

4.17 Inclusion

1. Changes from last issue

2. Objective

Aberdeenshire Council actively encourages children and young people with physical, sensory and learning disabilities to take part in our activities.

There may be instances where there is a child in the camp who need a little extra support or needs an activity to be adapted slightly, in order for them to fully take part and enjoy and benefit from the sessions as much as the other children. In some instances, we realise that the camp may not always be able to accommodate all disabilities.

Parents are encouraged on all literature to contact the individual centre to discuss and physical, sensory or learning difficulties their child might have.

The following measures will be put in place.

3. Visual Impairments

- Encourage children to avoid making noise when the coach is talking.
- Use brightly-coloured equipment where possible – yellow preferably.
- Divide children into small groups in small activity areas for drills.
- When giving verbal instructions, make sure these are descriptive – ask the child if they understand what they need to do.
- Give verbal cues where there are usually visual cues e.g. jumping for hurdles.
- Address the child verbally when approaching to avoid frightening them.

4. Hearing Impairments

- Ensure that all children can see you clearly when instructing – stop the activity and gather the children in.
- Encourage children to avoid making noise when the coach is talking – some children have partial hearing loss & are more sensitive to background noise.
- Avoid overemphasising mouth movements or speaking too slow or fast.
- Use demonstrations and visual cues during activities.

5. Physical Disabilities

- Focus on what the child CAN do rather than what they CAN'T do.

LLO Holiday Camps Policy



- Use the items of equipment you have available to be inclusive e.g. for a wheelchair user, use a big ball that they can push with their chair or for someone with upper body muscular weaknesses, use smaller bats, balloons instead of balls, and keep drills short.
- Give alternative options for drills e.g. instead of going over the hurdles, weave in and out of them; instead of jumping, take a big step etc.
- Include mainstream children in a parasport activity e.g. Boccia or New Age Kurling
- Encourage physical support from peers and Leaders where needed, but allow independence where possible

6. Learning Disabilities

- Use demonstrations and short, clear, uncomplicated instructions
- Get to know the child and try different coaching and communication styles until you find the most effective one
- Provide a little extra one-to-one support for more challenging or complex activities
- Emphasise facial expressions and tone to convey emotions e.g. when disciplining, praising
- Ensure that they do not become detached from the rest of the group