Supplementary Table S1.

*Grades, Benchmarks, Results, Data Gaps and Constraints according to Indicators in Finland’s 2022 Report Card on Physical Activity for Children and Adolescents with Disabilities (CAWD)*

<table>
<thead>
<tr>
<th>Indicator and Grade</th>
<th>Benchmark/s, rationale and results</th>
<th>Data gaps and constraints</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Physical Activity: C+</td>
<td>The proportion of children who meet physical activity recommendation on most of the days (60 min MVPA per day on 4–7 days/week): 64% of 11–15-year-olds with physical or cognitive disabilities (F-SPA, 2018)(^1) 54% of 11–15-year-olds in special education (SECS, 2018)(^2) 59% of 14–15-year-olds with physical or cognitive disabilities (SHP, 2021)(^3) 56% of 14–15-year-olds with social disabilities (SHP, 2021)(^3) 59% of 14–15-year-olds with moderate or severe anxiety (SHP, 2021)(^3)</td>
<td>No accelerometer data available. The group with reported disabilities includes many children and adolescents who engage in very little physical activity.</td>
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<tr>
<td>Organized Sport: C</td>
<td>The proportion of CAWD who participate in organized sports activities or other organized physical activity. Those who participate in organized physical activities at least once a week: 71% of 10–11-year-olds with physical or cognitive disabilities (SHP, 2019)(^4) 72% of 10–11-year-olds with social disabilities (SHP, 2019)(^4) 38% of 14–15-year-olds with physical or cognitive disabilities (SHP, 2021)(^3)</td>
<td>CAWD may perceive therapy as organized sports participation. If the child has therapy as a leisure time activity, the social aspects are missing. However, it can be important for the child’s identity and competence to say that a water or equestrian therapy, for example, is their hobby.</td>
</tr>
</tbody>
</table>
36% of 14–15-year-olds with social disabilities (SHP, 2021)³

Those who participate in sports club activities (F-SPA, 2018)¹:
54% of 11–15-year-olds with physical or cognitive disabilities
60% of 11–15-year-olds with social disabilities

Those who participate in organized physical activities
(SECS, 2018)⁵:
38% of 7–18-year-olds in special education

Active Play: D
The proportion of CAWD engaging in unorganized physical activity in their free time nearly every day.

Those who participate in unorganized PA at least 4 times per week (F-SPA, 2018)¹:
34% of 11–15-year-olds with physical or cognitive disabilities
33% of 11–15-year-olds with social disabilities

Those who participate in unorganized physical activity or sports almost daily (SHP, 2021)³:
31% of 14–15-year-olds with physical or cognitive disabilities
29% of 14–15-year-olds with social disabilities
29% of 14–15-year-olds with moderate or severe anxiety

No information of children and adolescents with disabilities who engage in unstructured/unorganized active play at any intensity for more than 2 h a day or % of children and adolescents with disabilities who report being outdoors for more than 2 h a day.
### Active Transportation: B

The proportion of CAWD who actively commute to school either on foot or by bike (among those who live less than 5 km away from school). Information on active transport other than school commute (like park, mall, friend’s house) is lacking.

Pupils with disabilities who actively commute to school either on foot or by bike (among those who live less than 5 km away from school) (F-SPA, 2018):
- 77% of 11-year-olds
- 78% of 13-year-olds
- 65% of 15-year-olds

### Family and Peers: C+

The proportion of CAWD with family members or peers who encourage and support them to be physically active or are physically active with them. The proportion of parents who volunteer in their child’s club at least weekly.

The parents of 10–11-year-old children with physical, cognitive or social disabilities report that at least one parent supports their child (SHP, 2019):
- 76% encourage their children to be physically active,
- 64% talk with their children,
- 45% take their children to PA venues or sports,
- 28% are physically active with their children.

Parents of 7–17-year-olds with disabilities (SYPLA, 2018):
- 84% volunteer in their child’s club at least weekly.

### School: B

The proportion of schools with active policies that facilitate physical activity during the school day and where physical education is taught by qualified teachers.

Data is unavailable on the actual real attendance of PE classes by children and adolescents with a disability, because it is possible to be exempt from PE.
Number of schools registered with the national Finnish Schools on the Move program (n=2027; 91%) in 2021 (Finnish Schools on the Move register, 10/2021)

Schools (Wiss et al., 2020)^7:  
84% report that the school yard is a stimulating site for physical activity and is also used outside the school day.  
77% of schools use indoor physical activity facilities outside of PE lessons during the school day.  
75% report that pupils engage in active school commutes.  
71% of schools have long recesses.  
68% of pupils have been trained as physical activity tutors (peer leaders).

33% of pupils in primary schools and 19% in lower secondary schools have participated in planning recess activities (Rajala et al., 2019)^8

96% of full-time and part-time PE teachers in basic education are qualified (Finnish National Agency for Education, 2020)^9

In special education schools, PE is mandatory, but no reports are available regarding the teachers’ physical education qualifications.

Club activities in schools facilitate low-threshold physical activities for all pupils regardless of their backgrounds. However, there is no information on the amount of participation by pupils with SEN.

No information on schools with students with disabilities who have regular access to facilities and equipment that support physical activity (e.g. gymnasiums, outdoor playgrounds, sporting fields, multipurpose spaces for physical activity, equipment in good condition).

Community and the Built Environment: C-

Municipalities with a physical activity plan or development program that takes the promotion of non-discrimination and gender equality into consideration and which support the physical activity of all children and adolescents.

The Finnish municipalities (TEA, 2020)^10 report:  
51% have defined objectives and 58% resources for adapted physical activity.

Large differences between municipalities. Municipalities have sovereignty.

The Finnish municipalities report the results of adapted physical activity in general, inclusive of both adults and children.

No information on accessible infrastructure (e.g. sidewalks, trails, paths, bike lanes) specifically geared toward promoting
25% monitor physical activity of people with disabilities regularly at least every two years and 9% by gender. 19% have made proposals concerning physical activity of people with disabilities to the municipal management group.

61% have proposed actions to promote equality and 32% have proposed actions to promote gender equality in the physical activity plan/development program. 65% provide practice sessions for children and adolescents free of charge in school gymnasiums and 83% in sports grounds and ball fields.

Government: The government creates conditions for realizing the goals set in its sports and PA policy by providing resources for physical activity services for all children and adolescents.

In Finland physical activity for children and adolescents is a strategic priority in the sports and physical activity policy.

National recommendations have been issued for different age and population groups in order to increase physical activity.

Core curricula in basic education support a physically active way of learning.

A national program exists to promote physically active school days.

A national monitoring system of physical functional capacity (Move!) has been initiated for all students aged 11.

The state provides 159.3 M€ for enhancing PA and sport altogether.

Direct subsidies targeting adapted physical activity amount approximately 5.8 M€.

Projects promoting equality in physical activity amount to 1.5 M€.

Projects targeting adapted physical activity in the development subsidy for club activities amount to 0.49 M€.

Construction and renovation grants allocated to municipalities are effective government steering, because they guarantee that accessibility is taken into account.
and 14. Move! measurements can be carried out in an adapted manner for pupils with special educational needs.

**Note.**