

# Coaching Disabled Footballers Manual



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# Introduction

This resource builds on the original Coaching Disabled Footballers Course, published in 2000, updating information and reflecting the changing needs and expectations of both players and coaches. Disability football is embedded in the Football Association's national development plan and as a result the expectations of players with a disability have risen accordingly. England disability teams sit high in world rankings and an increasing number of players with a disability want the opportunity to play at the highest levels. Good coaching at grass roots level is essential if they are to maximise their full potential and this resource aims to provide coaches with tips and guidance on how to adapt, where necessary, to include players with a disability in regular coaching sessions at your club or school.

Furthermore it highlights the legal and moral responsibility that coaches have to safeguard and protect disabled children and adults in football, from poor practice and abuse. Specific support and guidance is provided and other relevant FA policy, procedures and educational programmes are referenced for further information.

Having worked through the pack, you should feel more confident and able to:

- Apply and extend your existing coaching skills and experience to meet the needs of players with a range of impairments.
- Establish basic communication skills for coaching disabled footballers.
- Use appropriate terminology.
- Identify appropriate safety and medical considerations.
- Ensure that you are working in a safe and enjoyable environment and players are free from poor practice and abuse.
- Plan a wide range of coaching sessions for players with a disability.

- Using the Inclusion Spectrum, plan your coaching sessions to include players with a disability or provide alternative appropriate opportunities.
- Understand the player pathways available for players with a disability including the appropriate structures for competition.

Coaching is about helping people to be better - better at sport, better in life in general. It is about identifying the needs of each individual and helping everyone to achieve their own individual aspirations in a safe and supportive environment.

Coaching players with a disability is no different!

# Long-Term Player Development

## What is LTPD

In any sport, you must look at what is needed to develop the athlete to reach their maximum potential.

It is important in the child's development that we introduce basic physical literacy. These fundamental principles of movement will provide the core skills, which must be in place as the athlete develops.

While other sports will promote Long-term Athlete Development, in football, we will be developing a Long-term Player Development 4-corner Model.

## What is the 4-corner Model?

Historically, football, when developing its players, has concentrated on the technical and tactical corner.

The premise of Long-term Athlete Development advocates the development of fundamental movement skills, in a multi-sport concept. Football already encourages many of the basic physical literacy

skills the young person needs to develop, and these natural football physical outcomes have been enhanced to become the physical corner.

In addition to these two corners, The FA also believes that, to develop the whole player at all levels, the coach needs to encourage development in the social corner and the psychological corner.

The 4-corner Model applies to all players, regardless of age or ability. The emphasis on the corners may change depending on where the player is within the development pathway.

In the LTPD 4-corner Model, there are eight stages of development.

## The Football Association's LTPD 8-stage Model

(Adapted from Balyi and Way)

The eight phases (originals in brackets) are simply descriptors for the continuum of development.

Stages 1 and 2	Stages 3 and 4	Stages 5 and 6	Stages 7 and 8
<b>1. FUNdamentals</b> (FUNdamentals) 5-8 years old	<b>3. Developing Practice</b> (FUNdamentals) 11-14 years old	<b>5. Training for competition</b> (Training to compete 2) 16-18 years old	<b>7. Training to win</b> (Training to win 2) 20 years +
<b>Ages may overlap</b>	<b>Ages may overlap</b>	<b>Ages may overlap</b>	<b>Ages may overlap</b>
<b>2. Enjoying practice</b> (Learning to train) 8-11 years old	<b>4. Understanding Competition</b> (Training to compete 1) 14-16 years old	<b>6. Developing winning</b> (Training to win 1) 18-20 years old	<b>8. Retaining people in football</b> (Retention) All ages apply

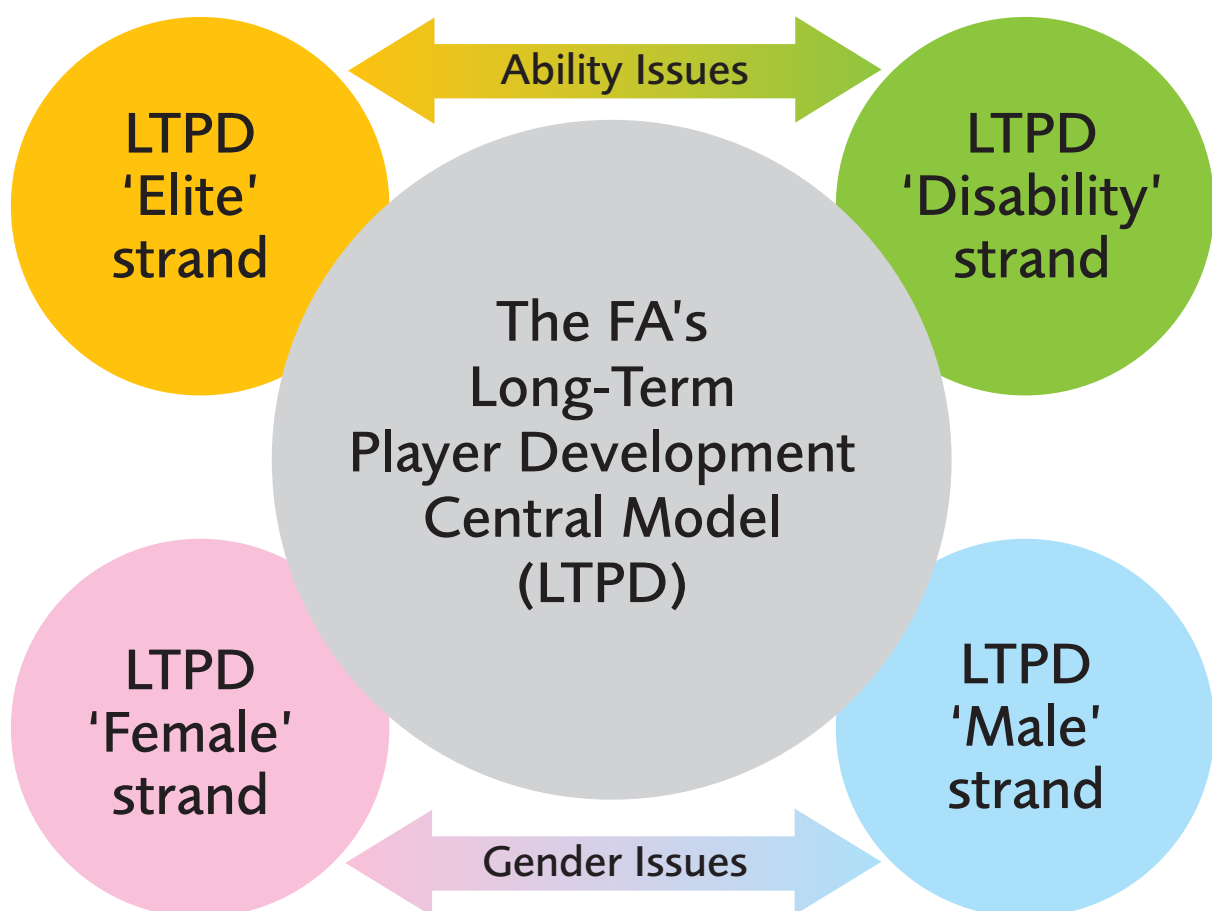
## Long-Term Player Development

### The Benefits of LTPD – 4-corner Model

The LTPD 4-corner Model allows a flexible framework for the development of the player and the coach at all levels and stages.

### Appropriateness

Placing players in their most appropriate group is essential. This will usually be within their chronological year group.



## Examples of Building Blocks for the Player Development Continuum

Technical	Physical	Psychological	Social
<b>16 to 20 years old</b>			
<ul style="list-style-type: none"> <li>• Becoming technically proficient</li> <li>• Executing correct techniques on demand</li> <li>• Contributing to team play, time and space</li> <li>• Producing the techniques required to support defending and attacking strategies</li> <li>• Muscle mass gains</li> </ul>	<ul style="list-style-type: none"> <li>• Strength improves</li> <li>• Power increases</li> <li>• Lactate training</li> <li>• Recovery time improves</li> <li>• Full potential is progressively achieved</li> </ul>	<ul style="list-style-type: none"> <li>• Lifestyle skills</li> <li>• Developing a stable temperament</li> <li>• Understanding</li> <li>• Communication</li> <li>• Advanced coping strategies are developed</li> </ul>	<ul style="list-style-type: none"> <li>• Developing emotional stability</li> <li>• Being socially responsible</li> <li>• Recognising cultural differences</li> <li>• Dealing with conflict</li> <li>• Appreciating others</li> </ul>
<b>11 to 16 years old</b>			
<ul style="list-style-type: none"> <li>• Improving technique</li> <li>• Skill execution</li> <li>• Understanding the role in the team</li> <li>• Attacking principles</li> <li>• Defending principles</li> <li>• Individuals, units and groups</li> </ul>	<ul style="list-style-type: none"> <li>• Adolescent growth spurt</li> <li>• Aerobic development</li> <li>• Changing shape</li> <li>• Early/late maturation</li> <li>• Athleticism changes</li> </ul>	<ul style="list-style-type: none"> <li>• Self-concept</li> <li>• Awareness</li> <li>• Responsibility</li> <li>• Goal setting</li> <li>• Confidence</li> <li>• Coping strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Accepting responsibility</li> <li>• Fairplay</li> <li>• Peer group features</li> <li>• Values and beliefs</li> <li>• Appropriate behaviours</li> </ul>
<b>5 to 11 years old</b>			
<ul style="list-style-type: none"> <li>• Basic techniques</li> <li>• 'Ball and the Wall' activities</li> <li>• Improving basic skills</li> <li>• Group practice</li> <li>• Games as the teacher</li> <li>• Rotation of positions</li> </ul>	<ul style="list-style-type: none"> <li>• A Agility</li> <li>• B Balance</li> <li>• C Coordination</li> <li>• S Speed</li> <li>• C Catching</li> <li>• P Passing</li> <li>• K Kicking</li> <li>• R Running</li> <li>• J Jumping</li> <li>• T Throwing</li> <li>• Motor control</li> <li>• Mixed activities</li> <li>• Multi-skills</li> <li>• Basic screening</li> </ul>	<ul style="list-style-type: none"> <li>• Learning</li> <li>• Enthusiasm</li> <li>• Imagination</li> <li>• Exploration</li> <li>• Avoiding anxiety and boredom</li> <li>• Progressive introduction to mental skills</li> <li>• Progressive group activities</li> </ul>	<ul style="list-style-type: none"> <li>• Fun and enjoyment</li> <li>• Support from parents and schools</li> <li>• Inclusion and participation</li> <li>• Form relationships</li> <li>• Safe environment</li> <li>• Simple rules and ethics</li> </ul>

## **Considerations when coaching players with a disability**

- We recognise that each player will have their own needs and dependent on their opportunities may or may not possess the same skills as their able bodied peers.
- If any player has not been involved in playing football for a length of time they may lack some of the skills that are highlighted within the 4-corners Model for similar age players who have had the opportunity to participate regularly (general student).
- The 4-corner Model applies to all players no matter their age or ability. The emphasis may change dependant on where the player is within the development pathway.

# Disabled People and Football

Football is our national game and has a prominence in the media which catches the imagination of both young and old, men or women, non disabled people and people with a disability. In the first section it will address a number of issues surrounding why people with a disability play football.

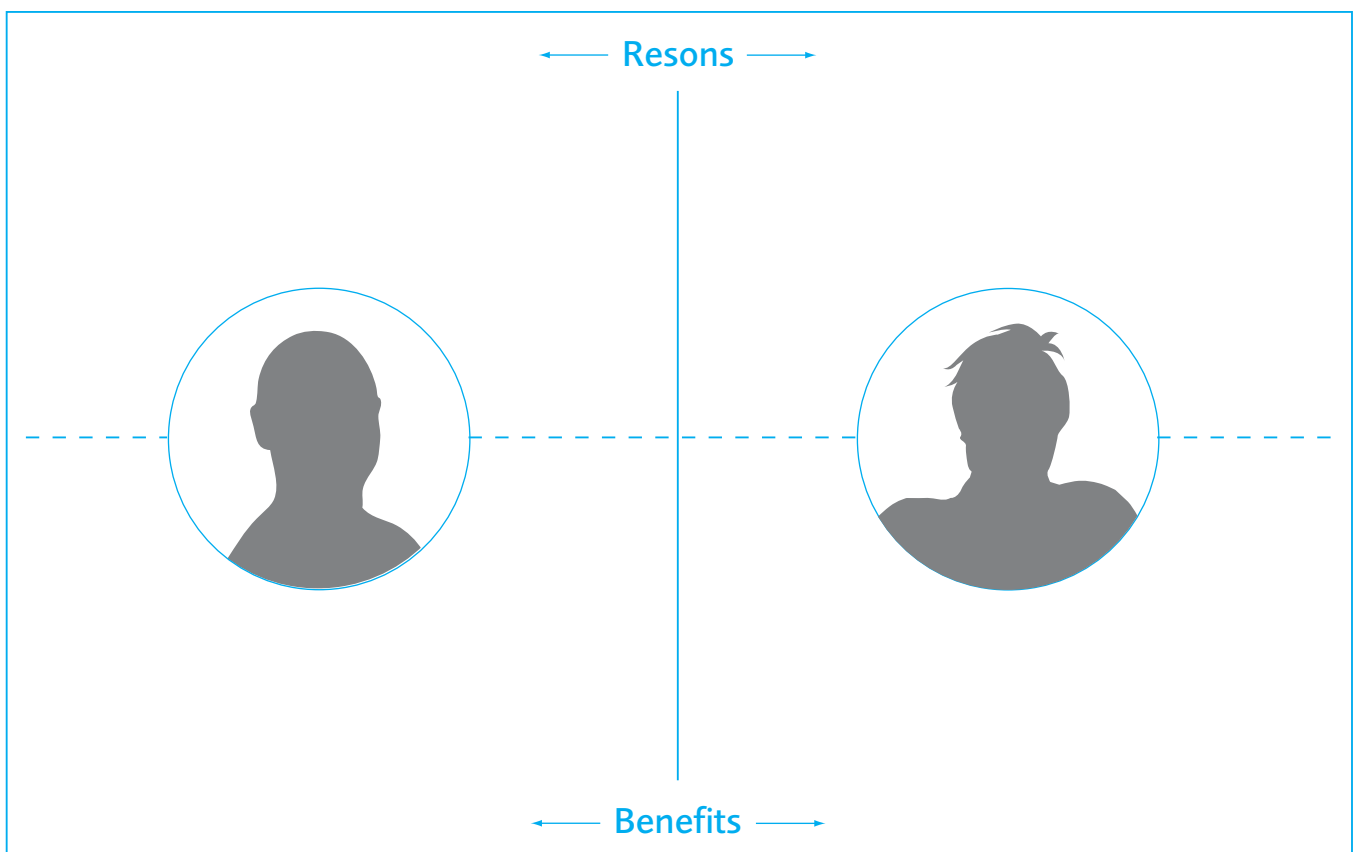
In the past some definitions of disability have been based on a medical model. People were considered to be disabled according to what medical condition they happened to have and as such there was a tendency to treat all people with a particular condition the same, with the same needs. However, this has largely been rejected by players with a disability as they focus on what people with a disability cannot do, rather than on what they can do. It is better to think about what people with a disability can do and not about the medical label for their condition. This will enable you to provide a positive, welcoming coaching environment and one, which safeguards all of your players.

Before addressing issues about how to coach players with a disability, it is essential to understand:

- Why people with a disability become involved in sport.
- What makes a good coach, and in particular, a good coach of people with a disability.

## Activity 1

1. On the left list the reasons people take part in football.
2. On the right list the reasons why you think people with a disability take part in football.
3. In the lower two areas, suggest any further benefits football might offer these individuals (e.g. weight loss and improved health or learning to be part of a team)
4. Where would you place some of these targets within the 4 core model?



You have probably listed the same in each of the areas because the reasons why all people take part in sport are the same.

You may have listed reasons such as:

- improve fitness
- develop new skills
- achieve in competition and gain recognition
- make friends
- experience a personal challenge
- experience the thrill of competition
- enjoyment

You may also have recognised that sport can offer individuals a great deal more than simply an opportunity for participation, friendship, enjoyment and success. It can develop other skills that will enhance many areas of daily life:

- improve confidence and self-esteem
- learn how to take responsibility
- handle pressure and stress
- cope with disappointments and setbacks as well as success

These are valuable skills for all people. They will be particularly important for people with a disability who may gain greater independence as a result of increased fitness and mobility gained through participation in sport.

# Qualities of a good coach

## What skills and qualities does a coach need?

How can the coach help players achieve their full potential and get the most enjoyment from their sport?

### Activity 2

1. Discuss and illustrate on a flipchart the skills and qualities you feel are needed by a good coach.
2. Discuss and illustrate on a flipchart the additional skills and qualities you feel you would need to coach disabled people.

Coaches are all different - they have different qualities, bring different skills and experiences, and coach in different ways. However, you may have been able to identify some skills and qualities you feel are very important, such as the ability to:

- Communicate - to ask questions, to give and receive information, to provide feedback.
- Plan and organise sessions and programmes to meet the needs of players.
- Analyse and evaluate performance.
- Create a safe and enjoyable environment.
- Be open minded in developing coaching skills and knowledge.
- Be enthusiastic.
- Be patient and understanding.
- A knowledge of the LTPD model.
- A knowledge of the Stop principle.

In addition, you may have included:

- A broad knowledge of an individual player's impairment.
- An in depth knowledge of the individual players you are coaching.
- A knowledge of the LTPD model and the implication when coaching players with a disability

In order to provide opportunities for players with a disability, it is your responsibility to become as familiar as possible with the needs of the individual players and the requirements of impairment specific football - particularly about rules and equipment.

This can be achieved by making contact with the appropriate disability sports organisation, The FA, your local County FA and, most importantly, talking to the players themselves. This will also help you become familiar with any safety requirements associated with the player's impairment.

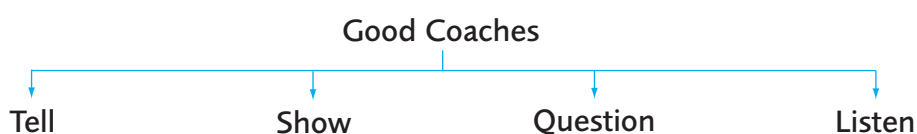
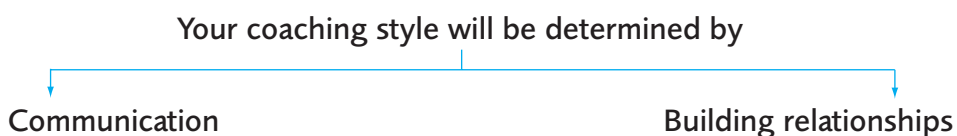
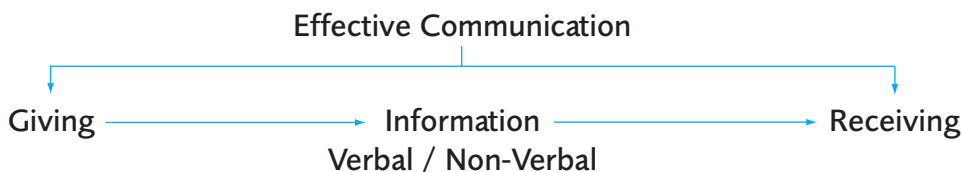
- A knowledge of the competition classifications that operate in disability football. Planning for success in competition and training will be motivating for you as well as your players. If it is not possible for the player to measure success by winning a competition, set achievable goals in training by which success can be measured. By liaising with local and regional clubs and associations, you may be able to find further opportunities for competition within existing structures. If there are no opportunities available, you may be able to introduce competition for players with a disability as part of existing structures.
- Information regarding specialised equipment and adapted rules.
- A knowledge of the relevant safety and medical implications of working with specific impairment groups.

# Communication

## Facts

- In every class 2-3 children will have SLCI (Speech Language and Communication Impairments)
- SLCI affects 6% of children in the population and it transfers to adulthood.
- 0.2% of children in the population will have impairments that impact on all aspects of their lives, school, community or home.
- 50% of people with SLCI will also have behavioral difficulties as well.
- 10% of young offenders show significant signs of SLCI (Hamilton 1999, Bryon 2004)
- Early language difficulties are a predictor of later difficulties, e.g. mental health problems (Clegy 1999)

A key element of successful coaching is effective communication - this means giving and receiving information. Both are equally important. How you communicate and the way you build relationships with your players determines your coaching style. Most coaches do a lot of telling and showing; good coaches also do plenty of questioning and listening. As a coach, you need some sound sport-specific knowledge and the ability to communicate this knowledge effectively to the player. You may find there are additional challenges to how you coach and the way you communicate when coaching players with a disability.



## Effective Communication

### Giving information

Information can be shared in many ways - speaking is the most common but do not underestimate the impact of non verbal communication such as gestures, expressions and even posture. The latter can be more powerful than the actual words spoken - it is suggested that 90% of information is actually conveyed non-verbally. Of course, non-verbal forms of communication can be the form of communication for those with hearing impairments.

Most coaches are good at giving information but remember it is important to give not just relevant information but an appropriate amount and in the right way. Too much information can lead to boredom and even frustration and this may be particularly true if there are challenges to communication - for example those with a learning disability, speech or hearing impairment. Information, which is too negative, can also reduce self-confidence, progress and enjoyment.

### Receiving information

Compared with information giving skills, coaches often tend to be relatively poor at asking good questions and really listening to what the players have to say. Coaches can learn a great deal about their players, their strengths and weaknesses, hopes and fears, if they listen to them and ask questions.

The use of open questions (i.e. those which demand a response other than a simple yes or no) is important in any coaching environment but is particularly valuable when coaching players with a disability - they all have very individual needs and goals. It is too easy to make assumptions about what they want or what they can and cannot do. Always ask so you really get to know each player and build a good relationship with them.

Again coaches working with players with a disability may need to become particularly skilled at a variety of different methods of communication - different ways of giving out information by telling, showing and guiding; different ways of gaining information by listening, watching and asking. The next sections point out some of the skills required.

### Listening skills

Along with the Coach, it is important that as someone who works with young people you are aware of developing your listening and observational skills.

## Visually Impaired Players

Visually impaired people who take part in football are classified according to their level of sight as B1, B2 or B3. Players who have B1 classification are blind; players who are B2 and B3 are classed as partially sighted.

Partially sighted players can usually be coached in a similar way to their sighted peers:

- Determine what can be seen at the outset - do not assume.
- Ensure verbal instructions are concise and accurate. If the player does not understand instructions, they may not be able to copy sighted players.
- Be aware of the influence of environmental factors that can influence how you communicate. For example:
  - the amount of available light
  - changes in light (cloud cover)
  - type of light (sun, fluorescent lights, floodlights)
  - positioning of player and/or coach in relation to light source
  - level of background noise (echo or reverberation, ventilation fans).
- Establish how these can affect the player during coaching sessions and competition.

It is more difficult to include blind people in coaching groups of sighted players both for safety reasons and to retain the integrity of the game as played by blind people. B1 players have no vision and react to sound, echo and verbal instructions to play the game. Further advice on coaching blind players is offered later in this resource but in terms of communicating with them the following general advice applies:

- Always address the player by name.
- Do not walk away without telling the player.
- You may need to use touch but always ask first.
- Use key words and avoid long complicated sentences. Focus on a few words that convey what you are trying to say.

- Be logical and sequential when presenting information.

If a blind player needs guidance, it may be useful initially to enlist the help of family and friends to assist in coaching sessions, as they would be more familiar with guiding the individual. Eventually, it may be that sighted players or coaches in the group would be able to assist.

## Hearing Impaired Players

Communicating with deaf players may create even greater challenges. Deafness is a hearing loss, which makes it impossible to understand speech through hearing alone, even if a hearing aid is used. There is usually a need for other means of communication such as lip-reading or signing.

How would you need to adapt your communication skills to coach someone who is deaf?

As with all players, it is beneficial to take time to get to know the player and to establish the most appropriate means of communication. If a player has residual hearing and uses a hearing aid, it is possible to communicate orally. However, the player will also need to see your mouth in order to lip-read. This will reinforce what you are saying. Other factors of which to be aware include the following:

- Ensure your face is well lit. For example if out of doors, face the sun, as this will assist the player who may be lip-reading or reading signs.
- Face the player at all times when speaking. If you turn your head, they will no longer be able to read your lips.
- Do not chew, shout or cover your mouth with your hand when talking - this will prevent effective lip-reading.
- Remember lip-reading is not a precise way of communicating. Do not presume if an individual can lip-read, they will understand every word. Much of lip-reading is intelligent guesswork.
- Ensure the coaching or competition environment is accommodating (e.g. no background noise to interfere with concentration).
- You may need to be near to attract the attention of the player e.g. by eye contact, waving or tapping on the shoulder.
- Keep sentences simple and avoid unnecessary jargon. It is always useful to establish the meaning of any sport-specific or technical language before you start a session.

- Provide written information if relevant but do not hand out the written information to read and then continue to speak - the player will be unable to lip-read or even be aware that you are speaking. Allow the player time to read the information before the practice commences.
- Be aware that a player may be able to read your lips even if you are standing at a considerable distance and not talking to them.

You will subsequently be able to plan an individual programme with the player. If it is necessary to remove the hearing aid, for example in training or competition, it is useful to establish mutually identifiable signs or gestures before it is removed. This will also help other teammates.

You may be approached by a deaf player who is unable to communicate orally. Again, you will have to establish the most appropriate means of communication. This may mean:

- using an interpreter who might be a parent, friend or teacher or a fully qualified individual - the Royal National Institute for the Deaf (RNID) will be able to provide you with information regarding hiring professional interpreters.
- learning to sign or finger spell - RNID will again be able to advise.
- establishing mutually identifiable signs or gestures.
- identifying whether or not the player can lip-read.
- using written instructions if appropriate

Although deaf players can compete and be coached in the same situation as hearing players, they often prefer to be in situations with other deaf players.

As a coach, it is important to respect the player's choice and appreciate the strong cultural identity of some deaf footballers.

# Communication

## Communicating with other players with a disability

So far you have considered how to adapt your communication skills to suit the need of players with a visual or hearing impairment. The examples below give you further useful pointers in communicating with players with other disabilities. It is again important to emphasise that these pointers are made in very general terms and the more familiar a coach becomes with a player, the easier it will be to establish successful communication strategies.

### Players with cerebral palsy

CP sport will be able to provide you with more detailed information.

Individuals with cerebral palsy may have a speech impairment. This should not automatically be associated with the player having a learning disability. Individual players may have devised their own means of communication. It is useful to spend time getting to know the player in order to learn and understand these means of communication.

- Establish mutually identifiable signs and gestures
- Use written instruction if appropriate

### Players with a learning disability

Establish the extent to which instructions and directions are understood. It is useful to remember to use simple, brief, concise language, without being patronising. Refer to the players according to their chronological age and encourage other players, officials and supporters to use appropriate age and sport-specific terminology (e.g. 'you paced yourself well' rather than 'good boy').

Some people with learning disability may use a signing system to support speech. The individuals are not necessarily deaf or have no speech, but may be unable to communicate effectively by oral methods alone.

## Terminology

Terminology can create problems but should not be a barrier to including players with a disability in your coaching sessions. Do not be afraid of "using the wrong words". However prior to working with people with a disability a coach should consider:

- How should you refer to a disability or a person with a disability?
- What is acceptable?
- What do people with a disability prefer?

People with a disability may have an individual, personal way of referring to their own disability. If you feel uncomfortable with a term, discuss it with the individual, but never assume what is acceptable to one player is acceptable to another, even if they have similar impairments.

Try to avoid:

- Wheelchair bound
- Confined to a wheelchair
- Invalid
- Cripple
- The disabled
- Handicapped
- Afflicted by, victims of, suffers from....
- Brave, courageous

Instead use:

- People with disabilities
- Wheelchair user
- Blind/deaf people
- People with a visual/hearing impairment
- People with a learning disability
- People who have....
- Non-disabled people/Able bodied people

# Safety Considerations

An awareness of safety is paramount in all coaching sessions and competitions, irrespective of whether there are players with a disability or non-disabled players. Similarly all coaches need to be aware of any personal conditions, which may influence what is included in the session or how it is managed.

This chapter contains basic information for coaches about how to provide safe football for all players. You will be encouraged to:

- reflect on your current practice with regard to safety and to identify the key safety factors.
- consider the importance of treating each player as a unique individual - as you should in all coaching situations.
- adapt your coaching practice to work effectively and safely with players with a disability, assessing the same safety and personal factors as you would for non-disabled players.

## General considerations

The second activity in this resource provided an opportunity for reflection as well as perhaps a reminder about good coaching practice. The next activity asks you to consider how you ensure safety in your current coaching situation.

### Activity 3

1. In the left hand column, list the safety factors you would consider when coaching non-disabled players.
2. In the right hand column, add any additional factors or modifications that you believe would be important when working with players with a disability.

General Safety Factors	Additional Factors

## Safety Considerations

Compare your answers with the following list regarding general safety factors:

- Knowledge of players with conditions such as epilepsy, asthma, diabetes, anaemia, hay fever and how they manage their conditions.
- Factors relating to conditioning, new or old injuries and fatigue, so you can recognise their effect when a player is training.
- Number of people using a venue and the activities they are doing.
- The weather and temperature, the need for fluid replacement.
- Location of first aid equipment.
- Specific hazards and safety precautions associated with football. For example dangerous tackles, incorrect heading of the ball.
- Evacuation procedures due to emergencies (e.g. for fire).

There are additional factors to consider when working with players with a disability to ensure a safe environment and coaching practice. Remember players with a disability will be well aware of their own individual needs and will have individual ways of dealing with personal and safety considerations. Other factors you might need to consider include the possibility that some players with a disability may:

- Tire more quickly and so need shorter work intervals with longer rests.
- Find it harder to concentrate - for example visually impaired players in a noisy sports hall.
- Experience poor balance and co-ordination and so may be prone to injuries from falling, dropping objects or knocking against things.
- Need extra safety considerations for emergency evacuation as well as for access (e.g. there should be visual warnings as well as auditory ones for fire or bomb warnings).

Although the players with a disability will probably not need to be told how to look after themselves, it is important for coaches to understand their needs and provide for them during training and competition.

They may need more time and assistance in getting ready for the activity and also more time and assistance after the activity is completed.

### Specific considerations

In this section you will find some specific considerations pertinent to particular types of impairment.

#### Amputee players

Some amputee players may use a prosthesis in everyday life. In amputee football, the outfield players are either above or below knee single leg amputees. In competition the outfield players remove their prosthesis during play and use aluminium wrist crutches. This is because of the risk of danger or injury to themselves or other players if they wear their prosthesis when playing. Appropriate footwear to suit the nature of the playing surface is essential.

New players starting amputee football may need padded gloves (weight lifting gloves are ideal) to protect against blister on the palms of their hands. New players may also need more numerous and more frequent rest periods because of the physical demands of playing using crutches. The players may not use crutches in everyday life as they may use a prosthesis or a wheelchair for mobility.

Amputee players have greater difficulty regulating body temperature because the ratio of surface area to body volume is different and could result in overheating. Coaches must therefore ensure players wear suitable clothing and ample opportunities are provided for rehydration and recovery.

When working with amputees, you would have to consider the following:

- How movement is affected.

## Safety Considerations

- What movement patterns are already established.
- Level of motivation and personal goals.
- The players understanding of personal safety and medical care.
- Whether or not the player could be fully integrated into the session.
- An appropriate warm-up.
- Which limb or part of limb is missing?
- Is the amputation acquired or congenital? This may affect, for example, the length of time a player may be able to train as some congenital amputees have less stump soreness than amputees who have lost a limb through injury.
- Has the player had time to adjust to the loss of a limb? Some players may have had a leg amputated as a result of accident or disease so may cope with their impairment in a different way to a player who has been born an amputee.
- Are specific exercises needed to strengthen the remaining muscles, for example above knee amputees, to ensure muscle wastage does not occur?

### Players with cerebral palsy

Cerebral palsy is not a disease or illness. It is a brain lesion, which is non-progressive and causes variable impairment of the co-ordination, tone and strength of muscle action, impacting on postures and movement. The degree of impairment between individuals with cerebral palsy varies considerably according to the severity and site of the brain damage.

No two people with cerebral palsy are alike because the brain damage that causes the condition can evolve differently in each individual. You may not be very familiar with this condition, so it may help to meet the player first before considering the particular safety issues of which you may need to be aware.

Players with cerebral palsy may be prone to accidents and injuries because they have problems with balance and co-ordination. They may also have more frequent

dehydration, muscle cramps and exhaustion. Coaches may therefore need to take extra precautions in hot weather and during hard training sessions, by giving opportunities to rest and to take on liquids. Similarly, if there is poor motor efficiency, players will be more prone to exhaustion after intense effort. As a coach you should be aware of this and monitor drills and training schedules accordingly.

When working with cerebral palsy players, you will have to consider the following:

- If the player requires assistance to attend coaching sessions, is there an enabler (relative or friend) available who can offer support? Is the enabler fully aware of what is required and what is not required when supporting the player? What level of support is required?

As coach you may need to establish boundaries regarding responsibilities - for example the player's personal needs and how to assist during a coaching session if required.

- It is important to be aware that players with cerebral palsy may be more likely to have epilepsy than their non-disabled peers. If a player has epilepsy, it is useful to establish how they cope with seizures on a personal basis and what procedures you should follow. Some players may have a learning disability as well as a physical disability plus other associated conditions such as a speech impediment.

### Players with a learning disability

A learning disability is a condition where the brain does not develop as fast or as fully as someone with no learning disability. The degree of learning disability can vary enormously.

As a coach, you should ensure your players understand the specific safety rules associated with football. Situations that appear to be an obvious danger may not be perceived as such by some individuals with a learning disability.

Accidents may occur due to the lack of awareness of the imminent danger of a situation or the inability to respond appropriately and swiftly if given a

## Safety Considerations

command. Some players may have relatively poor self-care skills and will need guidance in areas such as:

- Appropriate clothing - is an outfit too hot, too cold, does footwear fit adequately, is an outfit suitable for the sport?
- Avoidance of sunburn, exhaustion and dehydration - they may need to be reminded frequently to drink or use sun barrier creams.
- Players with a learning disability are also more likely than their non-disabled peers to have convulsive disorders such as epilepsy.

When working with players with a learning disability, coaches may need to make significant adaptations to content, dependant on the ability of the individual. You will always need to:

- Be patient, tolerant, consistent and tactful but ensure players understand the boundaries of acceptable behaviour.
- Make sessions fun and enjoyable to aid concentration.
- Break down complex skills into simple steps but ensure you link them together.
- Be aware that the motor skills and physical fitness of some players may be generally poor due to lack of opportunities to participate in sporting activities or even regular day-to-day exercise.
- Enable simple decision making.
- Avoid drills that rely heavily on numeracy and literacy skills.
- Teach by showing and copying, not telling.
- Assess the physical ability and skill level of the player.
- Assess the ability to learn sport-specific rules.

- Assess the individual strengths and challenges. You need to set challenging and realistic goals.

- Repeat and review continuously.

### Players with a visual impairment

When coaching visually impaired players, it is useful to remember the following basic points with regard to safety:

- Allow players time to orientate themselves in a venue and pinpoint any potential dangers such as slippery areas, doorways and obstacles.
- Be aware of changes in the environment that could cause an injury, such as open doors, cupboards, windows, discarded kit or even someone walking into an open space unannounced.
- Do not leave equipment lying on the floor - always leave it in the same place each session so players know where it is.

Some specific medical conditions need extra considerations:

- Players with a detached retina could be at risk of further detachment if they experience blows to the head. Generally speaking, therefore, these players should avoid heading the ball and gain medical advice regarding safe activities.
- Players suffering glaucoma should gain medical advice regarding activities which require exertion.

When working with partially sighted players, you will have to consider the following:

- Communication (e.g. no demonstrations from a distance).
- Different levels of spacial awareness - visually impaired players can have difficulty adjusting from an indoor to an outdoor environment.
- Allow time for the players to orientate their surroundings, including changing and toilet facilities.

## Safety Considerations

- Type of equipment - possibly use a brighter coloured football but NOT a multicoloured ball.
- Important to have a contrast between the colour of the playing surface and pitch markings - a lot of lines in a sports hall may cause some confusion - use dark lines on a light coloured surface and dark coloured markers or cones.
- If using training bibs be aware of the need for the right colour contrast. Check with players prior to commencing practice.

When working with blind players, you will have to consider the following:

- Eliminate noise distractions (e.g. when sharing a sports hall with another group of players in an adjoining area).
- Safety - do not leave equipment on the floor where it can be a hazard.
- Ensure players know where the boundary ropes or cones are situated by allowing time for orientation by touch.
- Ensure players are familiar with other parts of the facility e.g. toilets - allow time for orientation if required.
- Equipment - eyeshades / blindfolds and footballs containing ball bearings so players can hear them.
- Remember the coach is the main point of orientation for a blind player. As such a great deal more verbal contact is required when coaching blind players.

### Players who are deaf

- Alert staff at the venue you are using that you have deaf people on site.
- Make sure all of your group understand the emergency procedures.
- Try to eliminate any background noise.
- Avoid turning the lights on and off to gain attention

if it is dark they may have an accident.

- Make sure hearing aids are taken out in all practical sessions and competitions.

When working with deaf players, you will have to consider the following:

- The communication needs of the players.
- Any distractions from other people using the facilities, for example noise.
- Additional safety issues, for example those players wearing hearing aids would have to remove them before training.
- When giving explanations or making points, bring the group in together.
- Establish quick and easy signs that ALL players use and understand.
- Ensuring that the players understand what is required from them during the session.
- Always check for understanding before the players start the exercise.

# Safeguarding and protecting disabled people from poor practice and abuse

## Responsibility for safeguarding

We all have a moral and legal responsibility for the safety and protection of children, young people and people with a disability, within football. The FA has an inclusive Child protection and best practice - Policy and procedures which sets out The FA's position, role and responsibilities and clarifies what is expected of other organisations and individuals involved in football. It includes information on:

- Raising the awareness of child protection concerns
- Dealing with poor practice
- Signs and indicators of abuse
- Reporting concerns about the welfare of children and young people

Comprehensive Child protection and best practice - Guidelines and an educational programme support The FA's Child protection and best practice - Policy and procedures.

The FA acknowledges the need for the development of a clear policy and procedures to safeguard and protect people with a disability.

## Recruitment issues

The intentions of most people involved in football are good however, The FA recognises the need to have appropriate selection and recruitment guidelines for those wishing to work with people with a disability as part of its safeguarding strategy. The process is relevant to all volunteers and paid staff.

When recruiting, consideration needs to be given to:

- Planning - identifying the role, detailing the main tasks and the skill and experience needed
- Advertising - ensuring that it reflects the relevant safeguarding policy, and details the skills and experience required
- Application Form - validating the applicants identity by checking the passport or driving license, collating consistent information on applicants, forms reviewed by more than one person

- Meeting/Interview - meeting the applicant prior to recruitment decisions is highly recommended, use of key questions to obtain experience and approach to working with people with a disability
- References - at least two references should be requested and checked, one to validate previous involvement and one from a place of work
- Criminal Records Bureau Enhanced Disclosures - All applicants must seek an Enhanced Disclosure via The FA's CRB Unit (call 0800 085 0506 for further information). This will provide The FA with information that can help them to make an informed decision as to whether or not an individual should be allowed direct access to people with a disability. The FA will ensure that all CRB Enhanced Disclosures showing significant and relevant offending will be investigated, and where necessary appropriate action taken.
- Post Recruitment - ensure qualifications are substantiated, they sign up to the relevant FA policy and procedures, training needs are identified and supported, a written statement of their roles and responsibilities is agreed, they are mentored or observed to support them for a time

## Vulnerability to abuse

For many years children and young people with disabilities were not considered to be vulnerable to abuse. It is now known that this is not the case and that children and young people with disabilities are at an increased risk of abuse and that the greater the disability the greater the risk.

There are a number of factors that contribute to this and these include:

- Lack of friends and peer group to support and protect
- Intimate/physical care/invasive medical care required. This can make it difficult for the child or young person to know what is acceptable and unacceptable touch
- Lack of speech/limited communication-this makes

it harder to report abuse

- Difficulty in resisting
- Multiple carers-hard to identify who may be abusing
- History of being told what to do and not given choices
- Depending on the abuser for a service or basic need e.g. transport
- Having medical conditions that are used to explain injuries
- A history of finding that compliance to others results in gentler care than challenging a carer
- Difficulty in identifying the abuse if sensory impaired
- Others seeing all carers as beyond criticism.

There is no one way to ensure that children and young people with disabilities are protected. The safest environments are those that help children and young people to protect themselves, by helping them to speak out and do their best to stop abuse from happening. It is also about taking responsibility for observing, challenging and reporting poor practice and suspected abuse.

### **A safe environment**

A safe environment is one where:

- Abuse is openly acknowledged to exist and is discussed
- Child protection and best practice -training takes place
- Policies and procedures are known by all and followed
- There is support for those who report suspicions or concerns

The safety of an environment can be enhanced by

learning the child or young persons communication method. By knowing the persons health needs, recording them and making sure that sufficient people know how to respond to these needs. This may mean knowing how to manage a seizure or an asthma attack. It may mean ensuring that medication is kept to hand, administered correctly, and recorded.

It is helpful to discuss with parents/carers any physical care that is required and how this can best be done with respect and dignity. This will usually mean same gender carers, and consistent carers/supporters. Consideration needs to be given to the balance of the need for privacy with the need for accountability and protection against allegations for carers. This is best done by consulting with parents or carers, and the child or young person concerned.

Giving the child or young person every opportunity to make informed choices and respecting their choice is important, as is having clear strategies for dealing with difficult behaviour that excludes any kind of physical punishment or restraint.

Remember to listen to and advocate for children and young people, and wherever possible involve children or young people and their families in the running of football activities. This helps give all children and young people a voice and may act to deter abusers. It may be necessary to ask other specialist agencies for help and advice in including some children and young people in football. It should be seen as a strength of the club to approach families, Education, Health, Social Services, voluntary agencies and community groups for advice on including and protecting particular children.

### **Responsibility for the welfare of people with a disability within football**

The moral and legal responsibility for the safety and protection of people with a disability in football sits with us all. However, there are people designated at every level of the game to take additional responsibilities for the welfare of children and young people.

It is important that all football clubs, County Football Associations (CFA) and football activities need to have a point of contact for child protection. The

## Safeguarding and protecting disabled people from poor practice and abuse

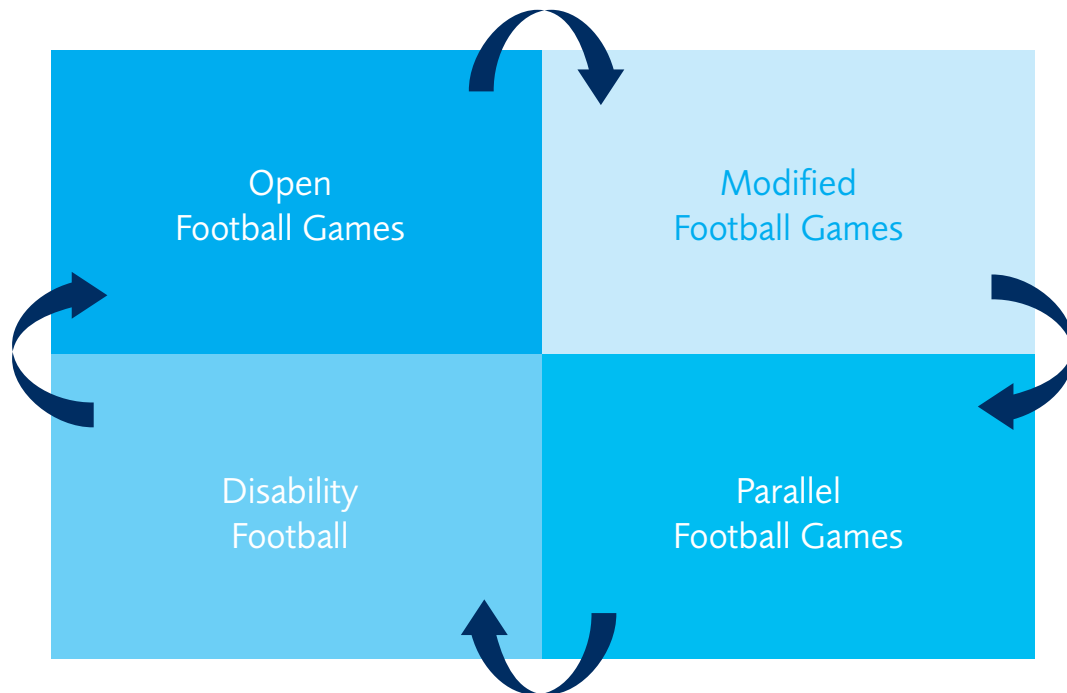
umbrella term 'designated person' refers to the individual nominated or appointed by each club, grassroots league and all CFAs. The designated person for child protection should be clearly identified in every football setting whether at an Academy, or at a locally run club small-sided tournament.

The FA's Child protection and best practice - Policy and procedures contains further information on the role of the designated person as well as what to do if you have a concern about the welfare of a child or young person. It is imperative that everyone is aware of what action to take if someone informs them directly or via a third person or through observation that there is a concern of possible abuse.

Consequently it is important that you know how to contact the appropriate designated person and are familiar with The FA/NSPCC Helpline number 0808 500 8000 which can be used by anyone 24 hours a day. Please take the time to familiarise yourself with The FA's procedures as detailed in the Child protection and best practice - policy and procedures. The reporting of concerns whether poor practice or abuse is covered in the Child protection and best practice - Workshop, which forms part of the Level 1 Coaching Award.

The FA's Policy and procedures for the protection of disabled adults will also incorporate a designated persons infrastructure. In the meantime all concerns about possible abuse of disabled adults should be reported via the FA/NSPCC Helpline 0808 500 8000 or alternatively via The FA's Ethics and Sports Equity Department on 0207 745 4914.

# Planning and Organising Coaching Sessions



All the general principles of how to establish goals and the planning and organisation of coaching sessions are equally applicable when coaching players with a disability. In addition, you will need to think carefully about the following:

- Are additional safety checks necessary?
- The need for individual goals may be more important.
- How to adapt the way you deliver and organise the session to accommodate everyone.
- The length, intensity and frequency of sessions as well as the drills or activities within each session. For example, some players with a disability tire more quickly, others need regular rests, some have difficulty regulating temperature and need to rehydrate more frequently.
- The structure and sequencing of sessions. You may need to:
  - be creative in finding a variety of ways to explain or develop a particular skill.
  - adapt drills and warm-ups to accommodate the needs of particular athletes.

- modify equipment and adapt rules to maximise opportunities for participation and ensure success.

## The Inclusion Spectrum

The Inclusion Spectrum is an activity centred approach to the inclusion of individuals of different abilities in physical education and sports programmes. In the context of this resource, it is used to identify ways of including players with a range of impairments into football drills and practices.

In the past, people were considered to be disabled according to their medical condition. Their particular impairment was seen as preventing them from accessing sporting opportunities. A more recent, positive approach is to consider that if the opportunities were designed or adapted accordingly they would become far more accessible for people irrespective of any impairment they may have.

This model, known as the social model, clearly identifies that barriers to participation by people with a disability are not due to the individual's medical condition or impairment but are caused by attitudinal, economic or environmental factors.

# Planning and Organising Coaching Sessions

In a sporting context, inclusion can be achieved by changing the environment of the activity or the way in which the activity is delivered.

The Inclusion Spectrum consists of four approaches to the delivery of the drill or practice, arranged in a continuum of participation. Each approach aims to empower coaches and teachers to encourage fuller involvement of players with a disability.

The four strategies, although different, overlap with each other in the way they can be used in practice.

## Open games

Open games are where everyone in the group is able to participate with minimal or no adaptation or modification.

For example:

- Warm ups
- Integrated games
- Individual skill development
- Cool downs

## Modified games

Modified games occur when changes are made to the game or activity in order to promote inclusion.

For example:

- Alter space
- Adapt rules
- Vary equipment

## Parallel Games

Parallel games are when everyone plays the same game or game theme but they are organised in ability groups and the activity is set at a level appropriate to each group.

For example:

Separate into three groups:

- One group passing a football around a circle
- Second group passing a football with a defender in the middle
- Third group passing whilst moving in an area with a defender.

## Disability Football

This is where disabled people play in impairment specific groups either for safety reasons e.g. blind players, or as part of the competitive structure. This may also include mixed disability groups.

When using the 'inclusion spectrum' to include people it is also important to keep the integrity of the game for all other participants.

## Differentiation

Differentiation is the word given to the coach's ability to create a series of progressive learning activities that allow every child access to the topic that is being learnt by the whole class.

We can differentiate material in a number of ways.

### Using the STEP principle:

STEP

- **Space** - alter the space that the children are using for a particular activity, make it bigger, smaller or change shape. If the environment allows, the coach should use the correct space for the age range of the children and the number of children involved in the lesson. It is generally a good idea to start slightly bigger and adapt if needed.
- **Task** - still using the same activity give the children different tasks; an example of this maybe juggling, one child may be able to juggle a ball without any bounces using many different part of his or her body, a second child may not be at the same level so his or her task is still juggling but they are allowed to let the ball bounce
- **Equipment** - use different equipment to help pupils of differing ability access learning. For example different size or colour footballs.

Create a changing area consisting of four cones, where all the spare equipment and pupil's water bottles and additional clothing is kept.

As you place cones down to create a working area, it is good practice to place multiple cones together (three cones of the same colour on top of each other). This later allows you to create different working areas within and around your original working area.

- **People** - different number of people within the games or practices.

Differentiation is about allowing inclusive access to the learning activities for all children involved in the session.

## **Groups**

It is important that you think about how teams and working groups are selected, by friendship, mixed ability, higher or lower ability, and gender.

## **Teaching/Coaching styles**

- Command style - the coach/teacher or leader makes all the decisions and may perform the demonstrations. The pupils' role is to listen and comply.
- Guided Discovery - Discovery learning can be broadly defined as the process by which players can search for and discover relatively individual solutions to executing skills without direct instruction from the coach/teacher or leader.
- Reciprocal learning - Pupils learn from each other, one of the pupils takes the role of the coach and helps the other pupils to perform, plan or evaluate new skills.
- Question and Answer - Communication between the coach and the pupil is through questions and answers. This approach allows pupils to think about possible answer that they may give.

When we communicate to young people it is important that we think about:

- The words we choose; try to phrase all your communication in positive way. For example; that was good, to improve it further you could try this..., can you try and solve this problem...
- The tone of voice in which we talk, try to think about your tone and vary it according to the environment and the individual circumstances.
- Body language, think about using positive body language when communicating with young people you are a role model, over 60% of your communication is through body language.

## **Listening Skills**

As well as the coach/teacher or leader communicating it is important that as someone who works with young people you are aware of developing your listening and observational skills.

## **Organisation**

The coach/teacher or leaders' ability to organise themselves, the pupils in their charge and the environment in which they are working is one of the key ingredients involved in successful delivery of a lesson.

## **Things to think about when organising a football lesson**

Planning: Successful organisation starts with proper planning, the coach/teacher or leader's ability to think about and design a lesson; that includes:

- Clear and concise learning aims - 'We will learn about different ways to pass (send) a ball over a short distance'.
- Lessons will have a start - warm - up, a middle - main body and end - cool down.
- Learning activities should be differentiated.
- Teaching or coaching styles should be outlined, i.e. command, guided delivery etc.
- Detail should be given regarding space and equipment.

# Implementation of the Inclusion Spectrum coaching sessions

## Warm-ups

Warm ups and cool downs should be open i.e. include everyone in the group without the need for modification.

### Examples of open warm ups include:

#### 1. Change!

Each player has a ball. When the coach shouts "change", players leave their ball and collect another.

Variations/progressions:

Run and touch another ball and return to their own.

On the command, "leave the ball", find another and move the ball around a circle.

#### 2. Traffic Lights

Each player has a ball, the players move around with the ball at their feet and when the coach holds up a red cone they must all stop with the ball under control.

If the coach holds up a yellow cone the players must change direction with a turn and when the coach holds up a green cone, the players must increase their speed.

(Wheelchair users may carry the ball and to assist any players with visual impairments the coach may call out the colour of the cone)

#### 3. Bib Snatch

The group is divided into two teams and each player tucks a bib behind them. Each team has 15 spare bibs in their hoop. The players then move around dribbling a football and opposing team members attempt to steal the bib. If the players bib is stolen they must immediately return to their hoop to put on another one.

#### 4. Simon Says

All players have a ball and dribble the ball around.

They respond to the player's instructions if the coach says, "Simon says..." But not if they don't say, "Simon says" If there are deaf players in the group, the coach must add an appropriate hand signal when saying, "Simon says..."

The above are just a few of the open activities, which can be used to ensure all of the group participate in the warm up without obvious disadvantage.

The Inclusion Spectrum gives the coach or teacher different ways of coaching football to mixed ability groups without focusing on the individual impairments. Instead it focuses on the football and how football can be presented to suit all players.

The four strategies, although different, overlap with each other in terms of the way a coaching session is delivered. This develops a continuum of participation allowing coaches to encourage fuller involvement of players with a disability and non-disabled players in the same tasks. When the different delivery methods are mixed, no one group of players is at an advantage or disadvantage. Players play together in a variety of ways, which allows inclusion, skill, fun and competition.

The following examples are taken from the FA Level 1 Club Coach Handbook and illustrate how these practices, using the Inclusion Spectrum, can be delivered in a manner, which allows all players to participate. The Club Coach Handbook contains several further examples of training drills and practices, which can be similarly adapted.

# Implementation of the Inclusion Spectrum coaching sessions

## Moves in Twos

### Have we addressed all 4 Corners?

#### Technical Outcomes

- Receiving
- Turning
- Dribbling
- Passing

#### Physical Outcomes

- Running
- Balancing
- Turning
- Movement
- Kicking

#### Social Outcomes

- Communication

#### Psychological Outcomes

- Focusing on activity
- Decision making

- Players remaining stationary - passing ball with the feet
- Passing and moving walking / at slow speed
- Pass and move

### Disability Football

It may not be appropriate for totally blind players to be included in the above groups for safety reasons. Blind players can take part in a similarly themed activity using a ball with ball bearings to produce sound.

E.g. in groups of three, the two outside players have a ball each. The player in the centre calls for the ball from one of the other players and returns the pass. The centre player then turns and calls for a pass from the other outside player, returns the pass and continues the sequence. After four passes, players change position.

### SET UP

#### 1. Moves in Twos

Split the group into pairs with the ball between two, if you have odd numbers one group can play in a three. Start the game by asking the players to stand five metres apart and for the players with the ball to pass the ball to their partners, turn and pass, then the player without the ball goes to find a new partner.

#### Progression

- Ask player one to pass to their partner. Player two then turns and runs five yards before turning and returning the ball to player one. Player two should then go and find a new partner.
- The second way to progress this activity is to ask player two to receive the ball and instead of returning it to player one, to run with it to join a new partner who does not have a ball.

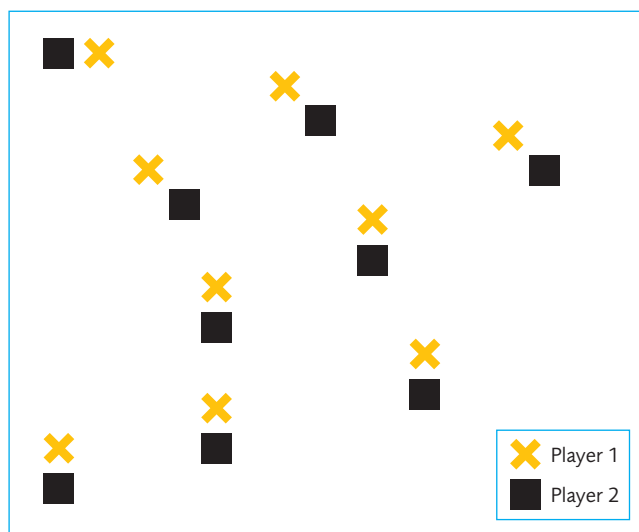
#### Modified activities

- Reduce the space or distance between players
- Appropriate playing surface
- Appropriate lighting if indoor
- Allow wheelchair users to send the ball using hands if necessary
- Use different types of ball as appropriate e.g. grip ball, bigger ball.

#### Parallel activities

Groupings according to ability NOT disability

- Players remaining stationary - using hands to send and receive
- Possibly using balloon or larger ball



# Implementation of the Inclusion Spectrum coaching sessions

## Find a Friend

### Have we addressed all 4 Corners?

#### Technical Outcomes

- Passing and Receiving
- Turning
- Dribbling
- Defending

#### Social Outcomes

- Communication
- Decision Making
- Teamwork

#### Physical Outcomes

- Running
- Movement
- Balancing
- Coordination
- Kicking

#### Psychological Outcomes

- Challenging
- Focusing

### SET UP

## 2. Find a Friend

This is a 2v2 game in which the players attempt to pass to the targets to score. The targets then play to the opposition. Remember to keep swapping those who are the targets and those playing the game at regular intervals, so that everyone gets a chance to be involved in the middle.

### Progression

The progression is to introduce three v three and the game can also progress to four v four and even up to five v five. Another alternative would be to reduce the number of targets to one at each end.

### Modified activities

- Reduce the space to assist those with limited mobility
- Use different types of balls - grip balls, bigger balls etc
- Add more targets
- Make targets bigger
- Put 2/3 people in target areas

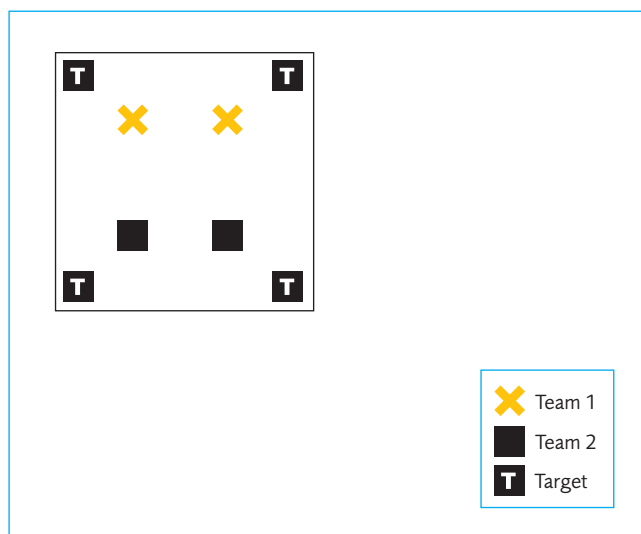
### Parallel activities

- Using hands to pass with passive defenders
- Using feet to pass with passive defenders
- Pass and score with active defenders

### Disability Football

For blind players, as above but:

- Defenders should call to indicate their presence
- Targets must also call to give direction to the players



# Implementation of the Inclusion Spectrum coaching sessions

## Alamo

### Have we addressed all 4 Corners?

#### Technical Outcomes

- Shooting
- Running with the ball
- Goalkeeping

#### Physical Outcomes

- Running
- Balancing
- Coordination
- Kicking

#### Social Outcomes

- Teamwork

#### Psychological Outcomes

- Focusing
- Decision Making
- Challenging

### SET UP

## 3. Alamo

Set up two goals and the two teams continue until each has had a shot into both goals and return to their starting position.

### Modified activities

- Reduce the distance between goals or stating positions for some players
- Increase size of goals
- Appropriate playing surface
- Appropriate lighting if indoor
- Allow wheelchair users to send the ball using hands if necessary
- Use different types of ball as appropriate e.g. grip ball, bigger ball

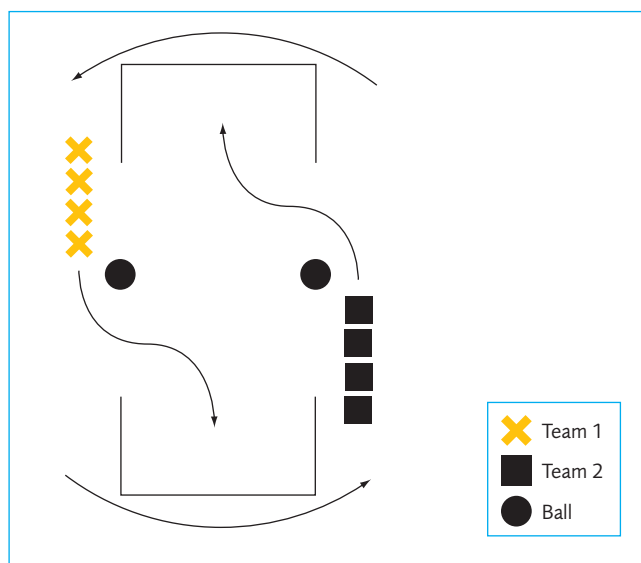
### Parallel activities

- Players shoot for goal using their hands from a stationery position 3-5 metres in front of goal and to join the back of their team line
- Players shoot for goal using their feet from a stationery position 3-5 metres in front of goal and move to join the back of their team line
- Players travel at walking/slow speed, shoot using feet, and move to join other team
- Players travel at quicker pace, shoot using feet, and move to join other team

### Disability Football

Blind players:

- Use ball with ball bearings
- A sighted goalkeeper calls the blind player in for the shot to assist direction



# Implementation of the Inclusion Spectrum coaching sessions

## Three Pots In

### Have we addressed all 4 Corners?

#### Technical Outcomes

- Shooting
- Dribbling
- Goalkeeping
- Turning
- Defending

#### Physical Outcomes

- Running
- Turning
- Balancing
- Coordination
- Kicking

#### Social Outcomes

- Communication
- Teamwork
- Cooperation

#### Psychological Outcomes

- Focusing
- Decision Making
- Challenging

### SET UP

#### 4. Three Pots In

Set up one goal and in groups of three, the players play 1 v 1 with a goalkeeper. The first person to score three goals goes into goal and the game starts from the goalkeeper.

Progression can be to 3 v 3 mini games.

#### Modified activities

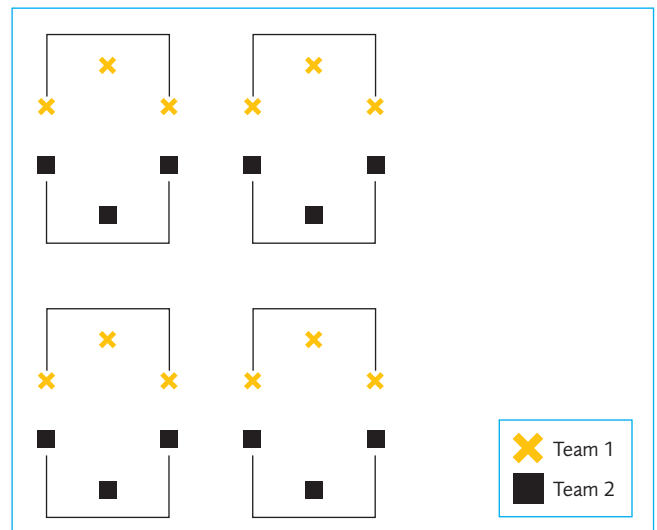
- Increase size of goals
- Restrict the space
- Appropriate playing surface
- Appropriate lighting if indoor
- Use different types of ball as appropriate e.g. grip ball, bigger ball
- Passing and shooting, no tackling

#### Parallel activities

- Passive defending - move but no tackling
- Change goalkeeper after three attempts not goals
- Three pots in

#### Disability Football

- Wheelchair users as above, but using hands to pass and shoot
- Blind players use appropriate ball, play 1 v 1 with sighted goalkeeper
- Change attacker and defender after three attempts



# Implementation of the Inclusion Spectrum coaching sessions

## Throw, Head, Catch

### Have we addressed all 4 Corners?

#### Technical Outcomes

- Heading
- Basic control
- Taking throw-ins
- Catching - goalkeeping
- Finding space

- Running
- Turning
- Balancing

#### Social Outcomes

- Decision making
- Communication

#### Physical Outcomes

- Coordination
- Throwing
- Catching
- Jumping
- Movement

#### Psychological Outcomes

- Focusing
- Challenging
- Preparing

### SET UP

## 5. Throw, Head, Catch

Two teams play unopposed (i.e. without challenges) each team will get a point if they complete a sequence of throw, head, catch. On completion of sequence they retain the ball. Teams can get the ball by interception.

### Modified activities

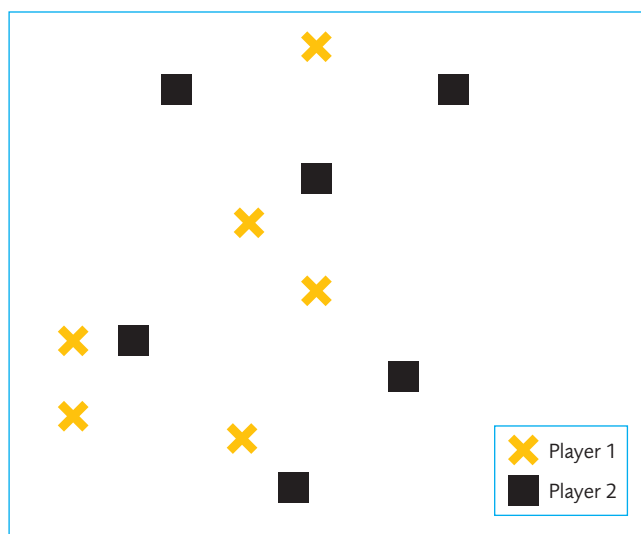
- Certain plays Throw and Catch (No Heading)
- Restrict the space
- Appropriate playing surface
- Lighter ball
- Large lighter ball

### Parallel activities

- In pairs, hold ball to head, send to partner without interception
- In pairs, throw the ball to self and send to partner without interception
- In a triangle, throw ball to partner to head to a third person
- As above but on the move
- As above but with a opposing team attempting to intercept

### Disability Football

Heading is not part of the game played by blind players. As such an alternative exercise is required for these groups.



# Implementation of the Inclusion Spectrum coaching sessions

## Heading For Success

### Have we addressed all 4 Corners?

#### Technical Outcomes

- Heading
- Support play
- Taking throw-ins
- Goalkeeping

#### Physical Outcomes

- Throwing
- Running
- Jumping
- Catching
- Balancing
- Coordination

#### Social Outcomes

- Communication
- Teamwork

#### Psychological Outcomes

- Focusing
- Decision making
- Challenging

SET UP

### 6. Heading for Success

This is a small-sided game, where teams can only score a goal by heading the ball past the goalkeeper. Players can use the floaters on the outside of the pitch to assist their team.

#### Modified activities

- Smaller playing area
- Appropriate playing surface
- Lighter ball
- Certain plays Throw and Catch only
- Beach ball for Throw and Catch

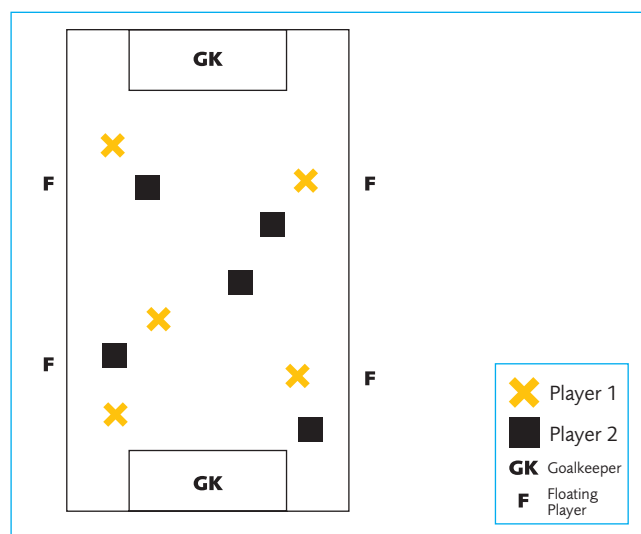
#### Parallel activities

- Throw and Catch
- Throw, head, catch and head into goalkeeping area without opposition
- Introduce opposing team to intercept

#### Disability Football

As Throw, Head, Catch

Heading is not part of the game played by blind players. As such an alternative exercise is required for these groups.



# Implementation of the Inclusion Spectrum coaching sessions

## Robin Hood

### Have we addressed all 4 Corners?

#### Technical Outcomes

- Head up
- Running with the ball
- Turning
- Dribbling

#### Social Outcomes

- Communication
- Decision making
- Teamwork

#### Physical Outcomes

- Running
- Turning
- Balancing
- Coordination

#### Psychological Outcomes

- Focusing
- Observing

### SET UP

## 7. Robin Hood

This is a great game that caters for odd numbers. Create four stations with a group of players at each station and place all the balls in the centre. On the word 'go' the players must go one at a time and retrieve a ball and bring it back to their group. The game ends when there are no more balls left in the middle.

When there are no more balls left in the middle, everyone can go and take balls from any station for a set number of seconds. The winning team is the group with the most balls at the end of the time.

### Modified activities

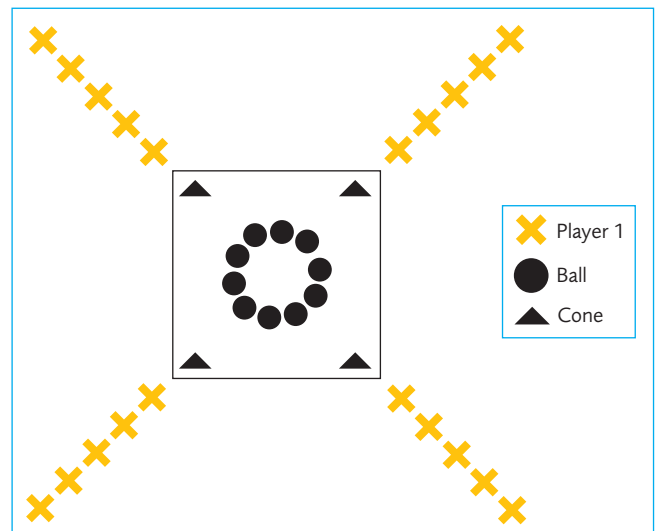
- Players collect balls by whatever means possible
- Players walk to get balls
- Wheelchair users - balls can be on top of cones therefore can pick up

### Parallel activities

- Parallel group - walking and return without ball
- One group - walking and picking up balls
- One group - as per original first game / progression
- One group - with 'defender' guarding the balls

### Disability Football

- Wheelchair users - use larger footballs
- Blind players - ball with ball bearings (1st game only)



# Implementation of the Inclusion Spectrum coaching sessions

## Shooting Alley

### Have we addressed all 4 Corners?

#### Technical Outcomes

- Shooting
- Goalkeeping
- Running with the ball

#### Physical Outcomes

- Running
- Kicking

#### Social Outcomes

- Communication
- Cooperation

#### Psychological Outcomes

- Focusing
- Decision making

### SET UP

## 8. Shooting Alley

Set up two goals and put groups of three or more players at each cone. The groups go alternatively, passing and then the forward going for goal. The second player in the line passes to the first player who goes for goal.

### Modified activities

- Reduce space to assist those with limited mobility
- Wide goals
- No GK
- Stations shooting
- Starting position closer to goal
- Use hands to throw ball / roll ball
- Put targets in goals e.g. cones to be knocked down

### Parallel activities

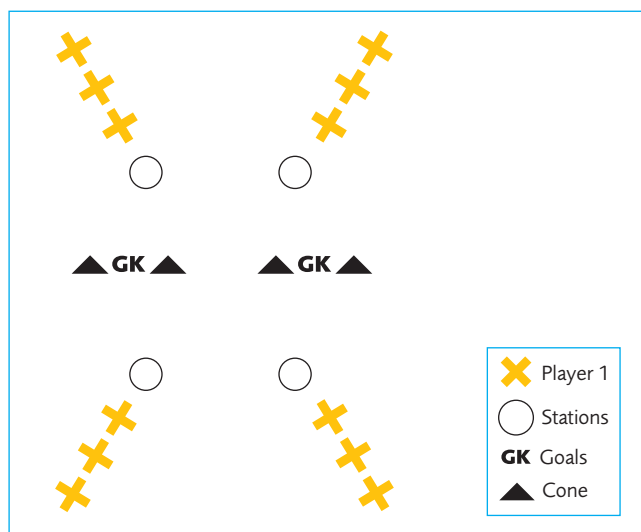
- Stations shooting / no GK / wide goals / closer / rolling as per original
- Add passive defender
- Smaller goals

### Disability Football

For blind players

- Use ball with ball bearings
- GK shouts therefore player can recognise where goal is
- Buzzer goals; player can recognise where the goal is (no goal keeper)

Wheelchair users - can roll / throw ball towards goal



# Implementation of the Inclusion Spectrum coaching sessions

## Traffic Lights

### Have we addressed all 4 Corners?

#### Technical Outcomes

- Head up
- Dribbling
- Running with the ball
- Changing of speed/direction

- Balancing
- Changing of speed
- Coordination

#### Social Outcomes

- Communication
- Observation

#### Physical Outcomes

- Running
- Turning
- Movement

#### Psychological Outcomes

- Focusing

### SET UP

## 9. Traffic Lights

Each player has a ball, the players run around with the ball at their feet, and when the coach holds up the red cone they must all stop with their foot on the ball.

To progress the game the coach introduces a yellow cone. When the players see a yellow cone they must change direction with a turn.

The second progression occurs with the introduction of a green cone. When the players see the green cone they must increase their speed.

### Modified activities

- Reduce space to assist those with limited mobility
- Use different types of balls - grip ball, bigger balls etc
- Appropriate playing surface
- Appropriate lighting if indoors
- Stop ball with hands

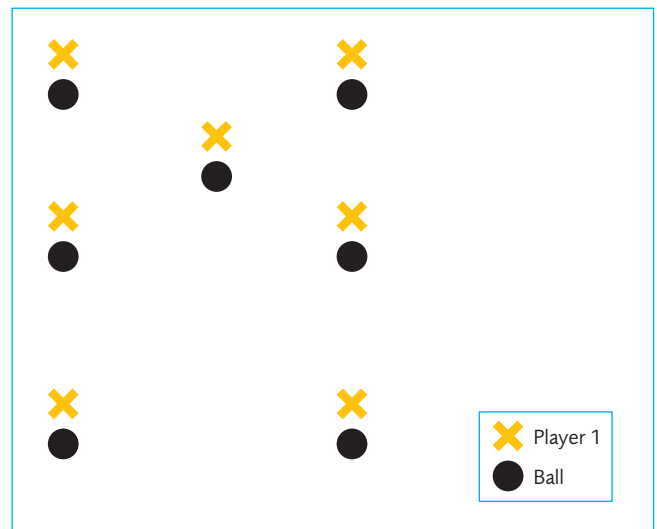
### Parallel activities

- Use hands to stop the ball
- 1 group only working at red light command
- 1 group only working at red light and yellow light command
- Players walk with football

### Disability Football

For blind players

- Coach should shout colour
- Use ball with ball bearings



# Implementation of the Inclusion Spectrum coaching sessions

## Head For Goal

### Have we addressed all 4 Corners?

#### Technical Outcomes

- Being directional
- Heading
- Taking legal throw-ins
- Supporting the ball

#### Physical Outcomes

- Throwing
- Running
- Jumping
- Movement

#### Social Outcomes

- Communication
- Teamwork

#### Psychological Outcomes

- Focusing
- Decision making

### Disability Football

Heading is not part of the game played by the blind. As such an alternative exercise is required for this group.

#### SET UP

### 10. Head for Goal

Set up two goals and divide the players into two groups of two, three or four starting at opposite ends of the pitch. The group produce a throw, a head and a catch between them up the pitch, ending with a header into the empty goal.

#### Progression

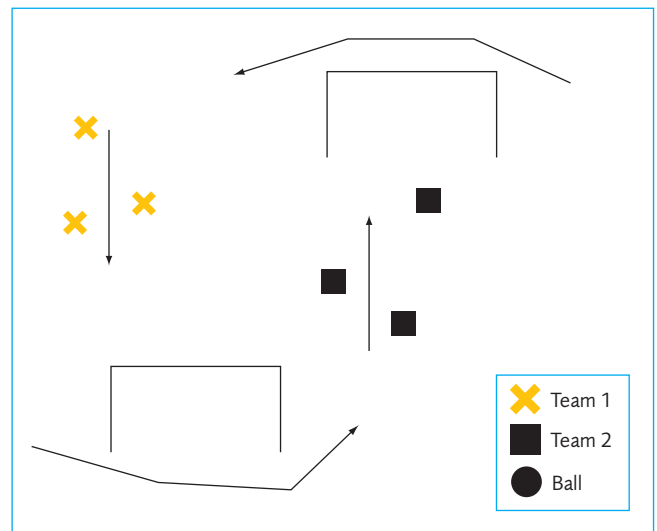
- Introduce colleague

#### Modified activities

- Reduce the space to assist those with limited mobility
- Appropriate playing surface
- Lighter ball
- Players allowed to throw and catch (no need to head)
- Players allowed to catch (no need to throw or head)

#### Parallel activities

- In pairs hold ball to head - send to partner without interception
- In pairs throw ball to self and send to partner without interception
- In 3's throw ball to partner who heads to 3rd person
- As above but moving
- As above but moving and opposition trying to intercept
- As above but moving and opposition trying to intercept going for goal

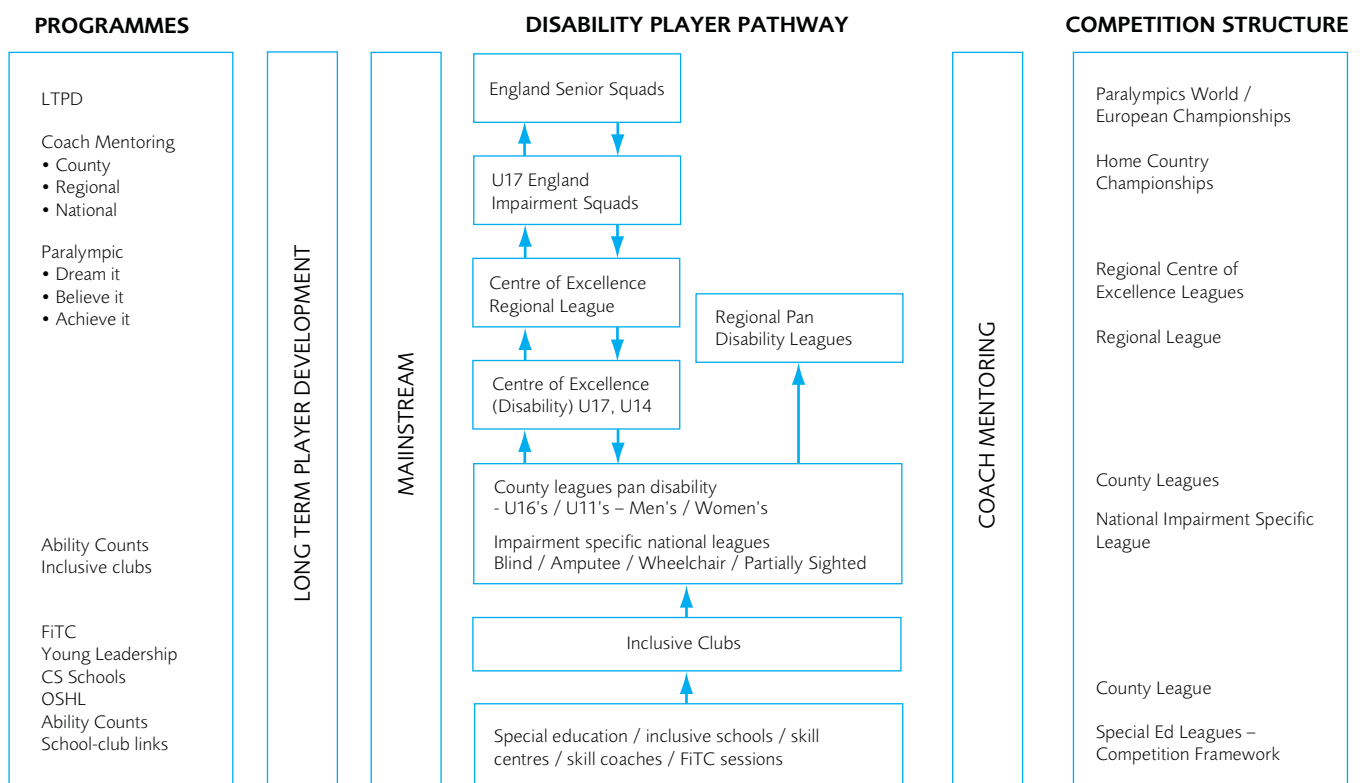


# Disability Player Pathways

The FA have worked diligently in its efforts to increase the number of people. In recent years there has been an increasing demand from disabled players to play football and The Football Association, together with a wide range of partners, is constantly trying to meet that demand and also encourage more disabled people to take part.

At grass roots level there are the Ability Counts and County FA programmes, which provide training and playing opportunities for both adults and children with a disability. Mainstream football programmes are also being adapted where appropriate, to ensure the inclusion of everyone in both school and community settings.

County Football Associations have set up Centre of Excellence, which offer advanced coaching for players aspiring to play at county and national level. County squads are being established based on the specific impairment groups to allow a smooth pathway to the National Squads who participate in European and World Championships.



# Disability Player Pathways

## Specific impairment competition structures

Traditionally disability football, as with many disability sports, has developed along impairment specific lines. This means that teams of players with more or less the same impairment would play against teams with similar impairments and this is still the nature of most competitive football played by people with a disability.

Within these different impairment groups various forms of classification exist to try to ensure fair competition. Classification systems are designed to ensure fair and enjoyable competitions but are by no means exclusive to disability sport. Classification systems also exist in non-disabled sport. For example:

- Separation of male and female participants
- Separation by age
- Separation according to weight (for example rowing, boxing)
- Separation according to ability - for example, golf, football leagues.

In football, competition for players with disabilities exists in six different impairment specific groups - Cerebral Palsy, Amputees, Blind, Partially Sighted, Learning Disability and Deaf. At present the only female international squad is the England Deaf Women's team, this is mainly due to the lack of international competition opportunities available for women.

The FA is committed to "football for all" and will work with the international impairment specific sports organisation to try to address this issue in the coming years. Opportunities in these groups exist from grass roots to international competition. In addition there are also developments to provide an adapted game for wheelchair users. Brief details of these impairment groups are listed below but for more detailed information please contact the appropriate National Disability Sports Organisation. (Contact details are included in Appendix B.)

Opportunities for people with a disability to play football are not exclusive to these groups; at a local level any person with a disability will be able to participate in local training and playing provision. However there is no national representation currently available.

## Cerebral Palsy

### Classification

- Cerebral Palsy football is available to players who are ambulant and are within the CP classification spectrum of 5 to 8.

### Rule adaptations

- There are two halves of 30 minutes in duration.
- There are no off sides.
- There are seven players on each team.
- Pitch and goal sizes are different.
- Players are allowed to roll the ball into play as well as throw it, in order to assist players with hemiplegia. (i.e. paralysis of one side of the body).

### Competition structure

- International competitions for Cerebral Palsy football are based on a four-year cycle. The Paralympic Games are played in year one, the World Games in year two, the World Championships in year three and the European Games in year four.

## Amputees

### Classification

- Outfield players are either above or below the knee single leg amputees who play without prostheses on aluminium wrist crutches.
- The goalkeepers are single arm amputees.

### Rule adaptations

- There are two halves of 25 minutes in duration.
- There are no off sides.
- In international competition there are seven players on each team with unlimited substitutions. In England a 4v4 competition is in place to aid development of the game.
- Pitch and goal sizes are different (the pitch is usually 60m x 40m).
- The goalkeeper is not allowed out of the penalty area.
- Players are not allowed to strike the ball or any other player with their crutches. An infringement would result in a 'hand ball' decision being made against the player with the opposition receiving a

direct free kick.

- Slide tackles are not allowed.
- Players kick the ball into play instead of throwing.
- Players are not allowed to touch the ball with their stump.
- The goalkeeper is not allowed to save the ball with the stump; a penalty is awarded if this rule is broken.

### Competition structure

- There are currently 6 teams in England who compete in a league structure, playing in monthly tournaments on a round robin basis.
- There are World Championships and European Championships every 2 years.

## Blind And Visually Impaired

### Classification

- Visually impaired players who take part in football are classified according to their level of sight as B1, B2 or B3. Players who have B1 classification are blind; players who are B2 and B3 are classed as visually impaired.

### Blind (B1)

#### Rule adaptations

- The game is played on a solid surface.
- There are five players in each team.
- Outfield players are blind, although some may have some light perception (eye shields and blindfolds are worn during games to counter this).
- The goalkeeper is sighted.
- There are no offside rules.
- The football contains ball bearings so that it makes a noise when it moves.

#### Competition structure

- No current competition structure exists in England, although a league is planned to be established by 2006.
- There are European and World Competitions held on a two year cycle.
- Blind football has been recognised as a Paralympic event from the 2004 Games.

### Visually impaired (B2 AND B3)

#### Rule adaptations

- Same rules as futsal (similar to five-a-side football but the ball is allowed above head height).
- In competition playing areas should be free of other markings.

#### Competition structure

- There are 12 teams in England who compete in a league structure, playing in monthly tournaments on a round robin basis.
- There are various 1-day competitions.
- European and World Championships are held on a two year cycle.

## Learning Disability

### Classification

Eligible players must have a learning / intellectual disability as defined by the World Health Organisation (WHO).

- This is currently anyone who has an IQ range of less than 70.
- Intellectual disability must be evident during the developmental period  
This is generally considered to be from conception to 18 years of age.
- Eligible players would have received supported or special education.

#### Rule adaptations

- There are no rule adaptations and FIFA rules are applied. Games are 11 v 11.

#### Competition structure

- There are various local, regional and national competitions held by organisations such as Gateway and the Special Olympics.
- The Ability Counts programme includes regional and national competitions.
- The International Sports Federation for persons with an Intellectual Disability (INAS-FID) stage European Championships every two years and World Championships every four years.

# Disability Player Pathways

## Deaf

### Classification

- All players must have a hearing loss of 55% in their better ear to qualify for games specifically for deaf people.

### Rule adaptations

- The rules of the game are as laid down by FIFA. Games are played 11 v 11.
- Players must not wear hearing aids during the game.

### Competition structure

- There are 15 deaf football clubs in England playing in non disabled leagues at weekends.
- There are two national cup competitions annually for male and female deaf players.
- Numerous 5 a side competitions are held throughout the year.
- There are European and World Championships every four years.
- Deaflympic games held every four years.

## Wheelchair football

### Classification

- Played by people who use manual or powered wheelchairs.

### Rule adaptations

- The game is played by two teams of four with no goalkeepers.
- The playing area is 28m x 15m i.e. a standard basketball court.
- The match consists of two halves of 20 minutes duration.
- The ball is leather and 50cm in diameter.
- There are three alternative versions of the game - powered, manual and dual wheelchair football.
- A goal is scored when the ball crosses the goal line between the goal posts (6m apart).

### Competition structure

- No formal structure of wheelchair football currently exists in England.
- Wheelchair football is currently being developed through ASPIRE, The FA and County FAs.

# Appendix A

## Further information on specific impairments

### Amputees and Les Autres

The British Amputee and Les Autres Sports Association (BALASA) were formed in 1996 by amalgamating three different associations, the British Amputee Sports Association, the British Les Autres Sports Association and the British Amputee and Les Autres Sports Federation. As such BALASA represents the sporting interest of people with a wide range of impairments including:

- amputation at or below the wrist or ankle
- arthrosis (a degenerative, non-inflammatory disease of the joints) of the major joints
- some types of cerebral palsy
- congenital types affecting locomotion
- locomotor disabilities resulting in permanent disability resulting from fire, fractures, injuries to the musculoskeletal or nervous systems
- mutilated hands or feet
- head injuries that result in locomotor disorders
- multiple sclerosis, a condition where the messages to and from the brain are interrupted due to scarring on the spinal cord
- muscular dystrophy - a hereditary condition causing progressive weakness and wasting of muscles

### Cerebral palsy

Cerebral palsy is not a disease or illness. In addition to information highlighted earlier in this document, the following should also be considered:

- is non-fatal, non-contagious, non-progressive but incurable
- has various symptoms according to the location and amount of brain damage

- has a range of symptoms from severe (total inability to control movements) to very mild (some people may have a slight speech impediment)
- is a condition where some individuals may have:
  - difficulty in co-ordinating and integrating basic movement patterns
  - associated conditions such as visual impairment, hearing impairment, learning disability, epilepsy, speech and language disorders, poor hand-eye control and co-ordination or a combination of all these.

### Deafness or Hearing impairment

Damage to the ear can result in hearing loss of one of the following types:

- Conductive deafness, which is described as sound not being transmitted well to the inner ear. Winnick (1990) likens it to a radio being turned down low. The sounds are faint but there is no distortion. Conductive deafness can sometimes be corrected.
- Sensori-neural deafness, which can be likened to, a radio not being tuned in properly (Winnick 1990). There is distortion to the sound as well as the volume. Sound messages are disrupted on their way to the brain.
- Mixed conductive and sensori-neural deafness. Some people have a mixed conductive and sensori-neural loss.

Other useful terminology associated with hearing impairment include the following:

- Deafness - a hearing loss, which makes it impossible to understand speech through hearing alone, even if a hearing aid is used. There is usually a need for another means of communication such as lip-reading or signing.
- Hearing loss - refers to any problems with understanding normal speech.

- Hard of hearing - this makes the understanding of speech difficult but not impossible.
- Residual hearing - residual hearing is the speech that the individual can understand while wearing a hearing aid.

## Learning disability

A learning disability is a condition where a player's brain does not develop as fast or as fully as it should. The degree of learning disability can vary enormously. It can be caused by several factors but the four most common result from:

- a genetic (inherited) characteristic such as in people with Down's syndrome
- an infection - such as meningitis
- a trauma - for example from an accident at birth, a road traffic accident or a head injury
- social effects - for example as a result of pre-natal influences such as drugs, alcohol, smoking, malnutrition and pollution.

The damage to the brain can cause delay in physical, social, intellectual and emotional development. The player functions at a level, which is less than their chronological age. A learning disability cannot be cured but in many instances, a well-structured educational programme, including sports activities, before, during and after school, can help an individual to reach their full potential.

However, most individuals will need some sort of support to some degree throughout their lives. Players with a learning disability have a normal life expectancy but are more likely to have epilepsy and other conditions, which can affect life expectancy.

## Visual impairment

For the purposes of this resource, the term visual impairment encompasses those people who are totally blind as well as those who are partially sighted. There are many causes of visual impairment, which can generally be categorised as:

- congenital (present from birth)
- acquired (occurring after birth as a result of accident, disease or old age).

Whether visual impairment has resulted from a congenital or an acquired cause, the major physical outcome is damage to one or more of the following:

- The eye itself
- Muscles of the eye
- Central nervous system
- Occipital lobes of the brain (the centre for visual identification)
- Optic nerves which relay information from the eye to the brain

### There are various types of impairment:

- Total blindness - the inability to recognise objects or contours in any direction or at any distance
- Light perception - the ability to distinguish strong light when it is about one metre from the eye
- Residual vision - an individual's remaining available vision

Do not make assumptions about a player's visual impairment and abilities. Ask the player to establish the level of vision and any factors that may affect it.

# Appendix B

## Useful addresses & contacts

[www.disabilityfootball.co.uk](http://www.disabilityfootball.co.uk)

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### **The Football Association**

Football Development Dept,  
25 Soho Square,  
London W1D 4FA

Tel: 020 7745 4606  
Fax: 020 7745 5606  
Website: [www.theFA.com](http://www.theFA.com)

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### **CP Sport**

8 Heathcote Building, Nottingham Science and  
Technology Park,  
University Boulevard, Nottingham. NG7 2QJ

Tel: 0115 925 7027  
Fax: 0115 922 4666  
Website: [www.cpsport.org](http://www.cpsport.org)  
email: [info@cpsport.org](mailto:info@cpsport.org)

Responsible for the development of sporting  
opportunities for people with cerebral palsy.

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### **British Blind Sport (BBS)**

4-6 Victoria Terrace, Leamington Spa, Warwickshire  
CV31 3AB

Tel: 01926 424247  
Fax: 01926 427775  
Website: [www.britishblindsport.org.uk](http://www.britishblindsport.org.uk)  
email: [info@britishblindsport.org.uk](mailto:info@britishblindsport.org.uk)

Responsible for the development of sporting  
opportunities for blind and partially sighted.

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### **Mencap Sport**

6a Caldervale Rd, Wakefield, West Yorkshire  
WF1 5PE

Tel: 01924 239955  
Website: [www.mencap.org.uk](http://www.mencap.org.uk)

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### **UK Deaf Sport**

C/o EFDS, Manchester Metropolitan University,  
Hassall Rd, Alsager, Cheshire ST7 2HL

Tel: 0161 247 5629  
Fax: 0161 247 6895  
Website: [www.efds.co.uk](http://www.efds.co.uk)  
email: [info@efds.co.uk](mailto:info@efds.co.uk)

Responsible for the development of sporting  
opportunities for the deaf.

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### **English Federation of Disability Sport**

Manchester Metropolitan University, Hassall Rd,  
Alsager, Cheshire ST7 2HL

Tel: 0161 247 5294  
Fax: 0161 247 6895  
Website: [www.efds.co.uk](http://www.efds.co.uk)  
email: [info@efds.co.uk](mailto:info@efds.co.uk)

The umbrella sports organisation representing  
disability sport in England.

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### **Royal National Institute for the Blind**

105 Judd St, London WC1H 9NE

Tel: 020 7388 1266  
Fax: 020 7388 1266  
Website: [www.rnib.org.uk](http://www.rnib.org.uk)  
email: [info@rnib.org.uk](mailto:info@rnib.org.uk)

Advice and guidance on all issues relating to a visual  
impairment.

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### **Royal National Institute for the Deaf**

19-23 Featherstone St, London EC1Y 8SL

Tel: 0808 808 0123  
Website: [www.rnid.org.uk](http://www.rnid.org.uk)  
Visit: [Informationonlinegmid.org.uk](http://Informationonlinegmid.org.uk) for more info

Advice and guidance on all issues relating to a  
hearing impairment.

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### **Dwarf Athletic Association UK**

18 Raan Close, Ladywood, Birmingham. B16 8HF

Tel: 0121 454 5582  
Website: [daauk.org](http://daauk.org)

# Appendix C

## Safeguarding references and useful resources

- **Child protection and best practice - Policy and procedures**
- **Child protection and best practice - A guide** has been produced in video or cd-rom formats. It is aimed at everyone involved in football with young people - coaches, referees, medics and of course parents and carers. It provides an introduction to best practice and child protection. It also offers general guidance about the responsibilities and expected behaviour of all adults on and off the field. This includes the parent spectator, the coach, the parent supervisor and those who provide transport or first aid.
- **Child protection and best practice - Workshop**, which explores in greater detail what is meant by best and poor practice, how to recognise concerns about the welfare of children and young people and what to do if you have concerns. The workshop is also aimed at helping individuals to examine the strong emotions this subject raises. In so doing it helps participants to manage their feelings in a positive way that won't interfere with their judgment about when and how to act.
- **Posters** - A set of four posters designed to raise awareness about child protection and best practice
- **Information cards** - These carry The FA/NSPCC Helpline number
- **Guidelines** - Available on The FA website [www.TheFA.com/Goal](http://www.TheFA.com/Goal)
  - Use of images of children/young people under the age of 18
  - Recruitment and selection of volunteers working with children and young people
  - The FA Coaches Association Code of Conduct
  - Charter Standard Players Code of Conduct
  - Charter Standard Code of Conduct for Team Officials
  - Charter Standard Parent/Spectators Code of Conduct
  - Travel, Trips and Tournaments

To find out more information contact:

### The Media Group

3 Wilford Business Park  
Ruddington Lane  
West Bridgford  
Nottingham NG11 7EP  
Tel: 0115 969 4600  
[goal@thefa.com](mailto:goal@thefa.com)  
[www.themediagroup.tv](http://www.themediagroup.tv)

## Confidential Helplines and Websites

### The FA/NSPCC Helpline tel: 0808 800 5000

24 hour free and confidential telephone Helpline that provides counselling, information and advice to anyone concerned about a child at risk of ill treatment or abuse.

- For those with a hearing difficulty, there is a text phone telephone number: 0800 056 0566
- Asian Helpline operated by Asian counsellors in:
  - **Gujarati** tel: 0800 096 7714
  - **Hindi** tel: 0800 096 7716
  - **Bengali/Sylehti** tel: 0800 096 771
  - **Punjabi** tel: 0800 096 7717
  - **Urdu** tel: 0800 096 7718
  - **English** tel: 0800 096 7719

At the time of publication The Asian Helpline is open between 11am and 7pm, so please check the NSPCC website for up to date details.

### [www.bullying.co.uk](http://www.bullying.co.uk)

This charity website is designed for children and parents who are faced with dealing with bullying giving practical advice and guidance.

### [www.childline.org.uk](http://www.childline.org.uk)

Children's charity with national 24-hour telephone help line, founded in 1985. Offers children the opportunity to talk in confidence.

**[www.kidscape.org.uk](http://www.kidscape.org.uk)**

A charity for children that runs a helpline and training events and has collaborated on many child protection initiatives.

**[www.nottingham.ac.uk/sociology/act](http://www.nottingham.ac.uk/sociology/act)**

The website of the Ann Craft Trust, a national association which deals with the protection of learning disabled adults and children from sexual abuse. It also provides support for families and survivors.

**The Ann Craft Trust,**

Centre for Social Work,  
University of Nottingham, University Park,  
Nottingham  
NG& 2RD

Tel: 0115 951 5400

Fax: 0115 951 5232

E-mail:Ann-Craft-Trust@nottingham.ac.uk

**[www.nspcc.org.uk](http://www.nspcc.org.uk)**

Britain's largest children's charity and a prime mover in the development of child protection services for sport. They run a 24-hour telephone helpline. The NSPCC National Training Centre houses a staffed Child Protection in Sport Unit, with multi-agency backing (see [www.thecpsu.org.uk](http://www.thecpsu.org.uk)).

**[www.nspcc.org.uk/kidszone](http://www.nspcc.org.uk/kidszone)**

Kids Zone is a website designed for young people, where you can find out more about the NSPCC and learn about their work to help children. There's the latest on the FULL STOP Campaign and news about celebrity supporters. Kids Zone will be developed over the next few months.

**[www.sportscoachuk.org](http://www.sportscoachuk.org)**

Sports coach UK is committed to the development of coaches and coaching at every level in the UK. They provide workshops and resources to guide the coaching of young players and safe and ethical sports practice.

**[www.thecpsu.org.uk](http://www.thecpsu.org.uk)**

The Child Protection in Sport Unit's (CPSU) website, a specialist unit jointly funded by the NSPCC and Sport England. Designed for use by anyone involved in sport or child protection, it is informative with sections on Home, Parents, Children, Organisations and Professionals.

**[www.TheFA.com/Goal](http://www.TheFA.com/Goal)**

The FA website, the Home of English Football. Access the latest child protection information. You may wish to return to the home page and click on Kids for more general information.







**LEARNING**

