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

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

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Checklist for clubs taking on volunteers

Before the volunteer starts their placement

☐ Ensure you have a Health and Safety policy in place
☐ Produce a code of conduct for the volunteer
☐ Ensure you have an up to date risk assessment for the activity
☐ Ensure the volunteer is covered by the club’s insurance policy
☐ Ensure you have a Child Protection and Safeguarding policy in place
☐ Identify what the key roles and responsibilities will be of the volunteer

When the volunteer starts their placement

☐ Give the volunteer a thorough induction to the club, this should include:
  o A welcome to the club
  o Health and Safety policy and procedures e.g. fire evacuations, first aid and injury reporting
  o Child Protection and Safeguarding policy and details of the safeguarding lead for the club
  o Equality and Diversity policy
  o Risk assessments for the activities / sessions
  o Information on confidentiality (if appropriate)
  o Outline of their roles and responsibilities – what is and is not expected of them
  o Volunteer Code of Conduct
  o Key members of staff / other volunteers at the club
  o Training on any necessary pieces of equipment and information on where to find any equipment required for the volunteer to carry out their role e.g. balls, cones, bibs etc.
  o Details of the complaints procedure if there are any grievances

☐ Collect the volunteer’s details, including; full name, age, contact details and emergency contact

☐ Provide the volunteer with a specific point of contact at the activities / sessions who can support them and they can go to with any questions

☐ If possible, buddy the volunteer up with another volunteer or member of staff who can support them

☐ Gain an understanding of the volunteer’s motivation for being involved in the sessions and aim to provide opportunities which align to this.
Ongoing throughout the volunteer’s placement

- Ask the volunteer for feedback / how the session went and involve in future planning
- Gain an understanding of the volunteer’s motivation for being involved in the sessions and aim to provide opportunities which align to this
- Provide encouragement and continually offer help / support
- Consider the English Federation of Disability Sport (EFDS) ‘10 Principles’ to support the retention of your volunteer
- If relevant provide the volunteer with details of appropriate training courses for their own further development
- Recognise their involvement and contribution – this does not need to be an expensive process, simply saying thank you means a lot!

Taking on volunteers at your club / opportunity

Before you take on volunteers at your club it is important that you have a number of policies and procedures in place. Many of these documents are important for the general running of a club and so it is likely that you will already have them. Below is information about the key policies and procedures you need, why they are important and where to find examples for producing your own:

Health and Safety Policy
A health and safety policy is integral to the safe running of a club and demonstrates a commitment to good practice. It covers aspects such as risk assessment, participant details and consent forms, what to do if an incident should arise and who to contact regarding health and safety.

For health and safety guidance and to download a template please visit:


Risk Assessment
Your activities should be covered by a risk assessment which identifies what the potential risks are and procedures to remove or manage them in order to ensure your club is safe for participants and volunteers. A risk assessment should cover the venue, equipment and the activities you are undertaking to ensure they are fit for purpose and should be continually reviewed and updated.

For guidance on what should be included in a risk assessment, how often it should be reviewed, what happens if risks are identified and for a template please visit:

**Child protection and safeguarding**

“Safeguarding refers to the process of protecting children (and adults) to provide safe and effective care. This includes all procedures designed to prevent harm to a child.” (Child Protection in Sport Unit, July 2014). Everyone involved in the delivery of activities has a role to play within safeguarding and therefore it is essential that all club members are aware of your safeguarding policy. This should cover; how to report a concern or disclosure about poor practice, who to report incidents or concerns to, guidelines around collection of young people and if necessary guidelines on physical contact with participants.

*For more information about safeguarding please visit:*


**Code of conduct**

A code of conduct is important to set standards of what is expected from all staff, volunteers, coaches, officials and participants in the club. It may cover topics such as child protection, health and safety, working relationships with participants and promoting fair play etc.

*To download some example codes of conduct please visit:*


**Insurance**

Your activities should be covered by an appropriate level of insurance. This should include coaches, volunteers, officials, parents, spectators and players and may be available through affiliation to your National Governing Body of Sport (if relevant).

*For top tips and guidance about insurance please visit:*

Top tips for volunteers delivering inclusive activity sessions

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

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

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

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

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

Use the STEP tool and Inclusion Spectrum

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

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

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

Focus on what a participant is able to do

When you are delivering an activity to a person with an additional support need, do not worry about the detail of their impairment. Instead, spend time getting to know what the participant is able to do and plan your activities around this.
Ask
Don’t be afraid to ask a person with an additional support need what would work best for them and involve them in your planning to ensure they will be fully included.

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

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

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

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

<table>
<thead>
<tr>
<th>Words to use</th>
<th>Words not to use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person with a disability</td>
<td>The disabled or invalid</td>
</tr>
<tr>
<td>Person without a disability</td>
<td>Able-bodied or normal</td>
</tr>
<tr>
<td>Wheelchair user or person who uses a wheelchair</td>
<td>Wheelchair bound or confined to a wheelchair</td>
</tr>
<tr>
<td>People with learning disabilities</td>
<td>Mentally handicapped</td>
</tr>
<tr>
<td>Hearing impaired or deaf person</td>
<td>The deaf</td>
</tr>
<tr>
<td>Visually impaired or blind person</td>
<td>The blind</td>
</tr>
<tr>
<td>Living with (specific medical condition)</td>
<td>Suffers from (specific medical condition)</td>
</tr>
<tr>
<td>Specific requirements (say what these are)</td>
<td>Special needs</td>
</tr>
<tr>
<td>Accessible toilet</td>
<td>Disabled toilet</td>
</tr>
<tr>
<td>Blue badge holder parking</td>
<td>Disabled parking</td>
</tr>
</tbody>
</table>
Do’s and Do Not’s when delivering activities to people with a disability

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

Do:

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

Do not:

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

Further information

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

Learning disability:

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

Hearing impairment:

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

Visual impairment:

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

Physical Disability:

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

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

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

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

1. I will help to promote positive attitudes towards disabled people.
2. I will display high standards of personal and professional behaviour at all times, providing a positive role model for the people in my care and other people (this includes my use of social networking sites).
3. I will respect the differences between everyone in terms of age, gender (including transgender), race, ethnic origin, nationality, colour, religious beliefs, political belief, sexual orientation or disability.
4. I will not smoke, drink alcohol or use banned substances while working, for the duration of my role and responsibilities at an event.
5. I will respect the dignity and rights of every individual in my care and all other individuals and promote their welfare and individual needs.
6. I will aim to increase participation in physical activity.
7. I will help to develop inclusive practice.
8. I will strive to empower others to deliver activities in their local communities.
I understand what the role of my organisation is in relation to taking on volunteers. I will strive to provide the volunteer(s) with the best possible volunteering experience, utilising the volunteers’ skill set and abilities to their full potential. I will ensure that I understand the volunteers’ needs and fit them to a role that is right for them, creating a positive volunteering experience.

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

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

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

**A volunteer should not be expected to:**

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

Printed Name

Signature

Date
Top tips for Inclusive Futures
Coordinators

- Use a wide range of different channels to recruit volunteers; both face to face e.g. university fairs and schools, and electronic e.g. social media and email contact.

- Don’t underestimate the importance of presenting to groups of people – the more people you speak to, the more who will get involved!

- When trying to engage schools or groups in the programme, aim to have one lead contact that you can liaise with e.g. one teacher or coach.

- Get to know your volunteers, find out what they want to get out of the programme and find opportunities which relate to this.

- Go to events / first volunteering sessions with your volunteers to introduce them to relevant people and help them feel at ease.

- Look for sustainable means of recruiting volunteers e.g. local youth groups. Youth Groups have large numbers of young people that are often well connected to the local community and keen to get involved in volunteering. By providing training and support to older youth club participants you can contribute towards an inclusive environment and enable younger members to learn from more experienced members over time.

- Offer a reward and recognition scheme to support volunteer retention. In London the rewards change every 4-6 weeks and have included free tickets to watch the NEC Wheelchair Tennis Masters.

- Offer committed volunteers a progression pathway. London volunteers have the opportunity to train as a ‘Team Leader’ which enables them to develop.

- Connect being involved in Inclusive Futures volunteering with a training opportunity e.g. Sainsbury’s Inclusive Community Training / inclusive sports workshops. This enables volunteers to learn about inclusive opportunities and then apply what they learnt in a practical environment, often meaning they feel more confident and get more out of the programme.
• Send all volunteers a regular newsletter with details of past and upcoming events, training courses and new volunteering opportunities. This will ensure all volunteers feel part of the programme even if they are not able to volunteer on a weekly basis. In Belfast, this newsletter is sent out via MailChimp which enables you to track who has opened the email and what links they have clicked on.

• Arrange events and awareness days in schools and community settings which are delivered by volunteers. In Belfast a disability awareness day has been arranged in a local Youth Club. The volunteers who will be delivering the awareness day have each chosen a sport to deliver and been linked to a relevant club so they can gain at least three sessions experience delivering this activity prior to the event.

• Consider the sports volunteers would like to be involved in. Do they only want to volunteer in their own sport? If so, is there an opportunity for them to both volunteer and train at the same club? In Belfast, working with the local wheelchair basketball club and participants of the Wheelie Active Club run by Inclusive Futures volunteers, they have relocated so that both clubs run on the same day at the same venue. As a result, a number of the young wheelchair basketballers are now volunteering on a rotational basis at the Wheelie Active Club prior to their own training.
Welcome to Inclusive Futures!

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

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

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

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

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

Good luck!

Alison Oliver
Chief Executive
Youth Sport Trust
Welcome to Inclusive Futures!

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Since the programme began in 2014, Inclusive Futures has recruited over **1,000** young volunteers who have volunteered at major sporting events, as well as playing an important role in delivering sport and physical activities in local sports clubs. The programme has had a huge impact with **89%** of volunteers reporting that they are now more likely to participate in sport and physical activity and over **70%** saying they ‘strongly agreed’ that they were more likely to participate in volunteering in the future.

Barry Horne, Chief Executive of the English Federation of Disability Sport, a partner of Inclusive Futures in England, said “All young people, disabled or not, should have the opportunity to develop as volunteers. Inclusive Futures is a great programme and plays a crucial role in challenging perceptions and boosting disabled people’s confidence.”

**By providing volunteering opportunities for Inclusive Futures volunteers your organisation is helping to contribute towards an inclusive future for your local community, as well as providing the opportunity for the young people to develop and demonstrate important life skills**

**Thank you for being part of Inclusive Futures.**

Alison Oliver  
Chief Executive  
Youth Sport Trust  

Barry Horne  
Chief Executive  
English Federation of Disability Sport

![Logo](image-url)
Case Study - Sophie Churchill

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

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

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

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

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

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

Working with Kate has inspired Sophie to move out of her comfort zone and take up more opportunities and she is delighted to have been awarded with a place at the Inclusive Futures residential National Camp in Loughborough.
As a result of the Inclusive Futures programme Kate is now playing one hour of tennis each week with Sophie and is much more confident in herself and in her sporting abilities.

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

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