



## Level 1 Coaching – Inclusion Models

Good quality coaching is an essential part of the development of the skills and abilities of children, young people, and adults who wish to either participate or compete in sport. Placing the individual at the centre of this process, when planning, delivering, and reviewing sessions, is the key to providing meaningful and appropriately focused sessions.

We want to encourage you to plan for progression, adaptation, or modification of practice within your practical session so that you can deliver meaningful, challenging and fun sessions to whoever might come through the door.

We hope that you continue to provide excellence in physical activity, including sport by:

- Focusing on an individual's ability, their capacity to learn, improve and to achieve excellence should that be their desire.
- Providing quality learning for children, athletes, and players with an impairment as a consequence of good planning and preparation, combined with the skills and abilities of the coach/leader to progress, modify and adapt when required.
- Including disabled children, athletes, and players in mainstream sport despite the fact that this may 'sometimes appear to be challenging', and recognising that it is rarely impossible. Adopting methods of good practice such as the Sports Inclusion Model and STEP principles can greatly assist the inclusive process.
- Considering how an activity may have to be progressed, adapted or modified, and how that depends on the ability of the individual and the challenges presented by the activity or the sport. In many cases only a minimum amount of adaptation and/or modification is required. The assumption that activity needs to be made easier needs to be challenged and recognised as something that shouldn't be a default.
- Ensuring that when disabled children, athletes and players are active in mainstream sport there is the opportunity for their non-disabled peers plus coaches/leaders to appreciate and value the skills, abilities and achievements of disabled people – recognition of achievement should be equitable.

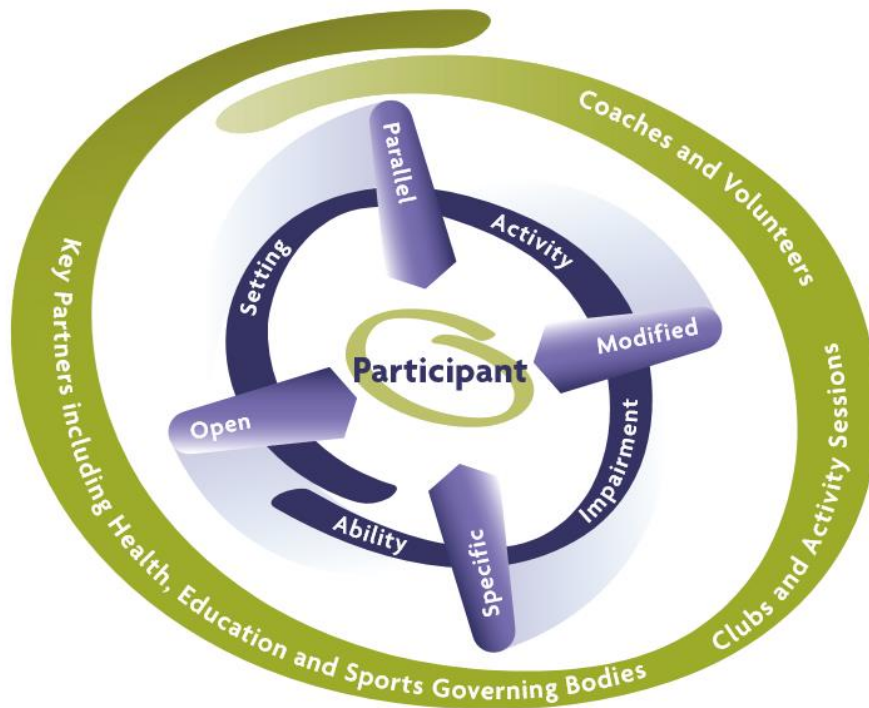
## STEP

When an activity is modified it is changed to make it easier or harder. By using the **STEP** framework, it is possible to consider a model that can be applied to a particular activity to help adapt and modify activities so that all individuals can achieve success and have fun.

<b>Space</b>	<b>Where the activity is happening?</b>			
<b>Where?</b>	<ul style="list-style-type: none"> <li>• Level e.g. floor-based activities have different requirements from those played on a level surface from seated, and ambulant activities</li> <li>• Adaptation of playing area – more space gives more reaction time, less space demands higher mobility and skill level.</li> <li>• Length, height</li> <li>• Distance travelled.</li> <li>• Use of zoned playing area to create safe playing areas or areas where pupils can be matched on ability.</li> <li>• Nearer or further away targets</li> <li>• Allow participants to start at different times or from different places</li> </ul>			
<b>Task</b>	<b>What is happening? (Physical actions)</b>			
<b>How?</b>	<ul style="list-style-type: none"> <li>• Easier – simplify the activity.</li> <li>• Harder – introduce more rules.</li> <li>• Rotate roles.</li> <li>• Change rules to aid inclusion, e.g. allow different places to start, no contact rule.</li> <li>• Be flexible.</li> <li>• Try different ways of taking part, e.g. seated, standing, lying.</li> <li>• Use different targets for some children.</li> </ul>			
<b>Equipment</b>	<b>What is being used?</b>			
	<ul style="list-style-type: none"> <li>• Balls</li> <li>• Mats</li> <li>• Flags</li> <li>• Scarves</li> </ul>	<ul style="list-style-type: none"> <li>• Feet</li> <li>• Cones</li> <li>• Hurdles</li> <li>• Plastic Markers</li> </ul>	<ul style="list-style-type: none"> <li>• Ropes</li> <li>• Bean Bags</li> <li>• Canes</li> </ul>	<ul style="list-style-type: none"> <li>• Soft Equipment</li> <li>• Bats</li> <li>• Racquets</li> </ul>
	<b>By varying:</b>			
	<ul style="list-style-type: none"> <li>• Size</li> <li>• Shape</li> </ul>	<ul style="list-style-type: none"> <li>• Colour</li> <li>• Texture</li> </ul>	<ul style="list-style-type: none"> <li>• Weight</li> <li>• Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Play Surface</li> <li>• Indoor/Outdoor</li> </ul>
<b>How does this change the activity?</b>				
<b>Balls, e.g.</b> Lighter Larger Softer/slightly deflated Noise (i.e. jingle trainer) Different Colours		Travel slower in the air and gives more reaction time Easier to see and catch Audio as well as visual stimulus Easier to distinguish from the background colour		
<b>People</b>	<b>By type:</b>	<b>People with:</b>	<b>People in:</b>	
<b>Who is involved?</b>	<ul style="list-style-type: none"> <li>• Independently</li> <li>• In groups</li> <li>• In pairs</li> <li>• In teams</li> <li>• With friends</li> <li>• With Learning support assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Different/same roles</li> <li>• Different/same ability</li> <li>• Different/same size</li> </ul>	<ul style="list-style-type: none"> <li>• Own space</li> <li>• Big Space</li> <li>• Small spaces</li> <li>• Restricted space</li> <li>• Open space</li> <li>• Different mediums (e.g. on poolside or in water)</li> </ul>	

# Sports Inclusion Model (SIM)

The sports inclusion model supports participant centred provision of physical activity and sport, and ensures everyone has a quality experience, irrespective of the environment or ability of the participant. It forms the basis of the following:



Inclusive Sports offers all disabled participants the opportunity to realise their full potential in physical activity, sport, and PE by delivering activity appropriate to 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 deliverer and the 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 does not include 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 the 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.

**Sports Governing Bodies** – Ensuring the coaching workforce can support and develop all disabled participants in any environment where sport or physical activity is delivered.

**Key Partners** – Adopting policies and procedures that impact on delivery and ensure that participants with a disability are considered and included.