

SKAPW24 - SQA Unit Code FT52 04

Inclusive play, working with disabled children and young people



Overview

This unit is about ensuring that playwork practitioners demonstrate the skills and knowledge required to ensure that disabled children and young people have equal access to play setting. The unit covers inclusive play guidelines, codes of practice and policy making.

The unit is divided into three parts. The first part describes the two things you have to do. These are:

1. develop and implement inclusive play and practice
2. manage inclusive play

The second part describes the knowledge and understanding you must have.

The third part gives some examples and explanations of some words we use in this unit.

This unit is for experienced staff who work directly with children and young people in a setting whose main purpose is providing opportunities for freely chosen, self directed play

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.

Performance criteria

You must be able to:

develop and implement inclusive play practice

- P1 carry out consultation with children, staff, parents/carers and others using appropriate communication formats to ensure disabled children's views are taken into account
- P2 contribute to developing and reviewing inclusive policies, procedures and guidelines with staff, parents/carers and children
- P3 contribute to maintaining inclusive policies and guidelines with staff, parents/carers and children
- P4 contribute to implementing relevant legislation and government policy on inclusive practice
- P5 implement inclusive staff recruitment policies and procedures
- P6 implement inclusive admissions policies and procedures
- P7 monitor and evaluate your contribution in relation to disabled children's rights within the setting
- P8 implement appropriate practice in relation to personal assistance and intimate care

You must be able to:

Manage inclusive play

- P9 provide positive images of disabled children and adults in your setting
- P10 ensure that policies, procedures and guidelines reflect inclusive practice within a legislative framework
- P11 ensure resources and environmental access meet the needs of disabled children within a legislative framework
- P12 manage the service to offer both disabled and non disabled children with the same right to play
- P13 respond appropriately to the individual needs of individual children
- P14 support play around the interests and abilities of individual children
- P15 use a variety of appropriate methods to challenge discriminatory attitudes and behaviour with children, young people and adults
- P16 use appropriate language and terminology that supports the social model of disability
- P17 enable staff to reflect on their inclusive practice and share good practice
- P18 access relevant resources including funding to support the inclusion of disabled children
- P19 support staff to create an environment where disabled and non disabled children can manage risk for themselves

Knowledge and understanding

You need to know and understand:

For the whole unit:

- K1 how the Playwork Principles specifically relate to this unit
- K2 how to explore and evaluate your own perception of disability
- K3 current inclusion theories and practices
- K4 how the social model of disability underpins inclusive playwork practice
- K5 how to identify good inclusive play practice
- K6 how to identify policy and codes of practice that can discriminate against disabled children and their families
- K7 practices that prevent the participation of disabled children in freely chosen, self directed play
- K8 what constitutes inclusive guidance and policy making
- K9 the impact of other people's attitudes towards disabled people
- K10 relevant legislation and how it can help to overcome barriers to the inclusion of disabled children

Additional Information

Glossary

Anti-discriminatory practice

Taking positive action to counter discrimination; this will involve identifying and challenging discrimination and being positive in your practice about diversity without compromising the right of individuals to play

Children and young people

All children and young people of school age with respect for any impairment, their gender, race, culture, language, sexuality, health, economic or social status and any other individual characteristics

Disability *

The disadvantage or restriction of activity caused by the way society is organised today, which takes little or no account of people with impairments, and thus excludes them from taking part in mainstream social activities. Disability is therefore a particular form of social oppression and discrimination

Discriminatory practice

Practice that fails to acknowledge an individual's right to participate and exercise equality and freedom of choice

Impairment

Lacking of part or all of a limb, or a defective limb organism or mechanism of the body. An individual physical, psychological or emotional make-up which differs from accepted 'norms'

Inclusive Practice

Practice is open and accessible to all, and takes positive action in removing disabling barriers, so that disabled and non disabled children and young people can participate

Inclusive provision

Provision that is open and accessible to all, and takes positive action in removing disabling barriers, so that disabled and non disabled people can participate

Indicators of Discrimination

Recognising practice that excludes individuals from participating and exercising equality and freedom of choice, including attitudes, environmental access, resources and activities

Integrated provision

The intermixing of people previously segregated by impairment alone. Non

disabled people tend to take the lead regarding the when, where, how and who

Segregated Provision

The setting aside of disabled people, based on a professional's view of impairments and lack of ability to 'fit in'. Non disabled professionals have total control

Separate Provision

Groups of disabled people who choose to meet and develop their own agenda, similar to other minority groups

Social model of disability

The social model identifies that society is the disabling factor. Lack of physical, environmental and attitudinal access to everyday life excludes disabled people

*Definition - UN 1981 International Year of Disabled People

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