

British Taekwondo Council



Inclusion Policy

Version 2

UK SPORT



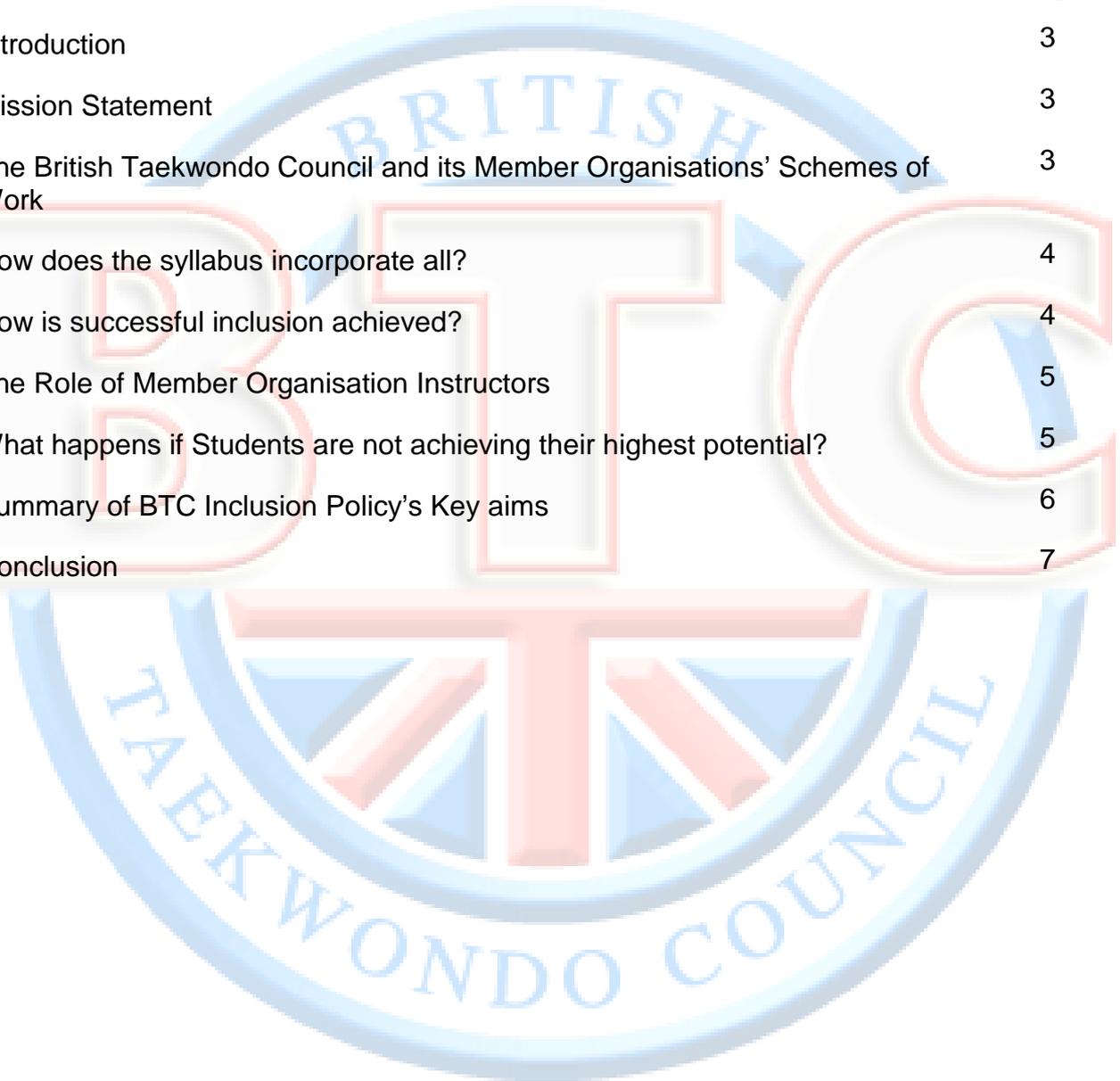
BTC Ltd is recognised by **UK Sport** as the NGB for Tae Kwon Do in the UK

BRITISH TAEKWONDO COUNCIL

INCLUSION POLICY

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INTRODUCTION

The British Taekwondo Council Ltd (BTC) and its Member Organisations acknowledge the value of each of its members' individuality. For the BTC it is a truism that each individual is different and unique. The BTC recognises that within its member organisations there are a variety of differences amongst people who are practitioners, Instructors, parents/careers and other who the BTC liaise with. The BTC and its member organisations are fully committed to provide each individual with the opportunity to achieve their highest standards. Through appropriate intervention and correct provisions put in place by the BTC and its member organisations the BTC agree confident that each individual are able to reach their full potential.

MISSION STATEMENT

The BTC's purpose is to make all of its member organisations inclusive. It is the predominate aim of the BTC that all individuals are encouraged to reach their optimum potential and in doing so it is the role of the BTC to remove all potential obstacles which could have a detrimental effect on a single individual or group. Therefore it is essential that equality of opportunity is represented in all groups of people. The BTC acknowledges the diversity of people which makes up its Member Organisations within the BTC schools/clubs. Taekwondo recognises the need to supply opportunities for all, irrespective of differences in:

- Age
- Gender
- Minority ethnic and faith groups
- Children with special educational needs
- Gifted Individuals – Talent pathway programmes
- Differences in social or cultural backgrounds
- Sexual orientation
- Children and adults with disabilities
- Ability

THE BRITISH TAEKWONDO COUNCIL AND ITS MEMBER ORGANISATIONS' SCHEMES OF WORK

The BTC Member organisations unique syllabi are the starting point for inclusive practice. All member organisations follow this necessary component in order for inclusion to be deemed successful. Specific syllabus and individual actions plans are met through the adaptation of original syllabuses to support the needs of each individual or group of individuals who are involved with Taekwondo underneath the governing body of the BTC. It is the primary role of a Member Organisation's syllabus to make adequate provisions for all pupils of Taekwondo with wide ranging abilities. The needs of individuals under the BTC are catered for in a variety of ways and it is through the adaptation of a generic syllabus that no individual is excluded but rather included.

The syllabus each Member Organisation follows provides an outline for instructors to adapt and manipulate their planning in order to cater for the needs of the pupils in each group. The syllabus acts as a blueprint for all instructors which they are able to modify to meet the vastly different needs of the learners in front of them in each lesson they deliver.

HOW DOES THE SYLLABUS INCORPORATE ALL?

The BTC Member Organisations' unique syllabi outline tasks and challenges in order to monitor students' learning, understanding and progression. Instructors amend tasks and learning challenges where deemed necessary in order to compensate for all types of individuals that make up a class.

The BTC Member Organisations' unique syllabi are aware of the diverse learning needs of individuals and provide alternatives. The BTC through its Member Organisations also seeks to provide, where fitting, individual action plans and tasks to assist students in order to reach a desired achievable outcome.

Each BTC Member Organisation syllabus provides criteria for which learning and progression is monitored. In most cases this is through hierarchical system of gradings and continuing assessments. The BTC endeavours to cater for all individuals and in doing so overcomes barriers of assessments and learning, introducing, where deemed necessary, a number of possible provisions such as:

- Introducing both short term and long term individual action plans
- Introducing private lessons
- Introducing the possibility of semi-private lessons
- Alternative local schools/classes which could have different dynamics and size
- Alternative registered BTC instructors

Above are ideas and examples, and not intended to be limiting. Any possible alternative provision which promotes success of an individual is welcomed.

The BTC seeks to remove all possible barriers which could arise when taking part in both learning the martial art and being assessed in the martial art. It is therefore the role of the BTC and its Member Organisations to adapt syllabi and assessments in order to accommodate all individuals and ensure their continued active involvement. Planning is our key priority to successful inclusion.

HOW IS SUCCESSFUL INCLUSION ACHIEVED?

The British Taekwondo Council recognise that inclusion is not something which will happen overnight. The BTC will monitor and evaluate this policy on an annual basis to ensure that all its Member Organisations are working towards becoming fully inclusive clubs and schools.

Until this goal is achieved, it is through the BTC and its Member Organisations' own self-reviews of their own club/schools that instructors are able to implement provisions or adaptations to their planning and delivery of lessons to ensure success for all students.

Instructors are able to self-evaluate by asking some simple questions. These questions alone can provide profound answers as to whether or not successful inclusion is occurring within their school/club.

- Do all of the students achieve their best?
- Are each individual's needs met?

- Are the higher ability athletes being catered for (Talent Pathway) and are the mixed ability and lower ability individuals within a group feeling recognised and self-worthy?
- To what extent are people achieving their full potential? If people are not achieving their personal optimum results, what are we doing to change this?
- Are the provisions and actions which we have put in place having an effect? Is this effect positive?
- Are the dynamics of the class inclusive? Do all students work together in a homogenous manner?

THE ROLE OF MEMBER ORGANISATION INSTRUCTORS

The BTC and its Member Organisations realise that for their schools to be fully inclusive the role of the instructors is at the core of it becoming successful. The BTC seek to provide each individual with the same opportunities to reach their own highest possible level of achievement.

The BTC Member Organisations instructors look at the makeup of their school and analyse if high achievement for all is being upheld.

Instructors look at the diverse make up of their class and set this against the attainment agreed with students to ensure that each individual is achieving as much success as possible, in context to their highest achievement possible.

Instructors use on-going assessments of student progression, alongside grading of students when deemed ready. These on-going assessments made by instructors enable careful planning which is able to incorporate the mixed calibre of students which makes up a class. All groups of people who participate should be able to acknowledge their self-worth. It is therefore essential that achievable goals with the general consensus of achieving success and avoidance of failure are set.

Instructor session planning is crucial in order to incorporate all students and all diverse needs. It is through on-going assessments the ranging abilities within a class are brought to light. Lesson plans based on assessment data make it possible for differentiation within lessons to occur so all students' needs are met.

WHAT HAPPENS IF STUDENTS ARE NOT ACHIEVING THEIR HIGHEST POTENTIAL?

The BTC recognises at times students fall below what is expected however it is then the role of the Member Organisations' instructors to rectify this.

Collaboration and communication are essential, both between instructors, students and, if necessary, those responsible for students. The goals set by instructors for students are made clear to students and what is expected of each individual is understood; likewise what is expected of the instructor is reciprocated.

The introduction of individual action plans can be encouraged. If a student is falling below what is expected and not attaining their full potential then intervention is vital. Instructors enable the student to succeed and avoid failure by planning individual's lessons which work parallel with the specific needs of that student. Carrying out individual action plans cater for

the individual's needs and promotes success and, in turn, self-esteem. Instructors will review action plans to ensure firstly that needs are met and secondly students are being pushed to reach attainable goals.

Students' success does not always fall below their expected level but in fact frequently exceeds their expected level. When a student's achievement is exceeding what is expected of them it is the role of the Instructor to cater for this.

To ensure a student's full potential is being reached the BTC and its Member Organisations recognise the need that individual action plans may also be necessary for higher achievers. Instructors are able to plan work that once again is parallel with the needs for that specific individual or group of individuals. This can come in the form of using the syllabus of higher grades and adapting it to cater for high achieving pupils. Alternatively adaptations to lessons to extend the breadth of techniques can be directed to high achieving pupils whilst working to the blue print plans of other students in the class.

In following individual action plans and instructor adaptations of lessons to suit all needs, the BTC and its Member Organisations offer routes to ensure pupil progression is always sustained. The BTC wants all of its students to achieve their highest level achievement. It therefore recognises that for some pupils' local club training is not enough. It is through the instructors' on-going assessments of students that they are able to suggest furthering student training. The BTC offers regional, national and International training camps, seminars and competitions through its talent pathway programme.

Instructors are responsible for ensuring that all students:

- Create a homogenous environment where each individual is made to feel safe and secure
- Recognise and appreciate differences in the students that make up a class
- All group activities are selected in order to promote success of all individuals
- individuals have challenging but achievable targets
- Group activities are mixed to include all students
- Participation for everyone

SUMMARY OF BTC INCLUSION POLICY'S KEY AIMS

The key aims of the British Taekwondo Council Inclusion Policy are:

- The BTC seeks through its Member Organisations to ensure all children/ adults are able to access Taekwondo irrespective of any barriers they may encounter.
- Correct provisions are put in place by the BTC Member Organisations to support each student in the reality of optimising their full potential. It is the role of the BTC Member Organisations to ensure all barriers which could prevent reaching the optimum state are removed.
- It is crucial to the BTC that all clubs, schools, and associated events, such as competitions, promote and sustain a caring and developing environment in which both staff and students are made to feel safe. The BTC works on the principle that every individual is valued.

- The BTC and its Member Organisations value the co-operation of students, parents, carers and any others not mentioned. The BTC recognise that successful inclusion is highly dependent on the collaboration between Member Organisations and those responsible for care of individuals. Working in partnership with one another ensures individual needs are met.
- To integrate people from all walks of life into Taekwondo. The promotion of inclusive practice is our fundamental aim which we constantly strive to achieve.
- It is the aim of the BTC to support existing students who already take part in Taekwondo as well as introducing, guiding and putting in place any provisions to meet the needs of new students.
- To promote inclusive practice in all types of people not only in general practicing of sport but also in events such as seminars, training camps, competitions both national and international.
- To ensure those athletes who are deemed to be of national and international standard are made aware of the options available to them in order for them to progress.
- To influence the development of inclusive practice within regional, national and international competitions.

This policy should be read in conjunction with the following BTC documents:

- BTC Code of Conduct
- BTC Disability Policy

and also the Talent Pathway Programme – event specific (GB Taekwondo).

CONCLUSION

The BTC and its Member Organisations pride themselves on being an inclusive establishment. Every individual who is actively involved in Taekwondo under the BTC is valued for their own individuality and what they bring to clubs/schools. The BTC through its Member Organisations welcome all students irrespective of differences and treat every individual on their own merits. The BTC will endeavour to provide the appropriate provisions for every individual and their specific needs. The BTC through its Member Organisations will continually work towards becoming inclusive with every existing and new member they welcome. Achieving the highest standards for all is the highest concern for the BTC and its Member Organisations.