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**Overview**

This standard is about enabling participants with physical disabilities, learning difficulties or sensory impairments take part in activities. This will usually take place in a sports development or outdoor education, recreation or development training context. This standard focuses on the competences required for work with disabled participants.

The purpose of the enabling could be to deal with: physical disabilities; learning difficulties; sensory impairments

This standard covers three main outcomes. These are:

- 1 identify the needs of disabled participants for the activity
- 2 adapt activities to the needs of disabled participants
- 3 work with disabled participants

This standard is intended for staff who work with disabled participants in either a sport and recreation or outdoor context. You must be trained and experienced in the activities you are leading and in working with disabled participants.

**Performance  
criteria****Identify the needs of disabled participants for the activity**

- You must be able to:
- P1 collect **information** on the **participant's** needs
  - P2 check the **information** is accurate
  - P3 where necessary, get **competent help** to interpret the **information**
  - P4 record the **information** for future use
  - P5 make an assessment of the **participant's** ability in regard to the activity
  - P6 identify the modifications to the activity and the support which the **participant** may need and check these with **others**

**Adapt activities to the needs of disabled participants**

- You must be able to:
- P7 make sure the planned **goals** for the activity are safe and realistic for the **participant**, whilst still providing opportunities for challenge and development
  - P8 structure the activity and preparation for the activity so that it meets the **participant's** needs, taking into account organisational regulations and procedures
  - P9 brief **colleagues** and **others** fully as to the nature of the activity and its **goals**
  - P10 make sure the **participant** can safely access the environment in which the activity will take place
  - P11 make sure that any support for the **participant's** personal, medical and communications needs is available
  - P12 set up and arrange equipment so that it is safe for the **participant**
  - P13 seek help when problems beyond your level of competence arise

**Work with disabled participants**

- You must be able to:
- P14 communicate with the **participant** in a way which meets their needs
  - P15 check the **participant's** level of understanding at all key points during the activity
  - P16 provide direct help during the activity only with the **participant's** agreement
  - P17 provide a level of supervision throughout the activity which meets the **participant's** safety, welfare and medical requirements

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- P18 ensure the participant receives support for personal and medical needs as necessary
  - P19 review with the **participant** and **others** how well the activity and arrangements have met their needs

**Knowledge and understanding**

**Identify the needs of disabled participants for the activity**

**You need to know and understand:**

- K1 the importance of identifying what information you might need to collect on the participant's needs
- K2 how to collect information sensitively taking into account the needs of the participant
- K3 how to check information on the participant's abilities and interpret implications
- K4 why it might be necessary to get competent help to interpret the information and how to do this
- K5 the sources of help in interpreting information on disabilities
- K6 procedures for recording the information for future use
- K7 how to make an assessment of the participant's ability in regard to the activity
- K8 the most common types of disability which you may come across and the implications of these for the activity
- K9 how to identify the modifications to the activity, the support which the participant may need and procedures for checking these modifications with others

**Adapt activities to the needs of disabled participants**

**You need to know and understand:**

- K10 how to make sure the planned goals for the activity are safe and realistic for the participant, whilst still providing opportunities for development and challenge
- K11 the value of sport and recreation activities to disabled participants and the importance of involving them to the best of their ability
- K12 how to structure the activity and preparation for the activity so that it meets the participant's needs whilst following organisational regulations and procedures
- K13 why it is important to brief colleagues and others fully as to the nature of the activity and its goals
- K14 how to make sure the participant can safely access the environment in which the activity will take place
- K15 why it is important to make sure that any support for the for the participant's medical, personal and communications needs is available and how to do this

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- K16 how to set up equipment so that it is safe for the participant
  - K17 why it is important to seek help when problems beyond your level of competence arise

**Work with disabled participants**

**You need to know  
and understand:**

- K18 how to communicate with the participant in a way which meets their needs
- K19 why it is important to check the participant's level of understanding at all key points during the activity and how to do this
- K20 why it is important to gain the participant's agreement when providing direct help during the activity
- K21 how to provide a level of supervision throughout the activity which meets the participants safety and medical requirements
- K22 how to ensure the participant received support for personal and medical needs
- K23 why it is important to review with the participant and others how well the activity and arrangements has met their needs and how to do this

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**Additional information**

**Scope/range related  
to performance  
criteria**

**1 Information**

- 1.1 nature of the disability
- 1.2 what the participant can do
- 1.3 requirements for access
- 1.4 special equipment used
- 1.5 preferred communication methods
- 1.6 safety requirements
- 1.7 welfare requirements
- 1.8 medical requirements
- 1.9 previous history of participation

**2 Participants**

- 2.1 adults
- 2.2 children and young people
- 2.3 groups whose members do not know each other
- 2.4 participants with particular needs in relation to the activity
- 2.5 individuals
- 2.6 groups

**3 Competent help**

- 3.1 help from colleagues
- 3.2 help from participants if older and capable
- 3.3 help from outside the organisation

**4 Colleagues**

- 4.1 more senior staff
- 4.2 working at the same level
- 4.3 those working in supporting roles
- 4.4 freelance colleagues
- 4.5 colleagues from other organisations

5 **Others**

- 5.1 external support staff
- 5.2 personal carer
- 5.3 internal support staff
- 5.4 parents
- 5.5 group leaders
- 5.6 other agencies

6 **Goals**

- 6.1 educational
- 6.2 recreational
- 6.3 developmental

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**Glossary****Activities**

Practical sessions with some component of physical exertion and or skill and or problem solving. Activities may be linked to recognised sports, such as canoeing, sailing, badminton, football or may be improvised to meet certain objectives. In the outdoor context especially they may involve a component of perceived risk.

**Disabled participants**

Participants with impairments who experience barriers to accessing main stream facilities. This includes people with physical and sensory impairments, learning and communication difficulties, medical conditions, challenging and complex needs which may be permanent or temporary.

**Environment**

The area in which the activity will take place; this will tend to be an outdoor facility or a natural outdoor environment, but in some cases may of an indoor nature representing the outdoors such as indoor climbing walls and canoeing in a pool.

**Health and safety requirements**

These should exist at several levels; firstly there is legislation such as the Health and Safety at Work Act and Adventurous Activities Licensing; secondly the organisation in which you work will have health and safety policies and procedures as part of the organisation's overall regulations and procedures; thirdly individual departments or sections in large organisations may have additional policies. Generic and specific risk assessments cover all aspects of the organisation's operations and these inform the organisation's Standard Operating Procedures with which you must be familiar. (NB some specific terminology and titles may be different.)

**Learning difficulties**

In this context long-term conditions which may significantly affect the participant's ability to learn what is required to take part in an activity; examples may include people with Down's Syndrome, people with brain injuries which affect their ability to learn, global or specific learning delays.



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### **Medical needs**

The need for medication, special arrangements for rest or readjustment and arrangements for access to specialist help.

### **Modifications to the activity**

Anything that helps participants engage fully (and safely) with the activities and their programme is a good thing. Modifications come in many forms, from equipment and activity base through to the process and way an activity is operated.

### **Organisational regulations and procedures**

Typically, these documents will set out the standards, procedures and requirements for activity delivery. They may include equipment lists, outline session plans, safety points and procedures. They also may make reference to specific NGB (National Governing Body) or other relevant national activity bodies in terms of information and guidelines related to activities. The documents may also make reference to staffing levels and standards in terms of ratios, qualifications and training/assessment undertaken, which may link to NGBs, technical advisers and other external or internal features. Good quality documents have many uses and may be needed by a range of internal and external parties and stakeholders. The documents help to communicate to staff and others clear and consistent information.

### **Personal and welfare needs**

A wide range of specific needs such as personal and hygiene and toileting arrangements, dietary requirements and welfare and social needs.

### **Physical disabilities**

Disabilities that could affect the participants' ability to take part in various activities.

### **Links to other NOS**

This standard links with SKAOP3, SKAOP6, SKAOP8 and SKAOP10

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