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INCLUSION AND DISABILITIES IN AND THROUGH SPORT

Best Practice #6 - Spain

EsM – Instituto España se Mueve

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Netball

<https://www.youtube.com/watch?v=aBuxsRnU50A>

Key words. Please insert 3 to 5 key words that best describe the best practice

Passing the ball (show, repeat as many times as necessary)
 When receiving freezes; Out (when it passes the boundary of the chosen track); Space; No touching (in ball position no one is allowed to approach the player); Contact , When not respecting the previous rule; Only the A's shoot at the hoop

1. Type of Disability

Please describe the type of disability that this practice is focused. If there is an official definition of the disability in European or National documents please provide it.

Down Syndrome, at its different levels.

2. Organization & Reference

If applicable: Official data of organization, school, club etc. (name, address, email). Please give references such as internet source, homepage etc.

Fundación Racing Club , acts within the club Racing club

<https://www.realracingclub.es/noticias?category=fundacion>

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3. Formal/Informal

Please state if the setting refers to formal or informal education (sport clubs etc.).

Informal education. Sports clubs

4. Practice summary

Describe what and how was done (regulations of the sport/game/competition/physical activity), please state the specific context of the practice and the sport(s)/game/competition involved.

Netball is a sport in which the positions are indicated by two letters for bibs.

We adapted to a letter A (attack), c (centre) and D (defence). This was very well accepted and once the games are repeated they do not allow the rules to be broken. In possession of the ball they must freeze (not advance from their position).

5. Variations implemented

Please state any kind of useful variations (e.g., concerning settings, age of participants, types of disabilities and adaptations to other sports) of the practice.

Ten bibs of each colour were made up because they started out small, but as they watched, everyone wanted to play. In addition to Down's Syndrome, a child in a wheelchair played in the middle and always started the game after a goal.

6. People involved

Please state organizations and people involved, provide types of disabilities participated in this specific good/best practice. If applicable, be concrete about the different roles of the people involved.

In this experience, psychologists, trainers, assistant monitors, and psychotherapists worked together.

7. National guidelines adopted

Please refer to the national guidelines that are met through the practice. Give basic legislation frameworks that can help teachers understand their legal-driven responsibilities towards their students.

Know each other's histories, have teacher training, have first aid or nursing equipment in the club. Have parental permission for ball activities.

8. Implications for teachers/practitioners etc.

Please write any useful implications (what teachers/coaches/physical educators should take into account: safety considerations, equipment needed, support needed) that the practice might have. This may include focal points of the types of disabilities included and how these points were addressed, in terms of the participation in sports.

The teacher will take into account that the spaces are safe, that the activity is carried out with sufficient support from colleagues and other professionals. In all sports, start with just a few students and then add more. Take into account the leaders and fraternise with them so that they do not boycott the activity.

9. Innovative resources, materials, methods etc. used

Please refer to the resources, materials, methods etc. have been employed. Strategies for creating an inclusive environment, prioritizing accommodations for students with disabilities, forming/refining accessible facilities, equipment, and assistive technology. Please include techniques for adapting sports activities to meet the needs of students with disabilities, such as modified rules, specialized equipment and assistive devices.

The rules are few, clear and are repeated as many times as necessary as they will be incorporated with repeated play.

At all times respect for fellow players and the basic practice of netball is valued with no other objective than to play and have fun. The rules are adapted to the group, the objective is to move with a logical criterion.

10. Communication and collaboration strategies

If applicable, describe strategies for collaborating with other educators, parents, and students to ensure that everyone is working together to create an inclusive environment.

You do it with the students and share what they want to do.

11. Evaluation and/or reflection methods

If applicable, state how teachers planned to know, to what extent basic goals were met. That is, give any kind of evaluation practices, self-reflection methods, forms of data collection, post-event documentations and follow-ups. Also, report any positive feedback and reinforcement given to students with and without disabilities to encourage and motivate them to continue participating in sports.

Working with children or people with different abilities is highly rewarding. They like the familiar, not having the rules changed, respecting order and as the year goes on they become experts at the game. Do not lose

12. Training pathway for teachers for integrating this good practice

Please provide 5 to 15 practical tips to teachers of sports for implementing the proposed good practice. Ensure that tips: 1. refer both to formal and informal settings 2. contribute to the awareness of educators for the needs of students with disabilities 3. take into account the environmental/architectural and attitudinal barriers (such as inaccessible sport spaces, equipment needed, support provided), 4. provide individualized adaptations 5. Provide social and emotional support by

encouraging social interaction and peer support 6. Provide positive reinforcement to motivate them to continue participating in sports and to develop their skills and abilities.

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