VITAL ADAPTATION®

OUTDOOR INCLUSION

The UK's leading half day workshop

An invitation to become an Accredited Facilitator™

Vital Adaptation | January 2027 cohort | Information Pack

Applications close: Friday 18 December 2026

Every organisation that works outdoors – or takes people outdoors – needs someone who knows what to do. Not in theory. In practice.

This pack invites experienced professionals to become Outdoor Inclusion Accredited Facilitators™: part of the UK's first licensed community dedicated to impairment-based participation and inclusion in outdoor spaces.

The programme is managed by Vital Adaptation bringing together medicine, occupational therapy and experience in Mountain Leadership under the guidance of Dr Joanna Byers.

Get in touch and/or see what we do	***Register for a Free Taster Workshop***: https://www.vitaladaptation.com/outdoorinclusion ***If you would prefer an individual conversation, you can also book a 20-minute consultation*** https://app.zencal.io/u/joanna-byers-1765962613/outdoor-inclusion
Applications close	**Friday 18 December 2026**
Training and induction	**13th January 2027, 9.30-12.30pm; 1st February 9.30-12.30pm**
Independent delivery	After individual assessment/approval **17th February 9.30-12.30pm**
Licence	One licence for internal EDI leads and external trainers

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This programme is not a clinical qualification and does not constitute medical advice. It is a professional development programme for Facilitators working in outdoor settings.

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EXECUTIVE SUMMARY

Become an Outdoor Inclusion Accredited Facilitator™ and help turn inclusion commitments into everyday practical consideration.

An invitation to take part does not mean everyone feels able to join in. A staff away day, school visit, community walk or wellbeing activity can present barriers that are easily overlooked. Understanding what someone needs, and making a practical adaptation, can open up opportunities for connection, confidence and belonging.

Vital Adaptation is inviting applications for its founding January 2027 Facilitator cohort. This 12-month programme prepares and supports you to deliver *Outdoor Inclusion in Practice*, a three-hour workshop for all staff, practitioners and volunteers, whatever their role or experience.

The workshop explores physical, sensory and cognitive barriers to outdoor participation. Through realistic scenarios and practical discussion, participants learn to ask useful questions, involve the people concerned and consider what could help. Each participant leaves with a personal action plan identifying steps to take, questions to follow up and areas to explore further.

Developed under the guidance of Dr Joanna Byers, the programme brings together medicine, occupational therapy and Mountain Leadership experience. It builds on Vital Adaptation's established professional development workshops delivered since 2024.

The licence offers two routes to making an impact:

- **Within your organisation:** deliver the workshop to staff across teams and departments, helping colleagues apply existing EDI commitments to outdoor activities, services and everyday decisions. In-company delivery is unlimited throughout your licence period with the organisation named as the licensee..
- **As an independent trainer or training provider:** add Outdoor Inclusion to your training portfolio, and continuing professional development,, offer it to existing clients and develop relationships with organisations seeking practical inclusion support. You as the individual will be the licensee.

You receive two 3-hour onboarding workshops, a fully scripted Facilitator guide, reusable presentation slides, scenarios, participant resources and feedback tools. Your development continues through eight scheduled Facilitator discussion and Q&A sessions, a moderated WhatsApp community and programme updates during your first year. Following training and assessment, you can deliver within your agreed licence scope and use the Outdoor Inclusion Accredited Facilitator™ designation.

The fee is £5,000 for the 12-month process, whether you deliver internally or to external clients. There are 20 places in the founding cohort, with initial training on **13 January and 1st February 2027**. Applications close on **Friday 18 December 2026.**

If you want to help more people participate outdoors - and equip others to do the same - we would love to work with you.

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To arrange a conversation or to apply, email vitaladaptation@gmail.com with the subject "January 2027 Outdoor Inclusion".

PART ONE - Outdoor Inclusion and EDI

Outdoor Inclusion helps organisations turn their inclusion commitments into practical decisions wherever they work outdoors or take people outdoors. The focus is impairment-based participation: understanding how physical, sensory and cognitive impairments, and fluctuating health needs, interact with the environment, the activity and the way support is offered.

Diversity, equity and inclusion (EDI), also commonly described as equality, diversity and inclusion (EDI), should extend beyond offices, buildings and well-written policies. Outdoor programmes, public spaces, healthcare activities, staff events and customer experiences can all contain barriers. Outdoor Inclusion connects the EDI lead with the people who design, commission, maintain and deliver these experiences.

The licensed Facilitator™ invitation

Vital Adaptation's programme prepares individually approved Facilitators™ to deliver a three-hour workshop covering physical, sensory and cognitive impairment and outdoor participation. The licence supports internal staff delivery or external training within an agreed scope, with approved materials, preparation, observed delivery, peer learning and review. It is not a clinical qualification, an extension of an outdoor activity qualification or a guarantee of legal compliance.

For the January 2027 cohort, the existing pack sets an application deadline of **Friday 18 December 2026 with early 2027 induction.** The proposed licensed Facilitator™ fee is £5,000 for a 12-month term; final fees and terms are confirmed in writing. The following sections retain the original programme, licence, fee, timeline and application information.

The most overlooked corner of inclusion

Getting more people active outdoors is one of the clearest public health opportunities we have, and the evidence for the positive effects of time outdoors keeps growing. Yet for disabled people and people living with long-term conditions, the outdoors is still too often the place where inclusion quietly stops.

The need is real and it is everywhere: health trusts, local authorities and public sector bodies; social prescribing and green social prescribing programmes; outdoor education providers and forest schools; community walk leaders, activity centres, community gardens, sailing clubs and climbing walls. In short, any organisation that takes people outdoors. Most of them have inclusion policies. Very few have someone who can turn those policies into confident practice on a hillside, a riverbank or a muddy path.

That is because the practical, sometimes messy questions rarely get answered. What do you do when a participant uses a colostomy bag? Where is the nearest Changing Places toilet? How do you support someone with a cognitive impairment who becomes distressed on a route? What do you actually say when a wheelchair user rings to ask about a trail? What are your options when someone's stamina varies from day to day?

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This is not a niche topic. It sits squarely within national drives to get more people active outdoors, and it is an Equality Act consideration for any organisation offering outdoor activity – including the duty to anticipate and make reasonable adjustments. Funding and training have not kept pace. Outdoor Inclusion exists to close that gap, one confident Facilitator at a time.

> *"People are often afraid of getting it wrong – so nobody goes there. Outdoor Inclusion changes that."*

Why organisational competence in Outdoor Inclusion is becoming increasingly important

More people are being encouraged to spend time outdoors for their health, wellbeing, learning and social connection. This creates a growing practical need for people who can help make those opportunities accessible and welcoming.

This is evidenced by:

1. Outdoor participation is increasing

Natural England's 2025–26 survey found that 68% of adults in England had visited a green or natural space in the previous fortnight, up from 62% in 2020–21. As participation grows, understanding who is still missing out becomes increasingly important.

2. Outdoor activities are becoming part of health and wellbeing support

Green social prescribing connects people with activities such as walking groups, community gardening and conservation volunteering. New practitioner guidance published in June 2026 supports organisations receiving referrals from health services. This creates a practical need to understand participants' circumstances, communicate clearly and provide appropriate support.

3. The people who could benefit can face substantial barriers

Natural England identifies poor health as a major barrier to spending time in green spaces. Concerns about facilities, including toilets and benches, also affect participation. Encouraging someone to go outside needs to be accompanied by understanding what would make that possible for them.

4. An ageing population brings changing needs

The UK's population of pensionable age is projected to increase by 1.8 million between 2024 and 2034. Organisations serving communities need to be prepared for a wider range of mobility, sensory and support needs, while recognising that everyone's circumstances are different.

5. Participation remains unequal

Sport England's 2024–25 survey found that 49.1% of disabled adults and people with long-term health conditions were active, compared with 64.6% of adults overall. These figures cover all physical activity, but they underline the importance of understanding barriers rather than assuming an invitation is enough.

6. Organisations need practical ways to apply inclusion

Staff events, school trips, community programmes and everyday activities all involve decisions about locations, transport, communication, facilities and support. Outdoor

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Inclusion gives staff a shared approach to asking questions, involving people and considering adaptations.

These developments point to a growing need for Outdoor Inclusion competence across organisations. The skill is in recognising what might prevent someone from joining in and working with them to make participation possible.

How can we integrate Outdoor Inclusion into our current approach to EDI?

Outdoor Inclusion helps you put your existing commitment to diversity, equity and inclusion into practice whenever people take part in activities beyond your buildings.

This might include staff events, school trips, community activities, visits, outdoor learning or wellbeing initiatives. It encourages you to ask: **Who might be missing out, what is getting in their way, and what could we do differently?**

You can build Outdoor Inclusion into your existing approach by:

- **Including it in staff development.** Use the three-hour workshop to help colleagues recognise barriers and explore practical adaptations.
- **Making it part of activity planning.** Consider physical, sensory and cognitive needs when arranging transport, choosing locations, communicating plans and organising support.
- **Involving the people concerned.** Ask what would help them participate, rather than making assumptions about their abilities or needs.
- **Connecting it with existing procedures.** Add relevant prompts to your event planning, accessibility reviews, wellbeing activities and participant feedback.
- **Learning from experience.** Share examples of what has helped someone participate and use that learning to improve future activities.

A licensed Facilitator™ within your organisation can deliver the workshop, encourage these conversations and help colleagues apply the learning to their own roles.

Small changes can make a considerable difference. Outdoor Inclusion helps your EDI commitment reach the everyday decisions that determine whether someone feels able to join in.

Becoming an accredited Facilitator™ in Outdoor Inclusion

Who does your organisation turn to when an outdoor participation question does not fit neatly within an existing policy? The role Outdoor Inclusion Accredited Facilitator™ can sit with a EDI or disability inclusion lead, a training manager, parks or leisure manager, an outdoor learning lead, a learning-and-development professional, or a suitably experienced health or community professional role.

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PART TWO – Meeting the needs in your organisation

Outdoor Inclusion is the practical outdoor expression of an organisation's EDI commitments. It asks whether disabled people and people living with long-term conditions can understand an opportunity, reach it, make an informed choice, participate with appropriate adjustments and return safely. A policy is a starting point; the experience on the ground is the test.

A specialist focus within a wider inclusion agenda

The programme focuses on physical, sensory and cognitive impairment and participation, rather than attempting to cover every aspect of EDI. Its contribution should sit alongside work on other protected characteristics and intersecting barriers, including cost, language, cultural expectations, transport and caring responsibilities. It should never be assumed that everyone with the same diagnosis has the same needs or preferences.

Responsibilities and good practice are not the same thing

In England, Scotland and Wales, the Equality Act 2010 provides the core framework for disability discrimination and reasonable adjustments. Service providers should anticipate barriers for disabled people rather than wait for an individual complaint about a lack of opportunity. Employment adjustment duties operate in their own context and should be considered with HR. Local authorities and NHS bodies must also consider their Public Sector Equality Duty: having due regard to eliminating unlawful discrimination, advancing equality of opportunity, and fostering good relations. The duty can also apply to other organisations when exercising public functions. [1, 2]

The Public Sector Equality Duty is not a blanket duty on every private business. Nor does equality law require every route, venue or activity to be usable by everyone in every circumstance. The organisation should identify the applicable duties, consider reasonable adjustments and avoid unsupported blanket exclusions. Specific public-sector requirements differ across Great Britain. Northern Ireland has a separate equality framework; organisations operating there should obtain advice on the applicable requirements. [1, 2]

Shared ownership, with a clear route into decisions

The EDI lead connects outdoor participation with strategy, equality review and governance. Service managers own delivery decisions; HR supports employment adjustments; estates teams manage physical environments; procurement teams address commissioned provision; and clinical, safeguarding and health-and-safety leads retain their specialist responsibilities. A named Outdoor Inclusion specialist helps these teams work together rather than becoming the sole owner of inclusion.

From commitment to evidence

Good practice involves seeking and responding to the perspectives of disabled people, recognising the diversity of their experiences and the importance of meaningful involvement in decisions affecting participation.

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Review the whole participation journey, identify barriers, agree on practical improvements and allocate appropriate responsibilities and resources. Record the reasons for decisions, adjustments considered, unresolved barriers and follow-up actions.

Evaluate participation experiences, feedback and reasons for non-participation, rather than relying on attendance alone. Use existing data-governance arrangements and avoid collecting unnecessary personal health information.

Training and a Facilitator™ Licence can support organisational learning and continuous improvement, but neither alone demonstrates or certifies compliance.

Where is Outdoor Inclusion relevant?

Outdoor inclusion extends far beyond traditional outdoor activity provision. Across public services, healthcare, education and business, organisations influence whether people can access, participate in and benefit from outdoor environments and activities.

This may involve considering physical access, sensory environments, communication, cognitive demands, individual health needs, activity design, staffing or organisational processes.

Outdoor inclusion is not simply about whether someone can access a space. It is about whether they can participate meaningfully, with appropriate choice, support and consideration of their individual needs.

Applications across five sectors

Sector	Examples of relevant activities and responsibilities
Local authorities	Parks and public spaces; rights of way; community activities; public health; social prescribing; planning; leisure; commissioning.
Other public sector bodies	Staff wellbeing; occupational health; outdoor training; team development; community engagement; public-facing facilities.
Health trusts	Rehabilitation; therapeutic gardens; mental health services; community programmes; social prescribing; staff wellbeing.
Universities and colleges	Outdoor teaching; fieldwork; educational visits; placements; campus access; student and staff wellbeing.
Businesses	Outdoor customer experiences; workplace activities; staff wellbeing; recruitment; corporate events; outdoor work and volunteering.

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From awareness to practical action

Although outdoor inclusion may be relevant across numerous departments and activities, responsibility is often distributed between different teams.

Developing an internal Outdoor Inclusion specialist or trained facilitator can help organisations recognise participation barriers, improve communication, consider proportionate adaptations and support more consistent approaches across their existing activities.

The role is intended to complement established professional responsibilities, policies and governance arrangements, rather than replace specialist clinical, disability, safeguarding or health and safety expertise.

The opportunity is to move beyond general awareness towards practical, coordinated and sustainable approaches to outdoor inclusion.

For further detail, Appendix A provides 50 examples across the five sectors, including responsibilities to consider and suggested good practice. Organisations should interpret these examples in relation to their own functions, location and applicable requirements.

References

[1] Great Britain (2010) Equality Act 2010. c.15. London: The Stationery Office. Particularly sections 20–21 (reasonable adjustments), 29 (services), 149 (Public Sector Equality Duty) and Schedules 2 and 19. Available at: https://www.legislation.gov.uk/ukpga/2010/15/contents

[2] Equality and Human Rights Commission (2026) Equality Act 2010: Code of Practice for Services, Public Functions and Associations. London: EHRC. Particularly Chapter 7 (reasonable adjustments) and Chapter 11 (services and public functions). Available at: https://www.gov.uk/government/publications/equality-act-2010-code-of-practice-for-services-public-functions-and-associations-2026

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PART THREE – The UK's leading half day workshop in Outdoor Inclusion – for all staff

Outdoor Inclusion in Practice is a 3-hour, cross-sector professional development programme built on Vital Adaptation's established and positively evaluated outdoor inclusion workshops. It helps professionals understand how physical conditions, sensory differences and cognitive changes influence participation in outdoor environments, developing the confidence to ask better questions, explore proportionate adaptations and make informed decisions within their professional roles.

Combining health-informed functional understanding, occupational participation principles and realistic outdoor scenarios, the programme supports organisations to move beyond awareness towards practical, embedded inclusive practice.

The organisational licensing model enables appropriately prepared internal Facilitators to deliver consistent training, supported by structured resources, quality assurance and continuing professional learning.

About the Half Day Workshop

Outdoor Inclusion in Practice is a 3-hour, cross-sector professional development programme designed to help organisations support more informed, adaptable and meaningful participation in outdoor environments.

The workshops further develop Vital Adaptation's established professional development workshops delivered since 2024, covering physical, sensory and cognitive impairment and outdoor participation.

This is practical, scenario-based learning that helps people recognise barriers, explore adaptations and make more inclusive decisions.

Participants work with situations relevant to their organisation, from staff activities and outdoor trips to community events, outdoor learning and organised walks. They leave with an action plan for their own role, department or setting.

No specialist knowledge or outdoor experience is required. Participants bring their own experiences, questions and willingness to explore how we can include one another.

Who is the workshop for?

The workshops are for **all staff, practitioners and volunteers**, whatever their role, experience or level of responsibility. Everyone can contribute to making outdoor spaces, activities and everyday experiences more inclusive.

The programme is particularly relevant for:

- Businesses, including staff teams, managers and those responsible for EDI, wellbeing and workplace events.
- Local authorities and public health services.
- NHS, rehabilitation, health and social care organisations.
- Charities, community walking groups and voluntary organisations.
- Outdoor activity, adventure and education providers.
- Nurseries, schools, colleges, universities and forest schools.
- Green social prescribing and nature-based wellbeing programmes.
- Environmental, conservation and community engagement organisations.

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One core programme across sectors

The teaching principles and learning objectives remain consistent. Scenarios, terminology and practical examples can be tailored to the organisation, the people involved and their everyday activities.

For example, a business might explore participation in a staff away day; a forest school might consider sensory needs during outdoor play; and a community walking group might discuss changing energy levels, balance or communication needs.

These examples help participants connect the learning with their own experiences and identify practical steps towards greater inclusion.

The workshop is for all staff, whatever their role, experience or level of responsibility. Everyone can contribute to making outdoor spaces, activities and everyday experiences more inclusive.

Whether participants are joining a team event, spending time outside with colleagues, supporting a service user or organising an activity, the workshop helps them recognise what might prevent someone from taking part and explore what could help.

Workshop objectives

The workshop will enable participants to:

1. Understand Outdoor Inclusion and its connection with their existing EDI commitments.
2. Recognise physical, sensory and cognitive demands that may create barriers to participation.
3. Ask useful questions and involve people in decisions about their participation.
4. Explore practical adaptations to activities, communication, environments and support.
5. Respond constructively when they do not have all the answers.
6. Identify changes they can introduce in their own organisation.

Key points

- **Outdoor Inclusion and EDI:** Understanding inclusion as part of everyday practice.
- **Physical participation:** Exploring mobility, balance, stamina, dexterity, pain and changing energy levels.
- **Sensory participation:** Considering hearing, vision, sensory processing and outdoor environments.
- **Cognitive participation:** Exploring memory, attention, instructions, processing time and changes to plans.
- **Putting inclusion into practice:** Using realistic scenarios to identify barriers, ask questions and consider practical adaptations.
- **Small details, big differences:** Recognising how simple changes can improve participation.
- **Understanding individual needs:** Knowing what to ask, when to check in and how to avoid assumptions.
- **Five questions that change participation:** A practical framework for informed, person-centred decisions.
- **Taking action with confidence:** Knowing when to adapt, seek advice or involve others, without needing every answer.
- **Personal Action Plan:** Identifying practical improvements to take back to your role or organisation.

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Organisational application and benefits

The final part of the programme connects learning to existing organisational arrangements, including:

- Booking, referral and information-gathering processes.
- Activity planning and environmental considerations.
- Communication and reasonable adjustments.
- Risk assessment and decision-making.
- Safeguarding, escalation and professional boundaries.
- Documentation, staff responsibilities and organisational procedures.

Participants will develop an **Outdoor Inclusion Action Plan**, identifying relevant questions, potential improvements, responsibilities and next steps.

The workshop provides a shared approach to discussing Outdoor Inclusion, practical prompts to strengthen activity planning and examples that connect EDI commitments with everyday decisions.

It also creates opportunities to learn from people who have found participation difficult or have previously been left out.

Outcomes for participants

By the end of the workshop, participants will be able to:

1. Identify potential physical, sensory and cognitive barriers in a familiar activity.
2. Use the five practical questions to explore a participation challenge.
3. Suggest adaptations and explain what they would need to check before introducing them.
4. Recognise when further information or specialist advice is needed.
5. Set out one action they will take in their own work.

What participants take away

Participants leave with a personal action plan identifying practical steps they can take, questions to follow up and areas to explore further. This provides a starting point for applying the learning in their everyday lives, with colleagues and with the people they support.

What participants say

"This presentation was one of the best, if not the best, presentation I have ever received. It was both engaging and relevant to my job as a mountain leader. The topics covered were detailed but not onerous…had just the right balance. The presentation made me consider my own methods of client medical forms and I will be making some tweaks based on what we discussed. Traditionally, I'm not keen on online seminars but I can honestly say this one kept me alert, awake and engaged throughout. Excellent!"

"The most common physical conditions were covered and related well to the outdoor environment. Interactive sessions were also included which helped participants to

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contemplate what adaptations would be helpful and what other considerations would be required to make outings safe, comfortable and thus enjoyable".

"It has been very informative and helpful and I think it gives me a clearer understanding and confidence to implement things to my daily practice."

"Diolch o galon (thanks from the heart) again [for the workshops] they were extremely interesting and I dare say transformational on my approach to consciously incorporating more accessible elements in my outdoor practice... It's definitely added an interesting element to my practice."

"I found the workshops very informative and helpful. [There was] a relaxed and positive learning environment that allowed us to ask questions, discuss and understand various conditions regardless of whether they were new to us or familiar. The workshop content was a good balance between theoretical background/medical information and practical tips for us as outdoor leaders. I feel much more confident now that I can make adaptations to make my activities more accessible and support people with various needs. I am more aware of what to consider or look out for now, and what the implications are when people declare something on their registration form. Perhaps most importantly, I feel more confident to ask people how I can best support them and have these conversations."

Two ways to take Outdoor Inclusion forward

1. Attend the workshop

- **For staff, practitioners and volunteers**
- **3 hours duration**
- **Understand participation barriers, explore adaptations and develop an action plan for your role.**

2. Become a facilitator

- **For experienced professionals and trainers**
- **12 months duration**
- **Develop the skills and gain approval to deliver the workshop, with licensed materials and ongoing professional support.**

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PART FOUR – Invitation to become an Accredited Facilitator™ in Outdoor Inclusion

What your licence includes

The Facilitator licence is designed to enable you to deliver the Outdoor Inclusion workshop confidently and professionally with 12 months continuing individual and community support.

You will receive:

- Two x 3-hour onboarding workshops with your colleagues from other organisations and sectors
- A Facilitator guide, approved presentation files, session plans and facilitation guidance
- Approved scenarios, checklists, participant handouts, reflection prompts and feedback forms
- Templates for attendance records and certificates
- Approved programme descriptions and Facilitator wording for proposals and publicity
- Eight scheduled community case-discussion and Q&A sessions across your first 12-month year
- A moderated WhatsApp community group and member resources
- Programme updates

What you can call yourself

The practical approval session is a supportive opportunity to practise facilitating part of the Outdoor Inclusion in Practice workshop, receive feedback and build confidence for delivery. You'll work in small groups and agree on any next steps. Once you've completed onboarding and received facilitator approval, you'll join the 12-month peer group for ongoing support and shared learning. After assessment and approval, you may use the designation Outdoor Inclusion Accredited Facilitator™ for the duration and scope of your licence.

Fee

Join the founding cohort of a specialist UK programme on Outdoor Inclusion at a time when this area of inclusion is growing significantly in demand.

The licensed Facilitator™ fee is **£5,000 for the 12-month development programme**. The fee is the same whether you deliver the workshop within your organisation or as an independent trainer working with external clients. Some organisations may have two or three licensed Facilitators™ (e.g., depending on size or geographic locations.)

A **fee reduction of £8000 for two places** will be available for a second facilitator attending from the same organisation.

Value for organisations

In-company delivery is unlimited, so you can train and support as many staff as you wish, at times that suit your organisation, throughout your licence period.

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Opportunity for independent trainers and training organisations

The licence enables you to generate income by delivering the three-hour Outdoor Inclusion workshop to external clients.

For example, delivering one workshop a week at £1,200 per workshop over 40 weeks would generate **£48,000 in gross revenue**, before the licence fee and other delivery costs. This is an illustration of the opportunity; actual income will of course depend on your pricing, bookings and delivery schedule.

This is a workshop that Training Providers and Independent Trainers can add for their current clients as well as an additional offering to attract new clients.

The Outdoor Inclusion Facilitator™ licence works whether you are delivering to your own staff (e.g., as an inclusion lead or EDI manager within an organisation (or an independent trainer or training company (delivering to external clients).

Building upon your learning beyond year one

You may renew your license after 12 months. Your first year helps you become established as a licensed Facilitator™. Renewal supports your continued delivery and development over the following 12 months. The renewal fee includes:

- **Continued delivery rights** within your agreed licence, enabling you to train new staff, support existing teams or deliver workshops to external clients.
- **Access to current teaching resources**, including revisions to the facilitator guide, presentations and participant materials.
- **Licensed Partner calls** to explore challenges, share experience and learn from other Facilitators.
- **Continued recognition as an Outdoor Inclusion Licensed Facilitator™**, with permission to use the programme name and approved branding.
- **Opportunities to develop your practice**, drawing on the questions, adaptations and examples emerging across the licensed Facilitator™ community.

As your experience grows, you can apply the programme in more settings and build on the relationships and opportunities developed during your first year.

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Frequently Asked Questions

What can I expect from the Licensed Partner calls?

These informal and friendly calls bring our licensed Facilitators™ together to share experiences, ask questions and learn from each other. They are an opportunity to discuss practical outdoor inclusion challenges, explore different approaches and share what is working in your organisation. You can bring a situation you are finding difficult, ask colleagues for ideas or contribute something that might help someone else. You do not need to have all the answers. Together, we build our confidence in asking useful questions, involving the people concerned and finding ways to enable participation.

What online support is included in the licence fee?

Alongside your trainer development, you receive 12 months' access to our Facilitator resources to help you deliver the Outdoor Inclusion workshop. These include:

- A step-by-step facilitator guide with a full workshop script, timings and prompts.
- Presentation-ready slides.
- Practical scenarios exploring physical, sensory and cognitive barriers to participation.
- Guidance for facilitating interactive exercises and responding to questions.
- Suggestions for engaging participants in person and online.
- Feedback and reflection tools.
- A practical guide for participants to use after the workshop.

The resources help you prepare, deliver the workshop and recognise when a question needs further information or specialist advice.

How do you help us measure the impact of Outdoor Inclusion and support its ongoing success?

Your licence includes simple feedback and reflection tools to help you understand what participants have learned and what they are doing differently. We encourage you to look for practical changes: a barrier someone has recognised, a conversation they have started, an adaptation they have introduced or an opportunity for participation they have opened up.

You can bring these experiences to our collaborative calls, sharing progress and exploring challenges with other licensed Facilitators™. These conversations also help us develop the programme through what we are learning together.

What do staff receive when they attend an Outdoor Inclusion workshop?

Participants receive an Outdoor Inclusion summary handout with practical guidance to help them apply the learning in their own work. This encourages them to ask:

- What does this person want to do?
- What might get in the way?
- What information are we missing?
- Who do we need to involve?
- What could we adapt to help make participation possible?

The guidance provides a starting point for conversations, planning and everyday decisions - helping staff turn their commitment to inclusion into practical action.

What does the License not permit?

Please note that to protect standards and the integrity of our work together, the following are not

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permitted:

- Sublicensing, training other Facilitators, or sharing teaching materials with unlicensed colleagues
- Presenting a modified version of the programme under the Vital Adaptation or Outdoor Inclusion name
- Recording sessions or using materials on other platforms without prior written agreement

Will recordings be accessible?

Recorded foundation teaching will be available from the January and February delivery sessions, supported by live preparation clinics and the licensed Facilitator™community. Practical arrangements will be confirmed when you join us.

Can I apply now?

Yes, applications are open now for places for 2027..

Is there anywhere I can find out more?

Interested in becoming an Outdoor Inclusion Accredited Facilitator™? Join one of our free, one-hour online taster workshops to explore the programme before applying.

We'll introduce the approach, work through a short practical scenario and explain the facilitator training, internal and external licensing options, and 12 months of ongoing professional development.

Choose from the following three dates:

- Monday 23 November 2026, 12:00–1:00 pm
- Wednesday 2 December 2026, 12:00–1:00 pm
- Wednesday 9 December 2026, 3:00–4:00 pm

Register for your free place: https://www.vitaladaptation.com/outdoorinclusion

Your Microsoft Teams joining link will be sent by email following registration.

You only need to attend one session, and there is no obligation to apply for the facilitator programme.

If you would prefer an individual conversation, you can also book a 20-minute consultation.

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The 2027 timeline – applications are open now

Here are the key dates for your diary. Please note there are only 20 places available on the initial programme, so please apply as soon as you are able.

Let's get to know each other	***Register for a Free Taster Workshop***: https://www.vitaladaptation.com/outdoorinclusion *Choose from three dates:* • *Monday 23 November 2026, 12:00–1:00 pm* • *Wednesday 2 December 2026, 12:00–1:00 pm* • *Wednesday 9 December 2026, 3:00–4:00 pm* *Your Microsoft Teams joining link will be sent by email following registration. You only need to attend one session, and there is no obligation to apply for the facilitator programme.* ***If you would prefer an individual conversation, you can also book a 20-minute consultation*** https://app.zencal.io/u/joanna-byers-1765962613/outdoor-inclusion
Applications close	Please reserve your place(s) early. Latest date to return your Application Form is **Friday 18th December 2026**
Confirmation of offer	Final confirmation emails for places on the 2027 programme will be sent out on **Monday 21st December 2026**
Register	Please confirm your acceptance and return your payment with the signed agreement. You will then receive full details of January training dates.
Initial training for Outdoor Inclusion Facilitation (2027)	**13th January 2027; 1st February 9.30-12.30pm** (plus **approval session 17th February 9.30-12.30pm,** Delivery practice and 12 months Peer group development begin.)

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Application Form - Book your place(s)

Applications close Friday 18 December 2026
Training begins 13th January 2027

Name	
Email	
Position	
Organisation	
Address	
Postcode	
Tel	
Purchase Order Number (if relevant)	
Name of Facilitator 1	
Position	
Name of Facilitator 2	
Position	

- **Experience it first.** Want to learn more about the programme before you book? Book onto a free taster workshop in November and December - dates are at https://www.vitaladaptation.com/outdoorinclusion

- **Please return this form to vitaladaptation@gmail.com** with the subject line *"January 2027 Outdoor Inclusion."*

- **Applications are open now** for places for 2027.

Outdoor Inclusion *- If you care about getting more people active and participating outdoors (and about giving the professionals who support them the knowledge and confidence to do it well) – we'd love to work with you.*

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Appendix A

Explore the relevance and operation of Outdoor Inclusion in five key sectors

A – Local authorities: 10 areas of operation

B – Other public sector bodies, including police and emergency services: 10 areas of operation

C – Health trusts: 10 areas of operation

D – Universities, colleges and further education providers: 10 areas of operation

E – Businesses: 10 areas of operation

Following this we can then look at who will be the Outdoor Inclusion specialist in your organisation.

A – Local authorities: 10 areas of operation

Apply these areas to your organisation's actual functions and location. "Responsibility to consider" identifies an issue to review; "Good practice" suggests a practical response.

1. Parks, gardens and public green spaces

Responsibility to consider: Consider disability access and reasonable adjustments when managing public outdoor services and facilities.

Good practice: Review entrances, paths, seating, shade, sensory demands and accessible facilities with disabled users. Publish specific access information and allocate responsibility for maintenance.

2. Public rights of way, countryside routes and trails

Responsibility to consider: Check the authority's relevant access and highways functions alongside equality responsibilities; powers and duties vary by nation and authority type.

Good practice: Review restrictive gates, stiles, surfaces and rest opportunities. Prioritise improvements within the authority's remit and coordinate with landowners where needed.

3. Planning, regeneration and public-realm projects

Responsibility to consider: Bring equality considerations into relevant public decisions and check applicable planning and design requirements.

Good practice: Include disabled people early in design reviews. Examine routes between transport, entrances and facilities, rather than treating an accessible feature as an isolated solution.

4. Playgrounds, outdoor leisure and sports facilities

Responsibility to consider: Consider inclusion in the facilities and activities the council provides, manages or commissions.

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Good practice: Offer varied ways to play and participate together. Review access to equipment, spectator areas, changing facilities and support for sensory or cognitive needs.

5. Public health, walking groups and green social prescribing

Responsibility to consider: Consider barriers in council-led or commissioned participation programmes, including their referral and joining arrangements.

Good practice: Ask about support needs, provide route and pace information, offer rest and shorter options, and agree how referrers and providers will communicate relevant information appropriately.

6. Schools, outdoor learning and youth services

Responsibility to consider: Identify the council's actual role as employer, provider or commissioner, and the applicable education, equality and safeguarding responsibilities.

Good practice: Support relevant settings to plan inclusive visits and outdoor sessions. Review travel, toileting, communication, staffing and participation options with children, young people and families.

7. Adult social care and community participation

Responsibility to consider: Consider equality alongside applicable care, support and safeguarding responsibilities when arranging outdoor opportunities.

Good practice: Build individual interests and preferences into planning. Coordinate mobility, personal support, transport and contingency arrangements without treating diagnosis as an automatic reason for exclusion.

8. Outdoor events, festivals and community activities

Responsibility to consider: Review inclusion in council-run events and clarify responsibilities when activities are delivered by partners.

Good practice: Plan accessible booking, arrival, viewing, toilets, quiet or rest space and emergency communication. Give attendees a named contact for discussing adjustments before the event.

9. Transport links, parking and arrival arrangements

Responsibility to consider: Consider the parts of the participation journey within the council's remit and coordinate responsibilities with transport and site operators.

Good practice: Check connections from parking, drop-off points and public transport to the activity. Provide accurate distances, surfaces, crossings and accessible return-journey information.

10. Commissioning, grants, partnerships and workforce

Responsibility to consider: Consider equality in relevant commissioning decisions and the council's responsibilities as an employer.

Good practice: Include proportionate access expectations in service specifications, review delivery evidence, and train relevant staff and volunteers. Apply the same scrutiny to council staff outdoor work and events.

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B – Other public sector bodies, including police and emergency services: 10 areas of operation

Apply these areas to your organisation's actual functions and location. "Responsibility to consider" identifies an issue to review; "Good practice" suggests a practical response.

1. Staff wellbeing programmes

Responsibility to consider: Consider disability inclusion and reasonable adjustments when designing or commissioning outdoor staff wellbeing activities.

Good practice: Review activity demands, venue access, equipment, timing and communication needs. Offer varied forms of participation and avoid making a particular outdoor activity the only route to wellbeing support.

2. Occupational health and return-to-work support

Responsibility to consider: Consider participation barriers when coordinating return-to-work or rehabilitation activities that take place outdoors, working within occupational health guidance.

Good practice: Discuss the outdoor elements of a return-to-work plan with the individual and relevant occupational health advisers. The Outdoor Inclusion specialist supports coordination, not clinical decisions about fitness for duty.

3. Community engagement

Responsibility to consider: Consider who can access and feel genuinely welcome at outdoor community events and engagement activities run by or on behalf of the organisation.

Good practice: Review arrival, communication, sensory environment and participation options at outdoor events. Invite feedback from community groups with different access needs and use it to improve future planning.

4. Public-facing premises and grounds

Responsibility to consider: Consider access barriers in outdoor areas attached to public buildings, police stations, fire stations or other emergency service premises.

Good practice: Review external routes, car parking links, entrances, seating and meeting points. Publish accurate information about unresolved barriers and agree a responsible owner for maintenance.

5. Training and professional development

Responsibility to consider: Consider participation barriers when staff training or development activities have an outdoor component, distinguishing discretionary learning from role-essential requirements.

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Good practice: Ask about access needs before outdoor training events, offer equivalent learning options where the outdoor element is not role-essential, and coordinate with the relevant training and HR functions.

6. Team-building and staff events

Responsibility to consider: Consider employer obligations and inclusion good practice when organising outdoor staff events or activities.

Good practice: Choose activities with flexible participation options and check access in advance. Avoid events where the only alternative for someone who cannot participate is to miss the event entirely.

7. Shift patterns and participation

Responsibility to consider: Consider whether outdoor participation opportunities are genuinely available to staff across different shift patterns, including those working nights or non-standard hours.

Good practice: Offer opportunities at varied times and in different formats. Record and review non-participation alongside attendance so that structural barriers are visible, not simply assumed to reflect individual preference.

8. Uniform, equipment and practical needs

Responsibility to consider: Consider practical, cultural and individual needs when outdoor activities require specific clothing, equipment or physical arrangements.

Good practice: Review whether standard uniform, equipment or facilities create barriers for staff with particular physical, sensory or health needs. Agree a clear route for raising practical concerns and a responsible owner for review.

9. Partnerships and commissioned activities

Responsibility to consider: Identify the organisation's responsibilities when outdoor activities, events or engagement work are delivered by external partners or commissioned providers.

Good practice: Include proportionate inclusion expectations in briefs and service agreements. Review providers' actual arrangements, not just their policies, and agree how barriers and complaints will be managed.

10. Feedback and accountability

Responsibility to consider: Consider how staff and community members can raise access concerns about outdoor activities and how the organisation reviews and acts on those concerns.

Good practice: Provide accessible, confidential routes for raising concerns. Record access issues, improvement actions and owners. Review progress at an appropriate governance level and avoid treating a single improvement as evidence that inclusion is resolved.

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C – Health trusts: 10 areas of operation

Here are some topics that may be relevant to your organisation's functions and location. "Responsibility to consider" identifies an issue to review; "Good practice" suggests a practical response.

1. Therapeutic gardens and hospital grounds

Responsibility to consider: Consider access and reasonable adjustments in trust-managed outdoor spaces used by patients, visitors and staff.

Good practice: Review routes, seating, shelter, wayfinding and toilets. Coordinate estates and clinical teams so environmental improvements support meaningful use, not simply physical entry.

2. Rehabilitation, physiotherapy and occupational therapy outdoors

Responsibility to consider: Retain clinical accountability while considering individual participation needs and reasonable adjustments.

Good practice: Agree goals, pacing, equipment, communication and stop or review arrangements with the person. The Outdoor Inclusion Facilitator™ supports learning, not independent clinical assessment or treatment advice.

3. Mental health services and outdoor recovery activities

Responsibility to consider: Consider equitable access alongside individual care, consent, safeguarding and risk-management requirements.

Good practice: Offer clear information, predictable structure and choices about group size, sensory conditions and support. Use individual assessment rather than blanket exclusions based on a mental health diagnosis.

4. Learning disability and autism services

Responsibility to consider: Consider disability-related communication and environmental barriers in relevant trust services.

Good practice: Use accessible formats, visual preparation and clear sequences; offer familiarisation and quieter options. Ask people about their preferences rather than assuming that one approach suits everyone.

5. Community health and long-term-condition programmes

Responsibility to consider: Consider whether trust-run outdoor activities accommodate fluctuating needs and individual adjustments.

Good practice: Plan flexible pace, breaks, shorter options, toileting and weather contingencies. Route medication or symptom-management questions to the responsible clinician and agreed care arrangements.

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6. Social prescribing and community referral pathways

Responsibility to consider: Clarify the trust's role in referral, information-sharing and any commissioned provision; consider equality at each stage.

Good practice: Check that referral options include accurate access information. Agree handovers, support responsibilities and feedback with community partners, and avoid treating a referral alone as evidence that access is resolved.

7. Inpatient outdoor access, escorted leave and visits

Responsibility to consider: Consider participation within the person's care arrangements and any applicable legal restrictions or authorisation requirements.

Good practice: Coordinate clinical decisions, staff support, communication, equipment, toilets and return plans. Record individual reasons and review arrangements; a training licence does not authorise leave decisions.

8. Patient transport, arrival and supported attendance

Responsibility to consider: Consider access barriers in the transport or assistance the trust provides or arranges, within applicable eligibility and service arrangements.

Good practice: Confirm mobility equipment, escort needs, meeting points and the return journey. Make clear who is responsible when transport is supplied by another organisation.

9. Staff wellbeing, training and outdoor work

Responsibility to consider: Consider the trust's duties as an employer when organising outdoor wellbeing activities, development events or work tasks.

Good practice: Invite adjustment requests confidentially, check venue and activity demands, and provide meaningful participation options. Coordinate HR, occupational health and managers where individual work adjustments are needed.

10. Commissioning, governance and patient experience

Responsibility to consider: Consider equality in trust decisions and retain clear accountability for commissioned outdoor services.

Good practice: Review provider competence, access information, complaints and participation barriers. Involve patients with lived experience, track improvement actions and use established information-governance processes for sensitive data.

D – Universities, colleges and further education providers: 10 areas of operation

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Outdoor Inclusion considerations in education span students, staff, teaching, placements and campus life. The Facilitator™ role sits alongside existing disability support services, estates, academic and safeguarding functions.

"Responsibility to consider" identifies an issue to review; "Good practice" suggests a practical response.

1. Campus grounds and outdoor routes

Responsibility to consider: Consider access and reasonable adjustments across outdoor campus areas used by students and staff, including routes between buildings, transport links and outdoor gathering spaces.

Good practice: Review paths, gradients, resting points, signage and lighting with disabled students and staff. Publish specific access information by location and assign a responsible owner for outdoor route maintenance.

2. Outdoor teaching and learning

Responsibility to consider: Consider participation barriers when teaching or learning takes place outdoors, in line with disability and reasonable-adjustment obligations.

Good practice: Plan outdoor sessions with access in mind from the outset. Discuss individual needs with students in advance, consider the whole journey to the teaching location, and avoid treating the physical environment as a fixed barrier that cannot be addressed.

3. Fieldwork and educational visits

Responsibility to consider: Consider access barriers and reasonable adjustments when students are expected to participate in fieldwork, residential visits or educational trips with outdoor components.

Good practice: Identify potential barriers early and discuss them with individual students. Consider appropriate adjustments or, where a particular activity is not accessible, a meaningful alternative that supports the same learning outcomes. Avoid last-minute exclusions.

4. Induction and welcome activities

Responsibility to consider: Consider whether outdoor induction or welcome activities exclude new students or staff from the outset, and apply relevant equality and reasonable-adjustment obligations.

Good practice: Review outdoor elements of induction — including social events, campus tours and freshers' activities — for access. Provide accurate information in advance and offer accessible alternatives so that all new arrivals can participate meaningfully from day one.

5. Student wellbeing programmes

Responsibility to consider: Consider access barriers in outdoor wellbeing initiatives, green social prescribing activities or nature-based programmes the institution runs or commissions for students.

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Good practice: Ask about support needs at the point of joining, provide clear information about route and activity demands, and offer varied participation options. Coordinate with the institution's student support and disability services.

6. Staff wellbeing and development

Responsibility to consider: Consider disability inclusion and employer adjustment duties when offering outdoor wellbeing or development activities to academic, professional services and support staff.

Good practice: Make participation genuinely optional and offer equivalent alternatives. Invite adjustment requests confidentially and coordinate with HR and occupational health where individual work adjustments are relevant.

7. Clubs, societies and enrichment activities

Responsibility to consider: Consider access barriers in student-union or institution-supported outdoor clubs and societies, particularly where the institution provides funding, facilities or oversight.

Good practice: Work with club and society organisers to review access, cost and belonging. Avoid directing someone with access needs away from a mainstream club towards a separate "adapted" activity without first discussing what they actually want.

8. Placements and work-based learning

Responsibility to consider: Consider outdoor access barriers at placement settings, and clarify the institution's responsibilities alongside those of the placement provider.

Good practice: Discuss outdoor elements of a placement with the student and the provider before the placement begins. Agree who is responsible for adjustments, how concerns will be raised, and what the institution's role is if barriers are identified during the placement.

9. Safeguarding and activity planning

Responsibility to consider: Consider safeguarding responsibilities when organising or approving outdoor activities, including those involving under-18s on access courses or in partnership programmes.

Good practice: Apply the institution's established safeguarding procedures to all outdoor activities, including those run by external partners. The Outdoor Inclusion Facilitator™ works within existing safeguarding arrangements and does not take on an independent safeguarding role.

10. Student and staff voice

Responsibility to consider: Consider how students and staff with lived experience of access barriers contribute to reviewing and improving outdoor inclusion across the institution.

Good practice: Create accessible, ongoing routes for students and staff to share their experiences of outdoor spaces and activities. Act on what you hear, record improvement owners and deadlines, and report progress to an appropriate governance body rather than treating one consultation as sufficient.

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E – Businesses: 10 areas of operation

Apply these areas to your organisation's actual functions and location. "Responsibility to consider" identifies an issue to review; "Good practice" suggests a practical response.

1. Outdoor customer experiences and services

Responsibility to consider: Consider service-provider duties, including disability discrimination and reasonable adjustments, where the business offers outdoor experiences.

Good practice: Review the journey from enquiry to departure. Explain activity demands and discuss individual adjustments instead of using vague claims such as "fully accessible" or diagnosis-based exclusions.

2. Outdoor premises, entrances and customer facilities

Responsibility to consider: Consider access barriers in spaces and facilities the business owns, occupies or controls.

Good practice: Review parking links, entrances, terraces, gardens, seating and toilets. Agree responsibilities with landlords or site operators and publish practical information about unresolved barriers.

3. Recruitment and outdoor selection activities

Responsibility to consider: Consider non-discrimination and reasonable adjustments in recruitment and assessment.

Good practice: Check whether an outdoor task measures a genuine job requirement. Explain demands in advance, invite adjustment requests and consider an appropriate alternative assessment where the task is not essential.

4. Outdoor jobs, fieldwork and site visits

Responsibility to consider: Consider employer adjustment duties alongside applicable health-and-safety responsibilities.

Good practice: Assess actual tasks and barriers with the employee. Review equipment, communications, rest, weather exposure, travel and emergency arrangements with competent support; do not assume disability means inability.

5. Team-building, away days and leadership development

Responsibility to consider: Consider inclusion in employer-organised activities and access to development opportunities.

Good practice: Ask about access needs before booking. Choose shared activities with flexible participation, and avoid making someone's only option to miss the event or a career-relevant experience.

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6. Outdoor staff wellbeing and walking meetings

Responsibility to consider: Consider whether workplace initiatives disadvantage employees who cannot use the proposed format.

Good practice: Make participation genuinely optional, provide equivalent ways to contribute, and consider pace, fatigue and communication needs. Do not make walking ability a condition of access to important discussions.

7. Outdoor corporate events and client hospitality

Responsibility to consider: Consider duties relevant to employees, customers and guests, clarifying the business's and venue's respective roles.

Good practice: Review booking, travel, access routes, toilets, seating, communication and emergency arrangements. Invite adjustment requests early and confirm what support will actually be available.

8. Corporate volunteering and environmental projects

Responsibility to consider: Consider employer responsibilities and the arrangements agreed with the host organisation.

Good practice: Provide varied roles in conservation, gardening or clean-up activities. Check terrain, tools, fatigue and support, and agree accessible alternatives that retain a meaningful contribution.

9. Marketing, booking and customer communication

Responsibility to consider: Consider whether information and booking processes create barriers to using outdoor services.

Good practice: Describe surfaces, distances, gradients, facilities and sensory demands accurately. Offer usable contact options, train staff to discuss adjustments respectfully, and avoid unsupported accessibility promises.

10. Procurement, supplier management and complaints

Responsibility to consider: Identify the business's own responsibilities rather than assuming an external provider removes them. Public-function duties may apply in particular contracts.

Good practice: Specify proportionate inclusion expectations, check providers' practical arrangements and act on complaints. Agree improvement owners and deadlines, and keep access under review when suppliers or venues change.

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