.3 The AYP programme is fully funded by Sport Wales and operates in every local authority across the country. Each Authority agrees a set of criteria with local priorities with Sport Wales following robust statistical evidence via the National Schools Sport Survey, various consultation processes with education colleagues, community groups and other local stakeholders to prioritise and deploy resources in line with our Creating an Active Swansea operational plan and key partner objectives.
- 2.3 We also have a small team of community coaches who work alongside AYP officers and school contacts to deliver engagement sessions to young people directly in the school environment at breakfast, lunchtime and post school.

Physical Literacy

- 2.4 The Sport and Health Team have eight members of staff qualified in Physical Literacy courses run by University of Wales Trinity St David; five members of staff qualified in Supporting Physical Development in Early Childhood Level 3 and three members of staff qualified in Developing and Supporting Physical Development in Early Childhood Level 4. This enables a high quality and standardized approach to delivering physical literacy sessions in Swansea schools, childcare settings and community settings. Staff deliver practical sessions that include developmentally appropriate activities that best support children's physical development inclusive of children who may have motor development delays or a disability. Level 4 qualified staff currently mentor teachers and physical activity practitioners to support them to deliver physical activity sessions
- 2.5 Three qualified tutors within the team deliver physical literacy 'teacher training' courses providing teachers with the theory, knowledge, equipment, physical resources and confidence to deliver motor development sessions in their own settings. Students at Gower College, community club coaches and young adults enrolled with the Princes Trust also benefit from the training.
- 2.6 One staff member is studying for a Masters qualification in Physical Education, Sport and Physical Literacy and co-ordinates the team to deliver physical literacy projects whilst providing in house staff training and regular updates on 'what's new' in the world of research.
- 2.7 Six swimming teachers are qualified in the course 'Physical Literacy in Water, supporting an active journey through life' and deliver regular school sessions.

Physical Literacy projects and settings

- 2.8 Schools - Partnerships with 79 Primary schools and 14 Secondary schools across Swansea with 8 officers, 3 contracted coaches, 6

swimming teachers and 4 relief coaches who co-ordinate and deliver physical literacy projects. Typically developing children, as well as those who may have development delays benefit from the city wide interventions along with specific target groups including women and girls, diversity groups (BME), early years, parental engagement and disability groups.

- 2.9 In order to help the development of a child's physical readiness for school the following settings are used:

Childcare - 6 Private Childcare settings and 4 play groups have received a motor development intervention including staff training, staff mentoring, resources and physical activity equipment bags.

Pathfinder (Early Years) partnership work with Swansea Councils Early years Co-ordinator supports child and family intervention programs through delivery of physical literacy sessions, mentoring for practitioners and equipment bags for parents.

- 2.10 Partnership work with the University ensures a quality, accredited approach to physical literacy projects delivered, including staff/teacher training (Level 3 and 4) Supporting Physical Development in Early Childhood and SKIP-Cymru (Successful Kinaesthetic Instruction for pre-schoolers) training.

Academic Support for Projects

- 2.11 The Health and Attainment of Pupils in Primary Education Network HAPPEN – Swansea Sport and Health team are part of the HAPPEN network. Partnership work with Swansea University maintains access to the latest research from the HAPPEN surveys. Schools engaged in the project receive individual reports so that teachers and pupils are empowered to make meaningful changes by gaining a better understanding of pupil's physical, psychological, emotional and social health.

Vocational Education and Career pathways

- 2.12 The service delivers and with partners facilitates a wide programme of accredited opportunities for gaining qualifications in the field of Sport and Physical Well-being. Partners include Sport Wales, Gower College, National Governing Bodies of Sport, Public Health Wales and the Register of Exercise professionals. We also facilitate work experience and volunteering opportunities for young people with an interest in following careers in the industry.

The sector is in the top ten areas of employment in the UK and where possible we aim to provide advice to partners and individuals to this extremely varied industry.

3. New and potential opportunities.

- 3.1 Within the last year, the service has been able to access funding from a variety of sources to enable us to develop new programmes with

education and community partners. We have also been able to provide support to partners on various projects led by the education department with outcomes closely aligned to our own. Some current examples of good practice include the following

- 3.2 Regional research programme considering attitudes towards the personal physical well-being of young people in disadvantaged areas. (3 schools in Swansea are included – Sea View, Craigfelen and Dylan Thomas) We aim to gather insight into the perceptions of young people in terms of their Sport and Physical activity habits, preferences and mind-set pre, during and post a programme of intervention and reflect how this effects their attitude and behaviour within school and their lifestyle habits outside of school. We are carrying out the project in partnership with 3 other SW Wales Local Authorities and Swansea University will lead the research and insight.
- 3.3 Active Education beyond the school day – we have been successful in gaining funding from Sport Wales to deliver one of 12 national pilot programmes looking at various ways to provide education and physical well-being opportunities beyond the school day to pupils and the surrounding community. Sport Wales are funding academic research in terms of the monitoring and evaluation of this and the other pilots across Wales with a view to providing insight for other potential projects within schools in similar circumstances across the country.
- 3.4 The School Holiday Enrichment Programme (SHEP) – the Sport and Health team were keen to be involved with this project and provided delivery advice and training to schools in relation to the physical activity delivery element of the project. Participant feedback provided to us by education colleagues showed some powerful evidence in regard to how inclusion in the scheme had influenced many aspects of the lifestyles of participants both in respect of knowledge gained around personal well-being and their interaction with peers, school staff and even family members. (Survey headline data available as background papers)

4. Integrated Assessment Implications

- 4.1 The Council is subject to the Equality Act (Public Sector Equality Duty and the socio-economic duty), the Well-being of Future Generations (Wales) Act 2015 and the Welsh Language (Wales) Measure, and must in the exercise of their functions, have due regard to the need to:
 - Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Acts.
 - Advance equality of opportunity between people who share a protected characteristic and those who do not.
 - Foster good relations between people who share a protected characteristic and those who do not.
 - Deliver better outcomes for those people who experience socio-economic disadvantage
 - Consider opportunities for people to use the Welsh language
 - Treat the Welsh language no less favourably than English.

- Ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.

4.1.1 The Well-being of Future Generations (Wales) Act 2015 mandates that public bodies in Wales must carry out sustainable development. Sustainable development means the process of improving the economic, social, environmental and cultural well-being of Wales by taking action, in accordance with the sustainable development principle, aimed at achieving the 'well-being goals'.

4.1.2 Our Integrated Impact Assessment (IIA) process ensures we have paid due regard to the above. It also takes into account other key issues and priorities, such as poverty and social exclusion, community cohesion, carers, the United Nations Convention on the Rights of the Child (UNCRC) and Welsh language.

4.1.3 The individual schemes referenced in this report will be subject to their own IIA process as applicable.

5. Legal Implications

5.1 There are no legal implications.

6. Financial Implications

6.1 There are no financial implications.

Background papers: None

Appendices:

- A- Creating an Active Swansea
- B- Headline SHEP survey data