

Alison John & Associates Ltd

Inclusive Play Training



WWW.alisonjohn.com



Outcomes for practitioners will be:

- Develop an understanding of the underpinning principles of inclusive play
- Recognise disabling barriers to play and steps to overcome them so all children can participate
- To understand and practice the principles of adapting games and activities
- To identify actions to embed inclusive play in practice

The delivery of the training:

The day is designed to give participant the opportunity to reflect on their current knowledge and experience of disability. Participants will play an active part, i.e. group work, discussion, playing games



Disabled Peoples definition's

Impairment:

The functional limitation within an individual caused by a physical, mental, intellectual or sensory condition, which differs from accepted 'norms'

Disablism:

Disablism occurs when an individual with significant or multiple impairments, experiences discrimination because of barriers in everyday activities and services in society.

Disablism, like sexism and racism is a particular form of discrimination and leads to oppression.

A Disabled Child:

A child with multiple and or significant impairments etc, who experiences disabling barriers (attitudinal, environmental and institutional) within settings and provisions.

Children with impairments don't need to be disabled children!

scores 1981 International Year Of Disabled People



Words that Disabled People find most acceptable.

Disabled people / person	Acknowledgement of the way society disables people.
Wheelchair user	These are accurate terms.
Blind people	They will give you some information about the impairment but not the individual.
Deaf people	
People with Cerebral Palsy....	
Accessible toilet, transport, housing, Parking for blue badge holders	What is a disabled toilet?
Non-disabled people	Acknowledges that not everyone is discriminated against on the grounds of their impairment.
Specific Educational Needs (SEN)	Used in Educational settings
Person/ people with impairment (s) conditions	It is factual
People with learning difficulties	Preferred term chosen by People First Organisation.
Do you have any specific requirements?	A question that focuses on the requirement not the impairment. Will give you specific information.
Behaviours that challenge	It is the person experiencing the behaviour that finds it challenging
No 'ics'	People who have.....



Disabling Barriers

Disabling barriers are the things that prevent people with impairments from being able to join in every day activities. Barriers come in different shapes and sizes, some will be easy to identify and overcome, others are so embedded within our society, it can be difficult to challenge them.

Barriers fall in to three main categories, although they will overlap at times they are

Attitudinal Barriers – the notion that Disabled Children/People are pitiful, fearful, incapable, childlike and have nothing of value to bring to different situations.

Environmental barriers – inaccessible buildings, steps, poor lighting, small print, street furniture, poor signage and the use of complex language.

Institutional barriers – policies, procedures and practices that do not include Disabled People, things like transport, education and housing systems. **These barriers are the hardest to identify, and the most difficult to break down.**

Do children with impairment need to be Disabled Children?



Types of Provision.

Separate Provision

Groups of Disabled Children, who chose to meet and develop their own agenda, similar to other minority groups.

Segregated Provision

The setting a-side of children with impairments, based on a professional's view of the impairment; and lack of ability to 'fit in'. Non-disabled professionals have control.

Integrated Provision

The intermixing of children previously segregated. Non-disabled individuals tend to take the lead as to when, where, how and who.

Inclusive Provision

Provision that is open and accessible to all and takes positive action in removing disabling barriers so that Disabled and Non-Disabled Children can participate.

It's a right!



The Medical View of Disabled People

The Problem

The Impairment

The Effect

A restricted life on account of not being a fully functioning human being.

The Treatment

Develop a cure
Drugs /Surgery
Therapy
Diet
Exercise
Rehabilitation

and/or

Special schools, Day Centres,
Sheltered workshops, Special clubs,
Special transport

The Attitude

Professionals - Have power and control.

Disabled People - Become the victim, client, have no responsibilities, dis-empowered, complacent.

The public - Become segregated from disabled people, fear sets in.



The Social View of Disabled People

The problem

Society

The effect

Segregation
Dependency
Limited Opportunities
Discrimination
Oppression

Solutions

Civil Rights Legislation Including ----
Employment, Education, Transport,
Access to public and domestic buildings
Access to goods and services, Financial
services.

The Attitude

Disabled People - Have independence,
control and choice.

Professionals - Give support and
assistance.

The Public - Will respect and value
Disabled People



Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and well being of individuals and communities.

Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.

The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.



For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led genders.

The role of the playworker is to support all children and young people in the creation of a space in which they can play.

The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.

Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and well being of children.



Play Types

Communication Play: Word games, singing, rhymes, signs.

Creative Play: Children invent, using different media, materials, art.

Deep Play: Risky play.

Dramatic Play: Acting out, such as a play or TV show, religious event.

Exploratory Play: manipulating, pushing buttons, stacking bricks.

Fantasy Play: acting out situations unlikely to occur, pirate, princess.

Imaginative Play: unreal situations, being a tree, imaginary friends.

Locomotor Play: Movement such as, swinging, chasing, climbing.

Mastery Play: Changing environments, den building, digging, dams

Object Play: Problem solving play, exploring objects

Role Play: Acting out characters or states, such as being dead

Rough and Tumble Play: play fighting, wrestling, tickling, chasing



Social Play: Play with rules, board games, team games

Socio-dramatic play: Playing at house, Mothers & Fathers, schools

Symbolic Play: using objects to represent a person, a wedding ring made from string etc.

Bob Hughes



For Useful websites visit

www.alisonjohn.com

The Department for Children, Schools and Families

To download the Children's Plan and information on the National Play Strategy, go to: www.dcsf.gov.uk/publications

Every Child Matters – For information on how ECM relates to disabled children and to download the following documents:

- Aiming High for Disabled Children – better support for families
- Improving the life chances of Disabled people
- National Service Framework for Children
- Ten Year Strategy for Childcare

Go to: www.everychildmatters.gov.uk/socialcare/Disabledchildren

UN Convention on Persons with Disabilities

Go to UN 'enable' website. www.un.org/disabilities/

The Equality and Human Rights Commission

www.equalityhumanrights.com

The Equality Bill

For more information on the Equality Bill or the work of the Government Equalities Office, go to:

www.equalities.gov.uk

The Office for Disability Issues

www.officefordisability.gov.uk

The Children's Play Information Service

www.ncb.org.uk/library/cpis

The Children's Workforce Development Council

www.cwdcouncil.org.uk



Together for Disabled Children

www.togetherfdc.org

The Council for Disabled Children

www.ncb.org.uk/cdc

Every Disabled Child Matters

www.edcm.org.uk

Play England

www.playengland.org.uk

SkillsActive Playwork Unit

www.playwork.org.uk

Big Lottery Fund

www.biglotteryfund.org

