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Inclusive Futures Volunteer Toolkit

Volunteers

This document aims to act as guidance for sports clubs, sport event organisers and other sport settings to support them to offer inclusive volunteering opportunities for people with Special Educational Needs and Disabilities (SEND) or additional support needs. These guidelines are meant as a suggestion as to how things might be approached rather than definite answer.

The guidelines can be adapted to make them suitable and explicit to your organisation or specific event.

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Top tips for volunteers delivering inclusive activity sessions

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Attend a Sainsbury's Inclusive Community Training workshop (England only)



The Sainsbury's Inclusive Community Training is for volunteers who would like to work with everybody in the community, including people with disabilities or additional support needs to help them feel more confident in delivering physical activity to disabled people.

The training is made up of a three hour practical workshop and interactive online resources. It will support you to deliver inclusive activities by learning how you can modify tasks to include and challenge all participants.

You will also learn about what's happening in your local area so that you can tell others about sports and activity sessions they may be interested in and courses, qualifications and awards to further improve your skills.



If you would like to attend a Sainsbury's Inclusive Community Training workshop or to find out about similar training in Scotland, Wales and Northern Ireland, please contact your Inclusive Futures Coordinator.

Use the STEP tool and Inclusion Spectrum

The Sainsbury's Inclusive Community Training will teach you about the STEP tool and Inclusion Spectrum (Stephenson and Black) and how you can use them to change an activity to make sure everyone can take part.

STEP is an acronym which stands for:

- S – Space** e.g. the size of the playing area
- T – Task** e.g. how many times the participants have to catch a ball
- E – Equipment** e.g. the type of bat used
- P – People** e.g. how many people are grouped together.

You can make changes to one or more of the Space, Task, Equipment or People so that all participants are involved in the activity.

Focus on what a participant is able to do

When you are delivering an activity to disabled people, do not worry about the detail of their impairment. Instead, spend time getting to know what the participant is able to do and plan your activities around this.

Ask

Don't be afraid to ask a disabled person what would work best for them and involve them in your planning to ensure they will be fully included.

Sometimes things don't work

Don't be afraid to get something wrong. You may find an activity you planned carefully doesn't work the way you hoped or doesn't include everyone. Keep speaking to the participants throughout your session to check how they are finding it. Don't be afraid to make unplanned changes if something isn't working.

Inclusive activity just means good practice

Do not worry about what inclusive practice actually consists of. Instead focus on good practice and delivering activities which will benefit all participants – this will mean you are demonstrating inclusive practice.

Use appropriate language

It is important to think about how you describe or explain your activities so they can be understood by all participants – aim to always give short, clear instructions and provide a demonstration where possible.

Always try to use the most appropriate language, here are some words you should and should not use:

Words to use	Words not to use
Person with a disability	The disabled or invalid
Person without a disability	Able-bodied or normal
Wheelchair user or person who uses a wheelchair	Wheelchair bound or confined to a wheelchair
People with learning disabilities	Mentally handicapped
Hearing impaired or deaf person	The deaf
Visually impaired or blind person	The blind
Living with (specific medical condition)	Suffers from (specific medical condition)
Specific requirements (say what these are)	Special needs
Accessible toilet	Disabled toilet
Blue badge holder parking	Disabled parking

Do's and Do Not's when delivering activities to disabled people

Here are a few ideas of things to do and things to try and avoid when delivering activities to people with additional support needs:

Do:

- Speak straight to the person with an additional support need, not the person they are with.
- Be aware of individual needs, preferred ways of communicating and working.
- Ask how best to assist the person with a disability.
- Behave naturally e.g. shake hands.
- Use every day phrases – do not feel self-conscious about saying every day phrases e.g. “I will see you later”.
- Ask if you are unsure what to do in a particular situation.

Do not:

- Underestimate the intelligence or ability of the person with an additional support need.
- Assume that all people with a disability require assistance.
- Interrupt, speak for the participant or finish sentences for them.
- Lean on someone's wheelchair.

Further information

- Sports coach UK and the National Disability Sports Organisations (NDSOs) have put together some fact sheets and top tips for delivering activities to individuals with specific impairments. These can be downloaded from the English Federation of Disability Sport (EFDS) website - http://www.efds.co.uk/resources/case_studies/883_coaching_disabled_people_with_specific_impairments
- The BHF National Centre for Physical Activity and Health has developed a range of practical resources which include activity ideas which will support your inclusive delivery. These can be downloaded from the resources section of their website - <http://www.bhfactive.org.uk/results/39/all/index.html>
- EFDS has produced a short animated film about accessible and inclusive communication. This video is available on the EFDS YouTube channel – <https://www.youtube.com/watch?v=XGcoCZa-a50>
- Scope and Channel 4 have produced a number of short films which are designed to be awkward viewing in order to show people what not to do when interacting with disabled people. These videos are available on YouTube - <https://www.youtube.com/playlist?list=PLEJWI99Hx3tFnI0CSFuALp-dXiVgJVYoW>.

Inclusion Guidelines

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Learning disability:

- Support descriptions with demonstrations.
- Keep instructions clear and simple.
- Introduce new rules one at a time.
- Vary activities, but also allow participants time to get used to them.
- Keep everyone involved. If working with a large group, split into smaller groups so that everyone is active (use helpers / carers where possible).
- Use bright colours to show the playing areas e.g. markers, bibs, throw down lines etc.
- Use zones in games to avoid overcrowding.



Hearing impairment:

- Speak clearly and face the group when giving instructions.
- Support descriptions with practical demonstrations.
- At the start, set basic signals to support instructions or get attention e.g. stop, come here, go etc. You could use flags or coloured markers.

Visual impairment:

- Use bright and / or different colours on equipment or for the playing area.
- Use jingle (bell) balls if available.
- You could put participants in pairs to act as guides. This could involve all participants.

Physical Disability:

- Spread obstacles e.g. cones out so there is enough space to stop, turn around, or perform a task.
- You may want to make the space bigger or small depending on the participants
- Raise equipment off the ground so that it can be reached.
- Use zones in games to avoid overcrowding.

Agreement / Code of Conduct for a club or volunteering setting

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Inclusive Futures is a national leadership and volunteering initiative for young people, with special emphasis on inclusion, developed and delivered by the Youth Sport Trust and funded by Spirit of 2012. Inclusive Futures brings young disabled and non-disabled people together to gain the skills and confidence to plan and deliver inclusive sports activities in schools and communities across nine UK cities.

Volunteers are guided by a coordinator who is based within a local sporting organisation in one of nine major UK cities; each of which hosts regular regional training camps and other events and activities throughout the year. As well as having the opportunity to attend one-off large-scale sporting events, each volunteer will be guided by their regional coordinators to find a placement in a school or community club. By doing so, we aim to influence and increase the capacity of local providers who can deliver fully inclusive physical activities and sporting opportunities for the benefit of the entire community.

I am aware that I am an ambassador for my organisation and I take full responsibility for my actions. I have read this code of conduct and I understand the points set out below and agree to comply fully with them.

1. I will help to promote positive attitudes towards disabled people.
2. I will display high standards of personal and professional behaviour at all times, providing a positive role model for the people in my care and other people (this includes my use of social networking sites).
3. I will respect the differences between everyone in terms of age, gender (including transgender), race, ethnic origin, nationality, colour, religious beliefs, political belief, sexual orientation or disability.
4. I will not smoke, drink alcohol or use banned substances while working, for the duration of my role and responsibilities at an event.
5. I will respect the dignity and rights of every individual in my care and all other individuals and promote their welfare and individual needs.
6. I will aim to increase participation in physical activity.
7. I will help to develop inclusive practice.
8. I will strive to empower others to deliver activities in their local communities.

I understand what the role of my organisation is in relation to taking on volunteers. I will strive to provide the volunteer(s) with the best possible volunteering experience, utilising the volunteers' skill set and abilities to their full potential. I will ensure that I understand the volunteers' needs and fit them to a role that is right for them, creating a positive volunteering experience.

A volunteer can carry out a number of roles within your organisation:

The Inclusive Futures programme has been designed to support young people aged 14-19 to develop the skills and confidence to plan and deliver inclusive sporting activities. It is expected that a volunteering placement will enable the young person to gain experience within sport and physical activity alongside working with disabled people. In line with this, some of the tasks or roles a volunteer could be expected to take on include:

- ✓ Deliver warm up or cool down activities
- ✓ Assist / be involved in planning for sessions and looking at how to progress or modify tasks for participants
- ✓ Help facilitate and deliver appropriate sessions
- ✓ Work with small groups of participants within the session to support them to carry out an activity set for the whole group
- ✓ Help set up and take down equipment for activities provided they have been shown how to
- ✓ Assist with planning and organising events and competitions
- ✓ Officiating during sporting events
- ✓ Motivating participants during the session.

A volunteer should not be expected to:

- ✗ Plan or run sessions by themselves
- ✗ Be responsible for handling any money collected from participants
- ✗ Updating any club policies
- ✗ Set up or move heavy equipment by themselves
- ✗ Be used just to make drinks, complete administrative duties or publicity tasks e.g. handing out flyers
- ✗ Physically manoeuvre participants on their own
- ✗ Transport participants to and from venues
- ✗ Carry out a task that they are not comfortable with.

Printed Name _____

Signature _____

Date _____

Letter of support for Inclusive Futures
volunteers

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Welcome to Inclusive Futures!

Inclusive Futures is a national leadership and volunteering initiative for young people, with special emphasis on inclusion, developed and delivered by the Youth Sport Trust and funded by the Spirit of 2012 Trust. Inclusive Futures brings young disabled and non-disabled people together to gain the skills and confidence to plan and deliver inclusive sports activities in schools and communities across nine UK cities.

Congratulations - you are now part of the growing group of Inclusive Futures Volunteers that are supporting other young people to take part in sport and physical activities! You are one of more than **1,000** volunteers across the country involved in the programme that has impacted **6,000** participants through the delivery of regional and major sporting events!

As an Inclusive Future's Volunteer we expect you to work hard to deliver inclusive activities in your city, and in return you will get:

- Support from a local Inclusive Future Coordinator to further improve your leadership skills
- Opportunities to volunteer at local sports clubs and major sports events taking place in your city
- An invitation to attend a regional Youth Sport Trust Inclusive Futures one day camp
- The chance to attend a residential Youth Sport Trust national Inclusive Futures camp.

Inclusive Futures has proved a huge success and now you have the opportunity to make it even better.

Good luck!



Alison Oliver
Chief Executive
Youth Sport Trust



Case Study - Sophie Churchill

Before getting involved with Inclusive Futures, Sophie was not confident working with disabled people. However, through the Inclusive Futures programme in Bath, Sophie had the opportunity to attend an 'upskill' session and develop her ability to deliver inclusive physical activity. Through this session Sophie learnt a lot about inclusive activity, disability sports and met a number of disabled people.



Sophie stated that the upskill session; "really sparked my interest, so I volunteered at the Playground to Podium event at the University of Bath. This event was designed to support young disabled people to progress from PE and community sport to higher levels of performance and competition and so a number of local schools were invited to the university to try a range of inclusive sports. It was at this event that I met Kate for the first time."

"Kate is a 9 year old wheelchair user who has cerebral palsy. When I first met Kate, she wasn't participating in any sporting activities despite being really determined and enthusiastic. At the event I was Kate's 'buddy' and we participated in all the different activities together. It was my job to make sure Kate was having a good time trying the various sports."

"I really enjoyed working with Kate and so decided to volunteer to spend more time working with her and helping to improve her tennis skills."

Sophie now runs a wheelchair tennis session with Kate every Monday focusing on improving her ball skills, movement and positioning on court. If it wasn't for Sophie's leadership skills at the initial event, both she and Kate would still be disengaged from sport. Sophie stated: "before I started volunteering with Kate, if I'd seen her in the street I would have just seen the wheelchair, now I see the person rather than what's different about her."

"Kate inspires and shows me how to better myself, as much as I help her improve at sport."

Working with Kate has inspired Sophie to move out of her comfort zone and take up more opportunities and she is delighted to have been awarded with a place at the Inclusive Futures residential National Camp in Loughborough.



As a result of the Inclusive Futures programme Kate is now playing one hour of tennis each week with Sophie and is much more confident in herself and in her sporting abilities.

Since joining the programme, Sophie has increased her confidence and leadership skills as well as being inspired to embrace different volunteering opportunities.

Becca, the Inclusive Futures Regional Coordinator for Bath said, “Sophie is a naturally shy girl, but she has really shone and come out of her shell when working with Kate. I am really proud of them both and honoured to have Sophie as part of our volunteer team.”