

Contribute to supporting disabled children and young people in the playwork setting

Overview

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

The main outcomes of this standard are:

1. plan and prepare for play with disabled children and young people
2. provide disabled children and young people with opportunities for play

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

This standard is underpinned by The Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

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Performance criteria

You must be able to:

Plan and prepare for play with disabled children and young people

1. find out disabled children and young people's requirements and desires for play from **others**
2. challenge 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 playwork setting to adapt play so as not to compromise anyone's play experience

Provide disabled children and young people with opportunities for play

6. intervene to support disabled children and young people to issue play cues
7. recognise, interpret and respond to these play cues
8. use and modify playwork interventions
9. interpret play returns to support the extension of play
10. support disabled children and young people to engage with those play types that are possible for the individual
11. encourage disabled children and young people to explore and discover what is available in the playwork setting and how it can be used
12. select, provide and adapt play resources to extend possibilities and choice for disabled children and young people
13. initiate, adapt or spark play to support the play needs of disabled children and young people
14. reflect on your practice individually and collaboratively with **others**
15. support any intimate or personal care requirements with **others** so that all children and young people can play
16. 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

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Knowledge and understanding

You need to know and understand:

Plan and prepare for play with disabled children and young people

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. different perceptions and models of disability
3. why the social model of disability underpins effective playwork
4. methods of finding out disabled children and young people's requirements and desires for play from **others**
5. how to challenge and focus attitudes and behaviour that may discriminate against disabled children and young people and their families
6. how discriminatory attitudes affect the play experience of disabled children and young people
7. barriers to the participation of disabled children and young people in freely chosen, self-directed play
8. the language, terminology and practice required to support play for disabled children and young people
9. how to adapt play so as not to compromise disabled children and young people's play experience
10. legislation and guidance relating to the inclusion of disabled children and young people
11. the importance of supporting intimate or personal care requirements of disabled children and young people with **others** and how to do so
12. how to identify the diverse, personal and play support requirements with **others** for disabled children and young people

Provide disabled children and young people with opportunities for play

13. how play cues may be expressed by disabled children and young people
14. the components of the play cycle expressed by disabled children and young people
15. a range of interventions that can be used to respond sensitively to the play requirements and desires of disabled children and young people
16. the types of social and environmental triggers which may cause some disabled children and young people alarm, emotional distress and or changes in behaviour
17. how to respond to disabled children and young people's play cues in a way that supports play and their potential entry into a play cycle

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18. ways of assisting disabled children and young people to explore and discover what is available in the playwork setting and how it can be used
19. how adult intervention may enhance or compromise the play experience of disabled children and young people
20. the importance of giving adequate time to understanding and being understood by disabled children and young people
21. the importance of disabled children and young people being able to make their own informed choices
22. how to select, provide and adapt play resources during the play to extend possibilities and choice for disabled children and young people
23. how to initiate, adapt or spark play to support the play needs of disabled children and young people
24. ways of reflecting on your practice individually and collaboratively with **others**
25. the importance of maintaining dignity and respect for disabled children and young people within all aspects of playwork and or intimate care
26. the importance of encouraging disabled children and young people to take control of their own personal care and risk management without compromise to personal safety, welfare and security

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Scope/range related to performance criteria	Others <i>(minimum 4 out of 5)</i> <ol style="list-style-type: none">1. families2. other carers3. staff4. bridging workers5. personal care assistants
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Scope/range related to knowledge and understanding	Others
	1. families
	2. other carers
	3. staff
	4. bridging workers
	5. personal care assistants

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Disability

The loss or limitation of opportunities to take part in society on an equal level with others due to social and environmental barriers

Impairment

An injury, illness or congenital condition that causes or is likely to cause a long-term effect on physical appearance and or limitation of function with the individual that differs from the commonplace

Intervention styles

A range of methods the playworker can use in the playwork setting. These may range from complete non-involvement through to specific intervention and may include: waiting to be invited to play; enabling uninterrupted play; enabling children and young people to explore their own values; leaving children and young people to improve their own performance; leaving the content and or intent of play to the children and young people; letting the children and young people decide why they play; enabling the children and young people to decide what is appropriate behaviour; and only organising when children and young people want you to

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 needs

What individual children and young people have to have in order to be able to play, but are not always able to have for a variety of reasons; for example, lack of access, overprotective adults, lack of outdoor environments, etc.

Play returns

The response from the outside world – usually from other children or adults – to the child's play cue

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Play types

Broad categories that describe the way children and young people play. Current research suggests there are fifteen or sixteen play types but these may change in the light of ongoing research. Commonly agreed play types include: symbolic, rough and tumble, socio-dramatic, social, creative, communication, dramatic, deep, exploratory, fantasy, imaginative, locomotor, mastery, object, recapulative and role play

Staff

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

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