

DISABILITY SURVEY 2000

**YOUNG PEOPLE WITH A
DISABILITY & SPORT**

Headline Findings

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1 INTRODUCTION

It is well recognised that sport can make a significant contribution to individuals and to society, particularly if appropriate skills and a positive attitude to sport are developed at a young age. There is no reason to suppose that this is any less so for disabled individuals than for their non-disabled peers. In fact, participation in sport has the potential to promote the social inclusion of disabled young people and increase their self-esteem. Sport and exercise offer the possibility of overcoming the stigma often associated with disability. Participation can provide the context within which young people exceed the expectations associated with their disability through demonstrations of physical skills or fitness, so emphasising an alternative, more positive, picture of the body and the self.

Sport England has a specific policy with regard to the development of sport among disabled people which aims to work towards the elimination of disadvantage and discrimination on the basis of disability in order to achieve better quality sport for disabled people. However, during the last decade it was widely acknowledged that there was a dearth of information that would allow Sport England to monitor progress in this area.

To address this information gap, Sport England commissioned the Centre for Leisure Research (CLR) at the University of Edinburgh (August 1998) to examine the feasibility of undertaking a national survey of sports participation for disabled people. The overall aim of the study was *to assess the feasibility of providing a variety of robust statistical data on the levels and patterns of sports participation among people with a long-term illness or disability and the factors that impact on their opportunities to take part in sport and recreation.*

The research brief for the CLR feasibility study specified that the data to be collected should be quantitative and cover all ages up to 65. In their final report CLR proposed that two national studies of sport and disability could be undertaken, one of adults and one of children and young people. A national interview survey of adults was subsequently commissioned from the Office for National Statistics (ONS) and a national postal survey of children and young people was commissioned from the Social Policy Research Unit (SPRU) at the University of York in collaboration with the Family Fund Trust (FFT) also based in York. The Family Fund Trust was recommended by the CLR as the best available vehicle for contacting a large sample of children and young people with a wide variety of disabilities (see main report for a discussion of the advantages and disadvantages of using the FFT in survey research). SPRU was subsequently commissioned to undertake the analysis of the survey of children and young people.

The children and young people survey was, in part, designed to replicate a survey carried out in 1999 with a random sample of young people aged between six and 16 years old and selected through the school system (*Young people, a survey of leisure, sport and health*). This in itself was a repeat of an earlier study carried out by the Office of Population Census and Surveys (OPCS – now ONS) in 1994. The replication of these school-based studies was designed to allow comparison between disabled young people and those without disabilities. This report sets out selected headline findings from the survey of disabled children and young people and compares these with findings from *Young people, a survey of leisure, sport, and health*.

The need for research on participation in sport by children and young people with disabilities is not only driven by growing awareness of the lack of research knowledge, but also by political and policy pressure to ensure that exercise opportunities are open to all. This is most clearly expressed in the policy paper, *A sporting future for all*, in which the Government recognises that physical education and sport are a fundamental part of the education of all young people. Sport is identified as having a unique contribution to tackling social exclusion, while providing wider benefits in relation to health. The policy paper also acknowledges that

if disabled people are to be integrated within sporting communities, then structures and systems need to be developed which enable access to facilities, as well as appropriate trainers and role models who represent all people living in our society.

Some background to the survey

The 1994 and 1999 school based surveys were carried out during the latter part of school summer term in order that the young people surveyed could look back at their sporting experiences over the previous school year. It was intended that the survey of disabled children and young people should take place at the equivalent stage of the school year 2000. In the event, the development of the questionnaire was protracted and the survey had to be delayed until the late summer. This may have had some impact on response rates and on the recall of survey participants about their sporting activities during the previous school year. The first contact with families was made in the middle of August. A first reminder letter was sent early in September and a second reminder with another questionnaire was sent after a further two weeks.

The survey covered the whole of England and Scotland (the Scottish component was requested and sponsored by **sportscotland**) and the sample was stratified by age, sex, and region. Equal numbers of boys and girls were sampled within each of four age groups: six to eight, nine to 11, 12 to 14, and 15 to 16. English regions were sampled in proportion to their representation on the FFT database as a whole. The total sample size for England was 5,000. The Scottish sample was agreed at 600, this being deemed a sufficient number for some separate analysis for Scotland. Although the FFT predominantly covers severe disability, the sample was selected in order to include children and young people with less severe disabilities.

The response rate achieved from the sample, just below 50 per cent, was less than had been anticipated. Nevertheless, the final sample size of 2,293 was equivalent to the 1999 school based survey and was large enough for robust analysis. The analysed sample includes only those children and young people who attended school and those reporting a limiting disability or illness according to the HUI index (see below for a discussion on the HUI index). A full discussion of the sampling and response is provided in the main report. The questionnaire was addressed to the disabled child or young person, but it was expected that many would need some assistance completing it. Only a minority, 14 per cent, provided the information and completed the questionnaire without help. On the whole it was the child or young person's parents who helped, although other relatives, teachers, friends and professionals were involved in some cases.

The main body of the questionnaire asked about involvement in sport and exercise over the past 12 months, including school holidays. The format followed was identical to the 1999 survey. Respondents were given a list of sport and exercise activities that they could select from, but were also allowed to add any others that were not on the list. The range of activities was wide, from the more traditional team games, through fitness type activities and outdoor and adventurous activities. It included participation in sport whether just for fun, in addition to competitive and organised sport.

The levels and types of sports participated in were identified separately for those done in school lesson time and those out of lesson time. Participation out of school lessons included participation in school lunch breaks, after school, or during school holidays, even if this was organised by the school. Participation in extra curricular sport is considered part of participation in sport out of school lessons where this is organised by the school.

A range of other questions related to sport were also asked: membership of sports or other clubs where they do sport; where they take part in sport out of school; their favourite sports

in school lessons; their sporting role models; their attitudes towards sport; and the time they spend on leisure activities other than sport. These questions also replicated those asked in the 1999 survey. In addition, for this sample of disabled children and young people, questions were asked about barriers to participation in sport and exercise.

Completely new to this survey was a range of questions about the young person's health so that participation could be investigated for a range of different disabilities. The Social Survey Division of the Office of National Statistics (ONS) carried out a review of options for the definition and classification of disability. Subject to a number of provisos, ONS recommended the use of the Health Utilities Index system of questions (HUI) developed in Canada.

The Health Utilities Index is a family of generic health status and health-related quality of life measures. Three Health Utilities Index systems have been developed: Health Utilities Index Mark 1 (HUI1); Health Utilities Index Mark 2 (HUI2); and Health Utilities Index Mark 3 (HUI3). The dimensions of health covered by HUI2 and HUI3 focus on functional capacity as opposed to performance and so there are no dimensions covering social role limitations. The intention is to investigate the extent to which deficits in health status for each attribute inhibit or prohibit 'normal' functioning rather than to report the level at which an individual chooses to function, as would be reflected in a measure of performance (Feeny et al (1996), Health Utilities Index¹).

In the HUI a number of aspects of health status are specified using a classification system. The 15-item questionnaire used in our survey enables data to be gathered to classify respondents' health status according to either or both of HUI2 and HUI3. HUI2 and HUI3 are distinct but partially overlapping systems. Attribute level dimensions are determined from responses to specified single questions, or from combinations of responses to specified sets of questions. The HUI2 system is comprised of six attributes: sensation (vision, hearing and speech), mobility, emotion, cognition, self-care, pain. There are three to five levels per attribute. Six single-attribute utility indices and one overall health index can also be calculated using the HUI2 system. The HUI3 system is comprised of eight attributes: vision, hearing, speech, ambulation, dexterity, emotion, cognition, and pain. There are five to six levels per attribute in HUI3.

The main disadvantage of the HUI system is that we are not familiar with it in the UK and that the Canadian developers do not release the questions prior to purchase. However, it is a standard way of measuring disability in Canada and the USA, where it has been tried, tested and validated. The main advantage of the HUI system over the others considered by ONS was that it involved fewer questions, an important factor for a postal questionnaire. It could also be used both for adults and for children and young people. Whilst some dimensions which affect sports participation, such as continence and fits, are not covered by the HUI system, the dimensions that are covered describe different levels of disability which are possibly more useable and appropriate than the other scales considered. The HUI system is described more fully in the full report.

Presentation and interpretation of the data

Throughout the report, an asterisk (*) denotes any value less than one half of a percent but more than zero, and a hyphen (-) represents zero. Where percentages do not sum up to 100 per cent, this may be due to computer rounding, multiple answers, or the exclusion of do not know or not stated categories. The 'not stated' categories for all the characteristics in Tables 1.1 and 1.2 are treated as missing data in the main body of the report.

¹ Feeny D; Torrance G. and Furlong W. (1996) Health Utilities Index in Quality of Life and Pharmacoeconomics in Clinical Trials, 2nd edition, edited by B. Spilke. Lippincott-Raven Publishers, Philadelphia

The data have been analysed according to sex, age, and multiple disability (more than one impairment). Throughout the survey comparisons are made with the findings from the 1999 Young People and Sport in England survey. This analysed the data according to curriculum years 2-6, within primary schools, and curriculum years 7-11 in secondary schools. Nevertheless, the school year variable used in the survey of children and young people with a disability is misleading. Firstly, children and young people with a disability are often not in the expected school year for their age and, secondly, many special needs schools are not divided into school years. Therefore, to compare the school year of children and young people with a disability with those of young people in general does not compare like with like. Also, for the above reasons, it has proved difficult for children and young people with a disability to stipulate a school year: there are 203 missing cases for this variable.

For the purpose of our analysis, the comparison is undertaken by grouping the age variable in the survey of children and young people with a disability so that it reflects the general primary and secondary school year groups used in the young people's survey. Therefore, ages 6-10 are representative of years 2-6 within primary schools and ages 11-16 are representative of curriculum years 7-11 in secondary schools. Whilst there is some overlap between these broad age groups and the primary and secondary school year groups, it would be misleading to categorise the age variable into smaller groups for the purpose of comparison since these would not be representative of any school year groups for the reasons discussed above.

Before discussing the headline findings of the study, we will begin by describing the characteristics of the sample of children and young people and their disabling conditions.

Table 1.1: Profile of participating young people

	N	%
Sex		
Male	1121	49
Female	1140	50
Not stated	32	1
Age		
6	47	2
7	163	7
8	198	9
9	222	10
10	205	9
11	214	9
12	206	9
13	202	9
14	195	9
15	213	9
16	420	18
Not stated	8	*
Family type		
Two parent family	1550	68
Lone parent	689	30
Other	54	2
No of children		
Only child	406	18
Live with other children	1887	82
School type		
Special needs school	1313	57
Grant maintained school	391	17
Other public sector school	229	10
Independent school	188	8
Not stated	172	8
Ethnicity		
White	2032	89
Not white	247	11
Not stated	14	1
Tenure		
Own or buying	1013	44
Renting	1206	53
Don't know	33	1
Not stated	41	2
Region		
North ²	799	35
Midlands ³	442	19
South ⁴	363	16
London ⁵	472	21
Scotland	213	9
Not stated	4	*
Base: All Young people	2293	100

² North includes the regions North, Yorkshire and North West.

³ Midlands includes East and West Midlands.

⁴ South includes South and Southwest.

⁵ London includes London and North London.

Characteristics of the children and young people surveyed

Table 1.1 shows the profile of the children and young people participating in the survey. Their ages ranged from six to 16 years; 57 per cent attended a special needs school; 53 per cent were living in rented accommodation; 11 per cent classified themselves as 'not white'; and 30% were from lone parent families. The proportion of lone parent families is high due to the nature of the sample, consisting as it does of respondents who are disproportionately disadvantaged due to the financial criteria required to become eligible for assistance from The Family Fund Trust.

Type of disability

Table 1.2 shows the types of conditions that the children and young people had according to The Family Fund Trust's principal disabling condition classification: 23 per cent have mental and behavioural conditions; 20 per cent diseases of the nervous system; and 18 per cent congenital malformations, deformations and chromosomal abnormalities. The most common *individual* conditions represented are: learning difficulties (19 per cent); cerebral palsy (11 per cent); Down's syndrome (seven per cent); hearing impairments (five per cent); and autism (five per cent).

Table 1.2: Principal Disabling Condition

	N	%
Infectious and parasitic diseases	34	2
Neoplasms	44	2
Diseases of the blood and blood-forming organs	28	1
Endocrine, nutritional and metabolic diseases	78	3
Mental and behavioural disorders	682	23
Diseases of the nervous system	461	20
Diseases of the eye and visual impairments	35	2
Diseases of the ear and hearing impairments	119	5
Diseases of the circulatory system	43	2
Diseases of the respiratory system	92	4
Diseases of the digestive system	19	1
Diseases of the skin and subcutaneous tissue	46	2
Diseases of the musculoskeletal system and connective tissue	91	4
Diseases of the genitourinary system	51	2
Congenital malformations, deformations and chromosomal abnormalities	408	18
Injury and other consequences of external causes	38	2
Syndromes not elsewhere classified	15	1
Not classified	9	*
Base: All young people	2293	100

Data from Family Fund Trust classified according to the paediatric adaptation of ICD10 (RCPCH, 1996)

Table 1.3 illustrates the type of limiting disability or severe illness that the children and young people have according to the HUI scale used in the questionnaire. Thirty-four percent had a severe cognitive disability; 27% a severe disability relating to ambulation; 21% a severe disability relating to dexterity; and 39% had severe disabilities in performing self-care activities. The majority had no disabling condition relating to vision, hearing, or dexterity.

In addition to the severity of certain types of disabilities, the number of disabilities that a young person has can also have a significant effect upon his or her life. A variable was created that counted the number of disabilities experienced. Since the HUI includes two

questions on the child or young person's experience of pain and emotion, only one question was chosen for each. The disabilities included in the multiple disability variable were: vision, hearing, speech, ambulation, dexterity, cognition, emotion (question 19), self-care, and pain (question 13). The maximum number of different disabilities that could possibly be experienced by one person was, therefore, nine.

- ❑ 36% suffered from 3-4 disabilities and 30% from 5-6.
- ❑ Only 6% had one disability.

Young people were also asked to rate their usual health.

- ❑ 51% rated their usual health as very good or excellent
- ❑ Only 9% rated their usual health as poor.

Table 1.3: Disability or severe illness according to the HUI Scale

	N	%
Vision		
None	1458	64
Mild or moderate	627	27
Severe	123	5
Not stated	85	4
Hearing		
None	1934	84
Mild or moderate	172	8
Severe	121	5
Not stated	66	3
Speech		
None	841	37
Mild or moderate	1076	47
Severe	260	11
Not stated	116	5

Sensation⁶		
None	533	23
Mild or moderate	1255	54
Severe	332	15
Not stated	173	8
Ambulation		
None	1174	51
Mild or moderate	429	19
Severe	608	27
Not stated	82	2
Dexterity		
None	1487	65
Mild or moderate	277	12
Severe	486	21
Not stated	43	2

Mobility⁷		
None	1172	51
Mild or moderate	614	27
Severe	403	18
Not stated	104	5

⁶ Sensation includes vision, hearing and speech

Cognition		
None	439	29
Mild or moderate	961	42
Severe	785	34
Not stated	108	5
Emotion (question 12)		
None	1287	56
Mild or moderate	896	39
Severe	42	2
Not stated	68	3
Emotion (question 19)		
None	964	42
Mild or moderate	1141	50
Severe	128	6
Not stated	60	3
Self care		
None	920	40
Mild or moderate	445	19
Severe	894	39
Not stated	34	2
Pain (question 13)		
None	1082	47
Mild or moderate	881	38
Severe	258	11
Not stated	72	3
Pain (question 20)		
None	1027	45
Mild or moderate	1005	44
Severe	161	7
Not stated	100	4
Multiple Disability⁸		
1 Disability	143	6
2 Disabilities	307	13
3-4 Disabilities	822	36
5-6 Disabilities	692	30
7-9 Disabilities	305	13
Not stated	24	1
Self Health Rating		
Excellent	283	12
Very good	894	39
Poor	210	9
Good	508	22
Fair	361	16
Not stated	37	2
Base: All young people	2293	100

The following sections demonstrate some of the headline findings.

⁷ Mobility includes ambulation and dexterity

⁸ The disabilities included in the multiple disability variable were: vision, hearing and speech, ambulation, dexterity, cognition, emotion (question 19), self-care and pain (question 13).

2 SPORT IN SCHOOL LESSONS

Number of sports

The number of sports undertaken in school lessons provides a guide to the range of sporting activities on offer to young people with a disability. It is important that young people have the opportunity to take part in a variety of sports *frequently* (at least 10 times in a year) if they are to develop skills that are sport specific and which can also be used in a wider context (for example, team building skills, developing confidence) and taken with them into adult life. The number of sports undertaken *frequently*, however, was disappointingly low.

Table 2.1 shows the figures for number of sports undertaken at least once in the last year, by age and sex.

Ten per cent of respondents had not undertaken any sport in school lessons over the last year, a proportion that was slightly higher in the older age group (11%) compared to the younger age group (7%).

The average number of sports done *at least once* in school lessons was 6 for both boys and girls. The average, however, was higher for the senior age groups (6.3 sports) compared to the primary age children (4.7 sports).

The overall average number of sports undertaken at least once was below the 1999 average for the overall population of young people, who, on average, undertook 8 sports.

Table 2.1: Number of sports undertaken at least once in school by age and sex

	Ages 6-10			Ages 11-16			Total ages 6-16
	Boys %	Girls %	Total %	Boys %	Girls %	Total %	Total %
0	8	6	7	12	11	11	10
1-3	32	38	35	24	22	23	28
4-6	31	35	33	24	22	23	27
7-9	18	15	16	19	20	19	18
10-12	9	2	6	11	11	11	9
13-15	2	2	2	6	7	7	5
16 or more	*	2	1	5	7	6	4
Mean	4.9	4.5	4.7	6.0	6.6	6.3	5.7
Base: All young people	428	401	835	690	737	1450	2293

Table 2.2 illustrates the number of sports undertaken at least once in the last year by number of disabilities⁹ experienced by respondents.

Generally, the average number of sports undertaken decreases as the number of disabilities increase. The average number of sports undertaken for young people with one disability was 7.4 as opposed to only 4.4 for those with 7-9 disabilities.

⁹ The disabilities included in the multiple disability variable were: vision, hearing and speech, ambulation, dexterity, cognition, emotion (question 19), self-care and pain (question 13).

The higher the number of disabilities experienced by the young person, the more likely they are not to have undertaken any sport at all in the last year - 13% of young people with 7-9 disabilities had not undertaken any sport compared to 7% of those with only one disability.

Table 2.2: Number of sport undertaken at least once in the last year by number of disabilities

	1 disability %	2 disabilities %	3-4 disabilities %	5-6 disabilities %	7-9 disabilities %	Total %
0	7	8	10	10	13	10
1-3	24	17	25	33	36	28
4-6	19	22	29	27	27	27
7-9	20	23	18	17	15	18
10-12	13	15	9	7	5	9
13-15	11	9	5	4	4	5
16 or more	6	7	5	3	1	4
Mean:	7.4	7.5	5.9	5.1	4.4	5.7
Base: All young people	143	307	822	692	305	2293

Sports done frequently (at least 10 times) in school

Tables 2.3 and 2.4 highlight the number of sports undertaken *frequently* (at least 10 times) in the last year by age and sex, and by number of disabilities.

Thirty-six per cent of respondents had not undertaken any sports *frequently*. The proportion that had not undertaken any sport *frequently* was slightly higher for the older age groups (37%) compared to the younger ages (34%). However, there was no difference between boys and girls.

The average number of sports undertaken *frequently* (at least 10 times) in school lessons was only two, half the average number (four) undertaken by the overall population of young people in 1999. This average was consistent for boys and girls. However, the average was lower for the younger age group (1.9 sports) than the older age group (2.2 sports).

Seventy-eight per cent of young people with a disability did less than four sports *frequently* (at least 10 times) in the past year.

Table 2.3: Number of sports undertaken frequently (10 times or more) in the last year by age and sex

	Ages 6-10			Ages 11-16			Total ages 6-16
	Boys %	Girls %	Total %	Boys %	Girls %	Total %	Total %
0	35	32	34	36	38	37	36
1-3	43	49	46	41	39	40	42
4-6	17	16	16	16	15	15	16
7-9	4	3	3	6	7	6	5
10 or more	*	1	1	2	2	2	2
Mean:	2.0	1.9	1.9	2.1	2.2	2.2	2.1
Base: All young people	428	401	835	690	737	1450	2293

The average number of sports undertaken *frequently* decreased as the number of disabilities experienced increased. Young people with 7-9 disabilities undertook, on average, 1.5 sports *frequently*, compared to 3.2 sports undertaken, on average, by those with only one disability. Sixty-five per cent of those with one disability undertook less than 4 sports compared to 87% of those with 7-9 disabilities. Furthermore, 43% of those with 7-9 disabilities did not undertake any sports *frequently*.

Table 2.4: Number of sports undertaken frequently (10 times or more) in the last year by number of disabilities

	1 disability %	2 disabilities %	3-4 disabilities %	5-6 disabilities %	7-9 disabilities %	Total %
0	31	28	36	37	43	36
1-3	34	37	42	45	44	42
4-6	20	23	16	14	10	16
7-9	8	9	5	4	3	5
10 or more	8	3	1	*	*	2
Mean:	3.2	2.9	2.1	1.8	1.5	2.1
Base: All young people	143	307	822	692	305	2293

2.3 Types of sports undertaken in school

Chart 2.1 shows the top twenty most popular sports undertaken at least once in school lessons in the last year. The five most popular sports (in descending order) were:

- ❑ swimming, diving, or lifesaving (57%)
- ❑ other game skills (51%)
- ❑ gym (45%)
- ❑ athletics (41%)
- ❑ football (36%)

Chart 2.1: Top twenty sports undertaken in school lessons (at least once)

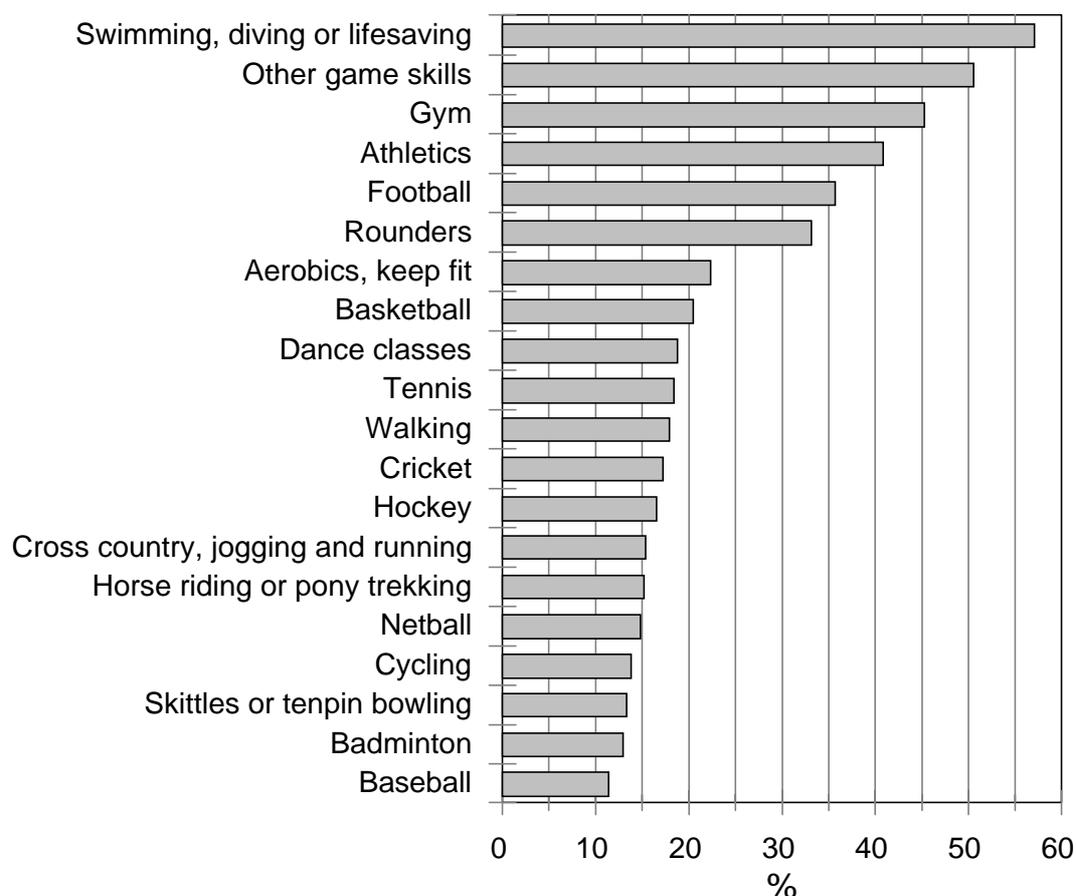


Table 2.5 shows the top five sports by sex and age.

Table 2.5: Top five sports undertaken at least once in school lessons by sex and age group

	Ages 6-10			Ages 11-16			Total ages 6-16	
	Boys %	Girls %	Total %	Boys %	Girls %	Total %	Boys %	Girls %
Swimming, diving or lifesaving	61	59	60	55	57	56	57	58
Other game skills	64	69	66	37	46	42	47	54
Gym	49	53	51	40	44	42	43	47
Athletics	42	42	42	38	42	40	40	42
Football	42	18	30	53	26	39	48	23
Base: All young people	428	401	835	690	737	1450	1121	1130

As can be seen from Table 2.5, girls were more likely than boys to have undertaken other games skills and gym at least once in the last year, whilst boys were more likely to have undertaken football. There was no statistical difference between the two sexes for swimming and athletics.

Younger children (age 6-10) were more likely than older children (age 11-16) to undertake swimming and other games skills and gym, whilst older children were more likely to undertake football. There was no statistical difference between the two age groups for athletics.

Types of sports undertaken frequently (at least 10 times) in school

Chart 2.2 shows the top twenty sports undertaken *frequently* in school lessons in the last year, ranked in descending order.

The top five sports undertaken frequently in school lessons were:

- ❑ swimming, diving or lifesaving (37%)
- ❑ other game skills (24%)
- ❑ gym (21%)
- ❑ football (14%)
- ❑ athletics (11%)

The top five 'games' undertaken frequently in school lessons were:

- ❑ football (14%)
- ❑ rounders (11%)
- ❑ basketball (6%)
- ❑ cricket (5%)
- ❑ hockey (5%)

Swimming and horse riding both appear to be important sports for young people with a disability. Whilst young people with a disability were less likely than the general population of young people to have undertaken all other sports *frequently* in school, they were more likely to have undertaken both swimming and horse riding. Thirty-seven per cent of young people with a disability had undertaken swimming *frequently*, compared to 30% of the general population of young people and 6% had undertaken horse riding compared to 1%.

Chart 2.2: Top twenty sports undertaken in school lessons (*frequently*)

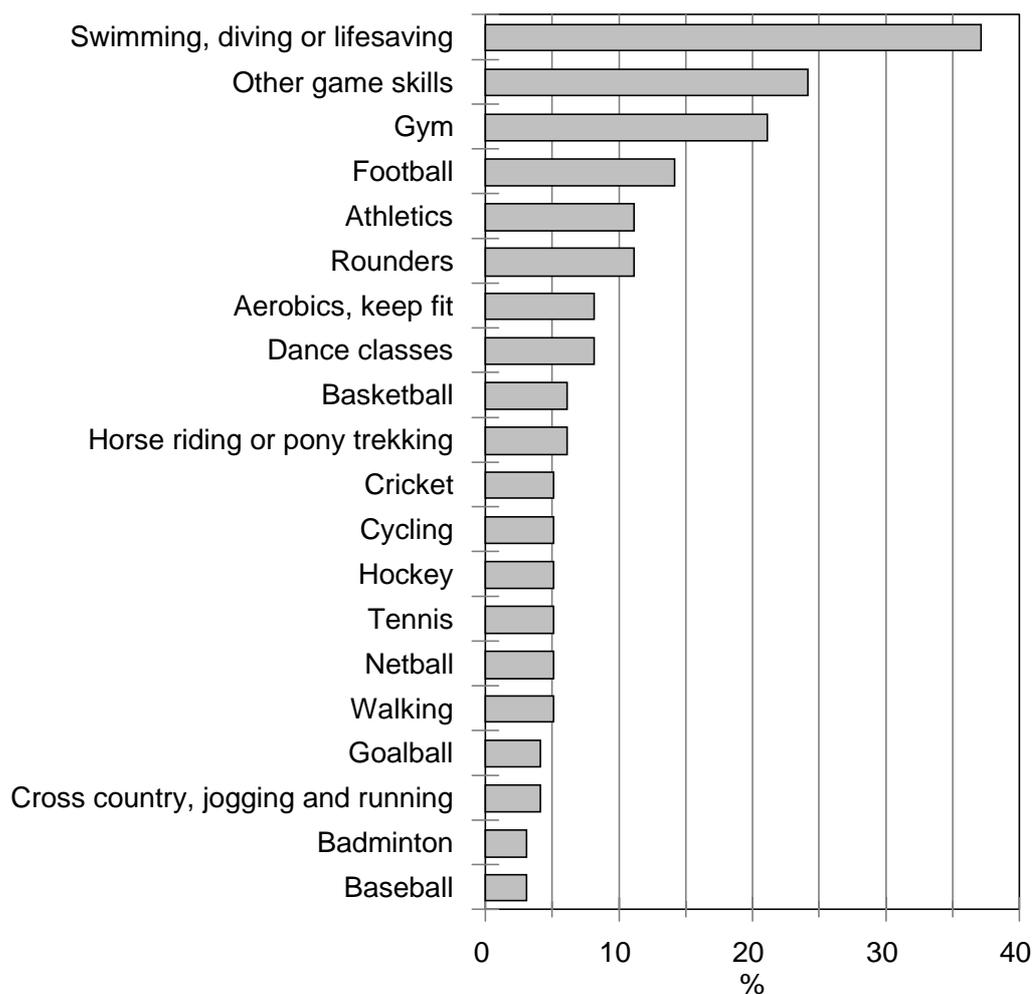


Table 2.6 shows the top five sports undertaken *frequently* in school lessons by sex and age group.

Girls were more likely than boys to have undertaken other games skills and gym *frequently* in school lessons over the last year, whilst boys were more likely to have undertaken football.

Higher proportions of the primary school age groups (age 6-10) had undertaken swimming, and other game skills and gym *frequently* compared to the senior school age groups (age 11-16). However, the senior school age groups were more likely to have undertaken football and athletics *frequently*.

Table 2.6: Top five sports undertaken frequently in school lessons by sex and age group

	Ages 6-10			Ages 11-16			Total ages 6-16	
	Boys %	Girls %	Total %	Boys %	Girls %	Total %	Boys %	Girls %
Swimming, diving or lifesaving	41	38	39	37	36	36	38	37
Other game skills	34	37	35	14	21	18	22	26
Gym	27	28	27	16	21	18	20	23
Football	15	5	10	26	8	17	22	7
Athletics	8	10	9	11	13	12	10	12
Base: All young people	428	401	835	690	737	1450	1121	1130

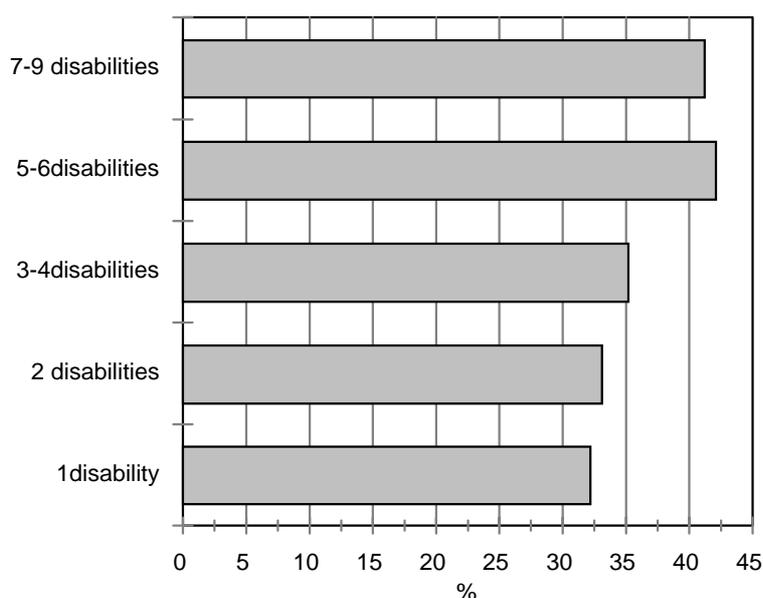
Chart 2.3 illustrates participation in swimming on a *frequent* basis in school lessons in the last year, by number of disabilities.

Whereas for all other sports the proportion of respondents participating *frequently* decreases as the number of disabilities increases (see table 2.7), the proportion of children and young people participating in swimming *increases* with the number of disabilities (see chart 2.3).

Table 2.7: Top five sports undertaken frequently in school lessons by number of disabilities

	1 disability %	2 disabilities %	3-4 disabilities %	5-6 disabilities %	7-9 disabilities %	Total %
Swimming, diving or lifesaving	32	33	35	42	41	37
Other game skills	22	26	24	24	24	24
Gym	28	26	21	19	20	21
Football	24	25	15	11	6	14
Athletics	20	16	11	10	4	11
Base: All young people	143	307	822	692	305	2293

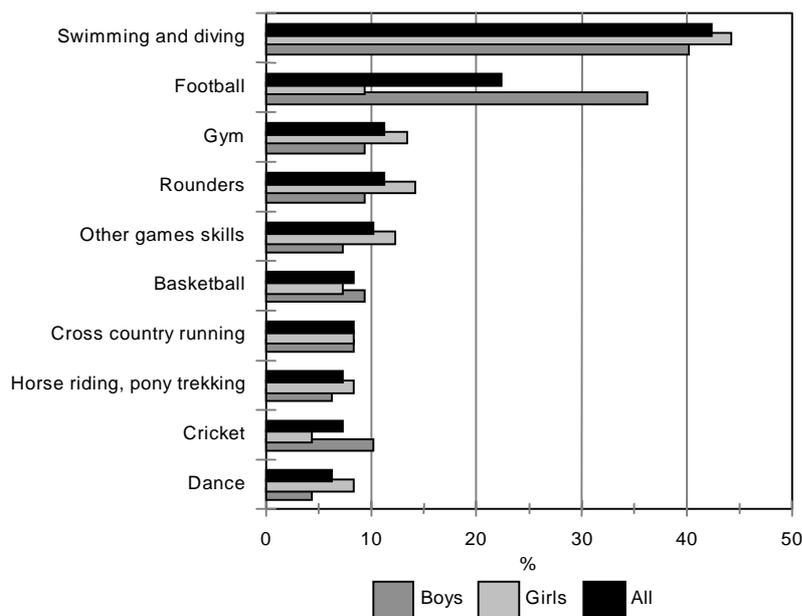
Chart 2.3: Participation of Young People in swimming on a frequent basis in school lessons in the last year by number of disabilities



Sports enjoyed by young people in lesson time

Respondents were asked to nominate up to three sports that they enjoyed participating in most during school lesson time. Swimming, as well as having the highest participation rate, was also the most enjoyed sport. It was mentioned by 42% of the sample. Football was the second most enjoyed sport (22%) overall, but was mentioned far more frequently by boys (36%) than by girls (9%).

Chart 2.4: Sports and exercise enjoyed in school lesson time



Time spent on PE in the school curriculum

The amount of time spent in PE lessons in school is important for providing all young people with a rounded education, both physically and intellectually. It is particularly important for children and young people with a disability or severe illness as they may well be less likely to take advantage of out of school sporting facilities.

In order to enable comparison with the 1999 report for young people, the 430 respondents who answered 'don't know' or who did not state an answer have been excluded.

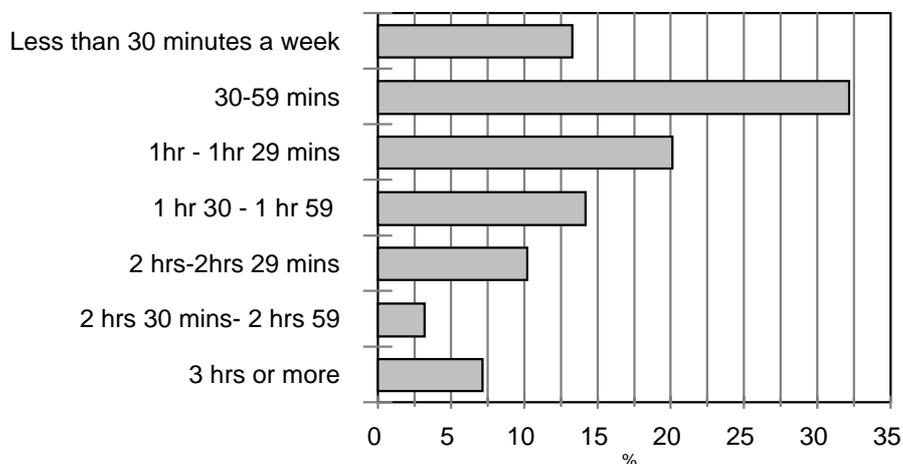
Overall, the highest proportion of children and young people with a disability (32%) spent on average between 30 and 59 minutes a week in PE lessons. Twenty per cent spent on average between 1 hour and 1 hour and 59 minutes.

Fifteen per cent of primary school age children (age 6-10) spent less than 30 minutes a week in PE lessons and a further 38% spent between 30 minutes and 1 hour per week in PE lessons, compared to 30% of the overall population of primary school children (**see Appendix, Table 3**).

Twenty-nine per cent of young people with a disability aged between 11-16 years spent 30-59 minutes a week in PE lessons per week compared to 6% of the overall population in

secondary schools. A further 12% spent less than half an hour in PE lessons (**see Appendix, Table 3**).

Chart 2.5: Average time spent per week in PE lessons

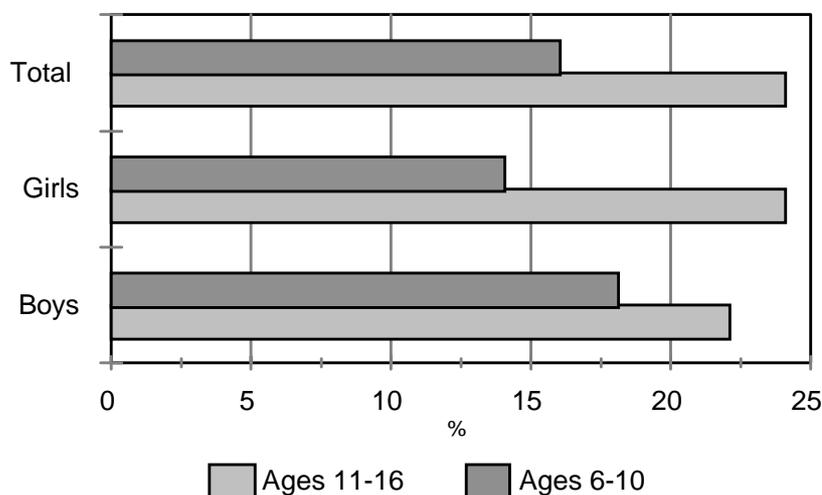


The overall proportion of children and young people with a disability spending two or more hours in PE lessons was 20% compared to 33% of the overall population of young people in 1999.

Twenty-four per cent of secondary school aged young people with a disability (age 11-16) spent over 2 hours in PE lessons compared to 16% of primary school aged children with a disability (aged 6-10).

For the younger age group, boys (18%) were more likely to spend over two hours in PE lessons compared to girls (14%). However, this balance was reversed for young people in the older age group (11-16): 24% of girls compared to 22% of boys spent over 2 hours in PE lessons (see Chart 2.6).

Chart 2.6: Percentage of young people with a disability or severe illness who spent two hours or more per week in PE lessons, by year and sex



The average time spent on PE lessons in school varied according to the number of disabilities. Those with 7-9 disabilities were around twice as likely than those with fewer disabilities to spend less than 30 minutes in PE lessons per week. Likewise, they were less likely to spend more than 2 hours on sport per week.

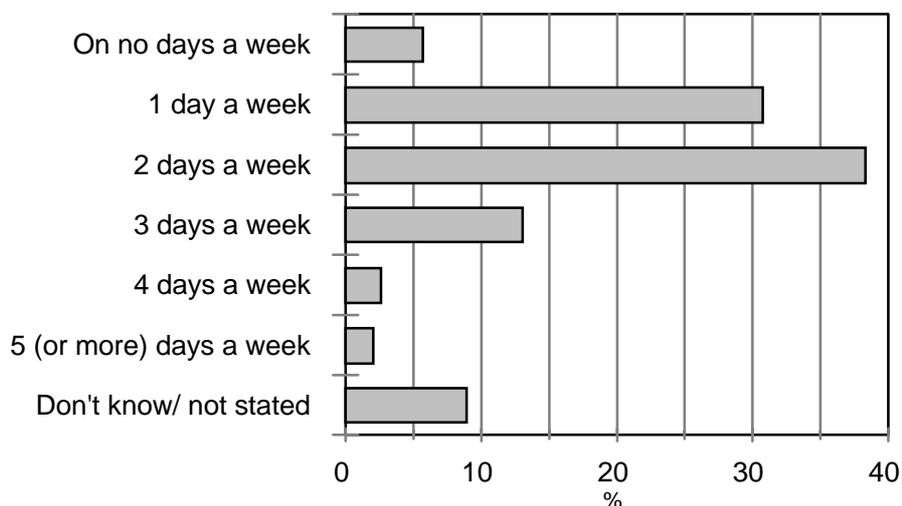
Table 2.8: Number of hours spent in PE lessons per week in the last year by number of disabilities

Number of hours spent in PE lessons per week	1 disability %	2 disabilities %	3-4 disabilities %	5-6 disabilities %	7-9 disabilities %	Total %
Less than 30 minutes	12	13	12	10	20	13
30-59	30	28	32	32	36	32
1 hour – 1 hour 29 mins	21	20	21	21	17	20
1 hour 30– 1 hour 59	14	14	15	14	11	14
2 hours or more	24	25	20	22	16	20
Base: All young people who stated a time	121	251	667	561	246	1846

The number of hours spent on PE can be concentrated to one day, or can be spread over several days during the school week. Respondents were asked how many days per week they had done PE, games, swimming, dance, or other sport lessons during the school year. All respondents to the survey have been included in this analysis.

Overall, 38% of respondents had done PE on 2 days a week and 31% on only 1 day a week.

Chart 2.7: Average number of days per week spent in PE, games, swimming, dance, or sport lessons in this school year



The overall proportions were broadly similar for boys and girls. However, there are some differences between the age groups. For example, the younger age groups (42%) were more likely than the older age groups (36%) to have undertaken PE lessons on 2 days a week.

Table 2.9: Number of days per week on which young people had done PE, games, swimming, dance or sport lessons in this school year by age and sex

Number of days per week in PE lessons	Ages 6-10			Ages 11-16			Total ages 6-16	
	Boys %	Girls %	Total %	Boys %	Girls %	Total %	Boys %	Girls %
0	2	3	3	7	8	7	5	6
1	29	31	30	31	31	31	30	31
2	41	42	42	38	35	36	39	37
3	15	13	14	12	12	12	13	13
4	2	3	2	2	3	3	2	3
5 or more	2	1	1	2	2	2	2	2
Don't know/not stated	9	7	8	8	10	9	9	9
Base: All young people	428	401	835	690	737	1450	1121	1130

In terms of the effect of multiple disabilities, whilst there were differences in the number of days spent on PE according to the number of disabilities, there was no clear pattern.

Table 2.10: Number of days per week on which young people had done PE, games, swimming, dance or sport lessons in this school year by disability

Number of days spent in PE lessons per week	1 disability %	2 disabilities %	3-4 disabilities %	5-6 disabilities %	7-9 disabilities %	Total %
0	6	4	6	4	8	6
1	34	27	28	34	32	31
2	39	46	38	35	36	38
3	14	11	12	15	11	13
4	2	3	3	2	3	3
5 or more	1	2	3	1	1	2
Don't know/ not stated	5	7	10	8	9	9
Base: All young people	143	307	822	692	305	2293

The small amount of time spent in PE lessons was not, however, due to a lack of enthusiasm towards the subject by the respondents themselves.

The majority of respondents (75%) stated that they enjoy PE lessons in school, although this proportion was lower than in the overall population of young people (90%).

The younger age group were more likely to *strongly agree* (56%) with the statement *I enjoy PE lessons in school* than the older age group (44%).

The fact that the majority of respondents indicated that they enjoy PE lessons suggests that the small amount of time spent in PE lessons is not due to unenthusiastic pupils. Rather, it would appear that children and young people with disabilities are not being given the *opportunity* to participate in PE lessons as much as they would like.

Table 2.11: Attitudes of young disabled people towards PE games lessons in school by age, sex, and compared to the general population of young people.

	Ages 6-10			Ages 11-16			Disabled: Ages 6-16	Young People: Ages 6-16
	Boys %	Girls %	Total %	Boys %	Girls %	Total %	Total %	Total %
I enjoy PE games lessons in school								
Agree strongly	55	56	56	49	39	44	48	60
Agree slightly	26	26	26	26	29	27	27	30
Disagree slightly	6	5	5	7	8	8	7	5
Disagree strongly	4	3	3	8	11	10	7	3
Don't know/no answer	10	11	10	10	12	11	11	2
Base: All young people	428	401	835	690	737	1450	2293	3319

3 SPORT OUT OF SCHOOL LESSONS

Overall participation

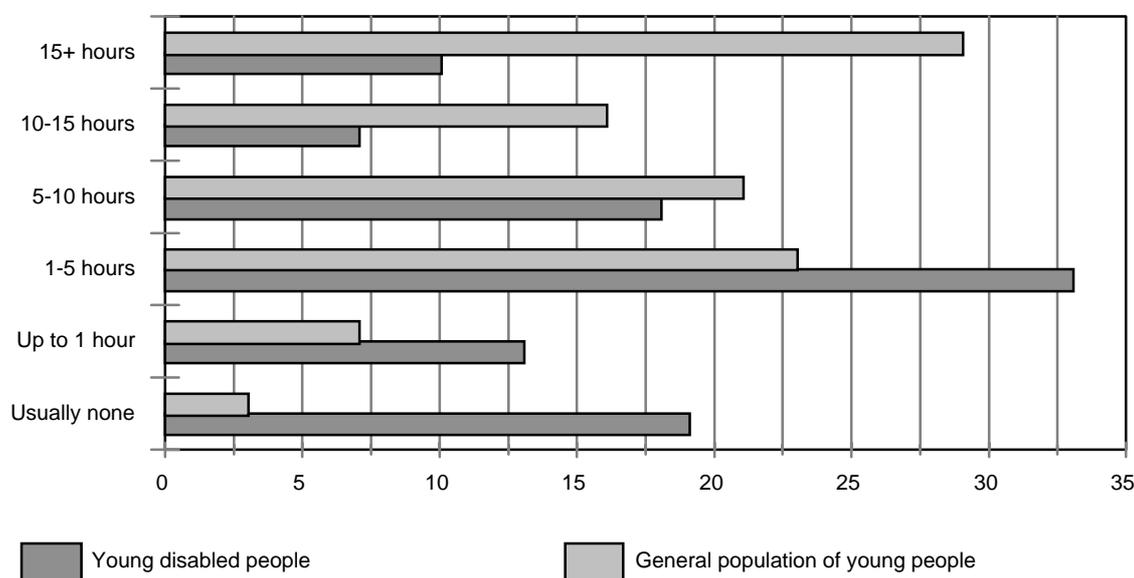
The proportion of children and young people with a disability or severe illness taking part in sport after school on school days (whether organised or just for fun) was 40%. This is compared to 79% of the general population of young people in 1999.

Thirty-seven per cent of children and young people with a disability had taken part in sport in lunch breaks on school days compared to 67% of the overall population of young people

Weekend participation in sport and participation at half term or during school holidays was higher than the proportion participating in after school sport and sport in lunch breaks. Forty-seven per cent of children and young people with a disability or severe illness had participated in sport at the weekend compared to 74% of the overall population of young people. Fifty-nine per cent had participated in sport during half term or in the holidays compared to 78%. Participation in sport in the summer holidays was low compared to the overall population of young people.

Nineteen per cent of children and young people with a disability, compared to 3% of the overall population of young people, did not spend any time on sport and exercise in the last summer holidays. At the other extreme, only 10% of children and young people with a disability, compared to 29% of young people generally, spent over 15 hours a week on sport and exercise.

Chart 3.1: Time spent on sport and exercise in the summer holidays



With regard to time spent on sport during the summer holidays, some differences between the age groups were apparent. Sixteen per cent of the younger age group, compared to 22% of the older age group, did not spend any time on sport and exercise in the last summer holidays. At the other extreme, 13% of the younger age group, compared to 9% of the older age group, spent over 15 hours a week on sport and exercise.

Boys were more likely than girls to have spent a greater number of hours on sport during the last summer holidays. The proportions spending between 5-10, 10-15, and 15+ hours a week on sport and exercise were higher for boys than for girls, whereas girls were more likely to have spent no time in a week, up to 1 hour, and between 1-5 hours on sport and exercise.

Table 3.1: Time spent on sport or exercise during the summer holidays by sex and age

Time spent on sport or exercise during the summer holidays	Ages 6-10			Ages 11-16			Total ages 6-16		
	Boys %	Girls %	Total %	Boys %	Girls %	Total %	Boys %	Girls %	Total %
Usually none	15	18	16	19	23	22	18	21	19
Up to 1 hour	10	13	12	13	14	14	12	14	13
1-5	31	36	33	29	38	33	30	37	33
5-10	20	16	18	21	13	17	21	14	18
10-15	8	9	8	8	4	6	8	6	7
15+ hours	16	9	13	10	7	9	12	8	10
Base: All young people	362	349	714	586	618	1219	951	969	1920

Number of Sports

Table 3.2 shows the number of sports done at least once out of school by age group and sex and Chart 3.2 by sex only.

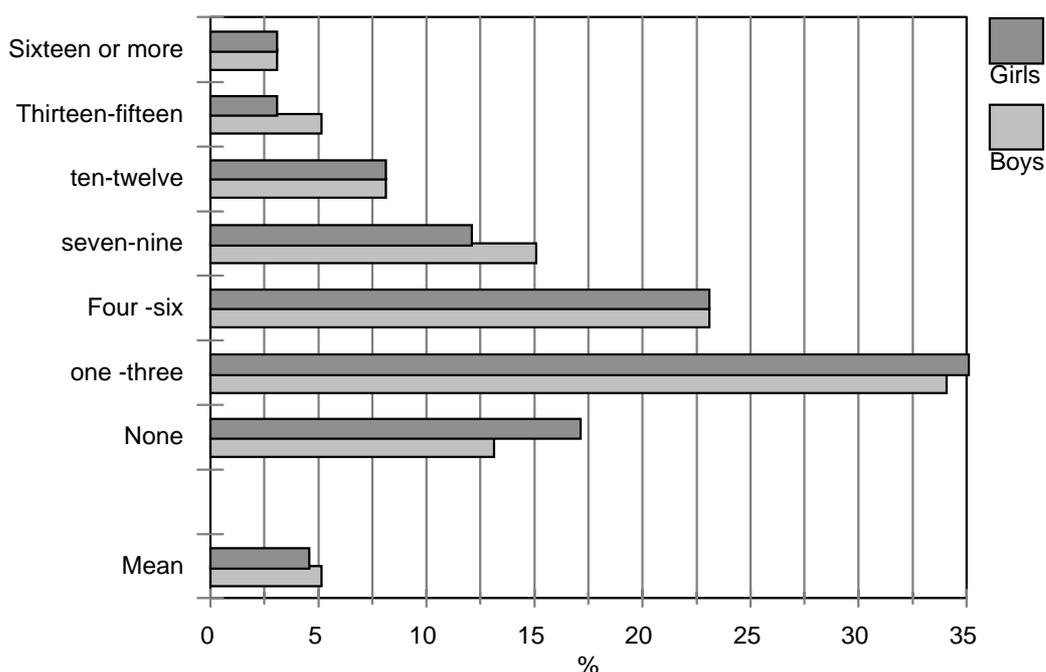
Fifteen per cent of respondents had not played any sport out of school in the last year, a proportion that was slightly higher for girls (17%) than for boys (14%).

The average number of sports played *at least once* out of school in the last year was 4.7. The average for boys (5.0) was slightly more than for girls (4.5).

Table 3.2: Number of sports done at least once out of school by age and sex

Number of sports taken part in at least once out of school lessons and mean	Ages 6-10			Ages 11-16			Total ages 6-16
	Boys %	Girls %	Total %	Boys %	Girls %	Total %	Total %
0	13	15	14	14	18	16	15
1-3	35	39	37	33	33	33	34
4-6	22	25	23	23	21	22	22
7-9	16	11	14	15	12	13	14
10-12	6	7	7	8	8	8	8
13-15	6	2	4	4	4	4	4
16 or more	2	2	2	3	4	3	3
Mean	5.0	4.1	4.6	4.9	4.8	4.9	4.7
Base: All young people	428	401	835	690	737	1450	2293

Chart 3.2: Number of sports done at least once out of school by sex



Generally, the more complex the disability, the lower the average number of sports played at least once out of school lesson time. Those respondents with only one disability had undertaken, on average, 6.2 sports at least once out of school, whilst those with 7-9 disabilities had undertaken an average of only 3.6 sports.

Furthermore, 16% of young people with one disability had undertaken no sport compared to 20% of young people with 7-9 disabilities.

Table 3.3: Number of sports done at least once out of school by number of disabilities

Number of sports taken part in at least once out of school lessons and mean	1 disability %	2 disabilities %	3-4 disabilities %	5-6 disabilities %	7-9 disabilities %	Total %
0	16	7	14	18	20	15
1-3	27	25	32	40	40	34
4-6	18	26	24	20	22	22
7-9	15	19	14	11	13	14
10-12	11	11	9	6	4	8
13-15	8	7	4	4	1	4
16 or more	7	5	3	1	1	3
Mean	6.2	6.3	5.0	4.0	3.6	4.7
Base: All young people	143	307	822	692	305	2293

Sport done frequently (10 times or more) out of school

The average number of sports played *frequently* (10 times or more) out of school by children and young people with a disability or severe illness was only 1.7. This was much lower than the average number played frequently by children and young people generally – 4.5

according to the 1999 survey on young people and sport. The average was slightly higher for boys (1.8) than for girls (1.5).

Fifty-six per cent of children and young people with a disability had played at least one sport *frequently* out of school compared to 87% of young people generally according to the 1999 survey.

Chart 3.3 shows that girls (48%) were more likely than boys (40%) not to have undertaken any sport frequently in the last year.

Table 3.4: Number of sports done frequently (10 times or more) out of school by age group and sex

Number of sports taken part in ten times or more out of school and mean	Ages 6-10			Ages 11-16			Total ages 6-16
	Boys %	Girls %	Total %	Boys %	Girls %	Total %	Total %
0	42	46	44	39	49	45	44
1-3	38	38	38	44	37	40	39
4-6	15	13	14	13	10	11	12
7-9	4	4	4	3	3	3	3
10 or more	1	*	1	1	1	1	1
Mean:	1.9	1.6	1.8	1.8	1.5	1.6	1.7
Base: All young people	428	401	835	690	737	1450	2293

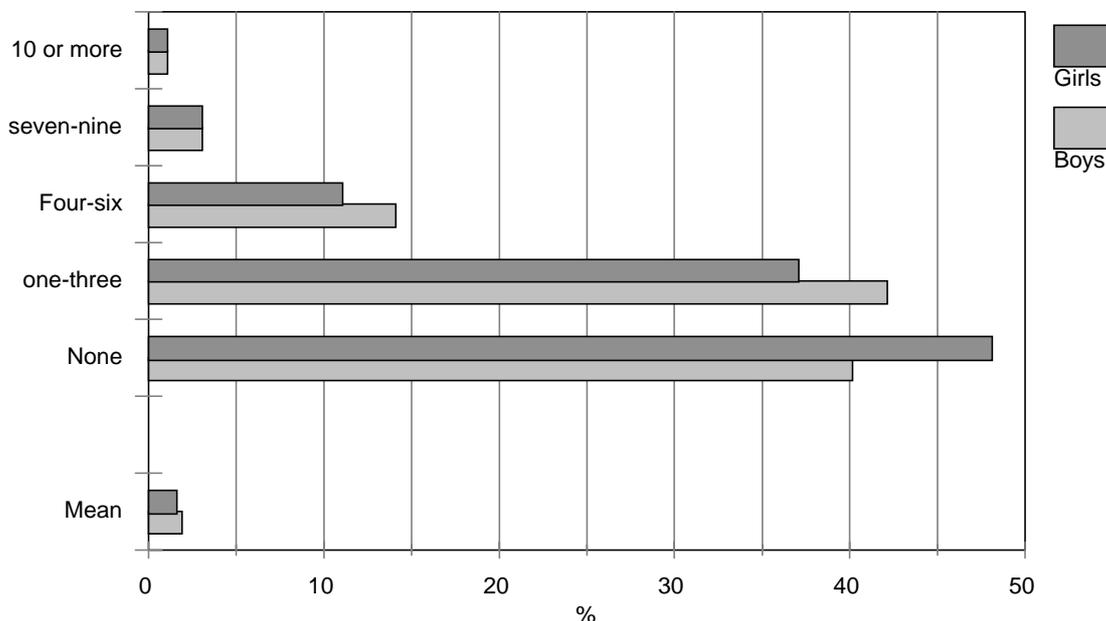


Chart 3.3: Number of sports done frequently (10 times or more) out of school by sex

Children and young people with a greater number of disabilities were less likely to participate in a high number of sports *frequently* out of school: Those with only one disability undertook an average of 2.3 sports *frequently*, whilst those with 7-9 disabilities undertook an average of 1.3 sports *frequently*.

Table 3.5: Number of sports done frequently (10 times or more) out of school by number of disabilities

Number of sports taken part in ten times or more out of school and mean	1 disability %	2 disabilities %	3-4 disabilities %	5-6 disabilities %	7-9 disabilities %	Total %
0	43	35	42	48	51	44
1-3	38	39	40	40	37	39
4-6	11	19	13	9	10	12
7-9	4	6	4	2	1	3
10 or more	6	1	1	1	1	1
Mean	2.3	2.2	1.8	1.4	1.3	1.7
Base: All young people	143	307	822	692	305	2293

Type of sport undertaken at least once out of school

Chart 3.4 shows the top 20 sports participated in at least once out of school. The top five sports undertaken at least once out of school were:

- ❑ swimming (68%)
- ❑ football (39%)
- ❑ other games skills (32%)
- ❑ cycling (29%)
- ❑ walking (29%)

Swimming was by far the most popular sport undertaken out of school – 68% of all young people with a disability had undertaken swimming at least once, a proportion that was the same for both boys and girls.

Seventy-one per cent of younger children aged 6-10 (primary) compared to 66% of children aged 11-16 (secondary) had undertaken swimming at least once.

Football was the second most popular sport – 39% had undertaken this at least once out of school, although 54% of boys compared to only 24% of girls had undertaken this sport.

Chart 3.4: Type of sport undertaken at least once out of school

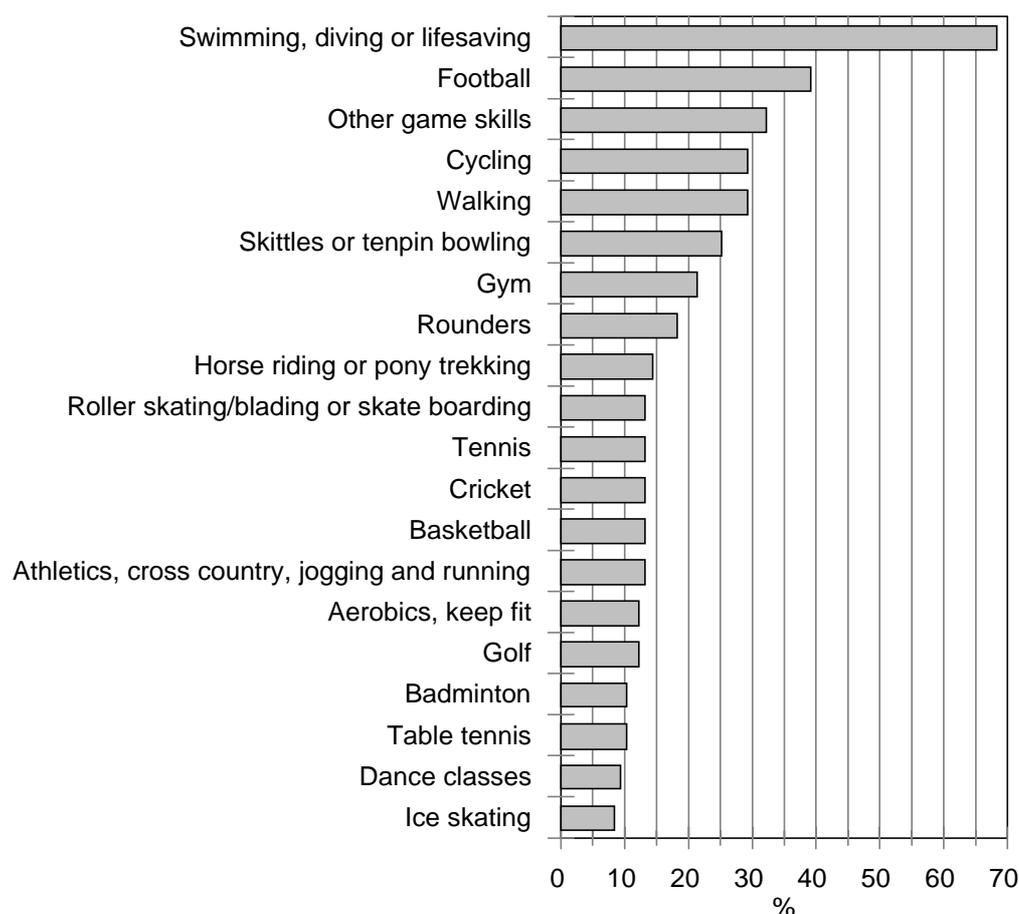


Table 3.6: Type of sport undertaken at least once out of school by age and sex

	Ages 6-10			Ages 11-16			Total ages 6-16	
	Boys %	Girls %	Total %	Boys %	Girls %	Total %	Boys %	Girls %
Swimming, diving or lifesaving	72	70	71	65	67	66	68	68
Football	55	23	40	54	25	39	54	24
Other game skills	40	45	43	22	29	26	29	35
Cycling	33	28	31	32	26	29	32	27
Walking	26	24	25	29	32	31	28	29
Base: All young people	428	401	835	690	737	1450	1121	1140

There is some correlation between number of disabilities and the type of sport undertaken. For walking, the higher the number of disabilities a child or young person has, the less likely they are to have participated in this sport at least once in the last year out of school (39% of those with one disability have undertaken walking compared to 20% of those with 7-9 disabilities).

Those with only one disability were less likely than those with 7-9 disabilities to have undertaken swimming and other games skills at least once out of school lessons. Fifty-nine per cent of those with only one disability compared to 69% of those with 7-9 disabilities had undertaken swimming at least once in the last year. This suggests how important swimming is for those children and young people with multiple disabilities.

Likewise, 27% of those with one disability had undertaken other games skills at least once in the last year compared to 31% of those with 7-9 disabilities.

Table 3.7: Type of sport undertaken at least once out of school by number of disabilities

	1 disability %	2 disabilities %	3-4 disabilities %	5-6 disabilities %	7-9 disabilities %	Total %
Swimming, diving or lifesaving	59	71	70	65	69	68
Football	51	55	42	31	26	39
Other game skills	27	38	31	32	31	32
Cycling	39	44	32	21	21	29
Walking	39	36	32	23	20	29
Base: All young people	143	307	822	692	305	2293

Type of sport undertaken *frequently* (10 times or more) out of school

The top five sports undertaken frequently out of school lessons were:

- swimming (35%)
- football (18%)
- cycling (16%)
- other game skills (12%)
- walking (12%)

The top five 'games' undertaken frequently out of school lessons were:

- football (18%)
- skittles or tenpin bowling (5%)
- rounders (4%)
- cricket (4%)
- basketball (4%)

Swimming was the most popular sport undertaken *frequently* out of school by children and young people with a disability or severe illness. Overall, 35% of respondents had undertaken this sport 10 times or more in the last year and more respondents in the younger age group (38%) compared to the older age group (33%) had undertaken this sport *frequently*.

Eighteen per cent of all children and young people with a disability had undertaken football *frequently* out of school. This proportion differed greatly between boys (28%) and girls (9%).

Chart 3.5: Type of sport undertaken frequently (10 times or more) out of school

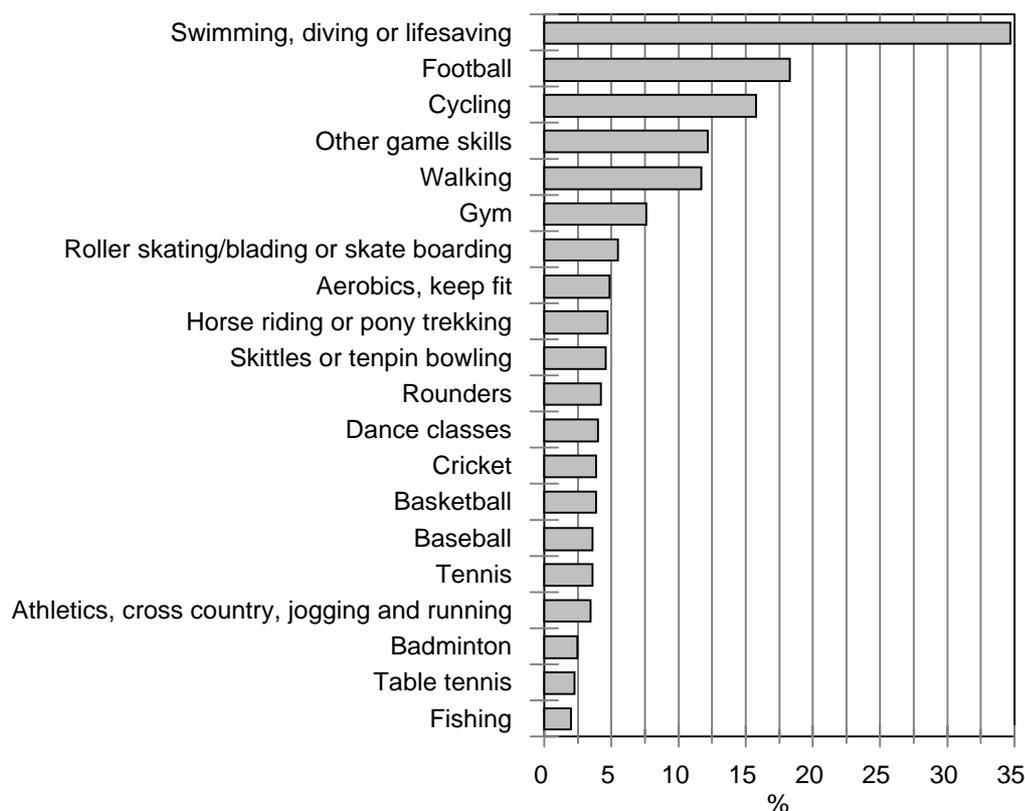


Table 3.8: Type of sport undertaken frequently (10 times or more) out of school by age group and sex

	Ages 6-10			Ages 11-16			Total ages 6-16	
	Boys %	Girls %	Total %	Boys %	Girls %	Total %	Boys %	Girls %
Swimming, diving or lifesaving	40	36	38	34	32	33	36	34
Football	26	9	17	29	9	19	28	9
Cycling	20	17	19	17	12	14	18	14
Other game skills	19	18	19	7	9	8	12	13
Walking	11	13	12	11	13	12	11	13
Base: All young people	428	401	835	690	737	1450	1121	1140

The higher the number of disabilities that a child or young person has, the less likely they are to have undertaken football and walking *frequently* out of school lessons in the last year. However, those with 7-9 disabilities were more likely than those with only one disability to have undertaken swimming or other games skills *frequently* out of school.

Table 3.9: Type of sport undertaken frequently (10 times or more) out of school by number of disabilities

	1 disability %	2 disabilities %	3-4 disabilities %	5-6 disabilities %	7-9 disabilities %	Total %
Swimming, diving or lifesaving	28	37	36	34	35	35
Football	27	25	20	14	11	18
Cycling	23	25	18	10	11	16
Other game skills	8	15	11	13	14	12
Walking	15	11	14	10	10	12
Base: All young people	143	307	822	692	305	2293

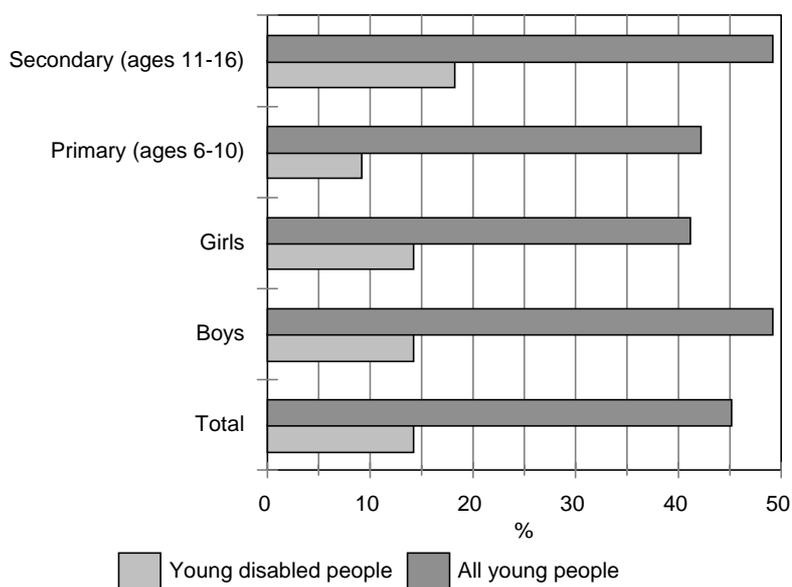
Extra curricular sport

Extra curricular sport, as defined by the survey, is sport that young people take part in that is outside normal school lessons but organised by the school. Extra curricular opportunities are likely to appeal to those who are more enthusiastic and skilled sports participants and are generally more accessible to middle class families with flexible working arrangements and high levels of personal mobility. Children and young people with a disability are further disadvantaged if they attend a special school out of their immediate home area, creating problems surrounding the issues of transportation and mobility.

The headline findings for the survey show that a very small proportion of children and young people with a disability, only 14% overall, reported taking part in extra curricular sport. This percentage is much smaller than the proportion for the general population of young people surveyed in 1999 (45%). This means that for 84% of children and young people with a disability, any experience of undertaking sport in a school setting was confined to lesson time.

The percentage of boys and girls with a disability taking part in extra curricular sport was the same. However, secondary age respondents were twice as likely as those at primary school to take part in extra curricular sport.

Chart 3.6: Participation in extra curricular sport and comparison with the 1999 survey of all young people



There is a clear association between the number of disabilities and participation in extra curricular activities.

Chart 3.7 shows that, generally, the more complex their disabilities the less likely the child or young person with a disability is to participate in sport that is organised by the school but held out of school lessons.

Those with 7-9 disabilities do not, however, seem to be any less likely to take part in extra curricular activities than those with 5-6 disabilities – 12% of those with 7-9 disabilities take part compared to 11% of those with 5-6.

Chart 3.7: Participation in extra curricular sport by number of disabilities

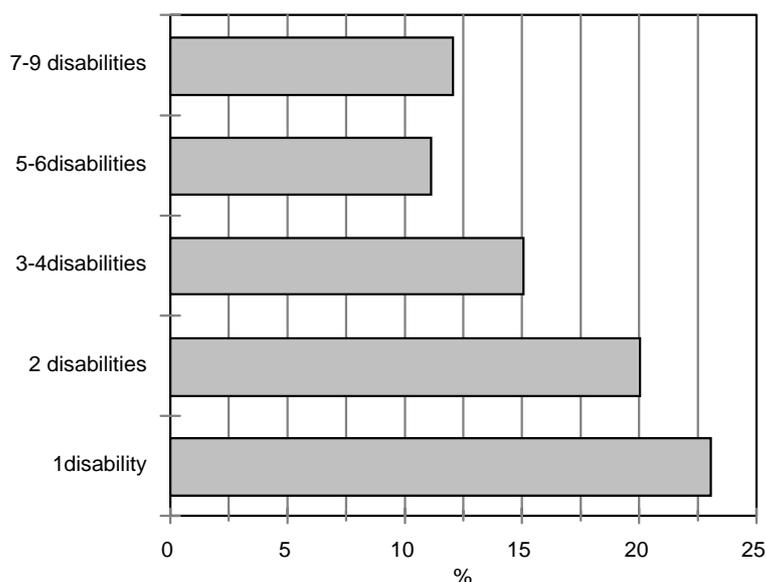
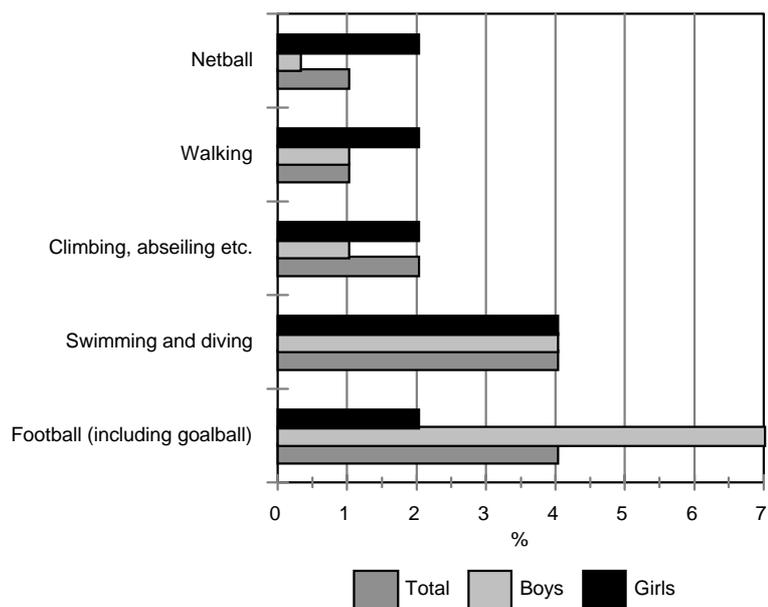


Chart 3.8 identifies the top five sports undertaken out of lesson time but organised by the school, classified by sex.

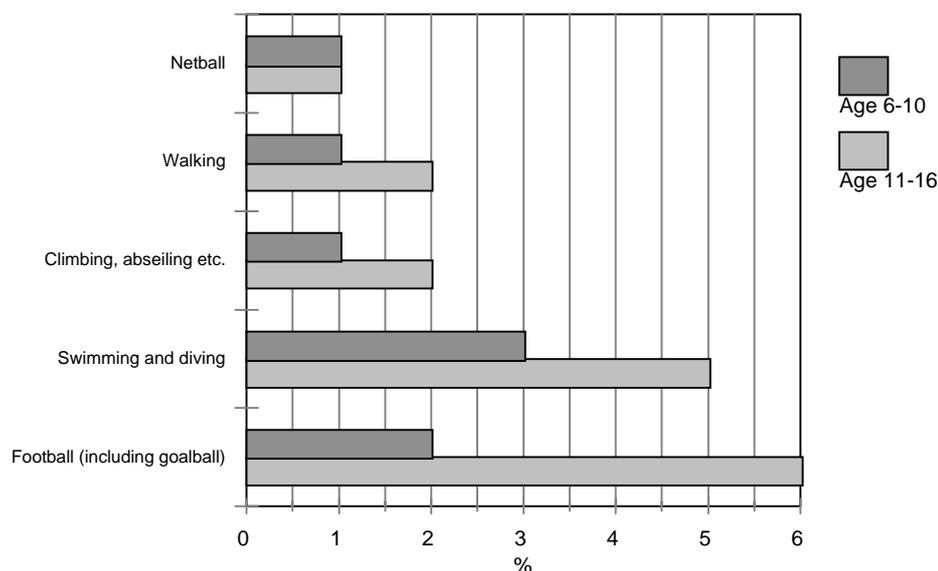
Of the extra curricular sports, football (including goalball) and swimming were the most popular. 7% of all boys took part in extra curricular football, compared to only 2% of girls. However, neither sex was more likely than the other to take part in swimming.

Chart 3.8: Top five extra curricular sports overall and by sex¹⁰



There are some differences between the age groups in terms of the type of sport undertaken. The older age group (age 11-16) were significantly more likely to take part in football. There was not much difference in participation between the two age groups for the other top five extra curricular sports.

Chart 3.9: Top five extra curricular sports by age group¹¹



Eighty-six per cent of all children and young people with a disability had not undertaken any extra curricular sport in the last year compared to 55% of all young people. Children in the younger age group were significantly less likely to have undertaken extra curricular sport

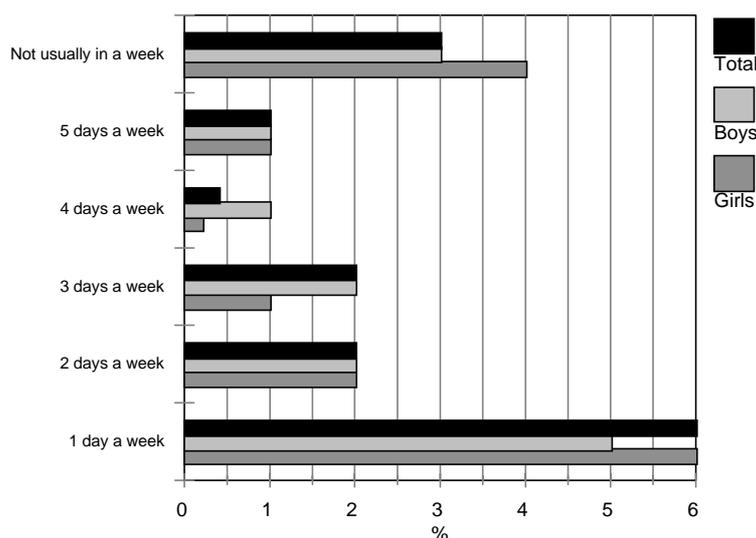
¹⁰ Base = all young people

¹¹ Base = all young people

(91%) than the older age group (82%), although there was no difference between boys and girls.

Three per cent of all children and young people with a disability did sport less than every week during term time, a percentage that was higher for the older age group (4%) than for the younger age group (1%). Six per cent usually undertook extra-curricular sport once a week.

Chart 3.10: Time spent in extra curricular activities overall and by sex¹²



Participation in outdoor activity holidays organised by the school was slightly higher for children and young people with a disability (18%) than for the overall population of young people (15%).

Only 1% of respondents went on a skiing holiday organised by the school and 4% went on a sporting trip organised by the school that involved an overnight stay.

Participation in organised sport in clubs

Voluntary sports clubs are important since they provide opportunities for all young people to participate in sport in the community and to continue this participation after leaving school. Sports clubs can also provide an important route to serious competition for those young people who are capable and provide a social environment for others which encourages lifelong participation in sport. Voluntary clubs can be vital for children and young people with a disability in particular in order to promote social inclusion in the community.

Nevertheless, participation in sports clubs by children and young people with a disability was low: only 12% had been a member of a sports club not organised by their school, compared to 46% of all young people in the 1999 survey.

Fourteen per cent of boys with a disability participated in sports clubs, compared to only 10% of girls, a pattern that matched the general population of young people.

¹² Base = excluding those who did not state an answer

There was no significant difference in club participation between the older and younger age groups. Twelve per cent of 11-16 year olds participated in clubs compared to 11% of 6-10 year olds.

Chart 3.11: Participation in sports clubs and comparison with the 1999 survey of all young people

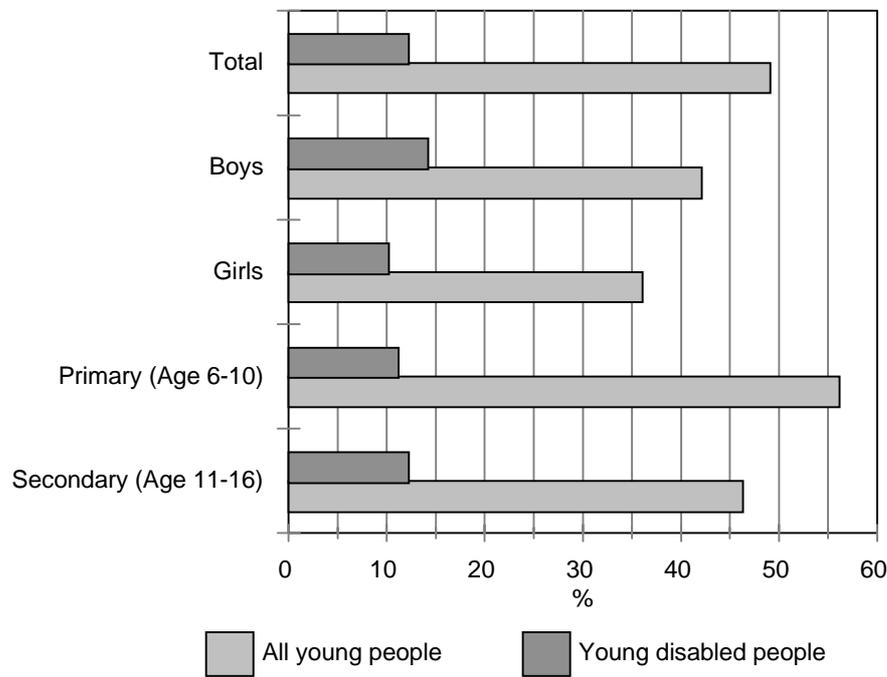
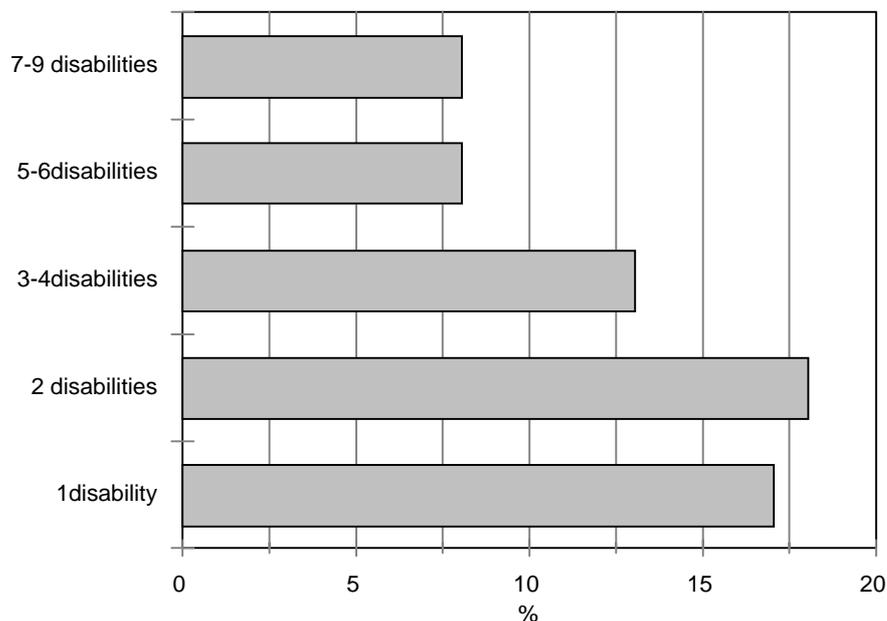


Chart 3.12 highlights an association between the lack of participation in sports clubs and multiple disabilities.

Seventeen per cent of young people with one disability participated in sports clubs compared to only eight per cent of those with 7-9 disabilities.

Chart 3.12: Participation in sport clubs by number of disabilities



The types of sports clubs that children and young people with a disability or severe illness belonged to varied by sex and age group (see charts 3.13 and 3.14).

Overall, the two most popular clubs were swimming and diving (four per cent of all young disabled people) and football (four per cent). Membership of football clubs was dominated by boys: 6% of boys compared to 1% of girls, although membership of swimming clubs was balanced between the sexes.

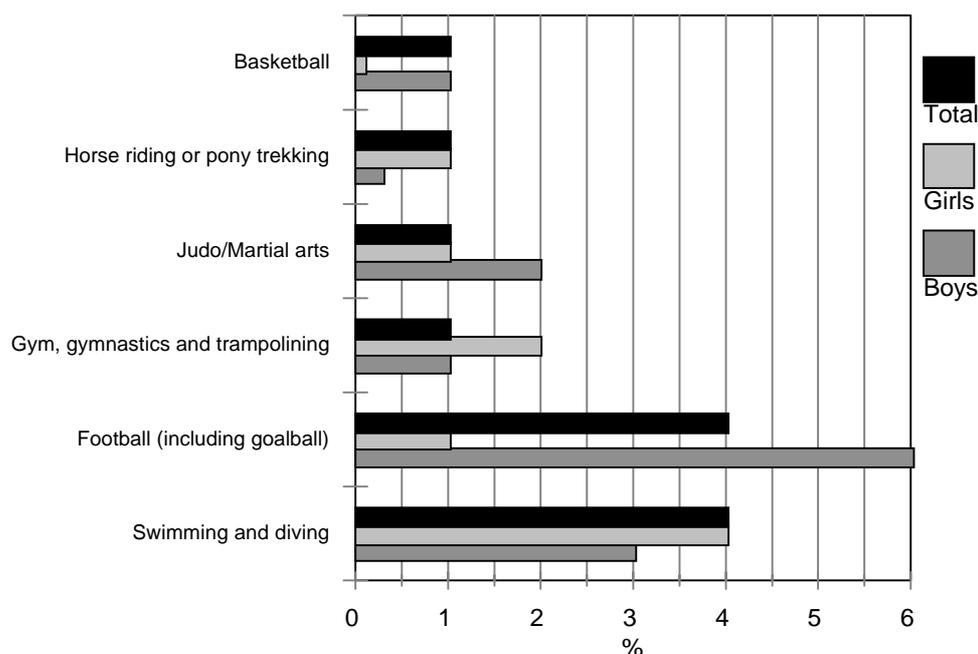
The next most popular sports club was gymnastics and trampolining, horse riding, and basketball (all 1 per cent).

As Table 3.10 shows, the two most popular clubs were football and swimming and the fourth was judo/martial arts for both children and young people with a disability and young people in general, but the other most popular clubs differed between the two.

Table 3.10: Most popular sports clubs not organised by the school: a comparison between children and young people with a disability and young people overall

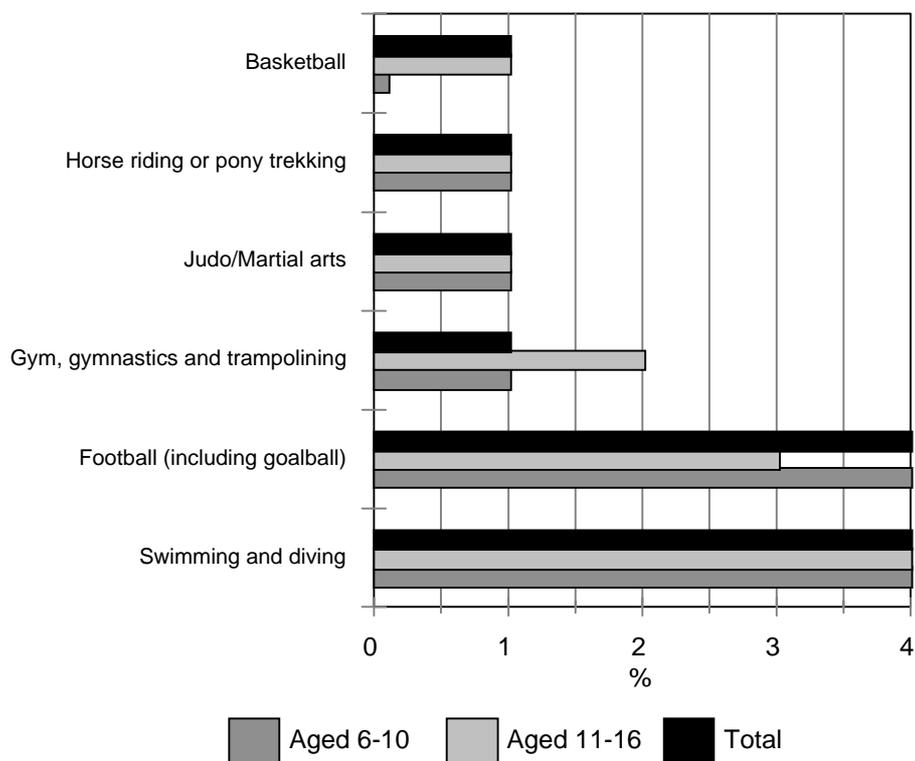
Children and young people with a disability	Young people overall
Swimming and diving (4%)	Football (18%)
Football (including goalball) (4%)	Swimming (10%)
Gym, gymnastics and trampolining (1%)	Tennis (5%)
Judo, martial arts (1%)	Judo, marital arts (5%)
Horse riding or pony trekking (1%)	Cricket (4%)
Basketball (1%)	Dance (4%)

Chart 3.13: Participation in sport clubs not organised by the school overall and by sex



As chart 3.14 shows, there were no significant differences between the age groups.

Chart 3.14: Participation in sports clubs not organised by the school overall and by age group



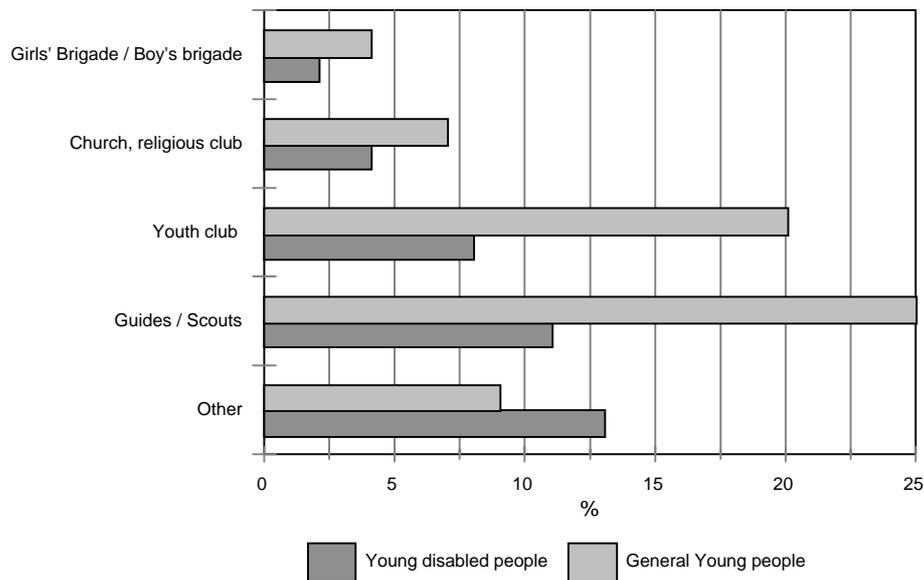
Membership of other clubs where young people take part in sport

As part of the Government’s *Quality Protects* initiative, there is a specific objective to increase the number of children who use play and leisure services, including holiday play schemes, after school clubs, and pre-school provision with appropriate support if necessary (sub-objective, 6.3).

The proportion of children and young people with a disability taking part in sport in guides/brownies/ rainbows or scouts/cubs/beavers was only 11% compared to 25% of young people in general. Girls were more likely than boys to take part in these activities (15% compared to six per cent), although there was no significant difference between age groups.

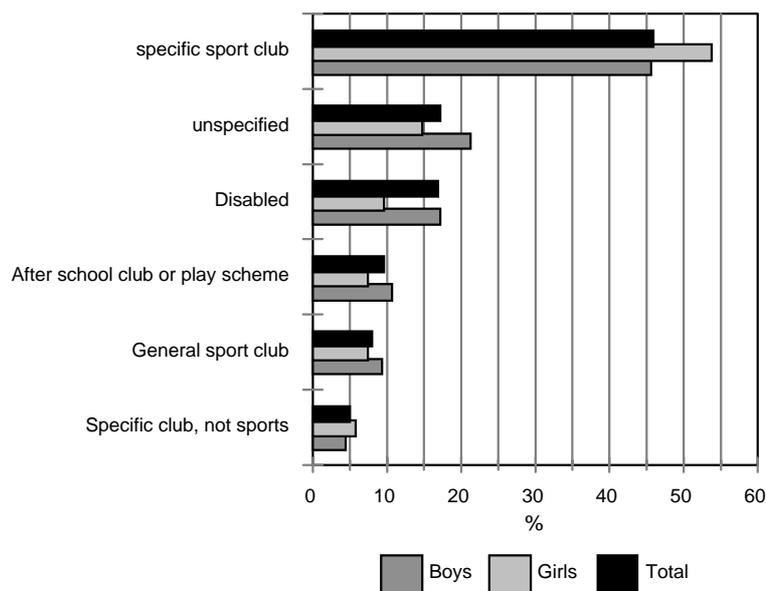
Eight per cent of children and young people with a disability took part in sport in a youth club compared to 20% of the general population of young people. The older age group (11-16) were more likely to take part in sport in a youth club than the younger age group (6-10) (11% compared to three per cent).

Chart 3.15: Membership of other clubs where young people take part in sport: a comparison between children and young people with a disability and young people generally



The most popular setting to take part in sport, however, was in another' miscellaneous club (13%). Of these, 15% said they were in a club specifically for disabled people and 9% reported being in an after school club or play scheme.

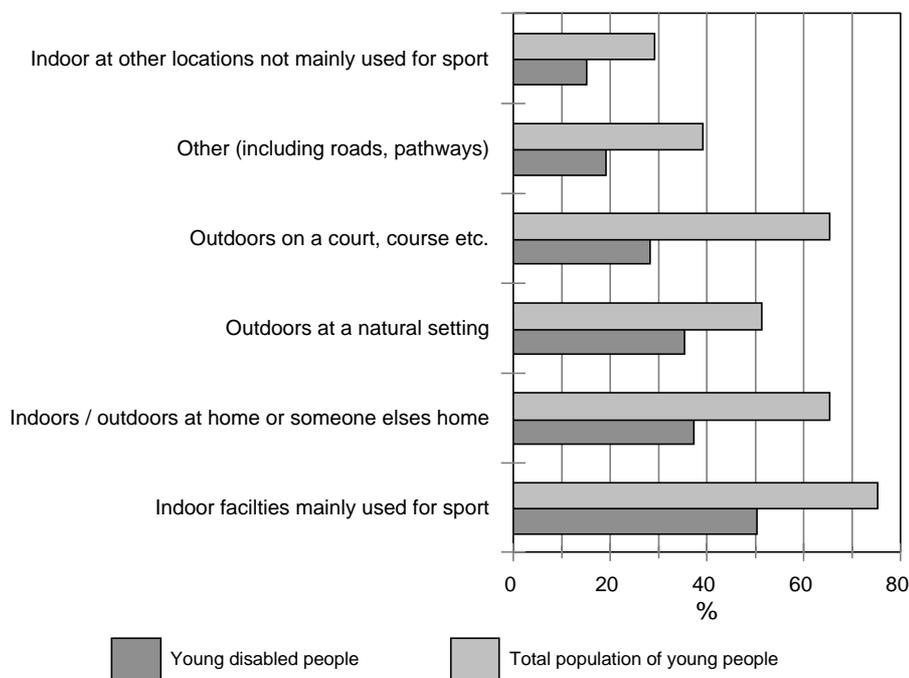
Chart 3.16: Membership of other clubs where young people take part in sport: miscellaneous clubs, overall and by sex



Fifty per cent of children and young people with a disability, compared to 75% of the whole population of young people, took part in sport in the last year in an indoor facility mainly used for sports.

Thirty-seven per cent of children and young people with a disability, compared to 65% of young people in general, had done some sport at home or in someone else's home.

Chart 3.17: Places where sports or exercises were undertaken: a comparison between young disabled people and the general population of young people



Sport in a wider leisure context

Sixty-five per cent of children and young people with a disability, compared to 89% of the general population of young people, enjoyed doing sport and exercise in their leisure time.

A higher proportion of the younger age group (41%) compared to the older age group (32%) *agreed strongly* with the statement *I enjoy doing sport and exercise in my leisure time*. Furthermore, a significantly higher proportion of boys than girls, especially in the older age group (39% compared to 25%), *strongly agreed* with this statement.

However, 27% of children and young people with a disability agreed strongly with the statement that they prefer to do other things than sport in their leisure time, compared to 17% for the overall population of young people in the 1999 survey.

Girls were slightly less likely to hold a positive view: 11% of girls disagreed strongly with the statement that they prefer to do other things than sport in their leisure time compared with 14% of boys.

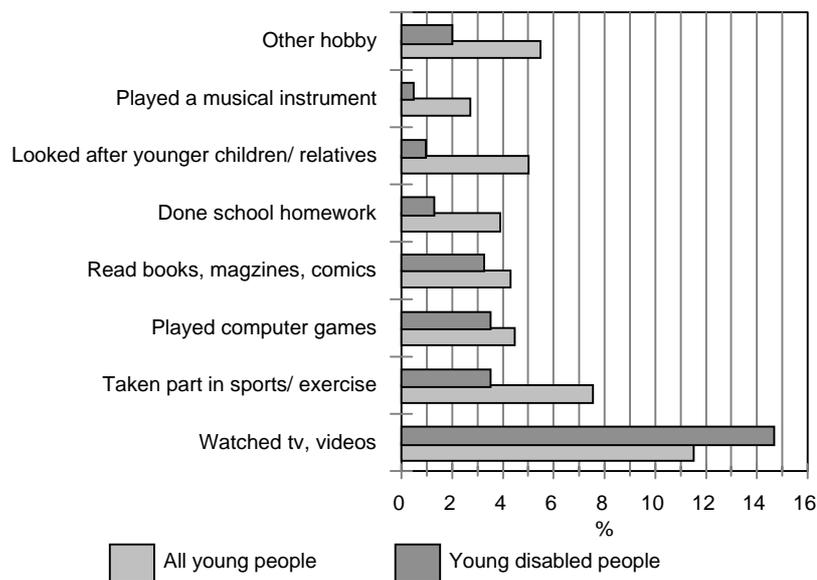
Table 3.11: Attitudes in relation to sport in the wider leisure context by age and gender and a comparison between children and young people with a disability and young people overall

	Ages 6-10			Ages 11-16			Disabled: Ages 6-16	Young People: Ages 6-16
	Boys %	Girls %	Total %	Boys %	Girls %	Total %	Total %	Total %
I enjoy doing sport and exercise in my leisure time								
Agree strongly	42	39	41	39	25	32	35	64
Agree slightly	26	28	27	29	33	32	30	25
Disagree slightly	8	9	8	9	11	10	9	6
Disagree strongly	5	6	5	9	12	10	9	2
Don't know/no answer	19	19	19	14	19	17	17	3
I prefer to do other things than sport and exercise in my spare time								
Agree strongly	24	21	23	29	30	30	27	17
Agree slightly	23	26	24	22	28	25	25	24
Disagree slightly	15	16	15	17	14	15	15	26
Disagree strongly	14	13	14	14	10	13	13	27
Don't know/no answer	24	23	24	17	18	18	20	6
Base: All young people	428	401	835	690	737	1450	2293	3319

Children and young people with a disability, on average, spent more time watching television and videos than the general population of young people (14.6 hours compared to 11.4) and less time undertaking sport or exercise (3.4 compared to 7.5 hours).

Children and young people with a disability, however, spent more time participating in sports or exercise (3.4 hours) than they did reading a book (3.2); doing school homework (1.2); looking after younger children (0.9); playing a musical instrument (0.4) or doing another kind of hobby (1.4). However, on average, they spent as much time playing computer games (3.4) as taking part in sport or exercise (3.4).

Chart 3.18: Average time (in hours) spent doing each activity out of school lessons: a comparison between children and young people with a disability¹³ and the general population of young people



When asked about role models, only 36% of young disabled people compared to 70% of the general population of young people, named a sporting figure that they particularly admired or looked up to. Overall, David Beckham (seven per cent) was the most frequently mentioned then Michael Owen (four per cent), followed by Alan Shearer (three per cent), Linford Christie, Tim Henman, The Rock – W.W.F wrestling and Ryan Giggs (all one per cent).

¹³ Base is all young people who stated a time

4. BARRIERS TO SPORT

How we view disability itself will affect what solutions are developed to overcome any barriers that exist for disabled people in relation to participation in sport. Two key 'models of disability' exist. The medical model seeks to prevent impairment occurring in the first place whereas the social model focuses on environmental and social factors and seeks to improve access, availability and suitability of certain facilities and also to challenge any discrimination and change attitudes (Beresford *et al.*, 1996, p7¹⁴). Children and young people with a disability are likely to experience a variety of barriers to participating in sport which can be overcome by, for example, adapting facilities to take account of the child or young person's disability rather than by labelling the individual as abnormal due to the nature of their disability or illness itself. This section seeks to explore the barriers to participation in sport that exist for young disabled people and therefore shed some light on the possible solutions that will increase participation.

Two questions were asked with the view of investigating barriers to sport. The first asked what prevented the child from doing more sport or exercise over the last 12 months and was a question with prompted answers.

The most common barriers to participation in sport were lack of money, the child/young person's health and the unsuitability of local sports facilities for the child or young person's disability (all 37%).

The large proportion citing lack of money as a barrier suggests that sports clubs and/or transport to sports clubs are too expensive to be accessible by all.

Thirty-two per cent of children and young people with a disability said that local clubs do not provide for people with their disability. This, coupled with the 37% who cited the unsuitability of local sports facilities for the young person's disability, demonstrates that there are large gaps in sports provision for children and young people with a disability.

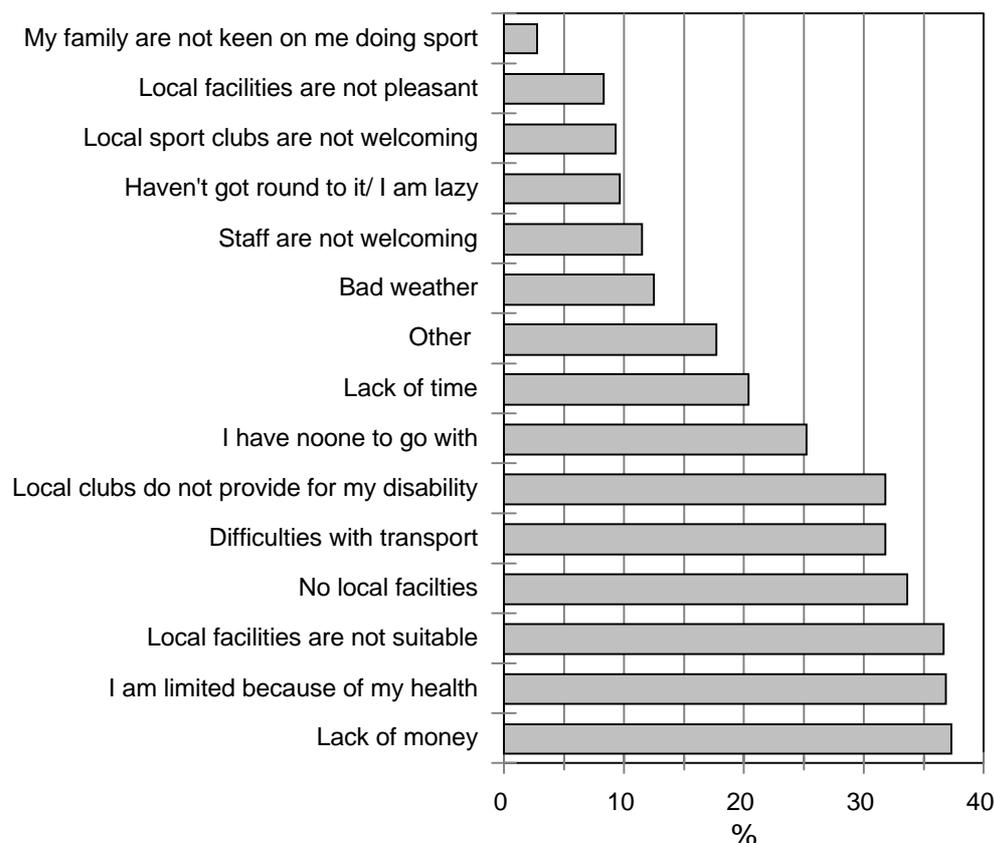
Furthermore, 34% of respondents reported that there are no local sport facilities, obviously an issue not just of for young people with a disability but for the local population as a whole.

Transport was a problem for 32% of young people.

Twenty-one per cent of respondents cited that the fact that staff are not welcoming or that the sports clubs are not welcoming as preventing them from undertaking sport. This highlights the issues of labelling and discrimination towards disabled people.

¹⁴ Beresford, B; Sloper, T; Baldwin, S and Newman, Tony (1996) *What works in services for families with a disabled child?* Ilford, Barnardos.

Chart 4.1: Factors preventing child/young person from participating in sport over the last 12 months (prompted) (base= 320)



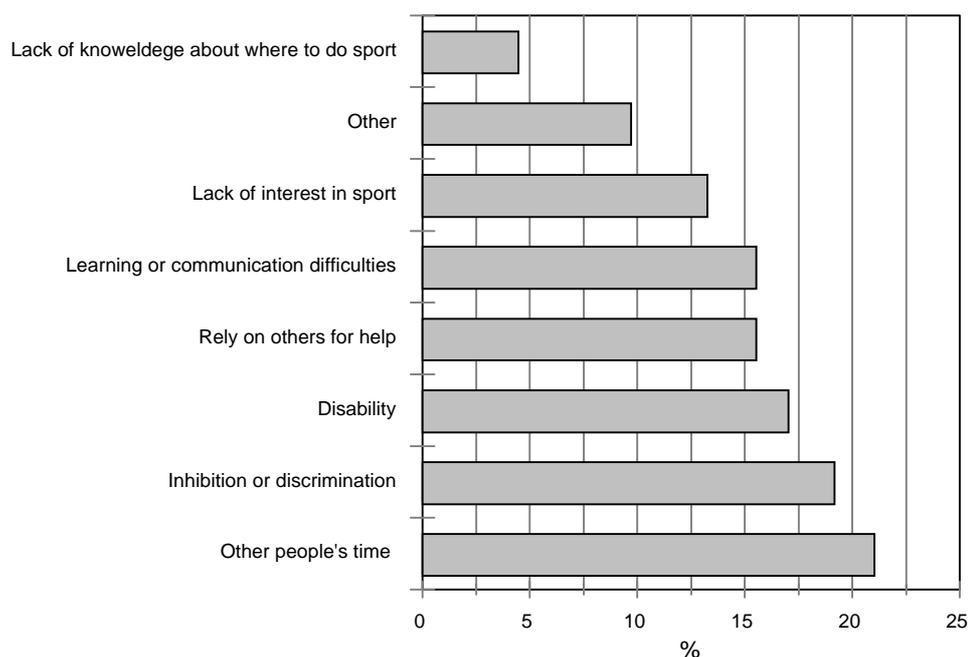
Respondents were also given space to provide other reasons that prevented them from undertaking sport (Chart 4.2).

Of those giving an answer, 21% cited that lack of other people's time was the problem – for example, to take them to the sports clubs. Furthermore, 15% reported that they relied on other people, for example there may be a lack of specialist supervision.

Nineteen per cent of respondents said that they did not undertake sport due to inhibition or discrimination (from the general public).

Seventeen per cent cited their own disability as preventing them from doing any sport.

Chart 4.2: Factors preventing child from participating in sport over the last 12 months (miscellaneous answers)

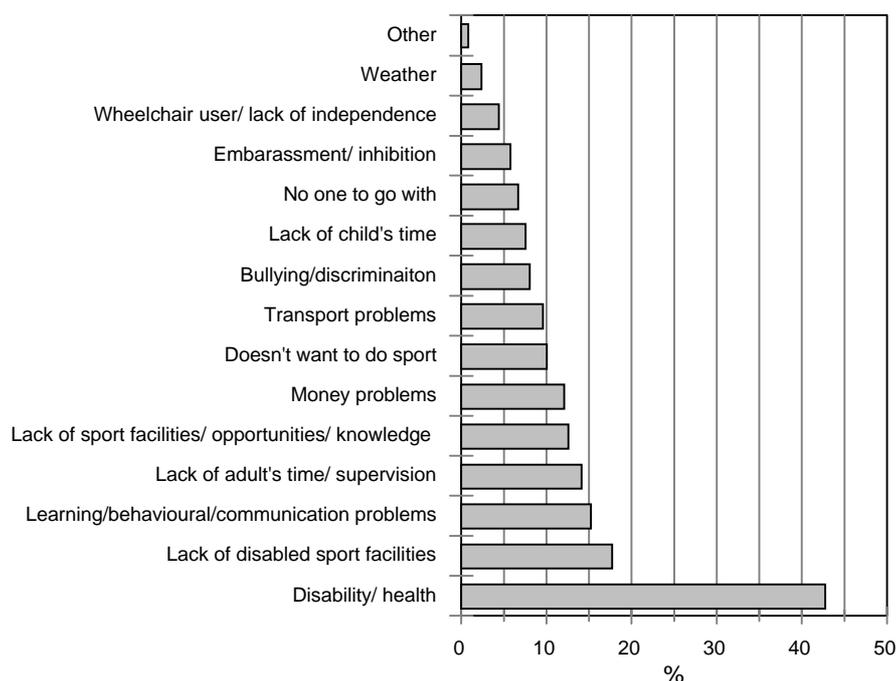


The second question was open-ended and asked what was the *main* thing that had prevented the child or young person from doing more sport or exercise over the last 12 months (Chart 4.3).

The highest proportion cited their (visible) disability or health (43%). If a 'hidden' disability was specifically mentioned, these were coded separately – 15% said that learning, behavioural or communication problems (including deafness) had prevented them from undertaking sport.

A significant proportion (18%) said that a lack of disabled sports facilities was the main reason for not doing any sport.

Chart 4.3: Main factors preventing child/young person from participating in sport over the last 12 months (unprompted)



Discrimination or lack of understanding by the general population towards children and young people and their disability can be a significant barrier in itself. It can also have a detrimental effect on the child or young person's confidence towards sport. Children and young people with a disability were, therefore, asked *how much they minded if they got left out because of their disability*.

Seventy-nine per cent gave a response to the question *how much do you mind if you get left out because of your disability*, which in itself is interesting since it suggests that the majority of children and young people with a disability have had experiences where they have been left out because of their disability.

Sixty-two per cent minded if they got left out because of their disability; and 47 per cent minded *a lot*.

Fifty-one per cent of the younger age group compared to 45 per cent of the older age group minded *a lot* if they got left out because of their disability.

Girls in the younger age group were more likely than boys to mind if they were left out because of their disability (66% compared to 61%), whilst there was little difference between girls and boys in the older age group (60% compared to 62%).

Table 4.1: Attitudes towards being left out of sport as a result of their disability by age and gender and a comparison between children and young people with a disability and young people overall

	Ages 6-10			Ages 11-16			Disabled: Ages 6-16
	Boys %	Girls %	Total %	Boys %	Girls %	Total %	Total %
If you get left out because of your disability							
Mind a lot	51	51	51	47	43	45	47
Mind a bit	10	15	13	15	17	16	15
Don't mind much	10	7	8	9	8	9	9
Don't mind at all	8	8	8	9	9	9	8
It doesn't happen to me/no answer	22	20	21	20	22	21	21
Base: All young people	428	401	835	690	737	1450	2293

5 CONCLUSIONS

This headline report has shown that the majority of disabled young people do participate in sport both in and out of school. Clearly disability per se is not a barrier to taking part in sport. However, both the overall rate of participation and the frequency with which children and young people with a disability take part in sport is lower than for young people in general. In addition, there are differences in the individual sports they take part in.

Indeed, the findings demonstrate that much needs to be done to bring participation in sport by children and young people with a disability to a level that is comparable with the general population of young people. Overall participation in sport by children and young people with a disability is low in all settings – five per cent do not do sport either in or out of school lessons (**see Appendix, Table 6**). The number of sports undertaken both in and out of school lessons is significantly lower than the overall population of young people.

Arguably, playing a range of sport is the most crucial in the youngest age groups in order that appropriate skills and a positive attitude to sport are developed as early as possible. However, in school lessons, the younger age group had the least opportunity for undertaking sport, compared to the older age group.

Furthermore, generally the higher the number of disabilities a child or young person has, the less likely they are to participate in sport. Nevertheless, having two disabilities as opposed to one does not appear to affect participation in sport and, if anything, it increases the likelihood of participation in various different settings.

The 1999 report for the overall population of young people expressed concern about the decline in the time available for PE in primary schools. The picture is even more worrying for children with a disability of primary school age and this concern should be extended to those in the older age group: 53% of primary school aged disabled children and 41% of 11-16 year olds are spending less than an hour a week in PE lessons.

Amongst all this bad news however, there are some glimmers of hope. Participation in outdoor activity holidays organised by the school was slightly higher for young disabled people (18%) than for the overall population of young people (15%).

Swimming and horse riding both appear to be important sports for children and young people with a disability. Participation in both sports in school lessons was higher than participation for the overall population of young people. Furthermore, the greater number of disabilities a young person has, the more likely they are to undertake swimming in school lessons. There is no reason that similar participation levels in these two sports cannot be reached out of school. This therefore emphasises the importance of suitable swimming and horse riding facilities for young disabled people not only in school but out of school as well.

Nevertheless, there are many sports for which participation is unacceptably low both in school and out vis-à-vis the general population of young people. It is vital that participation in sport is maximised for all those children and young people with a disability or severe illness who are well enough to participate. Maximum participation can only be achieved, however, if the barriers to participation are fully understood and acted upon. This report of the headline findings shows that a significant proportion of young disabled people consider themselves to be limited because of their health or disability. However, lack of money and problems with transport are also cited as significant barriers: for out of school sport and extra curricular sport to be truly accessible to all, the cost of participating needs to be lowered and cheap transport which caters to children and young people's needs should be arranged.

Another important barrier to participation is the fact that children and young people with a disability are often dependent on other people. For example, young disabled people rely on others to transport them to the sport venues. Once at the venue any young child (not just one with a disability) will need general supervision and many young disabled people will be reliant on others to make it possible to actually carry out the sports. As a result, lack of other people's time and lack of people to help and supervise the child become significant issues in themselves. The latter issue could be overcome by having staff at sport centres and other venues, who are trained to help and supervise young disabled people.

Even with enough people with time to help, participation in sport can only realistically take place if local clubs provide for people with a disability and if the disabled facilities that are available are suitable for the young person's particular disability. The fact that these were cited as significant barriers to participation demonstrates that there are large gaps in sports provision for young people with a disability, and possibly also for the general population who have a disability. In order for participation to be increased, these two issues need to be adequately dealt with via research into the particular needs of young disabled people in clubs that is carried out with the young people themselves.

However, there also exists the more problematic issue of discrimination towards young people with a disability, felt to be an important barrier by eight per cent of the sample. A by-product of the lack of understanding by the general population is the inhibition that is felt by a small but significant proportion of young disabled people (six per cent). Together, these two problems become a worrying barrier to participation, one that can only be overcome by a general change in attitude by the population as a whole.

APPENDIX

Table 1: Most popular sports in school lessons: differences between young disabled people (2000) and the overall population of young people (1999) by age

Participated 10 or more times in last year

Participated in school lessons on 10 or more times in last year	Total Ages 6-16	Total Ranking	Total Years 2-11	Primary ¹⁵ Ages 6-10	Ranking Ages 6-10	Primary Years 2-6	Secondary ¹³ Ages 11-16	Ranking Ages 11-16	Secondary Years 7-11
	Young disabled people (%)	Young disabled People	All young people (%)	Young disabled People (%)	Young disabled People	All young people (%)	Young disabled people (%)	Young disabled People	All young people (%)
Swimming, diving or lifesaving	37	1	30	39	1	43	36	1	17
Other game skills	24	2	Na ¹⁶	35	2	44	18	=3	na
Gym	21	3	33	27	3	39	18	=3	26
Football	14	4	28	10	5	28	17	4	29
Athletics	11	=6	35	9	=7	32	12	5	37
Rounders	11	=6	31	9	=7	36	11	6	25
Aerobics, keep fit	8	=8	15	11	4	21	7	=11	8
Dance classes	8	=8	11	8	8	11	7	=11	11
Basketball	6	=10	15	1	=20	4	9	7	26
Horse riding	6	=10	1	6	=10	*	6	=15	1
Cricket	5	=16	16	3	13	16	7	=11	17
Cycling	5	=16	4	5	11	5	5	=17	4
Hockey	5	=16	17	2	=17	9	6	=15	27
Tennis	5	=16	18	2	=17	9	6	=15	28
Netball	5	=16	19	1	=20	12	7	=11	26
Walking	5	=16	3	4	12	3	5	=17	4
Goalball	4	=18	na	6	=10	na	4	18	na
Cross country, jogging and running	4	=18	14	2	=17	11	6	=15	18
Badminton	3	=20	10	1	=20	1	5	19	20
Baseball	3	=20	4	2	=17	2	3	20	6

¹⁵ Whilst we have used the age variable to compare disabled young people with the general population of young people, there is some overlap with primary and secondary school year groups (see introduction: presentation and interpretation of the data for further explanation).

¹⁶ na = not asked

Table 2: Most popular sports in school lessons: differences between young disabled people (2000) and the overall population of young people (1999) by sex

Participated 10 or more times in last year

Participated in school lessons on 10 or more times in last year	Total	Total Ranking	Total 1999	Boys	Ranking Boys	Boys 1999	Girls	Ranking Girls	Girls 1999
	Young disabled people (%)	Young disabled people	All young people (%)	Young disabled people (%)	Young disabled people	All young people (%)	Young disabled People (%)	Young disabled people	All young people (%)
Swimming, diving or lifesaving	37	1	30	38	1	30	37	1	31
Other game skills	24	2	na ¹⁷	22	=3	na	26	2	na
Gym	21	3	33	20	4	30	23	3	36
Football	14	4	28	22	=3	44	7	=10	12
Athletics	11	=6	35	10	5	33	12	=5	36
Rounders	11	=6	31	9	6	23	12	=5	39
Aerobics, keep fit	8	=8	15	6	=12	10	11	6	20
Dance classes	8	=8	11	6	=12	7	9	7	15
Basketball	6	=10	15	7	8	18	5	=14	12
Horse riding	6	=10	1	6	=12	1	7	=10	3
Cricket	5	=16	16	8	7	24	3	19	8
Cycling	5	=16	4	6	=12	4	4	=18	5
Hockey	5	=16	17	4	=17	12	5	=14	23
Tennis	5	=16	18	4	=17	16	5	=14	20
Netball	5	=16	19	1	20	4	8	8	34
Walking	5	=16	3	5	=15	3	5	=14	4
Goalball	4	=18	na	5	=15	na	4	=18	na
Cross country, jogging and running	4	=18	14	5	=15	15	4	=18	14
Badminton	3	=20	10	3	=19	8	4	=18	12
Baseball	3	=20	4	3	=19	6	2	20	2

¹⁷ na = not asked

Table 3: Average time per week in PE lessons - differences between young disabled people (2000) and the overall population of young people (1999)

Average time in PE lessons per week	Primary Ages 6-10 Young disabled (%)	Primary Years 2-6 All young people (%)	Secondary Ages 11-16 Young disabled (%)	Secondary Years 7-11 All young people (%)	Total Ages 6-16 Young disabled (%)	Total Years 2-11 All young people (%)
Less than 30 mins	15	na ¹⁸	12	na	13	na
30-59 mins	38	30	29	6	32	18
1hr – 1hr 29 mins	19	31	21	13	20	22
1 hr 30 – 1 hr 59	12	24	15	29	14	26
2 hrs-2hrs 29 mins	8	9	11	38	10	22
2 hrs 30 mins- 2 hrs 59	3	3	4	7	3	5
3 hrs or more	5	3	9	8	7	5
Base: Young people who provided the information¹⁹	679	1350	1180	1241	1863	2591

¹⁸ na = not asked

¹⁹ In order to ensure that the findings are comparable with the 1999 young persons survey, those who answered Don't know or did not state and answer have been excluded (430 missing cases).

Table 4: Most popular sports out of school - differences between young disabled people (2000) and the overall population of young people (1999) by age

Participated on 10 or more times in last year

Participated out of school on 10 or more times in last year	Total Ages 6-16	Total Ranking	Total Years 2-11	Primary Ages 6-10	Ranking Ages 6-10	Primary Years 2-6	Secondary Ages 11-16	Ranking Ages 11-16	Secondary Years 7-11
	Young disabled people (%)	Young disabled people	All young people (%)	Young disabled People (%)	Young disabled people	All young people (%)	Young disabled People (%)	Young disabled people	All young people (%)
Swimming, diving or lifesaving	35	1	50	38	1	62	33	1	37
Football	18	2	43	17	2	48	19	2	36
Cycling	16	3	54	19	=4	67	14	3	41
Other game skills	12	=5	Na	19	=4	30	8	5	na
Walking	12	=5	23	12	5	27	12	4	19
Gym	8	6	13	11	6	17	6	=7	8
Roller skating/ blading or skate boarding	5	=10	26	7	7	34	5	=9	19
Aerobics, keep fit	5	=10	11	5	=10	14	4	=15	7
Horse riding or pony trekking	5	=10	8	5	=10	7	5	=9	9
Skittles or tenpin bowling	5	=10	7	4	=12	6	6	=7	8
Rounders	4	=16	14	4	=12	14	4	=15	13
Dance classes	4	=16	9	5	=10	10	4	=15	9
Cricket	4	=16	19	3	=16	19	4	=15	18
Basketball	4	=16	13	3	=16	10	4	=15	17
Baseball	4	=16	4	2	=18	3	2	=20	5
Tennis	4	=16	21	3	=16	18	4	=15	25
Athletics, cross country, jogging or running	3	=17	18	3	=16	19	3	=18	17
Badminton	2	=20	9	2	=18	7	3	=18	12
Table tennis	2	=20	7	1	=20	5	3	=18	9
Fishing	2	=20	5	1	=20	4	2	=20	7

Table 5: Most popular sports out of school - differences between young disabled people (2000) and the overall population of young people (1999) by sex

Participated on 10 or more times in last year

Participated out of school lessons on 10 or more times in last year	Total	Total Ranking	Total 1999	Boys	Ranking Boys	Boys 1999	Girls	Ranking Girls	Girls 1999
	Young disabled people	Young disabled people	All young people	Young disabled people	Young disabled people	All young people	Young disabled people	Young disabled people	All young people
Swimming, diving or lifesaving	35	1	50	36	1	46	34	1	53
Football	18	2	43	28	2	67	9	5	18
Cycling	16	3	54	18	3	59	14	2	50
Other game skills	12	=5	Na	12	4	na	13	=4	na
Walking	12	=5	23	11	5	22	13	=4	24
Gym	8	6	13	8	6	9	8	6	16
Roller skating/ blading or skate boarding	5	=10	26	5	=10	25	5	=11	28
Aerobics, keep fit	5	=10	11	2	=20	5	7	=8	17
Horse riding or pony trekking	5	=10	8	3	=15	3	6	9	12
Skittles or tenpin bowling	5	=10	7	5	=10	7	5	=11	6
Rounders	4	=16	14	4	=13	12	4	12	16
Dance classes	4	=16	9	2	=20	2	7	=8	17
Cricket	4	=16	19	6	7	29	1	=20	8
Basketball	4	=16	13	5	=10	18	2	=18	9
Baseball	4	=16	4	2	=20	6	2	=18	2
Tennis	4	=16	21	4	=13	24	3	=14	18
Athletics, cross country, jogging or running	3	=17	18	4	=13	18	3	=14	17
Badminton	2	=20	9	2	=20	10	2	=18	9
Table tennis	2	=20	7	2	=20	9	2	=18	5
Fishing	2	=20	5	3	=15	10	1	=20	2

Table 6: Number of sports undertaken at least once in or out of school by age and sex

	Ages 6-10			Ages 11-16			Total ages 6-16
	Boys %	Girls %	Total %	Boys %	Girls %	Total %	Total %
0	5	3	4	5	6	6	5
1-3	20	24	22	19	17	18	19
4-6	25	31	28	21	21	21	23
7-9	18	19	18	18	16	17	17
10-12	16	14	15	15	14	15	15
13-15	8	5	6	9	9	9	8
16 or more	8	4	6	14	16	15	12
Mean	7.5	6.4	7.0	8.2	8.6	8.4	7.9
Base: All young people	428	401	835	690	737	1450	2293

Table 7: Number of sports undertaken frequently in or out of school by age and sex

	Ages 6-10			Ages 11-16			Total ages 6-16
	Boys %	Girls %	Total %	Boys %	Girls %	Total %	Total %
0	24	24	24	23	28	26	26
1-3	40	39	40	40	39	40	40
4-6	21	26	23	21	17	19	20
7-9	11	8	10	11	9	10	10
10 or more	4	2	3	4	6	5	5
Mean	3.2	2.9	3.0	3.2	3.0	3.1	3.0
Base: All young people	428	401	835	690	737	1450	2293