

Supporting Additional Needs



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Including disabled members | Girlguiding

As a charity for all girls we strive to make sure that every girl and young woman is given full access to the opportunities that we offer.

Sometimes this means taking a bespoke approach, making adjustments for members on a case by case basis.

This will help you to remove potential barriers that disabled members face, so they can enjoy everything guiding has to offer.

Schedule

- Intro
- 1. Understanding the individual
- 2. Building positive relationships
- 3. Reasonable adjustments
- Questions

Visual Schedule – why?

- Provide a clear, visual and predictable sequence of events.
- Benefits include: reducing anxiety, help transitions, increase independence and organisation.
- Can use photos, symbols or words depending on level of need
- Resources online

What do we mean by disability?

We also include members who have long-term conditions. Examples might include:

- Diabetes
- Autism and neurodiversity
- Anxiety
- Hearing impairment
- Chronic pain
- Asthma
- Cerebral Palsy
- Visual impairment

Social Model of Disability



Being inclusive to all...

...including all needs, physical disability, neuro-diverse, diagnosed and **undiagnosed** individuals.

Good practice for additional needs can be good practice for all.

It's worth remembering that not all disabilities will be immediately obvious to you or to other girls in your unit.

Refer to Good Practice Guidance (printed)



Activity

Myth vs Fact

Sort the statements into myth and fact



Understanding the Individual

- Gather as much information as you can
- Know strengths, interests and needs
- Use Adjustment Plans [adjustment-plan-for-young-members.pdf \(girlguiding.org.uk\)](https://www.girlguiding.org.uk/sites/default/files/2019-08/adjustment-plan-for-young-members.pdf)
- Review regularly
- There is more support available if needed

Communication Activity

1. Find a partner
2. One person take a card do not show it
3. Have a conversation about your holidays
4. Person with card to follow the instructions on the card



Impact of differences in communication and social understanding



Frustration



Anxiety



Anger

Build Positive Relationships

- With who?
- Yourself and the child
- With parents
- Peers

What you can do to help

- Know the individual's strengths, interests and needs
- Provide consistency to build trust
- Foster respect for all differences
- Support positive relationships amongst peers

Reasonable Adjustments

- In accordance with the Equality Act 2010, we're required to make reasonable adjustments to include disabled people.
- Guiding Equality and Diversity Policy is online
- Some examples...

Potential barriers and adjustments

- **How we do things (systems and procedures):**

For example, if a member with a hearing impairment is asked to call someone on the phone to fix a problem in the unit, this could create a barrier for them.

Potential barriers and adjustments

- **The environment (physical and sensory):**

For example, stairs can be a barrier for a wheelchair user who needs to get inside a building. Likewise, using a room with no natural light may create barriers for a member with a visual impairment.

Potential barriers and adjustments

- **Attitudes:**

For example, assuming that a blind member won't be able to take part in a cooking activity. Pre-empting a scenario and making assumptions about a disabled member's capability can create a barrier for them.

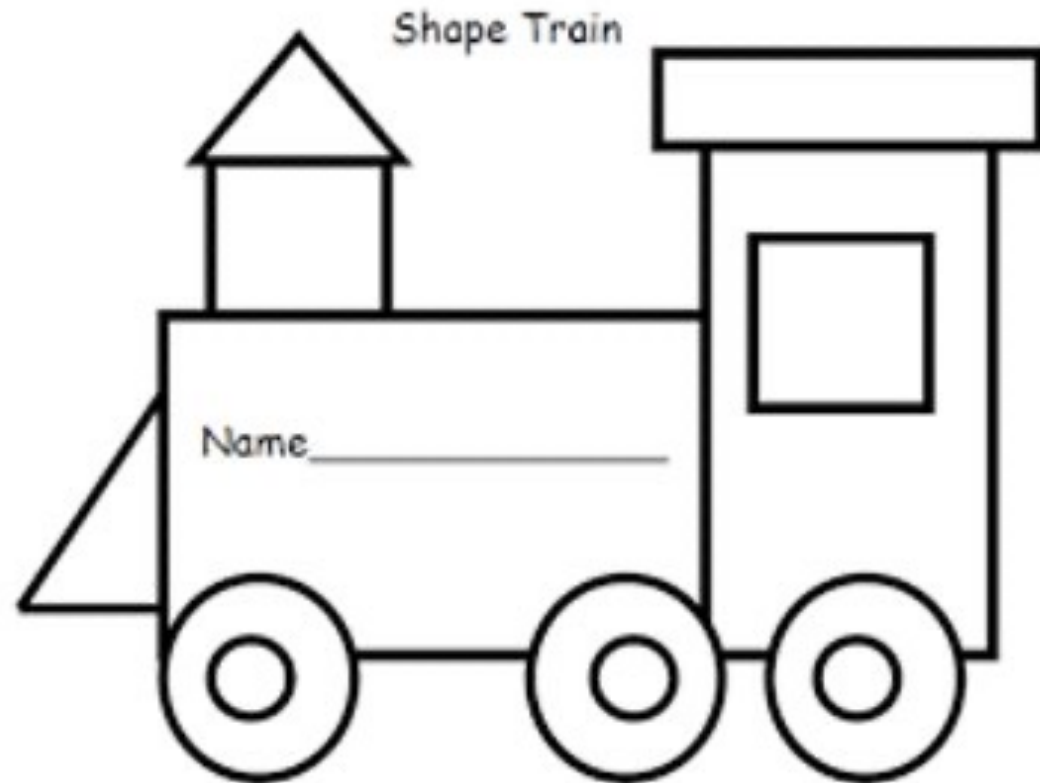


Drawing Communication Task

You will need:

- a blank piece of paper
- Pen/pencil

Drawing Communication Task





What do you think
are the
implications for
giving
instructions?



What you can do to help

- Say the child's name first to get attention
- Clear precise instructions
- Use concrete language with a gesture e.g. put the ... on the... (pointing)
- Use positive, directive language e.g. [name] put your feet on the floor, instead of [name] stop kicking
- Give processing time
- Use signing or visual aids if needed - support online, free resources

[Inclusive communication | Girlguiding](#)

Supporting Transitions & Change

- Micro and macro transitions
- Can be a cause for anxiety
- Give advance notice
- Provide structure
- Use visuals e.g. timers, calendars, schedules
- Work with parents/carers
- Flexible transition ages

Supporting Sensory Differences

- Video

<https://www.youtube.com/watch?v=aPknwW8mPAM>

- Can you name the 8 senses?



What you can do to help

- Know the child
- Adapt the environment:
Sounds, lights, smells, safe-haven, labels
- Adapt the task / activity:
Visuals, timers, groupings

Other reasonable adjustments

You can control and change:

- The volume and tone of your voice
- Your body language
- Your own anxiety levels
- The amount of personal space
- Provide routine, predictability and consistency

Adapting Games and Activities

Sometimes you need to adapt your programme so that all girls can take part.

Think RECIPES

- **R**ules
- **E**quipment
- **C**hanges to speed and force
- **I**nstructions
- **P**ractice
- **E**nvironment
- **S**kills

Activity

- Work in pairs or small groups
- Take an activity you already do and look at how it can be adapted using “RECIPES”
- Maybe give each group one letter to work on....



Adapting Qualifications

There may be times that these qualifications need to be adapted for members with additional needs.

To help adapt the route to achieving these skills, think **SET** qualifications:

- **S**kills
- **E**vidence
- **T**ime



Always discuss any changes to the qualification with the member beforehand. They may not require, or want, any changes to be made. This is their decision.

Recap

1. Understanding the individual
2. Building positive relationships
3. Reasonable adjustments

Questions...

Reminder there is a wealth of support online:

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