Inclusion and practical considerations library

Prompts for thinking about young people's different experiences, barriers and support needs



Inclusion and practical considerations library overview

This section offers inclusion considerations for different groups and experiences of young people. These are not fixed profiles, labels or checklists. They are prompts to help you ask better questions, notice possible barriers, and adapt your programme with care.

“You can’t just look at one part of someone and know what will work for them. Everything overlaps — family, culture, confidence, money, transport, past experiences — all of it matters.” (Researcher)

Young people’s lives are complex and overlapping, so no single section will tell the whole story. Use these pages alongside what young people, families and trusted partners tell you about their own context. This section will support the application of the Leaders Like Us principles for different young people.

What the Inclusion and practical considerations library is

Use this section to help you:

- Think ahead about common challenges that may affect young people's access, trust and participation.
- Understand how different parts of a young person's life can overlap, such as faith, race, disability, family responsibilities, money, transport or past experiences.
- Turn these considerations into practical choices about recruitment, session design, support and progression.
- Notice where a programme may be designed around one "average" young person, and where this may create barriers for others.

What the Inclusion and practical considerations library is not

This section is not:

- a set of fixed labels or "types" of young people.
- a checklist that tells you everything about a young person.
- a substitute for listening to the young people in your programme.
- a reason to ask one young person to speak for a whole group.
- a way to make assumptions about what someone needs.





Shared considerations across the inclusion and practical considerations library

Respect and belonging	Create a culture where young people feel valued, included and able to be themselves. Set clear expectations for how everyone treats each other, and respond consistently when something affects safety or belonging.
Privacy and choice	Give young people control over what they share, whom they share it with and how support is offered. Explain confidentiality clearly, including when safeguarding procedures apply.
Emotional safety	Build in predictability, trusted adults, calm spaces, clear information and low-pressure ways to join in, especially when young people are trying something new.
Trust and connection	Use plain language, be consistent and do what you say you will do. Work with trusted people, families, schools or community partners where this helps young people feel more confident taking part.
Practical support	Plan for transport, cost, kit, food, phone data, timing and caring responsibilities so young people can take part with less pressure, stress or embarrassment.

Four steps for using the Inclusion and Practical considerations library



1. Start with local context.
2. Look for overlapping barriers.
3. Use inclusion considerations as starting points.
4. Combine, listen and adapt.

Step one: Start with local context

Before choosing a profile, think about the place you are working in.

Consider what local conditions may shape young people's participation, such as:

- transport
- venues
- schools and colleges
- community organisations
- housing
- policing
- cost of living
- local trust and safety

Then think about how identity and lived experience may shape participation within that context.

Step two: Look for overlapping barriers



Many young people will relate to more than one section in this library.

For example, a young person may be affected by cost, transport, caring responsibilities, racism, anxiety, disability, faith commitments or previous negative experiences of sport.

Do not treat these as separate issues. Ask how they might combine and make participation easier.

Step three: Use inclusion considerations as starting points



Treat each profile as a starting point for reflection, not a complete answer.

The profiles can help you think ahead about possible challenges and support needs, but they should not be used to label young people or make assumptions about what they need.

Don't use them as the answer, but as an opportunity to ask better questions.

Step four: Combine, listen and adapt



When planning for a participant, group or cohort, bring together the profiles that may be relevant.
Then use what you have learnt alongside what young people, families and trusted partners tell you.

Ask:

If a young person relates to several profiles, what needs to change in our programme design, recruitment, delivery or support?

This section helps you think about young people who may be:

1. South Asian
2. Black British
3. Care-Experienced or Looked-After
4. East and South East Asian
5. At risk of criminal or sexual exploitation

6 Living in areas with limited culturally safe spaces

7 Not currently in Education, Employment or Training

8 Young carers

9 Using English as a second language

10 Living with a long-term health condition or non-visible disability

11 Living with a mental health condition

12 Gypsy, Roma or Traveller

13 In contact with, or at risk of contact with, the justice system

14 LGBTQ+ or gender diverse

15 Mixed-heritage

16 Muslim

17 **Neurodivergent**

18 **Living in Rural areas or facing transport challenges**

19 **Young mothers or pregnant**

20 **Experiencing homelessness or housing insecurity**

21 **Living with a physical disability**



South Asian

Use this section as a starting point for listening, adapting and designing with South Asian young people's lives in mind.

"Do not assume culture, faith, or family mean the same thing for every young person. Start by asking what matters in their life and local context."

Consider culture, faith, family, racism, safety, clothing, transport and community expectations.



What to keep in mind

South Asian girls are not a single group. Local experiences vary by faith, migration history, language, socioeconomic position, neighbourhood context, and school culture. Many navigate relational obligations (including family care and concerns about community reputation), gendered scrutiny in public spaces, and uneven access to provision that feels culturally safe. Leadership may be understood as responsibility, service, and credibility rather than visibility, public speaking, or sporting performance. Practical barriers (for example, cost, travel, and equipment) may interact with cultural, privacy, and safety considerations.

What leadership may mean

Leadership may be recognised when it involves responsibility and reliability, such as organising, supporting younger girls, contributing to family or community life, acting as a role model, or representing others with integrity. Confidence may be expressed through composure, competence, and consistency rather than public performance. Some participants may prefer to begin with lower-visibility roles (for example, planning, managing communications, peer support, or mentoring) before taking on more public-facing responsibilities.

Legitimacy often develops through trusted relationships (for example, with families, community connectors, or respected staff) and through seeing leaders with similar backgrounds.



Possible challenges and how to overcome them

	Barriers to accessing leadership development	Enablers for accessing leadership development
Individual	Perception that leadership is “not for me” because it is associated with being sporty, extroverted, or masculine.	A visible range of roles (for example, organiser, mentor, creative lead, wellbeing lead) and low-pressure progression routes.
Family	Caring responsibilities and concerns about safety and reputation in mixed or unfamiliar spaces.	Clear communication with families and carers, culturally credible partners, and timings that fit household routines.
Peer	Peer surveillance, fear of embarrassment, and being the only participant from a friendship group.	Bring-a-friend entry routes, buddy systems, and small-group starts.
Community, education, organisational	Venue or staffing that does not feel appropriate (for example, mixed changing spaces, limited female staff, unclear privacy practices) and lack of representation in materials.	Trusted venues (for example, community, faith-linked, or women-only spaces), a female staff presence, and clear privacy and modesty options offered as standard.
System, structural, cultural	Racism or Islamophobia, gendered policing of public space, and unsafe or expensive travel routes.	Travel and equipment support, anti-racist practice, and partnerships that provide safe local access points.

Top tips for planning and delivery for recruiting and working with south asian girls

- Signal cultural safety clearly: girls-only/mixed, female staff, privacy/changing, and modesty-friendly kit support.
- Reduce friction with trusted venues, clear transport/cost support, and predictable routines.
- Keep session 1 a low-pressure taster: no forced intros, and an observe/help-first route.
- Progress responsibility before visibility, and recognise diverse contributions in credible ways.
- Build family trust with a short parent/carer note (timings, travel, safeguarding contact, what “leadership” means here).
- Recruit via trusted female connectors and make “bring-a-friend” a standard option for early confidence.

Programme level responsibilities for supporting South Asian young people in physical activity leadership development

- Agree minimum expectations for female-only delivery where needed, privacy in changing spaces, and modesty-friendly kit policies across partner venues.
- Budget for and support South Asian women and older young women into paid assistant and leader roles, including training and supervision.
- Prioritise delivery in community, youth, or faith-linked venues that are already trusted by families.
- Work with girls and parents or carers to develop invitation letters and messages that explain leadership, safety, and progression in locally credible language.
- Track recruitment, attendance, and progression for South Asian girls across cohorts, including movement into paid or formal leadership roles, and review learning with young people on a regular basis.





Black British

Use this section as a starting point for listening, adapting and designing with Black British young people's lives in mind.

"Representation matters, but so does safety, trust and being taken seriously in spaces where young people may have felt judged or excluded before."

Consider racism, representation, trust, safety, visibility, exclusion, hair and appearance, and culturally relevant spaces.



What to keep in mind

Black British girls are diverse in heritage, socioeconomic position, faith, migration history, and neighbourhood context. Participation and progression may be affected by racism, stereotyping, and adultification (for example, being treated as older or as less in need of support), alongside under-representation in leadership pathways. Programmes may also unintentionally create hypervisibility (being singled out), apply unequal discipline, or engage in “tone policing”.

Effective leadership development prioritises safety, enjoyment, credibility, and representation, alongside organisational accountability. Girls should not be expected to carry responsibility for inclusion work.

What leadership may mean

Leadership may be understood as having voice, credibility, and influence, including being listened to without assumptions based on stereotypes. Leadership may be expressed through advocacy, mentoring, creative direction, organising, and community contribution, as well as coaching or sport.

Many participants may value leadership that creates change, while also wanting settings where they are not expected to perform resilience or educate others. Programmes should recognise emotional labour and legitimise collective and relational leadership, with appropriate support and protection.



Top tips for planning and delivery for recruiting and working black British girls

- Recruit via credible local partners and near-peers, and avoid one-off outreach without continuity.
- Reduce hypervisibility through buddying, small-group starts, and behind-the-scenes routes.
- Set accountability early: clear norms on respect/language and what happens if harm occurs.
- Broaden leadership beyond performance: value advocacy, organising, creative direction and mentoring.
- Avoid tokenism by prioritising belonging and choice, not “representation” expectations.
- Treat staff practice as central: actively counter adultification, stereotyping and tone policing.

System-level actions to support Black British girls in physical activity leadership development

Embed anti-racist practice in governance and delivery, including training, reflective supervision, clear incident-response pathways, and named accountability leads.

Review recruitment, retention, and progression data by race and gender together. Set specific improvement actions and review learning with young people.

Review behaviour and discipline approaches to avoid punitive exclusion and adultification. Include checks for bias in how rules are applied.

Build partnerships that improve structural access, including safe venues, transport support, and commissioning arrangements that fund equity-focused delivery.

Fund paid near-peer and youth adviser pathways, including leadership routes beyond sport (for example, organising, advocacy, and creative leadership).





Care-experienced or looked-after

Use this section as a starting point for listening, adapting and designing with care-experienced or looked-after young people's lives in mind.

"Consistency and trust matters when young people have had to manage change, uncertainty or adults coming in and out of their lives."

Consider placement changes, trust, confidentiality, transport, cost, disrupted routines, adult relationships and instability.



What to keep in mind

Care-experienced and looked-after girls may have experienced instability, disrupted relationships, trauma-related stress, and frequent changes in place mentor support workers. Trust may be limited and attendance may be disrupted by moves, appointments, meetings, or periods of crisis. Some participants may feel scrutinised by services and may be wary of programmes that make commitments but do not offer continuity.

Effective leadership programmes prioritise relational consistency, predictable routines, choice and control, and non-punitive approaches to absence and re-entry. Leadership development is supported through agency, protective relationships, and paced progression.

What leadership may mean

Leadership may be understood as agency and self-determination, including having choice, influence, and control in environments where decisions are often made by others. Leadership may begin through lower-exposure contributions (for example, planning, creative roles, or peer support) before visible leadership is considered.

Some girls may value leadership as advocacy and voice, while others may prioritise safety, belonging, and stability first. Pathways are more effective where they avoid deficit narratives, do not require disclosure, and recognise that trust and consistency are prerequisites for sustained participation and development.



Possible challenges and how to overcome them

	Barriers to accessing leadership development	Enablers for accessing leadership development
Individual	Low trust, hypervigilance, fear of judgement, and reduced confidence linked to past disruption.	Consistent relationships, genuine choice, and predictable routines.
Family	Placement moves, meetings, and competing demands, alongside limited stable adult support.	A named trusted adult within the programme and flexible expectations on attendance.
Peer	Fear of stigma or being treated differently and difficulty forming stable friendships.	Buddying, small-group starts, and norms that protect privacy.
Community, education, organisational	Staff turnover and inconsistent boundaries and approaches that emphasise compliance.	Trauma-informed practice, clear boundaries, and reflective supervision.
System, structural, cultural	Fragmented services, repeated requirements to retell personal histories, and limited stable progression routes.	Multi-agency partnerships and warm handovers that reduce repetition and support continuity.

Top tips for planning and delivery for recruiting and working with care-experienced and looked after girls

- Recruit via trusted professionals using non-stigmatising, low-pressure entry routes.
- Use non-punitive re-entry with supportive check-ins and straightforward return routes.
- Don’t require disclosure; protect privacy in groups and communications.
- Make choice real: opt-in participation, multiple role routes, step-out/rejoin without spotlighting.
- Prioritise relational consistency with stable staff, predictable routines, and clear boundaries.
- Progress carefully with paced step-up roles and credentials that don’t disclose care status.

System level actions to support care-experienced/looked-after girls in physical activity leadership development

Establish partnerships that support warm referral and continuity (for example, virtual schools, leaving care teams, and VCSE organisations).

Provide staff training and supervision in trauma-informed, relational practice and safeguarding thresholds.

Review attendance and behaviour approaches so that they do not penalise instability and include clear re-entry routes.

Monitor safety and belonging outcomes and implement visible improvements through clear feedback loops, without identifying individuals.

Develop stable progression pathways (for example, funded training, mentoring, and employment routes) with warm handovers at transition points.





East and South East Asian

Use this section as a starting point for listening, adapting and designing with East or South East Asian young people's lives in mind.

"Do not mistake quietness, politeness or low visibility for lack of interest. Check what helps young people feel safe, recognised and able to take part."

Consider culture, family expectations, racism, stereotyping, language, visibility, safety and belonging.



What to keep in mind

East and South East Asian girls are diverse in ethnicity, migration history, language, socioeconomic position, and family and community context. Some may experience racialisation, including “model minority” expectations, and may be overlooked in wider inclusion work. Participation may be influenced by family expectations, academic pressure, and limited representation in local leadership pathways.

Programmes are more likely to be effective where they reduce performance pressure, engage families respectfully where appropriate, and recognise multiple forms of leadership beyond public speaking or sporting performance.

What leadership may mean

Leadership may be understood as responsibility, competence, and contributing to group success. This can include organising, supporting others, improving how activities run, and representing others with credibility. Some participants may prefer leadership expressed through planning, creativity, mentoring, or technical roles rather than high-visibility speaking. Confidence may be demonstrated through consistent contribution rather than overt assertiveness.

Leadership development is most effective where programmes value different communication styles, provide gradual progression, and avoid deficit assumptions that equate quietness with low capacity.



Possible challenges and how to overcome them

	Barriers to accessing leadership development	Enablers for accessing leadership development
Individual	Reluctance to be singled out and fear of embarrassment or making mistakes in public.	Low-pressure entry, role variety, and gradual progression.
Family	Academic pressure and time constraints, alongside family concerns about safety, value, or legitimacy of the offer.	Clear framing of purpose (for example, skills, confidence, contribution, and future opportunities) and predictable scheduling.
Peer	Being overlooked or stereotyped and limited friendship networks in new settings.	Buddying, small-group starts, and structured peer interaction.
Community, education, organisational	Limited representation and assumptions that needs are low because participants appear to be “doing fine”.	Intentional representation and proactive inclusion checks.
System, structural, cultural	Racism (including microaggressions) and invisibility within policy and practice categories.	Accountable anti-racist practice and community-partnered outreach.

Top tips for planning and delivery for recruiting and working with East and South East Asian girls

- Reduce fear of exposure with tasters, no forced intros, and observe-first options.
- Recruit through schools/community organisations/near-peers, not only sport networks.
- Frame the offer around skills, contribution and future opportunities not “being outgoing”.
- Keep delivery predictable: clear agenda, consistent flow, and notice of changes.
- Address invisibility with representative examples and active checks on who is being heard/missed.
- Progress credibility gradually by building responsibility before visibility and recognising/organising/mentoring.

System-level actions to support East and South East Asian girls in physical activity leadership development

Develop outreach partnerships beyond sport (for example, schools, youth and community groups, and cultural organisations) so opportunities reach girls who are not already in sport settings.

Train staff to recognise and respond to stereotyping and microaggressions, including "model minority" assumptions that can hide needs and increase pressure.

Review recruitment, retention, and progression data to identify whether East and South East Asian girls are missing or stalled within broad categories, and adjust strategies where gaps are identified.



Provide stable, low-barrier entry routes that do not depend on confidence or prior sport identity (for example, invite-a-friend tasters, project-based roles, and non-sport leadership tasks).

Invest in representation and near-peer role models across leadership styles (for example, creative, technical, organising, and advocacy roles), not only coaching.



At risk of criminal or sexual exploitation

Use this section as a starting point for listening, adapting and designing with young people at risk of criminal or sexual exploitation in mind.

“Safety has to come before participation. A programme can only support leadership if young people feel protected, respected and not judged.”

Consider safety, trust, trauma, coercion, control, stigma, confidentiality, safeguarding and practical barriers.



What to keep in mind

Some girls experience an elevated risk of exploitation, coercion, or harm through peers, older partners, online contact, or unsafe home and community contexts. Trust may be limited and attendance may be disrupted by instability, surveillance, or control by others. In this context, “leadership” may feel risky where it increases visibility.

Effective programmes prioritise safety, predictability, choice, and strong safeguarding practice. Leadership development should be built through agency, protective relationships, and paced progression. Programmes should not trade wellbeing for performance.

What leadership may mean

Leadership may be experienced as agency, including making choices, setting boundaries, recognising risk, and seeking help without shame. It may also be expressed through reliability in small, achievable actions, such as attending consistently, completing a task, or supporting a peer.

Participants may prefer to avoid visible roles initially. Leadership can begin through lower-exposure contributions (for example, planning, creative tasks, or peer support) before any public-facing responsibilities are considered. Progression should be negotiated, paced, and reversible. Safety and stability are prerequisites for sustained participation and development.



Possible challenges and how to overcome them

	Barriers to accessing leadership development	Enablers for accessing leadership development
Individual	Trauma responses (for example, hypervigilance or shutdown), fear of exposure, and low trust in adults or services.	Predictable routines, genuine choice, and non-judgemental relationships.
Family	Controlling or unsafe relationships and instability that disrupts attendance.	Safeguarding-informed planning, discreet contact arrangements, and access to trusted adult support.
Peer	Coercive peer influence, online pressure, and risks associated with being monitored or located.	Clear group boundaries and careful management of visibility and online presence.
Community, education, organisational	Fragmented services and inconsistent safeguarding confidence among staff.	Strong multi-agency links, clear safeguarding lead pathways, and staff supervision.
System, structural, cultural	Stigma, criminalisation, and punitive responses to non-attendance or crisis-driven behaviour.	Trauma-informed and non-punitive practice, practical support (for example, food, travel, and kit), and warm referrals.

System-level actions to support girls at risk of exploitation in physical activity leadership development

Maintain clear safeguarding lead pathways and supervision structures so staff can consult early and confidently. Provide regular reflective space for emotionally demanding cases.

Formalise multi-agency partnerships (for example, schools, youth services, safeguarding teams, and VCSE partners) to support warm referrals, joint planning, and safe transitions.

Embed privacy and consent standards into routine practice (photos, social media, data handling, and communication methods) and review these regularly.

Monitor indicators of safety and belonging, not only attendance. Record learning and changes in ways that do not identify individuals.

Review attendance and behaviour approaches so that they support stability and re-entry, rather than applying automatic exclusions in response to missed sessions or crisis-driven behaviour.





Living in areas with limited culturally safe spaces

Use this section as a starting point for listening, adapting and designing with young people living in areas with limited culturally safe spaces in mind.

“A space is not automatically accessible because it is nearby. It also needs to feel safe, respectful and appropriate for the young people you want to reach.”

Consider local spaces, community trust, racism, safety, faith, clothing, gender norms, transport and facilities.



What to keep in mind

Girls in areas with limited culturally safe spaces often face scrutiny and exclusion from public venues, which significantly impacts their participation. Many girls tend to avoid parks and mixed venues due to harassment and racism, as they feel these spaces are not designed with their needs in mind. In some communities, cultural norms and gender expectations further restrict their movement, especially in male-dominated venues where privacy is limited, or staff are not representative. To be effective, programmes must address both cultural and physical safety by incorporating trusted venues, representative staff, clear privacy policies, and intentional approaches to foster a genuine sense of belonging.

What leadership may mean

Leadership may be understood as creating and protecting safe space, expanding what is possible locally, and building credibility with families and community. Where presence in public or mixed spaces is scrutinised, leadership may begin through collective, lower-visibility roles, such as small-group organising, behind-the-scenes delivery roles, or co-designing group norms.

Leadership development is stronger where programmes work with trusted partners, implement visible safeguards, and offer credible progression routes, without placing the burden of risk or confrontation on individual girls.



Possible challenges and how to overcome them

	Barriers to accessing leadership development	Enablers for accessing leadership development
Individual	Fear of exposure, harassment, racism, or being talked about, leading to self-exclusion from spaces that feel unsafe or illegitimate.	Trusted and predictable spaces with clear routines and safety measures.
Family	Family concerns about safety, reputation, and unfamiliar or male-dominated venues.	Clear communication with families, transparent safeguarding information, and credible community or faith connectors.
Peer	Fear of being singled out, peer policing of behaviour or reputation, and concerns about gossip.	Buddying and bring-a-friend entry routes, small-group starts, and clear group norms (for example, no gossip and no posting without consent).
Community, education, organisational	Venues and programmes that signal they are not designed for girls (for example, male-coded environments, limited privacy, or non-representative staffing).	Female staff presence where relevant, representative teams, privacy options, and partnerships with trusted schools, community centres, and female-led spaces.
System, structural, cultural	Gendered spatial exclusion, racism, and under-investment in provision designed for girls.	Place-based investment in girls' provision, accountable safeguarding and incident response, and shared governance with community partners.

Top tips for planning and delivery for recruiting and working with girls with limited culturally safe spaces

- Prioritise trusted venues before exposed or male-coded environments.
- Use representative staffing (including female staff where relevant) and keep teams consistent over time.
- Make privacy/safety explicit: who is present, facility arrangements, consent-led photos/comms, safeguarding approach.
- Reduce solo exposure through buddying, small-group starts, structured arrivals, and calm predictable routines.
- Build leadership through collective safety roles before encouraging public visibility.
- Shape progression gradually and recognise contribution in ways that respect privacy and local context.

System-level actions to support girls with limited culturally safe spaces in physical activity leadership development

Review the local venue ecosystem for cultural safety, including privacy arrangements, staffing, accessibility, and perceived legitimacy.

Invest in female-led and representative staffing pipelines, including paid near-peer roles and leadership routes for local young women.

Embed safeguarding, consent, and incident response standards across partners so safety is consistent.

Work with local stakeholders (for example, schools, councils, faith and community organisations, and VAWG partnerships) to expand culturally safe access points.

Monitor safety and belonging outcomes with participants and use evidence to advocate for sustained, place-based investment.





Not currently in education, employment or training

Use this section as a starting point for listening, adapting and designing with young people not currently in education, employment or training's lives in mind.

"Do not treat a gap in education, employment or training as a lack of ambition. Look at what has made regular routes feel difficult, unsafe or out of reach."

Consider confidence, stigma, routines, money, transport, mental health, past education experiences and trust in services.



What to keep in mind

Girls who are NEET (not in education, employment, or training) or who have been excluded from school may experience stigma, disrupted routines, low trust in institutions, and a sense that systems have disengaged from them. Participation may also be affected by poverty, caring responsibilities, and mental health difficulties.

Programmes are more likely to be effective where they are relationship-led, practical, confidence-building, and clearly connected to credible next steps into learning, training, work, or paid experience.

What leadership may mean

Leadership may be understood as having options, voice, influence, and having a believable route forward. For some participants, the language of “leadership” may feel unrealistic or patronising if basic needs and daily routines are difficult to manage. Framing leadership through skills, employability, confidence, and having tangible outcomes may be more credible.

Leadership can begin with small, practical responsibilities (for example, organising, co-delivering, welcoming peers, or supporting set-up) and progress to more formal roles. Progression is more likely to be sustained where it is supported by references, micro-credentials, and warm handovers into training, volunteering, or paid work.



Possible challenges and how to overcome them

	Barriers to accessing leadership development	Enablers for accessing leadership development
Individual	Low confidence, anxiety about judgement, disrupted sleep and routines, and low perceived relevance of offers.	Practical steps, visible short-term gains, and experiences that provide an immediate sense of purpose and competence.
Family	Financial stress, unstable home circumstances, caring responsibilities, and limited encouragement or practical support.	Flexible scheduling, practical support with barriers, and encouragement from a trusted adult (for example, a mentor or key worker).
Peer	Stigma associated with being NEET or excluded and a strong identity as “not school”, which can make new spaces feel risky or shaming.	A belonging-first culture, peer solidarity, and explicit rejection of ranking, comparison, and deficit narratives.
Community, education, organisational	Recruitment routes that rely on schools and colleges, and entry processes that are administration-heavy or use formal language.	Outreach through youth hubs, community centres, VCSE projects, housing and employment services, and low-administration entry routes.
System, structural, cultural	Limited local opportunities, fragmented pathways, transport costs, and limited visibility of progression routes.	Joined-up progression pathways, targeted employability and training offers, and practical support with travel and food.

Top tips for planning and delivery for recruiting and working with NEET or excluded from school girls

- Recruit where girls already are, not only through school/college gateways.
- Build routine gradually with reminders and supported re-entry.
- Make the offer concrete with tasters and clear gains (skills, references, paid routes where possible).
- Offer practical leadership routes that build purpose quickly (organising, welcoming, mentoring, creative/digital roles).
- Keep entry relational and low-admin, avoiding unnecessary ID hurdles.
- Make progression believable via warm handovers, practical support, and a named follow-up contact.

System-level actions to support NEET or excluded from school girls in physical activity leadership development

Establish clear links between leadership programmes, employability and training providers, colleges, youth services, and VCSE organisations to support joined-up progression.

Fund practical access costs, including travel, food, and equipment, and create paid progression opportunities (for example, stipends, internships, or peer roles) where feasible.

Review programme language, branding, and processes to avoid replicating school (for example, heavy paperwork, punitive rules, or assessment-style approaches).

Provide consistent adult mentoring or key worker support across pathways to improve continuity, encouragement, and advocacy.

Use retention and progression data, alongside participant feedback, to identify drop-off points and adapt offers.





Young Carers

Use this section as a starting point for listening, adapting and designing with young carers' lives in mind.

"If a young person has responsibilities at home, flexibility can be what makes taking part possible."

Consider caring responsibilities, time, fatigue, money, transport, guilt, flexibility, privacy and unpredictable routines.



What to keep in mind

Girls with caring responsibilities (young carers) and young mums may have significant responsibilities at home that affect time, energy, attendance, and mental load. These responsibilities can make commitment appear inconsistent, even where motivation is high. Some young people may also have strong privacy concerns and may not want caring or parenting responsibilities to be widely known.

Participation is often constrained by unpredictable demands rather than by interest. Effective leadership programmes build flexibility into design, reduce shame associated with absence, and offer participation routes that recognise reliability, care, and practical problem-solving as leadership strengths.

What leadership may mean

Leadership may be understood as responsibility, problem-solving, and emotional labour. Young carers and young mums may demonstrate leadership through organising daily life, supporting others, and making practical decisions under pressure.

Some participants may prefer roles that allow contribution without high visibility or strict attendance expectations. Leadership development is more inclusive when it recognises caring and parenting skills (for example, empathy, organisation, negotiation, crisis management, and reliability) as legitimate leadership strengths, and when programmes provide agency and respite rather than adding pressure. Progression should be flexible and supportive and should not be contingent on perfect attendance.



Possible challenges and how to overcome them

	Barriers to accessing leadership development	Enablers for accessing leadership development
Individual	Fatigue, stress, limited headspace, and guilt about taking time for themselves.	A belonging-first approach and explicit permission to prioritise wellbeing.
Family	Unpredictable caring or parenting duties, limited practical support, and privacy concerns.	Flexible expectations, discreet communication, and clear re-entry routes.
Peer	Isolation, feeling different, and fear of judgement for absence.	Buddying and group norms that treat absence as a normal part of life rather than failure.
Community, education, organisational	Rigid session times and punitive absence approaches, alongside limited staff awareness.	Flexible programme design, supported re-entry, and staff practice grounded in compassion.
System, structural, cultural	The hidden nature of caring and parenting responsibilities and limited access to respite and support services.	Partnerships with young carer services, family support services, and practical wraparound support.

Top tips for planning and delivery for recruiting and working with girls with caring responsibilities

- Recruit through trusted services without requiring disclosure or labels.
- Offer contribution without high visibility/intensity, recognising limited time/energy.
- Build flexibility in from the start, normalising missed sessions and re-entry.
- Validate caring skills as leadership (organisation, empathy, negotiation, crisis management).
- Make first sessions feel like respite: low-pressure, predictable, and supportive.
- Keep progression realistic: flexible step-up roles and no extra “homework” burdens.

System level actions to support girls with caring responsibilities in physical activity leadership development

- **Establish partnerships with young carer services and family support services to support co-design, advice, and warm referrals.**
- **Review attendance and progression approaches so they do not penalise instability linked to caring or parenting responsibilities.**
- **Provide staff training and supervision on privacy, stigma, and compassionate responses to disclosure and missed sessions.**
- **Monitor retention barriers linked to caring or parenting demands and adjust delivery (for example, timings, expectations, and communication) accordingly.**
- **Offer practical support (for example, food and travel) and maintain consistent routines that reduce cognitive load.**





Using English as a second language

Use this section as a starting point for listening, adapting and designing with young people using English as a second language's lives in mind.

"If information is hard to understand, participation becomes harder before the young person even arrives."

Consider language, communication, confidence, translation, family engagement, information access and fear of misunderstanding.



What to keep in mind

Girls with limited English or ESOL needs may experience exclusion not only through language, but through the “hidden curriculum” of youth provision, including forms, jargon, unspoken social rules, and fast-paced group discussion. Some may rely on family members to translate, which can raise issues of privacy and unequal power.

Participation is shaped by whether communication is accessible, whether girls can join without embarrassment, and whether the programme recognises different communication styles. Effective leadership development is typically supported by clear visuals, consistent routines, paced delivery, and approaches that avoid shame.

What leadership may mean

Leadership may be understood as helping others, bridging communication, and contributing through practical action. This can include organising, demonstrating, caring, and improving how the group functions. Some girls may avoid speaking roles initially due to fear of making mistakes publicly.

Leadership pathways are more inclusive when they recognise multilingualism as an asset, legitimise non-verbal and creative leadership, and provide gradual routes into voice and influence. English fluency should not be treated as a prerequisite for leadership.



Possible challenges and how to overcome them

	Barriers to accessing leadership development	Enablers for accessing leadership development
Individual	Fear of embarrassment and silence being interpreted as low confidence or low ability.	Visual communication, paced delivery, and multiple contribution routes.
Family	Reliance on family translation, privacy concerns, and unequal power dynamics.	Direct, accessible communication with the young person, with trusted bilingual support where appropriate.
Peer	Isolation in rapid group talk and risks of being infantilised.	Buddying, structured interaction, and clear norms of respect.
Community, education, organisational	Form-heavy recruitment, jargon, and spoken-only instruction.	Low-administration entry routes, demonstrations, visual materials, and predictable routines.
System, structural, cultural	Limited interpretation support, racism or xenophobia, and digital exclusion.	Partnerships with ESOL services and community organisations and accessible communication standards.

Top tips for planning and delivery for recruiting and working with girls with limited English/ ESOL needs

- Recruit via trusted connectors and make buddy entry routine for first contact.
- Structure peer interaction with clear roles so contribution does not depend on fluency.
- Reduce language shame: taster framing, no forced intros, and explicit “English isn’t judged”.
- Value multilingualism without making girls default interpreters for families.
- Keep sign-up low-burden: minimal text, plain language, and visuals/translated summaries where feasible.
- Progress from practical roles to optional speaking with rehearsal and support.

System level actions to support girls with limited English/ESOL needs in physical activity leadership development

Develop partnerships to access interpretation and bilingual support, including warm referral routes (for example, ESOL providers, VCSE partners, and schools).

Set clear communication expectations across the programme, including plain language, visuals, predictable message formats, and consistent routines.

Train and supervise staff to avoid deficit assumptions (for example, silence does not indicate low confidence) and to scaffold participation through roles, visuals, and alternative communication routes.

Ensure progression criteria do not privilege English fluency over contribution. Provide alternative ways for young people to demonstrate skills.

Review forms, communication, and session delivery for language barriers and redesign where needed, including digital content.





Living with a long-term health condition or non-visible disability

Use this section as a starting point for listening, adapting and designing with young people living with a long-term health condition or non-visible disability's lives in mind.

"Support should not depend on young people proving, explaining or repeatedly disclosing what they need."

Consider fluctuating symptoms, fatigue, pain, medication, disclosure, adaptations, dignity, equipment and judgement.



What to keep in mind

Girls with long-term health conditions or invisible disabilities may experience fluctuating symptoms, pain, fatigue, and uncertainty about what they can manage on a given day. Many will have encountered disbelief, stigma, or pressure to “push through”, and may worry about judgement if they need to pause or sit out.

Participation is often constrained by pacing, access needs, and how predictable the environment is, rather than by motivation. Effective programmes normalise flexibility, treat rest as legitimate, and provide multiple routes into leadership that do not depend on sustained physical intensity.

What leadership may mean

Leadership may be understood as self-advocacy, pacing, and contributing reliably within fluctuating capacity. Some girls may lead through planning, mentoring, creative roles, or wellbeing support, rather than through high-intensity activity.

Leadership development is more inclusive when it recognises “smart participation” (knowing limits, requesting adjustments, and making informed choices) as a strength. Credibility should be built through responsibility and care, rather than through perfect attendance or physical performance. Leadership may also be expressed through thoughtful decision-making and inclusive design.



Possible challenges and how to overcome them

	Barriers to accessing leadership development	Enablers for accessing leadership development
Individual	Fear of judgement, uncertainty about symptoms, and internalised pressure to keep up.	Pacing options, symptom-informed choice, and role variety.
Family	Medical appointments, fluctuating well-being, and family concerns about safety.	Clear risk management, transparent communication, and flexible expectations.
Peer	Stigma associated with sitting out and feeling like a burden.	Group norms that normalise rest and respect boundaries.
Community, education, organisational	Programmes designed around continuous exertion, inaccessible venues, and limited adjustment planning.	Inclusive design, accessible spaces, and staff confidence in supporting adjustments
System, structural, cultural	Ableism and disbelief of invisible conditions and limited access to appropriate resources.	Clear inclusion standards, practical support (for example, transport and kit), and links to relevant services.

Top tips for planning and delivery for recruiting and working with girls with long-term health conditions

- State clearly that rest, pacing and sitting out are normal and supported.
- Value contribution over intensity/perfect attendance, recognising planning and care as strengths.
- Offer multiple participation routes each session, including lower-impact options and contributing roles.
- Reduce practical barriers with accessible venue info, flexible kit expectations, and transport/cost support.
- Keep routines predictable with clear safety boundaries, supporting energy planning.
- Progress responsibility without increasing physical demand unless chosen and sustainable

System level actions to support girls with long-term health conditions in physical activity leadership development

Embed inclusive participation standards in delivery guidance and staff training, including pacing, rest, and role variety.

Review venues and session plans for accessibility and readiness for adjustments (for example, seating options, step-free access, toilet access, and pacing built into agendas).

Review progression and recognition criteria so they do not privilege perfect attendance or physical intensity.

Monitor disengagement linked to pain, fatigue, or health crises and adjust expectations and programme demands accordingly.

Develop partnerships and signposting routes (for example, schools, health services, and disability organisations) to support access to additional help where needed.





Living with a mental health condition

Use this section as a starting point for listening, adapting and designing with young people living with a mental health condition's lives in mind.

"A young person may want to take part and still need predictability, time, trust and low-pressure ways to begin."

Consider anxiety, confidence, trust, predictability, pressure, relationships, communication, attendance and emotional safety.



What to keep in mind

Girls experiencing mental health difficulties may experience anxiety, low mood, trauma-related stress, overwhelm, and fluctuating motivation or confidence. Group settings can feel high risk, and social evaluation or competitive dynamics may increase distress. Attendance may be affected by disrupted sleep, difficult days, or periods of crisis. Some participants may also worry about judgement or about “letting the group down”.

Effective leadership development prioritises psychological safety, predictable routines, clear boundaries, and non-competitive participation. Leadership can be supported through agency, care, and paced progression.

What leadership may mean

Leadership may be understood as self-leadership (for example, recognising limits, regulating emotions, setting boundaries, and seeking help), supporting others, and contributing in ways that feel safe and manageable. Some girls may prefer behind-the-scenes or small-group roles before taking on more visible responsibilities.

Leadership pathways are more inclusive when they do not equate leadership with constant positivity, extroversion, or uninterrupted attendance. Wellbeing practices, including pacing, taking breaks, and using support, can be treated as legitimate leadership competencies. Progression should be flexible and consent-led, and safeguarding boundaries should remain clear.



Possible challenges and how to overcome them

	Barriers to accessing leadership development	Enablers for accessing leadership development
Individual	Anxiety, overwhelm, low confidence, fear of judgement, and reduced energy.	Predictable structure, genuine choice, and regulation supports.
Family	Limited support at home, stigma, and crises that disrupt attendance.	Trusted adult support and clear, compassionate communication.
Peer	Social evaluation, conflict, bullying, comparison, and competition.	Group norms on respect, confidentiality and buddying.
Community, education, organisational	Limited staff confidence, unclear boundaries, and approaches that rely on motivational pressure.	Trauma-informed practice, reflective supervision, and clear support pathways.
System, structural, cultural	Stigma, long waits for support, and punitive responses to inconsistency.	Non-punitive belonging, warm referrals, and accessible routes to support.

Top tips for planning and delivery for recruiting and working with girls with mental health conditions.

- Recruit with clear safety language (tasters, no forced sharing, fluctuations expected).
- Keep sessions predictable and non-competitive, reducing comparison and performance pressure.
- Provide regulation supports as standard (quiet space, step-out/rejoin, calm check-in/out).
- Avoid “push-through” culture; treat pacing and stepping back as responsible choices.
- Start leadership with lower-visibility roles, building up only when safe and desired.
- Make re-entry easy after absence with supportive follow-up and clear return routes.

Provide staff training and supervision in trauma-informed practice, psychological safety, and referral thresholds.

Maintain clear safeguarding and signposting pathways (for example, school pastoral teams and local NHS or VCSE supports) to enable warm referrals.

Review attendance and behaviour approaches to ensure they are supportive and do not apply automatic exclusions in response to fluctuating wellbeing.

System-level actions to support girls with mental health conditions in physical activity leadership development



Ensure programme environments reduce harm through anti-bullying expectations, respectful norms, and non-competitive session design.

Monitor safety and belonging outcomes and implement visible improvements through clear feedback loops.



Gypsy, Roma or Traveller

Use this section as a starting point for listening, adapting and designing with Gypsy, Roma or Traveller young people's lives in mind.

"Do not treat Gypsy, Roma and Traveller communities as one single group. Trust starts with recognising difference, history and local context."

Consider culture, community identity, racism, trust, family expectations, mobility, education, safety and local relationships.



What to keep in mind

Gypsy, Roma and Traveller (GRT) girls may experience stigma and discrimination, disrupted schooling, and heightened surveillance from institutions, alongside strong family and community ties and distinct cultural norms. Participation is often shaped by trust, privacy, safety, mobility, and prior experiences of exclusion within mainstream services.

Programmes that rely on formal systems, rigid attendance expectations, or high visibility can create unintended barriers. Effective leadership development is relationship-led, locally grounded, and flexible, with a focus on establishing trust before increasing responsibility and opportunity.

What leadership may mean

Leadership may be understood as protecting and supporting family and community, earning respect through reliability, and demonstrating practical competence. Leadership may be expressed through caring roles, organising, mediating, and supporting younger children, rather than through public speaking or formal credentials.

Some participants may be cautious about visibility and institutional contact. Leadership development is often more effective when it starts with low-exposure contributions and builds credibility through consistent relationships. Programmes should recognise existing leadership within community contexts and avoid deficit assumptions.



Possible challenges and how to overcome them

	Barriers to accessing leadership development	Enablers for accessing leadership development
Individual	Low trust in institutions and fear of judgement or discrimination.	Relationship-led entry routes and consistent, respectful staff.
Family	Family responsibilities, mobility, and concerns about safety or reputation.	Flexible participation options, transparent communication, and credible engagement with families and community connectors.
Peer	Stigma, bullying and risk of being singled out.	Clear group norms that protect belonging, buddying, and careful management of visibility.
Community, education, organisational	Rigid rules (for example, attendance or paperwork), formalised recruitment routes, and lack of culturally safe spaces.	Low-administration entry, trusted venues, and flexible participation pathways.
System, structural, cultural	Structural discrimination and heightened surveillance, including exclusion from mainstream opportunities.	Anti-discrimination accountability and place-based partnerships.

Top tips for planning and delivery for recruiting and working with Gypsy, Roma and Traveller girls

- Recruit through trusted relationship routes, not form-heavy open calls.
- Build flexibility for mobility/caring responsibilities, with shame-free re-entry.
- Keep entry low-admin: minimal information, clear “why we ask”, and no unnecessary paperwork.
- Value practical leadership (helping, organising, mentoring, community contribution), not only certificates.
- Prioritise privacy and consent, avoiding public visibility as the default.
- Build credibility over time and use warm handovers into safe local opportunities.

System level actions to support Gypsy, Roma and Traveller girls in physical activity leadership development

Embed anti-discrimination expectations and staff development focused on stigma, respect, and trust-building, including specific attention to anti-GRT prejudice.

Build sustained partnerships with GRT community organisations and trusted local connectors, including shared decision-making and co-designed offers.

Review policies that create unintended barriers (for example, attendance rules, paperwork, and "proof" requirements) and agree on reasonable alternatives with communities.

Review drop-off points and reasons for disengagement for GRT girls and implement changes. Share learning back with communities in appropriate ways.

Invest in locally accessible spaces and travel support, including outreach delivery where appropriate.



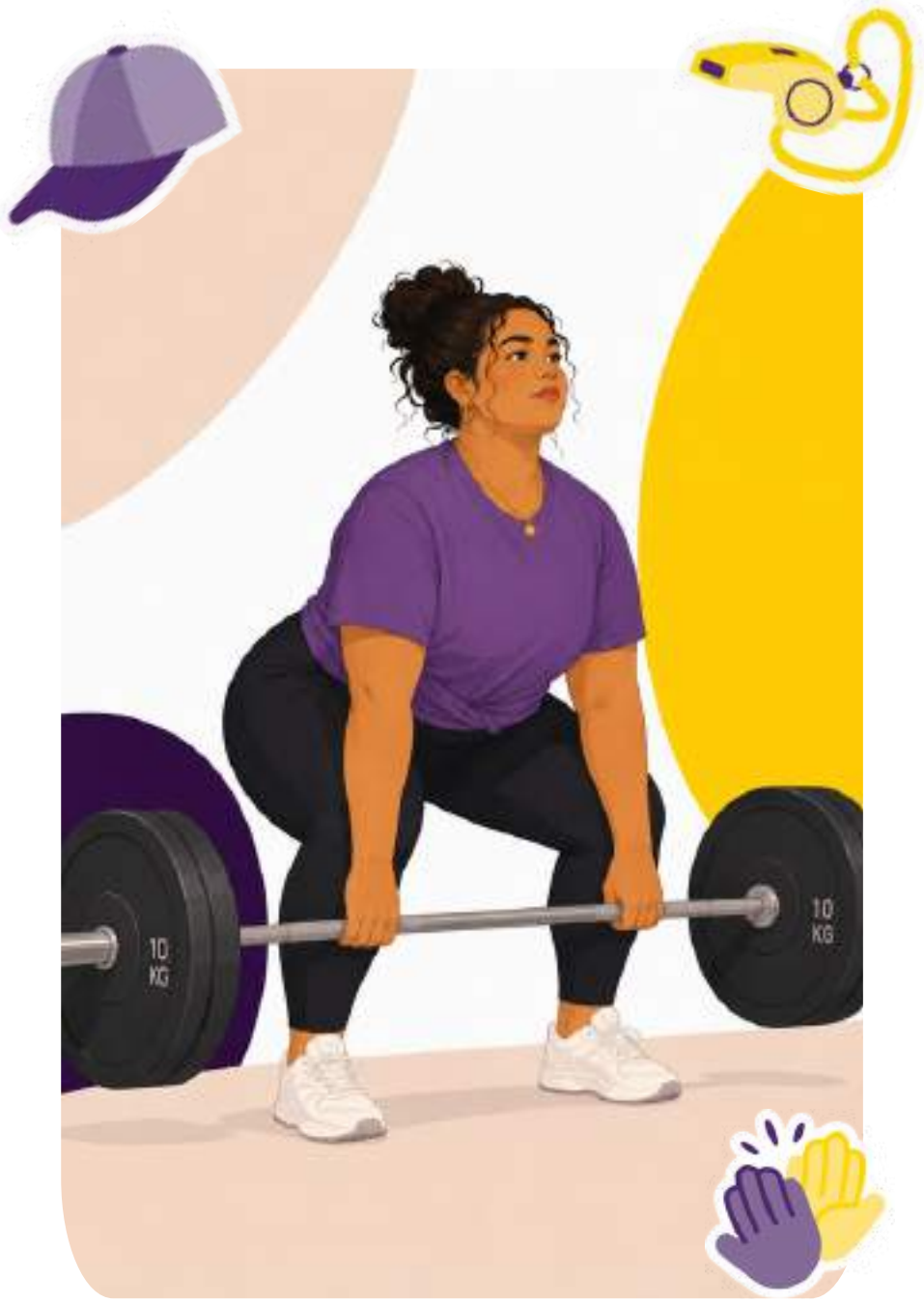


In contact with, or at risk of contact with, the justice system

Use this section as a starting point for listening, adapting and designing with young people in contact with, or at risk of contact with, the justice system's lives in mind.

"Young people should not have to feel defined by risk, contact with services or past experiences before they are offered trust and opportunity."

Consider criminalisation, stigma, trust, safety, trauma, restrictions, confidence, transport and exclusion.



What to keep in mind

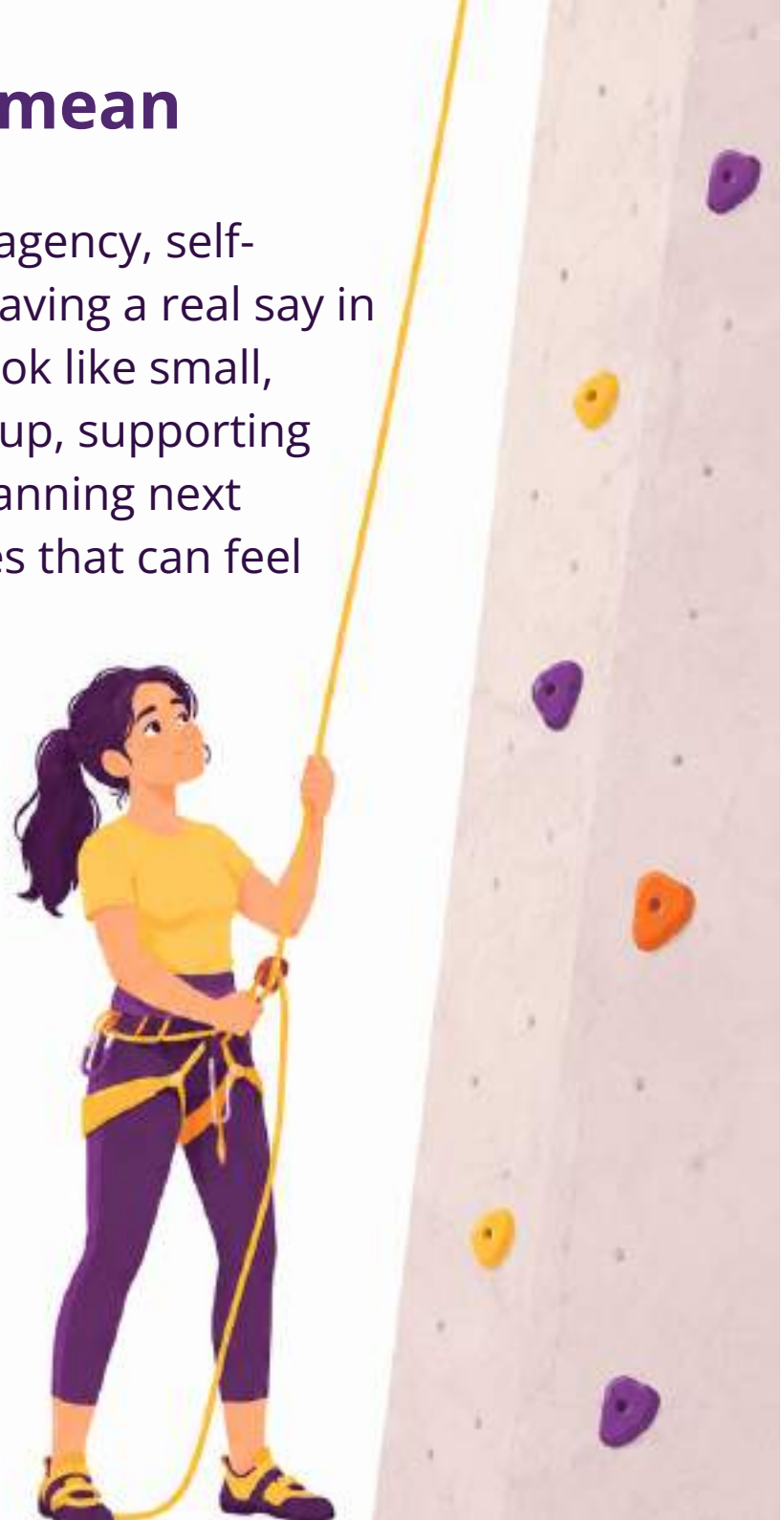
Justice-involved or at-risk girls face multiple layers of trauma, exploitation, and instability, often perceiving services as punitive rather than supportive. They typically experience higher rates of abuse, care involvement, school exclusion, family breakdown, poverty, and mental health issues compared to their peers. Many are criminalised in contexts where they are also victims, leading to a deep mistrust of professionals and systems.

Effective leadership should focus on safety, trust, and agency through gender-responsive, trauma-informed, and non-punitive practices. Programmes should feel like safe havens with consistent adults, clear safeguarding, low barriers to entry, and progression that minimises exposure, risk, or surveillance.

What leadership may mean

Leadership may be experienced as agency, self-protection, boundary-setting, and having a real say in decisions that affect them. It may look like small, concrete acts (for example, turning up, supporting peers, speaking up in reviews, or planning next steps) rather than visible public roles that can feel unsafe or unrealistic.

Framing opportunities around skills, influence, and creating safer futures (rather than "being a leader") can feel more authentic and avoids moralising narratives about "good" versus "bad" choices. Pathways work best where they do not require disclosure, keep roles proportionate to risk, and make it normal to step back and re-enter



Possible challenges and how to overcome them

	Barriers to accessing leadership development	Enablers for accessing leadership development
Individual	Histories of trauma, hypervigilance, shame, and internalised blame can make trust, regulation, and consistent engagement very difficult.	Predictable routines, genuine choice, and trauma-informed relationships that prioritise emotional safety over compliance.
Family	Unsafe or unstable relationships, caring responsibilities, and a lack of reliably supportive adults can leave girls feeling they have no secure base.	Trusted adult anchors (key workers, mentors) and discreet, safe communication channels (agreed contact methods, coded check-ins) create continuity across chaos.
Peer	Coercive peer networks, grooming, group or gang violence, and pressure to perform toughness can increase exposure risk, particularly where visibility is high.	Clear group boundaries, protected peer culture, and careful management of visibility (no photos, controlled social media, anonymous contributions) reduce risk and performative pressure.
Community, education, organisational	Fragmented services, staff turnover, and exclusionary behaviour or attendance policies can repeatedly disrupt support and reinforce a sense of rejection.	Consistent workers, strong supervision, gender-responsive practice, and warm, actively managed referral pathways improve continuity and trust across agencies.
System, structural, cultural	Systems designed around boys, stigma, and criminalisation of girls' coping strategies, combined with poverty and a lack of safe spaces, deepen marginalisation.	Non-punitive, trauma-informed practice, practical supports (travel, food, safe venues), and coordinated multi-agency responses reduce structural exclusion and harm.

Top tips for planning and delivery for recruiting and working with justice involved or at risk girls

- Recruit through trusted relationships using non-stigmatising invitations and low-pressure routes.
- Avoid punitive responses to absence; use supportive check-ins and clear re-entry pathways.
- Keep entry low-admin and low-exposure (minimal forms, tasters, default no photos/tagging).
- Start leadership with low-exposure roles that build skills without increasing visibility.
- Use calm, consistent boundaries: safeguarding script, clear expectations, predictable routines.
- Progress with protection: paced, reversible step-up roles and non-disclosing credentials.

System-level actions to support justiceinvolved or at-risk girls in physical activity leadership development

Formalise multi-agency pathways between youth justice, safeguarding and exploitation teams, schools, care providers, and VCSE projects to enable warm referrals and continuity.

Invest in training, supervision, and reflective spaces so staff can practise trauma-informed, gender-responsive, non-punitive work and understand exploitation dynamics.

Redesign attendance and behaviour policies across commissioned programmes to emphasise stability, repair, and re-entry rather than exclusion and "zero tolerance".

Track safety, trust, and belonging indicators with girls themselves and make visible "You said/We did" changes to show that influence leads to tangible system shifts.

Fund practical supports (safe spaces, food, travel, activities, digital access) to remove everyday barriers that disproportionately affect girls in poverty or unstable placements.



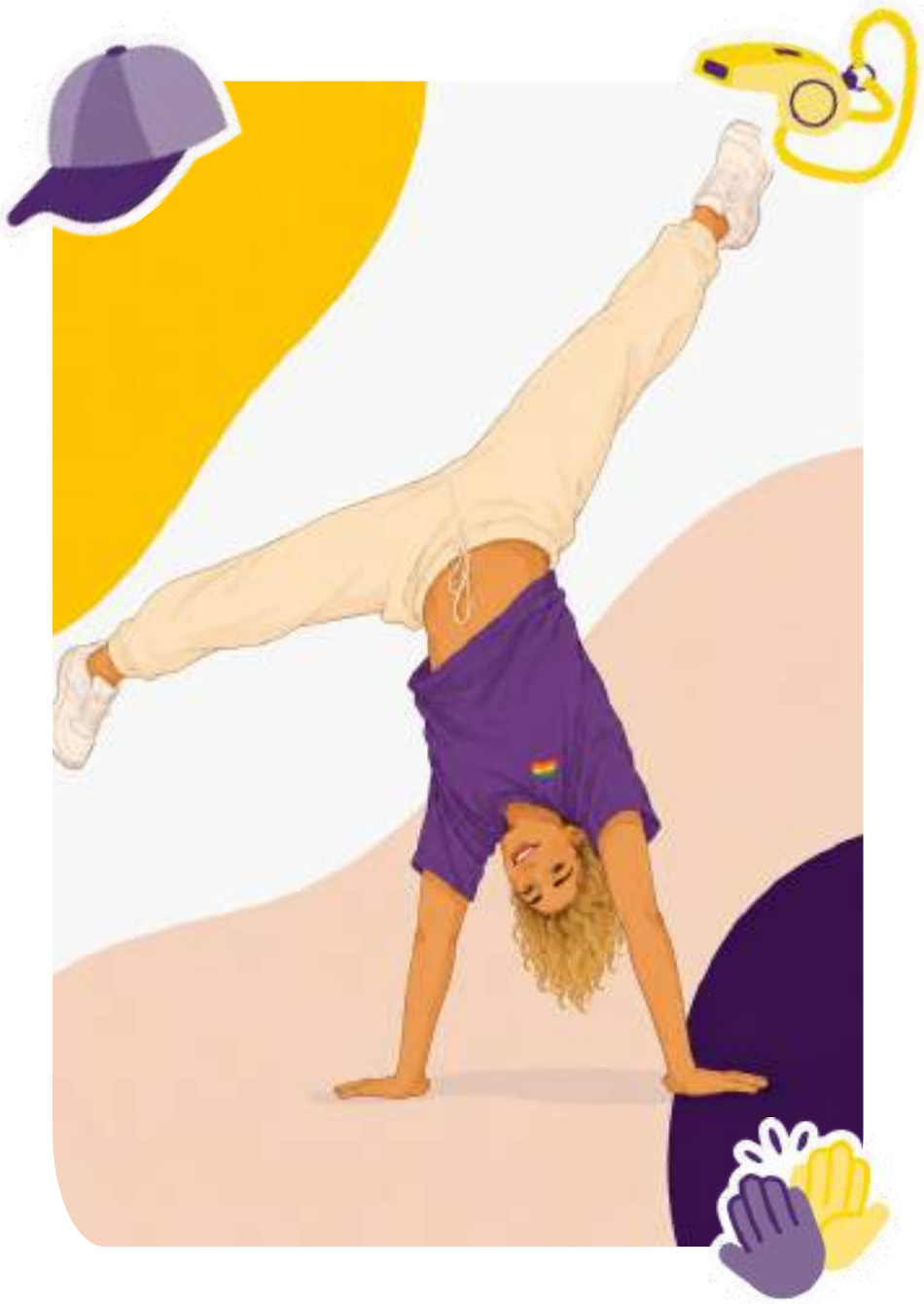


LGBTQ+ or Gender diverse

Use this section as a starting point for listening, adapting and designing with LGBTQ+ or gender diverse young people's lives in mind.

"Inclusion is not only about saying everyone is welcome. Young people need to know they will be safe, respected and able to take part as themselves."

Consider identity, safety, language, privacy, facilities, clothing, assumptions, bullying, representation and trust.



What to keep in mind

LGBTQ+ girls and gender diverse young people may experience stigma, misgendering, harassment, and safety concerns in sport and wider youth settings. Some young people may be out in some contexts but not others. Confidentiality, consent, and safe communication are therefore central considerations.

Participation is often shaped by whether an environment is affirming in practice, including language, facilities, and staff competence. Leadership opportunities should not require disclosure or identity performance. Effective programmes establish psychological safety, clear boundaries, and flexible participation options that respect privacy and choice.

What leadership may mean

Leadership may be understood as contributing to safety and belonging, advocating for fairness, and supporting peers, including through relational and care-based roles. Some young people may want visible advocacy roles, while others will prioritise privacy and may prefer leadership that is less public-facing.

Leadership pathways should recognise multiple routes (for example, organising, mentoring, creative roles, and wellbeing support) and avoid equating leadership with confidence in contexts that may feel unsafe. Progression is most effective when it preserves choice over disclosure and visibility.



Possible challenges and how to overcome them

	Barriers to accessing leadership development	Enablers for accessing leadership development
Individual	Fear of being outed, misgendered, harassed, or singled out.	Affirming practice, protection of privacy, and low-exposure participation and leadership routes.
Family	Unsafe or non-affirming home environments and uneven support.	Careful confidentiality, safe contact arrangements, and access to trusted adult support.
Peer	Bullying, exclusion, microaggressions, and gender policing.	Explicit group norms, prompt responses to harm, and peer allyship.
Community, education, organisational	Facilities and policies (for example, changing arrangements, toilets, or gendered language) that signal exclusion.	Inclusive guidance on facilities and language, staff competence, and consistent boundaries.
System, structural, cultural	Wider stigma, politicisation and uneven institutional protections.	Clear safeguarding and equality standards, accountability, and partnerships with specialist organisations.

Top tips for planning and delivery for recruiting and working with LGBTQ+ and gender diverse young people

- Make inclusion explicit from first contact: pronouns respected, harassment not tolerated, clear response process.
- Protect confidentiality: never assume who is out; use consent-led contact and safe messaging.
- Reduce exposure with tasters, buddying, opt-in sharing, and behind-the-scenes participation routes.
- Ensure staff are trained/supported to respond to misgendering and bullying in the moment.
- Broaden leadership beyond advocacy/coaching: value organising, mentoring, creative and wellbeing roles.
- Be clear on facilities/privacy (changing/toilets) and how issues are handled discreetly.

System level actions to support LGBTQ+ or gender diverse young people in physical activity leadership development

Review facilities, forms, and communication materials for unintended exclusion (for example, gendered language, name and pronoun fields, and contact processes).

Embed LGBTQ+-affirming expectations within safeguarding and behaviour policies and within staff training and supervision.

Develop partnerships with specialist LGBTQ+ youth organisations to support staff development, co-design, and warm referral pathways.

Ensure progression routes do not require public disclosure of identity in order to access opportunities.

Collect feedback on safety and belonging and use clear "You said → We did" updates, while avoiding approaches that could identify individuals.





Mixed-heritage

Use this section as a starting point for listening, adapting and designing with mixed-heritage young people's lives in mind.

"Do not ask young people to fit into one box when their identity, family and experiences may cross several."

Consider identity, belonging, racism, colourism, family background, assumptions, representation and community connection.



What to keep in mind

Mixed-heritage girls are not a single demographic group. Experiences vary by family context, appearance, community composition, and how others categorise or racialise them. Some may experience invisibility (for example, not being recognised as belonging to a particular group), hypervisibility (including scrutiny of appearance), or repeated questioning about identity and belonging.

Participation and progression may be shaped by whether settings recognise complexity without forcing fixed labels, and whether representation includes mixed-heritage identities. Effective programmes support belonging without requiring participants to explain or justify identity.

What leadership may mean

Leadership may be understood as having voice and legitimacy while navigating complexity, including connecting across groups, supporting peers, and challenging unfairness. Leadership may also be expressed through relational skills (for example, bridging, mediating, and mentoring), as well as creative direction and organising.

Some participants may value settings where they are not positioned as a “diversity example” or asked to speak on behalf of others. Leadership development is likely to be stronger where programmes legitimise identity fluidity, avoid tokenism, and provide progression routes that build credibility without requiring identity performance.



Possible challenges and how to overcome them

	Barriers to accessing leadership development	Enablers for accessing leadership development
Individual	Uncertainty about where someone “fits” when identity is framed in fixed categories.	Belonging-first messaging and a range of roles that are not dependent on identity labels.
Family	Differing family or community expectations and navigating multiple cultural norms.	Flexible engagement options and respectful communication that avoids assumptions.
Peer	Identity policing, microaggressions, and pressure to “pick a side”.	Clear group norms on respect, anti-teasing expectations, and buddying.
Community, education, organisational	Representation gaps and tokenistic inclusion practices.	Inclusive representation and staff confidence in responding to microaggressions.
System, structural, cultural	Racism and colourism, alongside limited recognition in monitoring categories and support pathways.	Anti-racist accountability and nuanced, voluntary monitoring options.

Top tips for planning and delivery for recruiting and working with mixed-heritage girls

- Use belonging-first messaging and avoid gatekeeping or fixed-category assumptions.
- Avoid tokenism: no spokesperson pressure and no requirement to explain identity.
- Name respect expectations clearly (including identity teasing/colourism/microaggressions) and how you respond.
- Use feedback routes that catch who is overlooked, and adjust structures accordingly.
- Ensure credible representation of mixed-heritage identities and varied leadership styles.
- Progress with choice: responsibility before visibility, recognising relational and peer-support leadership.

System level actions to support mixed-heritage girls in physical activity leadership development

Improve monitoring practices. Where data is collected, allow nuanced self description, keep this voluntary, and explain why information is collected and how it will be used.

Embed anti-racist practice that explicitly addresses colourism and identity-based microaggressions within training, supervision, and policies.

Invest in diverse role models and near-peer leaders, including visible mixed-heritage representation across leadership styles.

Build staff confidence to respond consistently to harm, including subtle comments, without relying on young people to educate others.

Review recruitment, retention, and progression for patterns of invisibility (for example, who is not joining, speaking, or stepping forward) and agree actions with young people.



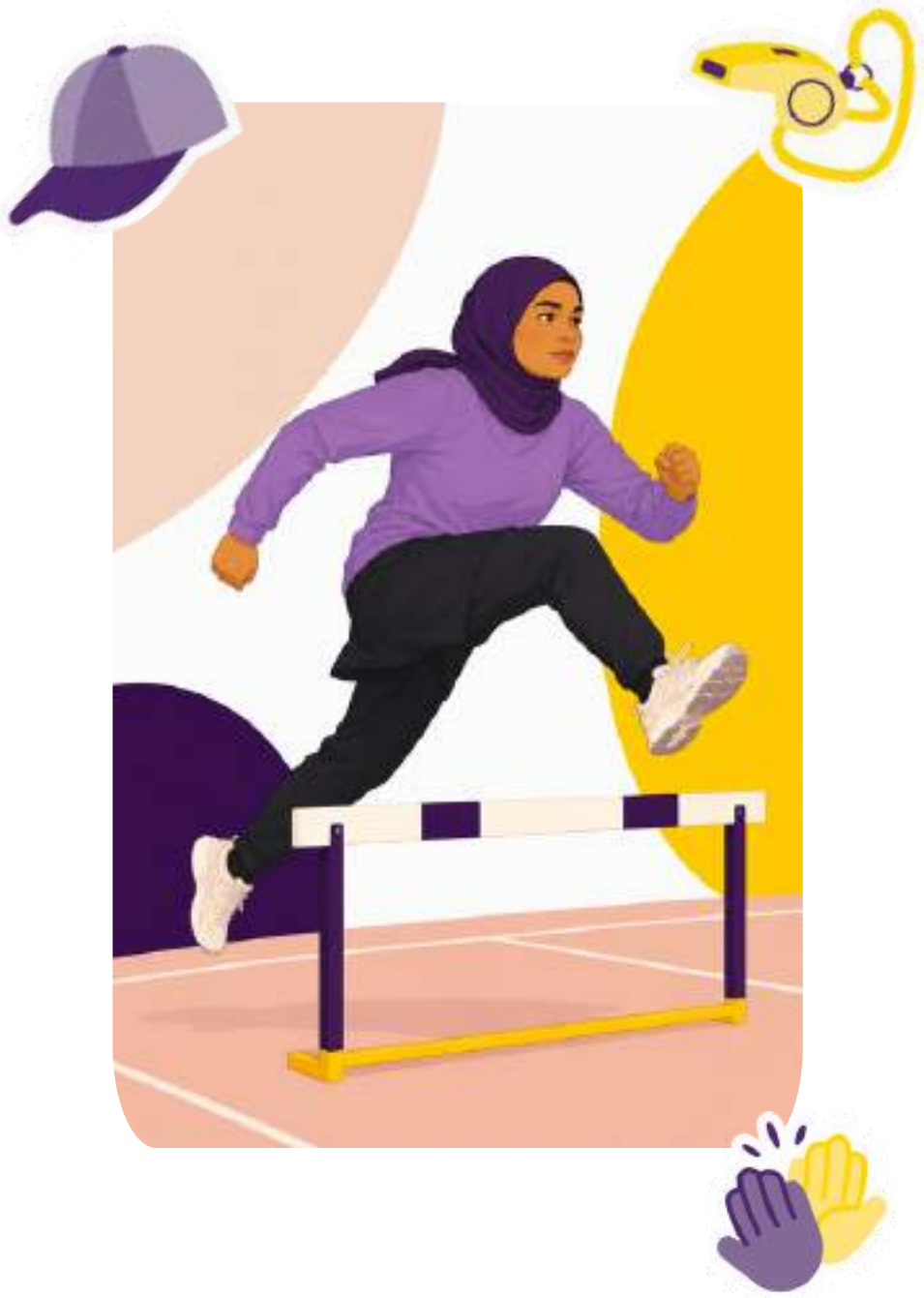


Muslim

Use this section as a starting point for listening, adapting and designing with Muslim young people's lives in mind.

"Faith may shape what feels possible, but Muslim young people are not one group. Ask what matters rather than assuming what is needed."

Consider faith, culture, family, clothing, prayer, fasting, facilities, mixed-gender spaces, Islamophobia and safety.



What to keep in mind

Muslim girls are diverse in ethnicity, faith practice, family expectations, neighbourhood context, and school and community experiences. Participation is often shaped less by interest and more by whether provision feels culturally safe, predictable, and respectful. Key considerations may include modesty, whether settings are mixed gender, staff composition, privacy arrangements, prayer and timing needs, and wider reputational or safety concerns.

Experiences of Islamophobia and gendered scrutiny in public spaces may compound practical barriers such as transport, cost, and access to trusted venues.

What leadership may mean

Leadership may be understood as service, responsibility, trust, and representing others with integrity. This may include helping others, organising, mentoring, and contributing to community wellbeing. Some participants may prefer pathways that build credibility through consistent contribution before visibility, rather than high-profile roles. Confidence may be expressed through calm competence and reliability rather than loudness.

Leadership development is most effective where programmes recognise multiple forms of leadership and do not require young people to compromise faith-related comfort, boundaries, or dignity.



Possible challenges and how to overcome them

	Barriers to accessing leadership development	Enablers for accessing leadership development
Individual	Perception that leadership is “not for me” where it is associated with being sporty, extroverted, or male-coded.	A visible range of roles and explicit permission to start with lower-visibility responsibilities.
Family	Concerns about mixed settings, safety, and community reputation, alongside caring responsibilities.	Clear communication with families and carers, trusted female staff, and predictable routines.
Peer	Being the only participant from a friendship group and peer scrutiny related to clothing and participation.	Bring-a-friend entry routes, buddying, and visible representation in imagery and roles.
Community, education, organisational	Venues and staffing that do not feel culturally safe (for example, unclear privacy practices, limited female staff, or unclear norms).	Trusted venues, female staff presence, and privacy and modesty options offered as standard.
System, structural, cultural	Islamophobia and gendered policing of public space, alongside transport safety and cost.	Accountable anti-discrimination practice, travel support, and place-based partnerships with trusted community and faith organisations.

Top tips for planning and delivery for recruiting and working with Muslim girls

- Recruit through trusted female connectors and use buddy routes so first contact is not a solo exposure.
- Offer multi-form leadership routes (mentoring, organising, creative and care roles), not only coaching.
- Be explicit about cultural safety: girls-only/mixed, female staff, privacy/changing, kit/modesty options.
- Reduce barriers with trusted venues, flexible kit messaging, and clear transport/cost support.
- Plan calmly around faith/practicalities: timings, prayer needs, Ramadan adaptations, halal-aware refreshments.
- Progress responsibility before visibility, keeping public-facing roles optional and reversible.

System-level actions to support Muslim girls in physical activity leadership development

Co-develop a faith-aware delivery standard with Muslim girls and local Muslim women (for example, covering prayer space and timing, privacy, clothing, and gender mix) and apply it consistently.

Establish partnerships with local mosques, women's groups, and community organisations so opportunities are introduced in trusted settings.

Develop a funded pathway for Muslim young women into paid assistant and leader roles, including training, mentoring, and supervision.

Monitor participation, retention, and progression by faith identity where young people choose to share this information, and adjust recruitment routes, venues, and timings where patterns indicate barriers.

Review safeguarding and incident-response processes for Islamophobia and gendered harassment, and communicate clear "what happens if" steps.



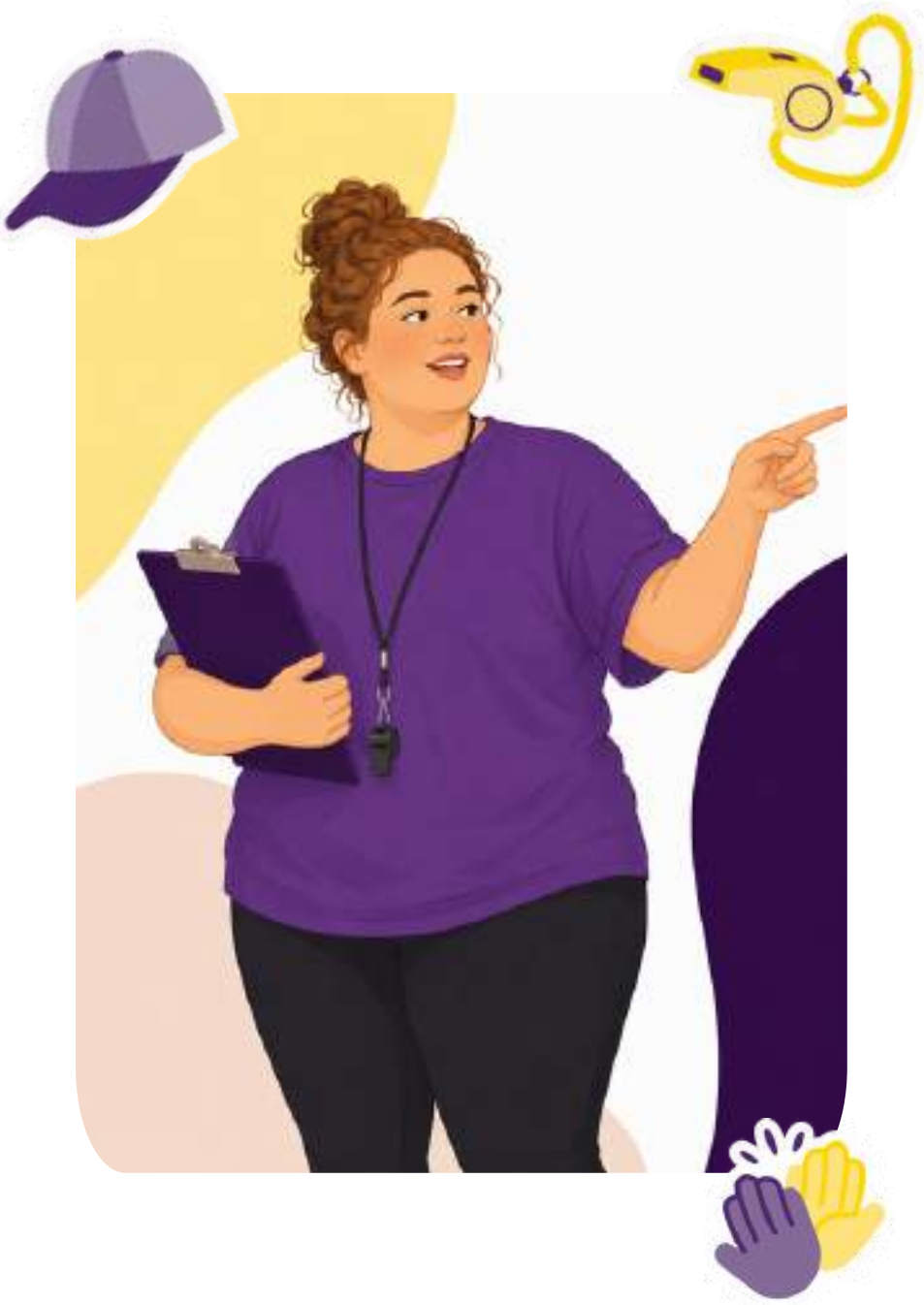


Neurodivergent

Use this section as a starting point for listening, adapting and designing with neurodivergent young people's lives in mind.

"Clear information, predictable choices and flexible participation can reduce the hidden work young people have to do before they even join in."

Consider sensory needs, communication, predictability, instructions, transitions, social pressure, masking, fatigue and flexibility.



What to keep in mind

Neurodivergent girls are often under-recognised in sport and youth leadership settings, particularly where expectations reward rapid processing, spontaneous social interaction, or high-visibility confidence. Neurodivergence is diverse. Needs and preferences may include sensory sensitivities, attention regulation differences, anxiety, and fatigue associated with masking.

Many participants thrive when routines are consistent, communication is concrete, and choice is genuine. Leadership can emerge through strengths such as organisation, creativity, empathy, and problem-solving, particularly when environments reduce overload and avoid placing emphasis on performance or social dominance.

What leadership may mean

Leadership may be understood as contributing strengths, improving how a group functions, and supporting others to feel safe, rather than as public speaking or spontaneous social confidence. Some neurodivergent girls lead through planning, attention to detail, fairness, humour, creative thinking, or calm problem-solving. Others may prefer time and support before taking on visible roles, as sustained social effort can be tiring.

Programmes should legitimise different communication styles (for example, written, visual, one-to-one, or small groups) and recognise self-regulation as a relevant leadership skill.



Possible challenges and how to overcome them

	Barriers to accessing leadership development	Enablers for accessing leadership development
Individual	Sensory overload, anxiety, masking fatigue, variable attention, and differences in processing speed.	Predictable routines, regulation supports, and strengths-based roles.
Family	Limited access to diagnosis or support and prior negative experiences that reduce confidence.	Clear information and adjustments offered without gatekeeping or requiring labels.
Peer	Social ambiguity, teasing or exclusion, and pressure to conform.	Explicit norms, buddying, structured interaction, and clear boundaries on teasing.
Community, education, organisational	Noisy or bright venues, unclear instructions, last-minute changes, and high social demand.	Sensory-informed spaces, multi-format communication, clear scripts, and quiet options.
System, structural, cultural	Under-identification of neurodivergence in girls and stigma around adjustments.	Universal design approaches, staff training, and normalising adjustments as standard practice.

Top tips for planning and delivery for recruiting and working with Neurodivergent girls

- Share a short “what to expect” preview and offer multiple sign-up routes.
- Keep structure consistent, and warn early about changes where possible.
- Offer low-pressure entry options (quiet arrival, observe-first, practical role) to reduce overload.
- Normalise adjustments via a visible menu (quiet space, breaks, headphones, written prompts).
- Avoid forced social performance: no compulsory intros; opt-in sharing; written/visual check-ins.
- Progress in paced steps with rehearsal, notice, choice over visibility, and valuing self-regulation.

System level actions to support Neurodivergent girls in physical activity leadership development

Set minimum universal design expectations across programmes (for example, clear structure, predictable communication, quiet space access, and more than one participation route) so adjustments are routine.

Provide regular staff training and supervision on neurodiversity-affirming practice, including sensory needs, communication differences, and avoiding the assumption that masking indicates comfort or success.

Review selection and assessment approaches so they do not privilege ' extroversion, speed, or spontaneity. Where assessment is used, allow thinking time and accept written or visual responses.

Collect regular feedback on overload points (for example, noise, pacing, and social pressure) and make adaptations visible through simple “You said → We did” updates

Build partnerships with schools, SEND teams, and neurodivergent young people to develop supported and non-stigmatising routes into leadership opportunities.





Living in rural areas or facing transport challenges.

Use this section as a starting point for listening, adapting and designing with young people living in rural areas or facing transport challenges in mind.

“If getting there is difficult, expensive, unsafe or unreliable, participation is already harder before the session starts.”

Consider distance, transport, cost, safety, timing, facilities, digital access, isolation and reliance on lifts.



What to keep in mind

Girls living in rural areas, or with limited access to affordable transport, may want to participate but face long journeys, infrequent or expensive transport, patchy digital access, and safety concerns. These factors can make participation fragile and inconsistent, and may be misinterpreted as low motivation.

Rural opportunities are often centralised and depend on family cars or irregular public transport. This can limit autonomy and create clashes with caring responsibilities and household or work commitments. Programmes are more likely to be effective where delivery is local, low cost, predictable, and where participation and progression do not depend on repeated long-distance travel.

What leadership may mean

Leadership may be understood as self-reliance, responsibility, and contributing to community life, including organising local activities, supporting peers, and problem-solving in small settings. Many girls already take on informal leadership roles in local clubs, farms, faith settings, or community groups, but may have fewer routes to recognised credentials or progression because of geography and transport constraints.

Leadership development is more effective where programmes recognise and value local forms of leadership, provide tangible recognition, and create safe and supported ways to access wider opportunities without placing unrealistic travel burdens on young people or families.



Possible challenges and how to overcome them

	Barriers to accessing leadership development	Enablers for accessing leadership development
Individual	Long or complex journeys, tiring travel, and a perception that opportunities are “too far away”.	Local delivery options, predictable schedules, and clear travel information.
Family	Reliance on family transport, fuel costs, competing work or caring demands, and family safety concerns about travel.	Early notice, daylight-friendly timings where possible, and supported travel arrangements.
Peer	Small peer networks, fear of being the only participant from an area, and limited opportunities to travel with peers.	Buddying, bring-a-friend routes, and recruiting in local clusters.
Community, education, organisational	Centralised provision, venues that are car-dependent, and infrequent sessions that do not align with transport realities.	Satellite delivery in schools and community venues, outreach models, and explicit transport planning.
System, structural, cultural	Structural transport inequity, reduced rural bus services, limited local youth provision, and higher costs of access.	Funded travel schemes, transport concessions, and place-based partnerships that join up schools, youth services, transport, and employers.

Top tips for planning and delivery for recruiting and working with transport poor girls

- Deliver locally where possible so participation doesn't rely on repeated long-distance travel.
- Recruit through trusted local connectors and small local clusters, making bring-a-friend a default.
- Design around transport with predictable schedules, early notice, and clustered blocks.
- Reduce costs through travel support and by avoiding hidden kit/equipment expectations.
- Build safe travel routines (meeting points, buddy travel) and plan around dark/isolated routes.
- Make progression accessible through travel-supported handovers and locally valuable credentials/references.

System-level actions to support transport poor girls in physical activity leadership development

Establish venue access agreements with local schools and community sites to support decentralised delivery.

Commission or fund travel solutions (for example, bus passes, subsidised fares, shared transport, taxis, or minibuses where appropriate), with clear safeguarding and consent processes.

Build place-based partnerships across education, youth services, transport, and VCSE providers to align offers and share transport solutions.

Ensure regional progression routes include travel or digital access support and provide local alternatives where mobility is limited.

Monitor drop-off linked to travel time, cost, season (for example, winter evenings) and adjust programme rhythm and location accordingly.





Young mothers or girls who are pregnant

Use this section as a starting point for listening, adapting and designing with young mothers or pregnant young people's lives in mind.

"Consistency and trust matter when young people have had to manage change, uncertainty or adults coming in and out of their lives."

Consider placement changes, trust, confidentiality, transport, cost, disrupted routines, adult relationships and instability.



What to keep in mind

Young mothers and pregnant girls commonly face stigma, shame, and social isolation from peers, professionals, and services, which erodes confidence and trust. Practical pressures like childcare gaps, low income, housing insecurity, and health or safeguarding concerns can make any extra commitment feel risky or impossible, even when interest is high. Leadership development works best when it is dignity-led, trauma and safeguarding-aware, and framed as supporting their rights, aspirations, and care for their children rather than “fixing” them.

What leadership may mean

Leadership is often experienced as responsibility, resilience, and advocacy: navigating complex services, protecting a child, and making difficult decisions under scrutiny. Many young mothers already practise leadership through coordinating appointments, managing budgets, handling professionals, and providing emotional labour, but these skills are rarely recognised or credentialed. The strongest pathways validate lived expertise, offer low-visibility and safety-led roles as well as public ones, and link to future-focused routes such as education, employment, and community advocacy.



Possible challenges and how to overcome them

	Barriers to accessing leadership development	Enablers for accessing leadership development
Individual	Fatigue, perinatal mental health needs, and internalised stigma can reduce confidence and make regular attendance hard to sustain.	Strengths-based reflection, flexible pacing, and access to mental health and practical support can rebuild confidence and a sense of agency.
Family	Unpredictable childcare, partner or family conflict, and clashes with health or social care appointments limit availability and emotional bandwidth	Childcare-aware planning, options to attend with a baby, and help with scheduling or advocacy around appointments can stabilise participation.
Peer	Young mothers frequently report loneliness, bullying, and fear of judgement from peers, staff, and the wider community	Intentionally non-judgemental spaces, peer-led groups, and opportunities to share experiences on their own terms build belonging and confidence.
Community, education, organisational	Venues, schedules, and rules are often designed around child-free adults, with limited privacy, breastfeeding space, or baby-friendly facilities.	Trusted settings (family hubs, colleges, community centres), private and baby-friendly spaces, and staff trained in stigma reduction improves access and safety.
System, structural, cultural	Poverty, insecure housing, fragmented services, and punitive or unclear policies on return to education and parenting support close off progression.	Coordinated partnerships, clear pathways back into education and work, and warm handovers between services reduce bureaucracy and drop-off.

Top tips for planning and delivery for recruiting and working with young mothers and pregnant girls

- Recruit via trusted routes using strengths-based language that avoids stigma.
- Keep sessions calm and predictable, with choice and peer connection without pressure to disclose.
- Make participation practical: childcare-aware timings, transport/cost clarity, easy re-entry.
- Recognise existing leadership (service navigation, advocacy, budgeting, care work) and credentials where possible.
- Lead with dignity and safety: “no judgement” norms, safeguarding confidence, clear confidentiality boundaries.
- Offer flexible formats (bring baby where appropriate, shorter/drop-in routes) and roles not tied to perfect attendance.

System-level actions to support young mothers and pregnant girls in physical activity leadership development

Focus on building access	Build accessibility into planning, budgets, venue choice, staff training, equipment, communications and leadership pathways from the start. Do not make inclusion depend on disclosure or last-minute fixes.
Ensure access routes and facilities are acccessible	Check venues in practice, not just on paper. Review step-free routes, entrances, lifts, toilets, changing spaces, parking, drop-off points, surfaces and emergency procedures.
Provide varied ways to participate	Plan for adapted equipment, alternative activity formats, role changes and additional support where needed, so young people can take part with comfort and dignity.
Empower staff to support access	Make sure staff and volunteers know how to offer adaptations, ask about support needs respectfully, protect privacy and respond to access issues without making young people feel singled out
Learn from attendance and engagement to understand if access it working	Ask young people what is and is not working. Review attendance, feedback, incidents, venue issues and repeated access barriers, then change the programme design.

System-level actions to support young mothers and pregnant girls in physical activity leadership development

Build accessibility into planning, budgets, venue choice, staff training, equipment, communications and leadership pathways from the start. Do not make inclusion depend on disclosure or last-minute fixes.

Check venues in practice, not just on paper. Review step-free routes, entrances, lifts, toilets, changing spaces, parking, drop-off points, surfaces and emergency procedures.

Plan for adapted equipment, alternative activity formats, role changes and additional support where needed, so young people can take part with comfort and dignity.

Ask young people what is and is not working. Review attendance, feedback, incidents, venue issues and repeated access barriers, then change the programme design.

Make sure staff and volunteers know how to offer adaptations, ask about support needs respectfully, protect privacy and respond to access issues without making young people feel singled out





Experiencing homelessness or housing insecurity

Use this section as a starting point for listening, adapting and designing with young people experiencing homelessness or housing insecurity's lives in mind.

"If a young person does not know where they will be staying, what they can bring, or whether they can get there safely, taking part can feel impossible before the session begins."

Consider housing instability, safety, transport, cost, storage, hygiene, privacy, trust, routines, stigma and emotional stress.



What to keep in mind

Young people experiencing homelessness or housing insecurity may be dealing with uncertainty about where they will sleep, whom they can trust, what they can bring with them, and how safe they feel moving between places.

This can make physical activity and leadership opportunities feel difficult to access, even when a young person is interested. Barriers may include transport, cost, tiredness, hygiene, storage for belongings, changing facilities, stigma, disrupted routines and emotional stress.

Do not assume a young person will want to explain their housing situation. Make support discreet, flexible and practical, and focus on helping them feel safe, respected and able to take part.

What leadership may mean

For young people experiencing homelessness or housing insecurity, leadership may need to start with choice, stability and trust.

Leadership does not have to mean being visible, speaking in front of a group or taking on a formal role. It might mean helping set up a session, welcoming others, sharing ideas privately, supporting a peer, choosing music, helping shape safety rules, or taking responsibility for one small part of an activity.

Some young people may not be able to commit consistently because housing, transport, safety and daily routines may change quickly. Offer leadership roles that are flexible, low-pressure and easy to step in and out of.

The aim is to make leadership feel possible without asking young people to disclose their situation, prove reliability, or take on more responsibility than they can manage.



Possible challenges and how to overcome them

	Barriers to accessing leadership development	Enablers for accessing leadership development
Individual	Housing instability affects energy, focus, stress, confidence and consistency.	Build in low-pressure ways to take part. Offer breaks, flexible attendance, quieter roles and ways to rejoin without needing to explain absence.
Family	Unstable or unsafe accommodation, harmful relationships, lack of safe contact details, and overlapping crises (for example, benefits, court, immigration, or health appointments).	Agreed and discreet contact methods, flexible communication windows, and practical support linked to urgent needs.
Peer	Fear of judgement, pity or exposure may make it harder to ask for support or take on visible roles.	Normalise practical support for everyone. Keep support discreet, protect privacy and offer small behind-the-scenes leadership roles before more visible responsibility.
Community, education, organisational	Transport, storage, hygiene, changing facilities or trust in services may make attendance difficult.	Choose safe and familiar venues, offer travel support where possible, provide secure storage, explain facilities in advance and be consistent, clear and reliable.
System, structural, cultural	Housing insecurity, stigma and disconnected services can make participation harder before the programme begins.	Recognise that barriers are structural, not about motivation. Build flexibility, kit support, food, privacy and safe communication into the programme, and know local referral and safeguarding routes.

Top tips for planning and delivery for recruiting and working with girls experiencing homelessness

- Recruit through frontline trusted routes, not mainly online promotion.
- Expect disrupted attendance and plan for shame-free re-entry and barrier-solving check-ins.
- Keep entry low-barrier: taster-first, minimal forms, flexible timings, no assumptions about stable phone/data.
- Provide practical support as standard (food/drink, travel help, clear directions, calm structure), with kit/hygiene support where feasible.
- Prioritise safety/privacy: safe contact methods and careful handling of names/locations/social media.
- Link progression to stability supports via warm referrals, practical follow-up, and a named adult contact.



Living with a physical disability

Use this section as a starting point for listening, adapting and designing with young people with physical disabilities or mobility needs in mind.

“Access is not just about whether a young person can enter the building. It is about whether they can take part with comfort, choice and dignity.”

Consider venue access, equipment, adaptations, fatigue, pain, transport, personal care, privacy, confidence, dignity and assumptions about ability.



What to keep in mind

Young people with physical disabilities or mobility needs may face barriers before, during and after a session. These can include transport, step-free access, toilets, changing spaces, equipment, pain, fatigue, personal care, privacy and whether adaptations are offered in a respectful way.

Do not assume what a young person can or cannot do. Ask what helps them take part comfortably and safely. Make adaptations normal, flexible and available without making anyone feel singled out.

Physical access should be checked in practice, not just on paper. A venue being described as “accessible” does not always mean the route, entrance, toilets, changing spaces, equipment or activity set-up will work for every young person.

What leadership may mean

For young people with physical disabilities or mobility needs, leadership should not depend on physical demonstration, speed, stamina or being able to take part in the same way as everyone else.
Leadership might mean planning activities, giving feedback, supporting peers, adapting rules, welcoming others, helping with communication, organising equipment, co-leading discussions, making decisions or shaping how sessions are made more accessible.

Some young people may want visible leadership roles. Others may prefer practical, creative, relational or behind-the-scenes roles. Offer choice, avoid assumptions, and make sure leadership opportunities are accessible from the start.



Possible challenges and how to overcome them

	Barriers to accessing leadership development	Enablers for accessing leadership development
Individual	Pain, fatigue, confidence or changing energy levels affect how participation feels day to day.	Offer flexible ways to take part. Build in breaks, rest options, role changes and permission to step out or adapt the activity without needing to explain repeatedly.
Family	Families or carers may have concerns about safety, transport, personal care, medical needs or whether the programme will be inclusive.	Provide clear information in advance. Explain access, supervision, safeguarding, facilities, adaptations and who to contact. Involve families or carers where appropriate, while keeping the young person's choice and dignity central.
Peer	Assumptions from peers may make young people feel singled out, underestimated or over-helped.	Set respectful expectations across the group. Normalise adaptations for everyone, challenge patronising behaviour, and ask before helping rather than assuming what support is needed.
Community, education, organisational	Venues, equipment, toilets, changing spaces, transport or session design are not genuinely accessible.	Check access in practice before sessions. Review routes, entrances, lifts, toilets, changing spaces, parking, transport, equipment and activity set-up. Make changes before the young person has to ask.
System, structural, cultural	Disability access is treated as an individual adjustment rather than a programme design responsibility.	Build accessibility into planning, budgets, venue choice, staff training, equipment, communications and leadership pathways from the start. Do not make inclusion depend on disclosure or last-minute fixes.

Top tips for planning and delivery for recruiting and working with girls living with a physical disability

- Check that the venue access works in practice and not just in theory
- Ask young people what will work for them. Each young person will have different needs, do not assume you know how to provide support
- Offer different and flexible opportunities to take part as standard practice and not just as a special exception for individuals
- Work with young people to understand their personal care, equipment and support needs.
- Recognise that leadership can include planning, organising, and delivering activities. It can also involve using voice, shaping accessibility and supporting peer and programme development.
- Where possible, include access considerations and adaptations in budgets, venue choice, staff training, equipment, communication and risk assessment from the start.

Include access needs in budgets, venue choice, staffing, equipment, transport planning, communications and risk assessments. Do not treat ‘ accessibility as a last-minute adjustment.

Visit venues before sessions. Check step-free routes, entrances, lifts, toilets, changing spaces, parking, drop-off points, surfaces, adapted equipment and activity set-up.

Make sure staff know how to offer adaptations, ask about support needs respectfully, avoid assumptions, protect privacy and respond to access issues without making young people feel singled out.

System-level actions to support young people living with a physical disability in physical activity leadership development



Ask young people what is and is not working. Review attendance, feedback, incidents, venue issues and repeated access barriers, then change the programme design.

Offer breaks, role options, adapted activities and leadership roles that do not depend on physical demonstration, speed, stamina or standing at the front.

Continue exploring the toolkit

Ready to move on? Continue to the next section:
[Next: insert section title and link]

You can also return to the Leaders Like Us toolkit at a glance page to explore the modules and principles in any order.

Contact us

If you have questions about the Leaders Like Us toolkit, would like to discuss how to use the resources in your setting, or are interested in working with us, please get in touch.

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We welcome feedback on the toolkit, including how you have used or adapted the resources and what you have learned.



