

# SKAD24 (2) (SQA Unit Code - B67W 04)

## Enable people with disabilities to take part in activities



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### Overview

This unit is about enabling people 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 and development training context. This unit focuses on the special competences required for work with disabled participants.

The purpose of the enabling could be to:

1. with physical disabilities;
2. with learning difficulties;
3. with sensory impairments

The unit is divided into three parts.

The first part describes the three things you have to do. 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

The second part describes the knowledge and understanding you must have.

The third part gives some examples and explanations of some words we use in the unit.

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

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#### Performance criteria

*You must be able to:*

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

- P1 collect up-to-date information on the participant's needs from relevant sources
- P2 collect this information sensitively and in a manner appropriate to the participant
- P3 check the information for accuracy
- P4 where necessary, get competent help to interpret the information correctly
- P5 record the information accurately for future use
- P6 make an assessment of the participant's ability in regard to the activity
- P7 identify the modifications to the activity and the support which the participant may need and check these with a responsible colleague

*You must be able to:*

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

- P8 make sure the planned goals for the activity are safe and realistic for the participant, whilst still providing opportunities for challenge and development
- P9 structure the activity and preparation for the activity so that it is appropriate to the participant's needs
- P10 brief enablers fully as to the nature of the activity and its goals
- P11 make sure the participant can safely access the environment in which the activity will take place
- P12 make sure that any support for the participant's personal, medical and communications needs is available
- P13 set up and arrange equipment so that it is safe and appropriate for the participant
- P14 seek appropriate help when problems beyond your level of competence occur

*You must be able to:*

#### **Work with disabled participants**

- P15 communicate with the participant in a way which is appropriate to their needs
- P16 check the participant's level of understanding at all key points during the activity
- P17 provide direct help during the activity only with the participant's agreement
- P18 provide a level of supervision throughout the activity which is appropriate to the participant's safety and medical requirements
- P19 get appropriate help when problems beyond your level of competence occur
- P20 ensure the participant receives support for personal and medical needs

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as required

P21 review with the participant and others how well the activity and arrangements has met their needs

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### Knowledge and understanding

*You need to know and understand:*

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

- K1 the value of sport and recreation activities to disabled participants and the importance of involving them to the best of their ability
- K2 the importance of identifying the needs of disabled participants
- K3 the most common types of disabilities which you may come across and their implications for the activity
- K4 how to gather and check information on the participant's abilities and interpret the implications
- K5 sources of help in interpreting information on disabilities
- K6 how to identify the modifications and adaptations to the activity and equipment to meet the needs of disabled participants  
the types of information about participants that should be treated confidentially – who you can and cannot give such information to

*You need to know and understand:*

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

- K7 the importance of providing disabled participants with opportunities for development and challenge
- K8 how to set goals for an activity which are realistic for the participant's level of ability whilst still providing opportunities for development and challenge
- K9 health and safety issues when setting up activities for the range of disabled participants, in particular how levels of risk for an activity can be increased when working with disabled people
- K10 how to design 'warm-up' activities for disabled participants
- K11 how to adapt the activity's structure to their needs
- K12 the importance of briefing any enablers on the activity and its goals
- K13 types of support which may be needed for the participant's medical, personal and communications needs
- K14 special types of equipment which participants in the range may need for the activity
- K15 how to check the appropriateness and serviceability of the equipment to be used
- K16 the importance of getting help when problems beyond your level of competence occur and how to access such help

*You need to know and understand:*

#### **Work with disabled participants**

- K17 the importance of equal opportunity and anti-discriminatory practice when working with disabled participants
- K18 the importance of clear communications and how to communicate effectively with the range of disabled participants
- K19 the importance of checking the participant's level of understanding at key

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- points and how to do so
- K20 why direct help should only be provided with the participant's agreement
- K21 the levels of supervision which are appropriate to the range of participants and the activity
- K22 the importance of getting appropriate help when problems beyond your level of competence occur and how to access such help
- K23 the importance of the participant receiving support for any personal or medical needs they may have during the activity
- K24 how to identify when these needs occur and how to respond
- K25 the importance of reviewing with the participant and others and what to do with the results of such a review.

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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. medical requirements
  - 1.8. previous history of participation
2. **participants**
  - 2.1. with physical disabilities
  - 2.2. with learning difficulties
  - 2.3. with sensory impairments
3. **sources**
  - 3.1. the participant themselves
  - 3.2. parents or carers
  - 3.3. group leaders
4. **equipment**
  - 4.1. normal activity equipment
  - 4.2. special equipment to meet the participants' needs

#### Glossary

##### **Activities**

Sessions with some component of physical exertion and/or skill / problem solving; activities may be recognised sports, such as canoeing, sailing, badminton or football or may be improvised to meet certain objectives; in the outdoor context they will almost certainly involve a component of managed risk; activities usually have aims and objectives which are to do with recreation, education and personal and social development rather than improving someone's performance in a sport; activities may provide a 'taster' for a sport which encourages a participant to go on to develop their performance in a coached context

##### **Disabled participants**

People taking part in the activity who have physical disabilities, learning difficulties and sensory impairments or a combination of two or more of these

##### **Enablers**

people who work with and support the disabled participant on a longer term

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basis; examples include care assistants, teachers, parents or other carers

#### **Environment**

The area in which the activity will take place; this could be an indoor facility or a natural outdoor environment

#### **Health and safety requirements**

These should exist at several levels; firstly there is legislation such as the health and safety at work act, secondly the organisation in which the you work should have health and safety policies and procedures, thirdly individual departments or sections in large organisations may have additional policies

#### **Learning difficulties**

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 etc.

#### **Medical needs**

For example, the need for medication or rest

#### **Personal needs**

For example, special toileting requirements

#### **Physical disabilities**

Long term physical conditions which restrict the participant's ability to take part in the activity, for example, amputation, paralysis, restricted limb movement, asthma, epilepsy etc.

#### **Review**

The process of going over the activity with the participants and enabling them to reflect on what they have achieved and learnt; the review should identify both positive and negative experiences; results of the review should be shared with a responsible colleague and be used to improve the programme and the overall quality of practice and service delivery

#### **Sensory impairments**

For example, blindness or impaired vision, deafness etc.

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**Suite** Outdoor Programmes

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