

Introduction

Summary

Disabled children and young people have a right to access a variety of play spaces that provide opportunities for risk, challenge, choice and personal direction. This unit is about the contribution you can make to that process.

The unit is divided into three parts. The first part gives some examples and explanations of some words we use in the unit. The second part describes the two things you have to do. These are:

PW28.1 Plan and prepare for playwork with disabled children and young people

PW28.2 Carry out playwork with disabled children and young people

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

Target Group

This unit is for staff working directly with disabled children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

Linked Units

This unit links closely with units PW33, PW34, PW35 and PW36.

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

What we mean by some of the words used in this unit

Bridging worker

A person who can act as a link or a 'bridge' between a disabled child, their family, and the play environment. The primary aim of the bridging role is to enable disabled children and disabled young people to gain access to local play environments of their choice. In the process, bridging workers boost the confidence of the child/young person, family and the play environment. Other vital aspects of the role are: information sharing, networking, training, supporting and advising – working both with the child/family, as well as with the relevant professionals and agencies involved.

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.

Disabled children and young people

Children and young people with impairments who experience barriers accessing play facilities. This includes children with physical and sensory impairments, learning and communication difficulties, medical conditions, challenging and complex requirements which may be permanent or temporary.

Disabling attitudes/behaviour

Practice and attitudes that fail to acknowledge an individual's ability to participate in play and exercise freedom of choice.

Discriminatory practice/attitudes

Practice and attitudes that fail to acknowledge an individual's right to participate in play and exercise freedom of choice.

Impairment**

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

Personal care assistant

A worker whose role it is to provide personal and intimate care to a disabled child or young person.

Play cues***

Facial expressions, language or body language that communicate the child or young person's wish to play or invite others to play.

Play cycle***

The full flow of play from the first play cue from the child, its return from the outside world, the child's response to the return and the further development of play to the point where play is complete. The cycle includes the metalude, the cue, the return, the frame, adulteration, annihilation and display.

Play environment

Anywhere where children and young people play, for example, parks, open spaces, streets, adventure playgrounds, after-school clubs, holiday play schemes or indoor play centres, whether supervised or unsupervised.

Social Model of Disability

The social model identifies that society is a disabling factor when lack of physical, environmental and attitudinal access excludes disabled people from everyday life.

***Definition – based on UN 1981 International Year of Disabled People**

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Contribute to supporting disabled children and young people in the play environment

**** Definition - Michael Oliver (1996) Understanding Disability: from theory to practice**

*** Gordon Sturrock and Perry Else, 1998, The playground as therapeutic space: playwork as healing (known as "The Colorado Paper"), published in Play in a Changing Society: Research, Design, Application, IPA/USA, Little Rock, USA. Available as a PDF free of charge from www.ludemos.co.uk or info.ludemos@virgin.net.

PW28.1

Plan and prepare for playwork with disabled children and young people

The National Standard**What you must do**

To meet the national standard, you must

- 1 find out disabled children and young people's requirements and desires for play from **relevant people**
- 2 challenge disabling attitudes and behaviour that may prevent disabled children and young people from playing
- 3 use language, terminology and practice that support disabled children and young people's play
- 4 keep up-to-date with legislation and guidance that will develop your playwork practice with disabled children and young people
- 5 work with all children and young people in the play environment to adapt play so as not to compromise anyone's play experience
- 6 support any intimate or personal care requirements of disabled children and young people so that they can play

What you must cover

This element covers the following types of:

a relevant people

- 1 disabled children and young people
- 2 families
- 3 other carers
- 4 colleagues
- 5 bridging workers
- 6 personal care assistants

PW28.2

Carry out playwork with disabled children and young people

The National Standard**What you must do**

To meet the national standard, you must:

- 1 intervene in ways that support disabled children and young people to issue play cues
- 2 recognise, interpret and respond to these play cues
- 3 use and modify playwork interventions sensitively
- 4 interpret play returns to support the extension of play
- 5 support disabled children and young people to engage with those play types that are possible for the individual
- 6 enable the disabled child/young person to explore and know what is available in the play environment and how it can be used
- 7 select, provide and adapt play resources during the play to extend possibilities and choice for disabled children and young people
- 8 initiate, adapt or spark play to support the play needs of disabled children and young people
- 9 reflect on your practice individually and collaboratively
- 10 encourage disabled children and young people to take control of their own personal care and risk management without compromise to personal safety, welfare and security

What you must cover

From your work you must show you have met the requirements opposite.

What you must know and understand

To be competent in this unit, you must know and understand the following

- K1 how the Playwork Principles specifically relate to this unit
- K2 your own perception of “disability”
- K3 different models of disability
- K4 why the social model of disability underpins effective playwork
- K5 how to identify good play work practice when working with disabled children and young people
- K6 practices that discriminate against disabled children and their families
- K7 barriers to the participation of disabled children and young people in freely chosen, self directed play
- K8 relevant legislation and guidance relating to the inclusion of disabled children
- K9 how play cues may be expressed by individual disabled children/young people
- K10 the different play cues that may be expressed – or not expressed - by individual disabled children/young people
- K11 the components of the play cycle expressed by individual disabled children and young people
- K12 a range of interventions that can be used to respond sensitively to the play requirements and desires of individual disabled children and young people
- K13 the types of social and environmental triggers which may cause some disabled children and young people alarm and/or emotional distress and/or changes in behaviour
- K14 how to respond to disabled children/young people’s play cues in a way that supports play and their potential entry into a play cycle
- K15 how adult intervention may enhance or compromise the play experience of disabled children and young people
- K16 the importance of giving adequate time to understanding and being understood by individual disabled children and young people
- K17 the importance of disabled children and young people being able to make their own informed choices
- K18 how discriminatory attitudes affect the play experience of disabled children and young people

PW28

Contribute to supporting disabled children and young people in the play environment

K19 how to identify the diverse personal and play support requirements of disabled children and young people

K20 the importance of maintaining dignity and respect for disabled children and young people in all aspects of (playwork and) intimate care