

UK Disability Inclusion Training (Coaches and Volunteers)

Candidate Course Booklet



Disability Sport Facts and Figures

Nineteen percent (19%) of people of 'working age' in the UK have an impairment

It is difficult to get UK wide figures as most of the research and statistics are separate and include/ exclude different groups. It is generally accepted that there are at least 11 million people in the UK with a disability. This is 18% of a total population of 61 million people.

Scotland – There is a disabled person, or person with a Limiting Long Term condition living in 1 in 3 households in Scotland. www.healthscotland.com

England & Wales – 34% of households in England and Wales have at least 1 person with a Limiting long Term Illness. 2001 Census.

Northern Ireland – 21% of adults in NI have at least 1 disability. NI Survey of People with Activity Limitations and Disabilities (NISALD) 2006/7.

Source: Office for National Statistics, Labour Force Survey 2007.

Men are more likely to be disabled than women

Department of Work & pensions (DWP) Disability Living Allowance Awards (2005); Male = 52%, Women = 48%. Incapacity benefit & Severe Disablement Allowance Awards (2005); Male = 60%, Female = 40%.

England & Wales – Male = 17%, Female = 16%, (2001 Census)

Scotland – Adults with learning difficulties known to local authorities; Male = 10,002 (55%), Female = 8,064 (45%), (May 2003, www.scotland.gov.uk)

Northern Ireland – Incapacity Benefit recipients; Male = 61%, Female = 39%, (Aug.2001, Social Security Summary Stat's NI). Economically inactive due to permanently sick or disabled; Male 9.7%, Female = 9.0% (2001 Census of population)

Source: www.DWP.gov.uk

Great Britain and NI came 3rd in the medal table at the London 2012 Paralympic Games

301 Athletes, aged 15 to 58, competed in 20 Paralympic Sports.

Position	Nation	Gold	Silver	Bronze	Total
1	China	95	71	65	231
2	Russia	36	38	28	102
3	Great Britain	34	43	43	120

Source: www.paralympics.org.uk

The percentage of disabled children and young people who take part in the nationally recommended level of physical activity is 13%

Nationally recommended levels of physical activity vary within the UK. In part this is due to differences in Nations recommended levels of physical activity; but also because it varies by age. The recommended minimum for adults is 5 x 30 minutes of moderate intensity exercise per week. Government targets for England and Wales are that by 2020, 70% of the population will be 'reasonably active' whilst in Scotland the target is for 50% of the population to meet minimum physical activity levels by 2022 and in Northern Ireland 'A Fitter Future for All' 2011-2022 Framework aims to increase the percentage of adults meeting the recommended levels of physical activity above the current 35%.

The report from which the statistics in the questions comes from (Disability Survey 2000) identifies that the children and young people consulted reported the following barriers (in order of importance and reference):

1. Being reliant on someone else's time in order to be involved with sport (21%)
2. Inhibition or discrimination (19%)
3. Their impairment (17%)
4. That they rely on other for 'help' (16%)
5. Learning or communication difficulties (16%)
6. Lack of interest in sport (13%)
7. Other miscellaneous reasons (9%)
8. A lack of knowledge about where to do sport (4%)

Source: Finch, N. (1999). *Disability Survey 2000: Young people with a disability and sport*. London: Sport England



Terminology

The word 'Paralympics' is suggested to be blended from the terms 'Parallel' and 'Olympics'

Source: IPC (2008). History and use of the term Paralympic. http://www.paralympic.org/export/sites/default/Media_Centre/Media_Information/2008_07_History_and_Use_of_Term_Paralympic.pdf

Jonnie Peacock ran the 100m (T43) lower leg amputee in 10.90 seconds at the Paralympic Games in London 2012. The World Record is 10.50 seconds, held by Jonnie Peacock. Usain Bolt holds the non-disabled 100m World Record in a time of 9.58 seconds.

Significance of the times included show there has been a rapid development within the world of non-disability and disability athletics. These changes occurred with advances in knowledge of appropriate training techniques, advances in technology to support training and competition, focussed coaching, full time training and supporting funding, etc. If the same opportunities continue to be provided to disabled athletes we will see improvements in times set, with World Records being broken, and potentially the gap between disabled and non-disabled world record times closing. But it is important that the gap does close.



Handicapped

It's meaning links to a disadvantage being imposed on some one, and suggests helplessness.
Use Instead: *Disabled person / Person with a disability*¹ perhaps wheelchair user.

Deaf

To use the term Deaf to refer to anyone who has a loss of hearing is incorrect. Individuals who have no or some hearing and communicate using sign language way **will** consider **themselves** to be Deaf; others who use other forms of communication, or who have hearing should not necessarily be referred to as deaf.

Use Instead: *Deaf / Hard of Hearing*.



Invalid

This is possibly one of the most contentious of the 'inappropriate' terms, because it is interpreted as being in-valid. Clearly people with and without disability are equally valid, and therefore referring to one group as 'invalid' is not appropriate.

Use Instead: *Disabled person / Person with a disability*.

Cripple

Dictionaries tend to define this term as one which means 'causing damage to someone or something, making them weak or ineffective'

Use Instead: *Disabled person / Person with a disability*, or potentially if there is a need for further detail wheelchair user, physical disability, Cerebral Palsy, Spina Bifida, (whatever the impairment is), etc

Positive Behaviour:

Consider the following rules to guide positive behavior, and don't assume that ... :

1. ... disabled people either want or require your assistance.
2. ... saying 'no thanks' to your offer of assistance (no matter how well meaning your offer was) is meant as a personal affront.
3. ... if the disabled person does accept your offer of assistance that you then know exactly what to do, and proceed to do it for them without consulting with them.
4. ... a person who appears to have a particular disability, also has other disabilities.
5. ... disabled people are worse off than non-disabled people, and therefore should be pitied ('ah bless them').
6. ... a person who does not have an obvious or visible disability, or who uses assistive devices intermittently instead of all the time is faking, imagining, or pretending to have a disability.
7. ... if someone isn't using a wheelchair, that they are not really disabled.
8. ... companions accompanying a disabled person are solely there to assist; it may be that someone with a disabled person is their partner, or friend, not their 'carer'.
9. ... disabled people (particularly people with learning disabilities) are not capable of finishing their own sentences.
10. ... disabled people should be treated as children (whether in the way you talk or the things you do, i.e. patting people on the head, etc).

Additionally, there are some golden rules which are considered good manners¹:

1. When asking questions, pose them to the person you are talking to (i.e. the disabled person), not the people accompanying them (i.e. those people you assume are caring for that individual).
2. Give change, bills, or receipts to the disabled person if they are the one who has paid for the product or service.
3. Only ask personal questions regarding development or acquisition of that persons disability if you know them well enough to do that.²
4. If you are talking to someone who uses a wheelchair, do not bend over them, or squat down on your haunches. If it is appropriate to sit on a chair / bench next to the person then do so, but do not make an extra special effort to go and get a chair or bench so that you can sit down because the person you are talking to is using a wheelchair.
5. Do not lean on, hold on to, start moving (i.e. pushing it backwards and forward), or tap with your toes, a disabled persons wheelchair (if they use one) – and if the person is not sitting in their wheelchair, do not just go over to it and sit in it yourself!
6. When you enter a room, and you know one of the people in the room has a visual impairment or is blind, always introduce yourself.



1. These are written with the assumption that the interaction is occurring between a disabled person and a non-disabled person, or two disabled people with different disabilities.
2. There may well be exceptions to this if you are working within a coaching environment, and specific knowledge relating to the persons disability will allow functional ability to be identified, or to ensure that individuals or others safety.

Communication Tips

When communicating with people who have specific impairments the most important thing is not to make preconceived assumptions about how that person may wish to receive information. In order to ensure that the communication process is appropriate consider some of the following pointers:

Top Tips: Deaf or Hard of Hearing

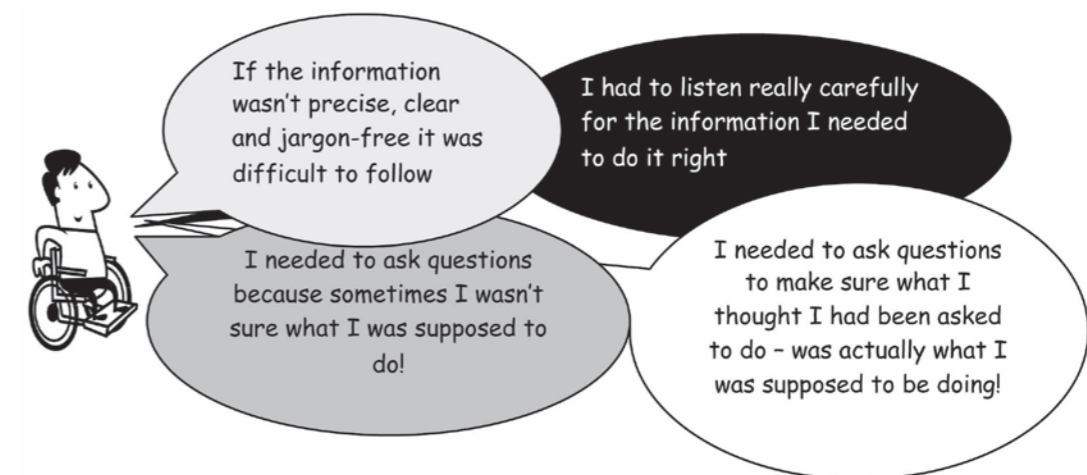
You should not assume that because someone identifies themselves as deaf that they have no hearing. It is important you establish how much hearing an individual has if you are both going to effectively communicate. Bear in mind these top tips when communicating with someone who is hard of hearing or deaf:

- Make sure you have identified whether the person uses an interpreter, and whether the person lip-reads.
- Do not over-emphasise words, or lip movements. This can make it difficult for someone who is lip reading to follow what you are saying.
- Make sure your face is lit and that you face the person when you are talking. You must not chew gum or cover your mouth when you talk. You must be close enough for the athlete to clearly see your face / lips (3 – 6 feet away)
- Ensure that if the person uses an interpreter/signer that you talk to the person not the interpreter/signer.
- Learn some basic finger spelling (see <http://www.british-sign.co.uk/fingerspelling.htm> for an introduction to finger spelling).
- Determine your athletes preferred method of communication (lip read, sign language, interpreter, etc). Alternatively, written instructions, gestures or demonstrations can be used
- Always check the individuals understanding of any instructions / information given

Top Tips: Speech or Language Difficulty

People with speech or language difficulties may not use the spoken word as a primary form of communication, or you may find it difficult to understand what they are saying. You should not assume that people who have speech or language difficulties have other impairments, or that they are unintelligent. Bear in mind these Top Tips:

- Do not ask for information and then finish their sentences. Ask the question and then allow time for the person to answer.
- Do not pretend you understand what has been said if you do not, ask them to repeat the question.
- If you still do not understand use another form of communication – visual (write it down, draw it, point it out, sign language, Makaton [have a look at this website <http://www.findavoice.org.uk/symbolpages/makaton/mak-1.htm>], show them the way or ask them to show you what they mean).



Clarity of verbal information is very important, but becomes particularly important for people who may base a significant proportion of their actions on that format of communication. It might be useful for you to bear in mind some of the following Top Tips:

Top Tips: Blind or Visually Impaired

- Find out how much sight an individual has – do not be afraid to ask how well an individual can see. This will enable you to make sure your communication (and provision) is appropriate.
- Ensure the person knows what is around them and who is present.
- Bright and / or contrasting colours will perhaps be helpful for the person to see lockers, doors, etc (avoid having doors and lockers the same colour as the walls).
- Ask the person if they want showing/guiding round the environment.



Equality Act 2010 Information

- If the person wants guiding let them hold on to your arm / shoulder, rather than you holding on to their arm / shoulder.
- Do not move without informing the individual first.
- Keep background noise to a minimum
- Make sure you are clear and precise in your provision of verbal information – do not over complicate instructions / information, and always check understanding.
- Use other forms of communication as well as, or instead of verbal – Braille (have a look at this website <http://www.omniglot.com/writing/braille.htm>); large print information; guiding (allowing the person to place their hand on your shoulder, and walk with them just behind and to your side)³; showing the person.
- Always stand facing the light to enable those with limited vision to see more easily

Top Tips: Learning Disability

It is always good practice to ensure information is clear and concise. This may become particularly significant when transferring information or instruction to individuals who have a learning disability. Consider these Top Tips when communicating with athletes and players who have a learning disability:

- Ensure that you do not deliver large blocks of information – provide information in small, useable blocks.
- Do not finish the person's sentences, or presume that you know what they mean before they have finished talking. Allow an appropriate amount of time for the individual to consider their response and give you their answer.
- Do not presume that because the person has a learning disability, they will not be able to answer your questions – they probably will. If the individual has a more severe degree of learning disability then it may be appropriate to speak to the parent, spouse, or carer as well.
- Treat someone who has a learning disability according to their age, rather than presumed IQ.
- Use simple, uncomplicated language, and learn to use gestures and subtle changes to the tone and volume of your voice. This will play an important part in communicating your message.
- Always check for understanding. Do not use “do you understand?”, because they may say ‘yes’ and actually not understand. Ask the individual to demonstrate that they actually do understand by asking questions where they have to offer a detailed response e.g. “where do you go when you get to the red sign?”
- Repeat information if necessary and use different forms of communication if appropriate. Demonstrations will speak a thousand words.

3. It is vital that you observe good practice rules here with regard to the safeguarding of children (if the individual is a child) or vulnerable persons.

The Equality Act 2010 is a new legislative requirement placed on any organisation who employ staff or who carries out a public function or deliver a service to the public. In contrast to previous legislation, it puts all strands of equality in one piece of legislation. It provides protection in employment, education and in access to goods and services for the protected characteristics below.

The Equality Act 2010 covers the following areas:

- Disability
- Age
- Gender (including gender reassignment)
- Religion and Belief
- Race and Ethnicity
- Sexual Orientation

The Equality Act takes a proactive approach and focus on taking active steps to tackle discrimination and promote equality. The Act requires public bodies or organisations carrying out a public function to act proactively on equality issues and tackle institutional equality-related discrimination.

The Equality Act focus is on the following issues:

- Eliminate discrimination, harassment and victimisation
- Promote equality of opportunity
 - Remove disadvantage
 - Meet diverse needs
 - Encourage participation
- Promote good relation
 - Tackle prejudice
 - Promote understanding
- Strategic duty for public bodies to address socioeconomic disadvantage.

For more information, please go to EHRC's website www.equalityhumanrights.com or the Acas website www.acas.org.uk



Disability Discrimination Act (Northern Ireland Only)

The 2010 Equality Act does not apply to Northern Ireland, and therefore equality legislation remains unconsolidated. However people with disabilities in Northern Ireland are protected under the Disability Discrimination Act 1995.

In addition Section 75 of the Northern Ireland Act 1998 introduced new duties on public authorities to promote equality of opportunity and good relations on a range of grounds, including disability.

The DDA recognises that various barriers exist within society which may present practical difficulties for disabled persons who are seeking employment, who are currently in employment and for many when accessing goods, facilities, services or premises. Accordingly, in order to address some of the practical difficulties that these barriers present, the disability legislation, unlike other anti-discrimination legislation, creates a positive duty on employers and service providers to make 'reasonable adjustment' to their policies and premises where reasonable and appropriate.

Unlike the other anti-discrimination legislation, indirect discrimination is not dealt with explicitly. Rather in the DDA, it is addressed by the combined effect of the direct discrimination provisions and the duty to make reasonable adjustments.

The legislation provides protection in the areas of:

- Employment & vocational training
- Goods, facilities & services
- Education
- Premises, and:
- Transport

For further information contact the The Equality Commission for Northern Ireland:

Equality House
7 - 9 Shaftesbury Square
Belfast
BT2 7DP

Telephone: 028 90 500 600

Textphone: 028 90 500 589

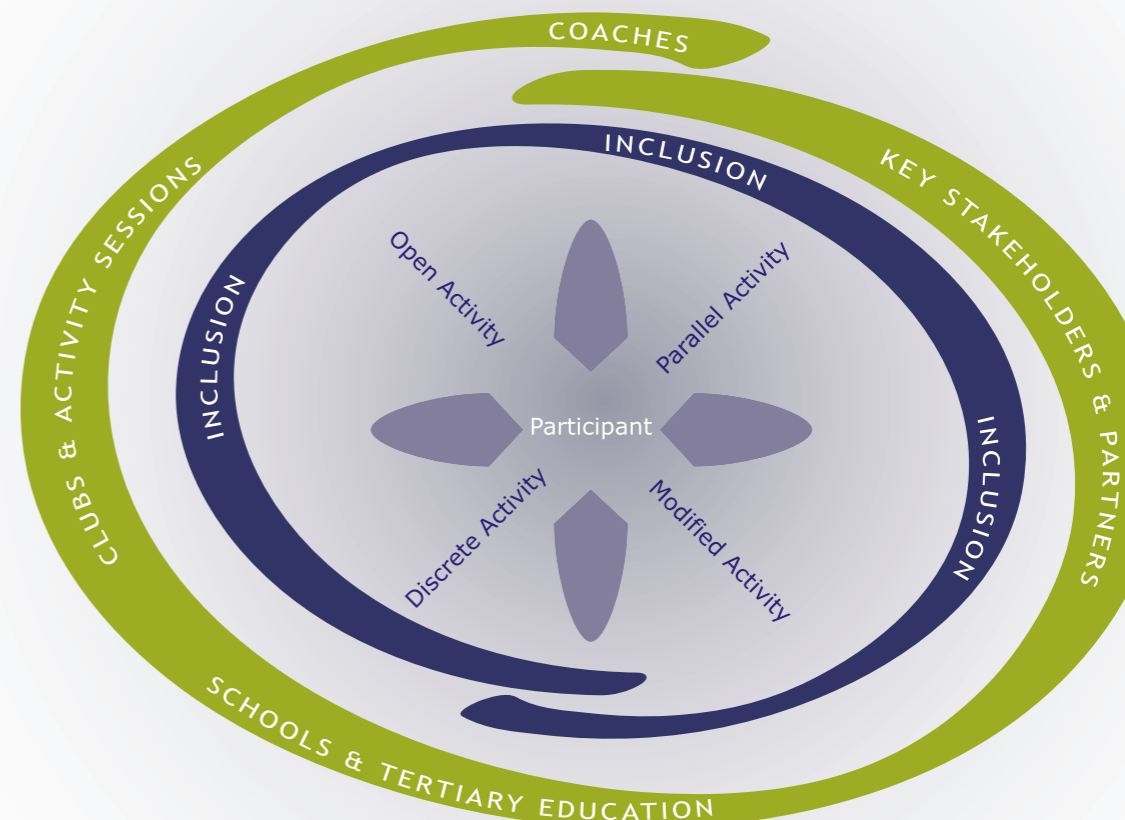
Enquiry Line: 028 90 890 890

Fax: 028 90 248 687

Email: information@equalityni.org

Adapting Physical Education and Sport using the Sports Inclusion Model and STEPS

Sports Inclusion Model



Online Inclusive Resource: How to access

To provide additional support an online resource is available and will provide further information on each of the following sections:

- Section 1 Perceptions and Experiences
- Section 2 Models of Inclusion
- Section 3 Understanding your Pupil
- Section 4 Communication
- Section 5 Legislation
- Section 6 Pathways and Competition
- Section 7 Further Information

Candidates can access the online resource by visiting your respective country's website:
www.dsni.co.uk
www.fds.org.uk
www.scottishdisabilitysport.com
and clicking on the link. Your course tutor will provide you with a password which should be entered on request.

Please insert your password in the box below for future reference.

Candidate Password

Open



Open
Sports participation, training or competition without concession, modification or change.

Modified

Modified
Sports participation, training or competition with appropriate adaptations to rules, equipment or setting to facilitate the inclusion of children, athletes and players of all abilities.



Parallel



Parallel
Sports participation, training or competition where children, athletes and players are grouped according to ability.

Specific/Discrete

Specific/Discrete
Sports participation, training or competition that is unique, developmental, meaningful and meets the needs of all participants.



Contact Details



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