

Extending Inclusion 'Out of School'



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| Date | To be agreed |
| Duration | 6 hours (including breaks c1hr 15mins) 09.30 – 15.30 hours (suggested) – could extend to 16.00 finish |
| Participants | For staff responsible for quality development of services and/or mentoring frontline staff (can also be delivered to managers and staff working in settings as/if required) |
| Purpose | Deliver a course that will equip staff with the knowledge and skills to enable the Out of Schools workforce to include disabled children with a range of complex health and social care needs |

The programme will be interactive, mainly structured around group exercises, discussions and case studies.

The sessions are designed to be information based, and to have a practical focus, that should equip participants with ideas and strategies for implementing useful and relevant changes.

It is also intended that through pre-course questionnaires and a focus group or telephone follow up discussions with key individuals or providers, the case scenarios will be informed by the actual and real issues that have come up for staff, children and parents using the out of school service, leading to greater authenticity and applicability.

(Resources will include the All of Us Framework and Let's all Play to support their learning and inform support to the Out of Schools workforce)

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| Learning outcomes | <p>By the end of the session participants will:</p> <ul style="list-style-type: none">• Be confident in their use of language and terms that are acceptable and respectful to disabled children and their families• Be able to explain the impact of labelling and the importance of meeting the children's individual requirements• Be able to state key principles of the social model of disability• Recognise how their own attitudes and values have the potential for creating barriers to inclusion• Recognise and challenge inappropriate or discriminatory behaviours and practices in out of school activities |
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- Identify practical ways in which the principles of Every Child Matters (and the Outcomes Framework for disabled children) may be implemented within participants' own work with disabled children in extended services

Identify action points that will develop their role as advisors, trainers and practitioners and enable positive additions to, and changes in, activities to improve inclusion for disabled children (including confidence in using communication passports to ensure individual requirements for inclusion are met)

Content

Pre-course questionnaire (including self-assessment of current knowledge, skills and learning requirements)

Welcome and introductions – 'working together'

Developing a framework for disability equality and inclusion

- Awareness and use of respectful language
- The impact of personal experience

Every Disabled Child Matters

- Definitions: The medical and social models of disability and how we address the issues of impairment
- The five outcomes (and the outcomes framework for disabled children)
- An overview of legislation
- Presentation and Q&A
- Putting your knowledge to the test...

Inclusion into practice - case scenarios

- Behaviour as a language / reframing playwork
- Adventurous play for all children
- A whole family approach
- Parents as experts and as a resource
- Debrief and discussion
- Identifying Action Points
- Talking wall and Evaluations

Methods

Whole group and participative discussions

Small and large group activities

Reflective learning

(from session, for personal and organisational actions)

Assessment

Feedback

Individual development and action plans