



Disability Inclusion - Lead Archery Clubs

Introduction

Scottish Archery in partnership with Scottish Disability Sport (SDS) are looking to identify 3 Lead Clubs to drive forward inclusion with Archery and support the SDS regional setup throughout the country. Lead clubs will also strive to assist other clubs in their area to become more inclusive and offer help and support where required.

The aim of a Lead Club is to support inclusion within mainstream archery clubs by encouraging and supporting the inclusion of members of all ages and abilities.

Lead Clubs will highlight how inclusion can be supported and achieved by inclusive coaching, and how coaches can operate inclusively through an inclusion model. Training sessions are part of the wider pathway for athletes and players as we know and this is no different for children, athletes and players with a disability. The Sports Inclusion Model demonstrates the steps a club can take to be inclusive and support their club member with a disability to access the pathway in the same way as their non-disabled club member. Recognising good practice can be a starting point for action.

Background

Scottish Disability Sport's strategy Inspiring through Inclusion 2012 - 2017 sets the scene on how Scottish Disability Sport is going to work with many partners "to inspire through inclusion" and what impact they are going to make. Scottish Archery's Tokyo Cycle strategy 2017-2021 also strongly identifies Disability Archery as one of the key pillars to the organisation. Scottish Disability Sport will support inclusive practice within Scottish Governing Bodies and clubs throughout Scotland to:

- create a cohesive, ethical, inclusive and valued coaching system where skilled coaches support children, athletes and players at all stages of their development in sport by embedding inclusion in their policies and plans.
- work in partnership locally and regionally to implement inclusive national plans at grassroots and regional level

Context

What is Inclusive Coaching ?

In order for a club to be inclusive there is a need to have a shared understanding of inclusion and in particular inclusive coaching. Inclusive coaching is a collective term that encompasses coach education, coach development and delivery. It recognises and acknowledges that there are technical ('what' to coach) and generic ('how' to coach) elements. There is currently a difference between coaching philosophy (source: the UK Coaching Framework, Coaching Scotland and UKCC guidance) and current practice (what is currently delivered by UK coaches). There are nevertheless some examples of good practice where children, athletes and players with impairments are appropriately and effectively included within mainstream sport. Many coaches are however still unsure, and consider themselves to be unqualified to safely and effectively deliver sport to people with disabilities. The principles of athlete - centred coaching and delivery is embedded in coach education and consequently coaches should feel more confident about effectively delivering to a wide range of communities. Surprisingly and disappointingly many disabled children, athletes and players miss out on the opportunity to experience an inclusive environment.

Sports Inclusion Model (SIM)

The SIM is used to identify that it is everyone's responsibility to be inclusive.

Vision:

Our vision of inclusive coaching is where the accepted practice is for education, development and delivery opportunities to seamlessly include disabled children, athletes and players. The concept of 'inclusion' will however depend on a number of factors:

- the needs and requirements of the individual (preferred learning styles linked to communication, technical adaptation related to functional ability)
- aspirations (are they interested in competing?)
- commitment and skill (do they have what it takes to be a successful performance athlete?).

Examples of good practice in inclusive coaching

Sensory Impairment

When coaching a child, athlete or player who is deaf technical adaptations may not be relevant or will be minimal. Methods of communication may need to be considered to facilitate effective learning e.g. written & demonstrations rather than verbal instruction.

When coaching someone who is blind/partially sighted technical adaptation might be required and this is often linked with modifications to equipment e.g. coloured cones, lights or linking with a guide person.

Verbal communication is paramount as should be kept simple and very descriptive.

Physical Impairment

When coaching a child, athlete or player with a physical impairment the technical input may change. This will be linked to the individual's functional ability. The coach must establish how the athlete functions *by closely observing upper and lower extremities plus trunk*. They may have the same impairment but their functional ability may be very different. By gathering this information and consulting with the athlete, a coach can tailor their delivery style and technical adaptations to suit the athlete. Visual analysis is an essential element.

Learning disability

When coaching a child, athlete or player with a learning disability the technical information/input will be the same as for a mainstream athlete. The coach may need to challenge their preferred communication style to enable the technical input to be effectively delivered. Keep it simple and only instruct on one technical point at a time.

For clubs to be considered inclusive there are key areas within Governance, Education and Training, Coach Development and Competition Pathways to be considered.

Clubs should consider:

- policies and planning frameworks
- coach education programme and Continuing Professional Development (CPD) modules
- competition pathway

The club committee may take the following steps to embed inclusion:

- constitution will be updated to reflect the Equality Act 2010
- members will adopt an ethos of being inclusive
- members will contribute to put inclusion into practice
- Disability targets within the club development plan

- will support CPD opportunities for coaches to upskill and gain confidence and knowledge in disability archery

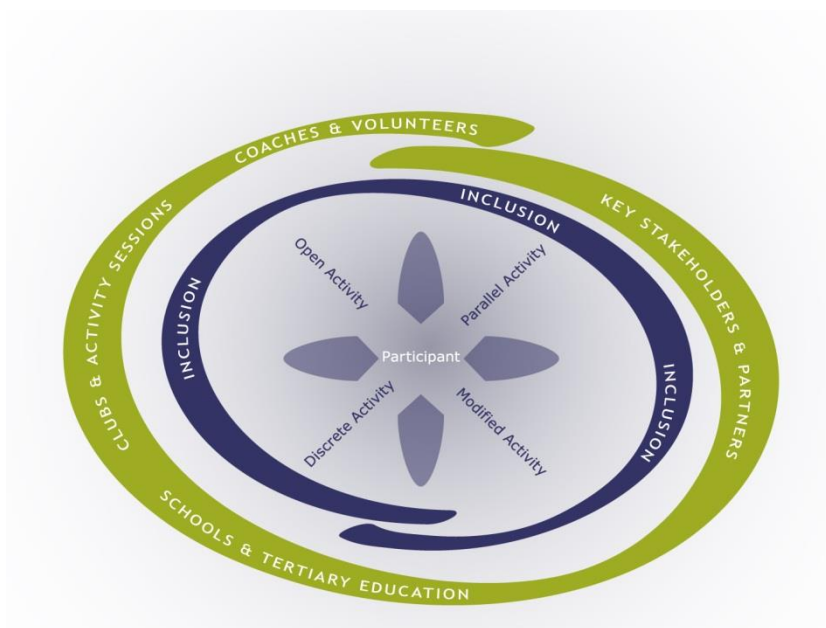
Inclusive sport offers **ALL** children, young people and adults with a disability the opportunity to realise their full potential in physical activity including sport by providing open, modified, parallel and discrete sports options appropriate to their individual needs abilities and environment.

Inclusive Coaching Guidelines

Clubs may be inclusive through using one or more aspect of the inclusion model within the guidelines below:

- effective communication techniques (communication skills)
- ability to adapt and modify (differentiation, adaptation and progression)
- focus on ability **NOT** disability (what they can do, instead of what they can't do)
- understand and use the coaching environment (appropriately modify and manipulate)
- health and safety

Disability Sport Inclusion Model



Training sessions for children, athletes and players with a Disability

Disabled children, athletes and players in clubs:

- suitably qualified coaches leading session
- relevant number of training sessions for athletes' needs
- inclusive training opportunities dependant on athlete's need through:-

- fully inclusive (open)
- parallel
- discrete section

Education & Training

Some Scottish Governing Bodies are working towards embedding coaching children, athletes and players with a disability within their sport specific qualifications and including questions within candidate assessments. Until this is the case many governing bodies offer add on modules and continuous professional development courses, (CPD).

CPD courses can play an important role in upskilling committee members, athletes, coaches and volunteers in being inclusive.

Scottish Disability Sport offers generic courses:

- UK Disability Sport Inclusion Training
- Online SDS Disability Awareness Inclusion Training – Theory (All Members)
- Classification (meet secretary, coaches)

Competition Requirements

Clubs should endeavour to ensure archers are:

- entered in appropriate competitions relevant to the archer's needs
- supported by a coach at local, regional and national disability competitions
- supported by a coach at local, regional and national mainstream competitions

Pathway

In order to ensure athletes, players and coaches realise their potential communication is important, club personnel and coaches may:

- liaise with the Scottish Disability Sport Regional Manager, and the sport specific regional manager regarding the pathway for all athletes/players and coaches
- promote the achievements of athletes, players and the coaches at the club
- be supportive of being offered the opportunity to be part of a regional coach support programme and/ or coach mentoring programme.

If you are considering becoming a lead club for disability archery further support and information is available from Scottish Disability Sport and Scottish Archery. Please contact alan.martin@scottisharchery.org.uk in the first instance.