

# LEADING the WAY

*Developing  
young disabled  
people through  
sports leadership  
and volunteering*



## Thank you to key people

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Cedars Specialist Sports College  
CP Sport  
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Ellesmere Specialist Sports College  
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## About this guide

This resource is aimed at those responsible for the development of sports leadership and volunteering opportunities including School Sport Partnerships, Sports Colleges, County Sport Partnerships, National Governing Bodies, National Disability Sports Organisations and those within the Youth Services. This resource explores the impact on young disabled people, and through case studies seeks to identify key questions and ideas to develop high quality sports leadership and volunteering opportunities for young disabled people.

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## Introduction

**Sport education, leadership and volunteering are a key part of the Governments Physical Education and Sports Strategy for Young People (PESSYP\*). For many young people sport and physical activity can provide a learning environment that is stimulating, motivating, inspirational and fun. This resource considers examples of good practice across a variety of agencies and links to the Step into Sport framework. Although sport and physical activity provide the focus of the opportunities within the resource, the experiences and opportunities can be related across a variety of wider policy areas.**

For many young disabled people their first experience of sports leadership is through Physical Education (PE) and school sport. For some this may be part of their PE curriculum with young people leading their own development and that of small groups/classes. For others it can involve volunteering in both school (e.g. Playground Activity Co-ordinators) and/or wider learning experiences within school (e.g. volunteering at a club/school festival). For those, who have the desire to progress further it can form part of a wider applied

learning experience through community based experiences such as external work related opportunities and wider community volunteering.

Regardless of the experience, sports leadership drives personal change within young disabled people, this could include improvements in self confidence and self esteem which in turn can impact on other areas including literacy and numeracy. In addition sports leadership can provide an achievement and accreditation route-way ensuring young disabled people can be recognised formally alongside their non-disabled peers.

Sports leadership and volunteering can further develop the skills of young disabled people to promote social cohesion and economic wellbeing. Through volunteering and leadership young disabled people can develop the skills, aptitudes and confidence to play an active role within wider society and in doing so become inspirational figures that challenge peoples' perceptions of disability. For others they can develop an advocacy role through their needs/the needs of disabled people and supporting advisory bodies through contributing to wider society itself.

# The impact of sport education, leadership and volunteering on young disabled people

The young leaders interviewed for this section have been involved in various leadership and volunteering initiatives either within their school or college as well as within a community setting. For many of them leadership and volunteering has contributed to the way they view sport.

These leaders came from a variety of backgrounds in terms of their past experiences in sport, as well as their academic and social background. A common theme that runs throughout is the impact that leadership and volunteering has had on them in terms of the opportunities it has opened to them as well as the skills they have developed through it.

Each case study follows the different pathway that each leader has taken, highlighting the flexible approach that needs to be adopted when identifying the right leadership opportunities for each individual as well as how developing initiatives in partnership with other agencies can support the development of these opportunities.

## The young leaders

Kerry is completing her transition year between Ellesmere Specialist Sports College in the Lancaster School Sport Partnership and Leicester College. She is a Young Ambassador and plays football for her local team. Kerry is also part of the army cadets.

**“** We do a lot of activities and often take turns in leading groups involving organising my team and giving out instructions. I have been involved in the Cadets for two years now, it has helped me gain a lot of confidence and I have made a lot of new friends.

**“** I would like to help others now in their placements.

### Kerry



#### Sport Education

Through school Kerry was involved with organising and delivering a TOP Sportsability event to primary schools within the partnership. She has also been involved in leadership roles supporting younger students within her school.

#### Leadership Awards

Kerry has completed the Leicester Tigers Leaders award through school and the Sports Leaders UK (SLUK) Level 1 award through an Out of School Hours Learning (OSHL) opportunity delivered at Ellesmere Sports College. In 2007 she attended the National Step into Sport camp and completed the Junior Rugby League award.

#### Volunteering

Kerry has volunteered in the army cadets where she has been responsible for organising events such as team building. She also volunteered at the Leicester-Rutland Youth Games and triathlon events over the summer. This year Kerry started volunteering at her local football club where she is also a player.

## The young leaders

Scott attends Ashfield School in the Leicester City School Sport Partnership. He is involved in playing various sports; swimming, rugby, bowls and football as well as boccia, which he plays competitively at a local and regional level. Scott recently attended the Norwich Union mini-games, winning two gold medals in zone hockey.

“ I only had PE once a week before I started doing my leadership course. Before this course I was thinking about a career in computers, now that I’ve done leadership I’m thinking about getting into a career in sports leadership because it’s something I enjoy and job satisfaction is important. If you didn’t have job satisfaction you’d be bored.

“ I would like to do (more awards in) wheelchair rugby and basketball. I want to inspire other people to do sports. I think that you can motivate people in any sport and fire people up in that sport.

### Scott .....



#### Sport Education

Scott plays a variety of sports including rugby, football and bowls. Within school Scott has volunteered at a lunch time club as well as helping to organise a football event within school.

#### Leadership Awards

Scott has completed his Level 1 SLUK award through an OSHL opportunity at Ellesmere Sports College and the Boccia Young Officials award through the Leicester – Rutland County Sport Partnership (CSP). He attended the 2008 National Step into Sport camp at Loughborough where he completed the Rugby Football Union Leaders award.

#### Volunteering

Apart from volunteering within school Scott is also linking in with the local boccia league to support with organising and officiating.

## The young leaders

Georgia attends Cedars School Sports College within the Gateshead and Whickham School Sport Partnership. Georgia has represented the North East at national level in both boccia and athletics at which she has won several gold and silver medals over a number of years. Georgia is a member of Gateshead Kestrels Multi Sport club from which she trains, competes and takes a leadership role.

“ I have always enjoyed PE and sport. I enjoy the challenge of being actively involved at all levels as both a competitor and an official. The leadership roles I have taken have helped me to become much more confident in my ability to make decisions and perform under pressure.

“ I intend to take further leadership awards including the Athletics Young Officials award and to remain active in sport in Further Education. I believe I am a good role model and motivator in encouraging sport to be inclusive at all levels.

### Georgia .....



#### Sport Education

Georgia plays a number of sports including athletics and boccia and has recently completed a GCSE in Physical Education (PE).

#### Leadership Awards

Georgia has completed her Level 1 SLUK award and the Boccia Young Officials award. She is a Sports Ambassador for the School Sport Partnership (SSP) and has attended and spoken at a number of events on behalf of the partnership including conferences and festivals. Georgia is also an active member of the Student Council.

#### Volunteering

Georgia assists in organising sporting events in school at which she also officiates. Georgia also volunteers as a Boccia Official for Disability Sport Events (DSE) at regional and national competitions.

Casey attended Westcroft Sports and Vocational College in the Wolverhampton School Sport Partnership. She is involved in a wide range of sports including athletics, netball and basketball. She also trained at Wolverhampton and Bilston Athletics club as part of the school's Gifted and Talented programme.

“ My confidence has increased so much over the last two years and I have learned a lot. I feel much more able to work with groups of children on my own and feel I can now plan for different sessions and make them fun for the children.

“ I now also work for Especially Happy Holidays and for the Looked After Children group after school and in the holidays. I hope to do my NVQ Teaching Assistant qualification soon.

### Casey .....



#### ..... Sport Education

Within school Casey has had various volunteer roles including supporting a lunchtime programme and running Huff and Puff and Rain-dance activity clubs.

#### ..... Leadership Awards

Casey has completed her Level 1 SLUK award, Duke of Edinburgh Bronze award, Level 1 Orienteering award and is also a Sports Leaders UK tutor.

#### ..... Volunteering

Casey had various volunteer roles while a pupil at the school and has continued her volunteering since being employed by Westcroft. She has been a regular member of staff for 'Especially Happy Holidays', a company founded within the SSP which provides Easter and Summer activity programmes for children with special needs across the city.

# Ensuring sport education, leadership and volunteering opportunities – a strategic partnership approach

Leadership and volunteering is an important component of each of our agendas, our industry is dependant on volunteering and volunteers. It is important that we ensure that we are providing leadership and volunteering opportunities to a diverse population, therefore reflecting the whole community. The next part of the resource looks at each agencies potential contribution and highlights good practice case studies to support those wishing to develop sport education, leadership and volunteering opportunities.

# Introduction

## How does sport education, leadership and volunteering support wider pupil outcomes and link to local needs?

The Government commitment to Physical Education (PE) and sport was further endorsed in July 2007, with an additional investment and the creation of the 'five hour offer'. This offer looks to establish the provision of two hours of high quality PE and sport per week for every child aged 5-16 years old within school and three hours per week beyond the curriculum including sport within the community setting. In addition, there is an entitlement to offer at least three hours of sport per week for young people aged 16-19.

Whilst the key focus of the national strategy is on the development of high quality PE and sport, the impact on young people is wider and supports the five outcomes of every child matters. Through sport education, leadership and volunteering young disabled people:

- Can deliver activities to a group and through this develop their communication skills and understanding of the need to access opportunities in a safe way for both themselves and the participants.
- Can contribute to a team and lead group activities and in doing so develop their personal and social skills alongside a greater sense of personal responsibility.

- By accessing leadership and coaching accreditations they can achieve additional qualifications, which can lead to employment opportunities.
- By becoming role models to others they can change the perceptions of other young disabled and non-disabled people who they are leading and therefore contribute to increased social inclusion.



Sports leadership and volunteering can therefore both engage young disabled people in PE and sport whilst also contributing and supporting a wider agenda – the Government Public Service Agreements (PSAs):

**PSA 22:** Deliver a successful Olympic and Paralympic Games with a sustainable legacy and get more children and young people taking part in high quality PE and sport

**PSA 10:** Raise the educational achievement of all children and young people

**PSA 11:** Narrow the gap in educational achievement between children from low income and disadvantaged backgrounds

**PSA 12:** Improve the health and wellbeing of children and young people

**PSA13:** Improve children and young people's safety

**PSA14:** Increase the number of children and young people on the path to success

**PSA 21:** Build more cohesive, empowered, active communities

Every Child Matters outcomes:

- Be Healthy
- Stay Safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

# Introduction

## How can the national step into sport framework provide a catalyst for local working?

Step into Sport is part of the Governments Physical Education and Sports Strategy for Young People (PESSYP) and is managed by both the Youth Sport Trust (YST) and Sport England, with the supporting partners of Sports Leaders UK (SLUK).

The Step into Sport framework below relies on three 'simple' steps, and although the diagram could be considered as sequential and progressive against age ranges a more inclusive interpretation is to consider the ability and desire of the young disabled person to undertake the following three steps:

### Step-ON

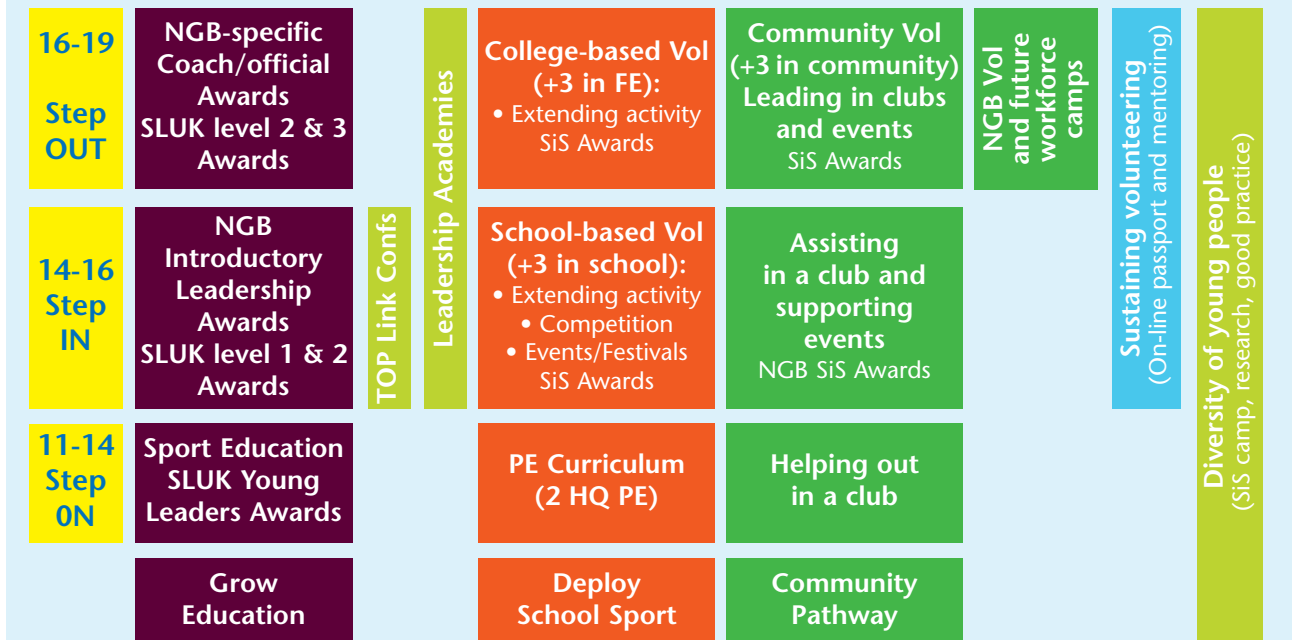
Step-ON (sport education) is a person centred approach based on young disabled people planning, managing and developing their own activities be that in PE or sport. For example, leading a sporting activity, being a referee for a small game, helping out in a club, working with a coach/leader as a support assistant, supporting the delivery of the activity or deciding what games or activities to play.

Young disabled people at this level may be accessing some form of sport or generic sports leadership qualification ranging from Sports Leaders UK Young Leaders award through to AQA, Mencap and Duke of Edinburgh awards.

SEE SECTION 1 –  
The young leaders PAGES 2-6

## Step into sport pathway 2008-11

Pathways into careers and lifelong volunteering as a:  
Coach, Official, Event Volunteer, Team Manager, Sports Admin, IT and Media



## Step-IN

Step-IN is the first step into ACTIVE volunteering and leadership and whilst this may still include activities under Step-ON the change is to one where the young disabled person may either be gaining a leadership or coaching qualification, and where:

- In a school setting the young disabled person is taking up a position in a defined leadership role such as being a playground leader supporting others and organising games and activities, organising intra school activities such as the annual sports day, or inter school events such as being a boccia referee in a sports festival/event. This could be provided through a joint area of school sport such as with a link with a partner school, through after-school activity via the Extended Schools Co-ordinator, or through a 'series' of sessions aimed at preparing young people to deliver a multi-sport event (including TOP Link or TOP Sportsability festival).

**CASE STUDY**  
Introducing leadership using a partnership award PAGE 20

- In a community aspect the young disabled leaders could be taking wider roles such as the delivery of aspects of the session, undertaking aspects of administration, being an umpire, being a buddy or assisting with the preparation for a session.

**CASE STUDY** Using buddies to support leadership and volunteering PAGE 30 and 31

## Step-OUT

Step-OUT is aimed at young people aged 16-19 and whilst at this level young disabled leaders are expected to extend their accreditations into National Governing Body (NGB) awards and higher leadership qualifications this may not be the case for all young disabled people. The key aspect in this part of the pathway is the move to more formal and defined leadership experiences in the community and could include an applied learning opportunity in a community sports club or a disability multi-sport club, a defined community placement through a County Sport Partnership (CSP), charity or youth organisation, or the young person taking on more challenging leadership aspects such as co-ordinating aspects of activities for cohorts of other participants, coaching others, and leading activities.

**CASE STUDY**  
Developing young disabled sports leaders PAGE 24

**CASE STUDY**  
Step into Sport and Riding for the Disabled PAGE 32



## How can organisations use the step into sport framework to drive local development?

As a school PE teacher, School Sport Co-ordinator (SSCo), Local Authority Sports Development Officer (SDO), a member of a voluntary club or part of a youth organisation there are four steps to ensuring high quality opportunities are available to young disabled people accessing the step into sport framework:

- Considering your own existing aspect of work and how it can support young disabled people to access the experience, and if young disabled people are in a participating role accessing activities how can this experience be changed to empower young disabled people to contribute to this experience in either an informal or more formalised way?

**CASE STUDY**  
Boccia Young Officials project PAGE 45

- Consider a young disabled person's progress through a leadership and volunteer framework including: Horizontal experiences – opportunities to participate in leadership experiences across a variety of settings; and Vertical development – how each layer and experience can challenge and extend the skills and abilities of the young disabled person. Having done so are there areas

where there needs to be new experiences and opportunities created? If so who locally could assist you in developing these additional opportunities?

- A framework to promote joint working between partner agencies on the provision of opportunities through considering areas of duplication and overlap, but more importantly gaps in the provision and access to opportunities by young disabled people.

**CASE STUDY**  
A partnership approach PAGES 12 and 13

- If there are a range of opportunities available and being accessed a key question might be around the quality of this experience and how it challenges those who show higher levels of ability and a desire to access into sport as a career and opportunity into employment.

**CASE STUDY** Linking in with ex students to deliver leadership at your school PAGE 21

**Please use this leadership and volunteering resource to challenge your existing provision to ensure that young disabled people have an opportunity to demonstrate and develop their skills and attributes through sports leadership and volunteering opportunities.**



## A Partnership Approach – Northamptonshire

## A Partnership Approach – Northamptonshire

### THE PARTNERS

Disabled Youth Services  
Disabled Youth Group Co-ordinator

County Sport Partnership Equity Manager and  
Sporting Volunteers Co-ordinator

Northampton Town Football (Football in  
the Community) Community Sports Coach

Northampton Partnership Special Schools'  
School Sport Co-ordinators

### THE NEED

- Northamptonshire County Council Disabled Youth Services co-ordinates seven youth groups across the county.
- Each youth club delivers the Youth Curriculum Wheel through a commitment to a service level agreement. Therefore every session needs to be targeted to deliver a certain outcome of the curriculum, for example citizenship or personal health.
- To justify funding each group needs to deliver on certain Key Performance Indicators (KPI) such as accreditations, which include ASDAN and Mencap Gateway awards. The Youth Services use National Youth Achievement awards to support the delivery of their curriculum and recognise members achievements. This differs from the County Sport Partnership (CSP) who use Sports Leaders UK (SLUK) awards and work through the Step into Sport programme.
- Sport has been highlighted as one of the vehicles used by youth groups to engage and develop youth club members. However due to restrictions in funding, youth leaders were not able to access training and accreditation in sport. Additionally there were no links to the mainstream sporting structure in terms of opportunities, products and programmes. The majority of group leaders normally come through the pathway of ex members or parents.

- The CSP wanted to develop a project which targeted young disabled people and raised the number of young leaders accessing their Step into Sport conferences and Leadership Academies.
- They needed to identify where the target audience was and the best way to make contact with them as well as find a creative approach in terms of staff time to deliver leadership opportunities.
- They were able to access their target audience through linking in with the Youth Services and in doing so introducing them into the mainstream sporting structure, programmes and initiatives available.

- Northampton Town Football Club Community Coach identified leadership as a possible avenue for delivering the equity agenda to local special schools.

- Special schools wanted to introduce and increase the number of their pupils accessing leadership and volunteering opportunities.

“The project worked because of a good networking structure and support from all agencies.”

Equity Manager,  
Northamptonshire  
Sport

### TOP TIP

*Look what initiatives are out there and pick what fits best, in this project it was Step into Sport*

### WHAT THEY DID

- The CSP approached the Disability Youth Group Co-ordinator in the county council to identify the needs of the Youth Services and spoke to a variety of partners to develop a project plan to fit best for all needs.
- The CSP brokered meetings with the Youth Services highlighting the SLUK tutor training as well as possible funding opportunities to develop leadership programmes.
- The Community Sports Coach (CSC) linked in with the CSP based on similar leadership initiative and funding opportunities. Both Football in the Community (FiTC) CSC and the CSP applied for the funding to develop leadership opportunities as well as access free SLUK tutor training.
- The Community Sports Coach, four school staff, three Youth Leaders and the Community Project Leader of the Regeneration Project accessed the free SLUK tutor training days.

### WHAT EACH PARTNER PROVIDED

- A captive audience of 180 young disabled people.
- A community volunteering opportunity in a familiar environment for their members.
- Staff that understood SLUK awards.
- Support for the Youth Services in terms of information into the mainstream sport setting as well as funding opportunities.
- Strategic approach for wiring up all agencies.



- The knowledge and links of both the Community Coach and the CSP made it possible to link pupils from the school to the youth club and vice versa. As the main cluster of special schools in Northamptonshire is Northampton based with a supportive School Sport Co-ordinator (SSCo) structure this made the linking up easier.
- The FiTC CSC linked in with the Northampton based special schools to deliver the Level 1 SLUK award to 35 young people between the ages of 13 and 16. The sessions were delivered over a five week period in three hour blocks and were delivered over a mixture of school time within Physical Education (PE) classes and Out of School Hours Learning (OSHL) opportunities. The timetabling of these sessions were co-ordinated between the Community Sports Coach and the School Sport Co-ordinators.
- As youth leaders also attended the SLUK tutor training day they were able to further develop leaders skills when they attended the youth clubs of an afternoon and provide a volunteering opportunity for their members to further develop the leadership skills covered in the course delivered in the schools.

- Staff support for the delivery of the awards.
- Community club knowledge for volunteering opportunities.
- Provision of administration for completion of the awards.

- An opportunity to deliver leadership awards within curriculum time.
- Provision of venue and equipment.

### Impact

- Raised awareness of the need to further develop young people using leadership and volunteering in general.
- 35 young disabled people completed the Level 1 SLUK award.
- 15 young people are starting their Level 2 SLUK award.
- An increase in quality of sports provision delivered by the Youth Services as well as linking the sector closer to the community sport sector.
- All partners delivering their agenda through a creative strategic approach.

# Specialist Sports Colleges, School Sport Partnerships, Schools, Higher and Further Education Centres

If you are a teacher, School Sport Co-ordinator, Director of Specialism, Competition Manager or Partnership Development Manager you are probably reading this because you want to introduce leadership in your school/partnership or further build on the current leadership work you are doing.

## Some thoughts . . .

- ❓ Do you want to introduce leadership opportunities but don't know where to start?
- ❓ Do you have pupils which you need support with including in leadership opportunities within school?
- ❓ Do you currently provide leadership opportunities for young people but want to provide volunteering placements as well?
- ❓ Do you link in with other schools or partnerships in providing leadership or volunteering opportunities?
- ❓ Are you aware of pupils already volunteering outside of school?
- ❓ Do you want to find more community based volunteering opportunities for your young disabled leaders?

## Do you want to introduce leadership opportunities but don't know where to start?

Here are some questions you may have:

- Which award will we deliver?
- Who will deliver it?
- When will it be delivered?

## Which award will we deliver?

### Sport specific and generic leadership awards

There are many leadership awards available both sport specific and generic. The most common awards used as part of Step into Sport are the Sports Leaders UK (SLUK) awards, in particular the Level 1 and Level 2 Sports Leaders award and the Young Leaders award. Additionally National Governing Bodies of Sport (NGB) offer introductory leadership awards and specific coaching/officiating awards relevant to their sport. However these are not the only awards available or the only awards that can be utilised by your leaders to develop skills. There are a variety of other sport specific and generic leadership awards available which may be more suitable for some of your leaders needs and that also develop generic leadership skills and acknowledge volunteering hours undertaken, such as ASDAN awards. It's about choosing the right award that best suits your leaders and will have the biggest impact on them. There are also awards available from SLUK that precede the Level 1 and Level 2 qualifications which may be a more appropriate introduction point for young leaders.

## Which award is the right award to suit all the needs of my group?

The common theme between all awards is that they all cover the basic principles of leadership, such as communication, planning and organisation. As this is the case it is common for a school to deliver two or three awards at the same time by only delivering one scheme of work around leadership. The differentiation occurs in the progression of each leaders skills and therefore at what level they are demonstrating their competence in that skill, this then establishes which award they obtain.



## How do I know which award is the right one?

There is always an element of an introduction period to any course to establish the needs of the group. One school in particular used a School Sport Partnership (SSP) award as a way of introducing leadership, gauging leaders needs and levels. It also provided a formal recognition as all leaders received the Partnership Leaders award at the end of the course.

**CASE STUDY** *Introducing leadership using a partnership award* PAGE 20

## Information

For more information on leadership awards available you can visit the following sites or look at the following documents:

- SLUK and NGB awards – Step into Sport 'Awards for Young Sports Leaders' brochure.
- Other generic or sports specific leadership awards – [www.youthsporttrust.org/inclusion](http://www.youthsporttrust.org/inclusion)
- Other generic or sports specific leadership awards – See 'Leading the Way' posters section.

## Who will deliver it?

The pupil to tutor ratio required to deliver an award and ensure support to develop leadership skills and the impact that might have on the PE department will be different for each course depending on group size, location and pupils needs. The following are some ideas that special schools have tried in order to support leadership within their school:

- Link in with support staff whether it be Teaching Assistants or other Adults Supporting Learning (ASLs) to support the delivery of the leadership awards. Some schools have sent support staff to SLUK tutor training days, the support staff member has then either been the lead tutor on the course or a support to the lead tutor.
- If you have been delivering leadership within your school for a while you may have a pool of past and current students who have experience in leadership and can add value and support to your leadership course.
- You may be able to engage with parents of the school, who have some experience in sports coaching.

**CASE STUDY** *Linking in with ex students to deliver leadership at your school* PAGE 21

- If the PE department doesn't have the capacity to deliver a leadership course you can link in with a Community Coach to support or lead the delivery of the course.
- If there are existing leadership awards in partner schools a link could be made to those schools or alternatively your school could develop a hub site of leadership in your partnership or county, therefore pooling all resources available.

**CASE STUDY** *Developing a leadership hub site* PAGES 22 and 23

- There may be students completing their Level 3 Sports Leaders award from partnership schools who could support the tutor to deliver leadership or act as a buddy for the young leaders, whilst at the same time fulfilling their volunteering hours for their award.

## When will it be delivered?

Within a special school there may be more flexibility within the curriculum, so therefore more opportunity to include leadership within curriculum time. However some other options for timetabling leadership courses may be:

- Lunch time clubs.
- Out of School Hours Learning (OSHL) clubs, (either sport specific or generic leadership club).
- Multi Skill and Multi Sports clubs.
- External location (National Governing Bodies (NGBs) clubs or another school).

**CASE STUDY** *Delivering leadership using a parallel curriculum* PAGE 25

## Do you have pupils which you need support with including in leadership opportunities within school?

The following are some generic ideas and resources that are available to support you with the inclusion of all leaders:

- Contact your School Sport Co-ordinator (SSCo) or Partnership Development Manager (PDM) and see if other mainstream or special schools within your partnership are delivering leadership opportunities.
- Contact your Regional Sports Leaders UK Officer to ask if there are any dedicated or inclusive leadership awards delivered in your area.
- Attend training that is aimed at teachers and coaches for including disabled people either sport specific or generic.
- Access resources available to support the delivery and adaptation of leadership awards as well as physical activities and sports.

## Information

For information on training and resources see:

- [www.efds.co.uk](http://www.efds.co.uk)
- [www.youthsporttrust.org/inclusion](http://www.youthsporttrust.org/inclusion)

## Do you currently provide leadership opportunities for young people but want to provide volunteering placements as well?

Having the opportunity to use and develop leadership skills learnt during an award in a volunteering capacity is an important part of the leadership development pathway. Many schools provide volunteering opportunities within the school or set up by the school, either as a starting point for their leaders or because they feel that the best quality placement for their leaders is within a school setting. Step into Sport highlights the availability of both school and community deployment, therefore allowing the flexibility to select the right environment for your leaders to develop their skills in a volunteering capacity and log their volunteering hours. Within school, leaders may have the option of volunteering within lunchtime clubs, at OSHL clubs and festivals, or external placements such as linking in with a partner school or local organisations. The two case study links below highlight two different approaches.

**CASE STUDY** *Developing young disabled sports leaders* PAGE 24

**CASE STUDY** *Introducing leadership using a partnership award* PAGE 20

## Do you link in with other schools or partnerships in providing leadership or volunteering opportunities?

A key solution that has been raised as a strategy to manage time constraints as well as budget constraints that a school or PE department may have in delivering a leadership course, is to link in with other schools within the partnership or even the county and pool all partners resources and skills to develop a leadership hub site as an OSHL option where leadership can be delivered.

**CASE STUDY** *Developing a leadership hub site* PAGES 22 and 23

## Are you aware of pupils already volunteering outside of school?

Whether within a mainstream or special school do you have any provisions in place which highlight if a pupil participates in any sport or physical activity outside of school? Many young disabled people may attend clubs or take part in events provided by National Disability Sports Organisations (NDSOs) or Disability Organisations that provide sport or physical activity provisions, such as Riding for the Disabled.

If your pupil either participates and/or volunteers at a club there are a few options you can take to ensure they can use that volunteering experience to be part of Step into Sport. There is a section within the resource on National Disability Sports Organisations and how they can be involved in Step into Sport, however from a school or partnership perspective you can engage with the National Disability Sports club to further develop links with them and identify future volunteering placements, therefore supporting both partners agendas. A couple of ideas are to:

- Link your NDSO club with the local County Sport Partnership (CSP) or Sports Development Officer (SDO) for the chosen sport so they can become part of the mainstream sporting structure or obtain their NGB's Clubmark if they haven't already.
- Link in with the staff at the club to support the delivery of a leadership award or NGB coaching or officiating qualification.

Additionally there is an example of how one partnership linked in with the youth club structure to work in partnership and deliver leadership awards through Step into Sport.

**CASE STUDY** *A Partnership Approach – Northamptonshire* PAGES 12 and 13

## Information

For information on NDSOs see:

- [www.efds.co.uk](http://www.efds.co.uk)
- [www.youthsporttrust.org/inclusion](http://www.youthsporttrust.org/inclusion)

## Specialist Sports Colleges, School Sport Partnerships, Schools, Higher and Further Education Centres

### Do you want to find more community based volunteering opportunities for your young disabled leaders?

We have highlighted a few ways schools can deliver school led community volunteering placements. However, how can you establish more links with community provisions? And who can support you to do this?

#### CASE STUDY Developing a leadership hub site PAGES 22 and 23

- If you are looking for a placement in a specific sport, one avenue of support would be to contact your CSP, through either the Sports Development Officer (SDO) or an Equity Officer. The CSP could not only link you into the sports club, but also provide information on events to volunteer at, for example youth games or boccia leagues. Additionally you could link in with the CSP to develop support initiatives such as buddying which may support your leaders in volunteering placements as well as provide those that are buddies with some experience of working with disabled people.

#### CASE STUDY Boccia young Officials Project PAGE 45

#### CASE STUDY Using buddies to support leadership and volunteering PAGES 30 and 31

- Another avenue for support could be through contacting your Local Authority sports unit or disability sport unit. Within the Local Authority you could also contact the Youth Services section. Some youth clubs use sport as their delivery mechanism. Additionally each youth club is required to deliver a curriculum standard focusing on key skills relevant in leadership. Contact your local/county SDO or regional SDO to see if there are any events or initiatives taking part in your local area.

#### CASE STUDY A Partnership Approach – Northamptonshire PAGE 12 and 13



# Specialist Sports Colleges, School Sport Partnerships, Schools, Higher and Further Education Centres

## Case Studies

# Introducing leadership using a partnership award – NW Leicestershire Partnership

## The Challenge

### What they wanted to do

- Introduce leadership to their post 16 group and provide volunteering opportunities.
- Deliver a Sports Leaders UK award culminating in a boccia tournament linking in with the local primary school to allow leaders to use their skills in an event volunteering context.

## Meeting the Challenge

### What they did

- After attending a SLUK tutor training day, the SSCo based in the partnership discussed with the Primary Link Teacher (PLT) and Forest Way school (special school within the partnership) about delivering a leadership award within the school.
- The school identified 12 pupils (post 16) who would benefit from completing a leadership award.
- The SLUK Young Leaders award was chosen as the most appropriate award to deliver to the group. This award is designed to be used in a variety of delivery settings including primary and secondary schools with a suggested teaching time of six to ten hours (this can be extended to suit the group).
- As an introduction to the SLUK award, the SSCo delivered the North West Leicestershire (NWL) SSP Play Coach Scheme award. This was developed with the aim of teaching pupils to work with younger primary school aged pupils.
- The Play Coach Scheme award is written to be delivered in a one and a half to two hour session, however in this case it was delivered over two to three weeks as an introduction to leadership for the group, as well as a way to establish the pupils needs.
- The SLUK Young Leaders award was then introduced from the second week as a follow on from the Play Coach Scheme award.
- At the end of the training a boccia festival was organised with year three and four pupils invited from local primary schools. The event was held at Castle Rock High School.
- Year three and four pupils were chosen as it was felt they were at the right age to learn a new sport and it's rules.
- Boccia was chosen because it would bring a new sport to the primary school pupils therefore allowing the leaders more confidence to deliver at a festival.

- During the course new simplified rules were developed for the boccia festival which were agreed upon by all of the leaders.

## Impact

### The difference it has made

- All 12 leaders received the Play Coach Scheme award.
- All leaders received a partnership based volunteer certificate for volunteering at the boccia festival.
- Four students received the SLUK Young Leaders award.
- Nine leaders were involved in the boccia tournament delivered at Castle Rock High School to year three and four pupils.
- Increase in confidence, organisation and adaptation skills of all leaders.
- Six leaders now lead activities for younger students in their school break and lunch times.
- Boccia has now been introduced at Forest Way as part of the curriculum.
- Four leaders attended the Leicestershire Step into Sport conference, linking in with King Edward School to recruit buddies to support leaders from Forest Way throughout the day.
- Four young leaders attended the 'Buddying training day' at Loughborough University.
- A second group of students underwent leadership training.
- A second boccia festival was held for year three and four primary school children from local primary schools.

## Top tips

- Gain support from the school with the continuing delivery and reinforcement of skills at break time and lunch times.
- Ease the young leaders into the award; you don't need to follow the template as described in the resource, but instead take a flexible approach.

**“ Start simple, keep it fun, don't forget the theory and work on the practical. Don't be afraid to repeat games and revisit skills and activities.**



# Linking in with ex students to deliver leadership at your school – Westcroft Sports and Vocational College

## The Challenge

### What they wanted to do

- Westcroft wanted to engage with parents and pupils to support the delivery of key outcomes, one of those being leadership. As a school with two specialisms and limited resources in terms of numbers of staff within the PE department, the school looked at different support avenues available.
- The PE department identified various avenues and partners for support within their network, such as support staff, external coaches and volunteers.
- Another area of support they identified but had yet to develop was that of parents and pupils past and present.

## Meeting the Challenge

### What they did

- The school identified two ex pupils and one parent to support them in the delivery of some of the strategies the PE department was considering.
- This allowed a win win situation for both parties involved. The individuals would be able to gain qualifications as well as experience in an environment they were familiar with. The school would have access to volunteers who knew the school to support them with the delivery of different initiatives.
- The volunteers were identified in the following ways:
  - Matt had already spent a year at the school in a voluntary capacity and had proved he was committed, reliable and could work effectively with the pupils.
  - Casey was identified in Year 11 as having excellent leadership potential and being able to work very well with younger pupils.
  - Harry (parent) initially volunteered with residential visits and Outdoor Adventure Activities (OAA), proving he was committed and passionate about supporting the school.
- Matt and Casey took active roles in supporting the delivery of various school programmes including inter and intra school competitions, Raintance and Huff and Puff clubs and delivery of specific sports awards including supporting the delivery of the SLUK courses. This increased the capacity of the sports department to deliver their initiatives.

- Harry took a slightly different role to Matt and Casey. During his involvement with the school he has established a football coaching centre for people with learning difficulties across the city and in doing so has become an FA Level 1 and 2 Coach. He also delivers the Vocationally Recognised Qualification (VRQ) Level 1 in Sport and Leisure and is a key support in the schools OSHL programme.
- To assist their role and their development the school supported Matt, Casey and Harry in the completion of various courses and awards.

## Impact

### The difference it has made

- Matt since gaining his Level 1 Sports Leadership award has been qualified as an Amateur Swimming Association Level 1 and 2 Swim Teacher, Royal Lifesaving Society Lifeguard, Lifesaving Instructor, X Bikes tutor, Football Association (FA) Level 1 Coach and Sports Leaders Instructor.
- Casey has also completed her Level 1 Sports Leadership award, she has received her Duke of Edinburgh Bronze award and Level 1 Orienteering award. Casey is now a Sports Leaders UK Tutor and is working towards being a qualified Classroom Assistant.
- Similarly to Matt and Casey, Harry received support for his Continued Professional Development (CPD), he has now in addition to his football qualifications completed his Land Yachting Instructor qualification, is a Professional Anglers Association Coach and has received training to deliver the VRQ Level 1 in Sport and Leisure.
- All three now lead new activities for current students at Westcroft and are employed by the school/sports college.
- All volunteers gained a sense of achievement through their involvement with the school's programmes and the awards and training that each of them received.
- An increase in confidence, communication skills and organisation of all involved.
- Supporting pupil and parent aspirations through their involvement in delivering some of the PE department strategies.
- Positive role models for younger students to aspire towards.
- Challenging the stereotype.
- Support the capacity of delivery and extending the range of activities that the PE department can deliver.

## The Challenge

### What they wanted to do

- Ellesmere Specialist Sports College linked in with the English Federation of Disability Sport East Midlands to support with the delivery of a leadership project aimed at increasing the number of disabled people accessing leadership and volunteering opportunities.
- Both Leicester City SSCos had been tasked with the role of linking in with the regional leadership and volunteering pilot. Their roles were to identify 20 young people linking in across the county and supporting them through identifying appropriate accreditation and volunteering opportunities.
- Up to 20 individuals were identified across the county to be part of the project. All leaders were from a variety of backgrounds in terms of leadership experiences and sports.
- The pupils identified came from six partnerships across Leicestershire with a spread in ages of 14 to 19.
- The project was tasked with identifying a leadership award for each of the 20 individuals to be delivered in a school setting. The other half of the project was to ensure a volunteering placement for those individuals when they completed their awards, this was delivered by the CSP (Leicester-Shire & Rutland Sport).
- The biggest hurdle for the two School Sport Co-ordinators responsible for the project was identifying a leadership award that would be suitable for each individual within the project as well as incorporating the timeline restrictions and requests. Putting leaders into existing opportunities proved difficult because either leadership awards had already taken place or there weren't any planned to run in the school.
- From this came the idea of establishing a hub site for leadership within the county. This way some of the strain was taken away in terms of the logistics of the project, additionally linking the hub site to Ellesmere Specialist Sports College meant that the college was also delivering on one of their target areas.

## Meeting the Challenge

### What they did

- As part of the initial project pupil profiles/questionnaires were completed at each stage. The profiles were used to establish how the individual was progressing as well as to give guidance to the project co-ordinators and CSP as to what the interests and needs of each leader would be.
- From these profiles it was established that the Level 1 SLUK award would be the most appropriate award for the group to undertake.
- Between the partnerships, co-ordinators and Director of Specialism at Ellesmere it was established that a Thursday afternoon OSHL time would be allocated over the space of six months to deliver the award.
- Prior to the delivery of the award there were some questions raised, for example, who would deliver the award? Where would the funding for the delivery come from? Who would organise the transport? This is how some of those questions were tackled:
  - The two SSCo's identified a Community Sports Coach who had attended a SLUK tutor training day to be the tutor/assessor for the SLUK Level 1 award. Additionally Ellesmere sent two Teaching Assistants to a SLUK Tutor training day to support with the delivery of the programme.
  - Transport was organised by the City SSCo.
  - Funding needed for the course to be delivered was provided through the Buddies Project and Ellesmere Specialist Sports College.



- Once a start date was established the first four weeks of the course were used as a taster for leaders, to try and see how many of them could commit to the course, to establish a welcoming environment and to also establish the need of the leaders.
- Once this four week period was over the leadership curriculum used for SLUK Level 1 award was delivered.
- The course ran from 5.30-7.00pm every week on a Thursday during term time.

## Impact

### The difference it has made

- Ellesmere Specialist Sports College is now a SLUK Approved Assessment Centre.
- Eight young disabled people between the ages of 14 to 19 have gained their SLUK Level 1 award.
- A suitable learning environment for the delivery of the Sports Leaders UK award was established, ensuring students could benefit from a flexible approach.

- Strategic partnership work between the Specialist Sports College and other partnerships to pull on resources and skills within the county.
- Three staff (Director of Specialism and two Teaching Assistants) attending and becoming accredited SLUK tutors.
- Seven leaders attending the past two Step into Sport conferences.
- The potential for further CPD – all leaders attending the OSHL leadership course will also be completing their Boccia Young Officials award as well as linking in with the Community Coach who delivered the SLUK Level 1 to support as volunteers on the delivery of a boccia league day.
- The lesson plan and delivery of the course was recorded throughout the course, therefore providing a scheme of work for the delivery of future leadership courses both within school PE time or as an OSHL opportunity.



# Developing young disabled sports leaders – Wilson Stuart School and Sports College

## The Challenge

### What they wanted to do

- Wilson Stuart School and Sports College recognised the opportunities sport and volunteering can provide in giving Special Educational Needs (SEN) young people life-skills.
- The school is situated next to Sycamore Court, a residential home for the elderly. The school was keen to forge links between themselves and the residential home.
- Staff at the home wanted to offer more opportunities for their elderly residents to improve their health through physical activity and to develop more positive relations with young people.

## Meeting the Challenge

### What they did

- School staff and students audited the residents of Sycamore Court to identify their sport and active recreation needs.
- They also audited local provision for these people and found that, as with disabled people, although facilities are open to them, there is often a need for someone to volunteer to lead activities.
- The schools Director of Specialism met with Sycamore Court's committee to discuss suitable activities.
- All 20 Year ten students were invited to follow the Level 1 in Sports Leadership (JSLA) course and were offered NGB training in table cricket, boccia and polybat.
- Once trained, they visited Sycamore Court in groups of three or four volunteering to run activities for residents of up to 93 years of age. Wilson Stuart also have plans for return visits for the residents to use their swimming and hydrotherapy pools.



- The sessions at Sycamore Court were captured on video; allowing the students to analyse their volunteering work and target areas for improvement.
- The same students will be running a TOP Sportsability festival at a nearby sports centre for pupils from four local primary schools.
- They will also work with a group of young offenders in order to prepare them to carry on the leadership work at Sycamore Court, thereby ensuring sustainability.

## Impact

### The difference it has made

- The school has seen tremendous developments in the youngsters' confidence, organisation and communication skills, as well as their National Curriculum PE levels.
- This unusual interaction has seen older people led by young people with physical disabilities. They have seen youth in a positive light and now welcome them into Sycamore Court.
- There had been a mutual feeling of "... that strange place down the road ...", but relations have greatly improved. In fact the residents from Sycamore Court plan to visit the school fête and are raising money to take the students on a trip in the summer.
- The students often feel isolated, partly because of their disabilities and partly because they live a long way from the school. These experiences really give them a sense of community and make them feel "... part of it."
- This work has proved a valuable resource for the Level 1 in Sports Leadership (JSLA) curriculum and made "... the whole course come alive."

## Top tips

- Ask, expect and provide opportunities for SEN pupils to help others in a volunteering capacity rather than constantly being helped themselves.
- Make leadership come alive by using it somewhere it is needed and appreciated so the youngsters can see they are improving the quality of somebody else's life through volunteering.
- This type of project is very labour intensive so be prepared to invest high levels of staffing.

# Delivering leadership using a parallel curriculum – Ellesmere Specialist Sports College

## The Challenge

### What they wanted to do

- Introduce leadership as a tool, based on personal needs and learning, to develop young people within the school.

## Meeting the Challenge

### What they did

- Ellesmere Specialist Sports College run a parallel curriculum, one side of the curriculum being the educational curriculum and the other being an enhanced curriculum. They are able to do this because of the flexibility they have within the school.
- This enhanced curriculum is based on personalised learning. For every lesson that is on the time table another four or five periods are released for the parallel curriculum.
- The enhanced curriculum for each pupil is identified every half term and is linked to their end of year report.
- They have been delivering the parallel curriculum for the last four years with leadership being a key part of the programme.
- Individual needs are identified by the tutor, the tutor then goes to the head of year, from there the Key Stage Co-ordinator will identify their learning programme.
- An example of the needs that might be identified could be communication skills, the school might decide to develop the pupils communication skills using leadership as a tool. Other areas that might be identified as needing support could be motivation or participation, in this case leadership could be a way of increasing participation and motivation in PE and other subjects.
- However this support could also be identified in an academic context as well, for example literacy for planning and organisation.

- Monitoring of this system initially presented itself as an issue. To manage the information a system using Schools Information Management System (SIMS) where all the information is kept centrally and is accessible to all teaching staff is used. This enables the school to see how to make the link to prove the benefit of this enhanced curriculum by using supportive qualitative information.
- By using leadership as a vehicle to deliver objectives through the enhanced curriculum.
- 12 year ten students all with moderate learning difficulties who were in risk of not accessing the curriculum were targeted to be part of a leadership initiative.
- They delivered both the SLUK Level 1 award as well as the Tigers Leadership award alongside each other.
- The leadership awards were delivered over an academic year, with a staffing ratio of two to 12 pupils.
- Pupils then used the skills developed through the leadership award by delivering a Sportsability and TOP Link festival.
- Additionally two pupils were part of a leadership engagement and health pilot aimed at girls called Girlforce. The programme involved a day long course consisting of workshops based on health and physical activity, led by older pupils who were supported by staff as mentors.

## Impact

### The difference it has made

- All 12 pupils achieved the Tigers Leaders award.
- All 12 pupils took part in the delivery of both a TOP Sportsability festival and a TOP Link festival.
- An increase in confidence for all leaders as well as experiencing success on the course helped to raise their self esteem.
- Some of the leaders have gone on to access other leadership opportunities such as Girlforce and Step into Sport conferences and camps.

# County Sport Partnerships

If you are based in a County Sport Partnership as a Step into Sport Co-ordinator, Sports Development Officer, Manager or Volunteering Manager you are probably reading this because you would like to increase the number of young disabled people accessing quality volunteering opportunities across your county, sports and organisations.

## Some thoughts . . .

- ? Do you want to increase the number of young disabled people accessing volunteering opportunities through step into sport in your county?
- ? Do you want to support clubs to provide quality volunteering placements for young disabled leaders?
- ? Do you want to link with dedicated sports clubs/events or national disability sports organisations within your county to provide additional volunteering placements?
- ? Do you want to link with non sport disability organisations within your county to provide volunteering opportunities?

## County Sport Partnerships

### Do you want to increase the number of young disabled people accessing volunteering opportunities through step into sport in your county?

If you look at previous Step into Sport conferences and the young leaders that have attended or have been linked into community volunteering placements, how many have been young disabled people? Have you set yourself a specific target which you have achieved? If you have achieved that target has it been due to having one or two special schools who had really focused on leadership?

Many County Sport Partnerships (CSPs) would like to ensure they have more young disabled people accessing Step into Sport provisions but don't know how to get more young disabled people involved. For this to happen it requires all partners involved to take ownership of their roles. Below are some strategies based on current work CSPs are doing:

- Set a target each year of how many young disabled people you would like to see involved in leadership and volunteering initiatives.
- Find out how many young people within your locality are involved in leadership for example, as Young Ambassadors or taking part in officiating opportunities.
- Organise a focus group of School Sport Co-ordinators (SSCOs), Step into Sport mentors, Sports Development Officers (SDOs) and Equity Officers to establish what the key solutions are within your county or come up with some initiatives and projects to prepare for the next year, for example establish leadership hubsites, which you can draw young leaders from or support programmes for leaders.
- When promoting initiatives around Step into Sport ensure positive images of young disabled people are used.

**CASE STUDY**  
*Developing a leadership hub site PAGES 22 and 23*

**CASE STUDY** *Using buddies to support leadership and volunteering PAGES 30 and 31*

### Do you want to support clubs to provide a quality volunteering placement for young disabled leaders?

Once you have young disabled people accessing Step into Sport the next step is how do you ensure that there are enough quality experiences available for young disabled volunteers? The point is to start small and focus looking at key points that you want to aim for, here are some points you may want to consider:

#### Transport

Providing support with transport may assist with access to clubs and volunteering placements. There are various initiatives, either run through local authorities or national organisations which provide transport schemes to support disabled people to access provisions. For more details see the transport link in the information section.

#### Buddying

Buddying may be one way to support a disabled person in accessing sport and physical activity as either a participant or a volunteer. Through buddying you can engage all young leaders, further develop their Continued Professional Development (CPD) and take a step towards supporting young disabled leaders.

#### Is the club accessible?

You may want to get the clubs to complete an accessibility form and include this with the club details.

#### Training

You may feel or the club may feel that they would benefit from additional generic or sport specific training around inclusion.

### Information

For more information on:

- Transport – contact your local authority or see [www.efds.co.uk](http://www.efds.co.uk) (Moving Beyond Barriers link)
- Buddying – see [www.efds.co.uk](http://www.efds.co.uk) (Moving Beyond Barriers link)
- Accessibility – see [www.efds.co.uk](http://www.efds.co.uk) (Moving Beyond Barriers link)
- [www.clubmark.org.uk](http://www.clubmark.org.uk)
- Training – see [www.efds.co.uk](http://www.efds.co.uk)
- Training – see [www.youthsporttrust.org/inclusion](http://www.youthsporttrust.org/inclusion)

### Do you want to link in with dedicated sports clubs/events or national disability sports organisations within your county?

#### What are national disability sports organisations?

National Disability Sports Organisations (NDSOs) are dedicated providers of participation and competition opportunities to specific impairment groups.

- Their events may span from local competitions and leagues to national and international competitions which play an important role in the pathways to international competitions such as the Paralympic games.
- They may provide additional training and opportunities in leadership, coaching and officiating, for example, CP Sport deliver a Boccia Young Leaders and Young Officials award.
- They may run leagues, regional or national events in their sports which can provide volunteering placements.
- They may be the governing bodies for some disability sports therefore provide a link to the club structure of that sport.

Once you have established what your network of NDSO provision in your county or bordering counties looks like, the next step is to engage with that network to deliver specific outcomes. Based on current work by CSPs here are some examples:

- Plan a networking day where you invite new partner agencies you would normally not have engaged with. This opportunity can then be used to provide information on provisions available and expand your network of provisions and support available in your county.
- Identify clubs that are currently in the position to receive their National Governing Body (NGB) Clubmark accreditation and support them to achieve it.
- Include disability sports in events delivered by you, such as the youth games.
- Include disability sports awards and training in any provision you deliver in your county.
- Ensure all of your events, training and activities are fully inclusive and accessible to all.

Additionally, within your county you may have various multi skill and multi sport clubs which may have the ability to include leadership as part of their remit or provide a volunteering placement for either young people who are already part of their club or to new members and volunteers.

#### Information

For more information on leadership awards available you can visit the following sites or look at the following documents:

- National Disability Sports Organisation list – [www.efds.co.uk](http://www.efds.co.uk)
- National Disability Sports Organisation list – [www.youthsporttrust.org/inclusion](http://www.youthsporttrust.org/inclusion)
- Training – [www.youthsporttrust.org/inclusion](http://www.youthsporttrust.org/inclusion)
- Training – See 'Leading the Way' poster section

#### CASE STUDY

*Boccia Young Officials Project* PAGE 45

#### CASE STUDY

*Step into Sport and Riding for the Disabled* PAGE 32

### Do you want to link in with non sport disability organisations within your county to provide additional volunteering opportunities?

The purpose of identifying any non sport focused disability organisation within your county is firstly it can be a focus for achieving the five hour offer plans, but additionally it may be a route for:

- Targeting more disabled people to be part of Step into Sport.
- Becoming an additional placement for volunteering opportunities for all Step into Sport leaders/volunteers.

There are various organisations, for example the Youth Services or Action for Blind people (Actionnaires Clubs) which use sport as the delivery vehicle in their clubs. CSPs can link in with this structure which can provide a captive audience of disabled people who are already part of the club to promote county initiatives and programmes. Additionally, these clubs could provide further volunteering placements not only for the young people within their clubs but also for external volunteers.

# County Sport Partnerships

## Case Studies

## The Challenge

### What they wanted to do

- The Buddies Project was developed as an initiative between the CSP Disability Sports Development Officer and the Youth Sport Officer.
- When the Disability Officer first started her role within Derbyshire Sport CSP her aim was to see how she could influence her colleagues work programmes and support them in terms of their equity agenda. One target they wanted to increase was the number of disabled people accessing the county Step into Sport conference and the Derbyshire Leadership Academy.
- Due to the timing of the project the Step into Sport conferences had already occurred or were close to being completed, it was decided that the best way to influence leadership and volunteering throughout the county was through the Leadership Academy. This would leave enough time to establish the projects aims and time lines as well as engage with all partnerships and interested parties.
- The project plan was developed and commenced in November. The main aim of the project was to use existing leaders from the Leadership Academy who had been involved in leadership or volunteering for at least a year to act as buddies to support new young disabled leaders.
- Recruiting these existing leaders as buddies would mean they had some previous leadership and volunteering experience to support the new leaders, additionally they would also be able to increase their own development by accessing buddying training, specific inclusion training as well as gain experience of working with young disabled people.
- It would also give these existing leaders an opportunity to use the skills they have developed in a new role as well as meet new people and make new friends.
- Another aim of the project was to identify more inclusive volunteering placements whether they be in a disability sport setting such as Sportsability/multi sport club or within the mainstream setting, as well as provide some training opportunities for both disabled and non-disabled leaders in disability sports such as boccia.

## Meeting the Challenge

### What they did

- After an initial meeting between the Disability Sports Development Officer and the Youth Sport Officer to establish the plan, an opportunity to apply for funding through Derbyshire County Council Youth Opportunity Fund became available. The project sits under the Youth Services Agenda and is promoted through young people leading or steering the project.
- Once a planned bid was pulled together from the initial meeting, the bid was sent out to Partnership Development Managers (PDMs) throughout the county for feedback and to establish which partnerships were interested in being part of the pilot project.
- The bid was successful and the CSP received £4,090 to be spent over a year delivering these objectives throughout the county.
- The first year project commenced with three partnerships on board, High Peak, Chesterfield and Bolsover to identify buddies and Stubbin Wood School, Ashgate Croft School and Buxton College to identify the new leaders. The project team was made up of two CSP staff, PDMs and SSCos.
- The aim was to identify 14 buddies and 14 new leaders. Buddies were identified through the conferences and were a mixture of pupils who showed interest in being involved in the project as well as some leaders who were approached to be involved.
- Leaders were identified by the schools and were predominantly 15 years +. All pupils identified were new leaders having no previous experience in leadership. Four leaders were identified from each partnership.
- Derbyshire Sport linked with the English Federation of Disability Sport East Midlands to develop and deliver an activity buddy training day and resource that would form the first lot of CPD attended by the new buddies.
- The training was delivered over a single session and included modules on, buddying, being a buddy and skills and knowledge needed for buddying. The aim of the training was to ensure buddies understood what the role entailed, and to provide some practical tips to support them to get involved in the role. Eight buddies attended the day, with an additional four attending the same training at a later date.



- Additionally two participants packs were made up, one for the buddy and one for the leader, to explain the project and to provide a monitoring and evaluation tool for the programme.

## Future Directions

- The next step in the project is a team building day that will be held at Whitehall Outdoor Centre. Twenty eight young people will attend the day (14 leaders and 14 buddies), the day will cover team building activities. It will be an opportunity for the group to get to know each other. The whole day will be delivered by Whitehall at the cost of £400. This will allow the CSP staff and education staff an opportunity to see how pupils interact with each other and a chance to match up buddies with leaders.
- It is hoped that all 14 leaders attend next years conferences. Their buddies will be able to support them for as long or as little as is required and record their volunteering hours for their own awards.
- The goal for next year is to get another four to six partnerships on board which will mean all nine partnerships in the county will be involved.
- Additionally it is hoped that the training that was delivered to the buddies, will be developed into a self delivery tool kit which can be delivered during PE time to train new buddies, therefore making the project more sustainable and mainstreamed.
- Additionally a monitoring and evaluation tool kit will be established on the Leadership Academy website, for both buddies and leaders to give their feedback on, to allow for the system to be managed and improved.

## Impact

### The difference it has made

- A proactive response from Derbyshire Sport linking in with partnerships to identify and support more young disabled people accessing leadership conferences and academies.
- 14 leaders identified and receiving further CPD and experience of working with disabled people, which in turn will influence their own coaching and delivery.
- 14 new leaders identified and supported through a quality leadership experience.
- Raising the profile of young disabled people in leadership and volunteering across the county and throughout the organisation.
- An opportunity for the young leaders to gain and develop transferable skills.

## Top tips

- Set realistic timelines, allow yourself at least six months to establish the project, deliver training and match up buddies.
- Minimise the amount of funding you use, that way you are mainstreaming the project from the outset.
- Make sure you have a key contact in each district to identify and deliver what training may be needed.

“It’s primarily about making sure the project is integrated, this initial pilot demonstrates that there is a value in disabled leaders and it can be done in a very cost effective way if you get the political buy in from key partners that are involved in delivering those outcomes or projects.”

CSP Disability Sports Development Officer

# Step into Sport and Riding for the Disabled – Erme Valley Riding for the Disabled Centre

## The Challenge

### What they wanted to do

- Erme Valley Riding for the Disabled Centre, a registered Charity, is located in the rural South Hams, near Ivybridge in Devon.
- Established for over 20 years, the centre is run by its founder Peggy Douglas, who is supported by a team of willing and dedicated volunteers. The centre offers a welcoming and safe environment for both volunteers and riders, encouraging riders to feel comfortable and at ease and giving them the confidence to develop new skills and enjoy horse riding activities.
- Peggy wanted to engage with more young people to become volunteers at the centre.

## Meeting the Challenge

### What they did

- Ivybridge College has a well-established Step into Sport programme. Links were made between the school and the centre as a possible volunteering placement. Two leaders at the college joined the centre to complete their volunteering hours.
- Charlie, one of the volunteers had previously volunteered with Erme Valley for about a year in 2005 and has returned to support the centre since Christmas 2006.
- The other volunteer Poppy had no previous experience of Riding for the Disabled and has now been volunteering with Erme Valley since October 2006.

## Impact

### The difference it has made

- They admit that they had found the prospect of volunteering with RDA quite daunting at first, because they felt there is a general lack of understanding, particularly among younger people, of how to act around people with a disability but found that the experience made them more aware about inclusion.



©RDA

- Poppy is now convinced that many more people of all ages would choose to volunteer with RDA if they knew how to get started and that many potential Step into Sport volunteers would get a lot out of the experience.
- Charlie points out that there are immense benefits to both individuals and families, including the provision of greater choice for disabled people, giving them something to look forward to, participation in a social activity and respite for the family.
- The centre has developed a good relationship with Ivybridge College and provides a welcoming and supportive environment for future young volunteers.

Riding for the Disabled Association (RDA) is a federation of 500 Member Groups, which are dedicated to improving the lives of people with disabilities through the provision of opportunities for riding, carriage driving and equestrian vaulting.

Each year, more than 17,000 volunteers across the UK give a total of more than 3.5 million hours of their time to support RDA activities.



# National Governing Bodies

If you are based in a National Governing Body and have a responsibility for workforce development you are probably reading this because you would like to increase the number of young disabled people accessing your awards/accreditations and volunteering opportunities.

## Some thoughts . . .

- ❓ How do you support clubs to provide quality volunteering opportunities for young disabled people?
- ❓ Do you have any young disabled people that are part of your leadership academies?
- ❓ Do you promote any leadership, coaching or officiating courses to special schools or dedicated clubs?
- ❓ How many dedicated clubs within your sport have achieved your governing bodies' clubmark?
- ❓ Are you aware and do you link with dedicated disability sport events within your sport to provide or access volunteers?
- ❓ Do your leadership, coaching and officiating awards include disability events and disciplines?
- ❓ Do your volunteering plans include a section on targeting and ensuring volunteering opportunities are open to all?

### How do you support clubs to provide quality volunteering opportunities for young disabled people?

Each National Governing Body (NGB) provides advice to their clubs and events in regards to volunteers and volunteering such as:

- Recruiting volunteers
- Maintaining volunteers
- Roles and responsibilities
- Training

But how much of that advice provides any additional information that might be needed to ensure more disabled people volunteer or that volunteering opportunities are promoted to disabled people? Support may be in the terms of any of the following:

- Resource based, for example a support toolkit for clubs to promote their services to disabled people or to make their club more accessible. This could include information of how to make information accessible and where to promote your services.
- Training based, for example, Continued Professional Development (CPD) for your tutors or an inclusive element throughout your awards/accreditations.
- Networking and structure based, for example, identifying dedicated clubs or special schools within the clubs area and establishing a network to support each other.

#### Information

For more information on resources and training available you can look at the following links:

- [www.efds.co.uk](http://www.efds.co.uk)
- [www.youthsportturst.org/inclusion](http://www.youthsportturst.org/inclusion)

### Do you have any young disabled people that are part of your leadership academies?

Many NGBs have developed Leadership Academies to promote leadership, coaching and officiating opportunities to young people within their sport, however, would you be able to answer the following questions:

#### How many young disabled people are members of any of your leadership academies?

AND

#### How many young disabled people access or have completed any of your young leadership, coaching or officiating awards?

The reason for asking these questions is that at the moment to be able to get a representative group of young disabled people involved in your sport as volunteers, coaches and officials, there needs to be a targeted approach as well as supported development initiatives by all partners involved.

#### When you are delivering a pilot or initiative how do you engage with disabled people?

- Do you link with local special schools as well as mainstream schools?
- Do you link with partnerships structures, for example, do you work with Partnership Development Managers (PDMs) to target appropriate special schools?
- If linking in with Further Education colleges do you link with the special education unit or any other unit responsible for provision or support?
- When promoting your awards do you link with special schools or dedicated clubs?
- Do you link with National Disability Sports Organisations (NDSOs) to promote your awards and academies?
- Do you include or mention disability events/sports within your leadership, coaching and officiating awards/qualifications?

All of these points are ways to ensure that you have more disabled people accessing your products, programmes and initiatives. It is not about doing extra work but more about development, networking and making the most of the structure available to promote your sport to the wider community.

### Do you promote any leadership, coaching or officiating courses to special schools or dedicated clubs?

There are many ways you can go about promoting your award (leadership, coaching or officiating) to young disabled people. Below are some ideas, they are all about making a conscious effort to ensure you target everybody:

- Deliver a dedicated level one award specifically targeting young disabled people, you may want to deliver an award in a special school, or deliver an inclusive award within a mainstream school.
- Target special schools to promote your awards linking with the PDM and County Sport Partnership (CSP) network to establish where those schools are.
- Promote your award through an NDSO, or establish a joint initiative to deliver an award and link volunteers to both the NGB and NDSO events/clubs.
- Link with either your NGB Equity Officer or CSP Equity Officer to get further support to deliver a targeted project.
- Link with an NDSO's Sports Development Officer to identify possible pilots or targeted projects.

#### What are the benefits of doing these?

Delivering a dedicated or inclusive course can be a way to identify if your courses are fully inclusive and what adjustments or additional considerations that may need to be adopted to ensure that they are. For example it may be a case of providing various forms of assessment or varied formats of resources. Additionally it can further support tutors to develop and gain experience in adapting their delivery styles to suit all needs. It will also allow you to identify more people to complete your awards, therefore more volunteers taking part in your clubs and events and throughout your sport, as well as having more ownership of disability specific events and sports that are part of your NGB.

### How many dedicated clubs within your sport have achieved your governing bodies clubmark?

The reason for asking this question is that volunteers tend to volunteer at clubs they are already affiliated to. Therefore, having more dedicated clubs that are part of your structure leads to the likelihood of not only having more volunteers available to you in your sport but also more young disabled people having the chance to access those qualifications and developing their skills in volunteering roles within the club.

#### How do you identify where inclusive/dedicated clubs are?

- Contact NDSOs.
- Contact Equity Officer within CSP.
- Contact equity unit within local authorities.
- Ask PDMs if there are any inclusive multi sports clubs which deliver your sport.

The benefit of the clubs receiving their NGB Clubmark is that they become part of the structure of your sport therefore it's easier for them to access provision, products and programmes delivered by the governing body as well as providing another audience to promote your awards, products and initiatives to.





### Are you aware or do you link with dedicated disability sport events within your sport to provide or access volunteers?

There are many organisations that deliver disability sport events that range from county level to national and international events and competitions. However is there much of a link between these organisations and events for volunteers and officials?

#### What are some of the benefits of linking in with these events?

- They can provide the sport with a wider base of volunteers as well as a broader range of experience in terms of working or officiating in both non-disabled and disability events.
- More volunteering opportunities for your volunteers and officials to choose from to develop their skills and experience.

#### CASE STUDY

An NGB perspective PAGES 38, 39 and 40

### Do your leadership, coaching and officiating awards include disability events and disciplines?

This question is in relation to all award levels, from the Young Leaders award and the Level 1 award to your highest level and across the board from leadership, coaching and officiating. There are many reasons for ensuring that your awards include disability events. Including disability events/disciplines means:

- Gaining ownership of those events and sports/disciplines.
- Promoting an inclusive product.
- Ensuring quality experience for disabled people as either participants, competitors or volunteers by raising experience and knowledge within your workforce.
- A way of promoting and recruiting more volunteers who may be participants or competitors in that event and sport to be more involved in the leadership aspect of the sport.

### Do your volunteering plans include a section on targeting and ensuring volunteering opportunities are open to all?

Setting specific targets and core values and aims along with Key Performance Indicators ensures that the organisation as a whole is focused on achieving an inclusive agenda.

# National Governing Bodies

## Case Studies

“ We wanted to imbed the disability event rules within our awards because all members of the community are part of our sport, disabled people aren't a bolt-on in our sport, so therefore awards and provisions shouldn't be either.

## WHAT THEY WANTED TO DO

Developing inclusive courses and tutors, whilst targeting more disabled people to become coaches.

- As part of their inclusion strategy Triathlon England wanted to ensure more disabled people were becoming involved in their sport as volunteers, coaches, officials and members of staff.
- Apart from targeting disabled people to attend and complete their coaching awards they wanted to make sure their tutors were being inclusive of all candidates attending their courses.
- They delivered a disabled candidate specific Level 1 Triathlon Coaching award. The purpose of the pilot was two fold, firstly to increase the number of disabled people qualifying as coaches and secondly to ensure their tutors had practical experience of delivering the coaching award.

## WHAT THEY DID

- Triathlon England obtained additional funding to deliver a dedicated Level 1 Coaching course. The funding was used to cover the cost of tutors, verifiers and other costs incurred by the NGB. This then decreased the amount the candidates had to pay to attend the course.
- Candidates were identified using the NGB network, and through promotion with other partner agencies within both the education and sport network. Those chosen for the pilot had to make a commitment to using their qualification within the club structure which had to be highlighted in the application process.
- Tutors that delivered on the course met with the National Equity Manager to discuss the delivery of the course, and any modifications that were necessary.
- Slight modifications were made to the three day workshop based on candidates needs, such as, written exams were able to be taken orally, bike familiarisation sessions were done practically not just by observation.
- The modifications that took place were not specific to the learning outcomes, and the education programme remained the same. The modifications related to the style of delivery to achieve those outcomes.

## THE DIFFERENCE IT MADE

- Seven disabled people attended the three day course and five qualified as Level 1 Coaches, the remaining two went away with personal development plans to help them pass the course at a future date.
- Tutors gained practical experience of delivering the award using various delivery strategies.
- Valuable feedback was gained from both candidates and tutors that will support the delivery of inclusive accreditations.

## FUTURE DIRECTIONS

Supporting clubs to provide quality volunteering opportunities for young disabled people.

- Triathlon England wanted to establish an accreditation scheme to recognise clubs that have worked towards and achieved quality standards, in terms of quality coaching, delivery and events provision for disabled triathletes.

- The accreditation scheme was made paper free and simple. It was important that it be user friendly and un-intimidating, for both staff and volunteers.
- The accreditation scheme was called the Disabled Triathlete Inclusive Club. To receive the accreditation, one coach in the club needed to complete the Coaching Disabled Triathletes Coach Education module as well as commit to delivering one fully inclusive session a month and one fully inclusive triathlon event a year. This ensures that a triathlete can access sessions as well as a competition pathway.
- From the idea stage to the first club becoming accredited took less than four months.
- The scheme was piloted at Wakefield Triathlon Club. The club was chosen as a pilot because the ambassador for disabled triathletes and the Yorkshire and Humberside Regional Development Manager are both members of that club and had both shown prior commitment to developing a fully inclusive club.
- The accreditation process took one month to complete and Wakefield Triathlon club became the first club to achieve the accreditation.

- The accreditation scheme addresses and delivers on the areas of quality clubs, quality coaches, quality events through one scheme.
- Ten clubs have been accredited in six months.
- This has raised the profile and awareness of disabled people accessing triathlon and coming into the sport, as well as raising the profile of the sport to disabled people.

- Triathlon England would like to aim for 20 fully inclusive clubs in the next year.



© Triathlon

“ Keep it simple but focused, the simpler you keep it the less likely you are to fail.



© Triathlon

### Including disability events in coaching and officiating awards.

#### WHAT THEY WANTED TO DO

- British Triathlon wanted to ensure that all their officiating awards were inclusive of disability events.

**“** *The whole of the organisation from board members through to staff and membership have completely embraced the principles of being a fully inclusive sport*

#### WHAT THEY DID

- The accreditation levels start at Level 1 – Club Assistant Referee, up to Level 5 which is International Referee status.
- The rules and regulations for disability triathlon events were included within the awards pack, and questions were included in the assessment process.
- This was done to make both staff and volunteers think more about disabled people being at their events, and raise awareness and knowledge of disability events, where it might have been skipped through previously.
- The process of ensuring the officiating awards were inclusive of disability events, varied for each level. For the Level 1 award a set of questions referring to modifications and rules for disabled triathletes was included. The same thing was done for Level 2 and 3 along with including scenarios within the workshop.
- Notification was sent out to staff and tutors of the changes and to ensure the addition to the awards was adopted and understood.



© Triathlon

#### THE DIFFERENCE IT MADE

- Including disability events within each award has raised awareness, knowledge and competence by officials to ensure a quality competition/event environment for disabled triathletes.
- Completely embedded disabled inclusive events, which enhanced the development of inclusive officiating awards.
- Provided a single qualification system that encompasses both disabled and non-disabled triathletes, therefore a completely mainstreamed approach.

#### FUTURE DIRECTIONS

- The criteria for a Level 4 and Level 5 accreditation are a matter of shadowing events and increasing practical experience. Therefore the next steps will be to include refereeing at an inclusive event as part of the criteria for completion.



# National Disability Sports Organisations

If you are based in a National Disability Sports Organisation you are probably reading this because you would like to increase the number of young disabled people volunteering within your organisation, clubs and events.

## Some thoughts . . .

- ? Do you promote your events and clubs within the mainstream sport structure?
- ? How can step into sport support and develop your existing volunteers and encourage new volunteers within your organisation?
- ? Are your recognised clubs supported to obtain their sports clubmark from their national governing body?



### Do you promote your events or clubs within the mainstream sport structure?

There are many benefits for promoting your clubs and/or events within the mainstream structure of sport as well as promoting the products, programmes and initiatives available through it.

#### What are the benefits?

- Your clubs and volunteers will be able to access their National Governing Body's (NGB's) products, programmes and initiatives.
- More qualified coaches and staff within the clubs.
- More awareness of disability sport and events within NGBs.
- More disabled people getting involved in leadership, coaching and officiating opportunities.

#### Where do you start?

- Make the link between the club representatives with either the NGB Sports Development Officer or County Sport Partnership (CSP) Development Officer.
- Identify a minimum operating structure for clubs, link them in with the NGB to begin the qualification process of Clubmark.
- Link in with Partnership Development Managers (PDMs) to identify schools to promote your awards and clubs or establish links with a school.

### How can step into sport support and develop your existing volunteers and encourage new volunteers within your organisation?

Sport relies on 1.5 million volunteers, officials, coaches, administrators and managers. The Youth Sport Trust, with the support of Sport England, plays a major role in supporting their development.

Step into Sport focuses on young people aged 11 to 19, giving them opportunities to become involved in sports leadership and volunteering and encouraging them to continue this into later life.

The programme is funded by the Department of Culture, Media and Sport (DCMS) as part of the Physical Education and Sports Strategy for Young People (PESSYP), which is revitalising Physical Education (PE) and school sport across the country.

There are many leadership awards available, both sport specific as well as generic leadership awards. The most common awards used as part of Step into Sport are the Sports Leaders UK (SLUK) awards, in particular the Level 1 and Level 2 SLUK and the Young Leaders award. Additionally National Governing Bodies of Sport offer introductory leadership awards and specific coaching/officiating awards relevant to their sport.

However these are not the only awards available or the only awards that can be taken by your leaders to develop skills. There are a variety of other sport specific and generic leadership awards available which may be more suitable for some of your leaders needs that also develop generic leadership skills and acknowledge volunteering hours undertaken, such as ASDAN awards. It's about choosing the right award that best suits your leaders. Additionally there are awards available from Sports Leaders UK that precede the Level 1 and Level 2 qualifications which may be a more appropriate introduction point for young leaders

### Information

For more information on Step into Sport and how to get involved go to:

- [www.youthsporttrust.org](http://www.youthsporttrust.org)

### Are your registered clubs supported to gain their sports clubmark from their national governing body?

The benefit of clubs receiving their sport specific Clubmark is that they become part of the structure of that sport therefore making it easier for the club to access provision, products and programmes delivered by the NGB, additionally it raises awareness of disability sport or disciplines within the NGB.

#### How do you support your clubs?

- Contact your NGB's Sports Development Officer (SDO) to make link between clubs and NGBs.
- Provide your clubs with information on Clubmark.
- Deliver an information workshop with local SDOs and your club volunteers.
- Contact your CSP to establish the link.



# National Disability Sports Organisations

## Case Studies

### Boccia Young Officials project

The Young Officials project was delivered through the Youth Sport Trust, English Federation of Disability Sport East Midlands (EFDS EM) and CP Sport through partnership funding received from V. The aim of this project was to develop a young leaders award aimed at getting more young people involved in boccia in an officiating role.

#### The Challenge

##### What they wanted to do

- CP Sport wanted to raise the awareness of the sport of boccia, by engaging with more disabled and non-disabled people to become accredited as boccia officials.
- Expand the network of schools and clubs they had links with to promote boccia.
- Ensure that more young people would be volunteering within boccia clubs and competitions.

#### Meeting the Challenge

##### What they did

- Linking with EFDS and the School Sport Partnership (SSP) network, 15 sites were identified to deliver the award.
- The sites chosen were a mixture of schools and clubs that had previously been involved in boccia or had shown interest in the development of the sport.
- The pilots were delivered in various formats, for example, one pilot was delivered throughout a four week period using allocated PE time. Four pilots were delivered using the county structure linking in with the CSP where partnerships were to identify candidates to take on the awards.

- The awards were delivered to both mainstream and special schools.
- To complete the accreditation and gain the award candidates had to volunteer and show signed completion of a minimum of two hours of volunteering.
- For each, pilot links were established within the community and club boccia settings to give the candidates information on where and how to access volunteering opportunities.

#### Impact

##### The difference it made

- 165 young people completed the Boccia Young Officials award.
- 12 sites delivered the Boccia Young Official award.
- The Boccia Young Officials award has not only recognised and accredited existing boccia players but has also introduced boccia to those who have never played or even heard about the game before.
- Provision of an alternative route for a young person to access the sport.
- The Boccia Young Officials award has been included in the National YST Step into Sport Camp as well as being included in the Step into Sport 'Awards for Young Leaders' brochure further promoting the sport of boccia to the wider community.



# Youth Services

If you are part of the Youth Services or part of a youth club you are probably reading this because you would like to introduce leadership and volunteering within your clubs and find out more information about Step into Sport.

## Some thoughts . . .

- ❓ Do you run any leadership awards in your clubs?
- ❓ Do you know about step into sport?
- ❓ Do you know who your local contacts within a county sport partnership are to get involved in step into sport?

## Youth Services

### Do you run any leadership awards within your clubs?

Here are some questions you may have:

- Which award will we deliver?
- Who will deliver it?
- What are the benefits of delivering a leadership award?

### Which award will we deliver?

#### Sport specific and generic leadership awards

There are many leadership awards available both sport specific as well as generic. The most common awards used as part of Step into Sport are the Sports Leaders UK (SLUK) awards, in particular the Level 1 and Level 2 Sports Leaders award and the Young Leaders award. Additionally National Governing Bodies of Sport (NGB) offer introductory leadership awards and specific coaching/officiating awards relevant to their sport. However these are not the only awards available or the only awards that can be utilised by your leaders to develop skills. There are a variety of other sport specific and generic leadership awards available which may be more suitable for some of your leaders needs and that also develop generic leadership skills and acknowledge volunteering hours undertaken, such as ASDAN awards. It's about choosing the right award that best suits your leaders and will have the biggest impact on them. There are also awards available from SLUK that precede the Level 1 and Level 2 qualifications which may be a more appropriate introduction point for young leaders.

### Which award is the right one to suit all the needs of my group?

The common theme between all awards is that all cover the basic principles of leadership, therefore common themes are covered throughout most awards, such as communication, organisation etc. As this is the case it is common for a school to deliver two or three awards at the same time, however only delivering one scheme of work around leadership. The differentiation occurs in the progression of each leaders skills and therefore at what level they are demonstrating their competence in that skill. This last point establishes which award they obtain.

### Information

For more information on leadership awards available you can visit the following sites or look at the following documents:

- SLUK and NGB awards – Step into Sport 'Awards for Young Sports Leaders' brochure.
- Other Generic or Sports Specific Leadership Awards – [www.youthsporttrust.org/inclusion](http://www.youthsporttrust.org/inclusion)
- Other Generic or Sports Specific Leadership Awards – See 'Leading the Way' posters section.

### Who will deliver it?

One of the key points that has been raised in regards to getting more disabled people involved in leadership is the staffing requirements and the impact this may have on volunteers. The following are some ways youth clubs have gone about trying to support leadership within their club:

- Support youth leaders to access training for example, SLUK tutor training therefore enabling them to deliver SLUK awards.
- Linking in with ex youth club members to provide more volunteers to deliver leadership awards.
- Linking in with a Community Coach as another support to deliver leadership awards.
- Link in with existing leadership awards in partner schools or develop a hub site to pool all resources.

### What are the benefits of delivering a leadership award?

- Develop new skills in the young people that are members of your club.
- A leadership award may provide another tool to deliver the curriculum wheel.
- Develop and gain new volunteers to support the club.
- Promote sporting opportunities and events to club members.

## Do you know about step into sport?

Sport relies on 1.5 million volunteers, officials, coaches, administrators and managers. The Youth Sport Trust with the support of Sport England plays a major role in supporting their development.

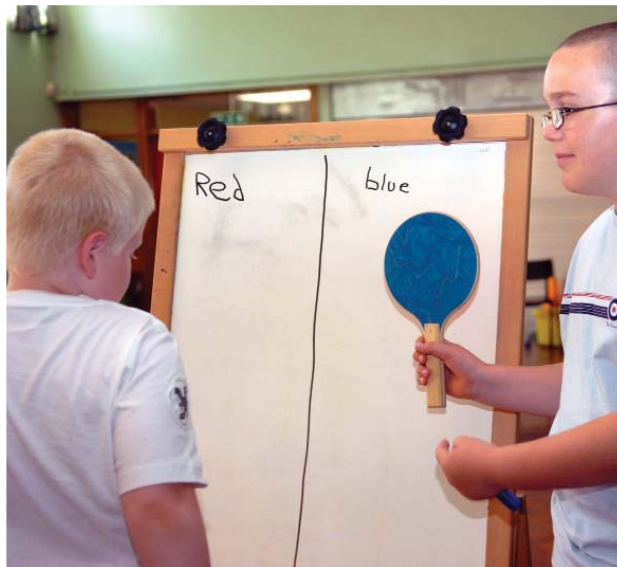
Step into Sport focuses on young people aged 11 to 19, giving them opportunities to become involved in sports leadership and volunteering and encouraging them to continue this into later life.

The programme is funded by the Department of Culture, Media and Sport (DCMS) as part of the national Physical Education and Sports Strategy for Young People (PESSYP), which is revitalising PE and school sport across the country.

### Information

For more information on Step into Sport and how to get involved go to:

- [www.youthsporttrust.org](http://www.youthsporttrust.org)



## Do you know who your local contacts within a county sport partnership are to get involved in step into sport?

A County Sport Partnership (CSP) is a partnership of agencies committed to providing a high quality single system for people to benefit from sport. All County Sport Partnerships will actively contribute to increasing participation and widening access to sport and physical activity and the achievement of sporting success.

CSPs will be pivotal in delivering the 1% per year participation target set by the government particularly with a focus on:

- Developing more community sports opportunities for young people by supporting the delivery of the PESSYP strategy.
- Helping developing more opportunities for hard to reach groups and those not already engaged in community sport.

### Information

For information of where to find contact details for CSPs see:

- [www.sportengland.org](http://www.sportengland.org)

An example of some of the information raised in this chapter in practice is highlighted in the following case study.

**CASE STUDY** *A partnership Approach – Northamptonshire* PAGE 12 and 13

English Federation of Disability Sport  
Manchester Metropolitan University  
Alsager Campus  
Hassall Road  
Alsager  
Stoke on Trent  
ST7 2HL

email: [federation@efds.co.uk](mailto:federation@efds.co.uk)  
[www.efds.co.uk](http://www.efds.co.uk)

Registered charity number 1075180  
Registered company number 3627630

Price: **£9.95**