Unlocking ACCESSIBILITY



Report 23/24

TABLE OF CONTENTS

1 Introduction

2 Legal Requirement

3 Background to the Event

4 Our Speakers

5 Setting the Scene

6 Feedback & Analysis

7 Victoria’s Perspective

8 Feedback & Analysis

9 Andrew’s Perspective

10 Feedback & Analysis

11 Setting the Scene - Revised

12 Recommendations

INTRODUCTION

Youth Services support children and young people's social and personal development by offering a wide range of activities and programmes. Youth Services exists to provide a sense of belonging, a safe space and the opportunity for some of the most vulnerable children and young people to learn and achieve and enjoy being young.

Youth centres are welcoming, inclusive and safe spaces for children and young people. These settings provide opportunities and supervised activities for learning, personal growth, social interaction and fun that allow for healthy growth and development regardless of their identity, culture or ethnicity, sexual orientation, ability or gender.

However, not all children and young people have equal access to these settings for a variety of reasons and disabled young people tend to have fewer opportunities to participate in Youth Services in the same way that their peers can and do.

Youth Services play a crucial role in the development of children and young people and allows them to be active citizens and participate in their communities. Therefore, it is important that access to these services is available to as many children and young people as possible, regardless of their physical, emotional or social barriers.

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Youth Service activities promote the development of children and young people by supporting their learning and achievement, their economic and environmental well-being and facilitating opportunities for them to be empowered to make positive contributions to society, these outcomes can only happen and support them if accessibility is inclusive.

Unlocking accessibility for children and young people in Youth Services means that those with a disability can access and benefit from these services and environments that suit their needs and interests, without facing any barriers or exclusion. This can involve making physical adaptations, providing reasonable accommodations, offering alternative or flexible options, and promoting a culture of inclusion and respect.

By removing barriers to inclusion, Youth Services are effectively advocating for and advancing the rights of children and young people, by ensuring that they are treated equally and fairly, and that their voice and participation are valued and respected. Therefore, unlocking accessibility for children and young people in Youth Services is important as it enhances their well-being, improves their physical and mental health, their enjoyment of play and leisure and their living in safety and stability.

Without Youth Services which meet their needs, children and young people with a disability do not have equal access to important personal, social and educational opportunities. Youth work can support the personal development of children and young people with a disability and provide them with inclusive and safe environments to socialise and make friends.

Through non-formal educational activities, youth work removes barriers, giving socially excluded children and young people a safe place to go and someone to talk to who can quietly understand and assess their needs.



"Amplifying the voices of young people with disabilities empowers them and promotes inclusivity"



The Education Authority has a statutory duty to make reasonable adjustments to accommodate the needs and preferences of disabled young people. Whilst there is limited data on the number of disabled children and young people accessing Youth Services, there is a duty to promote equality of opportunity for disabled young people encouraging participation and the services provided to meet their needs.

Unlocking accessibility for all children and young people in Youth Services therefore meets this statutory requirement and ensures that all children and young people in Northern Ireland have access to inclusive Youth Services providing them with the best start in life and allowing them to reach their full potential as valued individuals and responsible citizens.

LEGAL REQUIREMENT

In the UK, the Equality Act 2010 is the main law that protects the rights of disabled people, including children and young people with physical impairments. The Equality Act prohibits discrimination based on disability in various areas, such as education, employment, and services. It also requires education providers and employers to make reasonable adjustments to accommodate the needs and preferences of disabled people.

Another law that protects the rights of young people and children with physical impairments is the Human Rights Act 1998, which incorporates the European Convention on Human Rights into UK law. The Human Rights Act guarantees the right to an effective education for everyone, regardless of their disability or any other characteristic.

Additionally, the UK has ratified the UN Convention on the Rights of Persons with Disabilities, which is an international treaty that promotes and protects the human rights of disabled people. The UN Convention covers various aspects of life, such as education, health, work, and participation in society. It also recognises the specific needs and challenges of children and young people with disabilities.

These laws aim to ensure that children and young people who need adaptations have equal opportunities and access to the same benefits and services as non-disabled people. They also empower young people with physical impairments and learning needs to challenge and overcome the barriers they face and to advocate for their rights and needs.

Overall, by considering the insights provided by young people and acting upon them, youth services can evolve to become more responsive, inclusive, and effective. This not only benefits young people directly by providing them with valuable resources and opportunities but also contributes to the overall well-being and vibrancy of the communities they serve.



BACKGROUND TO THE EVENT

The Unlocking Accessibility Stakeholder Engagement Event was developed by a working group of the Education Authority Youth Service staff who had recently attended the One Young World Summit in Belfast.

One Young World is a global conference for young leaders coming together to empower and develop young leaders to build a fair and sustainable future for all. Whilst at the summit, there were several talks and sessions surrounding the topic of accessibility, disability rights and disability activism. The summit also had a gold standard in accommodating those with accessibility requirements and ensuring every young leader had the same experience regardless of if their accessibility needs.

Following the conference, four of the delegates, who were EA Staff, formed a working group to explore the accessibility of Youth Services for children and young people with disabilities. The focus was on ensuring that every child and young person can access Youth Services and that there are no barriers service wide from local centres or regional projects and programmes.

The event, Unlocking Accessibility, was suggested to gain young people's perspectives on accessibility, grasp the current level of understanding with young people who currently attend services and explore how Youth Services can improve in the future.

The event was planned by EA's Stakeholder Engagement Officer, Social Impact Officer and support by 6 youth work staff.



It was held in Brooklands Youth Centre, Dundonald on 13 December 2023. 35 young people from the Ards and North Down and Lisburn and Castlereagh area Youth Voice or Youth Council groups attended.

These groups were selected as they had expressed an interest in becoming a young leader and acting as an advocate for their peers. The group were aged between 15–18 years, attended at least one form of youth provision and understood accessibility within their centres and what services were currently available.

Also in attendance was representatives from Department of Education, 3 members of the EA Send Transformation Team, 2 members of the EA Youth Service Planning and Information Team and the EA Equality and Diversity Officer.

Young people engaged in table discussions and then answered a series of questions on Mentimeter which will inform the following discussion section.

OUR SPEAKERS

Christopher Mason



Christopher Mason is a youth worker from the local area who led the first session of the event. His role as a Senior Youth Worker 3 within the Ards and North Down/Lisburn and Castlereagh team is to lead and manage staff across the area and ensure Youth Services are provided across the two council areas.

Christopher led the ice breaker game and introduced the concept and background to the event, encouraging the tables to start the conversation on accessibility. He asked:

- What words due you think of when you hear disability/accessibility?
- How accessible do you think our youth centres and services are?

Louise Scott



Louise attended on behalf of the SEND Transformation programme team within the Education Authority. She was invited following conversations with the Youth Service Stakeholder Engagement Officer as the SEND TP team are trying to explore new ways to gain insights and data from young people. The SEO felt it might be worthwhile them attending a youth event to explore how Youth Service engage with young people and gain their opinions on topics through table discussions and talks rather than the use of online surveys.

At the event, Louise spoke to the young people about the importance of using their voice to action change and emphasised the work that the SEND transformation team are currently doing to improve services for young people with SEND.

Victoria Mowbray



Vicky Mowbray is an outdoor instructor working with the EA Youth Service Outdoor Learning Service. She focuses on the Duke of Edinburgh programme and has experience of working in many areas of the outdoors, including residential centres, outdoor activities and expedition work.

Vicky has worked extensively with young people with disabilities and has helped young people from SEND schools achieve their Duke of Edinburgh award by being innovative and by adapting expedition equipment and routes to meet the needs of the young people.

Vicky gave examples of adaptions and showed how all services can meet the needs if a solutions-based approach is taken rather than saying “no” because it is deemed too difficult or a potential risk.

Vicky encouraged the young people to think outside the box when discussing accessibility and that small adaptions can often be the solution.

Andrew Hamilton

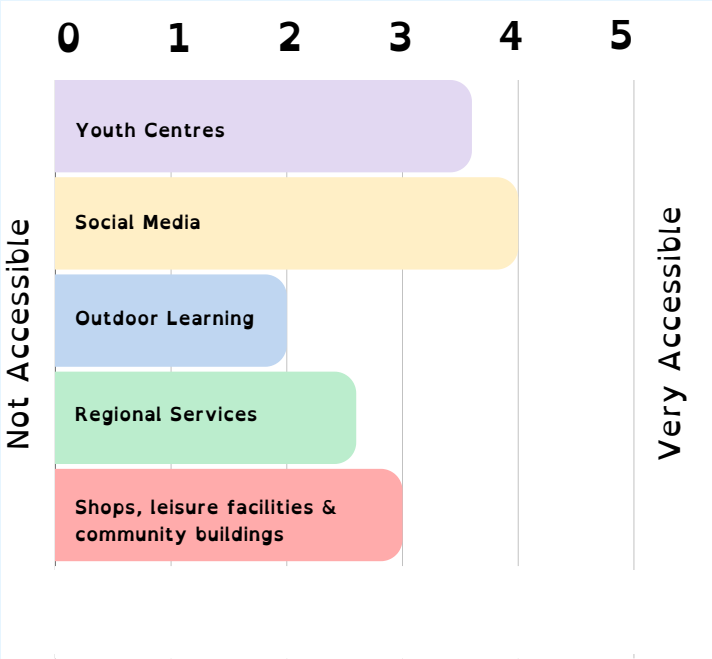


Andrew is a young person aged 18 from the Ards & North Down area and a former member of the Ards and North Down Youth Voice group having completed his 2-year membership in 2023. Andrew is a member of the UK Youth Parliament and a disability rights activist, with a keen interest in politics and lobbying for change.

Andrew has a visual impairment and cerebral palsy and has led several successful accessibility campaigns whilst still attending school. At the Unlocking Accessibility event, Andrew spoke of his experiences within Youth Services and day to day life and the frustrations often faced by young people with disabilities in not being treated equal to their peers.

He highlighted the importance of ensuring accessibility across all services, not just specific sessions 1 or 2 hours a week which can be seen as tokenistic. Andrew challenged the attendees to think of the barriers to accessing Youth Services and asked how young leaders could try and break down barriers stopping young people with disabilities accessing services.

SETTING THE SCENE



The young people were asked to discuss and then rate the following in terms of accessibility: Youth Centres, social media, Outdoor Learning, Regional Services and Shops, Leisure Facilities, and Community Buildings. The above table outlines their responses.

The discussions highlighted the young people's perceptions which identified positive aspects and areas for improvement.

Youth centres had a positive rating (3.6/5), indicating a generally favourable view among participants. The positive comments centred on the accessibility of these centres, albeit with an acknowledgment that accessibility varied depending on geographical location.

Staff were commended for their friendly and welcoming attitude which was viewed as a contributing factor to their accessibility.

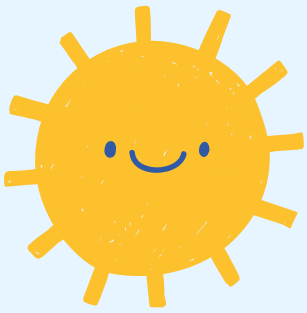
However, concerns were raised regarding transportation challenges and limited opening hours, particularly on weekends, which could potentially hinder access for some individuals.

Social media had a higher rating (4/5), reflecting its ubiquity and ease of access among the younger demographic.

Participants appreciated its convenience in facilitating connections with peers and allowing them to stay updated on events.

Some participants noted that online safety and cyberbullying was a prevailing concern, and this was especially true for marginalised groups including disabled young people.

They also discussed issues such as unequal access to broadband and devices which was a significant barrier to inclusivity and accessing services.







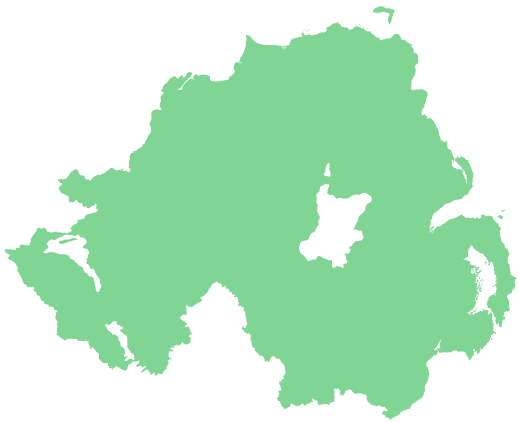
Outdoor Learning garnered a lower rating (2/5), despite its perceived benefits for both physical and mental well-being. Although participants expressed enjoyment and appreciation for outdoor activities, concerns were voiced regarding the limited availability of Outdoor Learning programmes and transportation barriers to outdoor sites. This suggests a gap between outdoor learning and its accessibility.

Similarly, regional services received a modest rating (2.6/5), with participants acknowledging their usefulness while also highlighting areas for improvement. Positive feedback included appreciation for efforts to bring services to different areas, but concerns were raised regarding inconsistencies between regions and a lack of visibility surrounding available services. Transportation emerged as a recurring barrier.

Shops, leisure facilities, and community buildings scored moderately (3/5), indicating a mixed perception of their accessibility. While participants praised the availability of these amenities in urban areas, concerns were raised about their availability and affordability in rural settings.







"Freedom of movement is a basic right for people of all abilities."

Additionally, it was suggested that the need for better programming to make community buildings more youth-friendly was highlighted, suggesting a desire for spaces that cater specifically to the needs and interests of young people. These comments reflect a diverse range of perspectives, highlighting both positive aspects and areas for improvement.

This feedback can be valuable for enhancing Youth Services and making them more inclusive and responsive to the needs of young people.

Overall, these comments provide an understanding of the strengths and weaknesses from the perspectives of young people. The feedback highlights the importance of addressing transportation barriers, enhancing inclusivity, improving visibility and awareness of services, and tailoring programmes to meet the needs of all children and young people.

The young people were asked to consider:
“What do we think of when we use the word ‘disability’?”

The conversations on disability reflected a diverse range of understanding and experiences. Initial discussions centred around learning disabilities, emphasising the struggles some faced within conventional learning environments. However, it was agreed that this should not detract from one's intelligence or capabilities.

Participants discussed hidden disabilities and advocated against making judgements based solely on outward appearances and stressed the importance of inclusive social environments, including schools and youth centres, to combat feelings of exclusion and loneliness often experienced by those with disabilities.

A recurring theme throughout the conversations was the importance of awareness and awareness raising. Participants voiced a need for increased education to challenge stereotypes and foster a society that embraces inclusivity.

The young people discussed personalised care and support while empowering individuals with disabilities to maintain their independence. Moreover, the idea of embracing diversity, including disabilities, was championed as essential for fostering understanding and creating a truly inclusive community.

HARD TO COMMUNICATE

LONELY

EQUALITY

DIFFERENT

INCLUSION

STIGMA

CARED FOR

ASSISTANCE

NOT ALWAYS VISIBLE

ISOLATED

AWARENESS

BULLYING

UNIQUE

LACK OF OPPORTUNITY

LIMITATION

STEREOTYPES

DISCRIMINATION

UNSEEN

EXCLUSION

HIDDEN

LACK OF AWARENESS

ACCESS

The concept of hidden disabilities highlighted the challenges and misunderstandings individuals may face and the need to destigmatise disabilities to eliminate societal barriers. Participants emphasised the fundamental need for acceptance and tailored assistance to support disabled children and young people and participants advocated for a society that values inclusion and equality for all.

Inclusion was defined as creating environments where everyone feels valued and involved, while discrimination was acknowledged as a barrier that must be addressed to achieve genuine equality. The discussions celebrated uniqueness and individuality, advocating for a society that embraces diversity in all its forms, including disabilities, to promote acceptance and inclusion.

Participants highlighted the need for awareness to break down stereotypes and challenge stigma associated with disabilities. Education and advocacy were seen as essential tools in creating a more inclusive society, where individuals with disabilities are fully accepted and valued for their contributions.

The young people demonstrated empathy, compassion, and a commitment to creating a more inclusive and supportive society where everyone, regardless of their abilities or challenges, can thrive and be valued members of the community.

The young people were asked to consider:
“What do we think of when we use the word ‘accessibility’?”

The discussions began with a focus on physical infrastructure, notably ramps, which were universally recognised as vital for individuals using wheelchairs, serving to enhance inclusivity and mobility while highlighting the detrimental impact of their absence in creating barriers.

A recurrent theme throughout the conversations was the concept of inclusion, with participants emphasising that accessibility extends beyond physical accommodations to encompass a broader ethos of ensuring that everyone feels valued and welcome. Inclusive design was hailed as pivotal in dismantling both physical and social barriers, underlining the importance of considering diverse needs when planning or delivering services.

Participants stressed the necessity of wheelchair accessibility in shaping environments that promote inclusivity and independence. Similarly, the provision of accessible toilets was noted as essential for catering to diverse mobility requirements and fostering independence. The provision of lifts in multi-story buildings was recognised as crucial for facilitating access to various areas and preventing barriers to mobility.

The inclusion of Braille signage was highlighted as a critical feature for individuals with visual impairments, facilitating independent navigation and enhancing the accessibility of public spaces.

Discussions also centred on the principle of fairness, with participants supporting equal access for all individuals, regardless of ability, to prevent exclusion and ensure equitable opportunities.

The notion of accessibility was framed as synonymous with freedom, with participants recognising its role in affording individuals the liberty to navigate spaces autonomously. It was acknowledged that true accessibility was characterised by its openness to everyone, cultivating a more diverse and inclusive community where individuals are welcomed irrespective of their abilities.

The discussions highlighted a holistic understanding of accessibility encompassing physical infrastructure, inclusive design principles and a commitment to fostering an inclusive society where everyone can participate fully and equally.

OPEN TO EVERYONE
LIFTS
FREEDOM
INCLUSION
MOBILITY SCOOTERS
BRAILEE
FAIR
WHEELCHAIR RAMPS

VICTORIA'S PERSPECTIVE

Victoria described how in her role with EA's Outdoor Learning Service team helps facilitate programmes of support and positive outcomes for children and young people with physical impairments.

Victoria gave examples of adaptations that young people availed of during their expeditions, like specially adapted seats for canoes that were designed to allow easier transfer from a wheelchair into a canoe in a safe way.

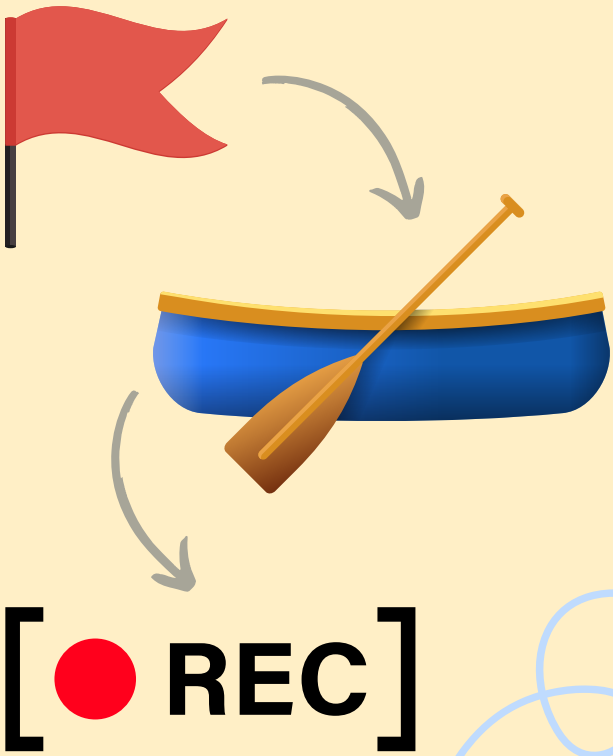


Victoria discussed the use of transfer boards. She highlighted how expeditions and events could support children and young people with physical and learning needs allowing them to enjoy the outdoors and meet the associated challenges of outdoor learning in a safe way comfortable way.

Victoria recognised that the outdoors can be daunting, but she was able to detail first-hand how adaptions helped everyone access the EA's Outdoor Learning programmes and embedded independence for the children and young people.

Victoria used a case study example of a hill walking experience that had been adapted for children and young people with visual impairments. The instructions were recorded via a microphone rather than written down so that these children and young people could hear the various steps that were required of them to complete the expedition.

Victoria also noted how orientating flags were used for children and young people who had difficulty reading, she went on to explain that these measures fostered the sense of achievement for many children and young people as they were empowered to complete the various tasks set out before them



The young people discussed:

"Can you think of any small adaptions that can be made to make outdoor activities more accessible?"

When exploring ways to make outdoor activities more accessible, the group offered a range of small adaptations designed to enhance inclusivity and accommodate varying abilities.

Discussions began with the importance of having special equipment tailored to different abilities, ensuring that activities are more inclusive and enjoyable for all participants. Accessible resources were highlighted as a key factor in enabling everyone to participate in outdoor activities with ease.

Effective communication with children and young people emerged as essential in the planning process, ensuring that their unique needs are considered and addressed. Personalised communication helps tailor outdoor activities to individuals, fostering a more inclusive and accommodating environment.

Adapting routes to suit the needs of participants demonstrated flexibility and consideration for varying abilities. By changing routes based on feedback, outdoor activities can be made more enjoyable and accessible for everyone involved.



Specific adaptations such as stabilisers for archery were proposed to address challenges related to balance or coordination. Adjustments in equipment to empower individuals with diverse abilities to participate fully in specific activities, ensuring inclusivity.

The provision of accessible changing facilities and bathroom equipment was identified as a necessity for outdoor activities, promoting independence and dignity among participants. Moreover, making outdoor trails accessible to a wider range of individuals enhances the enjoyment of nature for everyone. Brighter flags and blind-accessible compasses were suggested to improve navigation for diverse participants.



The implementation of a spotter or buddy system was proposed to foster teamwork and safety during outdoor activities. Working together and having a guide ensures that everyone can actively engage and participate regardless of their abilities.

Being mindful of terrains and offering more accessible routes were highlighted as crucial considerations for creating safe and enjoyable outdoor experiences. By catering to a broader range of abilities, outdoor activities can be made more inclusive and accessible to all participants.

The young people were asked:

"What other youth work areas do you think should be more accessible to young people with a disability and how can this be achieved?"

When prompted to consider areas within youth work that require improved accessibility for young people with disabilities, the discussions among participants yielded valuable insights into the necessary steps to achieve greater inclusivity. The conversations began with a focus on physical accessibility, highlighting the importance of installing lifts in youth centres to enable access to different floors and activities.

Participants discussed the need for increased funding to address physical barriers and enhance accessibility within youth centres. A key theme that emerged was the importance of fostering a culture of respect and understanding towards individuals with disabilities. Participants advocated for comprehensive education and training initiatives aimed at both staff and participants to promote greater awareness and inclusivity.

Respondents suggested training programmes to equip staff with the necessary skills, including knowledge of British Sign Language (BSL), to effectively support individuals with hearing impairments in general youth club settings.

Additionally, discussions highlighted the significance of conducting thorough risk assessments tailored to accommodate the specific needs of individuals with disabilities, thereby ensuring their safety and well-being within youth work environments. Participants also emphasised the importance of increasing awareness of current adaptation methods and sharing knowledge to empower all stakeholders in creating inclusive environments.

In terms of physical infrastructure, accessible transport options were identified as crucial for facilitating attendance and participation in Youth Services, while features such as button-activated doors, ramps, disabled toilets and wheelchair accessibility were deemed essential for creating inclusive spaces within youth centres.



There were also suggestions to design icebreakers and team-building activities with inclusivity in mind, considering diverse abilities to ensure that everyone can actively participate.

The need to explore alternative communication platforms beyond conventional channels like Facebook was discussed, recognising that not everyone may have access to or use such platforms.

Participants supported the adoption of modern and universally accessible communication tools to facilitate effective and inclusive outreach efforts within youth work settings.

ANDREW'S PERSPECTIVE

Andrew is blind and has cerebral palsy offered his perspectives on youth accessibility. Andrew is a student, disability rights activist and former member of the youth council in Ards and North Down and an EA One Young World delegate. He detailed how he is a campaigner and lobbyist for disability rights for children and young people and he focuses his efforts on inclusion as he wishes to bring his lived experiences to shine a light on disability rights.

Andrew explained how he was discriminated against when he tried to get a summer job, he also described his disappointment at the lack of audio descriptive screenings in cinemas in Northern Ireland. As a result Andrew led a successful campaign to get the Northern Ireland cinema industry to commit to including audio descriptive screenings of films. As a result of Andrew highlighting the issues a number of cinemas have already implemented audio descriptive film showings and some other chains have now made commitments to follow suite.

Andrew is a keen campaigner and has sought to raise awareness over the shortfall in social funding caused by Brexit as he is particularly concerned over the vulnerability of funding for disability support. Andrew detailed his frustration at some of the barriers he can face daily, such as, inaccessible documents and navigating footpaths that are blocked by cars.

Andrew related his feelings on stigma both from the general public but also from young people themselves, he mentioned how some people may avoid him in the street almost as if they are afraid of interacting with him, this experienced attitude can understandably negatively affect Andrew's mental wellbeing, he attributes this to some young people not knowing how to include him.

Andrew detailed some simple things that people can do to create a more inclusive environment for people with disabilities, these included making information available in formats that can be accessed by all children and young people. Andrew also spoke about practical steps such as introducing oneself, as someone with a visual impairment may not recognise the voice of the person who is speaking with them.

Andrew encourages youth workers to actively engage with children and young people with disabilities to find out directly from them what measures can be put in place to support them, however Andrew also warned against "babying" children and young people. Finally, Andrew highlighted that adaptations and simple workarounds were in fact not costly, and the benefits outweigh any expenditure.





The group were asked:

“What challenges do you think young people with disabilities face daily?”

The participants noted the varied and complex challenges that children and young people with disabilities face. The themes of discrimination, stigma and a lack of understanding highlight the need for continued efforts to create more inclusive and supportive environments, both socially and institutionally.

The frustration and disempowerment that result from not being heard was acknowledged, highlighting the importance of actively listening to the voices of individuals with disabilities to understand their needs and barriers.

"Some disabilities are not immediately apparent but are just as significant."

The group reflected on the need for education, awareness and advocacy to address the systemic barriers and societal attitudes that perpetuate discrimination and exclusion.

It was noted that fostering empathy, understanding, and proactive support can create environments where all individuals, regardless of ability, feel valued, respected, and included.



The group was asked to consider:

“What can we do as young leaders or Youth Service to help break down these challenges?”

The group discussed potential opportunities on how to tackle the challenges surrounding accessibility and inclusivity. There was a focus on amplifying the voices of young people with disabilities, with participants highlighting the importance of creating platforms for expression and actively seeking their input to ensure that diverse perspectives are heard and valued.

A recurring theme was the necessity of involving young people with disabilities directly in the decision-making and design process. Collaborating with them not only ensures that solutions are informed and relevant but also demonstrates the importance of actively seeking and valuing their input in matters that affect them directly.

Participants emphasised the importance of knowledge-sharing among staff members to enhance their competence in addressing diverse needs. By fostering a collaborative environment where staff members are equipped to support all participants, youth services can meet the needs of children and young people with disabilities more effectively.

The discussions reflected the significance of open communication and the dangers of making assumptions about individuals' needs. Actively seeking preferences and avoiding assumptions can help prevent unintentional exclusion and foster a more inclusive environment. Education emerged as a powerful tool for dispelling stereotypes and fostering understanding.

Participants advocated for creating awareness campaigns to challenge bias and stigma and promote a more inclusive culture within Youth Services.

Balancing support without being overly protective was also highlighted as essential for preserving individuals' independence. Empowering young people with disabilities to make their own choices fosters confidence and self-esteem while promoting a sense of agency and autonomy.



"Stigma creates barriers; we need to challenge and eliminate it."

Building self-esteem and fostering a belief in one's abilities were identified as crucial for overcoming challenges and embracing opportunities. Encouraging a positive mindset and resilience can empower those with disabilities to pursue their goals and aspirations with confidence.

Reducing stigma emerged as a key goal, requiring concerted efforts to change societal attitudes and perceptions. Educational initiatives and positive representation were identified as effective strategies for challenging and addressing stigma within the wider community.

The group were asked to consider:

"Can you think of any ideas or projects that you would like to work on to unlock accessibility?"

The discussions supported the proposal of establishing a buddy system, recognising its potential to create a supportive network and foster understanding among peers. Participants also suggested harnessing the power of young people as educators to provide firsthand perspectives on disabilities, thereby promoting empathy and awareness among their peers.

The idea of developing a programme enabling able-bodied individuals to experience life with disabilities firsthand was suggested. By immersing participants in simulated experiences and addressing physical infrastructure issues such as broken lifts, lights and paths would cultivate empathy and understanding while simultaneously improving accessibility for all.

Improving public spaces emerged as a key priority, with participants advocating for the repair of broken lifts, lights and paths to enhance accessibility for everyone. Additionally, enhancing accessibility features such as wider and automatic doors was highlighted to promote inclusivity within public environments.

The creation of accessible bathrooms in public spaces was identified as essential for preserving dignity and independence. Ensuring wide doors and well-designed facilities was seen as a crucial step towards fostering a more inclusive environment.

Recognising the diverse sensory needs of individuals with disabilities, participants proposed the creation of less stimulating environments. Raising awareness and advocating for safe spaces were identified as effective strategies for combatting discrimination and promoting inclusivity.

Participants also emphasised the importance of continuously improving existing facilities and maintaining accessible spaces to ensure ongoing accessibility. Regular maintenance of accessible spaces was deemed crucial for long-term inclusivity.

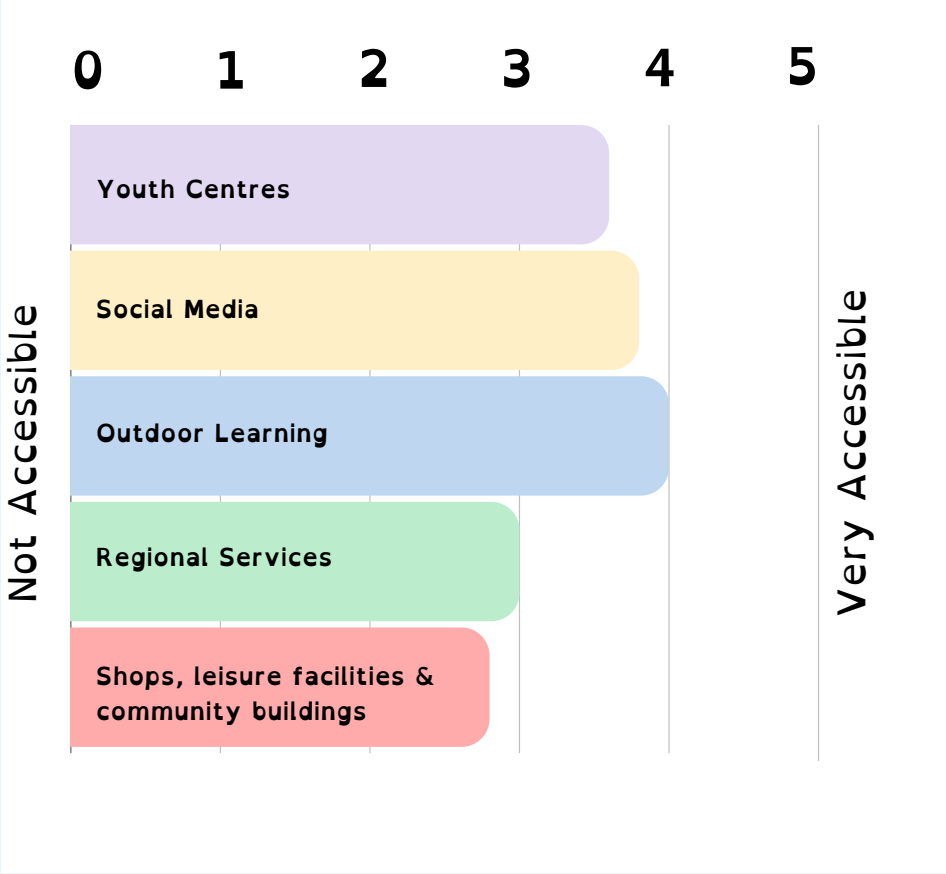
Addressing transportation barriers emerged as a priority, with participants advocating for accessible transport options to promote independence and community engagement.

Open and honest conversations were also highlighted as essential for breaking down communication barriers and fostering understanding. Creating spaces for dialogue ensures that the voices and needs of individuals with disabilities are heard and valued within their communities.

These ideas reflect a comprehensive approach to unlocking accessibility, covering physical infrastructure, public spaces, education, and advocacy. The emphasis on empathy, awareness, and ongoing improvement highlights the commitment of young people to create a more inclusive and supportive society.

This feedback provided valuable insights for developing projects and initiatives that address the specific challenges faced by individuals with disabilities and contribute to a more accessible and equitable environment.

SETTING THE SCENE - REVISED



The journey towards inclusivity and accessibility is often a dynamic process, shaped by ongoing discussions, insights, and experiences. In our recent session on youth engagement and accessibility, we embarked on a collective exploration of the challenges faced by young people with disabilities and the steps we can take to break down these barriers.

Through interactive Mentimeter discussions, informative presentations, and candid conversations, we gained valuable perspectives and insights that led to a re-evaluation of our initial perceptions. In particular, the revision of accessibility scores provided a tangible reflection of the evolving understanding and priorities of the group.

The significance of the changes in the accessibility scores from the initial scoring to the revised scores can be attributed to several factors:

1. Youth Centre
(Baseline: 3.6, Revised: 3.6):

· The score remained relatively stable, indicating that while there might have been some improvements or adjustments discussed during the session, the overall perception of accessibility at youth centres did not change significantly.

2. Social Media
(Baseline: 4.0, Revised: 3.8):

· The slight decrease in the score may reflect a deeper discussion about potential limitations or accessibility issues within social media platforms that were not fully considered initially.

3. Outdoor Learning (Baseline: 2.0, Revised: 4.0):

· The significant improvement in the score indicate that Victoria's comprehensive report and her sharing of the lived experience had a substantial impact. This suggests that the young people gained a better understanding of how Outdoor Learning can be made more accessible, leading to a higher rating.

4. Regional Services (Baseline: 2.6, Revised: 3.0):

· The slight increase in the score indicates that discussions highlighted some potential improvements or initiatives within regional services that could enhance accessibility, leading to a slightly higher rating.

5. Shops, Leisure Facilities, and Community Buildings (Baseline: 3.0, Revised: 2.8):

· The decrease in the score suggests that the discussions revealed more challenges or limitations within these spaces than initially considered, resulting in a lower rating.

Overall, the changes in the accessibility scores reflect the dynamic nature of discussions and the impact of additional information and perspectives shared during the session.

The improvements in scores, such as in Outdoor Learning, demonstrate the effectiveness of hearing about lived experiences in influencing perceptions and understanding of accessibility.



Conversely, the slight decrease in scores for social media and shops, leisure facilities, and community buildings may highlight the recognition of previously overlooked challenges or limitations in these areas.

This demonstrates the power of open dialogue and lived experiences in shaping perceptions and driving positive change towards greater inclusivity.





RECOMMENDATIONS

The Children and young people from our focus group offered opinions and advocated for their peers who may have physical impairments or learning needs in various insightful and innovative ways, Through our engagement we have developed recommendations from the discussions.

As the EA Youth Service effectively promotes the voices of children and young people in respect of disability rights by creating opportunities for them to participate in this consultation. Such as our recent unlocking accessibility event, or surveys, and research projects that seek the input and feedback of disabled young people on issues that matter to them and their peers, such as the quality and accessibility of youth services, education, health, or social care.



"Encouraging belief in one's abilities fosters a positive mindset and resilience."

These can help inform and improve the design and delivery of services and activities that meet the diverse needs and preferences of disabled children and young people.

1. Enhanced collaboration with the voluntary sector

The conversation highlighted the importance of partnerships with organisations like the Outdoor Learning service, whose insights and experiences greatly influenced our understanding of accessibility. To further enhance inclusivity, the EA should actively collaborate with the voluntary sector, leveraging their expertise and resources to develop more accessible programs and initiatives.



This collaboration can foster knowledge exchange, resource sharing, and joint advocacy efforts to address accessibility challenges comprehensively. Insights from young people underscored the importance of tangible adaptations, such as fixing broken lifts and lights, as well as the need for wider doors and automatic doors to improve accessibility in public spaces.

2. Utilisation of Best/Shared Practices in Training of Youth Workers:

This event highlighted the importance of incorporating best practices in the training of youth workers is essential for promoting inclusivity and understanding of disabilities. Drawing from shared experiences and expert insights, training programs should emphasize practical strategies for creating accessible and welcoming environments for all young people.



The EA can utilise the Unlocking Accessibility toolkit, which includes relevant theories and models of practice, creative methodologies, and engagement examples tailored to promoting inclusivity. By integrating evidence-based approaches and real-life scenarios, youth workers can develop the skills and awareness necessary to effectively support young people with disabilities.

Insights from young people highlighted the transformative impact of lived experiences, such as the stories shared during the session, in driving awareness and empathy.

3. Promotion of Conversations about Disabilities and Associated Rights:



Open and honest conversations about disabilities and associated rights are vital for fostering understanding, empathy, and positive change.

The EA can play a key role in promoting such discussions by facilitating forums, workshops, and awareness campaigns focused on disability rights and inclusivity.

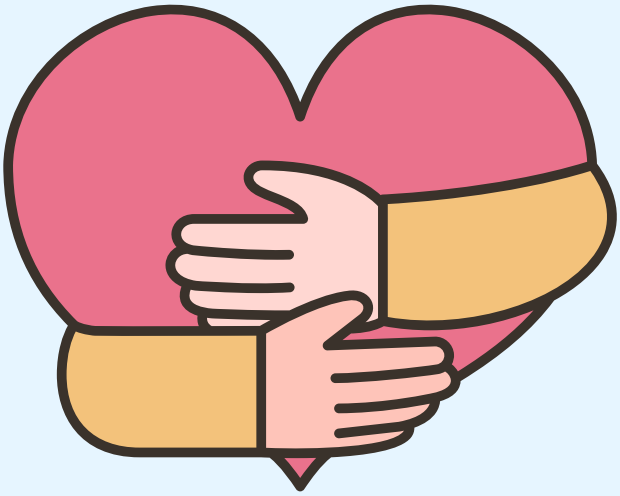
These conversations should provide a platform for sharing lived experiences, challenging stereotypes, and advocating for policy changes that advance the rights of young people with disabilities.

Insights from young people underscored the importance of reducing stigma and creating less stimulating environments to foster safe spaces for those with disabilities, highlighting the need for ongoing dialogue and education.

4. Establishing innovative support systems

Another suggestion arising from our engagement was the establishment of a support system where children and young people with disabilities receive guidance and mentorship from their peers who share similar experiences. This could take the form of peer support schemes, buddy systems, or befriending services tailored to the needs of disabled youth.

By connecting individuals with shared lived experiences, such initiatives aim to cultivate a sense of belonging and community among young people with disabilities.



Peer support schemes, for instance, can pair disabled young person with mentors who have navigated similar challenges, providing a valuable source of empathy, understanding, and encouragement.

Through regular interactions and shared experiences, mentees can gain practical insights, coping strategies, and emotional support to navigate various aspects of their lives.

"Embracing differences can lead to a more understanding and inclusive community."

Similarly, buddy systems or befriending services offer opportunities for disabled young people to form meaningful connections with peers who offer companionship, understanding, and assistance.

Whether it's attending events together, sharing hobbies, or simply providing a listening ear, these relationships can foster a sense of camaraderie and mutual support.

By implementing these recommendations, the EA can take significant strides towards creating a more inclusive and accessible environment for all young people.

Through collaborative partnerships, informed training, and proactive engagements, we can work towards breaking down barriers, promoting equality, and empowering children and young people with disabilities to fully participate in society.

"ACCESSIBILITY PROVIDES THE FREEDOM FOR EVERYONE TO NAVIGATE SPACES INDEPENDENTLY."

"THERE'S A NEED FOR MORE INCLUSIVE ACTIVITIES AND SPACES."

"WE SHOULD EDUCATE OURSELVES AND OTHERS TO CREATE A MORE INCLUSIVE SOCIETY."

"LONELINESS CAN BE A RESULT OF NOT BEING FULLY INCLUDED OR UNDERSTOOD."

"TRUE ACCESSIBILITY MEANS THAT SPACES ARE OPEN AND WELCOMING TO EVERYONE."

"ACCESSIBILITY IS ABOUT ENSURING EVERYONE FEELS INCLUDED AND WELCOME."

"SOME PEOPLE STRUGGLE IN TRADITIONAL LEARNING ENVIRONMENTS, AND THAT'S OKAY."

"SOMETIMES, DISCRIMINATION IS UNINTENTIONAL, BUT IT STILL HAS SIGNIFICANT IMPACTS."

"KNOWLEDGE SHARING EMPOWERS EVERYONE TO CONTRIBUTE TO AN INCLUSIVE ENVIRONMENT."

"CELEBRATING INDIVIDUALITY CONTRIBUTES TO A MORE ACCEPTING SOCIETY."

"LEARNING DISABILITIES DON'T DEFINE A PERSON'S INTELLIGENCE OR ABILITIES."

Unlocking ACCESSIBILITY

This pack provides a number of helpful tips for youth workers to introduce accessibility into their youth setting.

The pack has a number of coloured page pouches. These can be used for worksheets or print outs to change the colour of the page background. This can be a simple tool to assist young people with dyslexia.

There is also a series of games that can be adapted using the STEPS model to ensure all young people can be included within games.

Finally, below you will find some simple tips on how to adapt your youth setting based on different accessibility requirements.

We hope you find the pack helpful and we would love it if you could reach out to us if you have any comments or suggestions regarding the pack.

Kind regards,
youthoperations@eani.org.uk

Useful tips for when a young person has a visual impairment

1.Put raised/textured stickers on handrails to indicate the stairs/steps are ending.

2. Take the young person on a tour of the building and describe the different rooms and noticeboards to them.

3. When using worksheets, send the young person a copy so they can use an electronic reader or have 1 person read the activity aloud to the group.

Useful tips for when a young person has a wheelchair or walking aid

1.Ensure pathways and corridors are clear of any obstructions that a wheelchair could get caught on, this includes any loose cables or flooring.

2. Ensure there is space between tables or soft seating areas that a wheelchair user can easily get past.

3. Ensure there is space to fit a wheelchair under art tables or computer desks.

Useful tips for when a young person has a hearing impairment

1.Make use of visual aids, such as whiteboards and flags for diagrams, instructions, scores or whistles.

2. Have young people sit in a circle where possible when giving group instructions.

3. Make sure all videos are captioned or if the TV is on in the centre, ensure the subtitles are turned on.

Social Media Accessibility

Social media is a useful tool for bringing people together and sharing key messages but if it is not accessible you run the risk of excluding people even if you don't mean too. Implementing and using some basic accessibility features can help ensure everyone has access to information you are sharing.

1. Add alternative text

Every social platform has an ALT text option, you can usually find it when editing your post before publishing. Keep your descriptions concise, 125 characters is advised. Include keywords as search engines use ALT text too.

2. Make sure your videos are accessible

When creating videos, avoid background noise when recording someone speaking, if you can use a microphone to pick speaker's voice up clearly.
Make sure you put closed captions over all videos.
Try to avoid strobe/flashing lights or put a trigger warning at the start of your video.

3. Use accessible text

Make sure the text you use is readable. Use high contrast colours eg dark text on a light background.
Avoid filling graphics with lots of text, try keep your text within your post or use a link to a webpage or blog with all the information available.
Use inclusive language at all times. Rather than saying "a blind person" say "a person with a visual impairment".

#accessibility **#inclusion**



Accessible Games Pack

The purpose of this resource is to enable youth facilitators to make adaptations and adjustments to meet the needs of all children and young people. This provides different activities to in a warm-up category, skills categories, and fun games.

Each game has been created and designed in a way that allows them to be adapted for change. This is done using the STEPS model, which means that we can adapt the Space, Task, Equipment, People and Speed.

By adjusting an activity using one or more of these methods this allows the facilitator to ensure that everyone regardless of ability/disability can take part and maximise the learning and achieving with the activities chosen.

This resource also enables facilitators to have activities and games at hand, that they can quickly use and adapt if needed. These games and the adjustments suggested are also a good way to explore the topic of disabilities with those that don't have a disability.

This allows young people to experience the changes needed and to discover what it is like for someone with a disability. This promotes inclusion within provision and promotes equality for all.

Facilitators need no training to use this resource and it can be used by all both in the formal and informal learning environment.

WARM UP GAME

Name Game



Equipment needed:

- Large soft ball
- Large playing ball

How To Play:

- Players all form a circle and sit close to one another.
- A soft ball is rolled between two players. As a player catches the ball they will say their name.
- They then will set the ball down and the player will run around the circle back to their place.
- The player then calls the name of another player that they want to pass the ball to, before throwing the ball.

How To Play:

	Easier	Harder
S SPACE	• *Players sit close together to make passing ball easier.*	• *Increase the distance between the players to make the circle bigger.*
T TASK	• *Already at easiest level.*	• *Players throw ball instead of rolling.*
E EQUIPMENT	• *Use a soft large ball to make catching easier.*	• *Use a smaller ball which is hard e.g. tennis ball*
P PEOPLE	• *Lower the number of players in the circle and create two groups.*	• *Increase the number of players.*
S SPEED	• *Players are encouraged to walk, rather than run around the circle.*	• *Players are encouraged to move around the circle as quickly as they can.*

Things to consider:

Blind and partially sighted:

- Use a ball that can jingle or a bright coloured ball.
- Players can help guide each other around circle.

Deaf and hard of hearing:

- Players all wear name tags.

Physical Disability:

- Ensure enough space has been left around the circle so wheelchair users can get around.
- Players who find it hard to sit on the floor can use a chair, get all players to use a chair.
- Velcro gloves and ball can be used to assist players to help them with grip to catch the ball.

Learning Disability:

- Provide all players with a demonstration.
- Talk through each instruction as it is being demonstarted.

TIP - Players might need some name tags

WARM UP GAME

Balloon Keepie-Up



Equipment needed:

- One balloon per person
- Large playing area

How To Play:

- Every single player is given a balloon.
- Players are encouraged to move around the playing area.
- After every few steps players should throw their balloon in the air and catch it with both of their hands.
- When the players have caught the balloon they should move to a new area and repeat steps over again.

How To Play:

	Easier	Harder
S SPACE	• *Make the size of playing area bigger.*	• *Make the size of the playing area smaller.*
T TASK	• *Encourage players to throw and catch from a stationary position.*	• *Use differing body parts to keep balloon up and continually tap balloon*
E EQUIPMENT	• *Attach a string to the balloon to ease retrieving.*	• *Replace balloon with a beach ball.*
P PEOPLE	• *Limit the number of people inside the playing area.*	• *Everyone playing in one area.*
S SPEED	• *Tap balloon and catch between every throw.*	• *Try to encourage players to perform the activity with tapping radiply.*

Things to consider:

Blind and partially sighted:
- Put rice inside the balloon so when balloon is thrown a noise is made.
- Use large bright coloured balloons.

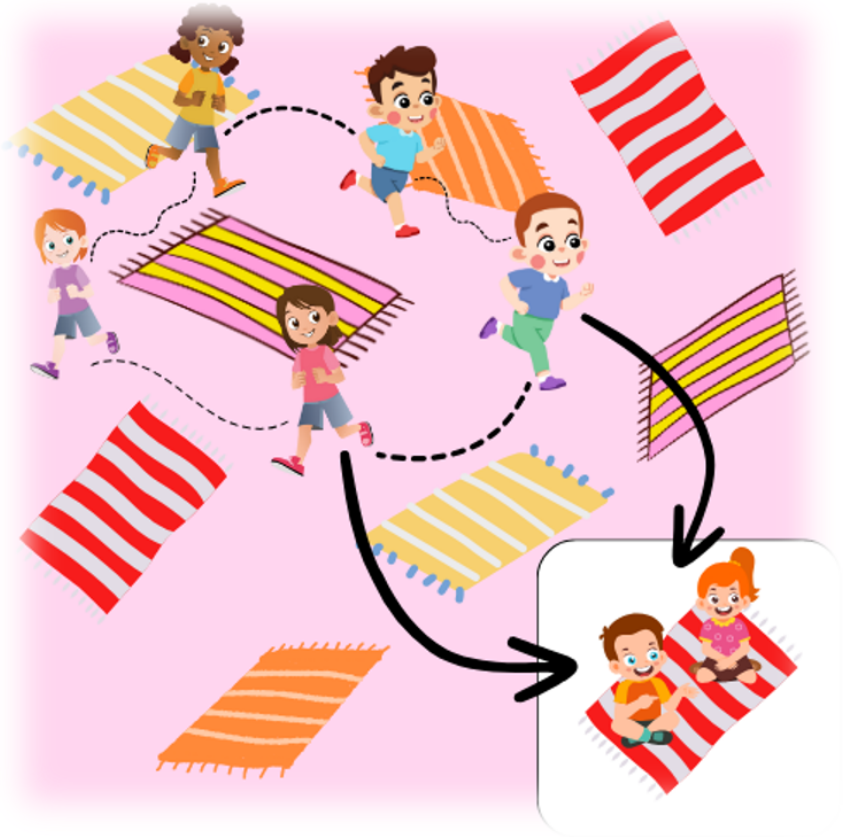
Deaf and hard of hearing:
- Use picture cards to communicate instructions.
- Use hi-vis bibs or flags to signal start and finish of activity.

Physical Disability:
- Attach a string to balloon to ease retrieving.

Learning Disability:
- Give a demonstration of game before every instruction change and overall game.

WARM UP GAME

Swamp Monster



Equipment needed:

- Mats
- Cones/hoops

How To Play:

- Place one mat per person on the playing area, every mat represents a swamp monster.
- Players move at a slow pace around the mats, ensuring they are careful to not disturb the swamp monsters.
- Leader calls out a number and the players must get into a group of that number on a free mat to stand on.
- Leader removes mats per round to bring ending to game.

How To Play:

	Easier	Harder
S SPACE	• Make the space between swamp monsters bigger.	• Make the size of the playing area smaller.
T TASK	• Only call out numbers to ensure nobody is left out.	• Have different movements e.g. jump, skip, hop.
E EQUIPMENT	• Have more swamp monsters.	• Lower the number of swamp monsters.
P PEOPLE	• Restrict the number of people playing.	• Have more players in the playing area.
S SPEED	• Move at a walking pace.	• Quicken the pace of game gradually.

Things to consider:

Blind and partially sighted:
- Use brightly coloured mats that can be easily seen against the colour of the floor.

Deaf and hard of hearing:
- Use cards which are numbered to communicate calling out numbers instead of doing it verbally.

Physical Disability:
- Increase the space between and around the mats.

Learning Disability:
- Could use colours instead of numbers.

TIP - Ask children to draw the swamp monsters

WARM UP GAME

Pair Pass



Equipment needed:

- 1 ball between pair
- 1 hoop between pair
- Range of differing balls

How To Play:

- Spread hoops over the playing area and ensure there is one hoop per person.
- Place a large soft ball inside each hoop.
- Pair up the players.
- Players move around hoops in pairs and when leader gives instruction a pair will get a ball from the hoop and pass it back and forth to each other three times.
- When three passes are complete, the pair will set the ball back inside the hoop and players continue to move around.

How To Play:

	Easier	Harder
S SPACE	• *Players can practise from standing still.*	• *Put the hoops closer together to make movement difficult.*
T TASK	• *Hand the ball back and forward to each other.*	• *Alternate pass type e.g. bounce pass.*
E EQUIPMENT	• *Use large balls.* • *Number of hoops = number of pairs*	• *Use different sized balls throughout.*
P PEOPLE	• *Ensure pairs have a similar ability.*	• *Allow players to find a new partner everytime.*
S SPEED	• *Speed is not a priority, accurate passing is.*	• *Count how many passes are made per pair.*

Things to consider:

Blind and partially sighted:
- Use a buddy system.
- Use a ball that jingles or a high visibility ball.
- Replace hoops with tape or mats to provide a safer area.

Deaf and hard of hearing:
- Make use of visual cues e.g. flags, bibs, numbered cards.

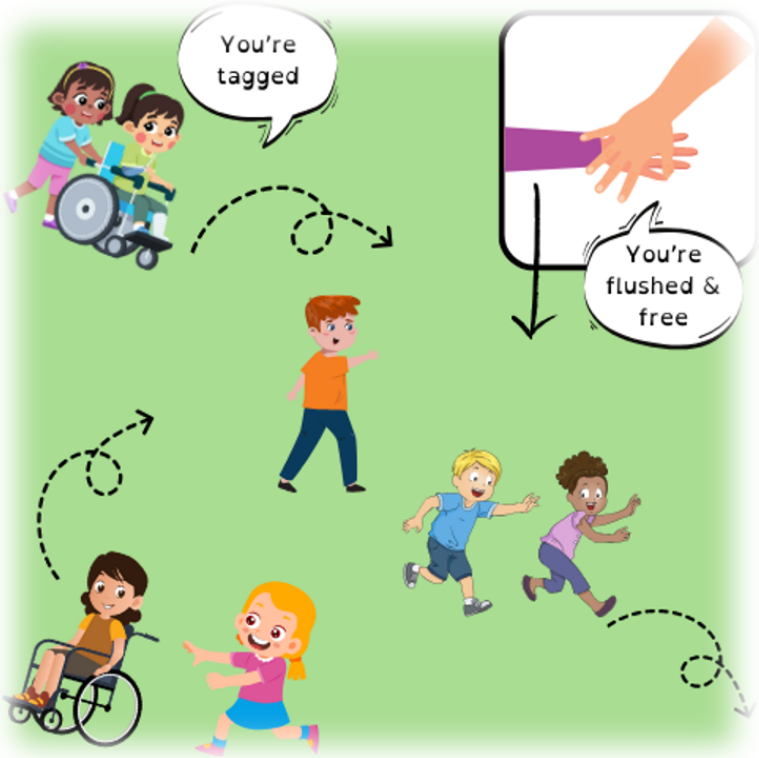
Physical Disability:
- Place balls on raised platforms.
- Have more space between hoops.

Learning Disability:
- Give a demonstration for each change of instruction.
- Arrange the group into pairs and give each pair a hoop and ball.

TIP - Players can sit on floor and use around the sides and over head passes

WARM UP GAME

Flusher Tag



Equipment needed:

- Large playing area

How To Play:

- Pick one player to be the catcher.
- When the leader signals, players move around and try to avoid getting caught by catcher.
- When the catcher tags a player, they have to hold up their arm straight in front of them.
- Players can only be let 'free' when another player 'flushes the toilet' by pushing down their arm.
- Players that have already been tagged cannot move until they have been 'flushed' free by another player.

How To Play:

	Easier	Harder
S SPACE	• *Make the area smaller.*	• *Make the playing area larger.*
T TASK	• *Players become catcher if they are tagged twice.*	• *Bring in a 'safe zone' where players can go into.*
E EQUIPMENT	• *N/A*	• *N/A*
P PEOPLE	• *At easiest level.*	• *Have more than one catcher to make it more difficult.*
S SPEED	• *Encourage young people to move in a different way e.g. hop.*	• *Encourage players to move faster around the area.*

Things to consider:

Blind and partially sighted:
- Use a buddy system.
- Bibs with hi-visability so they are easily identified.

Deaf and hard of hearing:
- Make use of visual cues e.g. flags, bibs, numbered cards, to indicate the start and finish of the activity.

Physical Disability:
- If the catcher has a physical disability, encourage players who move around at a slower pace e.g. hop, skip.

Learning Disability:
- Leader should demonstrate the activity before it begins.

TIP - Ask the catcher to wear a hi-vis bib so they are easily identified

WARM UP GAME

Tails



Equipment needed:

- One bib/ribbon per person
- Large playing area

How To Play:

- Pick one player to be the catcher for the group. Every other player is given a bib or ribbon to tuck into the back of their shorts/chair.
- Players move around the playing area, they try and protect their tails while the catcher tries to steal them.
- Once a player loses their ‘tail’ they will then become a catcher too until there is only one ‘tail’ left.

How To Play:

	Easier	Harder
S SPACE	• *Make the area smaller.*	• *Increase the size of the playing area.*
T TASK	• *Catcher will only have to touch the players tail to become catcher.*	• *2 catchers, 1 group with red tails and the other with blue tails.*
E EQUIPMENT	• *Use bigger 'tails'.*	• *Use smaller tails.*
P PEOPLE	• *At easiest level.*	• *Have multiple catchers.*
S SPEED	• *Encourage those being tagged to move around the area differently e.g. hop, jump.*	• *Encourage players to move faster.*

Things to consider:

Blind and partially sighted:
- Use brightly coloured tails.
- Make catchers wear brightly coloured bibs.
- Assist with guiding.

Deaf and hard of hearing:
- Make use of visual cues e.g. flags, bibs, numbered cards, to indicate the start and finish of the activity.

Physical Disability:
- Place tail on the rear or side of the chair, NOT tied.

Learning Disability:
- Catchers should be wearing a bib to be easily identified.

TIP - Emphasise players should NOT grab or pull other players when attempting to get their tails

FUN GAME

Team Take



Equipment needed:

- 4 hoops
- Range of balls

How To Play:

- Place an even number of balls in 2 hoops in the centre.
- Divide players into 2 teams and ask them to line up opposite eachother.
- When the leader tells them, the first player from both teams should run into the centre and collect a ball from their hoop. They should run back and place ball in the team hoop before tagging the next player and moving to the back of the line.
- Each team repeats until all balls have been taken from centre, the team that removes all their balls first wins.

How To Play:

	Easier	Harder
S SPACE	• *Make the distance players have to run smaller.*	• *Make the distance players run larger.*
T TASK	• *Number of balls in hoop = number of players.*	• *Players have to retrieve balls in a colour order.*
E EQUIPMENT	• *Use large, soft balls.*	• *Use differing size and shaped objects.*
P PEOPLE	• *Ensure teams have a mixture of abilities.*	• *Players go in pairs and collect 2 balls on each trip.*
S SPEED	• *Activity at easiest level.*	• *Give a timeframe for task to be completed.*

Things to consider:

Blind and partially sighted:
- Use hi-visability, larger balls.
- Use marked area instead of hoop.
- Use a buddy team.

Deaf and hard of hearing:
- Use flags/bibs to signal start of activity.
- Give a demonstration before the game begins and for every instruction.

Physical Disability:
- Raise balls of the ground on a table.

Learning Disability:
- Ensure all players one they are only allowed to retrieve 1 ball at a time.

TIP - Place the centre hoops far enough apart to prevent clashes between players

FUN GAME

Dribble Relay



Equipment needed:

- 1 football
- Cones

How To Play:

- Split the group into two teams and get each team to stand at the starting line one behind another.
- The first player is given a football.
- When the leader signals, the first player in each team should dribble the ball up and around the cone which is at the other end and dribble ball back towards team.
- When player reached the line they must stop and pass to the next player and join back of line.
- Winning team is the one that completes the course first.

How To Play:

	Easier	Harder
S SPACE	• *Reduce the distance the player has to travel with the ball.*	• *Make the distance the players travel with the ball larger.*
T TASK	• *Remove the pass at the end of the relay.*	• *Introduce a course whereby players have to dribble before passing.*
E EQUIPMENT	• *Use sponged for deflated balls so they travel slower.*	• *Use smaller balls to encourage control.*
P PEOPLE	• *Increase the number of players in the team so all players go once.*	• *Reduce the number of players in the team, get everyone to complete course twice.*
S SPEED	• *Say the winner is the team that shows the best ball control.*	• *Encourage players to complete the course as quickly as possible.*

Things to consider:

Blind and partially sighted:
- Use hi-visability, or jingle balls.
- Use a buddy system.
- Allow familiarisation of the course.
- Provide instruction while player is completing the course.

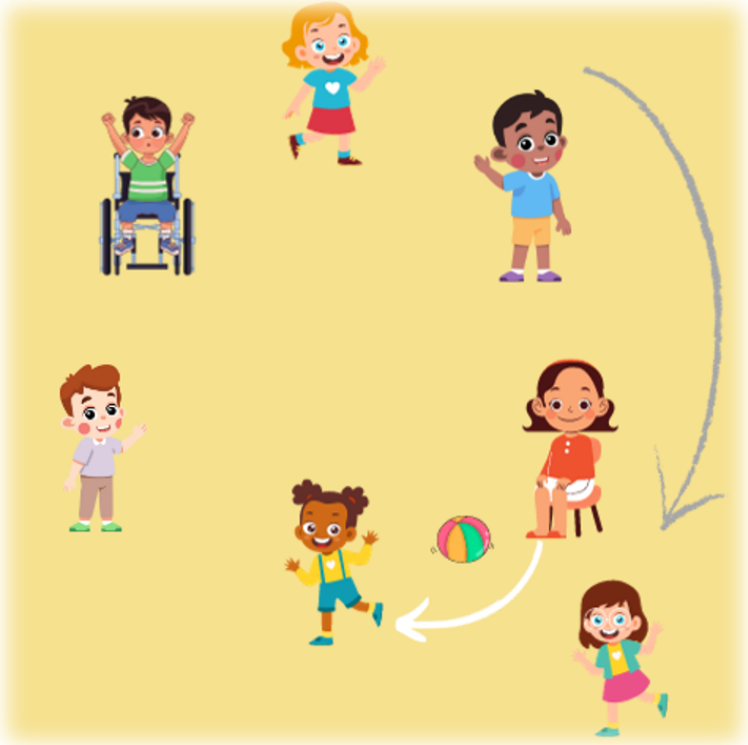
Deaf and hard of hearing:
- Use a flag or bib to start rather than a whistle.
- Provide a demonstration.

Physical Disability:
- Wheelchair users complete course by carrying ball on their knee and making final pass by throwing the ball.
- Larger balls can be used for electric wheelchair users who can control the direction of the ball with their chair.

Learning Disability:
- Provide demonstration.
- Reinforce the rules throughout.

FUN GAME

Can you pass fast?



Equipment needed:

- 1 large ball

How To Play:

- Organise players into a circle and have around 1 metre per person.
- Provide one person in the circle with a ball and they will become the runner.
- Runner passes the ball to their left before beginning to run around the outside of the circle.
- Players try to pass the ball around everyone in the circle before the runner returns to their original space.

How To Play:

	Easier	Harder
S SPACE	• *Reduce the circle size.*	• *Increase the circle size.*
T TASK	• *Players can stand closer together and use a hand pass.*	• *Have 2 balls and 2 runners.* • *Change direction of ball.*
E EQUIPMENT	• *Use a beach ball.*	• *Use a smaller style of ball.*
P PEOPLE	• *Split group into smaller circles.*	• *Add more players to the circle.*
S SPEED	• *Pass should move at the same time and speed as runner.*	• *Split groups into separate circles and get them to race eachother.*

Things to consider:

Blind and partially sighted:
- Use hi-visability, or jingle balls.
- Use a guide/buddy system.

Deaf and hard of hearing:
- Use a flag or bib to start rather than a whistle.
- Provide a demonstration.

Physical Disability:
- Ball to be passed around the circle twice, which is relevant mobility.
- Players can be seated or standing when receiving/passing the ball.

Learning Disability:
- Provide demonstration.

SKILLED GAME

Snake Slalom



Equipment needed:

- 5 or more cones/markers

How To Play:

- Place at least 5 cones in a straight line leaving approx 2m.
- Players line up one behind each other at the first cone.
- First player in line weaves their way through the cones. Once they have reached the last cone they return to start outside of cone.
- When back at start player 1 will link arms with player 2, they will complete the course together and come back to link arms with player 3 and so on.

How To Play:

	Easier	Harder
S SPACE	• *Increase distance between cones.*	• *Reduce the distance between cones.*
T TASK	• *Players do not have to hold players in front.*	• *Perform slalom on the way out and back.*
E EQUIPMENT	• *Use self righting cones.*	• *Use large wide cones that cannot be stepped over.*
P PEOPLE	• *Have more teams.*	• *Have more players in each team.*
S SPEED	• *Do task at a walking pace.*	• *Complete course as quickly as possible.*

Things to consider:

Blind and partially sighted:
- Position player further down line so a sighted player can act as a guide.

Deaf and hard of hearing:
- Use visual cues i.e. bibs, flags to signal start/finish activity.

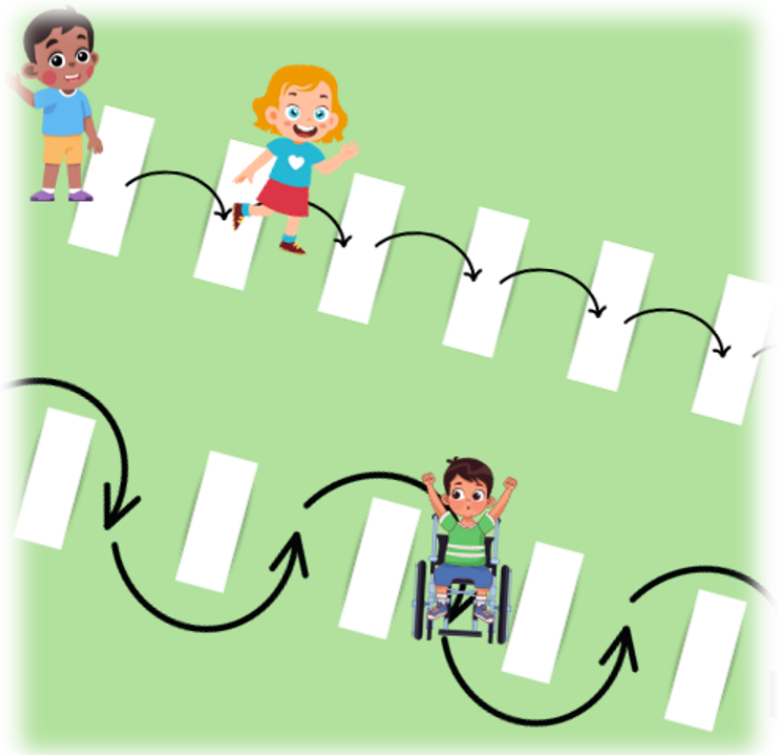
Physical Disability:
- Ensure there is adequate space between cones.
- Position person with physical disability to the front of line so they dictate pace.

Learning Disability:
- Remind players to be 'snake like' rather than moving fast.

TIP - Encourage teams to make the best sounding or shaped snakes rather than moving quickly

SKILLED GAME

Speed Ladder



Equipment needed:

- Rope/ladder/poles/ropes/markers to represent ladder

How To Play:

- Using a rope ladder or something similar instruct the players to perform the following:

1. Move along the ladder and place one foot in each place.
2. Move up the ladder and place both feet into the space.
3. Move along the ladder doing a two foot jump in each space.
4. Move along the ladder sideways doing some cross over steps with one foot in each place

How To Play:

	Easier	Harder
S SPACE	• *Increase space between ladders.*	• *Move ladders closer together.*
T TASK	• *At easiest level already.*	• *Include differing foot combinations.*
E EQUIPMENT	• *Use tactile markers.*	• *Raise markers to encourage high knee lift.*
P PEOPLE	• *Player completes the ladder before the next starts.*	• *Have players complete in a continuous line.*
S SPEED	• *Encourage players to concentrate on technique rather than speed.*	• *Encourage players to beat best time.* • *Encourage teams to beat best time.*

Things to consider:

Blind and partially sighted:
- Use brightly coloured markers.
- Orientate players to the ladder before start of activity.

Deaf and hard of hearing:
- Give demonstration for every instruction/technique.

Physical Disability:
- Use tactile markers.
- Ensure suitable spacing.

Learning Disability:
- Give demonstration for every instruction/change.

SKILLED GAME

Hot Footballs



Equipment needed:

- Ball

How To Play:

- Players form a circle and stand close together.
- Using a ball the players are encouraged to pass the ball around the circle from one person to the next as fast as they can.

How To Play:

	Easier	Harder
S SPACE	• Have players be close together so ball can be handed to one another.	• Increase the distance between players so the ball must be thrown.
T TASK	• At easiest level already.	• Encourage different passes e.g. bounce or chest pass.
E EQUIPMENT	• Use a beach ball or other large ball that is slightly deflated to make handling easier.	• Use a smaller ball. • Introduce two balls into the circle.
P PEOPLE	• Reduce number of players in the circle.	• Increase number of players in the circle.
S SPEED	• Get the players to focus on accuracy of the pass, rather than speed.	• Have the group be split into teams and get them to compete against one another.

Things to consider:

Blind and partially sighted:
- Use brightly coloured ball or one that jingles.
- Balls can be handed to players rather than thrown.

Deaf and hard of hearing:
- Give demonstration for every instruction/technique.

Physical Disability:
- Can get players to play from seated position.
- A large soft ball may be more suitable for players who have difficulty throwing/catching.

Learning Disability:
- Give demonstration for every instruction/change.