Summary of best practices by type of activity, audience, space and equipment. For trainers involved in the practice testing phase

Sonia DUVAL and Caroline BARBOT-BOUZIT – 2024

Denmark

	Sport practice	Summary, rules and inclusive approach	Specific and extended accessibility	Space and Equipment
1	**Bevægelse for Alle (Movement for All)**	The project "Bevegelse for alle" works to help schools promote well-being in primary schools and increase the joy of movement for ALL children. The project intends to promote all children's experience of the joy of movement and inclusion in movement communities, so that in addition to increased participation in movement at school, they gain the courage and desire to move throughout their lives. Therefore, together with teachers and pedagogues, the project creates knowledge and tools to handle the task of inclusion in movement activities. In addition, it provides concrete materials to increase well-being in the primary school through movement as well as for movement in the specific school subjects and the subject of physical education.	This practise does not define the type of disability and includes both physical and cognitive disability. In the guidelines, the activities and considerations are marked according to their disability (cognitive challenges, movement challenges, listening challenges and visual challenges).	The project develops materials and knowledge to that end and facilitates 2×2 hour workshops for free for all interested primary schools. Materials (in Danish): • Main Guidance Book: https://videnomhandicap.dk/wp-content/uploads/2023/02/Alle-til-idraet.pdf • The adaptation wheel: https://www.aktiviteterforalle.dk/wp-content/uploads/2023/03/Tilpasningshjulet.pdf • Dialogue Cards to assist the conversation on inclusion in activities: https://www.aktiviteterforalle.dk/wp-content/uploads/2022/07/Dialogkort.pdf • Activity Database, according to age group and subject: https://www.aktiviteterforalle.dk/skole/bevaegelse-i-fagene/
2	**"Try your hand at parasports"**	Trained professional teachers from Parasport Denmark (that have a disability) are visiting schools that request the service/training sessions. These teachers present Parasport Denmark and various sports aimed at e.g. mobility impaired, developmentally impaired and visually impaired. Together with fellow students or classmates, the participants experience activities and sports that they may not have tried before, and experience how sports for people with disabilities can be fun and challenging. The teachers adapt a basic course to the students' level and the facilities on site and bring a trailer full of sports props for e.g. wheelchair sports and goalball. The teaching is divided into a practical part and a theoretical part.	This practice is not focused on a specific disability. 	The key is the practical part, where the students try different forms of parasport on their own bodies and experience the practice of sports in, for example, a wheelchair. A hall or a gymnasium and a teaching room with AV equipment must be provided by the school.
3	**"Sports for people with larger disabilities"**	The resource is a curated set of adaptations of specific sport activities, developed as an inspiration catalogue that is easily accessible. The following sports are covered:	This practice is not focused on a specific disability.	The training resource is exclusively dedicated to adapting specific sport activities to a group including children with disabilities. The suggestions are therefore carefully considered and proposed with inclusion and adaptation in mind. [Note: translation of the full resource can be considered if relevant].

		• Badminton • Boccia • Boxing • Bowling • Wrestling • Dance • Hockey • Kin-ball • Trampoline • Volleyball (on)	It is however targeted people with "larger" degrees of disability (with no specific definition of that)	
4	**"Movement for life - Parasport and sports for the mind"**	Movement for life - Parasport and sports for the mind is a joint effort by Parasport Danmark, Dansk Arbejder Idrætsforbund (Danish Worker Sport) and DGI, which aims to strengthen the sports opportunities for people with functional impairments and mental difficulties. https://www.bevaegdigforlivet.dk/fokusomraader/parasport-og-idraet-for-sindet The very central thing in the vision is that the municipalities prioritize a sports coordinator who can work across the municipalities' administrations. The sports coordinator becomes a link between the municipality's administrations, social and educational services, citizens, sports associations and sports organisations. The key is adaptation of existing sports offers, inclusion in general sports, establishment of sports offers/sports association for specific target groups and development and adaptation of existing events.	This practice is not focused on a specific disability. It is a framework of cooperation that enables adaptation to the local reality and the disabilities in question.	The municipal initiatives are always cross-cutting. For instance, one municipality initiated collaboration between local sport clubs, the local school, and municipal care institutions.
5	**"LykkeLiga"** **(The Happy League)**	LykkeLiga is a positive community for children with developmental disabilities and their families. The core is the establishment and running of local handball teams for children between 5 and 16 years of age. The teams form the framework for a completely new way of creating networks for children and families on and off the pitch. The LykkeLiga concept is based on handball, but the training approach is based on togetherness, the joy of movement, pride and true inclusion. Each trainer adapts the training to the children in question and brings the special LykkeLiga ethos and spirit to the trainings.	This practise is oriented towards handball but not focused on a specific disability, although the initiative started with children that have Down syndrome.	The materials are limited to the training videos that are provided to trainers: https://lykkeliga.dk/traenerportal/ Currently, researchers from the university of Aalborg have completed a large study that will be published shortly. As part of that project, the team will develop specific guidance materials for trainers in LykkeLiga, as this is currently not existing. The training videos illustrate the approach, where handball is clearly secondary, and the playfulness and fun come first.

				 Source: https://lykkeliga.dk/traenerportal/

France

	Sport practice	Summary, rules and inclusive approach	Specific and extended accessibility	Space and Equipment
1	**"Adapted" table tennis** Variant 1: **Table tennis "with support"**	**"Parallel activity inclusion"** 3 variants of a table tennis activity, with more and more adaptations to suit all needs. It takes place at the same time, in the same place, divided into 3 areas.	**Specific accessibility** People with mild to severe motor disabilities and people with no disabilities or mild neurodevelopmental disorders. **Extended accessibility** This sport is adapted to all publics through its 3 variants and additional adaptations: this sport is universally accessible. Additional adaptations for the blind people: - a sound foam ball (small ball for variants 1 and 2 or large ball for variant 3) - a large racket (variants 1 and 2) - a space protected from the noise of other players.	Standard table tennis equipment (table, ball and rackets) with height adjustment if required.
	Variant 2 **:** **"Pushing" table tennis** 			Standard table tennis material with side foam bars on the side edges of the table. The table is without the net.
	Variant 3 : **Table tennis "on the floor"** 			Field similar to badminton. Swiss ball with a diameter of between 75 cm and 90 cm. Wheelchairs if necessary.

2	**"Inclusive volleyball"** 	**Reverse inclusion** Inclusive volleyball involves playing in a manual or electric wheelchair with participants of varying abilities. The motor skills of the participants are homogenized in a process of reverse inclusion.	**Specific accessibility** People with mild to severe motor disabilities and people with no disabilities or mild neurodevelopmental disorders. **Extended accessibility** This sport is adapted to all, with a common skill shared by all participants: being able to move around in a wheelchair. Participants who can't will play standing up. In this way, the sport is universally accessible. Additional adaptations for the blind people or people with a severe intellectual development disorder: securing and helping to initiate movement with a "peer inclusion" approach.	Volleyball court (18 m x 9 m) divided by a net/elastic under which the ball passes. Swiss-ball with a diameter of between 75 cm and 90 cm. Wheelchairs.
3	**"Inclusive tèque"** (inclusive baseball) 	**Universal inclusion** "Inclusive tèque" is a type of baseball. The way the ball is thrown varies according to skill. A second, shorter circuit reduces travel time for pupils in manual wheelchairs, slow walkers or pupils who have difficulty finding their way around.	**Specific accessibility** People with mild to severe motor disabilities and people with no disabilities or mild neurodevelopmental disorders. **Extended accessibility** This sport is adapted to all abilities, respecting people's mode of locomotion, speed of movement and ball-throwing skills. It can be played by everyone and with everyone. From the outset, it meets the principle of universal accessibility. Additional adaptations for the blind people: or people with a severe intellectual development disorder: securing and helping to initiate movement with a "peer inclusion" approach.	Unlimited play area. Poles, ball, sound foam ball. Bat, racket, hand with or without Pasaka or baseball-type glove, gutter Wheelchairs with anti-tip wheels
4	**Inclusive or adapted circus**	**Inclusive by repositioning tools conceived as Universal Design for Learning (UDL).**	**Specific accessibility** People with neurodevelopmental or associated disorders.	Hall, gymnasium or ring (under big top). Circus apparatus.

	(Circus arts) Source (copyright-free): https://pixabay.com/fr/photos/cerceau-a%C3%A9rien-cirque-2441849/	Circus workshops, with their diversity of disciplines, sensory experiences and pedagogy, can be seen from the outset as inclusive. The repositioning of educational tools from structured education further contributes to this accessibility, all the more so when they are thought in terms of universal accessibility.	**Extended accessibility** The circus workshop aims to include people with neurodevelopmental disorders, by adapting educational tools and modes of communication to facilitate attention and working memory, as well as preventing behavioral disorders.	

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Greece

	Sport practice	Summary, rules and inclusive approach	Specific and extended accessibility	Space and Equipment
1	**Goalball**	Goalball is a Paralympic sport designed specifically for athletes with visual impairments, and involves 2 teams of 3 players each attempting to score goals by throwing a ball with bells inside across the opposing team's goal line. **Reverse inclusion** The present practice involved introducing the sport of Goalball to non-disabled high school students as a way to increase their understanding of visual impairments. During this specific practice the students of the school played the most significant roles. Introduction: One teacher was responsible to introduce the game to the students. 1. Coaching (2 students) 4. Volunteers (10 students) 2. Referees (3 students) 5. Journalists (2 students) 3. Players (12 students)	**Specific accessibility** Athletes with visual impairments. **Extended accessibility** This sport is adapted to all, if the players used blindfolds for every player to simulate complete visual impairment.	The court is 18 meters long and 9 meters wide, with a goal area at each end that measures 9 meters wide and 1.3 meters deep. The ball is made of rubber with bells inside. Blindfolds, eyeshades.
2	**Short Distance Running and long jump**	The practice refers to the realm of athletics (track and field sports). It focuses on short distance running and long jumping. These two disciplines offer the opportunity, not only for inclusion, but also for mainstream sport as well, especially for young people who have non-motor difficulties/disabilities. Based on their cognitive functions (restricted on not), students can participate to competitions with non-disabled athletes or opt for competition within the Special Olympics framework. To initiate the participation, a **strengths-based approach** was followed, accompanied by motivational support of the students and their families. Most importantly, the coaching style became more **autonomy supportive** (offering options, recognizing abilities meeting needs, etc.). Competition regulations per se weren't changed, as they are defined by each completion event (National events, Special Olympics, School games etc.).	**Specific accessibility** Attention-deficit/hyperactivity disorder (ADHD)	Assistive and/or special equipment is often needed, such as soft running truck, acoustic timing devices, metronomes, loudspeakers and large foam mats. Coaches used metronomes linked to a portable speaker for matters of rhythm and speed training. The underlying concept is termed "Rhythmic Auditory Stimulation". Regarding the special/adapted physical education class the Institute of Educational Policy, at the official site Prosvasimo provides teachers' guides and resources for special and inclusive (physical) education.
3	**Based on the educational scenario: "Everyone has a right to play!"**	The action/project is set to be regularly implemented once a year and seeks to help students acquire positive attitudes and behaviors related to the notion of inclusion and acceptance of diversity, through the cross-thematic intersection of Physical Education and Health Education. It is carried out by using an **educational scenario**. As far as the regulations of sport and physical activity are concerned, the present good practice is quite flexible. Most commonly, regulation modifications refer to	**Specific accessibility** Mainly learning Disabilities, emotional disorders, and socially disadvantaged students. **Extended accessibility**	The training scenario utilizes PowToon, a web 2.0 tool for creating comic books (https://www.powtoon.com). The first step involves instructing students to watch and provide comments on an animated video about diversity and inclusion,

		playing with more players than officially allowed, using smaller play areas, permitting more bounces/dribbles (basketball) and ball catches when defending (volleyball). Cooperative group activities take place and an **online cartoon making tool** is used. By completing the learning scenario and activities that promote responsible social behaviors, students gain a better understanding of the concepts of diversity, inclusion, and empathy. Additionally, their creations, through their posting on the school's website, act as multipliers promoting cooperation and acceptance of diversity. In this action, the subject of Physical Education combined with Health Education and the use of new technologies (ICTs), offers activities of an interdisciplinary nature, upgrading school life and the school's connection with social reality.	The action is addressed to all students, whether they are of typical development, or have any form of special educational need, disability or diversity.	which can be found at https://www.youtube.com/watch?v=OHma93eZiBY This video serves as an introduction to the concepts of diversity and disability. Following the introduction, students form teams and utilize PowToon to create inclusive scenarios. They select a specific physical activity, such as basketball, and define heroes for their scenario. Importantly, at least one of the heroes should represent a learning disability, an emotional disorder, or a social disadvantage. Students then collaborate to determine the content of their scenario, including motion elements and the script. Ultimately, they create and present their inclusive scenarios to others.
4	**"Games for all"**	General and special education schools, as well as sport clubs for people with disabilities jointly worked together to prepare the events (e.g., standing and wheelchair basketball, goal ball, floor ball and sitting volleyball). Main regulation adaptations involved shortened game duration, smaller court dimensions and softer balls. Source: https://www.oseka.gr/en/at-the-alexandreio-for-the-3d-of-december/	**Specific accessibility** Physical Disabilities (PD). **Extended accessibility** As to type of disabilities concerned, students and people with cognitive disabilities, autism and physical disabilities were included in these games.	For wheelchair basketball, which serves an example the present good practice, the main measures for modifying/adapting were a) shortened game duration; two periods of 10 minutes, b) prolonged wheelchairs' back wheels, and c) smaller ball. **Wheelchairs**: Players use specialized sports wheelchairs that are designed for maneuverability and stability. These wheelchairs have a lower seat position to maintain balance and prevent tipping. **Court:** The court is the same size as a standard basketball court, but with some modifications. It has no raised boundaries, and there are lines to indicate certain areas and zones. The preparation methods for students without disabilities were largely based on group learning and experience-based learning, along with Teaching Games for Understanding (TGFU). Apart from standard equipment, commonly employed for wheelchair basketball, prolonged wheelchairs' back wheels and smaller balls were used (for further information, see paragraph 4). Resources for

				creating activities for inclusion were located in the internet. According to them, modifications should aim to easing the activity for students (with and without disabilities), e.g., allowing more ball bounces. Another method is to encourage students to actively bring their own adaptation ideas into the game, e.g., lowering the baskets.

North Macedonia

	Sport practice	Summary, rules and inclusive approach	Specific and extended accessibility	Space and Equipment
1	**Flying radio-controlled drones**	This type of exercise improves cognitive skills and mental strength and is very beneficial for children/people with intellectual or physical disabilities.	The organization is dedicated to advocating for the rights of people with disabilities and does not have any employees.	The cost of equipment is considerably high, and project funding tends to prioritize soft skills development rather than the acquisition of necessary equipment..
2	**Adaptive swimming activities**	Collaboration with parents and pool staff who comprehend the requirements of individuals with disabilities is the fundamental aspect of our initiatives. Promote volunteerism in our inclusive system and the opportunity for young people to become coaches and assistants in the process.	Wide range of disabilities, including those with intellectual and physical impairments.	Lack a device or lift specifically designed to safely transfer individuals in wheelchairs into the water.
3	**Volleyball**	Demonstrate a commendable commitment to giving their utmost in their endeavors, willingly embracing the opportunity to work with children with disabilities and actively incorporating them into the educational and practical aspects, always with the approval of parents and professionals.	The person relies on mobility aids, including prostheses designed for both legs. Without these prostheses, the legs are not functional and no movement is possible.	Usual volleyball field, no need additional equipment. Specific prostheses designed for both legs. They extend from the knees to the feet. Training focuses on developing physical fitness, learning the rules and practicing techniques.
4	**Judo**	The training regimen encompasses various activities such as stretching exercises, gymnastics, coordination and concentration exercises, strength exercises, motor exercises, and the learning of judo techniques.	**Specific accessibility** People with intellectual disabilities (Down syndrome).	The physical activity program includes regular judo training sessions three times a week, lasting 1.5 hours each. These sessions take place on the judo tatami, where participants wear judo uniforms (kimono).
5	**Informal activity**	SOCIAL INCLUSION of adolescents with intellectual disabilities through sports and recreational activities.	**Specific accessibility** Intellectual disabilities **Extended accessibility** Physical disabilities, autism, visual impairments.	To accommodate children with specific disabilities, making adjustments to the environment can be highly beneficial. Modifying the lighting, either by brightening or dimming it, can assist children with conditions such as autism or visual impairments. Adapting furniture, such as lowering chairs or ensuring secure desks, and incorporating slant boards throughout the classroom for writing support can be advantageous for children with physical disabilities or orthopedic impairments.

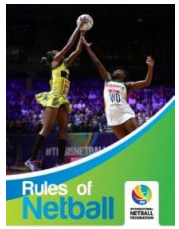
6	**Karate**	Raise capacities of involved organizations to promote social inclusion by implementing sport activities and services directly including young people with intellectual disabilities and to use sport as drive force of social inclusion.	**Specific accessibility** Physical and mental disabilities as well as Down syndrome.	Usual karate field, no need additional equipment.
7	**Special Olympics**	Variety of activities such as events (including Basketball and Football week), sport practices in different sports twice a week, games, tournaments, and more.	**Specific accessibility** Intellectual disability	Modifying the lighting, either by brightening or dimming it, can assist children with conditions such as autism or visual impairments.

Spain

	Sport practice	Summary, rules and inclusive approach	Specific and extended accessibility	Space and Equipment
1	**Cross Bocia** Source: https://www.crossboccia.com/regeln.html	Crossboccia is a modality that was developed on the basis of the Paralympic bocce modality. Bocia is a sport game played between two teams or individuals, with the objective of accurately throwing or rolling balls to land as close as possible to a target ball. Rules: www.crossboccia.com Video: https://youtu.be/tqBTlxWK_eg	**Specific accessibility** Intellectual and Developmental Deficits (IDD) - Motor Disabilities (MD) - Autistic Spectrum (AS) **Extended accessibility** Intellectual and Developmental Deficits and Autistic Spectrum (AS): simplification of the rules: counting of points; description of the type of moves. Motor Impairment - choice of accessible field	Specific ball kits. Given the nature of the modality, and in accordance with the above, no specific resources or adaptations - apart from the simplification of the rules - are necessary to implement the activity among disabled populations. The game is fully inclusive.
2	**Polybat**	Polybat is a table tennis-like game. The game incorporates adaptations and modifications to ensure inclusivity and accessibility. Players use a rectangular racket designed specifically for Polybat to push or hit the ball from one side of the table to the other. Rules:	**Specific accessibility** Specially developed for Motor Disability (MD). **Extended accessibility**	Table tennis table without a central net. Tables are placed on the sides of the table with a height of 10 cm to prevent the ball from going out of bounds.

	 Source: https://pcand.pt/sites/default/files/modalidades/documentos/manual_de_polybat_-_projeto_inr_2021.pdf	https://pcand.pt/modalidades/polybat	It can be played by all people, with or without disabilities. NOTE: All adaptations that facilitate both accessibility to the practice of the modality and inclusion may be made. Here are some examples: - The use of sticky materials that fix the handle of the racket by hand, or the use of gloves, such as football net storage gloves, to replace the racket; - When there is no grip or possibility of using the upper limbs, small gutters can be used, which allow the ball to slide with some speed to reach the top of the board on the opponent's side.	Polybat's rectangular racquets, or larger racquets and balls. Use targets (light balls or pins), large, at short distances and very close to each other; Height of the sides: 10cm. Service line marked on the table with tape 36cm from the bottom of the table. Middle line of court division. To catch balls that fall to the ground, if necessary use long tongs.
3	**Inclusive Badminton** Source: https://www.paralimpicos.es/noticias/la-plataforma-online-badminton-all-pone-disposicion-de-clubes-y-entidades-formacion-para	Inclusive badminton is a way of understanding sport without exclusions, which tries to incorporate people who have reduced mobility and therefore have difficulty reaching distant points on the badminton court or moving fast enough. The aim is for them to participate in both training sessions and competitions with the rest of the players. Inclusive badminton is therefore by no means a competition for and among persons with reduced mobility, as in this case there are already adapted badminton or parabadminton and "specialolimpics" competitions. The aim is to ensure the participation of people with reduced mobility in badminton activities by mitigating the differences due to lack of mobility. The adaptations focus on: • the dimensions of the badminton court for the player with a disability due to lack of or reduced mobility, • the necessary support for players with intellectual disabilities. The rules are practically unchanged except for those referring to the dimensions of the court for players with reduced mobility.	**Specific accessibility** The activities are open to all people with physical, intellectual and sensory disabilities. **Extended accessibility** This sport is adapted to all within the limits that allow the practice of badminton. For example, it is not possible for blind people.	See Inclusive Badminton Training Manual. B4ALL (p. 308): https://ec.europa.eu/programmes/erasmus-plus/project-result-content/bdc92985-473a-482b-95d1-06547fedeffc/2_Manual_Formaci%C3%B3n_B%C3%A1dminton_Inclusivo_Proyecto_B4ALL_(Ingl%C3%A9s).pdf. UNIT 4. The inclusive sport pratice in Badminton Topic 4.4. Materials In the various cases of physical disability, the players shall use the necessary elements to move around safely, such as wheelchairs or prostheses, for example. In the case of participants with Autistic Spectrum Disorder (ASD), pictograms may be used to facilitate communication and understanding of the different game situations and rules of the game. (…)

		https://www.paralimpicos.es/noticias/la-plataforma-online-badminton-all-pone-disposicion-de-clubes-y-entidades-formacion-para		Regarding the use of rackets, the following should be accepted those that allow the application of the basic skills in the game with the greatest the game with the greatest fairness, e.g. the use of short rackets.
4	**Padel** Source: https://padelcv.com/di-padel-en-el-cole/	Padel is a racket sport played on a court framed by glass and mesh and divided by a net. This practice provides theoretical and practical training for including children with intellectual disabilities to padel. It covers communication tools, teaching methods, and adaptations of padel regulations for individuals with motor and cognitive challenges. The practice covers tips on adapting padel regulations to students with disabilities. The level of disability determines the variations in gameplay. In the first level, there are no variations. In the second level, the ball can bounce twice. In the third level, a facilitator or coach can touch the ball once during a point to position it for one of the players to hit, and there is no limit to the number of bounces until the ball rolls or stops on the ground. At the lowest level, hitting tests are conducted since the players are unable to grasp the game concept.	Any type of intellectual disability.	The padel court is rectangular and measures 20 meters in length and 10 meters in width. It is divided into two halves by a net. The court is surrounded by walls and/or fences, usually made of glass or similar transparent materials. The walls are considered part of the playing area, and the ball can bounce off them during play. Equipment: Padel is played with solid paddles/rackets made of composite materials, and the ball used is similar to a tennis ball but slightly smaller and with less pressure. Proper footwear, typically non-marking soles, is required on the court. Different balls are used based on the motor skills of the players, ranging from low-pressure and larger balls to standard game balls. Mini nets are employed to reduce space and make tasks easier, while floor markings help with understanding technical concepts like turning sideways. An innovative material is a paddle of very low weight (220gr) manufactured by the FPCV and regulatory dimensions, which facilitates its mobility especially in low motor levels, increasing the possibility of success in hitting, as well as low pressure balls, adaptations of the rules such as double bounce, or continuous play, until the ball stops bouncing, facilitate the success of the disabled athlete.
5	**Pickleball**	Pickleball is a mixture of elements from different racket sports, such as tennis, badminton and table tennis. It stands out for offering a dynamic	The sport is presented to people (athletes) with physical disabilities	Pickleball is inclusive, simple, fun and does not require technical demands and physical and, no less important,

		gameplay and a hitting technique very similar to tennis, although unlike tennis it is played on a smaller court, with a very lightweight paddle and a perforated plastic ball. Rules: https://www.pickleballspain.org/wp-content/uploads/2021/06/flyer-para-coles-en-ingles-1.pdf The School (Fundación Alas Madrid y Asociación española de Pickleball) is created by the Alas Madrid Foundation, in collaboration with the Madrid City Council. The Intergenerational and Inclusive Pickleball School is the only school that promotes that the age and ability of the participants is not an impediment to participate.	and intellectual disabilities giving priority to athletes who already have experience in the world of the racket or paddle.	it adapts to the facilities (indoor or outdoor) of the center and at a very affordable, almost non-existent cost. Source: https://pickleballspain.org/pickleball-en-colegios/ Video: https://www.youtube.com/watch?v=n1xcatZPJdk
6	**Netball** 	Netball is a team sport played between two teams of seven players each. The aim of the game is to score goals by throwing the ball through a ring mounted on a 3-metre-high pole. https://netball.sport/game/the-rules-of-netball Netball is a sport in which the positions are indicated by two letters for bibs: letter A (attack), C (centre) and D (defence). In possession of the ball they must freeze (not advance from their position).	Down Syndrome, at its different levels.	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. Video: https://www.youtube.com/watch?v=aBuxsRnU50A

Portugal

	Sport practice	Summary, rules and inclusive approach	Specific and extended accessibility	Space and Equipment

1	**Meaningful Sport** 	The *Desporto Com Sentido* [Meaningful Sport Project] project aims to promote the inclusion of children and young people in schools and in the community through sports, with a strong awareness in educational and sporting domains, in order to increase participation rates of children and young people with disabilities, as well as contributing to changing educational and sports policies. Some advice that can be given to professionals are: (…) 2. (…) The adaptations can be made using the TREE model: Teaching or Coaching Style; Rules and Regulations; Equipment; Environment. (…) 11. Promote reverse inclusion. (…)	Its target involves all children and young people regardless of their type of disability, age and/or gender, as well as children and young people without disabilities, based on the assumption that in order to promote inclusion it is necessary to work with everyone and for all.	The project focuses on the production of tools necessary for the inclusion by sport, consisting of different components, e.g.: • Design of a generalist adapted sports manual and 20 specific manuals of various adapted sports • Didactic and pedagogical materials was distributed in the form of basic kit for adapted sports practice, with resources from different sports to be provided to schools and/or training centers. • Development of the *Todos em Jogo* [All in Game] e-learning platform, available at: www.desportocomsentido.org
2	**Resource Center for Adapted Sport**	APCAS (ASSOCIAÇÃO DE PARALISIA CEREBRAL DE ALMADA SEIXAL [ALMADA SEIXAL CEREBRAL PALSY ASSOCIATION] is a non-governmental organization. It has a Resource Center that represents the real context of intervention with a Team of Trainers of its own, with Manuals of Sport with Meaning, with students and sports practitioners, with products of support and specific and/or adapted sports equipment/materials. • Carrying out credited training actions for teachers in different specific modalities and adapted for people with disabilities. • Awareness and demonstration actions for the entire community. • Dissemination of existing adapted sport offers at regional level (sports clubs).	The project is intended for all people, regardless of age, gender or functionality.	The availability of material to the school community varies according to identified needs, being a potential for inclusion of people with disabilities in physical education classes. Allied to the use of the material, training in specific and adapted modalities for teachers is added, which enables them to put them into practice in physical education classes and, consequently, promote the inclusion of people with disabilities. https://paralisiacerebral.pt/
3	**BIRD - Integrated Sport Resource Base**	The BIRD - Integrated Resources Base for Sport, is a project co-financed by the Portuguese Institute of Sport and Youth (IPDJ), within the scope of the PNDpT - National Sports for All Program and aims to promote inclusion in and through sport, aiming to increase the regular practice of sport and the active and cooperative participation of PwD in their different contexts. • Promotion of reverse inclusion (providing adapted and/or specific activities for people with disabilities to the population without disabilities). https://paralisiacerebral.pt/portfolio-item/bird-base-integrada-de-recursos-para-o-desporto/	**Specific accessibility** Cerebral Palsy - group of diseases that includes difficulty in movement and muscle rigidity (spasticity). **Extended accessibility** For all people, regardless of age, gender or functionality.	• Promoting the regular offer of physical and sporting activities for people with disabilities, in particular Cerebral Palsy (Boccia, Wheelchair Slalom, Frame running, Therapeutic Swimming, Inclusive Dance, Adapted Athletics); • Promotion of collaborative work by establishing a network of partnerships that allows the dissemination of good inclusive practices; • Promoting the sharing of knowledge using training actions for teachers and technicians, etc.

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