

© cunaplus/Shutterstock.com



**Home Nations Disability Sport & sports coach UK**

# Disabled People and Coaching

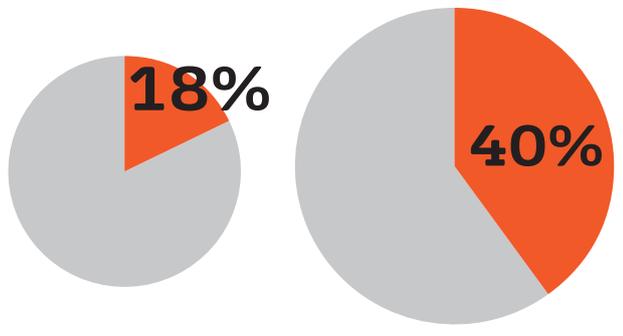
## A Position Paper to Support the Development of Coaching of, and by, Disabled People in the UK

The UK Home Nations Disability Sport Organisations and Sports Coach UK will work in partnership with all organisations involved in the provision of physical activity, sport and recreation to engage more people with an impairment. In order to deliver on this, more coaches are needed who are competent and confident to include disabled people, and disabled people are needed as coaching role models.

This paper focuses on the key organisations that design and deliver coach education and development throughout the UK (including coach education learning programmes, resources and the wider coach education workforce).

Parity of opportunity to access sport or physical activity is required for disabled people – both as participants and coaches.

Currently, only 18% of disabled people participate regularly in sport compared to 40% of their non-disabled peers (Sport England, Active People Survey 8, 2016).



Research suggests that 6% of coaches are disabled. However, less than 2% of those coaches who have gained a qualification since 2009 are disabled (Sports Coach UK, Coaching Insights, 2016).

Two key ways to address these imbalances are to ensure:

- coaches truly deliver participant-centred opportunities, based on the wants and needs of the individual
- appropriate systems exist to recruit, develop and support disabled people as coaches.

### Current Population Demographics

- There are approximately 6.9 million disabled people of working age in the UK. Wales has the largest percentage population of working-age disabled people, with 23% of Welsh people identifying as being 'disabled', compared to 19% in Scotland, 19% in England and 18% in Northern Ireland.
- One in five people of working age are disabled (Office for Disability Issues, updated Department for Work and Pensions estimates based on Family Resources survey 2009–2010).
- There are 770,000 disabled children under the age of 16 in the UK (Papworth Trust, Disability Facts and Figures, 2010).
- Only 17% of disabled people were born with an impairment. Therefore, the vast majority of disabled people acquire their impairment during their working lives. (Papworth Trust, Disability Facts and Figures, 2010).
- Non-disabled children and young people are more likely to be involved with extracurricular sport and physical activity than children with an impairment.

**There are approximately 6.9 million disabled people of working age in the UK**

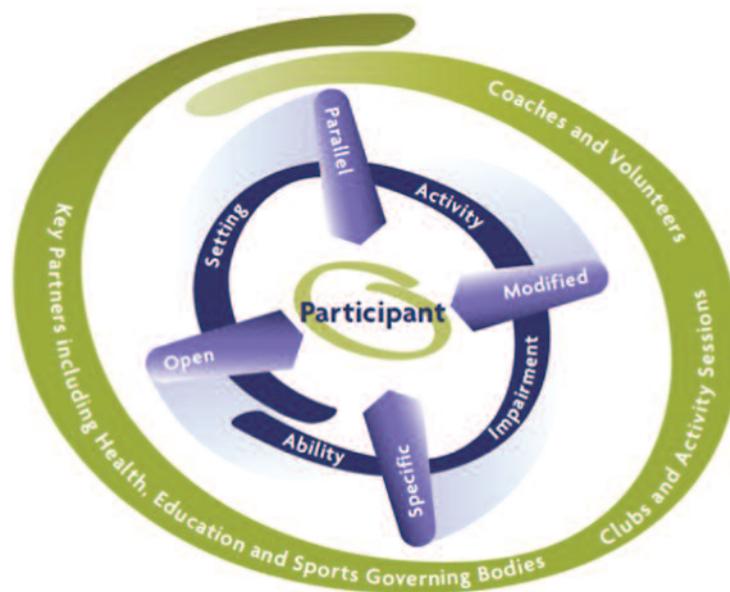
## Aim: Everyone has a high-quality experience of being coached



© Denis Kuvnev/Shutterstock.com

## Introducing the Sports Inclusion Model

The Sports Inclusion Model supports participant-centred provision of physical activity and sport, and ensures everyone has a high quality experience of being coached, irrespective of the environment or ability of the participant.



### Sports Inclusion Model

Third Generation: The Sports Inclusion Model, September 2016

Evolved from Black and Stevenson's Inclusion Spectrum and aligned to the WHO's International Classification of Functioning, Disability and Health

Inclusive sports offer all disabled participants the opportunity to realise their full potential in physical activity, sport and PE, with coaches delivering activity appropriate to their individual needs and abilities through open, modified, parallel and specific sports options, relevant to the setting and activity. The use of, and transition within, the model will be dictated through the ongoing communication between the coach and participant, as part of a planned programme of activity or sports participation, training or competition.

Each option is described as follows:

- **open activity** – everyone can take part, based on what everyone can do and without any modification
- **modified activity** – people do the same activity in different ways
- **parallel activity** – organised in ability groups, everyone takes part in a variation of the same activity
- **specific activity** – people take part in unique activity specific to the sport.

The four factors that influence inclusion (and inform the structure of provision) for each individual participant are **ability, activity, impairment** and **setting**. All need to be considered when creating the most appropriate provision.

The outer circle denotes the environments and people that support the provision of inclusive activity or sport:

- **clubs and activity sessions** – clubs and activity sessions that promote inclusive principles
- **coaches and volunteers** – ensuring coaches and volunteers are prepared, confident and competent
- **health and education sectors** – supporting the inclusion agenda by ensuring the sectors are prepared, confident and competent to meet the needs of all participants with a disability
- **key partner** – adopting policies and procedures that impact on delivery and ensure that participants with a disability are considered and included.



## Aim: Have a participant-centred approach to coaching

### Key Recommendations in Working Towards Parity of Opportunity for Disabled People as Participants and Coaches

#### For Partners Deploying Coaches

- Ensure your coaching workforce can support and develop all disabled participants in any environment where sport or physical activity is delivered.
- Have coaching systems and environments to support disabled people to become, and develop as, coaches.
- Actively support and encourage disabled participants and coaches within your sport as role models.
- Ensure that the key messages relating to (disability) inclusion are embedded in all coaching development opportunities.
- Have a coach education and development workforce (including assessors and verifiers) that can confidently advocate for all coaches to adopt and deliver these principles of inclusion within their coaching practice.
- Have access to coaching support staff who have appropriate expertise to support athletes with specific impairments.
- Ensure reasonable adjustments processes are in place to support the development of disabled coaches.

#### For the Coach Education and Development Workforce

- Ensure your coach education and development workforce (including tutors, assessors and verifiers) are representative of the disabled population.
- Provide regular continuing personal development (CPD) to enable the facilitation of inclusive learning environments.
- The content and assessment of learning reflect the experiences of disabled participants in your sport.
- The workforce are competent and enthusiastic in their delivery to reflect the experiences of disabled people in your sport.
- They feel confident, and know where to seek advice and support to develop their own knowledge.
- Check the accessibility of the venue prior to delivery of coaching development events.

#### For the Coaching Workforce

- Have a participant-centred approach to coaching.
- Have effective communication skills, and knowledge of differentiation and modification to develop disabled participants and athletes.
- Acquire knowledge of, and implement in practice, inclusive coaching processes (through the use of STEP and the Sports Inclusion Model).
- Understand how to access impairment-specific organisations that can inform and support coaches in all environments to develop an individual in their sessions (see below).
- Coaches with athletes on the talent pathway should have access to impairment-specific specialists (eg physios, nutritionists, medics) to ensure appropriate support mechanisms are in place for them and their athlete.
- Know where to signpost disabled participants to try new sports or develop their sporting talent.
- Create a culture within your coaching workforce that ensures your coaches are comfortable to ask you for support and challenge existing systems.
- Have access to current guidance and practical advice on coaching disabled people.



## Suggestions for Supporting More Disabled People to Become Coaches

- Targeted recruitment programmes aim to grow the pool of disabled people coaching your sport, in all environments.
- Provide a range of options in relation to the settings in which disabled participants can choose to experience sports coaching.
- Proactively raise the profile of disabled coaches as positive role models through online case studies/coaching stories, as mentors and speakers at networking events, for example.
- More and better opportunities for disabled coaches to network and learn from other coaches.
- Governing bodies of sport improve accessibility to coaching qualifications/CPD and make them truly inclusive:
  - access to pre-course information so coaches are aware of what will be expected of them
  - funding available to provide, for example, training bursaries, interpreters, scribes, support workers
  - accessible course formats and resources (including, but not limited to, accessible venues, smaller blocks of learning, online modules or even a disabled-coach-specific course)
  - inclusive course tutors who are confident in delivering to coaches with additional support needs.
- Promote opportunities to coaches with positive images of disabled people coaching.



© Coachwise/SWPix

## Further Information and Advice



92392