

SAFE PLAY

THE VENUE

1. Risk Assessment

Carrying out a risk assessment is a necessary requirement to ensure that sessions and games are as safe as possible.

What should be included in a risk assessment?

Identify:

- any unsafe conditions
- actions to identify and resolve potential risks
- the person who is responsible for resolving the risk

Once the risks have been identified, measures should be put in place to reduce the risk. The person who carried out the risk assessment should then assess whether the corrective action was successful.

How often should a risk assessment be carried out?

An annual formal risk assessment should be a minimum requirement, however good practice for the coach is to carry out routine checks at each training session. A risk assessment will be required for each training / match venue.

Routine checklist

Check:

- equipment is in good working order
- the sports hall is clean and free from obstacles and debris
- whether participants are carrying injuries
- that participants have access to water (e.g. own water bottle, water fountain, facilities on site)

What happens if risks are identified?

Any risks identified should be recorded and addressed.

If the risk is low the coach/event lead will need to judge whether the activity or event can run safely.

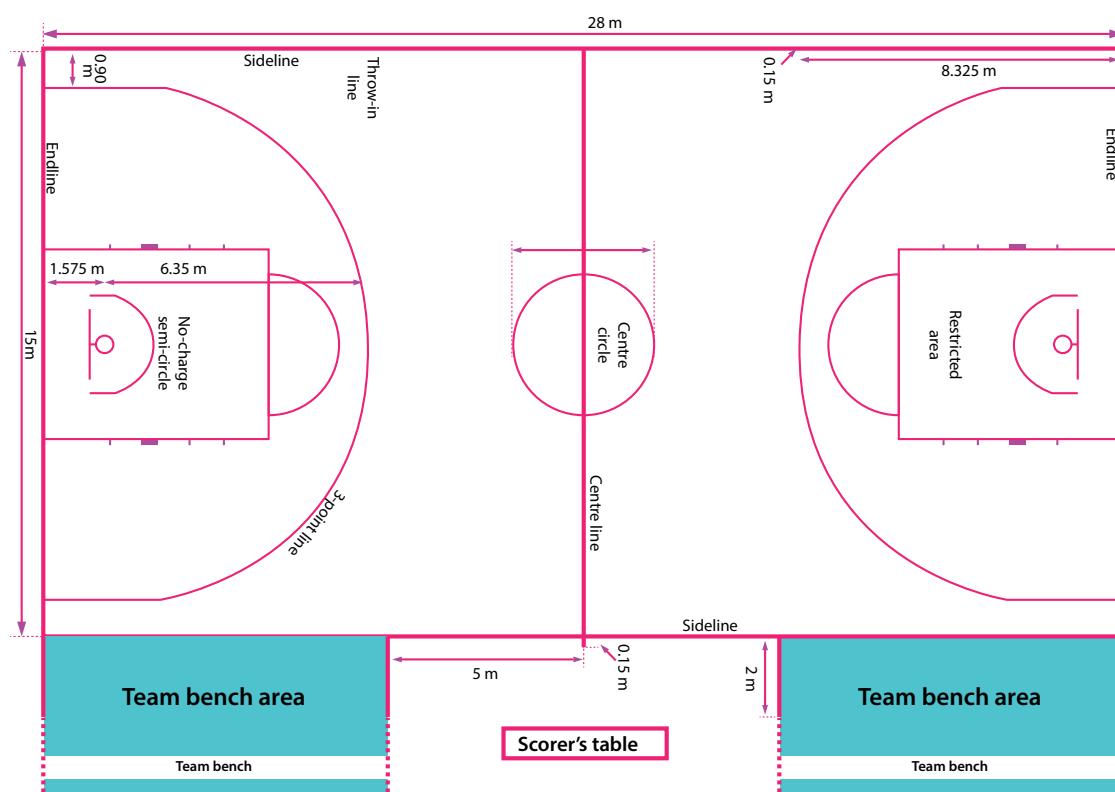
If the risk can't be addressed, decide whether the risk is deemed to be high and therefore means the activity needs to be cancelled.

RESOURCE LIBRARY

Download a template Risk Assessment form from the resource library of the British Wheelchair Basketball website.



2. Court Specifications



Key considerations

- Run-off – a minimum of 1m is required around the boundaries of the court for competition.
- Court dimensions from 26m x 14m to 28m x 15m (dependent on league).
- Timber A3 or A4 floor is recommended.

RESOURCE LIBRARY

Download the [Sports Floor Guidance](#) document from the [British Wheelchair Basketball website](#).

RESOURCE LIBRARY

Download the [British Wheelchair Basketball National Competition Regulations](#) for information about the requirements for each league.



SAFE PLAY

THE CHAIR

1. Size

Where possible, athletes should use an appropriate sized wheelchair that they feel comfortable in. An appropriate wheelchair will allow the athlete to have reasonable hand contact positions on the wheels without forcing them into extreme ranges of motion.

For young athletes, the sports wheelchairs that are available at a club may be too large. Using a wheelchair that is too large can be detrimental to performance and is not recommended. In these situations, adaptations can be made to the activity / equipment to allow participation in a safe manner. Examples of adaptations include:

- using a static chair (ensure there is appropriate grip to the surface)
- asking a parent / carer to manoeuvre the wheelchair

This would be suitable for beginners and very young athletes as a method of introducing the athlete to throwing and catching activities.

As athletes advance in the sport they may prefer to have their own bespoke wheelchair.

2. Wheelchair Maintenance

It is important for athletes to maintain their sports wheelchairs regularly to keep it working as it should. Things to check include:

Basketball wheelchair care and maintenance checklist

- Is the frame structurally sound with no visible cracks present?
- Are the main wheel axles correctly adjusted with the wheels fully secured?
- Is there any debris wrapped around castor axles or bearings?
- Are the castor forks secure? Do they rotate freely?
- Are the tyres the correct pressure?
- Are there any tears, rips or degradation of the foams and seat and back upholsteries?
- Are straps fitted?

RESOURCE LIBRARY

Download the IWBF Official Wheelchair Basketball Rules 2018 – Section 3.1 for Wheelchair Guidance



THE PLAYING EQUIPMENT

1. Baskets and targets

The standard basketball hoop is 10-feet high with a hoop that is 18cm in diameter. Adapting the basket or target is a good way to make wheelchair basketball more accessible

Alternatives to the standard 10-foot basket include:

- 8-foot basket
- floor basket
- floor targets, hoops and scoring areas

2. Balls

Basketballs range from size 3 to 7.

Training sessions can incorporate a variety of ball sizes depending on the age and stage of the athlete. Recommendations for the size of ball in relation to the age of the athlete are listed below.

Recommended ball sizes

Age	Ball
Boys and girls aged 5-7 years old	Size 3
Boys and girls aged 7-9 years old	Size 5
Boys and girls aged 10- 13 years old	Size 6
Girls and women aged 14+ years old	Size 6
Boys and men aged 14+ years old	Size 7

The use of alternatives such as soft touch balls, balloons and balls with a bell or rattle inside can help the coach to tailor the session to suit the needs of the participant.

3. The Court

Adaptations can be made to the size of the court to suit the needs of the participants or the activity such as:

- using a smaller section of the basketball court e.g. half court, just the restricted area
- using different court markings e.g. a badminton court
- temporary lines

There are no specific guidelines for the size of court to be used when adapting a session or game, however the age/stage of the group and the outcomes of the activity should be a consideration.



THE COACH

1. Coaching Qualifications

A coach e.g. training session coach, game coach, Head Coach should be qualified to at least Level 2 Wheelchair Basketball when they are expected to coach unsupervised. You must be aged 18 or over to attend a Level 2 qualification. Clubs have a duty of care to check people who are recruited into positions of responsibility. Information around safe recruitment can be found on the CPSU website <https://thecpsu.org.uk>

* Checks may include DBS or self-declaration, references, experience and qualifications.

2. Safeguarding Qualifications

An introductory Safeguarding qualification, dated within three years, is recommended for all coaches.

Safeguarding course providers for sports coaches;

- UK Coaching: Safeguarding and Protecting Children
- CPSU/NSPCC: Basic Safeguarding Training
- CPSU/NSPCC: Introductory Safeguarding Training

3. First Aid Qualifications

A First Aid qualification, dated within three years, is recommended for coaches.

4. Continuing Professional Development (CPD)

There are many CPD opportunities available to coaches. It is recommended that coaches complete regular formal CPD (e.g. courses, workshops, qualifications) and informal CPD (e.g. observing other coaches, discussions with other coaches, online forums, reading) to stay up-to-date.

5. Insurance / registration

- Active wheelchair basketball coaches in the BWB National Leagues must register as a coach with BWB (Coach Licence).
- Registered non-league clubs must also register their coaches.
- To request a coach licence, coaches must have a coaching qualification and valid DBS through the NGB dated within three years.
- Insurance for voluntary coaches is included in the membership fee.
- Coaches who are paid to coach must have their own insurance in place before coaching.



THE ATHLETE

The coach has a responsibility to ensure that athlete welfare is paramount. Considerations for coaches when developing athletes.

1. Age / maturation

How old is the athlete? How mature is the athlete physically and emotionally?

Coaches should recognise and be aware of the differences in chronological age and development age when designing programmes for adolescent athletes. For example, two children may be the same chronological age but be years apart in development age. Athletes are individuals and will pass through stages of development at different times.

How can I implement this in training sessions?

- Group athletes by maturation rather than chronological age.

2. Training age / entry point

Look at the athlete as a whole. Is this the first time they have been involved in wheelchair basketball? Are they currently doing any physical activity?

Training shouldn't be restricted by chronological age. Athletes who have received no formal training may take part in activities that are usually done by younger athletes to allow them to develop the correct fundamental movement skills.

How can I implement this in training sessions?

- Communicate with athletes and gain an understanding of any previous activity.
- Don't just group athletes by age, however please be aware that it might not be suitable to put an adult with a child because of their physical differences.
- Allow time for individual development in training sessions.

3. Classification / functional ability

Things to consider around classification and functional ability:

- allow players to play different roles within the team, not just the roles 'traditionally' played by similar class athletes.
- focus on individual development as well as team development.
- the performance of a skill may be different between athletes depending on their functional ability. Coaches need to have an understanding of this to adjust instruction of skills and techniques.
- integrate classification into the player's development at the appropriate time.

You can find more information about classification by:

- attending the BWB Club Classifiers workshop
- reading the IWBF Player Classification Manual
- watching the IWBF Player Classification video

4. Specialisation

Sport specialisation is intense training in one sport, in which the athlete trains and competes in, on a year round basis. This is not necessarily the same as doing a lot of one activity throughout the calendar year.

Q: Does wheelchair basketball require specialisation at an early age?

A: No, wheelchair basketball isn't a sport that requires early specialisation. Instead it is recommended that young people are encouraged to try different activities.

Specialisation can also occur within wheelchair basketball roles. Restricting athletes with roles that have traditionally been played by other similarly classed athletes can result in them not developing all of the skills required to play the game.

How can I be considerate of this in training sessions?

- Deliver fundamental movement skills.
- Encourage participants to take part in different activities during youth.
- Allow athletes to play different roles within the team.



THE ACTIVITY

1. Athlete to coach ratio

Child/young person's age	Number of adults	Number of children
5 – 9 years old	1	6
10 – 13 years old	1	8
14 – 17 years old	1	10
18+ years old	1	12

2. Session duration and training to competition ratio

Age	Training Session Duration	Training to Competitive Games ratio
5 – 9 years old	60 minutes	All activity fun based
10 – 13 years old	75 - 90 minutes	75% Training 25% Competitive Games
14 – 17 years old	90 - 120 minutes	75% Training 25% Competitive Games
18+ years old	120 minutes	50% Training 50% Competitive Games

3. Adapting the Activity

Open activities – Everyone can play

Everyone does the same activity with minimal or no adaptations to the environment or equipment; open activities are by their nature inclusive so that the activity suits every participant. For example, warm-up or cool down, and cooperative or unstructured movement games (like collecting games).

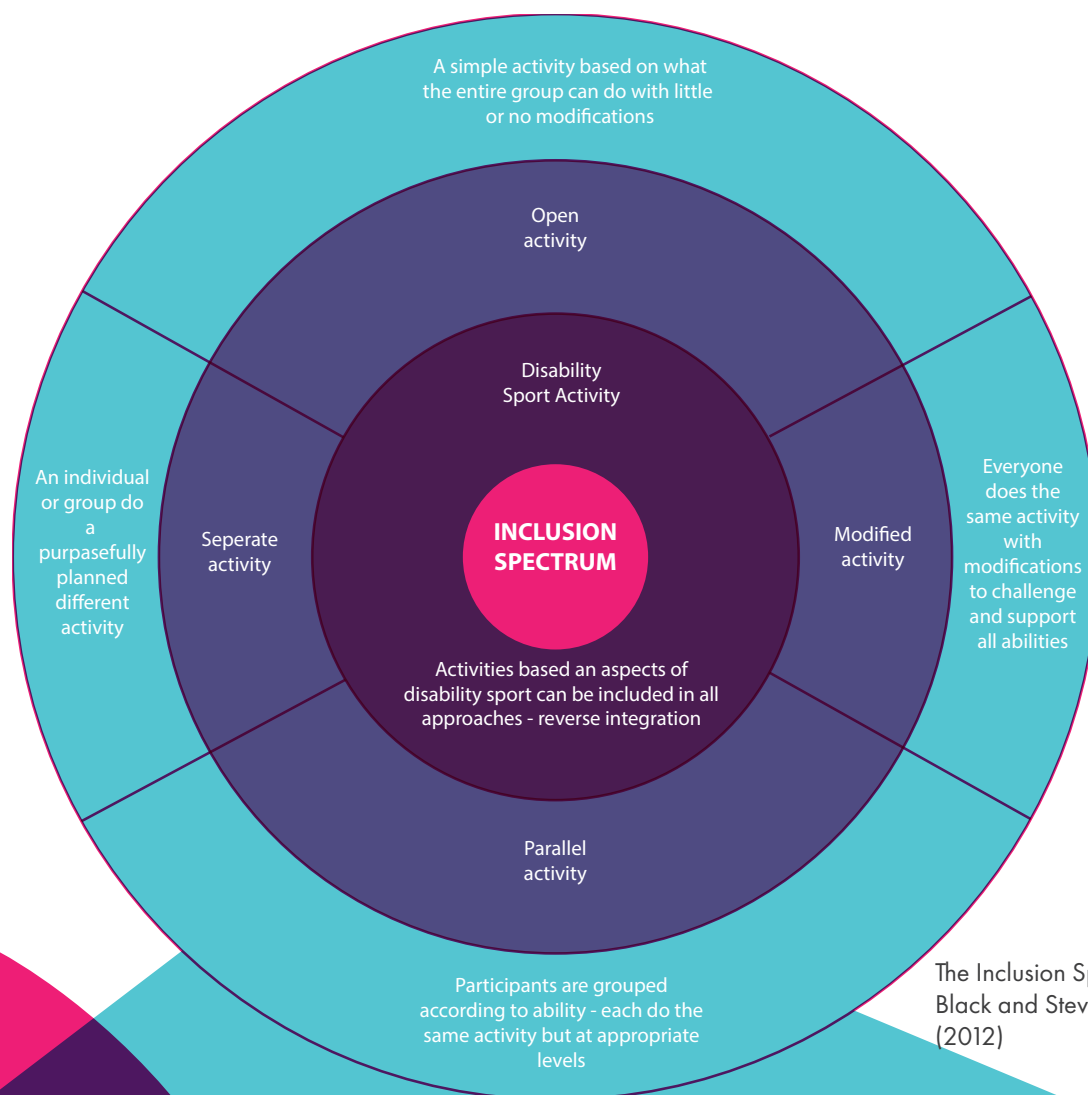
Modified activities – Change to include

Everyone plays the same game or performs the same activity however the rules, equipment or area of activity are adapted to promote the inclusion of all individuals regardless of their abilities. For example, playing wheelchair basketball with a variety of targets, such as a lowered basket, a hoop taped to the wall or a box on the floor so that participants choose to score in the target most suited to their abilities.

Parallel activities – Ability groups

In this approach, although participants follow a common activity theme, they do so at their own pace and level by working in groups based on their abilities. For example, the group could be split into two with one group using an 8-foot basket and the other a 10-foot basket. One consideration in the parallel approach is that abilities can change dependent upon the activity.

THE INCLUSION SPECTRUM



The Inclusion Spectrum,
Black and Stevenson
(2012)

Separate or alternate activities

This approach emphasises that, on occasions, it may be better for a person to practice sports individually or with similar ability peers. For example, it may be more effective to withdraw an individual in order to practice to enable successful integration into a game situation with the rest of the group.

Reverse inclusion

Reverse inclusion is where non-disabled young people are included in disability sports together with disabled peers. The sport of wheelchair basketball is an inclusive sport and therefore reverse inclusions happens regularly with the inclusion of siblings, friends, parents and others.

THE STEP TOOL

The STEP tool provides a simple framework for adapting activity so that everyone can be included and participate together.

Space

- Increase or decrease the size of the activity area.
- Vary the distance to be covered to suit different abilities or mobility levels.
- Use zoning, e.g. where participants are matched by ability and therefore have more opportunity to participate.

Task

- Ensure that everyone has equal opportunity to participate, e.g. break down complex skills into smaller components if this helps participants to more easily develop skills.

Equipment

- Increase or decrease the size of the equipment to suit the ability or age range of the participants, or depending on the kind of skill being practised.
- Provide options that enable people to participate in different ways, e.g. using a javelin ball to grip better.
- The use of bell or rattle balls can assist the inclusion of some players.

People

- Match participants of similar ability in small-sided or close marking activities.
- Balance team numbers according to the overall ability of the group, i.e. it may be preferable to play with teams of unequal numbers to facilitate inclusion of some participants and maximise participation of others.