

THE TURNING TIDES PROJECT
for equal access to music, the arts and life

Building an #Inclusive ‘Coaching House’

The
Turning Tides
 Project

For equal access to music, the arts and life.
www.theturningtidesproject.org.uk

- Enabling Service (EPIC)
- Accessible Communication (Small Talk)
- Projects
- Evaluation Services
- Training
- Sessions
- Performances

25 Exeter Road
CREDITON
Devon
EX17 3BL

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Email: theturningtidesproject@hotmail.com
Website: www.theturningtidesproject.org.uk

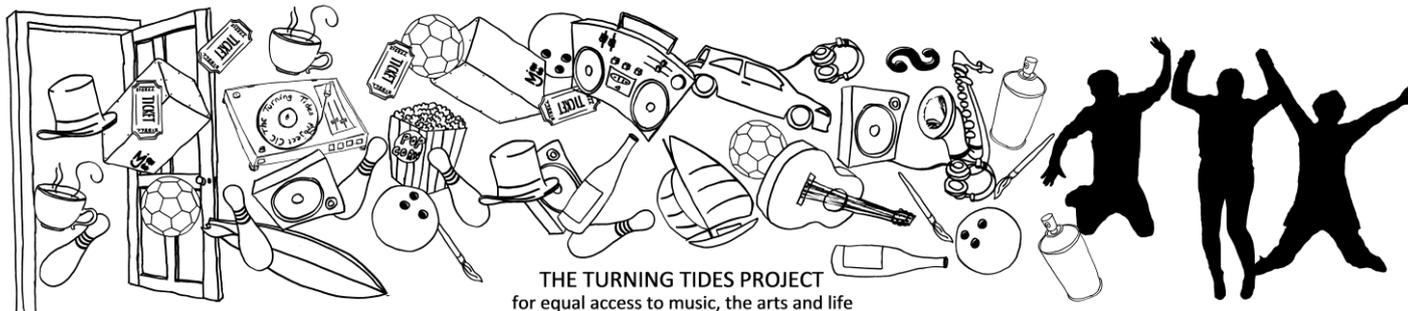


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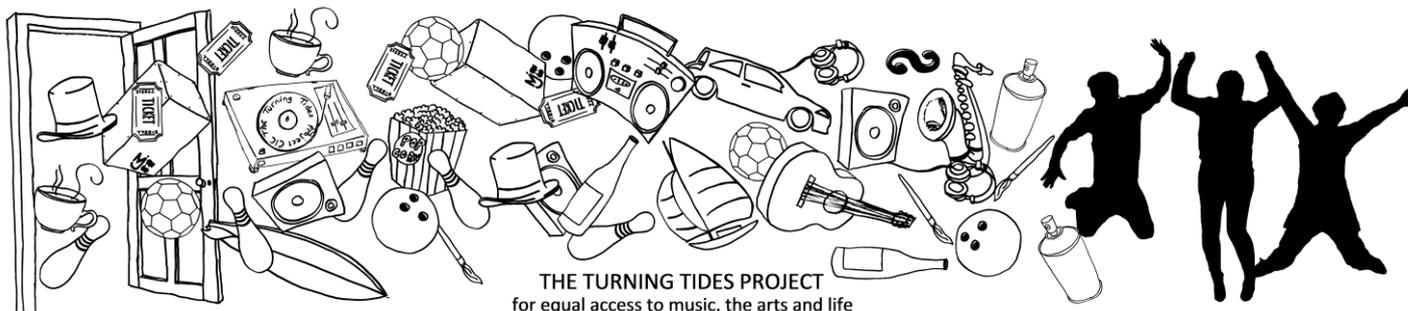


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Building an #Inclusive 'Coaching House' (1)

Recommendations:

Improve the experience of the participant by taking a **Social Model Approach**

Objectives

A more diverse coaching community

Change the culture and perception of coaching

Increase 'good' experiences

Strategic Approaches

Making it easier to start coaching:

- ∞ Adopt a multi-sensory approach to communication
- ∞ Recognise the importance of good support work
- ∞ Provide flexible opportunities

Foster an improvement culture

- ∞ Dispel the myth of 'no-need'
- ∞ Implement a Social Model approach

Transfer learning into practice

- ∞ Invest in leaning and development to ensure the sports workforce have the knowledge, skills and confidence to be #Inclusive

Measure the change and communicate the impact

- ∞ Critically appraise data collected
- ∞ Measure the impact of a change in practice

Enhance the delivery infrastructure

- ∞ Implement an 'accessibility' standard
- ∞ Increase #Inclusion by sharing training packages and resources

Enablers

Partnerships

The experts in the #Inclusion of people with 'learning disability' or 'autism' labels are people with 'learning disability' or 'autism' labels

Technology

Use a multi- sensory approach to communication

Be creative about disseminating information

Research & Innovation

Include the experts in project design, reflection and evaluation.

Commission projects led by people with 'learning disability' and 'autism' labels

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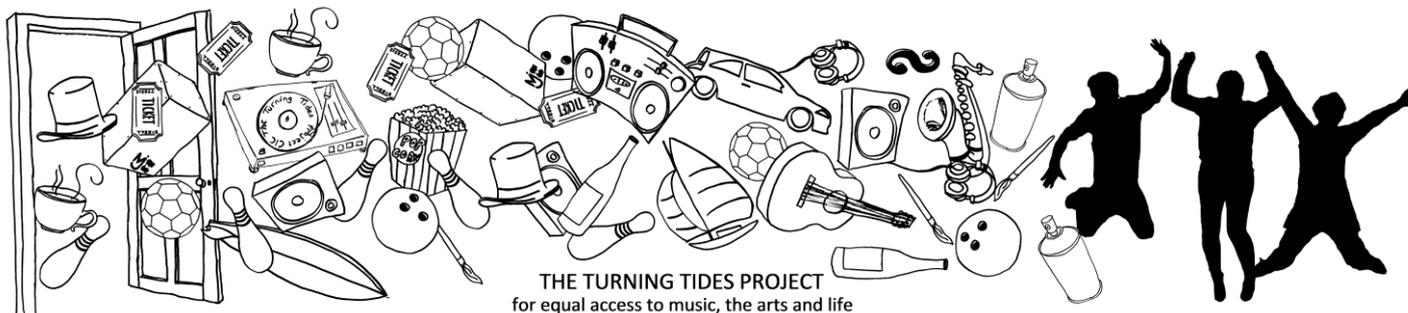


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Removing Disabling Barriers; Creating Enabling Environments (3)
Access to Information

Format

A reliance on the written word for sign-posting and giving information disables people who does not read.

A multi-sensory approach to communication (e.g. [TTTP's Small Talk Approach](#)) enables people to understand the information that reaches them. In addition to the content communicated this approach gives a clear message that the recipient is invited and will be included.

Getting information to people with 'learning disability' or 'autism' labels

Accessible information needs to reach its target audience. Many people with 'learning disability' or 'autism' labels do not have access to the internet and are not active users of social media. People who does not read and does not access the internet are often reliant on third parties (support workers, support services or family members) to give them information. Some of the barriers that prevent third parties from passing on information include:

- 🌀 A belief that the individual will not be interested
- 🌀 A belief that the individual would not be able to participate successfully
- 🌀 A personal disinterest and a resulting lack of willingness to support the individual to participate
- 🌀 A belief that the practical implications (additional support time, a change in rota, the need to arrange transport, a change of routine) make it impossible for either the individual or the support system to manage
- 🌀 Concern about the cost.

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 Email: theturningtidesproject@hotmail.com
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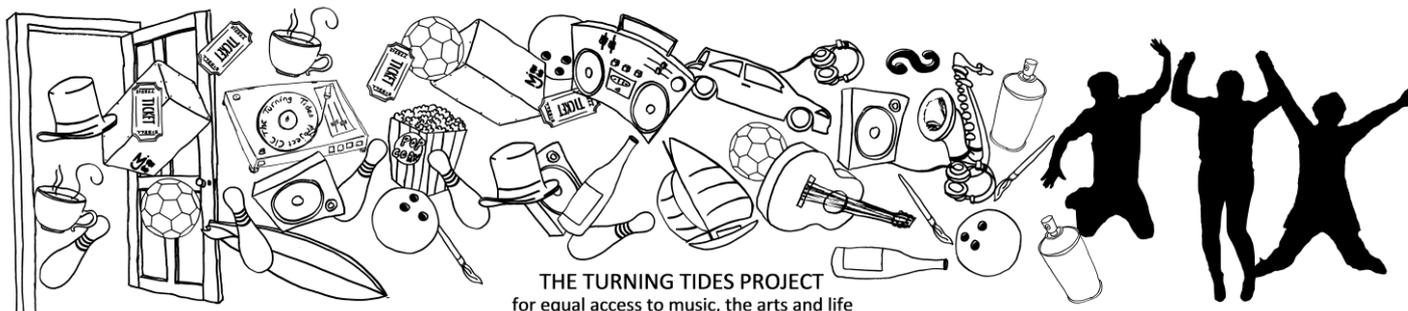


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TTTP has an extensive local network through which information is disseminated. In addition to strong links with Health and Social care commissioners, contracts with local schools and well established social media platforms TTTP has a [radio show](#), a [Small Talk](#) editorial column in the local press and a range of [regular, open sessions in local pubs and leisure centres](#). Getting information to people is still not straightforward but is sometimes possible.

Access to opportunities

People often have complex support arrangements and share support staff with others. Changing arrangements to facilitate attendance at a [training](#) course isn't always simple and if support providers haven't understood the importance of doing so, it may not happen. Rotas are often set, weeks in advance or run to an established pattern. Opportunities that require a change in rota may be inadvertently forgotten by providers and result in individual's failing to attend. Two participants in this project missed [training](#) workshops for these reasons.

Many of the people who are part of TTTP find change and the introduction of new things, new places and new people stressful. Good support is an essential part of enabling them to attend and participate.

TTTP ensured a high attendance rate through:

- 🌀 Giving individuals [Small Talk](#) information that included details about practical and support arrangements
- 🌀 Making sure that everyone understood the whole project and why participation was important both to the individual and in terms of the greater impact that may be made.
- 🌀 Providing people with 'learning disability' or 'autism' labels with TTTP Support workers. TTTP people, with and without labels, are equal partners and equally committed: everyone was an equal participant in the project and at each [training](#) workshop.
- 🌀 Understanding the complexities that other support providers may need to negotiate to change support arrangements and working with them to make that possible.

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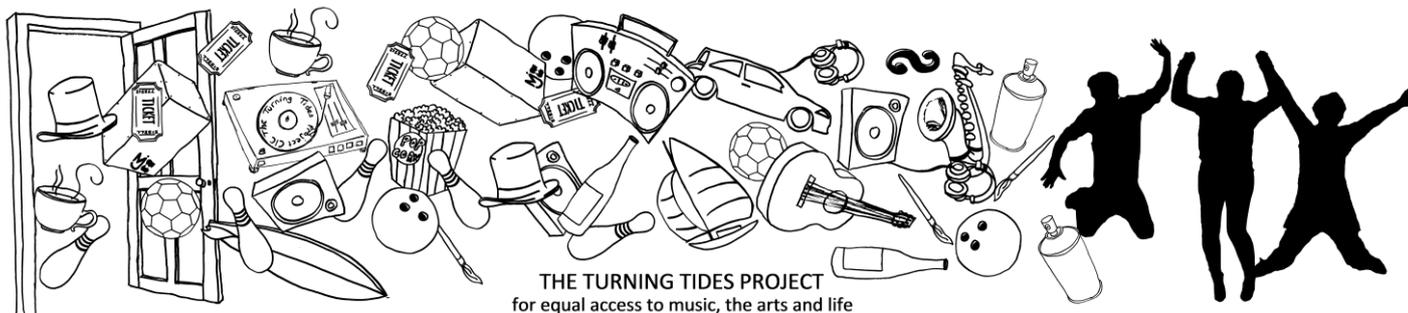


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Responsive provision of opportunities

At the outset of this project a group of TTTP people expressed an interest in completing a swimming coaching qualification. However, the course was only delivered locally at Level 2 or above and as whole weekend course. For a range of reasons this made the course inaccessible to every TTTP person who aspired to be a swimming coach; they were disabled by the inflexibility of the provision.

The myth of ‘no need’ results in those who work within sport and sport development having limited experience, knowledge and confidence to work with people with ‘learning disability’ or ‘autism’ labels. This can lead to a lack of responsiveness to requests to provide accessible opportunities. The experience of TTTP people with and without labels has been greatly improved by the engagement of local leisure centres and Active Devon in TTTP’s [#Inclusive](#) initiative and the participation of local leisure centre staff on TTTP [Social Model Training](#) workshops.

The cultural shift within sport, to increase the priority of [#Inclusion](#) of the national agenda needs to be accompanied by:

- ∞ Investment in the [learning and development](#) of those within sport to ensure they have the knowledge, skills and confidence to be [#Inclusive](#).
- ∞ [Impact measurement](#) that ensures a resulting change in practise

[Training:](#)

Whether written or spoken, the greatest barrier encountered with [training](#) was a tendency to use far too many words. Everything about the [training](#) process from booking a place to completing the feedback form is routinely inaccessible to those who does not read unless it is available in [Small Talk](#) form.

Course materials can be adapted so that they are accessible to people who does not read. However, this is only possible if the ‘owners’ of [Training](#) workshops allow changes to their materials.

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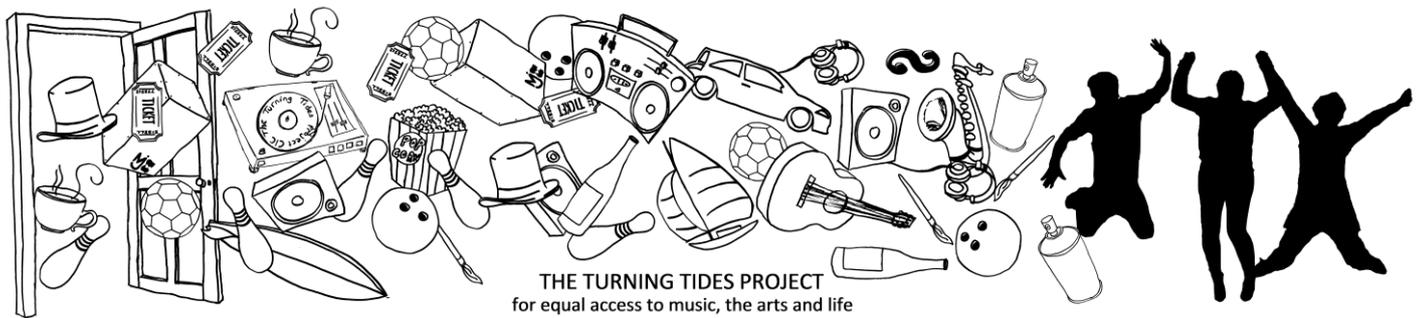


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These workshops were successful because each trainer demonstrated values and attitudes that enable. They:

- ☿ were confident about their own expertise and the expertise of others
- ☿ worked with TTTP people with and without labels as equal partners

Awarding bodies and sports organisations systems and processes

A rigid 'house style', a reliance on written forms and a lack of coordination between organisations all limit [#Inclusion](#).

The application of a DBS process, by a sports organisation, with no explanation caused unnecessary anxiety to one prospective TTTP coach. The requirement to repeat Safeguarding and First Aid courses to meet the requirements of different sports organisations seems unnecessary. Data collected by organisations requires critical appraisal and analysis. In addition to all the [training](#) feedback forms being inaccessible to people who does not read, one form required a self-assessment of status (would you define yourself as disabled? Are you employed?) – in the absence of meeting TTTP people and exploring their responses to these questions, the data they submitted is likely to be misinterpreted (When a [Social Model Approach](#) is applied, no one is a 'disabled person'). The cross- organisational adoption of accessible [training](#) packages, the sharing of accessible [training](#) materials and the use of [training](#) administration processes that can be accessed by people who does not read would have a multi- faceted positive impact.

Partnerships at organisational and community level would facilitate the joined-up use of accessible processes and paper that are needed to achieve [#Inclusion](#).

Partnerships should include the experts. When the subject is the [#Inclusion](#) of people with 'learning disability' or 'autism' labels the experts are people with 'learning disability' or 'autism' labels and their organisations.

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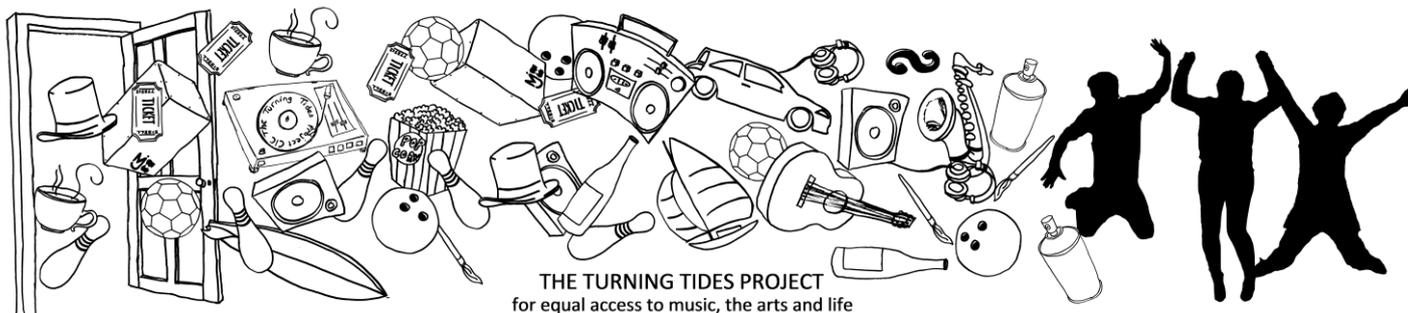


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Conclusion

The cumulative effect of the barriers outlined above leads to an under-representation of people with 'learning disability' or 'autism' labels and may perpetuate a myth amongst community sports organisations that people with 'learning disability' or 'autism' labels do not exist or are not interested: The myth of 'no need'.

Mencap suggest that 1.5 million people in the UK have a 'learning disability' label (4).

The National Autism Society suggest that 1 in every 100 people is on the Autism Spectrum (5).

The 2011 census estimated the adult population of the UK at 63.182 million. Taking account of dual labelling (people with both 'learning disability' and 'autism' labels) it is likely that the adult population of people with 'learning disability' or 'autism' labels is close to 2 million. Active Devon acknowledged that TTTP was the organisation with the skills, knowledge and experience to ensure that people with 'learning disability' or 'autism' labels, were included. Every individual with a 'learning disability' or 'autism' label that TTTP offered the opportunity to be part of this project not only participated but did so with enthusiasm and succeeded.

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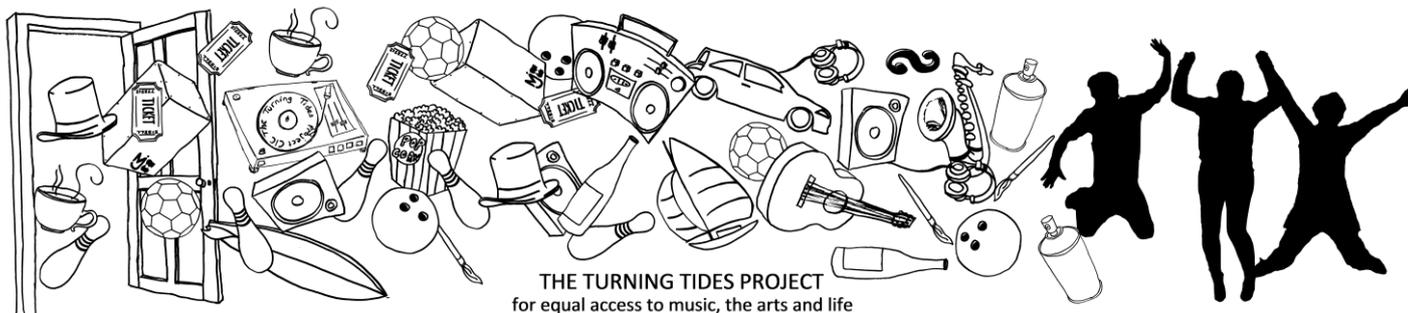


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What Works?

Face outwards

- 🌀 Seek to understand people's stories and journeys, not explain your organisation's mission
- 🌀 Understand and implement a [Social Model Approach](#)

Respect Equality

- 🌀 Identify the experts and work in genuine partnership with them
- 🌀 Create opportunities for the sports workforce to gain experience of working in partnership with people with 'learning disability' and 'autism' labels
- 🌀 Be confident and comfortable with the areas of expertise and lack of expertise that each partner brings
- 🌀 Look for opportunities to work flexibly and efficiently

Create an Enabling Environment (3)

- 🌀 Be flexible about the process and clear about the outcome
- 🌀 Commission the experts to contribute to project development, reflection and evaluation
- 🌀 Adopt a multi- sensory approach to communication (e.g. Small Talk)
- 🌀 Understand the importance of good support work
- 🌀 **Have FUN**
- 🌀 When people are having fun, everything is possible

The 100% success of TTPP [#Inclusive Sports Qualification Project](#) was achieved through the application of A [Social Model Approach](#)

Applying a Social Model Approach at every level (individual, population, community, wider community and TTPP) gives people with LD or autism labels equal access to coaching qualifications.

In an [#Inclusive](#) sport qualification environment, do people with 'learning disability' and 'autism' labels aspire to become sport's coaches? ...Yes.

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Website: www.theturningtidesproject.org.uk

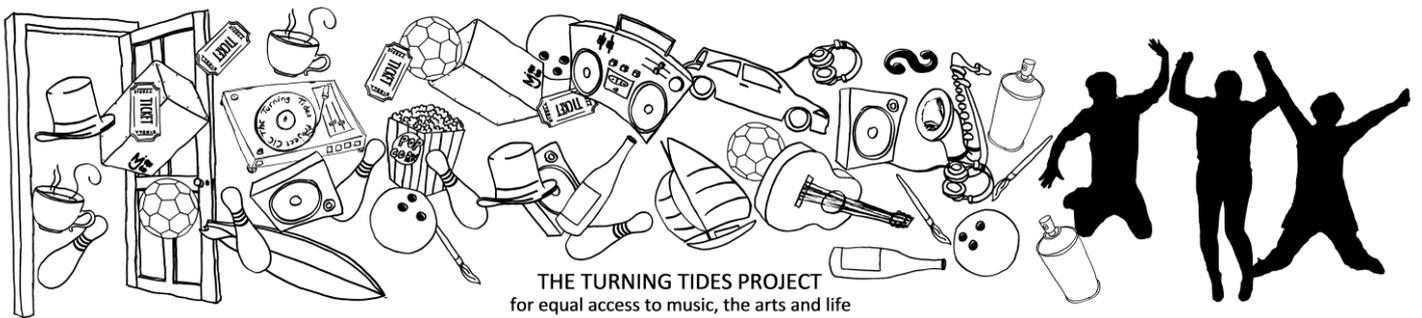


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Recommendations: Building an **#Inclusive** Coaching House

Sport England proposed the following shape for Building a Coaching House.

MISSION

Improve the experience of the participant by providing specialized support that meets their needs and aspirations

OBJECTIVES

A more diverse coaching community

Change the culture and perception of coaching

Increase 'good' experiences

STRATEGIC APPROACHES

Making it easier to start coaching

Foster an improvement culture

Transfer learning into practice

Measure the change and communicate the impact

Enhance the delivery infrastructure

ENABLERS

Partnerships

Identify and invest in specialist partners to help deliver the objectives

Technology

Invest in technological advancement to support improvements in the coaching experience

Research & Innovation

- Experimenting to find out what works
- Finding solutions to the problems we encounter along the way

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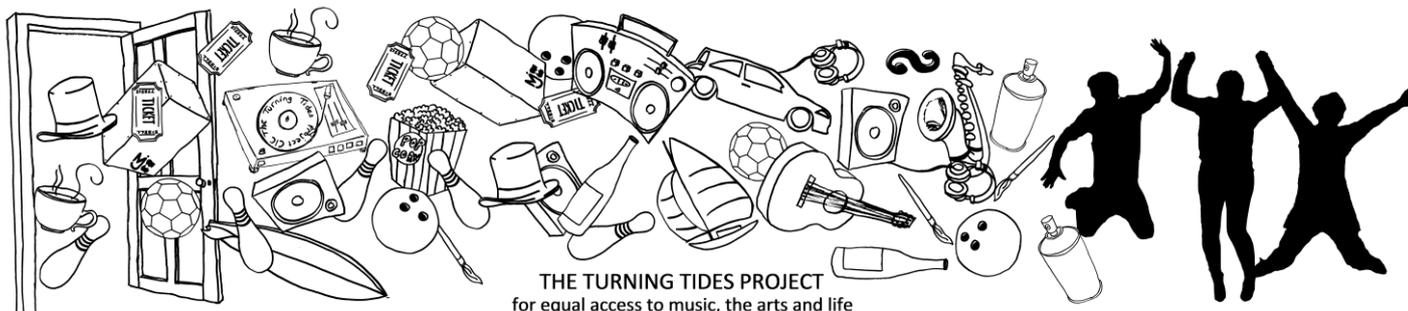


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Recommendations: Building an [#Inclusive](#) Coaching House

Strategic Approaches

Make it easier to start.

- ☞ Adopt a multi- sensory approach (e.g. Small Talk) to all information and communication.
- ☞ Recognise the importance of good support work.
- ☞ Provide flexible opportunities.

Foster an improvement Culture and putting learning into practise.

- ☞ Dispel the myth of 'no need'
- ☞ Implement a [Social Model Approach](#)
- ☞ Investment in the [learning and development](#) of those within sport to ensure they have the knowledge, skills and confidence to be [#Inclusive](#).
- ☞ [Measure](#) the impact of a change in practise

Enhance delivery infrastructure

- ☞ Implement a standard that requires all forms and processes to be accessible to those who does not read
- ☞ Reduce replication, increase consistency and [#Inclusion](#) by the cross-organisational sharing of accessible [training](#) packages and resources.

Enablers

Partnerships

When the subject is the [#Inclusion](#) of people with 'learning disability' or 'autism' labels the experts are people with 'learning disability' or 'autism' labels and the user- led organisations that they are part of.

- ☞ Commission the experts to work as partners in strategic and local developments.

Use of technology

- ☞ Use films and recordings to support the communication of key messages
- ☞ Reduce reliance on words

Research and innovation

- ☞ Ensure all research and innovation includes the experts. (link to our evaluation Team)
- ☞ Ask the right questions and critically appraise the data collected.

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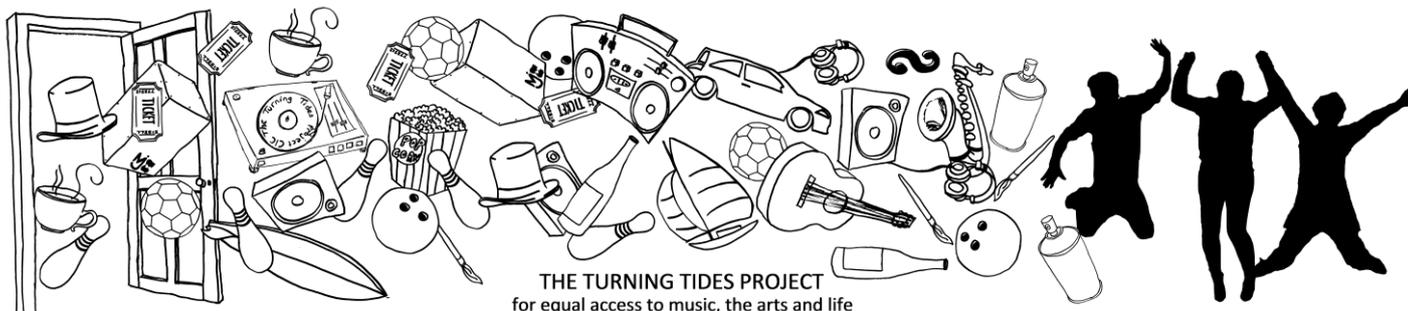


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Measure the change and communicate the Impact

The Turning Tides Project applies a [Social Model Approach](#) in its measurement of Impact.

Evidence is collected to measure the difference that TTTP makes to:

- 🌀 [Individuals](#) with and without 'learning disability' or 'autism' labels
- 🌀 [The population](#) of people with and without 'learning disability' or 'autism' labels
- 🌀 [The Local Community](#) (populations, businesses and orgs)
- 🌀 [The Wider Community](#) (National orgs and strategic directions)
- 🌀 The sustainability of [The Turning Tides Project](#)

The impact of the [#Inclusive Sports Qualification](#) project

The [#Inclusive Sports Qualification](#) project **has** made a difference to the **Individuals** with and without 'learning disability' and 'Autism' labels took part in the project and successfully completed the [training](#) workshops they participated in. Comments include:

It is amazing, when I think back, how far he has come, confidence-wise, since working with you (Support Service Provider)

15 people successfully completed a Safe Guarding Course, 11 people successfully completed a First Aid course, 16 people successfully completed an [Inclusive Community Training Course](#)

Participants have expressed a desire to train as assistant coaches across a range of sports.

Two are now working together to achieve a [football coaching qualification](#). Two will embark on assistant swimming coach qualifications when funding and local provision of accessible courses has been agreed.

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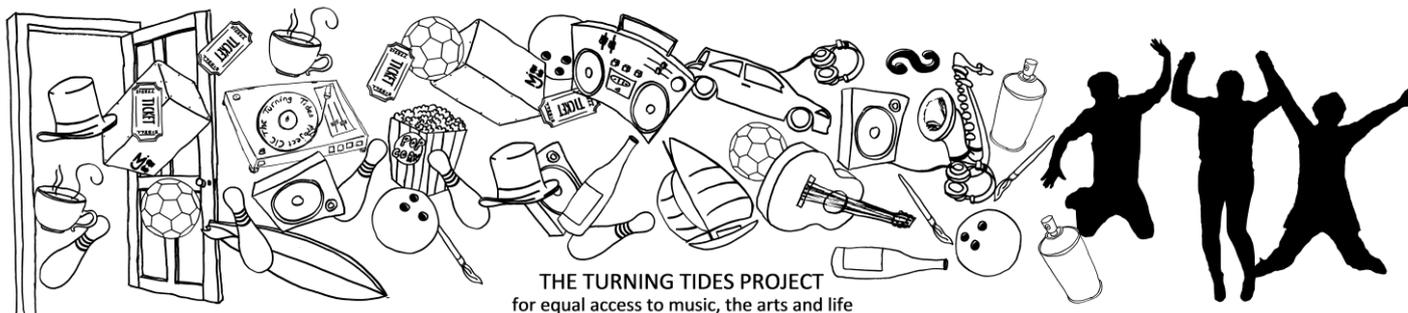


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All participants are keen to use their new skills and will do so in the delivery of regular [#Inclusive](#) activity sessions across the three Mid Devon Leisure centres. If our application for Opportunity Club extension funding is successful, this initiative **will** make a difference to **the population** of people with and without ‘learning disability’ or ‘autism’ labels in Mid-Devon.

It remains to be seen what impact the recommendations of the [#Inclusive Sports Qualification](#) project have on the **Community** and **wider community**. TTTP’s assessment of this impact will be published here:

[What People Are Saying \(Social Impact\)](#)

Disability is created by Society, everyone has a part to play in removing the barriers that create it: Be the change you want to see in the world (Gandhi).

<http://www.theturningtidesproject.org.uk/inclusive-sports-qualifications.html>

Jane Williams, Managing Director, February 2017

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Tel: 01363 772512 Web: www.theturningtidesproject.org.uk



References:

- 🌀 [Coaching in an Active Nation: The Coaching Plan for England \(Sport England\)](#)
- 🌀 [Music and The Social Model \(2013\), Jane Q. Williams \(published by JKP\)](#)
- 🌀 [Disabling Barriers, enabling environments](#)
- 🌀 [Mencap](#)
- 🌀 [National Autistic Society](#)

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