

SPORT FOR ALL TOOLKIT

OPERATIONAL HANDOUTS
TO PROMOTE INCLUSION OF PERSONS
WITH DISABILITIES IN SPORT

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European Union–Council of Europe
joint project
"Sport For All: Promoting Inclusion
and Combating Discrimination
Against Persons with Disabilities"
(March 2025–August 2026)

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Introduction

The EU–Council of Europe joint project “**Sport For All: Promoting Inclusion and Combating Discrimination Against Persons with Disabilities**” (March 2025–August 2026) builds on ongoing efforts to create a more inclusive sport culture across Europe. The project highlights the importance of accessibility, representation, equal opportunities, and meaningful participation in sport. It supports sport organisations, public authorities, and local sport communities in developing inclusive policies, programmes, and practices. The project also seeks to challenge stereotypes, strengthen grassroots inclusion, and raise awareness of the importance of accessibility and non-discrimination in sport.

About the Toolkit

This toolkit is designed to be a **practical and easy-to-use resource for people working in sport**. It responds directly to the needs identified in the Sport For All training and consultation process: challenges with accessible facilities, staff training, funding, coordination, participation pathways, and the need to move from policy commitment to practical action. This toolkit has thus been designed to support users to identify barriers, design programme delivery, monitor progress, build partnerships and strengthen accountability.

The toolkit is mainly intended for **coaches, teachers, club staff, athletes, programme managers, sport organisations, policy-makers and decision makers**. Its purpose is to provide useful resources to contribute to implementing inclusive strategies and programmes more confidently, and contribute to sport environments where everyone feels respected, welcomed, and able to participate. You do not need to work through the toolkit from start to finish. Start with the section that best matches your current need, challenge, or stage of work. For example, you may want to begin by mapping barriers, improving delivery, reviewing evidence, building partnerships, or strengthening policy and funding. The toolkit is designed to be flexible, so you can return to different modules as your work develops.

Structure of the Toolkit

The toolkit is organised into five modules that guide you from understanding the needs and tenets of disability inclusion to taking action, learning from evidence, and strengthening long-term accountability. Each module gives you practical tools to help you move from good intentions to real change. First, you start by understanding disability inclusion in your local context: where barriers exist, who is involved, and where people may be excluded. Then, in Module 2 you will move into action by designing more inclusive programmes, environments, and pathways. Module 3 of the toolkit will help you check whether your actions are working and use evidence to improve. Finally, in Modules 4 and 5 you will learn how to build stronger partnerships, and strengthen policy, funding, and accountability.



MODULE	ACTIONS
1. Map and Analyse the Disability Sport System	1.1 Identify barriers, discrimination risks, and exclusion points
	1.2 Map actors, structures, coordination mechanisms, and pathways
2. Design Inclusive Delivery and Pathways	2.1 Translate inclusion principles and legal commitments into practice
	2.2 Design or redesign inclusive pathways, environments, and support arrangements
3. Monitor, Evaluate, and Learn	3.1 Define what inclusive participation looks like and how it will be measured
	3.2 Gather, interpret, and use evidence for improvement
4. Build Capability, Coordination, And Multiplier Action	4.1 Build shared capability across stakeholders
	4.2 Strengthen coordination, advocacy, and multiplier action
5. Strengthen Policy, Financing, and Accountability	5.1 Translate evidence and standards into policy action
	5.2 Strengthen financing and resource allocation for inclusion
	5.3 Build accountability and implementation mechanisms

To help you decide where to begin, the next section provides a Navigation tool that will guide you towards the most relevant modules, actions, and resources.

Navigation tool

This toolkit has been developed for three main groups:

- **On-field operators** (such as coaches, teachers, and volunteers)
- **Athletes and Practitioners**
- **Policymakers** and **Decision makers** working in sport, physical activity, physical education and inclusion

The toolkit is flexible and follows a modular structure, which means you do not need to read it from beginning to end. You can choose the modules that are most relevant to your role, experience, or current needs and move between sections as you prefer. The chart below will help you identify where to start, but you are welcome to explore all modules and tools at any time.



Handouts

Module 1

Map and Analyse the Disability Sport System

Module 1

Map and Analyse the Disability Sport System

Aim

Module 1 helps you understand why disability inclusion matters and what is currently happening within your own organisation. It provides resources to support a shared diagnosis of the system, including who is involved, how the system is organised, where barriers exist, and where people may be excluded from participation or progression.

The module is organised around two main action areas:

1.1 Identify barriers, discrimination risks, and exclusion points

This action area helps you recognise what may stop persons with disabilities from accessing, enjoying, or progressing in sport. It introduces key ideas such as ableism, accessibility, exclusion, and intersectionality, and helps you apply them in real sport settings.

1.2 Map actors, structures, coordination mechanisms, and pathways

This action area provides you with tools to help you understand how the disability sport system is structured, who the key actors are, how they coordinate, and where there may be gaps, overlaps, or opportunities for stronger collaboration.

Objectives

The tools provided in this module should help you to:

- Build a practical understanding of disability inclusion, ableism, and intersectionality in sport.
- Recognise how sport can reduce barriers and create opportunities for persons with disabilities.
- Understand the difference between exclusion, segregation, integration, and inclusion.
- Identify barriers, exclusion points, and missing voices within your sport programme or system.
- Reflect on how inclusive your current practices, environments, and decisions are.

Summary of tools

Module	Actions	Tools
1. Map and analyse the disability sport system	1.1 Identify barriers, discrimination risks, and exclusion points	Handout 1: 5 Facts on disability Handout 2: How sport can reduce barriers Handout 3: Exclusion to inclusion: A definition Handout 4: Barrier mapping tool Handout 5: Inclusion reflection checklist Handout 6: Ableism in sport and physical activity Handout 7: Introduction to intersectionality
	1.2 Map actors, structures, coordination mechanisms, and pathways	Handout 8: Understanding the disability sport system Handout 9: Para sport and disability inclusion pillars Handout 10: Stakeholder ecosystem mapping tool

Handout 1: 5 Facts on disability

Fact 1: 1 in 4 adults have a disability in the EU

Why this matters to you?	Examples	Questions to reflect
As a coach or sport practitioner, you are likely already working with persons with disabilities, whether you realise it or not.	A young swimmer may have autism and struggle with noise during busy sessions. A basketball player may have a hearing impairment and miss verbal instructions during play.	Who might already be in your sessions but not feel comfortable asking for support? Do your registration forms, welcome conversations, or coaching habits give people a safe way to share access needs?

Fact 2: Persons with disabilities face many health inequities

Many persons with disabilities experience poor health outcomes and face barriers to access health services. For example, many persons with disabilities have more than double the risk of developing conditions such as diabetes, stroke or depression.

Why this matters to you?	Examples	Questions to reflect
Sport can play a positive role in health, confidence, connection, and wellbeing. You can help more people enjoy the benefits of being active by making your programmes more welcoming and accessible.	In a fitness class, a participant with multiple sclerosis may manage the warm-up well but experience fatigue halfway through. They may benefit from options to sit, reduce intensity, or take breaks without feeling singled out.	Do your sessions allow people to manage fatigue, pain, medication, anxiety, or health needs without embarrassment? Do you reward only intensity and consistency, or do you also value participation, confidence, and personal progress?

Fact 3: Not all disabilities are visible

Some disabilities are visible. Others are non-visible, long-term, fluctuating, or only noticeable in certain situations.

Why this matters to you?	Examples	Questions to reflect
A participant may need support even if they look confident, fit, or independent. They may also have good days and difficult days.	A tennis player with epilepsy may need the coach to know what to do if they have a seizure. A gymnast with ADHD may need short, clear instructions and movement breaks.	Do you give instructions in more than one way: spoken, visual, demonstrated, written, or tactile where appropriate?

Fact 4: Barriers often come from the environment

The WHO highlights that persons with disabilities face barriers and unfair conditions that affect health and participation.

Why this matters to you?	Examples	Questions to reflect
In sport, barriers are often created by the set-up, rules, communication, venue, cost, attitudes, or lack of choice, not by the impairment.	A wheelchair user may be ready to train, but the sports hall may have steps at the entrance. A person with an intellectual disability may enjoy the activity but find complex rules confusing.	What barriers are created by the way your session is currently organised? Which barriers could be reduced without changing the whole sport?

Fact 5: Small changes can make a big difference

Inclusion of persons with disabilities does not always need specialist equipment or a fully-accessible venue.

Why this matters to you?	Examples	Questions to reflect
Just like you do not need a full-size pitch to play football, you do not need perfect conditions to start being inclusive. Small, practical changes, such as adapting rules, using different equipment, giving clearer instructions, or offering choices, can make sessions better for everyone.	In volleyball, a participant with a hearing impairment may struggle if all instructions are shouted during play. Using hand signals, visual demonstrations, and agreed cues can make the same session much more accessible.	What barriers are created by the way your session is currently organised? Which barriers could be reduced without changing the whole sport?

Adapted from: [Disability in the EU: facts and figures - Consilium](#); [10 Facts on disability](#).

Handout 2: How sport can reduce barriers

People with disabilities often face barriers that affect health, education, employment, safety, confidence, and social participation. Sport cannot solve these challenges on its own, but inclusive sport can help build belonging, challenge discrimination, improve wellbeing, develop competences, and connect people with wider opportunities.

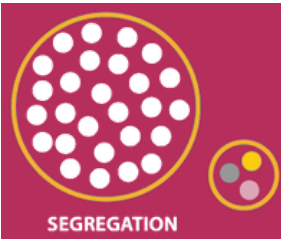
Barriers	What this may mean in everyday life	How sport can help	What can you do
1 in 2 persons with disabilities feel discriminated against	People may be judged, excluded, underestimated, or treated unfairly because of their disability.	Sport can create positive contact between persons with disabilities and people without disabilities, challenge stereotypes, and show what people can do when environments are inclusive.	Challenge stereotypes in your session by using respectful language and making sure disabled participants are included in activities, roles, and visibility.
1 in 5 young persons with disabilities are unemployed	People with disabilities may have fewer opportunities to gain experience, confidence, networks, and transferable skills.	Sport can help develop teamwork, leadership, communication, confidence, discipline, and problem-solving — skills that are valuable beyond sport.	Offer one meaningful role beyond playing, such as assistant coach, peer mentor, referee, equipment helper, or session leader.
1 in 3 persons with disabilities are at risk of poverty or social exclusion	Cost, isolation, lack of transport, and limited local opportunities can reduce participation in community life.	Affordable and local sport programmes can create social connection, routine, friendships, and a sense of belonging.	Reduce participation cost by offering a free trial, lending equipment, avoiding expensive kit, or choosing a low-cost venue.
1 in 5 persons with disabilities leave school early	Young persons with disabilities may have fewer opportunities to access learning, training, and progression pathways.	Physical education and sport can provide informal learning, mentoring, role models, volunteering, coaching opportunities, and links to education or training.	Work with a school, youth service, or disability organisation to invite young persons with disabilities to a trial session, with clear information about what to expect and how they can continue afterwards
People with disabilities are 4 times more likely to have unmet healthcare needs	Healthcare may be too expensive, too far away, difficult to access, or involve long waiting times.	Sport can support physical activity, wellbeing, prevention, confidence, and connection to health-promoting environments. It should complement, not replace, healthcare.	Build flexibility into the session, including rest breaks, lower-intensity options, and permission to pause or adapt without stigma.
1 in 5 persons with disabilities are victims of violence	People with disabilities, especially women, children, and older people, may face higher risks of abuse, violence, or unsafe environments.	Safe, well-run sport settings can provide trusted adults, safeguarding systems, peer support, confidence-building, and access to community support networks.	Make safeguarding visible and practical by telling participants who they can speak to if they feel unsafe or uncomfortable.

Handout 3: Exclusion to inclusion: A definition

The UN Committee on the Rights of Persons with Disabilities (CRPD) illustrates the difference between exclusion, segregation, integration and inclusion. These distinctions were written for educational settings and with disability inclusion in mind but relate to all types of settings and groups.



Exclusion	Example
Occurs when persons with disabilities are directly or indirectly prevented from taking part in sport or physical activity. In grassroots sport, this may happen when a club says a participant “cannot join”, when a venue is inaccessible, when information is not available in accessible formats, or when coaches assume the activity cannot be adapted.	A wheelchair user wants to join a local basketball session, but the sports hall entrance has steps and no alternative access.



Segregation	Example
Occurs when persons with disabilities are offered sport only in separate sessions, teams, or programmes, with little or no contact with other participants. Separate disability-specific sport can be valuable when it is chosen by participants, but it becomes segregation when it is the only option available.	A young person with an intellectual disability is told they can only attend a “special needs” session, even though they want to train with their friends in the mainstream football club.



Integration	Example
Occurs when persons with disabilities are placed in existing grassroots sport settings, but they are expected to adapt to the session as it already is. The participant may be present, but the rules, communication, coaching style, equipment, or environment do not change to support meaningful participation.	A Deaf participant joins a volleyball session, but the coach only gives verbal instructions while facing away from the group and does not use visual signals.



Inclusion	Example
Involves changing the sport environment so everyone can take part meaningfully, safely, and with dignity. In grassroots sport, this means adapting coaching, rules, communication, equipment, space, pace, roles, and support so participants with and without disabilities can belong, learn, contribute, and enjoy sport together.	A local athletics club offers different distance options, guide running, clear verbal cues, rest breaks, and peer support so runners with different abilities can train together.

In sport, this could mean:

- **Exclusion:** persons with disabilities cannot take part.
- **Segregation:** persons with disabilities take part separately from others.
- **Integration:** persons with disabilities are allowed to join, but they must adapt to the existing session.
- **Inclusion:** the session is designed or adapted so everyone can take part in a meaningful way.

Simply placing persons with disabilities in a mainstream session is not enough. Real inclusion means changing the activity, coaching style, environment, or support so everyone feels welcome, involved, and able to participate.

Reflective Question:

When you look at your sport programme, where do persons with disabilities fit best right now (exclusion, segregation, integration, or inclusion) and what positive step could move you closer to inclusion?

Read more: [General comment No. 4 on Article 24 - the right to inclusive education | OHCHR](#)

Handout 4: Barrier mapping tool

This template is designed to help you reflect on your sport-related programmes. It can be used when planning activities, reviewing participation, or discussing inclusion with participants, families, volunteers, or staff.

The goal is to identify facilitators that can help more people participate confidently and safely as well as barriers, to implement practical adaptations.

For each area, give a score from **1 to 5**:

1 = Strong barrier; 2 = Some barrier; 3 = Neutral/unsure; 4 = Helpful facilitator; 5 = Strong facilitator

Area	Score 1-5	Why did you give this score?	How can you improve it?
Communication (e.g. how instructions, feedback and information are shared)			
Venue and physical access (e.g. getting into, moving around and using the facilities)			
Equipment (e.g. variety and usability of the equipment)			
Activity rules and format (e.g. how participants engage in the programme and flexibility in delivery)			
Staff confidence and knowledge (e.g. how comfortable staff feel supporting inclusion)			
Attitudes and organisational culture (e.g. whether everyone feel welcomed and included)			
Cost and affordability (e.g. fees, transport costs, equipment)			
Transport and location (e.g. how to get there, availability of public transport)			
Safety and safeguarding (e.g. participants feel safe, clear protocols)			
Social support and belonging (e.g. peer support, social belonging)			
Progression opportunities (e.g. chances to compete, coach or volunteer)			

Reflective Questions:

1. What barriers are most common in our programme?
2. Which barriers could be reduced through small changes?
3. What are we already doing well?
4. Whose voices are missing from these discussions?
5. What is one practical action we can take in the next weeks?

Handout 5: Inclusion reflection checklist

Use this checklist to reflect on whether your sport programme is designed, funded, delivered, and reviewed in a way that supports the inclusion of persons with disabilities. It can be used by clubs, federations, schools, local authorities, NGOs, and programme managers. This checklist helps you look at the bigger picture instead of focusing what happens on the ground.

Area	Key question	Yes	Partly	No
Policy and strategy	Is disability inclusion clearly included in your organisation's policies, plans, or strategy?	☐	☐	☐
Leadership and responsibility	Is there someone responsible for driving disability inclusion within the programme or organisation?	☐	☐	☐
Budget and resources	Is there dedicated funding or resources to support inclusion, accessibility, adaptations, training, or outreach?	☐	☐	☐
Participation of persons with disabilities	Are persons with disabilities involved in planning, decision-making, feedback, or evaluation?	☐	☐	☐
Partnerships	Do you work with organisations of persons with disabilities, schools, health services, community groups, or local authorities?	☐	☐	☐
Data and evidence	Do you collect information to understand who participates, who is missing, and what barriers exist?	☐	☐	☐
Human resources	Are coaches, volunteers, and staff supported to understand disability inclusion and adapt their practice?	☐	☐	☐
Accessible promotion	Is programme information easy to find, understand, and available in accessible formats where needed?	☐	☐	☐
Participation pathway	Are activities, pathways, and opportunities designed so persons with disabilities can join, stay, and progress to other roles?	☐	☐	☐
Safeguarding and wellbeing	Are safeguarding, safety, and wellbeing measures inclusive of persons with disabilities?	☐	☐	☐

Use the next page table to move from assessment to implementation. It shows what good practice can look like and gives one practical starting point for each area.

You do not need to address everything at once. Start with the areas marked "No" or "Partly", choose the actions that are most realistic in your context, and review progress over time. For smaller organisations, this may mean starting with simple low-cost changes; for larger organisations, it may mean embedding inclusion into budgets, partnerships, staffing, and strategy.

Area	What good looks like	Priority action / where to start	Notes
Policy and strategy	Disability inclusion is named in plans, not treated as an optional extra. Goals are clear, realistic, and reviewed.	Add one clear disability inclusion commitment to your club, programme, or organisational plan.	
Leadership and responsibility	A named person or small group is responsible for inclusion and has time, authority, and support to act.	Identify one inclusion lead or contact person.	
Budget and resources	Inclusion is considered in budgeting, including training, access needs, adapted equipment, communication, and outreach.	Set aside a small inclusion budget or identify low-cost adaptations you can make immediately.	
Participation of persons with disabilities	People with disabilities help shape the programme, not only participate in it. Their feedback influences decisions.	Ask participants with disabilities, families, or local disability organisations what would make participation easier.	
Partnerships	Partnerships help reach participants, understand barriers, share expertise, and create referral or progression routes.	Contact one local disability organisation, school, or community service and explore cooperation.	
Data and evidence	Data is used to identify gaps, barriers, and progress, while respecting privacy and dignity.	Add an optional access needs question to registration or feedback forms.	
Human resources	Coaches and volunteers receive practical guidance, training, and support to adapt sessions confidently.	Run a short inclusion briefing for coaches and volunteers before the programme starts.	
Accessible promotion	Information is clear, accessible, and includes practical details about access, cost, transport, facilities, and support.	Review one flyer, webpage, or social media post and add clear access information.	
Participation pathway	Participants with disabilities can progress as players, volunteers, leaders, coaches, officials, or decision-makers.	Create one next-step opportunity, such as helper, peer mentor, assistant coach, or volunteer role.	
Safeguarding and wellbeing	Safeguarding procedures recognise disability-related risks and ensure participants know who to speak to.	Make safeguarding contacts visible and explain them clearly to participants and families.	

Handout 6: Ableism in sport and physical activity

Ableism happens when persons with disabilities are excluded, underestimated, or expected to fit into sport systems that were not designed with them in mind.

Ableism happens when persons with disabilities are excluded, underestimated, stereotyped, or expected to fit into sport systems that were not designed with them in mind.

In sport, ableism can appear at different levels:

- **Interpersonal ableism:** attitudes, language, assumptions, or behaviours between people.
- **Structural ableism:** rules, policies, facilities, funding, talent pathways, coaching systems, or safeguarding procedures that create barriers.
- **Cultural ableism:** stereotypes, low visibility, media narratives, or ideas about what an “athlete” should look like.

Do you fancy a quick read?

Red cards for ableism is a short comic that shows everyday situations where ableism can appear in sport. It was developed by SHORE & Whariki Research Centre at Massey University, in collaboration with Sport New Zealand and Aktive

Ableism is not always intentional. It can happen even in organisations that want to be inclusive. This tool helps you recognise these patterns, reflect on your own setting, and identify practical steps to make sport more welcoming, fair, and meaningful for persons with disabilities.

Read the statements below and reflect on whether you have experienced similar situations in sport settings.

Statement	Have I encountered this?	What could be done differently?
“We would like to be more inclusive, but we do not have the resources.”		
“I am worried about getting it wrong.”		
“They probably just want to take part socially, not competitively.”		
“We already treat everyone the same.”		
“Inclusion is important, but we have other priorities first.”		

Learn more about ableism in sport here: Townsend, R. C., Carroll, P., Madden, L., Orakani, S. N., Kelly-Costello, Á., Movold, J., & Witten, K. (2026). Articulations of Ableism in Sport and Physical Activity. Journal of Sport and Social Issues, 50(1), 88-110. <https://doi.org/10.1177/01937235251384735>

Below you have some suggestions on how to get started:

Ableist statement	Sample actions
"We would like to be more inclusive, but we do not have the resources."	Start by treating inclusion as part of everyday planning, not an extra project: • Add one disability inclusion question to every planning meeting, such as: "What might stop a person with a disability from taking part, and what can we change now?" • Identify low-cost changes first, such as clearer information, flexible registration, accessible communication, welcoming language, or asking participants about access needs in advance. • Assign one named person to follow up, even if they are not a disability expert.
"I am worried about getting it wrong."	Replace fear with respectful action and learning: • Learn basic disability inclusion principles, use respectful language, and ask participants what they need instead of guessing. A useful question is: "What would help you take part safely and comfortably?" • Be honest if you are unsure, for example: "I want to make sure we support you well; please tell us what works for you." • After sessions, ask for feedback and make visible changes
"They probably just want to take part socially, not competitively."	Do not decide someone's ambition for them: • Ask each participant about their goals, whether they want to take part for fun, fitness, skill development, competition, or performance. • Offer choices where possible, such as recreational sessions, skill-building opportunities, local competitions, or links to disability sport pathways. • Coaches can use the same approach they use with any athlete: notice strengths, set goals, give feedback, and create opportunities to improve. • Even with limited resources, progression can include simple steps such as taking on a team role, learning a new skill, joining a festival, or competing in a local event.
"We already treat everyone the same."	Shift from treating everyone the same to giving people what they need to participate fairly: • Review the whole participant journey: finding information, signing up, getting to the venue, entering the facility, communicating with staff, taking part in the session, and giving feedback afterwards. • Ask where persons with disabilities may face extra barriers. Include participants, parents, carers, or local disability organisations in this review. • Make practical adjustments such as offering information in accessible formats, allowing support people to attend, adapting activities, changing session times, or improving signage.
"Inclusion is important, but we have other priorities first."	

Handout 7: Introduction to intersectionality

What is intersectionality?

Intersectionality is a way of understanding how different parts of a person’s identity combine to shape their experiences, opportunities, and barriers.

In sport, this means that people do not experience inclusion or exclusion through only one identity, such as gender, disability, ethnicity, age, income, or location. These identities overlap and can create unique forms of advantage or disadvantage.

Intersectionality helps policymakers and practitioners ask: Who is included, who is missing, and why?

Meet Joana

Joana is a black, wheelchair user, sitting volleyball player. She lives in a rural area and works as a teacher. She has two children, one brother, and two sisters.

1. How many identity layers can you identify?

Each of these layers of identity might bring barriers and facilitators to participation in sport.

2. Given the identity layer, complete the following table

Identity layer	Potential barriers to sport participation	Potential facilitators to sport participation

Why does it matter?

Intersectionality matters because policies and programmes designed for “everyone” often work better for some people than for others. A sport programme may be open to persons with disabilities, but if it is only available in a city, Joana may still be excluded because she lives in a rural area. A women’s sport programme may welcome women, but if the venue is not wheelchair accessible, Joana cannot participate. A disability sport programme may exist, but if it ignores racism, childcare, transport, or cost, it may still fail to include her.

Solutions

Joana's identities include:

- Black person
- Woman
- Wheelchair user
- Athlete with a disability
- Volleyball player
- Rural resident
- Teacher
- Mother
- Family member
- Community member
- Working adult

Identity layer	Potential barriers to sport participation	Potential facilitators to sport participation
Black person	Racism, racial stereotyping, discrimination in sport spaces, lack of racial diversity in coaching or leadership, feeling unwelcome or unsafe in predominantly white institutions	Anti-racism policies, culturally safe clubs, diverse coaches and leaders, visible Black role models, peer support, inclusive complaint mechanisms
Woman	Sexism, gender stereotypes, lower investment in women's sport, safety concerns, lack of women coaches or role models, expectations around caregiving	Gender-equitable sport policies, women's leadership in sport, safe and welcoming spaces, female role models, flexible training times, family-friendly sport programmes
Wheelchair user	Inaccessible facilities, lack of adapted equipment, limited accessible transport, inaccessible changing rooms or venues	Accessible venues, adapted volleyball programmes, trained coaches, availability of sports wheelchairs, inclusive facility standards
Athlete with a disability	Low expectations from others, lack of disability-aware coaching, fewer competition opportunities, additional costs	Disability-inclusive sport policies, inclusive coaching education, Para sport networks
Sitting volleyball player	Limited local teams, lack of inclusive volleyball opportunities, few coaches trained in seated or adapted volleyball	Local clubs offering inclusive volleyball, links with national federations, mixed-ability sessions, school or community sport programmes
Rural resident	Long travel distances, fewer sport facilities, limited public transport, fewer specialist services	Community-based programmes, transport support, regional hubs
Teacher	Limited time due to work responsibilities, fixed working hours, fatigue	Stable income, school sport connections, ability to promote inclusive sport, support from colleagues or school community
Mother of two children	Childcare responsibilities, time pressure, cost of childcare, expectations around caregiving	Family-friendly training times, childcare at sport sessions, children welcome at events, support from family members
Sister and family member	Family expectations or caring duties may limit time for sport	Emotional support, practical help with childcare or transport, encouragement from siblings
Working adult	Competing demands from employment, household responsibilities, financial pressures	Employer flexibility, predictable schedule, workplace wellbeing initiatives, income to support participation
Community member	Social attitudes in the community may discourage participation, especially for women or disabled people	Local visibility as a role model, community pride, local partnerships, trusted community organisations

Handout 8: Understanding the disability sport system

When you start working with persons with disabilities, **you do not have to do everything alone**. There are organisations, networks, clubs, service providers, and community groups that can help you understand disability sport, connect with participants, access training, and create better opportunities.

This handout introduces some of the **main disability sport organisations** and **explains when and why you might contact them**.

Organisation/network	What they usually do	Why contact them?
National Paralympic Committee/Paralympic organisations	Support Para sport pathways, classification, elite competition, and links to Paralympic sports.	To understand Para sport opportunities, athlete pathways, classification, competitions, and national contacts.
Sport federations / national governing bodies	Manage specific sports, including rules, clubs, coaching, competitions, and sometimes Para sport programmes.	To ask who leads disability inclusion or Para sport in your sport and what local support exists.
Special Olympics	Provides sport, training, competition, health, education, and leadership opportunities for people with intellectual disabilities.	To connect with programmes for people with intellectual disabilities and learn about inclusive models such as Unified Sports.
Virtus	Focuses on elite sport for athletes with intellectual impairment.	To understand performance pathways, eligibility, and competition opportunities for athletes with intellectual impairment.
Deaflympics / Deaf sport organisations	Support sport opportunities and competition pathways for Deaf and hard-of-hearing athletes. The Deaflympics is a major international multi-sport event for Deaf athletes.	To understand Deaf sport pathways, communication access, sign language needs, Deaf sport clubs, competitions, and links to national Deaf sport organisations.
Disability sport federations and impairment-specific organisations	May support groups such as athletes with visual impairments, wheelchair users, athletes with cerebral palsy, amputees, or people with intellectual disabilities.	To find practical advice, local clubs, equipment knowledge, coaches, volunteers, and competition opportunities.
Disability service providers and community organisations	Support disabled people and families in everyday life. They may not be sport-specific.	To understand local barriers, reach new participants, build trust, and design realistic support arrangements.

Get in touch!

Use this table to find your starting point. You do not need to know everything before you act. Choose the stage that best matches your situation and take one practical next step.

Stage		Start with	First action
Beginner	We want to start: We would like to include persons with disabilities but do not know where to begin.	Local disability organisation, disability service provider, local disability sport body.	Ask for a short introductory conversation about local barriers, opportunities, and useful contacts.
	We want to reach people: We need help reaching participants.	Disability service providers, schools, rehabilitation centres, advocacy groups, community organisations.	Share clear information about your activity and ask which groups or families may be interested.
Expanding	We want to make sessions work better: We need sport-specific adaptation advice.	Sport federation, disability sport federation, experienced Para sport coach.	Ask for practical guidance on adapting rules, equipment, space, communication, or support.
	We want to include people with intellectual disabilities.	Special Olympics, disability service providers, schools, community organisations.	Ask about local programmes, communication tips, support needs, and inclusive participation models.
	We want to understand pathways to participation.	National Paralympic Committee or national sport federation.	Ask what opportunities exist from first participation to club, talent, and competition levels.
Competition	An athlete wants to progress or compete at a higher level.	Sport federation, National Paralympic Committee, Virtus member organisation where relevant, Deaf sport organisation where relevant.	Ask about eligibility, competitions, coaching, equipment, classification, or impairment-specific pathways.
	We need classification information.	National Paralympic Committee, sport federation, classification lead.	Ask who manages classification for the sport and what steps, documents, or assessments are required.

Case Study

Special Olympics Unified Sports

Special Olympics Unified Sports brings young people with and without intellectual disabilities together on the same teams, often through team sports such as football, basketball, volleyball, handball, and table tennis.

The programme shows that inclusion is more than sharing a space. Young people train, play, compete, travel, and build friendships together. This helps challenge stereotypes and creates regular social contact between participants who may not otherwise meet.

Evaluations reported benefits for athletes with intellectual disabilities, including improved confidence, communication, friendship, fitness, and sport skills. Non-disabled partners also developed more positive attitudes and stronger teamwork and leadership skills.

Grassroots lesson: clubs, schools, NGOs, and municipalities can start small by creating mixed teams or shared sessions, training coaches, adapting activities where needed, and involving families and community partners.

Read more here: [Unified Sports](#)

Handout 9: Para sport and disability inclusion pillars

This tool is based on the SPLISS model, a widely used framework for understanding what helps countries develop successful elite sport systems. The model looks at nine key areas, or “pillars”, such as funding, coaching, facilities, athlete support, competitions, and research.

This handout helps policymakers, sport organisations, and practitioners reflect on how inclusive high-performance pathways are currently working, where barriers exist, and what practical actions can strengthen opportunities for athletes with disabilities. It is also useful for grassroots organisations, clubs, schools, and community programmes, because these settings often provide the first experiences through which participants with disabilities discover sport, build confidence, develop skills, and begin to explore future pathways. Rather than acting as a test or ranking system, the tool supports discussion, planning, and improvement by helping you ask better questions, identify priorities, and create sport systems that are more accessible, fair, and supportive.

Area	Ask yourself	Take action
Funding	Are the real costs of Para sport covered?	• Include Para sport costs in annual budgets. • Fund classification training, adapted equipment, accessible transport, interpreters, and coach training. • Allow grant applications to include access costs. • Create a small fund for athletes with disabilities who need equipment or travel support.
Leadership	Who is responsible for inclusion?	• Appoint a named disability inclusion lead. • Include athletes with disabilities in committees and working groups. • Add disability inclusion to board agendas. • Set clear inclusion targets in federation or club plans.
Participation	Can persons with disabilities enter sport easily?	• Run accessible taster sessions. • Share clear access information before activities. • Ask participants what support they need. • Build links with schools, rehabilitation centres, disability organisations, and community clubs.

Area	Ask yourself	Take action
Talent	Are athletes being noticed and developed fairly?	• Organise accessible talent identification days. • Use flexible selection criteria. • Allow late entry into pathways to enable participation of those acquiring a disability. • Train coaches to avoid assumptions about athletes with disabilities.
Athlete support	Are athletes supported beyond performance?	• Provide mentoring from other athletes with disabilities. • Offer support with wellbeing, education, employment, classification, transport, and equipment. • Plan transitions after injury, deselection, or retirement. • Make sure athletes know who to speak to about concerns.
Coaching	Are coaches prepared to work with athletes with disabilities?	• Include disability inclusion in coach education. • Pair coaches with mentors experienced in Para sport. • Give coaches practical examples of how to adapt space, task, equipment, rules, communication, and support.
Competition	Are there fair chances to compete?	• Make event information accessible and clear. • Plan classification, travel, accommodation, personal assistant access, interpreters, and equipment storage early. • Offer different competition levels.
Innovation	Are research and technology solving real athlete needs?	• Involve athletes in testing equipment, technology, and sport science support. • Use simple innovation too, such as better visual cues, tactile markers, adapted grips, video feedback, or accessible performance data.

Handout 10: Stakeholder ecosystem mapping tool

This tool helps sport organisations identify the people and groups who can support, influence, block, or benefit from a programme or policy. It helps users move from “Who should we involve?” to “What should we do with each stakeholder?”

It can be used when designing a new programme, improving access, developing parasport Para sport pathways, reviewing inclusion policies, or planning a partnership.

Step 1: List your stakeholders

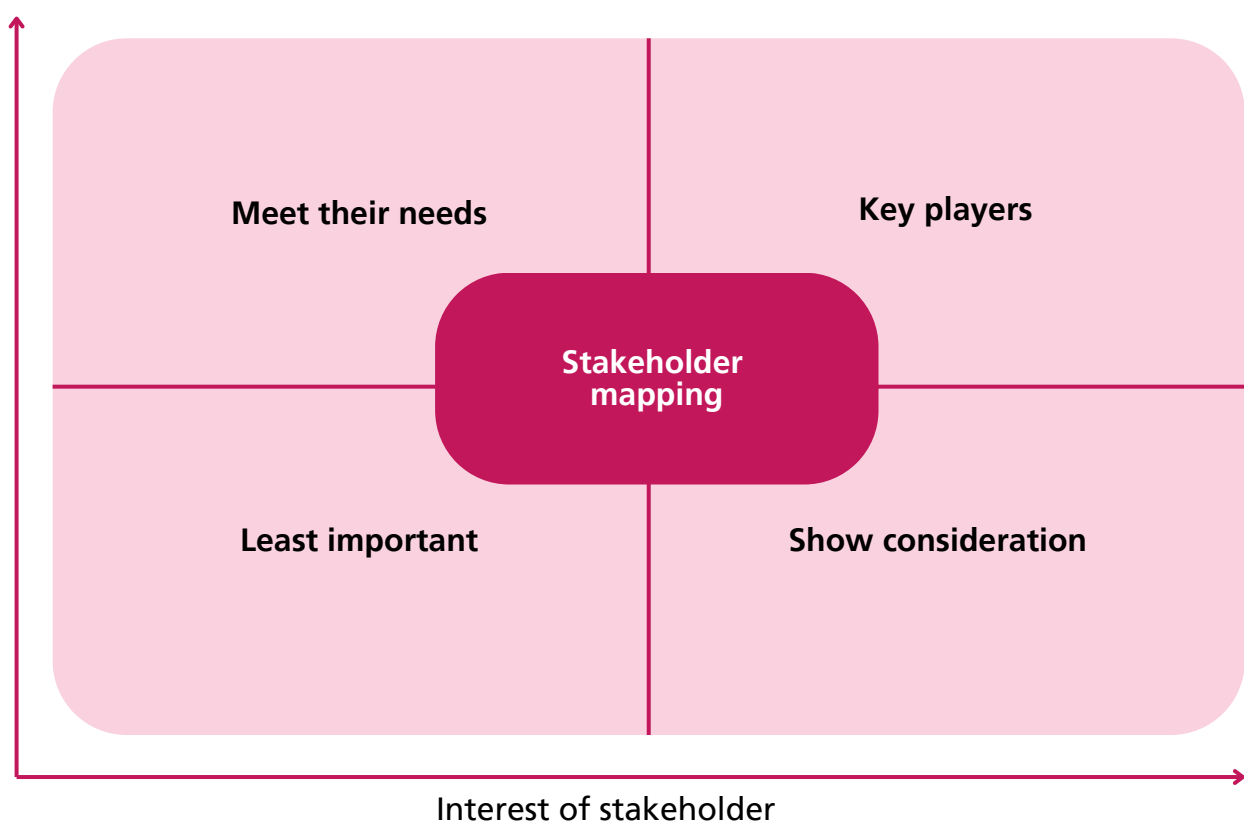
At this stage you should answer the following: who affects my work, and who is affected by it?

Stakeholder group	Examples
Athletes and participants	Athletes with and without disabilities, women and girls, children, older adults, elite athletes, community participants
Families and support networks	Parents, carers, guardians, personal assistants, siblings
Sport workforce	Coaches, volunteers, classifiers, officials, safeguarding leads, administrators
Sport organisations	Clubs, federations, Olympic/Paralympic committees, school sport bodies
Public sector	Local authorities, ministries, schools, health services, transport providers
Community organisations	Disability organisations, women’s groups, rural community groups, migrant organisations
Funders and partners	Sponsors, charities, foundations, universities, equipment providers
Facilities and services	Fitness centres, training centres, venue managers, transport providers, accommodation providers
Media and public voice	Local media, social media influencers, athlete advocates, community leaders

Step 2: Place each stakeholder on the map

Use two simple questions:

1. **How much influence do they have?** Can they make decisions, provide funding, open doors, block progress, shape attitudes, or change practice?
2. **How much interest or involvement do they have?** Are they directly affected, actively involved, interested, or only loosely connected?



Step 3: Take Action

After placing stakeholders on the map, complete this action table.

Stakeholder position	What it means	What to do	What will you do?
Key players High influence + high interest	These are your key partners. They can strongly affect the success of the work and are likely to care about it.	Work closely with them. Involve them early, invite them to planning meetings, agree shared goals, give them clear roles, and check progress regularly.	
Meet their needs High influence + low interest	These stakeholders have power but may not yet see why the issue matters.	Build their interest. Show them why this work matters, connect it to their priorities, share evidence and stories, and ask for one clear action they can support.	
Show consideration Low influence + high interest	These stakeholders care about the issue but may not have decision-making power. They often understand real barriers best.	Listen and involve them. Ask for lived experience, feedback, and practical ideas. Support them to have a voice in decisions where possible.	
Least important Low influence + low interest	These stakeholders are less directly involved at the moment, but they may still need to be informed.	Keep them informed. Share simple updates, explain what is changing, and invite them to engage when relevant. Do not spend most of your time here.	

Module 2

Design Inclusive Delivery and Pathways

MODULE 2

Design Inclusive Delivery and Pathways

Aim

Module 2 helps you move from inclusive principles towards targeted action to allow the meaningful participation of persons with disabilities. It supports you to design and deliver programmes, sessions, environments, and pathways that enable persons with disabilities to participate, progress, and feel that they belong in sport.

The module provides tools to help you address barriers, adapt activities and spaces, improve accessibility, communicate more inclusively, and plan support around the needs and preferences of participants. It is designed for sport organisations, coaches, practitioners, policymakers, and programme leads who want to make inclusion part of everyday delivery rather than a separate or occasional activity.

The module is organised around two main action areas:

2.1 Translate inclusion principles and legal commitments into practice

This action area provides you with tools to help you understand what inclusion means in practice, and build the confidence, attitudes, and behaviours needed to support meaningful participation. It also helps you communicate more accessibly, reflect on your own practice, and assess whether your organisation is creating conditions where persons with disabilities can take part fairly and safely.

2.2 Design or redesign inclusive pathways, environments, and support arrangements

This action area provides you with tools to help you adapt activities, equipment, facilities, communication, and support arrangements so that persons with disabilities can participate in ways that work for them. It also helps you review the full participation pathway, from first contact and registration through to regular participation, progression, and performance, so that barriers are identified and addressed across the whole system, not only during individual sessions.

Objectives

The tools provided in this module should help you to:

- Turn inclusion principles into practical actions.
- Adapt activities, spaces, equipment, and communication.
- Improve accessibility and support arrangements.
- Redesign participation pathways.

Summary of Tools

Module	Actions	Tools
2. Design Inclusive Delivery and Pathways	2.1 Translate inclusion principles and legal commitments into practice	Handout 11: Implementing the CRPD Handout 12: Person-centred attributes for inclusion Handout 13: Behaviour change checklist for inclusive coaching Handout 14: Communication tips Handout 15: The universal ability audit
	2.2 Design or redesign inclusive pathways, environments, and support arrangements	Handout 16: Functional domains and adaptations Handout 17: Activity inclusion model Handout 18: Adaptation models Handout 19: Accessibility audit Handout 20: Participant support and session preparation form Handout 21: Inclusive session plan template

Handout 11: Implementing the CRPD

People with disabilities have the right to take part in sport, recreation, and physical activity. This right is recognised in the **United Nations Convention on the Rights of Persons with Disabilities (CRPD)**.

For sport practitioners, this means inclusion is not only a “nice thing to do”. It is part of your responsibility to make sure persons with disabilities have real opportunities to participate, learn, improve, compete, lead, and belong. You do not need to be a legal expert to act on the CRPD. You need to ask practical questions, remove barriers where possible, listen to persons with disabilities, and make inclusion part of everyday sport delivery.

The CRPD reminds us that persons with disabilities have the right to participate in sport. Your role is to transform this aspiration into a reality. Please read the table below and answer the questions.

Right in practice	What this means for sport	Example in grassroots sport	How can you improve it in your organisation or community?
Access	People can get information, enter venues, use facilities, and take part in activities.	A local swimming programme publishes clear information about pool access, changing rooms, transport, cost, session format, and who to contact before joining.	
Choice	People can choose the type of sport, level, and role that suits them.	A participant with a disability can choose between recreational floorball, skill development sessions, local competition, volunteering, or helping as an assistant coach.	
Participation	People are not only invited, but actively supported to take part meaningfully.	In a handball session, the coach adapts rules, uses visual signals, and offers different roles so a deaf participant can follow the game and contribute.	
Respect	People are treated with dignity and not defined only by disability.	A club social media post describes a wheelchair tennis player's training, tactics, teamwork, and goals, rather than presenting them only as “inspirational”.	
Support	Reasonable changes are made so people can participate fairly.	In a dance class, participants are offered seated and standing versions of the same movement, with breaks allowed when needed.	
Progression	People have opportunities to develop, compete, coach, volunteer, or lead.	A young person with an intellectual disability starts as a participant, then becomes a peer helper, then supports warm-ups as an assistant leader.	
Voice	People with disabilities are involved in decisions that affect them.	A municipality planning an inclusive sport programme invites participants with disabilities and local disability organisations to review the schedule, venue, communication, and support needs.	

Handout 12: Person-centred attributes for inclusion

Use this handout to create sport and physical activity spaces where people feel heard, respected, and able to participate.

A person-centred approach means you do not start with assumptions about what someone can or cannot do. You start by listening, asking, adapting, and working with the person.

Rogers' three core conditions are empathy, congruence, and positive regard. In inclusive sport, these can help coaches, volunteers, teachers, and practitioners respond to people's needs without pity, pressure, or assumptions.

1. Empathy

What it means	What it means in practice
Understanding another person's experience from their point of view and showing that understanding in your response.	• Listen for feelings and needs, not just facts. • Reflect what you hear before giving advice. • Check your understanding: "Have I got that right?" • Avoid jumping to solutions too quickly. • Avoiding assuming everyone experiences the activity in the same way.

Examples

Situation	Less helpful response	More person-centred response
A participant with autism becomes overwhelmed by noise in a sports hall.	"Everyone else is managing; just try to focus."	"It seems very loud in here. Would it help to take a short break or move to a quieter space?"
A participant with chronic pain asks to stop a drill.	"You were fine earlier, keep going."	"Thanks for telling me. Do you want to pause, change the movement, or try another role for now?"
A participant with a visual impairment does not follow a demonstration.	"Watch carefully."	"I realise the visual demo may not be enough. I'll explain it step by step and check what works best for you."

2. Congruence

What it means	What it means in practice
Being genuine, honest, and consistent. Your words, tone, and actions match.	• Be clear about expectations and your own role. • Acknowledge mistakes or uncertainty without defensiveness. • Model the respectful behaviour you ask from others. • Do not say supportive words while your tone or body language shows impatience. • Hiding behind authority instead of being human.

MODULE 2

Examples

Situation	Less helpful response	More person-centred response
A coach is unsure how to adapt an activity for a wheelchair user.	Avoids the participant or gives them a passive role.	"I want to make sure you can take part properly. Can we look at the activity together and decide what adaptation works?."
A Deaf participant misses instructions.	Repeats louder while facing away.	You can try the following actions (e.g.): • Use gestures and body language to communicate. • Use writing board to explain in more detail. • Demonstrate all tasks.
A participant with an intellectual disability looks confused by complex rules.	"I already explained this."	"I think I gave too much information at once. Let's break it down and practise one step first."

3. Positive Regard

What it means	What it means in practice
Communicating respect, worth, and acceptance, even when correcting behaviour or setting boundaries.	• Use language that preserves dignity and choice. • Notice effort, progress, and contribution. • Avoid shaming, sarcasm, or public embarrassment. • Not treating some participants as more capable or valuable than others.

Examples

Situation	Less helpful response	More person-centred response
A participant needs a support person or assistant.	"This makes the session complicated."	"Let's agree how the support person can help while keeping you involved and independent where possible."
A participant with ADHD interrupts or moves around during instructions.	"You are being disruptive."	"I can see it is hard to stay still while I explain. I'll keep this short, then give you a task."
A participant with cerebral palsy completes a drill differently.	"That is not the proper way."	"You found a way that works for your body. Let's look at how to keep the aim of the drill while making it safe and effective."

How to integrate these principles in a sport session?

Before the session	Plan the session so participants have access, choice, and feel emotionally safe. Think about who may find the activity, space, communication, or pace difficult.
During the session	Check in with participants, give clear instructions, encourage respectfully, and correct behaviour or technique without embarrassment.
After a challenge	If something goes wrong, respond calmly. Listen to the person's perspective, explain what needs to happen next, and reset expectations with respect.
Your self-check	Did people feel heard? Did my actions match my values? Did I protect everyone's worth and belonging?

Final questions:

1. When I am at my best, how do participants experience empathy from me?
2. What helps me stay genuine under pressure?
3. How can I communicate respect even when I need to correct or challenge someone?

Handout 13: Behaviour change checklist for inclusive coaching

This checklist helps sport coaches understand behaviour change as a step-by-step journey. It can be used in two ways:

1. Coaches learning to work with participants with disabilities.
2. Coaches actively promoting disability sport and/or encouraging persons with disabilities to take part in mainstream sport activities.

The stages are not always linear. Coaches may move forward, pause, or return to an earlier stage.

Stage	What this may look like	Coach checklist
1. Precontemplation Not thinking about it yet	"Working with participants with disabilities is not part of my role."	☐ I understand that persons with disabilities may want to take part in our sport. ☐ I have considered whether barriers may be stopping people from joining. ☐ I recognise that inclusion is part of good coaching, not an extra task.
2. Contemplation Thinking about it	"I would like to include participants with disabilities, but I am not sure how." "What if I get it wrong?"	☐ I have reflected on my confidence, concerns, and assumptions. ☐ I know who I can ask for advice. ☐ I understand that I do not need to be an expert before I start. ☐ I am willing to ask participants what support works for them.
3. Preparation Getting ready	"What do I need to prepare before the session?"	☐ I have checked the venue, toilets, changing areas, equipment, and activity space. ☐ I have prepared clear information about the session. ☐ I have asked about access, communication, or support needs. ☐ I have planned simple adaptations to the activity, space, equipment, communication, or support. ☐ I have briefed assistants, volunteers, or other coaches.
4. Action Trying it in practice	"I am delivering inclusive coaching and learning as I go."	☐ I welcome the participant directly and respectfully. ☐ I ask before offering help. ☐ I use clear instructions and demonstrations. ☐ I adapt the activity when needed. ☐ I offer different levels of challenge. ☐ I check that the participant is meaningfully involved, not just present.
5. Maintenance Keeping it going	"Inclusive coaching is becoming part of how I coach."	☐ I ask for feedback after sessions. ☐ I record useful adaptations for next time. ☐ I share learning with other coaches. ☐ I continue to develop my disability inclusion knowledge. ☐ I support participants with disabilities to progress, compete, volunteer, coach, or lead if they want to.

Coach behaviour change is easier when the system supports it

At minimum, every programme should try to provide coaches with:

1. A named person to ask for help.	3. Basic guidance on how to adapt activities.
2. A way to know about access needs before the session.	4. Time to reflect and improve after the session.

MODULE 2

It is also important to understand the journey a person with a disability may go through when deciding whether to join a sport programme. This helps organisations identify what support is needed at each stage, from first becoming aware of the opportunity to feeling confident enough to attend, return, and progress.

Stage	What the person may be thinking or feeling	What coaches and organisations can do
1. Precontemplation Not thinking about sport yet	"Sport is not for me." "I have never seen someone like me taking part." "I do not know what is available."	□ Show clearly that persons with disabilities are welcome. □ Use inclusive images, language, and examples in promotion. □ Share information through disability organisations, schools, health services, families, and community groups. □ Do not assume there is "no demand" because disabled people are not currently attending.
2. Contemplation Thinking about joining	"Maybe I could try this." "Will the coach understand my needs?" "Can I get there?"	□ Provide clear information about the activity, venue, cost, transport, access, equipment, and support. □ Name a contact person for questions. □ Explain that people can discuss access, communication, or support needs before attending. □ Reassure people that different levels of experience, fitness, and ability are welcome.
3. Preparation Getting ready to attend	"I might come, but I need to know what to expect." "What should I bring?" "Can someone support me?"	□ Respond quickly and warmly to questions. □ Ask: "What would help you take part comfortably and safely?" □ Share practical details: arrival, parking, entrances, toilets, changing areas, session structure, equipment, and who will meet them. □ Allow support workers, interpreters, guides, family members, or personal assistants where needed. □ Agree simple adaptations before the first session.
4. Action Trying the session	"Do I feel safe here?" "Am I included or just present?" "Can I join in at my level?"	□ Welcome the person by name. □ Speak directly to them, not only to a parent, carer, interpreter, or support person. □ Explain the session clearly and demonstrate activities. □ Offer choices and different ways to participate. □ Check in respectfully without singling them out. □ Adapt space, task, equipment, pace, communication, or support if needed.
5. Maintenance Returning and progressing	"I belong here." "I am improving." "What else can I do?"	□ Ask what worked well and what could improve. □ Make the next step clear: next session, contact person, progression option, or pathway. □ Build relationships with the participant and the group. □ Ask about goals: social, recreational, competitive, volunteering, coaching, or leadership. □ Connect the person to clubs, competitions, disability sport organisations, or pathways where relevant.

Handout 14: Communication tips

Good communication helps people feel welcome, respected, and safe. When working with persons with disabilities, you do not need to know everything in advance. The most important starting point is to **speak directly to the person, ask what works for them, listen carefully, and avoid assumptions.**

Core Communication Principles

Principle	What to do in practice
Speak directly to the person	Talk to the participant, athlete, parent, coach, or volunteer directly, not only to their companion, interpreter, support worker, or assistant.
Ask first before helping	Do not grab, guide, push, move equipment, or step in without permission. Ask: "Would you like any support?"
Listen attentively	Give the person time to speak. Check understanding if needed. Say: "Can I check I understood correctly?"
Use respectful language	Use the person's name and preferred terms. Avoid labels, jokes, pity, or language that makes the person sound helpless or inspirational just for participating.
Do not make assumptions	Do not assume what someone can do, what support they need, or what level they want to reach. Ask about their goals and preferences.
Adapt your communication	Use speech, demonstrations, gestures, written information, visual cues, or assistive devices depending on what works for the person.

Core Communication Mistakes

Communication mistake	Why it can be harmful	Inclusive alternative
Infantilising adults with disabilities	Speaking to adults like children can undermine dignity and confidence.	Use an age-appropriate tone. Speak to adults with disabilities as adults.
Assuming low ambition	Participants with disabilities may be wrongly directed only toward social or recreational activities.	Ask: "What would you like to get from this — fun, fitness, skills, competition, coaching, leadership?"
Talking only to a parent, carer, interpreter, or assistant	This can make the participant invisible in their own sport experience.	Speak directly to the participant. Include support people when needed, but do not replace the person's voice.
Praising participation as "inspirational"	This can turn persons with disabilities into motivation for others instead of recognising them as athletes or participants.	Praise effort, skill, teamwork, decision-making, progress, or leadership.

Common Communication Mistakes

Communication mistake	Why it can be harmful	Inclusive alternative
Assuming all disabilities are visible	A participant may have pain, fatigue, anxiety, epilepsy, diabetes, autism, or a mental health condition that is not obvious.	Create space for people to share access needs without pressure or judgement.
Using the same communication for everyone	Equal communication is not always accessible communication.	Offer information in different ways: spoken, written, visual, demonstrated, repeated, or simplified.
Avoiding disability completely	Silence can make disability feel awkward or shameful.	Talk about access and support needs respectfully and practically.
Using pity or hero language	It can reduce a person to their disability or frame normal participation as extraordinary.	Focus on the sport, the person's goals, and what supports meaningful participation.

Specific Communication Tips by Type of Impairment

Type of impairment	Sample actions
Intellectual disability	• Use simple, concrete language. • Give one instruction at a time. • Demonstrate the activity instead of only explaining it. • Use pictures, cones, signs, or visual examples. • Check understanding by asking the person to show you what they will do, rather than asking "Do you understand?" • Give extra time to process information and avoid rushing.
Autism/ neurodivergence	• Explain what will happen before the session starts. • Keep instructions clear, predictable, and step-by-step. • Use visual schedules, written instructions, or demonstrations where helpful. • Reduce unnecessary noise, crowding, or sudden changes when possible. • Give advance warning before transitions, changes in activity, or loud sounds. • Ask about sensory preferences and what helps the person feel comfortable.
Deaf or hard of hearing	• Face the person when speaking. • Speak clearly at a normal pace. • Make sure your face is visible and avoid covering your mouth. • Reduce background noise where possible. • Use gestures, demonstrations, written notes, captions, or sign language support if needed. • Check whether the person prefers spoken language, sign language, written communication, or a mix. • Do not shout.
Visual impairment	• Introduce yourself when you approach. • Explain who is present and describe the space, equipment, hazards, and key movements. • Use precise directions such as "two steps to your left" instead of "over there". • Ask before guiding, and do not grab or pull. • If demonstrating an activity, describe the movement clearly or ask whether touch guidance is appropriate. • Tell the person if you are leaving the conversation.

Specific Communication Tips by Type of Impairment

Physical disability	• Speak directly to the person and use a normal tone. • Ask before providing physical assistance. Do not touch, move, or lean on wheelchairs, crutches, prosthetics, or other mobility aids. • Position yourself at a comfortable level for conversation when possible, without making it awkward. • Ask what adaptations work best for movement, positioning, rest breaks, or equipment use.
Speech impairment	• Be patient and give the person time to speak. • Focus on what they are saying, not how they say it. • Do not finish their sentences unless they ask you to. • If you do not understand, say so respectfully and ask them to repeat, write, gesture, or use their communication device. Do not pretend to understand. • Ask yes/no or choice questions only when helpful, not to limit the person's voice.
Psychosocial disability/mental health condition	• Communicate calmly, respectfully, and without judgement. • Give clear information about what will happen and what choices are available. • Avoid putting the person on the spot in front of others. • Offer quiet spaces or breaks where possible. • Ask what support helps them take part. • Respect privacy and do not ask for personal medical details unless they choose to share relevant information.
Multiple or complex support needs	• Do not assume one approach will work for everyone. • Ask the person, family member, support worker, or assistant how communication works best, while still speaking directly to the participant. • Use a mix of speech, gestures, visuals, demonstrations, objects, routines, and assistive communication where useful. • Allow more time and check regularly whether the approach is working.

As you start putting into practice these tips, you can use the following checklist to self-reflect:

Ask yourself	Yes	Not yet
Have I spoken directly to the participant?	☐	☐
Have I asked before offering help?	☐	☐
Have I avoided assumptions about ability, ambition, or support needs?	☐	☐
Have I checked how the participant prefers to communicate?	☐	☐
Have I used clear instructions, demonstrations, visual cues, written information, or assistive communication where useful?	☐	☐
Have I given enough time for the participant to respond?	☐	☐
Have I avoided infantilising, pitying, or "inspiration" language?	☐	☐
Have I checked understanding without making the participant feel singled out?	☐	☐
Have I praised skill, effort, progress, teamwork, or leadership rather than disability itself?	☐	☐
Have I asked for feedback on what worked?	☐	☐

Handout 15: The universal ability audit

This tool helps sport practitioners reflect on how inclusive their organisation is for persons with disabilities. It is adapted from an organisational self-assessment that asks users to review areas such as partnerships, policies, programmes, staff training, and promotion.

Complete the checklist as an individual or as a team. Include different voices where possible: administrators, coaches, front-of-house staff, volunteers, participants with disabilities, families, and local disability partners.

Please consider the following questions and identify your level of agreement with the statements.

1 = Strongly disagree; 2 = Disagree; 3 = Neutral/unsure; 4 = Agree; 5 = Strongly agree

1. Verification	1	2	3	4	5
I and/or my colleagues know where to find information, advice, or support to help us include more persons with disabilities in our sport activities.					
I/my colleagues have looked at whether more persons with disabilities in our community could take part in our activities, and what might help them join.					
I know local disability organisations, service providers, schools, or community groups that we could contact or partner with.					
We adapt our activities, communication, facilities, and support so that persons with disabilities can participate in a meaningful way.					

2. Value Proposition	1	2	3	4	5
My colleagues, staff and I have a significant contribution to make to the quality of life of people in our community, including persons with disabilities					
My colleagues and I have the scope to improve opportunities for participation in sport and recreational activities for people living in, or visiting our community, including persons with disabilities					
The benefits of increasing our levels of inclusion to increase participation are clear					
My colleagues, staff and I play a major role in providing health services to the entire community, including persons with disabilities					
The level of inclusion of our programmes increases the job/volunteer satisfaction and decreases turnover of staff					

MODULE 2

Please consider the following questions and identify your level of agreement with the statements.

1 = Strongly disagree; 2 = Disagree; 3 = Neutral/unsure; 4 = Agree; 5 = Strongly agree

3. Vision	1	2	3	4	5
My colleagues and I envision ourselves as leaders of cultural change					
Which of the following statements best describes your situation within your organisation (Please check one)					
I and/or my colleagues have identified set targets for increasing the level of inclusion of our programmes and are putting strategies in place to achieve these goals	☐				
I and/or my colleagues have identified scope for increasing the level of inclusion of our programmes	☐				
I think there may be scope for making our programmes more inclusive but am not sure	☐				
I have never considered making more inclusive our programmes until now	☐				
I don't think making our programmes inclusive, in particular for persons with disabilities, is really an option for us but won't rule it out completely until it has been fully explored	☐				

4. Philosophy
1. Does your organisation have stated ideals in your strategic plan or other management documents which relate to the inclusion of persons with disabilities? Yes ☐ No ☐ Not needed ☐ If yes, please provide details:
2. Do you think your organisational philosophy is a lived experience by: (Check all that apply) a. Management ☐ b. Staff ☐ c. Participants ☐

5. Processes

1. Do you engage with disability groups in your local community?

Yes ☐ No ☐ If yes, please provide details:

2. Have you forged any alliance/partnership with any disability organisation?

Yes ☐ No ☐ If yes, please provide details:

3. Have you or your staff embraced any assistive technologies (e.g. Assist-Mi app)?

Yes ☐ No ☐ If yes, please provide details:

4. Have you or your colleagues undertaken any research on how to make your programmes more inclusive?

Yes ☐ No ☐ If yes, please provide details:

5. Do you encourage your staff to engage in customer satisfaction conversations with different participants groups, including persons with disabilities?

Yes ☐ No ☐

6. Policies

1. Does your charging policy account for the varied needs of your participants (e.g. No charge for personal assistants)?

Yes ☐ No ☐ If yes, please provide details:

2. Do you track and monitor the proportion of your club members who experience disabilities?

Yes ☐ No ☐ If yes, please provide details:

3. Do you have a budget allocated to:

a. Improve accessibility of your programmes? (e.g. facilities, equipment and staff training)

Yes ☐ No ☐

b. increasing the levels of inclusion of your policies?

Yes ☐ No ☐

4. Are you familiar with the national legislation that relates to disability service provision?

Yes ☐ No ☐

7. Perception

1. Do you gather information from your participants on why they use your facilities?
Yes ☐ No ☐ If yes, please provide details:

2. Do you gather information from people who do NOT use your facility on why they DON'T?
Yes ☐ No ☐ If yes, please provide details:

3. List three adjectives that you think your participants might use to describe your organisation

4. List three beliefs that you think participants with a disability might have about participation in your programmes

5. List three beliefs that you think your staff might have about persons with disabilities

6. What do think is the general perception of your community regarding your organisation?

8. Programmes

This section refers to programmes that you deliver, or support delivery of, to consciously make them more inclusive

1. Do you and your staff provide programmes specifically for persons with disabilities?
Yes ☐ No ☐
If Yes please complete the table below

Disability Category	YES		NO
	On demand	Type	
Physical disabilities			
Intellectual disabilities			
Sensory disabilities			
Mental health difficulties			

9. People

1. Have you or any of your staff/volunteers had training that facilitates the inclusion of persons with disabilities :

- | | |
|---|--|
| a. Operational (teaching/instructional staff) | Yes ☐ No ☐ |
| b. Management | Yes ☐ No ☐ |
| c. Front of house | Yes ☐ No ☐ |
| d. Stakeholders/contracted staff | Yes ☐ No ☐ |

If yes, a) please list this training if possible. b) Do you think this training increased the level of inclusion of your organisation? Why?

2. Are persons with disabilities employed (or volunteer) by your organisation and/or represented on your steering committee/management committee/board of management, etc.?

Yes ☐ No ☐

3. Is there a member of staff allocated as a liaison/point person for participants with disabilities?

Yes ☐ No ☐

10. Promotion

1. Is your promotional material inclusive of persons with disabilities? Yes ☐ No ☐

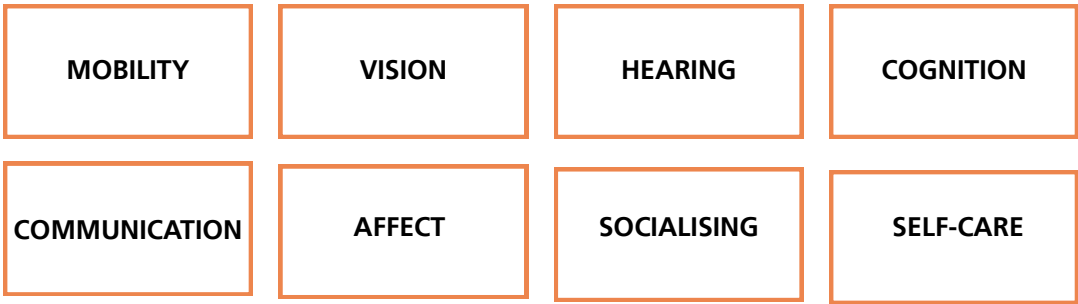
2. Have you or your colleagues/staff developed any promotional materials with the aim of attracting persons with disabilities? Yes ☐ No ☐

3. How do you actively promote your organisation's ability to cater for persons with disabilities in your programmes? Please highlight any promotional events/ activities that were specifically successful in attracting persons with disabilities

Handout 16: Functional domains and adaptations

This handout helps coaches think about how a participant’s functioning may affect their experience in sport. Instead of focusing only on a diagnosis or disability label, it helps you ask: What does this participant need to take part meaningfully? Remember that diagnosis does not tell you everything you need to know. Two people with the same type of disability may need very different support.

Participants may experience difficulty in one or more areas of functioning. These areas are called functional domains. Understanding them can help you adapt activities, communication, equipment, the environment, and support.



A participant may have difficulties in more than one domain. For example, someone may have a physical disability and also experience fatigue, anxiety, communication difficulties, or sensory sensitivity. Always focus on the individual person.

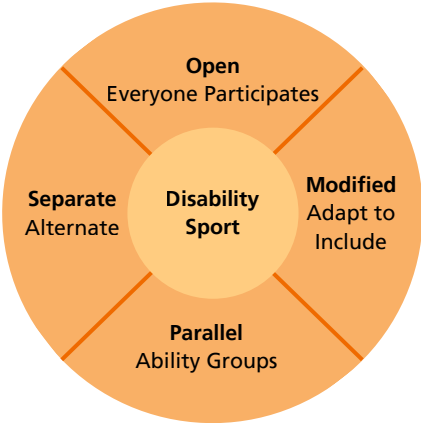
Situation	Possible adaptation
A participant with limited mobility wants to join a ball game.	Reduce the playing area, allow seated participation, adjust rules, use a lighter ball, and create roles that allow active involvement.
A participant with visual impairment is joining athletics.	Describe the space, use a guide or sound cue, keep the route clear, and use high-contrast markers.
A Deaf participant misses instructions during drills.	Face the participant, demonstrate the drill, use written or visual cues, and agree a visual start/stop signal.
A participant with an intellectual disability finds the game confusing.	Use one instruction at a time, simplify the rules, demonstrate the task, and build up gradually.
An autistic participant becomes overwhelmed by noise and changes.	Share the plan in advance, reduce unnecessary noise, give warning before transitions, and offer a quiet break space.
A participant becomes anxious during competition.	Offer a choice of role, reduce pressure, use positive feedback, and agree a signal for taking a break.

Tip:
If you know a participant’s specific health condition, check whether there are any safety considerations or contraindications. Where needed, seek advice from the participant, family, support person, medical professional, or relevant specialist.

Handout 17: Activity inclusion model

The Inclusion Spectrum (Black and Williamson, 2011) is a valuable tool which enables you to consider various set-ups or settings (in physical activity, sport, and physical education) to suit the needs of your participants when designing your tasks and activities.

This tool reminds us that inclusion does not always mean everyone doing exactly the same thing in exactly the same way. Sometimes everyone can take part together with no changes. Sometimes small adaptations are needed. Sometimes participants may work in different groups or take part in disability-specific activities.



Inclusion setting	What it means	When to use it	Sport example
Open	Everyone does the same activity with little or no adaptation.	Use when the activity is already accessible and everyone can join safely and meaningfully.	A group warm-up, stretching activity, throwing and catching game, or fun run where everyone takes part together.
Modified	Everyone does the same activity, but some parts are adapted.	Use when participants need different levels of support or challenge within the same activity.	In volleyball, some participants use a lighter ball, a lower net, extra touches, or a smaller court area.
Parallel	Everyone works on the same skill or activity, but in different groups or levels.	Use when participants benefit from different levels of challenge, pace, distance, or support.	In athletics, one group practises short-distance running, another group practises wheelchair racing, and another group works on walking or movement skills.
Separate	Some participants take part in a different activity for a specific reason.	Use when a focused activity, skill practice, safety need, or support arrangement is better for some participants. This should still link to the wider session where possible.	A small group practises wheelchair handling, balance, or a specific sport skill before joining the main group.
Disability sport	Participants take part in a sport designed for persons with disabilities. This can include disabled and non-disabled participants together.	Use when teaching or offering sports such as boccia, goalball, sitting volleyball, wheelchair basketball, blind football, or adapted athletics.	A mixed group plays sitting volleyball or goalball so everyone experiences a disability sport together.

How to choose the right setting?

Question	What it helps you decide
Can everyone take part safely in the same activity?	If yes, use an open activity.
Would small changes help more people join in?	Use a modified activity.
Do people need different levels of challenge or pace?	Use parallel activities.
Does someone need focused support or practice for a short time?	Use a separate activity, then reconnect where possible.
Could a disability sport create an inclusive and meaningful experience for everyone?	Use disability sport or reverse inclusion.

Time for action

You can move between open, modified, parallel, separate, and disability sport activities during the same session. To help you plan the right session in your session, you can use the table below:

Activity	Which setting will I use?	What adaptation or support is needed?	How will everyone be included?
Warm-up	Open / Modified / Parallel / Separate / Disability sport		
Skill practice	Open / Modified / Parallel / Separate / Disability sport		
Main activity or game	Open / Modified / Parallel / Separate / Disability sport		
Cool-down	Open / Modified / Parallel / Separate / Disability sport		

Handout 18: Adaptation models

Adaptation models are simple memory tools that help you think about what can be changed in a sport or physical activity session to support inclusion. They are not fixed solutions or separate activities for “participants with disabilities”. Instead, they help you look at the session and decide what can be adjusted so everyone can participate meaningfully.

Different models use different words. For example, STEP looks at Space, Task, Equipment and People, while TREE looks at Teaching style, Rules, Equipment and Environment.

This handout uses the TIMES model because it also includes Support, which helps you think about the wider context of a participant’s life, such as family, support staff, confidence, routines, transport, and available resources.

Use **TIMES** to help adapt the session.

Inclusion area	Ask yourself	Possible adaptations
Time	Does anyone need the timing, pace, or length of the activity to be adjusted?	Choose a suitable time of day. Allow rest breaks. Shorten or lengthen activities. Reduce or increase repetitions. Adjust the pace. Consider family, transport, medication, fatigue, or support staff schedules.
Instruction	Can everyone understand what to do and how to take part?	Use clear verbal instructions, demonstrations, visual cues, written prompts, signs, or manual guidance where appropriate. Check understanding. Simplify rules, then add complexity as skills improve. Allow more bounces, extra touches, different scoring systems, or different ways to pass, throw, roll, or move the ball.
Movement	Can everyone move in a way that works for their body, skills, and confidence?	Change the distance, speed, position, role, or movement pattern. For example, a wheelchair user may roll instead of run; a participant with limited shoulder movement may use a different arm action; a participant with balance difficulties may use a seated, supported, or shorter-distance version of the task.
Environment	Is the space, equipment, and setting accessible, safe, and comfortable?	Check physical access, surfaces, space, noise, lighting, temperature, distractions, rest areas, and privacy for changing. Use adapted or accessible equipment such as larger, lighter, brighter, textured or softer balls, different bat sizes, gloves, straps, assistive technology, or sport-specific equipment.
Support	What support would help the participant take part with confidence and independence?	Ask what support works best. Use a buddy, guide, interpreter, assistant, support worker, family member, or coach check-in. Consider the participant’s confidence, social situation, routines, available resources, and personal preferences. Focus on ability, choice, and achievement rather than disability.

Handout 19: Accessibility audit

This audit helps sport centres identify and remove barriers that may prevent persons with disabilities from participating in sport, physical education, recreation or community activities.

Who should complete it:

Sport centre managers, coaches, facility staff, programme coordinators, inclusion officers or local sport organisations.

How to use it:

Walk through the sport centre while activities are taking place. For each item, mark:

Yes = This is in place and working well / **Partly** = This exists but needs improvement / **No** = This is not in place

1. Information and registration

Question	Yes	Partly	No	Action needed
Is accessibility information easy to find on the website, social media, flyers, or booking page?	☐	☐	☐	
Does pre-arrival information explain cost, session format, equipment needed, support available, and who to contact?	☐	☐	☐	
Can people register or book in different ways, such as online, by phone, by email, or in person?	☐	☐	☐	
Is the registration process simple and easy to understand?	☐	☐	☐	
Does the registration form include an optional question about access, communication, or support needs?	☐	☐	☐	
Is information available in accessible formats where needed, such as large print, digital text, audio, captions, or easy read?	☐	☐	☐	
Are online forms, PDFs, images, or videos accessible where possible?	☐	☐	☐	
Is information provided about nearby public transport, accessible parking, drop-off points, and routes to the entrance?	☐	☐	☐	

2. Arrival and entrance

Question	Yes	Partly	No	Action needed
Can people move easily between reception, changing rooms, toilets and sport areas?	☐	☐	☐	
Are corridors and routes wide enough for wheelchair users or people using mobility aids?	☐	☐	☐	
Are floors stable, non-slip and free from trip hazards?	☐	☐	☐	
Are doors easy to open or is assistance clearly available?	☐	☐	☐	
If activities take place on different floors, is there an accessible lift or alternative route?	☐	☐	☐	
Are glass doors, steps or changes in level clearly visible?	☐	☐	☐	

3. Reception, information and communication

Question	Yes	Partly	No	Action needed
Is reception easy to find and approach?	☐	☐	☐	
Can wheelchair users or people of short stature communicate comfortably at reception?	☐	☐	☐	
Are staff prepared to welcome participants with different disabilities?	☐	☐	☐	
Is information about activities available in clear, simple language?	☐	☐	☐	
Can information be provided in accessible formats if needed, such as large print, audio, digital text or easy read?	☐	☐	☐	
Are visual announcements used as well as spoken announcements where possible?	☐	☐	☐	

4. Changing rooms, toilets and showers

Question	Yes	Partly	No	Action needed
Is there at least one accessible toilet available and easy to find?	☐	☐	☐	
Are accessible changing spaces available for participants who need them?	☐	☐	☐	
Can a wheelchair user move safely inside the toilet or changing area?	☐	☐	☐	
Are grab rails, seating or support features available where needed?	☐	☐	☐	
Are showers step-free or usable by people with mobility difficulties?	☐	☐	☐	
Are locks, taps, handles, lockers and mirrors reachable and easy to use?	☐	☐	☐	
Is there an emergency alarm or way to call for help?	☐	☐	☐	

5. Sport spaces and equipment

Question	Yes	Partly	No	Action needed
Can persons with disabilities access the main sport areas, courts, halls, fields or activity spaces?	☐	☐	☐	
Is there enough space for wheelchair users or people with mobility aids to participate safely?	☐	☐	☐	
Can activities be adapted for different abilities and support needs?	☐	☐	☐	
Is adapted or flexible equipment available, where relevant?	☐	☐	☐	
Are coaches or staff confident adapting rules, space, equipment or communication?	☐	☐	☐	
Are lighting, noise levels and visual distractions considered for participants with sensory needs?	☐	☐	☐	

6. Signage

Question	Yes	Partly	No	Action needed
Are key areas clearly signposted, including toilets, changing rooms, reception and sport spaces?	☐	☐	☐	
Are signs easy to read, with clear words, simple symbols and good colour contrast?	☐	☐	☐	
Are signs placed consistently and at visible height?	☐	☐	☐	
Is there a simple map or orientation point at the entrance?	☐	☐	☐	
Can someone unfamiliar with the centre find their way without needing repeated assistance?	☐	☐	☐	

7. Safety and emergency planning

Question	Yes	Partly	No	Action needed
Are emergency exits accessible and clearly marked?	☐	☐	☐	
Are emergency alarms both audible and visible where possible?	☐	☐	☐	
Do staff know how to support persons with disabilities in an emergency?	☐	☐	☐	
Are evacuation plans inclusive of wheelchair users and people with sensory, intellectual or communication disabilities?	☐	☐	☐	
Are incident reporting and safeguarding procedures accessible and easy to understand?	☐	☐	☐	

Final reflective questions:

1. What can be improved immediately without major cost?
2. What requires budget, planning or external support?
3. Which larger improvements should be included in a long-term investment plan? For example: accessible changing rooms, lifts, improved entrances, accessible transport links, or major facility upgrades.
4. How will persons with disabilities be involved in reviewing the improvements?
5. When will the centre repeat the audit?

Handout 20: Participant support and session preparation form

These questions can be shared before the first session or discussed in person. They are designed to help the coach plan a session that is safe, enjoyable, and meaningful. Wherever possible, ask the participant directly. A family member, personal assistant, support worker, or carer can help answer if the participant wants support.

Tip: Check regularly whether the support is still working. Preferences and needs may change over time.

Information shared on this form should be treated as confidential. It should only be seen by people who need it to support safe participation, such as the coach, programme lead, or welfare contact where relevant.

Participant name:		Support person (if needed):	
Programme:	Session time:	Location:	Date:
1. Best time and environment			
Are there times of day or environmental conditions that work best? For example: quieter times, lighting, noise, rest breaks, medication effects, fatigue, or access to a quiet area.			
2. Communication			
What is the best way for the coach to communicate? For example: spoken instructions, demonstrations, pictures, gestures, written instructions, signs, assistive communication, or support from another person.			
3. Interests and motivation			
What sports, activities, hobbies, or interests does the participant enjoy? What helps them feel motivated: music, goals, games, routine, group activities, individual practice, encouragement, or rewards?			
4. Goals			
What would the participant like to get from taking part? For example: fun, fitness, confidence, friendships, skill development, independence, competition, or trying something new.			

Participant name:		Support person (if needed)	
Programme:	Session time:	Location:	Date:
5. Trying new activities			
How does the participant feel about trying new activities? What helps them feel comfortable when something is new: a plan in advance, step-by-step practice, familiar routines, demonstrations, or extra time?			
6. Support before, during, or after			
Would the participant like or need support with arrival, changing, moving around the space, understanding instructions, using equipment, or leaving after the session? Who should provide this support?			
7. Safety, health, and wellbeing			
Is there anything the coach should know to keep the session safe and comfortable? For example: fatigue, pain, seizures, allergies, injury risks, sensory needs, anxiety, or relevant medical guidance. Please only include information that is relevant to the session.			
8. Signs of discomfort or distress			
How might the coach know if the participant is tired, uncomfortable, upset, overwhelmed, or distressed? What should the coach do: offer a break, reduce noise, change activity, give space, contact support, or end the session?			
9. Concerns or barriers			
Are there concerns about starting or returning to sport? For example: transport, cost, confidence, previous experiences, access, communication, support, safety, or fitting in. What could help?			
10. Anything else			
Is there anything else the coach should know so the session can be safe, enjoyable, and useful?			

Consent to use this information: I agree that the information shared in this form can be used by relevant staff or volunteers to plan and deliver safe, enjoyable, and inclusive sport sessions.

Participant/support person name: _____

Signature / confirmation: _____ *Date:* _____

Handout 21: Inclusive session plan template

This template will help you plan, deliver, and reflect on a sport session that includes people with different abilities, needs, and experiences. The aim is to make sure all participants can take part safely, meaningfully, and with opportunities to learn, enjoy, and progress.

1. Session Details

Item	Details
Date and time	
Location	
Sport / Activity	
Coach / Instructor	
Number of participants	
Session level	Beginner / Intermediate / Advanced / Mixed
Support staff / volunteers	
Equipment needed	

2. Participant Information

Question	Notes
Who is taking part?	
Are there any known access or support needs?	
Are there different communication needs?	
Are there different mobility, sensory, learning, or health needs?	
Are any participants new to the activity?	
Are there any safety considerations?	
What feedback or learning from previous sessions should be considered?	

3. Session Aim

4. Learning Outcomes

By the end of the session:

Group	Participants will be able to...
All participants	
Most participants	
Some participants	

5. Session Plan

Part of session	Time	Activity description	Coaching and safety points	Inclusion options	Communication style
Welcome and check-in			Check access needs, explain session structure, confirm safety points.	Offer different ways to participate. Ask if anyone needs support.	Speak clearly, face participants, use names, check understanding.
Warm-up					
Activity 1					
Activity 2/ Progression					
Cool-down					
Review and feedback			Ask what worked well and what could change next time.	Offer verbal, written, visual, or private feedback options.	Ask open questions and listen carefully.

7. Adaptation Prompts

Use these during the session if something is not working.

If you notice...	Try this...
A participant is not involved	Offer a different role, partner, space, or version of the activity.
The activity is too difficult	Reduce speed, distance, complexity, or number of rules.
The activity is too easy	Add a challenge, decision-making task, target, time limit, or progression.
Instructions are not clear	Demonstrate, simplify, repeat, use visual cues, or ask a participant to show the task.
The space is causing barriers	Change layout, remove obstacles, reduce noise, or create more space.
A participant needs support	Ask first: "What would help you take part?"
Safety concerns appear	Pause, adapt the task, change equipment, or reduce contact/intensity.

8. Reflection After the Session

Complete this soon after the session while it is fresh.

Reflection question	Yes	No	Notes
Did the session meet the needs of all participants?	☐	☐	
Did everyone have a meaningful way to participate?	☐	☐	
Did I adapt time, instruction, movement, environment, or support where needed?	☐	☐	
Were my instructions clear and accessible?	☐	☐	
Were the activities safe, appropriate, and well structured?	☐	☐	
Did the session achieve the learning outcomes?	☐	☐	
What worked well?	☐	☐	
What did not work well?	☐	☐	
What feedback did participants give?	☐	☐	
What would I change next time?	☐	☐	
Do I need more information, training, equipment, or support before the next session?	☐	☐	

9. Next Steps

Write 1 to 3 practical improvements for the next session.

What will we improve?	Who will do it?	By when?

Sample Session Plan

To introduce participants to inclusive athletics activities through running, throwing and team-based challenges, with options for different abilities, communication needs and confidence levels.

Learning outcomes

Group	Participants will be able to...
All participants	Take part in at least one running or throwing activity in a way that works for them.
Most participants	Choose an appropriate level of challenge and use safe technique in running and throwing activities.
Some participants	Support others, suggest adaptations, improve their technique, or take on a leadership role such as starter, guide, scorer or peer helper.

Session Plan

Part of session	Time	Activity description	Coaching and safety points	Inclusion options	Communication style
Welcome and check-in	5 mins	Welcome participants, check access needs, explain the session structure: warm-up, running activity, throwing activity, team challenge, cool-down. Confirm safety points.	Check space is clear. Explain boundaries, rest area, toilets, and who to speak to if support is needed.	Offer different ways to participate: standing, seated, walking, running, guiding, scoring or observing first. Ask if anyone needs support.	Speak clearly, face participants, use names, show a simple visual/session plan, check understanding.
Warm-up	5 mins	"Move your way" warm-up. Participants move around a marked area using walking, jogging, wheeling or assisted movement. Add simple movements: arm circles, shoulder rolls, high knees or seated knee lifts.	Keep pace controlled. Remind participants to look around, leave space, and stop on signal. Avoid sudden changes.	Smaller space or quieter area available. Seated warm-up option. Participants can work with a buddy or support person. Lower-impact options offered.	Demonstrate each movement. Give one instruction at a time. Use visual signals for start/stop.
Activity 1: Inclusive relay	15 mins	Small teams complete a relay. Each person travels to a cone and back in their chosen way: walk, run, wheel, guide-run, or use a shorter distance. Teams pass a baton, beanbag or verbal signal.	Keep lanes clear. Match distance to ability and confidence. Practise baton exchange slowly first. Check guide-running safety if used.	Different distances, wider lanes, walking option, guide runner, peer buddy, rest role, visual or sound start signal. Participants can be timekeeper or starter.	Explain, demonstrate, then practise once slowly. Use clear start/finish markers and repeat key points.

Part of session	Time	Activity description	Coaching and safety points	Inclusion options	Communication style
Activity 2/ Progression: Target throw challenge	15 mins	Participants throw beanbags, soft balls or foam javelins towards target zones. Focus on safe technique, accuracy and personal improvement. Progress by changing distance, target size or scoring system.	Throw only on coach signal. Everyone retrieves equipment together after signal. Make sure throwing area is clear. Use soft equipment.	Seated or standing throws. Larger/lighter balls. Shorter distance. Bigger target. Partner support. Visual target colours. Option to roll instead of throw.	Demonstrate side-on and front-on. Use simple cues: "look, aim, throw, follow through." Check preferred communication.
Team challenge: Athletics stations	15 mins	Participants rotate through 3 mini-stations: short sprint/wheel/walk, target throw, standing or seated jump/reach challenge. Teams collect points for effort, teamwork and improvement, not only performance.	Keep stations spaced out. Explain rotation clearly. Ensure each station has enough space and supervision.	Participants choose role at each station: performer, guide, measurer, recorder, encourager or coach helper. Adapt task, distance, equipment or pace.	Use station cards with pictures/keywords. Demonstrate each station. Give reminders before moving stations.
Cool-down	5 mins	Gentle movement, breathing and stretching. Include seated and standing options. Ask participants to notice how their body feels.	Avoid forcing stretches. Encourage slow breathing and hydration.	Seated stretches, quiet space, shorter cool-down, support person included if useful.	Calm voice, slow pace, demonstrate options, avoid rushing.
Review and feedback	5 mins	Ask what worked well, what felt challenging, and what could change next time. Invite participants to name one thing they tried or improved.	Keep feedback positive and respectful. Do not put anyone on the spot.	Offer verbal, written, visual, thumbs up/down, private feedback, or feedback through a support person if chosen by participant.	Ask open questions, listen carefully, allow time to respond, thank participants for feedback.

Module 3

Monitor, Evaluate and Learn

MODULE 3

Monitor, Evaluate and Learn

Aim

Module 3 helps you understand whether your inclusive actions and efforts are working and, if not, what needs to be improved. It supports you to define performance indicators for inclusive participation, choose simple ways to measure it, and use evidence to make better decisions for participants with disabilities.

The module provides tools to help you plan evaluation in a practical way, collect useful feedback, gather disaggregated participation data, reflect on implementation of programmes, and report what has changed. It is designed for sport organisations, coaches, practitioners, and programme leads who want to understand the quality of people's experiences: whether participants feel welcome, safe, supported, included, and able to progress.

The module is organised around two main action areas:

3.1 Define what inclusive participation looks like and how it will be measured

This action area provides you with tools to help you describe the change you want to create, identify what success should look like, and decide what information you need to collect. It supports you to build a simple theory of change, use disaggregated data such as the Washington Group Questions, define inclusive participation outcomes, select practical indicators, and consider data ethics and consent.

3.2 Gather, interpret, and use evidence for improvement

This action area provides you with tools to help you collect feedback during and after delivery, reflect on what is working, and turn learning into action. These tools help you identify barriers, understand participant experiences, improve coaching practice, and show how feedback is leading to real change.

Objectives

The tools provided in this module should help you to:

- Design evaluation strategies.
- Choose simple indicators.
- Collect feedback and disaggregated participation data.
- Understand what is working, what is not, and what needs to change.

Summary of Tools

Module	Actions	Tools
3. Monitor, Evaluate, and Learn	3.1 Define what inclusive participation looks like and how it will be measured	Handout 22: Building a theory of change Handout 23: Disaggregated data: The Washington group questions Handout 24: Inclusive participation outcomes framework Handout 25: A bucket of indicators for monitoring inclusion efforts Handout 26: Data ethics and consent
	3.2 Gather, interpret, and use evidence for improvement	Handout 27: Helping participants monitor exercise intensity Handout 28: Reflective questions for inclusive sport programmes Handout 29: Coach session self-evaluation tool Handout 30: You said, we did! Reporting tool

Handout 22: Building a theory of change

A Theory of Change helps coaches connect their everyday actions to the longer-term changes they want to see for participants with disabilities. It starts with a simple question: "What change do we want to create, and what needs to happen for that change to be possible?" Coaches can use it to plan more inclusive sessions, identify barriers, decide what support or adaptations are needed, and track whether participants are becoming more confident, involved, and able to progress. It is not a complicated evaluation tool; it is a practical way to make sure that activities, resources, and coaching decisions are clearly linked to meaningful outcomes for participants.

These are the key elements that should be considered:

Section	What is it?	Example for an inclusive sport programme
Situation	The reason change is needed. Describe the current problem, gap, or opportunity.	Few participants with disabilities attend the club, and local disability organisations say people face barriers around access, confidence, transport, and communication.
Aims	What success should look like. Keep this clear and realistic.	More persons with disabilities feel welcome, take part regularly, and have opportunities to develop skills, friendships, and confidence.
Inputs	The resources needed to make the change happen.	Coach time, volunteer support, accessible equipment, staff training, venue access improvements, budget for outreach or transport support.
Activities	What you will deliver or do.	Run inclusive coaching training, contact disability organisations, adapt sessions, improve access information, offer taster sessions, collect participant feedback.
Outputs	The direct things produced or delivered. These are usually easy to count.	Number of coaches trained, sessions delivered, participants attending, partnerships created, adaptations made, feedback forms completed.
Change mechanism	How your actions are expected to create change. This explains why the activities should work.	Clear information reduces uncertainty; coach training increases confidence; adapted activities remove barriers; welcoming first sessions help participants return.
Outcomes	The changes people experience as a result. These can be short-term or long-term.	Short term: participants feel welcomed, coaches feel more confident, barriers are identified. Long term: participants attend regularly, improve skills, progress into teams, volunteering, competition, or leadership.
Impacts	The bigger, longer-term difference the work contributes to.	A more inclusive sport system where persons with disabilities have fair opportunities to participate, belong, progress, and lead.
Evidence assessment	What information supports your plan and how confident you feel	Feedback from disabled participants, attendance data, coach reflections, access audits, local disability organisation advice, research or good practice guidance.
Assumptions	What you are assuming will happen or be true.	Participants will be interested if barriers are reduced; coaches will use the training; the venue will support access improvements; partners will help with outreach.
Possible unintended consequences	Other effects that might happen, including negative ones.	Separate sessions could unintentionally isolate participants; extra paperwork could discourage sign-up; coaches may rely on one "inclusion champion" instead of sharing responsibility.

MODULE 3

Now, use the following template to complete your theory of change

Programme Name		Date / completed by:	
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1. Situation and aims

Situation: Why is change needed?	Aims: What will success look like?

2. Pathway from actions to change

Inputs	Activities	Outputs	Change mechanism	Outcomes	Impact

3. Evidence, assumptions and risks

Evidence: What supports this plan?	Assumptions: What are we relying on?	Risks: What could go wrong?

Tip: Start with the change you want for participants, then work backwards to the actions, resources and evidence needed.

Programme Name		Date / completed by:	
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1. Situation and aims

Situation: Why is change needed?	Aims: What will success look like?
People with disabilities may face barriers to joining rugby, including lack of accessible information, low confidence, inaccessible facilities, concerns about contact, limited coach confidence, cost, transport, and few visible role models. Local rugby opportunities may not always be adapted for different bodies, communication styles, support needs, or levels of experience.	People with and without disabilities can take part in rugby in a safe, welcoming, and meaningful way. Participants feel they belong, coaches feel confident adapting activities, families and community partners trust the programme, and participants have opportunities to progress as players, volunteers, peer leaders, coaches, or officials.

2. Pathway from actions to change

Inputs	Activities	Outputs	Change mechanism	Outcomes	Impact
Trained coaches and volunteers; accessible venue; basic adapted equipment such as tag belts, soft balls, cones, visual cards; safeguarding procedures; partnerships with disability organisations, schools, families, local authority, and rugby clubs; small inclusion budget.	Deliver weekly inclusive rugby sessions using non-contact or adapted rugby formats such as tag rugby, touch rugby, skills stations, passing games, movement games, and teamwork challenges. Provide coach briefings, participant check-ins, accessible information, family engagement, and progression opportunities.	Number of sessions delivered; number of disabled and non-disabled participants attending; number of coaches trained; adaptations used; partnerships created; feedback collected; participants taking on helper, leader, volunteer, or competition roles.	Barriers are reduced because sessions are adapted, communication is clearer, participants are welcomed, coaches feel supported, and families trust the environment. Unified rugby activities create contact, confidence, friendships, skill development, and a stronger sense of belonging.	More persons with disabilities join and return to rugby. Participants improve confidence, physical activity, teamwork, communication, and rugby skills. Coaches become more confident and inclusive. Clubs improve their ability to welcome diverse participants.	Rugby becomes more inclusive at community level. People with disabilities have greater opportunities to participate, belong, develop, and be visible in grassroots sport. Local clubs and partners build a more inclusive sport culture.

3. Evidence, assumptions and risks

Evidence: What supports this plan?	Assumptions: What are we relying on?	Risks: What could go wrong?
Inclusive and adapted sport can support participation, confidence, social connection, health, and skill development. Rugby can be modified through tag, touch, walking rugby, smaller teams, adapted rules, different roles, and flexible equipment. Involving participants with disabilities, families, coaches, and local partners improves relevance and accessibility.	Coaches are willing to learn and adapt. Participants and families will trust the programme if information is clear and support is available. Local partners can help reach participants. The venue can provide basic accessibility. Adapted rugby formats will allow safe and meaningful participation for different needs and experience levels.	Sessions may become too competitive or contact-heavy. Coaches may lack confidence. Transport, cost, or inaccessible facilities may limit attendance. Participants may feel included in name but not meaningfully involved. Families or support people may be unsure about safety. Mitigation: use non-contact formats first, provide coach support, ask about access needs, keep costs low, review feedback regularly, and strengthen safeguarding.

Handout 23: Disaggregated data

To make sport programmes more inclusive, you need to understand who is taking part, who may be missing, and what support people may need. The **Washington Group Short Set on Functioning** is a short set of questions that can help organisations collect disability-related information in a respectful and consistent way.

These questions do not ask someone to name their disability or share medical details. Instead, they ask about everyday functioning, such as seeing, hearing, walking, remembering, self-care, and communication. This can help sport organisations identify barriers, plan support, and monitor whether persons with disabilities are being included. The Short Set was designed for surveys and censuses, and includes six core functional domains.

Washington Group Short Set Questions

The next questions ask about difficulties you may have doing certain activities because of a health problem.

For each question, use these response options:

1.No difficulty; 2.Some difficulty; 3.A lot of difficulty; 4.Cannot do at all

Area	Question	1	2	3	4
Seeing	Do you have difficulty seeing, even if wearing glasses?	☐	☐	☐	☐
Hearing	Do you have difficulty hearing, even if using a hearing aid?	☐	☐	☐	☐
Mobility	Do you have difficulty walking or climbing steps?	☐	☐	☐	☐
Remembering or concentrating	Do you have difficulty remembering or concentrating?	☐	☐	☐	☐
Self-care	Do you have difficulty with self-care, such as washing all over or dressing?	☐	☐	☐	☐
Communication	Using your usual language, do you have difficulty communicating, for example understanding or being understood by others?	☐	☐	☐	☐

What should you do with this information?

Use the Washington Group questions to improve planning, not to label or exclude people. For example, you can include these questions in your organisation's registration form, membership form, or programme sign-up process to better understand who is taking part and what barriers they may face. When several participants report difficulty with seeing, hearing, mobility, remembering, self-care, or communication, you can use this information to adapt your sessions, train coaches, improve access information, plan support, or adjust equipment and facilities.

It is recommendable to combine the questions with a practical follow-up, such as: "Is there anything we can do to support your participation?"

Handout 24: Inclusive participation outcomes framework

This framework helps sport organisations define what inclusive participation should look like in practice. It encourages you to look beyond numbers, such as how many people attend, and focus on the quality of people's experiences: whether they feel welcome, safe, supported, included, and able to progress.

Outcome area	Sample indicators	Measurement examples	Sample questions
Access	By the end of the programme, at least 90% of participants who requested an access adjustment report that it was provided or discussed before their first session.	Registration forms, access request log, participant feedback.	- Did we ask you about any access or support needs before you started? - Were the adjustments you requested discussed or provided?
	Within 3 months, programme information includes clear details on cost, venue access, transport, toilets, changing rooms, session format, and contact person.	Website/social media review, flyer review, booking page check.	- Was the information you needed easy to find before attending? - Did you know what to expect before your first session?
Belonging	After 12 sessions, at least 80% of participants with disabilities report that they feel welcome and included in the group.	Short survey, smiley-face scale, verbal feedback, easy-read feedback form.	- Do you feel welcome in the group? - Do you feel included during the session?
	By the end of the programme, at least 75% of participants with disabilities say they know at least one coach, volunteer, or peer they feel comfortable speaking to.	Participant feedback, informal check-ins.	- Is there someone here you feel comfortable talking to? - Do you know who to speak to if you need help or have a concern?

Outcome area	Sample indicators	Measurement examples	Sample questions
Meaningful participation	In each session, every participant takes part in at least one activity in an active role, such as player, guide, scorer, helper, leader, or teammate.	Coach observation checklist, session notes.	- Did you feel involved in the activities today? - Did you have a role that felt useful or meaningful?
	By session 3, coaches have recorded at least one adaptation used for each participant who needs support.	Coach reflection log, adaptation record.	- Was anything changed to help you take part? - What would make the activity easier, safer, or more enjoyable next time?
Progression	By the end of the programme, at least 70% of participants have set or reviewed one personal goal, such as confidence, fitness, skill, friendship, competition, volunteering, or leadership.	Goal-setting sheet, participant conversation notes.	- What would you like to get better at or try next? - Have you had a chance to talk about your goals?
	Within 6 months, at least 20% of participants with disabilities have taken a next step, such as joining another session, entering a local event, volunteering, assisting a coach, or joining a club pathway.	Attendance records, referral records, progression tracker.	- Would you like to continue, try another activity, compete, volunteer, or take on a new role? - Do you know what options are available next?

MODULE 3

Use the framework below when planning a new programme, reviewing an existing activity, or deciding what information to collect to understand whether your inclusion work is making a difference. You can use the following rating scale:

- **Green** This is working well. Keep going and share what you are learning.
- **Amber** This is partly working. Choose one improvement action.
- **Red** This is not yet in place. Make it a priority.
- **Grey** We do not know. Ask participants, families, coaches, or partners.

Outcome area	What will you measure?	Rating	What evidence do we have?	What needs to improve?	Next action	Who will lead?	By when?
Access							
Belonging							
Meaningful participation							
Progression							

Handout 25: A bucket of indicators for monitoring inclusion efforts

This handout helps sport organisations choose simple indicators to monitor their inclusion efforts. For understanding the impact of your initiatives, you need first to identify signs that tell you whether there has been an impact. These signs are called indicators.

You do not need to collect a lot of information. You can grow progressively. First, you should ask what is that we want to know? Pose a question and then create an indicator.

See table below for example.

Question	Sample indicator
Are persons with disabilities joining the programme?	Number of participants with disabilities registered
Are they coming back?	Attendance and return rates
Do they feel welcome?	Participant satisfaction
Are coaches more confident?	Coach self-rating before and after training

To help you get started monitoring inclusion efforts, we have compiled a list of indicators for you. Choose a few indicators that match your goals, collect information regularly, and use what you learn to improve.

Access and outreach	Participation	Belonging	Accessibility
Number of participants with disabilities registered	Number of participants attending each session	Feedback on enjoyment and confidence	Accessibility audit completed
Number of referrals from disability organisations, schools, or community partners	Number of participants who complete the programme or season	Coach observation of meaningful participation	Number of physical access barriers identified and addressed
Accessibility information included on website, posters, and registration forms	Reasons for leaving or missing sessions	Representation of persons with disabilities in coaching, volunteering, leadership, or advisory roles	Availability of clear accessibility information in multiple formats

MODULE 3

If you are just getting started, you can use a small set of simple indicators like the ones below.

Question	Indicator
Are persons with disabilities joining?	Number of participants with disabilities registered.
Are they coming back?	Number of participants attending again after the first session.
Do they feel welcome?	Number or percentage who say they felt welcome.
Are we adapting sessions?	Number of sessions where at least one adaptation was used.
What is stopping participation?	Number and type of barriers reported.
Are we improving?	Number of barriers addressed or changes made.

Now complete the indicator planning table below. The first row has been completed as an example to show how to use it.

What do we want to learn?	Indicator	How will we collect it?	Who will do it?	When will we review it?
Do people feel included?	Feedback question: "Did you feel included?"	Short form or conversation	Coach	Monthly

Handout 26: Data ethics and consent

This template can be used when you ask participants, families, coaches, volunteers, or partners to share information for surveys, interviews, focus groups, feedback forms, photos or videos. It helps you explain clearly why you are collecting information, how it will be used, and what choices people have.

Feel free to adapt the wording to your organisation, programme, participants, and local data protection rules. Remember to use clear language. Ask only for information you need. Make consent optional and specific. Provide accessible formats where needed

Participant Information Sheet

Topic	What participants need to know
Who are we?	We are [organisation name]. We want to make our sport activities more inclusive, accessible, safe, and enjoyable for persons with disabilities.
Why are we asking?	We want to learn what helps people take part, what makes participation difficult, what support people need, and what should change.
What may you be asked to do?	You may be asked to complete a survey, join a conversation or group discussion, give feedback, share access/support needs, or agree to photos/videos/quotes being used.
Do you have to take part?	No. Taking part is your choice. You can say no or stop at any time. This will not affect your place in the programme, how you are treated, or any support you receive.
What information may we collect?	Only information that helps us improve: basic details, participation experience, access or communication needs, feedback, and optional photos/videos/quotes.
How will we use it?	To improve sessions, remove barriers, plan support, report learning to staff/funders/partners, and show what has changed from feedback.
Will your name be used?	No. Reports should avoid names or details that identify you. We will ask separately before using your name, photo, video, or an identifiable quote.
How will we keep it safe?	We will store information securely, share it only with people who need it, remove names where possible, and delete it when it is no longer needed. Keep until: [insert period].
What if something worries us?	If you tell us something that suggests you or someone else may be unsafe, we may need to tell the right safeguarding person.
Who can you contact?	Name: _____ Role: _____ Email/phone: _____

Easy-read Summary

An **easy-read summary** is a shorter, simpler version of information that uses plain language, short sentences, clear layout, and sometimes images or symbols. It helps people understand what they are being asked to do, why their information is being collected, what their choices are, and who they can ask for help.

Consent Form

Please tick one box for each statement. Use simple explanations and give people time to decide

Statement	I agree	I do not agree
I understand why this information is being collected.	☐	☐
I understand what I am being asked to do.	☐	☐
I understand that taking part is my choice and I can stop at any time.	☐	☐
I understand that saying no will not affect how I am treated.	☐	☐
I understand how my information will be used and stored.	☐	☐
I understand my name will not normally be used in reports.	☐	☐
I understand safeguarding concerns may need to be shared with the right person.	☐	☐
I know who to contact if I have questions or want to withdraw my information.	☐	☐

Optional Consent: Tick Only What Applies

Optional use	Choice
Survey	☐ Agree ☐ Do not agree
Interview / conversation	☐ Agree ☐ Do not agree
Group discussion	☐ Agree ☐ Do not agree
Recording	☐ Agree ☐ Do not agree
Anonymous quotes	☐ Agree ☐ Do not agree
Photos or videos	☐ Agree ☐ Do not agree
Access/support needs recorded for session planning	☐ Agree ☐ Do not agree

Participant Details

Participant name:	Date:
Signature / mark:	Parent, guardian or support person, if relevant:
Relationship with the participant:	Signature:

Handout 27: Helping participants monitor exercise intensity

People who are new to exercise may not always know how to describe how hard they are working, when they need a break, or when an activity feels too much. This can be especially important when working with participants with disabilities, as some people may communicate effort, tiredness, pain, or discomfort in different ways.

Being able to monitor intensity during the session helps coaches adapt activities in real time, offer breaks, reduce or increase challenge, and support participants to stay safe and meaningfully involved.

Coaches can support participants by using simple tools to check exercise intensity.

OMNI Scale

1. **RPE means Rate of Perceived Exertion.** It is a scale that helps people describe how hard an activity feels to them.

2. **OMNI scale** means a visual exertion scale that uses pictures, numbers, and words to help people rate how hard they feel they are working. It can be useful for children, beginners, or participants who find number-only scales difficult.



Image created with Google Gemini, 2026

RPE Chart Rate of Perceived Exertion		Training Zone	% MHR
10	Max Effort Activity: Almost impossible to keep going. Completely out of breath, unable to talk.	Zone 6: Neuromuscular / Power	94-100%
9	Very Hard Activity: Very difficult to maintain exercise intensity. Can barely breath and speak a single word.	Zone 5: VO2max / Speed	89-94%
7-8	Vigorous Activity: On the verge of becoming uncomfortable. Short of breath, can speak a sentence.	Zone 4 : Anaerobic / Treshold	82-89%
4-6	Moderate Activity: Feels like you are exercising. Breathing heavily, can hold short conversation.	Zone 3: Starring / Tempo	75-82%
2-3	Light Activity: Feels like you can maintain for hours. Easy to breath and carry a conversation	Zone 2: Endurance / Aerobic	65-75%
1	Very Light Activity: Anything other than sleeping, watching TV, riding in a car etc.	Zone 1: Recovery / Basic Endurance	60-65%

Different participants may understand and communicate effort in different ways. The same RPE scale may not work for everyone, so choose the format that best matches the person's communication style, sensory needs, and confidence. Some participants may prefer numbers, while others may respond better to faces, colours, words, gestures, or agreed signals. Introduce the scale slowly, practise it during low-intensity activities, and check regularly that it is helping the participant describe how they feel.

Participant need	Practical coaching tips
Participant with an intellectual disability	Use simple words such as easy, okay, hard, too hard. Use faces, colours, or thumbs up/side/down. Practise the scale during warm-up before the activity becomes difficult. Check understanding by asking them to point to the level.
Autistic or neurodivergent participant	Explain the scale before the session and use it consistently. Avoid vague phrases. Give clear choices: "Do you want the same level, easier, or a break?" Be aware that sensory overload may feel like tiredness or distress.
Deaf or hard-of-hearing participant	Use a visual scale, written keywords, gestures, or signs agreed in advance. Make sure the participant can see the coach before asking for feedback. Do not rely only on spoken check-ins during activity.
Participant with visual impairment	Use spoken descriptions instead of visual scales. For example: "1 is very easy, 5 is medium, 10 means stop." Ask the participant to say a number or word. Keep the scale consistent each session.
Participant with a physical disability	Remember effort may vary depending on movement, fatigue, pain, positioning, equipment, or wheelchair use. Ask about local fatigue or discomfort, not only general tiredness. Offer rest breaks or alternative movements.
Participant with a communication difficulty	Agree a simple signal before starting, such as pointing, thumbs up/down, a card, eye gaze, gesture, or communication device. Give enough time to respond. Do not assume silence means the person is okay.
Participant with a mental health condition or anxiety	Check in calmly and privately where possible. Ask about both physical effort and emotional comfort. Offer choice, control, breaks, and predictable session structure.

Handout 28: Reflective questions for inclusive sport programmes

This reflection tool has been designed to encourage you to consider the experiences you had working in a programme with persons with disabilities. The reflective experience encourages you to use each cycle of the programme to maximise your personal and professional development. The focus of these questions will be your experience providing inclusive opportunities for persons with disabilities.

The tool can later be utilised as an ongoing stimulant for reflection and learning in all encounters with persons with disabilities.

I. Reflect: What happened?

Report what happened, without judgment or interpretation, during the implementation of the sport programme and working directly with persons with disabilities. It is important to spend time with this question, to talk about concrete particulars and not go right to the next question.

Questions are purposely open to allow for flexibility in your answers. There are no right or wrong answers.

1. What happened?
2. What did you observe?
3. What issue(s) are being addressed?
4. What are the results of the programme?
5. What events or "critical incidents" occurred (if any)?
6. What was of particular notice?

II. Generalise: What does it mean to you?

Discuss your feeling and ideas to help you to analyse your programme. The question are in four sections to encourage you to develop your perspective on:

- A. Yourself as a person and as a coach/teacher
- B. Persons with disabilities
- C. Persons with disabilities as community members/fellow citizens
- D. Your organisation as an inclusive service provider

A. The coach perspective

- A1 Did you learn a new skill or clarify an interest?
- A2 Did you experience, think or feel anything that surprised you?
- A3 What feelings or thoughts seem strongest today?
- A4 How was your experience different from what you expected?
- A5 What struck you about that? How was that significant?
- A6 What did you like/dislike about the experience?
- A7 What did you learn about persons with disabilities?

B. The person/persons with disabilities

- B1 Did the programme empower the participant to become more self-sufficient?
- B2 What might impact the participant's views or experience of the programme?
- B3 How, specifically, have persons with disabilities benefited from their experience with this programme?

C. The disability community

- C1 What are some of the pressing needs/issues of persons with disabilities?
- C2 How does this programme address those needs?
- C3 What is the least impact you can imagine for your programme?
- C4 With unlimited creativity, what is the most impact on the community that you can imagine?

D. For your organisation

- D1 In what ways did your organisation embrace an inclusive approach?
- D2 What does that suggest to you about your organisation?
- D3 How might the organisation have accomplished inclusive sport provision more effectively?
- D4 In what ways did others help you today? And vice versa?
- D5 How were decisions made? Were everybody's ideas heard?

III. Plan: Now what are you going to do?

Consider broader implications for you, your organisation and the people served by your organisation and apply any learning gained.

1. What learning occurred for you through the implementation of an inclusive sport programme? How can you apply this learning?
2. What would you like to learn more about, related to this project or issue?
3. If you were in charge of the project, what would you do to improve it?

IV. Action

My first next step is:

I will do this by:

I will ask for support from:

I will check whether it worked by:

Handout 29: Coach session self-evaluation tool

Use this tool after a coaching session to reflect on what worked well, what needs improvement, and what you will change next time.

This is not a test. It is a learning tool. Be honest in your answers and focus on practical improvements. You do not need to score perfectly in every area. The aim is to notice patterns over time and improve the quality of inclusive coaching.

After completing the checklist:

- 1. Choose one strength to keep using.
- 2. Choose one area to improve.
- 3. Write one action you will take in the next session.
- 4. Where possible, compare your reflection with participant feedback.

Participant Centered	I've Mastered It	I'm Doing Well	I'm Getting There	I've Work to Do
	The session was optimally inclusive and met all participants needs.	The session was optimally inclusive and met most participants needs.	The session was sufficiently inclusive and met some participants needs.	The session was insufficiently inclusive and did not meet participants needs.
	The learning objectives were met.	Most of the learning objectives were met.	Some of the learning objectives were met.	Few/none of the learning objectives were met.
	I adapted activities so everyone could participate meaningfully.	I used some adaptations to support participation.	I tried adaptations, but not consistently.	I made few or no adaptations.

Evidence of Preparation and Planning	I've Mastered It	I'm Doing Well	I'm Getting There	I've Work to Do
	I put in extra effort to ensure the session ran smoothly to participants' satisfaction.	I put in a good effort to ensure the session ran smoothly to participants' satisfaction.	I put some effort to ensure the session ran smoothly to participants' satisfaction.	I could have prepared better to make the session run more smoothly.
	I ensured the venue was set up to maximise usability.	I ensured the venue was set up well for usability.	I ensured the venue was set up adequately for usability.	The venue could have been set up far more appropriately.
	I was punctual and very well-prepared.	I was punctual and well-prepared.	I was punctual and somewhat prepared.	I was late and unprepared.
	My session plan was appropriate, clear and very detailed.	My session plan was appropriate and detailed.	My session plan was somewhat clear or incomplete.	I didn't have a session plan.
	Roles were agreed in advance, clearly understood, and used effectively to support participant independence and inclusion.	The role of allied professional was clear and appropriate (where applicable).	The role of allied professional was somewhat clear and appropriate (where applicable).	The role of allied professional was not clear or appropriate (where applicable).
	I had a range of delivery methods planned.	I had a range of delivery methods planned.	I had a limited range of delivery methods planned.	I had a very limited range of delivery methods planned.

Observation, Correction Skills and Follow-Through	I've Mastered It	I'm Doing Well	I'm Getting There	I've Work to Do
	I observed excellently.	Good and appropriate observation given.	I observed but maybe in a limited way.	My observation was inappropriate.
	I moved around the room optimally.	I moved around the room almost optimally.	I could have moved around the room more.	I could have moved around the room a lot more.
	I paid optimal attention to the specific needs of the participant(s) in difficulty.	I paid appropriate attention to the specific needs of the participant(s) in difficulty.	I could have paid more attention to the specific needs of participant(s) in difficulty.	I paid little or no attention to specific needs of participant(s) in difficulty.
	I think my tactile, verbal and appropriate correction was excellent.	I think my tactile, verbal and appropriate correction was good.	I think my tactile, verbal and appropriate correction was limited.	I think my tactile, verbal and appropriate correction was insufficient.
	I think my global and specific correction were excellent. I followed through on correction with minimum disruption.	I think my global and specific correction was very good. I followed through on correction with little disruption to the session.	I gave global and specific correction without follow-through and/or the session was disrupted.	I didn't give much attention to global or specific correction or follow-through.

Effective Exercise Programme	I've Mastered It	I'm Doing Well	I'm Getting There	I've Work to Do
	I felt my knowledge and use of adaptations/ progressions was excellent.	I felt my knowledge and use of adaptations/ progressions was good.	I felt my knowledge and use of adaptations/ progressions was adequate.	I felt my knowledge of adaptations/ progressions needs a lot of work.
	The session was safe and effective.	The session was safe and mostly effective.	The session was generally safe and effective.	Some of the exercises I chose were unsafe.
	I offered meaningful choices throughout the session, including activity level, role, equipment, pace, or support.	I offered several appropriate choices that helped participants take part.	I provided appropriate basic choice of exercises.	I didn't provide choices, or the choices I provided were unsuitable.
	I gave participants enough time to understand, practise, repeat, and improve skills at their own pace.	I gave participants enough practice time for most activities.	I could have given participants some more time to practice skills.	I could have given participants much more time to practice skills.
	I think the session was well-structured, imaginative and creative.	I think the session was well-structured with a good choice of exercises.	I think the session was reasonably structured.	I think I could have structured the session in a far better manner.

Session Delivery skills	I've Mastered It	I'm Doing Well	I'm Getting There	I've Work to Do
	I think I was excellent at motivating the participant(s).	I think I was good at motivating the participant(s).	I think I was okay at motivating the participant(s).	I think my motivation skills could do with a lot of improvement.
	I think my cueing was excellent and appropriate for the participant(s).	I think my cueing was very good and appropriate for the participant(s).	I think my cueing was okay and somewhat appropriate for the participant(s).	I think my cueing skills could do with a lot of improvement.
	I think the transitions throughout the session were smooth.	I think the transitions throughout the session were mostly smooth.	I think the transitions throughout the session were fairly smooth.	I think the transitions throughout the session could do with a lot of improvement.
	I allowed appropriate time for session content to be assimilated.	I mostly allowed appropriate time for session content to be assimilated.	I allowed some time for session content to be assimilated.	I could have left a lot more time for session content to be assimilated.

Interpersonal/ Communications Skills	I've Mastered It	I'm Doing Well	I'm Getting There	I've Work to Do
	I think my communication skills were excellent and appropriate to the participant(s).	I think my communication skills were good and appropriate to the participant(s).	I think my communication skills were adequate and somewhat appropriate to the participant(s).	I didn't communicate adequately in an appropriate manner for the participant(s)..
	I think I developed an excellent rapport with participant(s).	I think I developed a good rapport with participant(s).	I think I developed an average rapport with participant(s).	I think I could have developed a far better rapport.
	I think I used excellent professional language with all involved (e.g., allied professionals), appropriate to their understanding.	I think I used good professional language with all involved (e.g., allied professionals), appropriate to their understanding.	I think my use of professional language with all involved (e.g., allied professionals) was somewhat appropriate to their understanding.	I think my use of appropriate professional language could do with much improvement.

Handout 30: You said, we did: Reporting Template

This template helps you show that feedback from participants, families, coaches, and partners is being heard and acted on. It turns comments and concerns into clear actions by recording what people said, what the organisation changed, and what still needs attention. This helps build trust, encourages people to keep sharing feedback, and shows that monitoring and evaluation are being used to improve inclusion in practice.

You said

We did

What we could not change

Module 4

Build Capability, Coordination, and Multiplier Action

MODULE 4

Build Capability, Coordination, and Multiplier Action

Aim

Module 4 helps you build the human capital, establish partnerships, and shared knowledge needed to make disability inclusion work in practice. It supports you to identify who needs to be involved, clarify roles, strengthen collaboration, and help organisations, participants, and partners share learning and drive change.

The module provides tools to help you assess training needs, build confidence across different stakeholders, define responsibilities, develop partnerships, create referral pathways, communicate stronger advocacy messages, and organise inclusive events. It is designed for sport organisations, coaches, practitioners and policymakers, who want inclusion to be a shared responsibility rather than the work of one person or organisation.

The module is organised around two main action areas:

4.1 Build shared capability across stakeholders

This action area provides you with tools to help identify what knowledge, skills, confidence, and support different people need to contribute to inclusion. It supports you to assess disability inclusion training needs, clarify roles and responsibilities, and review whether cross-sector partnerships are ready to work effectively. These tools help ensure that everyone understand how they can support inclusive sport programmes.

4.2 Strengthen coordination, advocacy, and multiplier action

This action area provides you with tools to help stakeholders work together, communicate clearly, and extend the impact of inclusion efforts. The tools provided will help create stronger links between sport organisations, disability services, schools, communities, funders, and policymakers, so that learning is shared and more people can access meaningful sport opportunities.

Objectives

The tools provided in this module should help you to:

- Identify who needs to be involved.
- Strengthen collaboration between stakeholders.
- Build knowledge and confidence.
- Support participants, organisations, or partners to share learning and drive change.

Summary of tools

Module	Actions	Tools
4. Build Capability, Coordination, and Multiplier Action	4.1 Build shared capability across stakeholders	Handout 31: Disability inclusion training needs Handout 32: Roles and responsibilities for inclusion Handout 33: Cross-sector partnership checklist
	4.2 Strengthen coordination, advocacy, and multiplier action	Handout 34: Partnership planning tool Handout 35: Community referral pathway Handout 36: Advocacy messages for disability inclusion Handout 37: Organising an inclusive sport event

Handout 31: Disability inclusion training needs

This handout helps sport organisations identify the knowledge, skills, and confidence needed to include persons with disabilities in sport. It can be used with coaches, volunteers, administrators, club staff, policymakers, and community partners.

Theme	I need support	I'm getting there	I feel confident	Not relevant
1. Understanding disability inclusion				
I understand that disability inclusion is part of everyone's role.	☐	☐	☐	☐
I understand common barriers faced by people with physical, sensory, intellectual, psychosocial, or neurodivergent needs.	☐	☐	☐	☐
I know the difference between including someone meaningfully and simply allowing them to attend.	☐	☐	☐	☐
2. Communication and welcome				
I can communicate respectfully with participants with disabilities.	☐	☐	☐	☐
I know how to ask about access, communication, and support needs without making assumptions.	☐	☐	☐	☐
I can adapt communication using plain language, demonstrations, visuals, written information, gestures, or support people.	☐	☐	☐	☐
3. Adapting activities and sessions				
I can adapt activities so everyone can take part meaningfully.	☐	☐	☐	☐
I can offer different levels of challenge within the same session.	☐	☐	☐	☐
I know how to respond if an activity is too difficult, too easy, unsafe, or not working for a participant.	☐	☐	☐	☐
4. Access, safety, and environment				
I know how to check whether a venue, activity space, toilets, changing areas, signage, and emergency routes are accessible.	☐	☐	☐	☐
I can identify sensory barriers such as noise, lighting, crowding, unclear instructions, or lack of quiet space.	☐	☐	☐	☐
I know how to support safety without unnecessarily limiting participation.	☐	☐	☐	☐

Theme	I need support	I'm getting there	I feel confident	Not relevant
5. Support and participant needs				
I know how to involve family members, support workers, interpreters, guides, or assistants appropriately.	☐	☐	☐	☐
I know how to involve family members, support workers, interpreters, guides, or assistants appropriately.	☐	☐	☐	☐
I can support participants with different needs, including physical, sensory, intellectual, psychosocial, and neurodivergent needs.	☐	☐	☐	☐
6. Learning, reflection, and improvement				
I can ask participants for feedback in accessible ways.	☐	☐	☐	☐
I can reflect on what worked, what did not, and what needs to change.	☐	☐	☐	☐
I know where to get further advice, training, or partnership support.	☐	☐	☐	☐
7. Policy development and review				
I can review policies to identify where persons with disabilities may face barriers or be excluded.	☐	☐	☐	☐
I can use evidence, participant feedback, and disability rights principles to inform policy decisions.	☐	☐	☐	☐
I can involve persons with disabilities and disability organisations in policy development or review.	☐	☐	☐	☐
I can connect policy commitments to clear actions, responsibilities, timelines, budgets, and indicators.	☐	☐	☐	☐
I can check whether policies consider different needs, including physical, sensory, intellectual, psychosocial, neurodivergent, and intersectional needs.	☐	☐	☐	☐

MODULE 4

After completing the checklist, look for areas where several people selected “I need support” or “I’m getting there.” These are your priority training needs.

Use the table below to decide what action to take next. You do not need to address everything at once.

If several people need support with...	What this may mean	Suggested next action	Useful handouts to use
Understanding disability inclusion	Staff or volunteers may not yet understand disability rights, barriers, ableism, or what meaningful inclusion looks like.	Organise a short introduction session on disability inclusion and barriers in sport.	Handout 1 , Handout 2 , Handout 3 , Handout 6
Communication and welcome	Participants may not feel fully respected, understood, or confident to ask for support.	Run a practical training session on inclusive communication, assumptions, invisible disabilities, and respectful welcome.	Handout 13 , Handout 15 , Handout 21
Adapting activities and sessions	Coaches may want to include persons with disabilities but may not know how to adapt sport activities.	Deliver a practical workshop where coaches adapt one real session using different activity, equipment, space, communication, and support options.	Handout 17 , Handout 18 , Handout 19 , Handout 22
Access, safety, and environment	Barriers may exist in the venue, booking process, information, equipment, sensory environment, or emergency planning.	Complete an accessibility audit and agree 3 priority improvements.	Handout 16 , Handout 20 , Handout 21
Support and participant needs	Coaches may be unsure how to respond to fatigue, distress, support people, communication needs, or changing needs.	Create a simple participant support process before the first session.	Handout 13 , Handout 21 , Handout 28
Learning, reflection, and improvement	Inclusion may depend on individual effort rather than regular learning and review.	Introduce a short reflection and feedback routine after sessions or programme blocks.	Handout 25 , Handout 26 , Handout 29 , Handout 30 , Handout 31
Policy development and review	Inclusion may not yet be embedded in policies, budgets, responsibilities, or accountability systems.	Review one key policy or programme plan and turn it into clear actions, responsibilities, timelines, and indicators.	Handout 5 , Handout 39 , Handout 40 , Handout 44

Handout 32: Roles and responsibilities

Inclusive sport does not happen only because people have good intentions. It works best when everyone knows their role, what they are responsible for, and how they should work with others.

When roles are unclear, important things can be missed. For example, no one may ask about access needs, coaches may not receive important information before the session, families may not know who to contact, or participants may not be offered a clear next step.

This tool helps clubs, municipalities, NGOs, schools, federations, and community partners agree who does what before, during, and after an inclusive sport programme.

Common risks to avoid

Risk	What this can look like in sport	How to prevent it
Fragmentation	The club, school, municipality, and disability organisation are all involved, but they work separately.	Agree one shared plan and regular check-ins.
Unclear tasks	Everyone supports inclusion, but no one knows who should contact participants, brief coaches, or check accessibility.	Assign each task to a named person or organisation.
Weak coordination	A participant shares an access need, but the coach never receives the information.	Agree how information is shared safely and who follows up.
Over-reliance on one person	Inclusion depends on one motivated coach or volunteer. If they leave, the programme stops.	Share responsibility across leadership, coaches, volunteers, and partners.
No follow-up	Participants enjoy a taster event but are not told what they can do next.	Plan next steps before the programme starts.

Clear roles and responsibilities are essential for effective results. All partners should agree on who is responsible for each task, what needs to be delivered, and by when. Although often underestimated, unclear responsibilities can lead to confusion, delays, duplicated work, and overlooked tasks during implementation.

Tasks Table Use this table before starting a programme, event or partnership					
Inclusion Task	Partner in Charge	Partner Supporting	Deliverables/ Outputs	Deadline	Evidence of Competition

Example

Inclusion task	Partner in charge	Partner supporting	Deliverables / Outputs	Deadline	Evidence of completion
Ask about access, communication, or support needs			Add a question to registration or first contact.		Access needs are recorded and followed up.
Share relevant information with coaches			Pass on only the information needed for safe and inclusive participation, with consent.		Coach knows what support or adaptations may be needed.
Check venue accessibility			Check entrance, toilets, changing rooms, signage, activity space, and emergency routes.		Barriers are identified and actions agreed.
Prepare session adaptations			Plan options for space, task, equipment, pace, communication, and support.		Session plan includes inclusion options.
Welcome new participants			Make sure someone greets participants, explains the space, and answers questions.		Participants know where to go and who to speak to.

Methodological Reflection Questions:

1. **Who is responsible for each key task?** For example: contacting participants, checking access needs, briefing coaches, preparing adaptations, collecting feedback, or organising follow-up.
2. **Can each person or partner realistically deliver their task on time?** Do they have the time, skills, resources, information, and support they need?
3. **Does everyone understand what they need to do and by when?** Are the tasks, deadlines, and expected outputs clear enough for people to act on?
4. **How will people coordinate and share information?** For example: who updates whom, how often, and how will important information such as access needs or safeguarding concerns be shared safely?
5. **What will happen if something does not go as planned?** For example: if a coach is absent, a venue is not accessible, a participant needs extra support, or a partner cannot deliver their task.

Quick Start

Even a small organisation should try to identify:

Minimum role	What they do
Inclusion contact	Answers questions about access and support before the session.
Coaching lead	Plans adaptations and makes sure participation is meaningful.
Safeguarding/wellbeing contact	Supports safety, dignity, and reporting concerns.
Administration contact	Manages registration, communication, and participant information.
Feedback lead	Collects comments and makes sure learning is used.

In a small club, one person may hold more than one role. The important thing is that everyone knows who is responsible for each task and nothing important is left unclear.

Handout 33: Cross-sector partnership checklist

Inclusive sport is difficult to achieve alone. A local sport club may know how to deliver training, but may need support with outreach, accessibility, disability awareness, transport, health needs, safeguarding, funding, or progression pathways.

Establishing strategic partnerships can facilitate a multiplication of effects.

Before contacting potential partners, it is important to map who is already active in the local area. This means identifying the organisations, groups, and people who could support the programme, understanding what they do, and considering how they might contribute. This helps you approach partners with a clear purpose and realistic ideas for collaboration.

This tool helps you identify possible partners, understand what each partner can contribute, and decide who should be involved in your inclusive sport programme.

Mapping Table

Potential Partner	Mission	Ongoing Activities	Area of Expertise	Reference Persons	Possible Role
Sport clubs					
Sport federations					
Olympic committees					
Specialised NGOs					
Universities					
Research centers					
Athletes/former athletes					
Coaches/trainers					
Medical staff					
Officers					

Potential Partner	Mission	Ongoing Activities	Area of Expertise	Reference Persons	Possible Role
Volunteers					
Schools					
Municipalities					
Public entities					
Private sector					
Finance sector					
Potential co-funding entities					
Informal groups					
Families					
Individuals*					

**Specific qualified persons (e.g: highly experienced retired experts, highly motivated young people with strong independence vocation, freelance professionals with specific expertise, etc.)*

Example:

A local athletics club wants to involve more persons with disabilities but does not know where to start.

The club contacts:

- a local disability organisation to understand barriers and reach participants;
- the municipality to check venue access and support promotion;
- a school to connect with young people who may be interested;
- a health centre to signpost adults who want to become more active;
- a university to help collect simple feedback.

They agree to organise a 8-week inclusive athletics programme. The club provides coaches and equipment. The disability organisation advises on communication and access needs. The municipality helps with the venue. The school and health centre share information with potential participants. The university helps evaluate the impact of the programme. After the 8-weeks pilot programme, participants are offered options to continue in weekly club sessions, volunteer, or join future community sport events.

To create long-lasting change and reach more people, it is useful to involve the organisations, groups, and individuals connected to the inclusive sport programme. Some may play a major role, while others may contribute in a small way or simply be kept informed.

In practice, it may not be possible to involve everyone from the start because of limited time, budget, local knowledge, or partner capacity. However, the aim should be to build the partnership gradually and create a local network that supports the programme over time.

Handout 34: Partnership planning tool

This tool will help you turn your partnership idea into a clear action plan. For each stage, write down the main task, who will lead it, when it should happen, and its current status.

You can use this table with a clear purpose: focus on the actions that will help you and your partners work together to make the sport programme more inclusive, accessible, and sustainable.

Stage	Key action	Lead person/ organisation	Deadline	Status
1. Identify the opportunity				
2. Map stakeholders				
3. Choose partners				
4. Agree shared goals				
5. Clarify roles and resources				
6. Create action plan				
7. Deliver programme				
8. Monitor and learn				
9. Improve and sustain				

Partnership Checklist

Use this checklist before launching or reviewing the partnership.

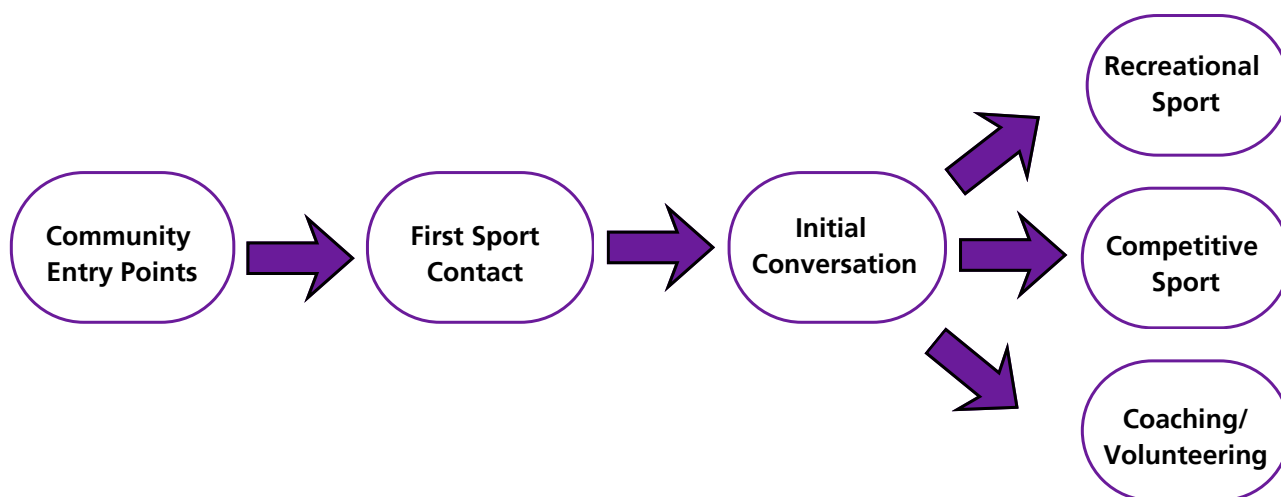
Action	Done?
We have a clear shared purpose.	☐
People with disabilities and/or their representatives are involved.	☐
We have identified what each partner brings.	☐
We have agreed roles and responsibilities.	☐
We have agreed how we will communicate (frequency and tools).	☐
We have turned ideas into actions, with deadlines.	☐
We have agreed how progress will be reviewed.	☐

Stage	Key action	Lead person/organisation	Deadline	Status
1. Identify the opportunity	The badminton club wants to welcome more persons with disabilities but needs support to understand access needs, outreach, and adaptations.	Badminton Club Manager / Head Coach	Month 1	In progress
2. Map stakeholders	Identify useful local stakeholders: disability organisation, participants with disabilities, families, leisure centre, municipality, schools, community transport, and volunteers.	Club Inclusion Lead	Month 1	Not started
3. Choose partners	Agree to work first with the local disability organisation because they know the community and can advise on barriers and communication.	Badminton Club + Disability Organisation	Month 1	Not started
4. Agree shared goals	Create a 10-week inclusive badminton pilot where persons with disabilities can try badminton in a safe, welcoming, and adapted environment.	Both partners	Month 2	Not started
5. Clarify roles and resources	Club provides coaches, court space, equipment, and volunteers. Disability organisation supports outreach, advice on access needs, participant feedback, and disability awareness briefing.	Both partners	Month 2	Not started
6. Create action plan	Plan session dates, booking process, access information, participant support form, coach briefing, adaptations, safeguarding, and feedback method.	Club Programme Coordinator	Month 2	Not started
7. Deliver programme	Run weekly inclusive badminton sessions using adapted activities such as larger shuttlecocks, lower nets, shorter courts, seated options, doubles support, and visual demonstrations.	Head Coach + Volunteers	Months 3–5	Not started
8. Monitor and learn	Collect simple feedback from participants, families, coaches, and the disability organisation after sessions 1, 6, and 10. Track attendance, return rates, barriers, and adaptations used.	Club Inclusion Lead + Disability Organisation	Months 3–5	Not started
9. Improve and sustain	Review the pilot and decide next steps: continue sessions, integrate participants into existing club sessions, train more coaches, apply for small funding, or create a volunteer pathway.	Club Committee + Disability Organisation	Month 6	Not started

Handout 35: Community referral pathway

A community referral pathway helps persons with disabilities move from trusted community settings into sport opportunities that match their interests, goals, and support needs. For sport practitioners and policymakers, the aim is to make the pathway clear: who can introduce people to sport, which organisations provide regular opportunities, and how participants can continue into recreational or competitive sport if they want to.

Sport clubs are often the bridge between community participation and future progression. They can provide regular opportunities, relationships, coaching, and links to recreational or competitive pathways.



Stages

1. Community entry points

Participants may first hear about a sport opportunity through a trusted person or organisation, such as a school, disability service provider, community centre, local authority, health service, family member, or sport club.

2. First sport contact

The first step into sport should be easy, welcoming, and low-pressure. This could be a taster session, beginner activity, inclusive event, or supported introduction to a local club.

3. Initial conversation

After first contact, the coach or sport organisation should ask about the participant's interests, goals, preferences, and support needs. This helps avoid assumptions and ensures the next step matches what the person wants from sport.

4. Pathway options

Participants should be guided towards the pathway that best fits their goals. Some may prefer recreational sport, such as regular inclusive sessions, community activities, social sport, or volunteering. Others may want to develop skills, join a team, or compete, which may involve club training, local competitions, disability sport organisations, sport federations, Special Olympics, Deaf sport, or Paralympic pathways where relevant.

Example of a participant journey

Marta is 19 and has an intellectual disability. She enjoys team activities but has never joined a sport club before. She worries that the rules will be difficult to understand and that she may slow the group down.

Marta hears about an inclusive korfbal taster session through a local disability organisation. With Marta's agreement, the organisation introduces her to the club's inclusion contact.

Before the session, the coach asks Marta what would help her take part. Marta and her assistant say she learns best by watching first, likes clear routines, and feels more confident when instructions are short.

At the taster session, Marta is welcomed by name. The coach explains the basic rules using demonstrations, cones, and simple cues. Marta starts with passing, shooting, and movement games before joining a small mixed team. She is given the choice to practise with a buddy and take short breaks if needed.

After a few sessions, Marta says she wants to keep coming. The club supports her to join the weekly beginner group and later invites her to help welcome new participants at future taster sessions.

What to consider?

Stage	What sport coaches and administrators can do	What policymakers can support
Community entry points	Build relationships with these organisations and share clear information about your sport offer.	Support coordination between sport, education, disability, health, and community services.
First sport contact	Make the first step welcoming, low-pressure, and accessible. Provide a named contact person and ask about access or support needs.	Help ensure local clubs and programmes have the resources, training, and facilities to welcome new participants.
Initial conversation	Ask: "What would you like from sport?" and "What would help you take part comfortably and safely?" Avoid assumptions about ability or ambition.	Encourage organisations to use person-centred planning and referral processes that protect privacy and consent.
Recreational sport	Offer regular, enjoyable, and flexible participation opportunities with adaptations where needed.	Invest in accessible community sport, inclusive facilities, transport options, and local participation programmes.
Competitive sport	Connect the participant to coaching, club training, competitions, disability sport organisations, sport federations, or classification support where relevant.	Strengthen links between grassroots sport, disability sport organisations, federations, and performance pathways.
Coaching / volunteering	Offer meaningful roles, training, support, and progression opportunities beyond being a participant.	Promote policies and funding that support disabled people in leadership, coaching, volunteering, and decision-making roles.

Handout 36: Advocacy messages for disability inclusion

This handout helps sport practitioners and policymakers explain why disability inclusion in sport matters. It provides simple advocacy messages that can be used in meetings, funding applications, presentations, policy discussions, partnership work, and community engagement.

1. Business case

Disability inclusion is not only the right thing to do; it also helps sport organisations reach more participants, build stronger partnerships, attract new funding opportunities, and become more relevant to their communities.

Key ideas	Advocacy message
Reach	People with disabilities are part of every community. If our programmes are not accessible, we are missing participants, families, volunteers, coaches, and leaders.
Sustainability	Inclusive sport programmes can help clubs grow and stay connected to local needs.
Partnerships	Working with disability organisations, schools, community centres, and local authorities will strengthen delivery and outreach.
Reputation	Organisations that are visibly inclusive build trust and show leadership.
Better design	When we design sport to be more accessible, it often improves the experience for everyone.

2. Social Justice

People with disabilities have the same right to participate in sport as everyone else. Inclusion means removing barriers so people can participate meaningfully, progress, compete, volunteer, coach, and be part of the system.

Key ideas	Advocacy message
Rights	Access to sport is not a privilege; it is part of equal participation in community life.
Fairness	Treating everyone the same is not always fair. Some people need different support to have an equal opportunity.
Voice	People with disabilities should be involved in decisions that affect them.
Representation	Sport should reflect the diversity of the community, including people with physical, sensory, intellectual, psychosocial, and neurodivergent needs.
Accountability	Inclusion needs to be built into policies, budgets, training, delivery, and reporting, not left to goodwill alone.

3. Health and wellbeing

Sport is a contributor to physical health, confidence, friendships, independence, and wellbeing. But persons with disabilities often face extra barriers to taking part. Removing those barriers helps more people benefit from sport.

Key ideas	Advocacy message
Physical health	Accessible sport can help people be more active in ways that suit their bodies, needs, and goals.
Mental wellbeing	Feeling included, valued, and connected can support confidence and wellbeing.
Social connection	Sport can reduce isolation by creating opportunities to meet people, belong, and take part in community life.
Independence	Sport can help people build skills, routines, confidence, and independence.
Prevention	Making sport accessible can support wider health and wellbeing goals in the community.

In addition, you can use this short message bank when you need to adapt your argument to a specific audience. Different stakeholders may care about different things, such as community impact, funding value, participation growth, safety, rights, or family trust. Choose the message that best fits who you are speaking to and the action you want them to take.

Audience	Advocacy sample message
Municipality	Inclusive sport makes local communities healthier, more accessible, and more connected.
Funder	A small investment in inclusion can remove barriers and create lasting community impact.
Federation	Disability inclusion strengthens participation, pathways, coaching, and governance.
Club	Inclusive clubs reach more people and become stronger community organisations.
School	Inclusive sport helps all students learn, belong, and participate together.
Parent/family	Inclusive sport can support confidence, friendship, activity, and belonging.
Policymaker	Inclusion needs policy, funding, accountability, and the voice of persons with disabilities.
Coach	Start by asking, listening, adapting, and offering meaningful choices.
Community partner	Partnerships help sport opportunities become more trusted, accessible, and relevant.

Handout 37: Organising an inclusive sport event

This handout helps you plan sport events where people with different disabilities can take part meaningfully and safely. An inclusive event is not only about physical access. It also means clear communication, flexible activities, appropriate support, and a welcoming environment for everyone.



1. Involve persons with disabilities from the outset

Start by involving persons with disabilities, families, support workers, disability organisations, coaches, volunteers, and venue staff in the planning.

Key aspects	Practical actions
Purpose	Be clear about the aim of the event: taster session, competition, festival, community day, celebration, or awareness event.
People involved	Ask disabled participants and disability partners what would help people attend and take part.
Participant journey	Think through the full journey: finding information, registering, arriving, joining activities, taking breaks, leaving, and hearing about future opportunities.
Consent and safeguarding	Get consent for participation, photos, videos, interviews, or quotes. Have safeguarding and first-aid arrangements in place.
Access information	Share clear details about transport, parking, entrances, toilets, changing areas, cost, schedule, and who to contact.

2. Plan flexible activity options so people can choose what works for them.

Key aspects	Practical actions
Activity options	Offer different formats, such as free play, structured activities, team games, individual challenges, social activities, or demonstration areas.
Adaptations	Adapt space, task, equipment, rules, communication, pace, or support.
Physical access	Check routes, surfaces, seating, rest areas, toilets, changing areas, and emergency exits.
Sensory access	Consider noise, lighting, crowds, clear signage, quiet areas, and predictable schedules.
Communication access	Use plain language, demonstrations, visual schedules, written instructions, captions, gestures, or sign language support where possible.
Support	Welcome support workers, guides, interpreters, family members, or personal assistants where needed.

Examples:

- A wheelchair user may need step-free access and space to move safely.
- A Deaf participant may need visual instructions and clear sightlines.
- A participant with an intellectual disability may need one instruction at a time and a visual schedule.
- An autistic participant may need advance information, a quiet space, and warning before changes.

3. Evaluate the experience and learn for future events

After the event, take time to understand whether the event worked for different participants and what should change next time. Evaluation does not need to be complicated. Use simple feedback, staff reflections, and observations to learn whether people could access the event, understand what was happening, take part meaningfully, feel supported, and enjoy the experience.

Use the following checklist to assess the inclusivity of your event.

Action	Checklist
We involved persons with disabilities or disability partners in planning.	☐
We shared clear access and event information in advance.	☐
We checked transport, parking, entrance, toilets, changing areas, activity spaces, and emergency routes.	☐
We planned adaptations for physical, sensory, intellectual, communication, and neurodivergent needs.	☐
We created different ways to participate.	☐
We briefed coaches, volunteers and staff on respectful support and communication.	☐
We gained consent for photos, videos, interviews, or quotes (if needed)	☐
We provided rest areas or quiet spaces where possible.	☐
We asked for feedback after the event.	☐
We shared next steps or future opportunities.	☐

4. Connect the event with follow-up pathways

An inclusive event should not be a one-off experience. After the event, participants should know what opportunities are available next and who can help them continue. This could include joining a regular session, trying another sport, entering a beginner competition, volunteering, coaching, or being referred to a disability sport organisation or community partner.

Key aspects	Practical actions
Next steps	Share clear information about regular sessions, clubs, beginner groups, inclusive programmes, competitions, volunteering, or leadership opportunities.
Named contact	Give participants and families one contact person they can speak to after the event.
Warm referral	Where possible, introduce the participant directly to the next club, coach, programme, or partner organisation instead of only giving a leaflet.
Follow-up	Contact participants after the event to thank them, ask for feedback, and remind them of next opportunities.
Pathway options	Offer different routes, such as recreational sport, disability-specific opportunities, mainstream club sessions, school sport, community programmes, or competitive pathways.

Module 5

Strengthen Policy, Financing, and Accountability

Aim

Module 5 helps you turn disability inclusion commitments into clear policies, funding decisions, responsibilities, and accountability mechanism. It supports you to review existing policies, plans, and funding processes; identify gaps between what is promised and what is delivered; and build systems that make inclusion more sustainable over time.

The module provides tools to help you translate evidence and standards into policy action, mainstream diversity across policy areas, analyse funding gaps, identify low-cost and high-impact investments, involve advisory groups, and report progress clearly. It is designed for policymakers, funders, programme leads, and decision-makers who want to ensure that disability inclusion is built into how sport systems are implemented, and reviewed.

The module is organised around three main action areas:

5.1. Translate evidence and standards into policy action

This action area provides tools to help move from evidence, feedback, and inclusion standards into practical policy decisions. It supports policymakers to track whether commitments are being implemented and to design a clear strategy for mainstreaming diversity across sport policies.

5.2 Strengthen financing and resource allocation for inclusion

This action area provides tools to help ensure that disability inclusion is properly resourced. It supports users to identify funding needs, explore public-private partnerships, and prioritise low-cost, high-impact investments that can make sport more accessible for persons with disabilities.

5.3 Build accountability and implementation mechanisms

This action area provides tools to help ensure that policy commitments lead to action. It supports users to define responsibilities, monitor implementation, review what is changing for persons with disabilities, and report inclusion progress clearly to partners, funders, policymakers, and communities.

Objectives

The tools provided in this module should help you to:

- review policies, plans, and funding mechanisms.
- identify gaps between policy commitments and implementation.
- define roles and responsibilities.
- strengthen accountability and long-term sustainability.

Summary of tools

Module	Actions	Tools
5. Strengthen Policy, Financing, and Accountability	5.1 Translate evidence and standards into policy action	Handout 38: Policy-to-action implementation tracker Handout 39: Design a strategy for mainstreaming diversity
	5.2 Strengthen financing and resource allocation for inclusion	Handout 40: Funding and public-private partnerships for inclusion Handout 42: Low-cost and high-impact investments
	5.3 Build accountability and implementation mechanisms	Handout 43: Accountability and implementation mechanisms Handout 44: Reporting inclusion progress

Handout 38: Policy-to-action implementation tracker

This handout helps policymakers turn disability inclusion commitments into practical policy action.

Many policies recognise the right of persons with disabilities to participate in sport, physical education, recreation, and community life. However, these commitments only make a difference when they are linked to clear actions, responsible actors, budgets, timelines, and ways to monitor progress.

Use this tracker when developing, reviewing, or implementing policies, strategies, action plans, funding programmes, sport development plans, or facility plans related to sport and physical activity.

Step 1: Define your objectives

1. What have we committed to?
2. What does this mean for persons with disabilities in sport?
3. What action is needed?
4. Who is responsible and what resources are needed?
5. How will we know whether progress is happening?

Step 2: Track implementation

Policy commitment	What this means for persons with disabilities in sport	Policy action needed	Who should lead?	Resources needed	Timeline	Indicator of progress
People with disabilities have the right to access sport and physical activity.	People with disabilities should be able to find information, register, enter venues, use facilities, communicate with staff, and take part meaningfully.	Require publicly funded sport programmes to provide accessibility information and ask about access needs during registration.	Municipality / ministry / sport department	Staff time, updated forms, website changes	3–6 months	Accessibility information published for all funded programmes.
People with disabilities should be involved in decisions that affect them.	Policies and programmes should be shaped with persons with disabilities, not only for them.	Create a consultation process with persons with disabilities and disability organisations.	Policy lead / inclusion officer	Accessible meetings, facilitation, participation costs	3 months	People with disabilities involved in policy review or programme design.
Sport facilities should be accessible.	People with disabilities should be able to arrive, enter, move around, use toilets and changing rooms, and evacuate safely.	Introduce an accessibility audit requirement for public or funded sport facilities.	Facility department / municipality	Audit tool, facility staff time, improvement budget	6–12 months	Number of facilities audited and number of priority barriers addressed.

You can use the following template to track policy-to-action

Policy commitment or standard	What this means for persons with disabilities in sport	Policy action needed	Who should lead?	Resources needed	Timeline	Indicator of progress	Status

Step 3: Review procedures and ensure feasibility

1. What will change for persons with disabilities because of this policy?
2. Who is responsible for making that change happen?
3. Is there a budget or resource attached?
4. Have persons with disabilities been involved?
5. How will progress be monitored and reported?

Handout 39: Design a strategy for mainstreaming diversity

A strategy helps policymakers move from broad commitments to practical action. It sets out what needs to change, who should be involved, what resources are needed, and how progress will be reviewed over time.

For persons with disabilities in sport, this means making sure that access, participation, safety, support, progression, and representation are considered from the beginning, not added later as separate measures. A strong strategy should connect long-term goals with realistic short-, medium-, and long-term actions.

This handout helps policymakers design a strategy that is clear, coordinated, and practical. It can be used after a needs analysis, policy review, consultation process, or accessibility assessment. The aim is to build shared commitment, identify the right actors, agree priorities, and create a plan that can adapt as local needs and contexts change.

Before writing the strategy, create space for discussion, focus, and shared ownership.

Step	What this means in practice
Build internal cohesion	Make sure departments, teams, and decision-makers understand the importance of including persons with disabilities in sport policy.
Build external cohesion	Involve persons with disabilities, disability organisations, sport organisations, municipalities, schools, clubs, and other relevant actors.
Select key allies and actors	Identify who can help implement the strategy, such as disability organisations, sport federations, local authorities, schools, clubs, health services, or funders.
Empower leaders and responsible people	Make sure those responsible for inclusion have a clear role, authority, resources, and support to act.

Example:

A municipality developing an inclusive sport strategy brings together its sport department, facility managers, local clubs, disability organisations, and persons with disabilities. All together, they identify the main barriers: lack of access information, inaccessible changing rooms, limited coach confidence, and weak referral pathways. Then, they decide to create a strategy to address these barriers.

You can fill out these questions to have clarity in the development of the strategy:

Strategy question	Your answer
What is the long-term aim for persons with disabilities in sport?	
Which groups or territories need particular attention?	
Which barriers are the priority?	
Which actors need to be involved?	
What resources are available internally?	
What support is needed from external partners?	
What will we do in the short term?	
What will we do in the medium term?	
What will we do in the long term?	
How often will the strategy be reviewed?	

2. Identify potential funding sources

Funding for inclusive sport can come from different places, depending on what you need and the scale of the activity. Possible sources include national or local public authorities, municipalities, sport federations, private companies, financial institutions, international organisations, private foundations, donations, or crowdfunding. Some funders may provide money, while others may offer venues, equipment, training, transport, communication support, or volunteers. The key is to match the funding source to the need: for example, a municipality may support venue access, a federation may support coach training, a company may sponsor adapted equipment, and a foundation may fund outreach to persons with disabilities.

3. Choose one basic funding source

Start with one reliable funding source that can support the core activity over time. This may be a municipality, federation, school, local authority, public health department, or regular sponsor. The aim is not always large funding at first. A small but stable source can help create continuity and trust. Consider the following questions:

- What is the minimum funding we need to start?
- Who could support this regularly?
- What can we offer in return?
- How can this continue beyond one event?

4. Create a public-private partnership environment

A public-private partnership can help achieve low investment and high impact by combining resources. Not every partner needs to give financial resources. Some partners may contribute space, expertise, volunteers, communication channels, referrals, transport, equipment, or evaluation support.

Example:

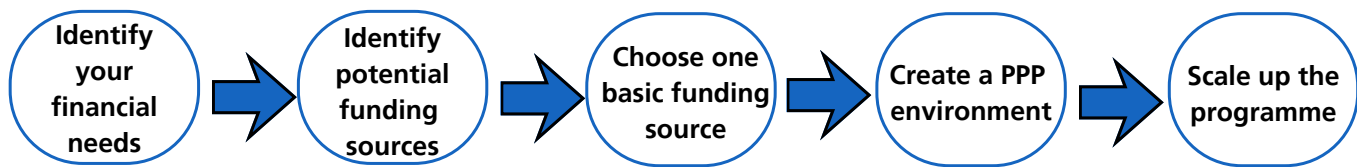
An inclusive swimming programme is supported by a municipality that provides pool access, a disability organisation that supports outreach, a private sponsor that funds adapted equipment, and a sport club that provides trained coaches.

Handout 40: Funding and public-private partnerships for inclusion

This handout helps policymakers, sport organisations, municipalities, federations, NGOs, and programme leads think about how to fund disability inclusion in sport.

A funding plan helps you decide what money or support is needed, where it could come from, and how to make the programme sustainable over time

Public-private partnerships (often called PPPs) can help bring together public bodies, sport organisations, private companies, foundations, and community partners to support inclusive sport. A PPP does not always mean a large formal agreement. It can also be a practical collaboration where different actors contribute funding, facilities, equipment, expertise, communication, volunteers, or access to participants.



1. Identify your financial needs

Start by separating your funding needs into three levels. This helps you decide what is essential, what would improve the programme, and what could help it grow.

Funding block	What this means	Example
Basic needs	The minimum resources needed to run the activity safely and inclusively.	A local tennis club may need basic funding for court hire and coaching
Specific inclusion needs	Additional resources that help persons with disabilities participate fairly.	The club may also require adapted equipment (e.g. wheelchairs), transport support, easy-read materials and coach training.
High-impact investments	Larger investments that can improve access, quality, or scale over time.	A high-impact investment could be improving step-free access to the courts, or accessible changing rooms.

5. Scale up the programme

Once the programme is working well, funding can be used to grow it carefully. Scaling up may mean reaching more persons with disabilities, expanding to new areas, training more coaches, improving accessibility, or creating stronger pathways from taster sessions into regular sport. Before expanding, check what is already working, what still needs improvement, and what resources are needed to grow safely and sustainably.

You can use a similar funding plan template.

Funding need	Basic/ specific/ high-impact	Estimated cost	Possible funding source	Partner contribution	Priority	Status
Accessible venue hire	Basic		Municipality	Reduced-cost facility	High	
Coach training on disability inclusion	Specific inclusion need		Federation/ foundation	Trainer or materials	High	
Adapted equipment	Specific inclusion need		Private sponsor / crowdfunding	Equipment donation	Medium	
Accessible changing room upgrade	High-impact		Public authority / capital grant	Facility team support	Long-term	

Handout 41: Low-cost and high-impact investments

This handout helps policymakers, sport organisations, clubs, and funders identify practical investments that can make sport more accessible and inclusive for persons with disabilities.

Not every improvement requires a major facility renovation or expensive equipment. Many barriers can be reduced through small investments in communication, training, planning, support, partnerships, and simple adaptations. The aim is to prioritise actions that are realistic, affordable, and likely to improve access, participation, safety, belonging, and progression.

Level	Example investment	Approximate type of cost	Potential impact
No-cost	Ask participants what helps them take part.	Staff time only.	Builds trust and avoids assumptions.
Low-cost	Print visual schedules or activity cards.	Small printing cost.	Helps participants understand and follow the session.
	Buy softer or larger balls.	Small equipment cost.	Makes games safer and easier to adapt.
Medium-cost	Train coaches in inclusive sport delivery.	Trainer and staff time.	Improves confidence and quality across many sessions.
	Create a small box of shared equipment that participants can borrow.	Basic equipment purchase.	Reduces cost barriers for beginners.
Higher-cost, high-impact	Improve accessible toilets or changing rooms.	Facility investment.	Removes major access barriers and supports long-term participation.

A low-cost, high-impact investment is a small change that does not require major funding but can make sport much easier to access for persons with disabilities. These investments often focus on removing simple barriers, improving communication, helping coaches feel more confident, and making participants feel welcome before large budgets or major facility changes are available.

Examples include:

- adding clear accessibility information to your website or flyer;
- asking one simple question about access or support needs during registration;
- naming one contact person participants can speak to before attending;
- giving coaches and volunteers a short briefing on inclusive communication and adaptations;
- keeping a small set of equipment participants can borrow;
- creating visual signs, activity cards, or simple session plans;
- setting up a quiet or rest area;
- using a buddy system for new participants;
- asking participants what worked and what should change next time.

Handout 42: Accountability and implementation mechanisms

This handout helps policymakers and sport organisations make sure that disability inclusion commitments lead to real change for persons with disabilities. Accountability means being clear about:

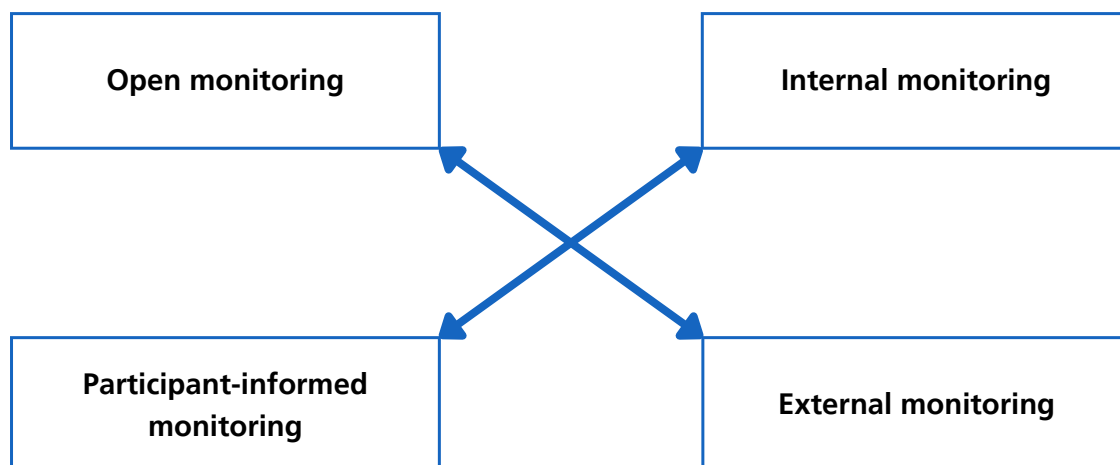
- what needs to happen;
- who is responsible;
- what resources are needed;
- how progress will be measured;
- how persons with disabilities will be involved;
- what will happen if progress is slow or barriers remain.

The focus should not only be on activities completed, but on whether these activities improve access, participation, safety, belonging, progression, and representation for persons with disabilities.

Outputs ≠ Outcomes

Outputs are the things you deliver, such as a policy, a training session, an audit, an event, or a consultation meeting. Outcomes are the changes these activities create for persons with disabilities. For example, the goal is not only to train coaches, but to make sure coaches feel more confident adapting activities; not only to organise an event, but to help participants continue into regular sport opportunities. Outputs are important, but they are only the means.

The key accountability question is: what has actually changed for persons with disabilities?



Type of monitoring	What it means	Example
Internal monitoring	Staff, coaches, managers, or policymakers review progress themselves.	Monthly review of action plan progress.
External monitoring	An external partner reviews progress or provides independent feedback.	Disability organisation reviews accessibility of a programme.
Open monitoring	Progress is shared publicly.	Annual inclusion progress report published online.
Participant-informed monitoring	People with disabilities help assess whether actions are working.	Feedback group with participants with disabilities and families.

Accountability checklist

Use this checklist when reviewing a policy, strategy, programme or action plan.

Accountability question	Yes	Partly	No	Action plan
Are the actions clearly linked to improving inclusion for persons with disabilities?	☐	☐	☐	
Is there a named person, department, or organisation responsible for each action?	☐	☐	☐	
Are timelines clear?	☐	☐	☐	
Are resources or budgets identified?	☐	☐	☐	
Are persons with disabilities involved in monitoring or review?	☐	☐	☐	
Are indicators simple and realistic to collect?	☐	☐	☐	
Are both numbers and experiences being monitored?	☐	☐	☐	
Is progress reviewed regularly?	☐	☐	☐	
Are barriers, delays, and risks discussed openly?	☐	☐	☐	
Are findings used to update actions, funding, training, or policy decisions?	☐	☐	☐	

Finally, take action and agree what the next steps will be:

- What is working well?
- What is partly working?
- What is not working?
- What has not started?
- What have persons with disabilities told us?
- What needs funding or leadership support?

Handout 43: Inclusive monitoring framework

This handout helps policymakers and sport administrators monitor whether disability inclusion commitments are being put into practice and whether they are having an impact for people with disabilities.

Monitoring should not only focus on outputs, such as a policy, training session, event, or accessibility audit. It should also look at what has changed: whether persons with disabilities can access sport opportunities, participate with autonomy, feel safe and welcome, receive appropriate support, progress if they choose, and have a voice in decisions that affect them.

Use this framework to define clear disability inclusion objectives, choose simple indicators, assign responsibilities, identify data sources, and agree success criteria. The aim is to make monitoring practical and useful, so that evidence leads to better decisions, stronger accountability, and continuous improvement across sport policies, programmes, facilities, funding, and partnerships.

Objective	Indicator	Responsibility	Data source	Success criteria
Communication: Make programme information and instructions clear and accessible.	Programme information is available in plain language and easy read version.	Communications team.	Website review, session observations, participant feedback.	Participants with disabilities report that they understood what to expect and what to do during sessions.
Venue and physical access: Ensure people with disabilities can enter, move around, and use facilities.	Accessibility audit completed and priority barriers recorded.	Facility manager.	Accessibility audit, maintenance records, participant feedback.	Key access barriers are identified, prioritised, and followed up with clear actions.
Equipment: Provide equipment that supports different abilities and ways of participating.	Sessions include a range of equipment options.	Programme lead or coaches.	Equipment list, session plans, coach notes.	Coaches can offer at least two equipment options where needed, such as lighter, larger, softer, or adapted equipment.
Activities: Make activities flexible enough for meaningful participation.	Coaches record adaptations to rules, space, task, pace, or roles.	Coaches.	Session plans, coach reflection logs.	Participants with disabilities are actively involved, not only present.

Objective	Indicator	Responsibility	Data source	Success criteria
Staff training: Strengthen staff ability to support disability inclusion.	Staff and coaches complete disability inclusion training.	Treaning lead.	Training attendance, staff self-rating.	Staff report increased confidence in welcoming and supporting people with disabilities.
Organisational culture: Build a welcoming culture where people with disabilities are valued.	Inclusion is visible in communication, staff behaviour, and programme planning.	Senior management.	Participant feedback, staff reflection, communications review.	Participants with disabilities report feeling respected, welcomed, and taken seriously.
Cost: Reduce financial barriers to participation.	Low-cost options, free trials, equipment lending, or fee support are available.	Programme manager.	Pricing policy, registration data, feedback.	Cost is monitored as a barrier and at least one affordability measure is in place.
Transport: Help people understand how to get to the activity.	Transport, parking, drop-off, and route information is shared before sessions.	Communications team.	Website, confirmation emails, participant feedback.	Participants know how to reach the venue and are informed about known access barriers.
Safety and safeguarding: Ensure people with disabilities feel safe and know how to raise concerns.	Safeguarding contacts and procedures are shared in accessible ways.	Programme lead.	Safeguarding policy, participant information, incident records.	Participants know who to speak to if they feel unsafe or need support.
Belonging: Support social connection and peer inclusion.	Buddy systems, welcome routines, or peer support options are available.	Inclusion lead or coaches or volunteers.	Participant feedback, observation notes.	Participants with disabilities report feeling included in the group, not isolated.

Objective	Indicator	Responsibility	Data source	Success criteria
Progression opportunities: Create clear next steps beyond first participation.	Participants receive information about regular sessions, competition, volunteering, coaching, or leadership options.	Programme lead.	Follow-up records, referral notes, participant feedback	Participants with disabilities are offered at least one relevant next-step opportunity.

Traffic light review

Use this traffic light review to get a quick overview of where disability inclusion is working well and where more action is needed. It can be used by policymakers, administrators, funders, municipalities, federations, or programme leads during planning meetings, progress reviews, or annual reporting.

For each area, choose one rating:

Green = working well and evidence is available.

Amber = partly working, but improvement is needed.

Red = not yet in place or a clear barrier remains.

Area				Priority action
Communication	☐	☐	☐	
Venue and physical access	☐	☐	☐	
Equipment	☐	☐	☐	
Activity rules and format	☐	☐	☐	
Staff confidence and knowledge	☐	☐	☐	
Attitudes and organisational culture	☐	☐	☐	
Cost and affordability	☐	☐	☐	
Transport and location	☐	☐	☐	
Safety and safeguarding	☐	☐	☐	
Social support and belonging	☐	☐	☐	
Progression opportunities	☐	☐	☐	

After completing the review, focus first on the areas marked Red or Amber. Choose a small number of priority actions that are realistic and likely to make a clear difference. For each action, agree:

1. the objective you want to achieve;
2. the indicator you will use to measure progress;
3. the person or organisation responsible;
4. the data source you will use.

The aim is to move from review to action, so the traffic light rating should always lead to a clear next step.

Handout 44: Reporting inclusion progress

This handout helps policymakers, sport organisations, municipalities, federations, NGOs, and programme leads communicate progress on disability inclusion in sport.

Reporting is not only an administrative task. It helps show what has changed for persons with disabilities, what barriers remain, what has been learned, and what should happen next.

Good reporting can build trust, strengthen coordination between partners, support funding decisions, encourage replication, and show accountability to the people and communities involved.

Why reporting matters?

Purpose	What this means in practice
Build legitimacy	Show that disability inclusion is being taken seriously and linked to real action.
Build confidence and trust	Help persons with disabilities, families, partners, funders, and policymakers see what is improving.
Support coordination	Keep staff, partners, providers, and decision-makers aligned.
Share learning	Explain what worked, what did not, and what others can replicate.
Support funding and sustainability	Provide evidence of progress, needs, gaps, and future priorities.
Improve practice	Use findings to adapt programmes, policies, training, facilities, and partnerships.

Reporting should support both learning and communication:

- Internally, reports help staff, coaches, volunteers, managers, partners, boards, and funders coordinate better and make decisions.
- Externally, they help persons with disabilities, families, community partners, policymakers, funders, and the wider public understand what has been achieved and what still needs support.

The format can vary depending on the audience: a short-written report for funders, a one-page summary or infographic for the community, a website or social media update for potential participants, a meeting with partners, a feedback session with persons with disabilities and families, or an event to share learning and build wider support.

Reporting checklist

Question	Yes	Partly	No	Notes / action needed
Have we reported what changed for persons with disabilities, not only what activities were delivered?	☐	☐	☐	
Have we included feedback from persons with disabilities?	☐	☐	☐	
Have we reported barriers and challenges honestly?	☐	☐	☐	
Have we explained what actions were taken to remove barriers?	☐	☐	☐	
Have we included clear examples from sport delivery?	☐	☐	☐	
Have we shared learning with staff, coaches, volunteers, and partners?	☐	☐	☐	
Have we adapted the format for different audiences?	☐	☐	☐	
Have we avoided tokenistic or “inspiration” language?	☐	☐	☐	
Have we included next steps, responsibilities, and timelines?	☐	☐	☐	
Have we checked consent for photos, stories, quotes, or personal examples?	☐	☐	☐	

Handout 45: Roadmap for action

This handout helps you move from reflection to action. It brings together practical steps that sport clubs, municipalities, federations, schools, NGOs, coaches, programme managers, and policymakers can use to improve disability inclusion in sport.

The 10 steps are organised across three timeframes:

- **Quick wins 0–3 months:** Small actions that can be started immediately, often without major cost.
- **Medium-term actions 3–12 months:** Actions that need more planning, coordination, training, data, or partnership support.
- **System change actions: 1–3 years:** Longer-term changes that embed disability inclusion into policies, funding, facilities, workforce development, partnerships, and accountability systems.

You do not need to complete every step at once. Start with the actions that are most relevant to your context. Focus first on changes that remove barriers for persons with disabilities and make participation safer, and more meaningful.

How to get started

Start by choosing one or two steps that match your current situation. For example:

1. Start with Step 1 if you need to understand barriers and who is missing.
2. Start with Step 2 if you need to improve sessions, access, communication, or support.
3. Start with Step 3 if you need to understand whether your actions are working.
4. Start with Step 4 if roles are unclear or partnerships need strengthening.
5. Start with Step 5 if you are working on policy, funding, accountability, or long-term sustainability.

Step 1: Understand barriers and who is missing

Quick wins 0–3 months: Start by looking at who is currently taking part in your sport activities and who may be missing. Ask participants, families, coaches, volunteers, and local disability organisations what stops persons with disabilities from joining, staying, or progressing in sport. Look at simple barriers such as unclear information, cost, transport, inaccessible venues, lack of confidence, communication barriers, or previous negative experiences in sport. This can be done through short conversations, feedback forms, or a simple meeting with local partners.

Medium-term actions 3–12 months: Complete a barrier mapping exercise across the full participant journey: finding information, registering, travelling to the venue, entering the facility, taking part, giving feedback, and moving into further opportunities.

System change actions 1–3 years Use what you learn to influence local sport plans, facility improvements, funding priorities, and inclusion strategies.

Useful handouts: [Module 1](#)

Step 2: Design inclusive sport sessions, environments, and pathways

Quick wins 0–3 months: Make one sport session more inclusive by adapting communication, rules, equipment, space, time, or roles. You can use the inclusive TIMES model. For example, use a larger ball in volleyball, shorter distances in athletics, seated options in fitness, visual signals in basketball, extra practice time in table tennis, or a buddy system in football. You can ask specific questions to registration forms.

Medium-term actions 3–12 months: Train coaches and volunteers to adapt activities and support different access needs. Review accessibility, communication, participant support, safeguarding, session planning, and progression pathways across a full programme.

System change actions 1–3 years: Embed inclusive delivery into regular coaching practice, facility standards, registration systems, safeguarding procedures, and participation pathways. People with disabilities should be able to join, stay, enjoy, progress, volunteer, coach, lead, or compete if they choose.

Useful handouts: [Module 2](#)

Step 3: Monitor, evaluate, and learn

Quick wins: 0–3 months: Start by collecting simple feedback from persons with disabilities after a session or programme. It can be a short conversation, a few questions on a form, a visual feedback tool, or a supported discussion with the participant if they want help to respond. Ask questions that focus on their experience, such as whether they felt welcome, were able to take part in a way that worked for them, and what should be changed next time. Use this feedback to make small improvements quickly, such as coaching instructions, adapting an activity, offering more choice, or adjusting the level of support.

Medium-term actions: 3–12 months: Track a small number of indicators, such as participants with disabilities registered, attendance, return rates, adaptations used, barriers reported, and feedback on belonging. Use this information to understand what is working and what needs to change.

System change actions: 1–3 years: Embed inclusive monitoring into programme evaluation, funding reports, annual reviews, policy reporting, and organisational learning systems. Monitoring should lead to action, not just data collection.

Useful handouts: [Module 3](#)

Step 4: Build capability, coordination, and partnerships

Quick wins: 0–3 months: Identify who needs to be involved and name one person responsible for coordinating disability inclusion. Contact one local partner who can help with outreach, access advice, coach training, referrals, participant feedback, transport, or community trust. This might be a disability organisation, school, municipality, federation, community group, health service, university, or family network..

Medium-term actions: 3–12 months: Clarify roles and responsibilities between clubs, facilities, municipalities, schools, NGOs, disability organisations, federations, health services, and/or community groups. For example, a badminton club may provide coaches and courts, while a disability organisation supports outreach, access advice, and participant feedback.

System change actions: 1–3 years: Build a long-term local inclusion network with shared planning, referral routes, training, advocacy, communication, and review meetings. This helps disability inclusion become a shared responsibility, not the work of one person or one organisation.

Useful handouts: [Module 4](#)

Step 5: Strengthen policy, funding, and accountability

Quick wins: 0–3 months: Review one policy, funding form, facility plan, or programme plan and identify where disability inclusion is missing or unclear. For example, a funding form may ask about participation numbers but not about access needs, adaptations, support costs, or how persons with disabilities are involved.

Medium-term actions: 3–12 months: Turn inclusion commitments into clear actions, responsibilities, budgets, timelines, indicators, and reporting processes. Plan both low-cost actions and more resource-intensive changes, such as accessible changing rooms, adapted equipment, coach education, transport support, or long-term facility upgrades.

System change actions: 1–3 years: Embed disability inclusion into funding criteria, public-private partnerships, facility standards, accountability systems, long-term investment plans, and public reporting.

Useful handouts: [Module 5](#)

Final reflection

This roadmap is not a checklist to complete once. It should be reviewed regularly and updated as barriers change, new partners become involved, and persons with disabilities share feedback about what is working and what still needs to improve.

The aim is to move from isolated actions to sustained change, so disability inclusion becomes part of how sport is planned, funded, delivered, monitored, and improved.

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The member states of the European Union have decided to link together their know-how, resources and destinies. Together, they have built a zone of stability, democracy and sustainable development whilst maintaining cultural diversity, tolerance and individual freedoms. The European Union is committed to sharing its achievements and its values with countries and peoples beyond its borders.

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