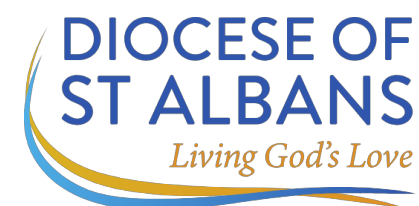


Topic	Resource
Guide: How to Use	<u>How to Use Guide</u>
Key Definitions	<u>Terminology and Definitions</u>
Barriers to Belonging	<u>Barriers to Belonging - Schools</u>
Designing Resources	<u>Designing for Autistic Users</u> <u>Designing for Users with Dyslexia</u> <u>Designing for users with Low Vision</u>
Accessibility Audit	<u>Additional Needs Belonging Checklist PDF</u> <u>Additional Needs Belonging Checklist Excel</u>
Case Studies	<u>ADHD</u> <u>Autism</u> <u>Blind</u> <u>Deaf</u> <u>Dyslexia</u> <u>Mobility Disability</u> <u>Sensory Processing</u>

Please click on the links within the table to be taken to the relevant document within this PDF

(Once you have clicked into a resource, please use the scroll bar to the side if you wish to return to this page at the top of the document)



CREATING INCLUSIVE COLLECTIVE WORSHIP FOR ALL

Enhancing the Inclusion of Pupils with Additional Needs within Collective Worship

Collective worship is the heartbeat of church school life – it provides a daily opportunity for pupils to reflect deeply and spiritually upon themselves, others, the world and – for many – God. Such worship is underpinned by three key principles – it is inspirational, invitational and inclusive. Regarding this latter principle, Church of England (2021, p.2) guidance states that '[i]n the church school pupils, their families and other adults can expect to encounter worship that is inclusive of, and fully accessible to, all'. In supporting schools in this important work, we are pleased to make available a suite of guidance documents to support the inclusion of pupils with additional needs within regular acts of collective worship in school and local parish church.

On this pdf, you can find links to:

- key definitions and terminology;
- information on **barriers** students with additional needs may face in accessing worship, and how they might be overcome;
- an **accessibility audit** to help school leaders reflect on the inclusive nature of worship in their setting;
- **case studies** on a number of additional needs such as autism, ADHD and sensory processing; and,
- information on designing collective worship resources for students with additional needs

*These documents are also accessible individually online (click [**here**](#) for links).*

We hope that such resources help leaders feel confident that their worship offer meets the spiritual needs of all students. We are extremely grateful to Mark Arnold of Urban Saints for his time, work and support.

For further support, please contact Ryan Parker, RE and Christian Ethos Adviser, Diocese of St Albans: rparker@stalbans.anglican.org.

[illegible]

This is about how children, young people, or adult team members with additional needs or disabilities, and their families are, for example, able to find out about school events, book onto and be able to attend school activities, take part in collective worship, etc. It is about the suitability of the website, process, programme, or venue etc. rather than the person.

A broad term encompassing a wide range of individual needs that a child, young person, or adult may have. This term, which is commonly used now instead of 'special needs', includes a wide range of disabilities as well as long-term medical or health conditions.

Defined in the Equality Act 2010 as a physical or mental impairment. The effect on normal day to day activities is substantial and long term. A child, young person, or adult who has a disability, whether this is a physical, mental, or other disability, experiences a substantial loss or limitation of the opportunity to participate in everyday life and do normal day to day activities on an equal level to that of their peers due to barriers resulting from their disability:

- ## Impairment

This is where a child or young person experiences a loss or limitation of physical, mental, or sensory functions which are long-term or permanent. These could be visible or hidden impairments.

Barriers to Belonging

There are many barriers that can create very real issues for children and young people with additional needs, and we will explore some of the more common ones in this section, dividing them up into three main categories, 'Physical', 'Programme' and 'People':

We will also explore that identifying these barriers is something that we should do alongside children and young people with additional needs, and their families, learning from them as we do so.

Physical barriers

There are many physical barriers that a child or young person with additional needs can encounter and struggle with in school. A good way to identify these is to carry out an audit of the building, ideally in the company of an Autistic young person or adult who may be able to pinpoint more barriers than you would identify yourself. Here are a few things that you might come across in a typical school:

- Ramps, doors, and loos: Can a child or young person using a wheelchair get into the building, move around including through doors, access a disabled toilet that suits their needs, etc. Barriers can include stairs, uneven paths, heavy doors, disabled toilets used to store cleaning products or loo roll.
- Loud noise: this could be the volume of sound systems or could be due to the sheer number of people talking, moving around, etc. Many children and young people with additional needs cannot filter out background noise, and some unexpected items e.g. fluorescent tubes or fridges can be really noisy for them too.
- Echoing noise: many school buildings are acoustically challenging, with lots of large sound reflective areas that can cause echoing, which can make filtering out background noise even harder for children and young people with additional needs. Some instruments such as large organs can resonate and reverberate too, which can also be acoustically challenging.
- Bright lights: lights can be too bright, or spotlights can end up shining in people's eyes, for example. Fluorescent lights can be both overwhelmingly bright as well as noisy.
- Flashing lights: lights that flash in time with the beat of music, for example, can add to the overwhelming noise with dazzling light.
- Overpowering smells: a coffee machine, school lunch, strong perfume, scented candles; there are many strong smells that can be overwhelming.
- Lots of people: in addition to the noise that a lot of people make, the sheer presence of lots of people can be overwhelming, especially if there is little or no personal space or social boundaries. Unexpected handshakes or hugs can also be very difficult to cope with.
- Signs that are unclear: *"Please turn off all lights when you leave the room."* could result in everyone else being plunged into darkness!

Programme barriers

As well as physical barriers, there can be programme related barriers that can prove difficult for a child or young person with additional needs to successfully navigate. Again, a young person or adult with additional needs may be able to help you to identify and modify or remove these barriers. Here are a few suggestions to get you started:

- Unexpected changes to the programme: if the programme is usually the same each week but *this* week, without any warning, is different, that can be confusing, disorienting and alarming.
- Uncertainty about what is happening now/next: if there is no clear and effective communication of the programme, this can create anxiety and become overwhelming.
- Uninteresting or confusing programme content: like any child, children and young people with additional needs need to have activities that connect to their interests as well as explanations that make sense to them.
- Unclear instructions: *“Go and sit on the table over there and do some colouring.”* could result in a child actually sitting *on* the table!
- Unexpectedly being asked to do something; e.g. being suddenly asked to read out loud or pray, being unexpectedly publicly congratulated for an achievement, or during a time of collective worship for everyone to ‘share the peace’ lots of people wanting a handshake or a hug.

People barriers

There can be additional barriers created in our school context for children and young people with additional needs by staff members or other children and young people. Once more, a young person or adult with additional needs might be able to help here, based on their own experiences in school, but here are a few people barriers to start with:

- Having to meet other people’s expectations: such as giving eye contact, but also children/young people being considered ‘rude’ if they don’t look at someone who is speaking to them. Children and young people with additional needs are often expected to change and adapt to ‘fit in’ and be like other children. This is, of course, not possible and so leads to significant anxiety and stress.
- Using metaphors: phrases like *“her head is in the clouds”* or *“he is on fire today”* can be very confusing and even alarming (*“He’s on fire? Quick, get the fire extinguisher!!”*)
- Sitting still and listening to someone talk: we all have different preferred learning styles, although in reality we tend to learn in multiple ways at the same time, and yet we still expect children and young people to sit quietly and listen to someone speaking.
- Cultural issues and misunderstandings: there can be a belief that children and young people with additional needs are ‘naughty’, or that their parents are ‘bad parents’ or did something wrong to cause their child to have additional needs. There can also be some cultural views that a child or young person with additional needs must be ‘healed’ or even that they are ‘possessed’. All of these views, and others like them, are profoundly wrong and deeply damaging.

Questions

Here are some questions to consider regarding the barriers that children and young people with additional needs might face in school:

- Which of these barriers do you recognise in your own school setting?
- Whose responsibility is it to identify and modify or remove these barriers; children and young people with additional needs, or leaders?
- Who might you get to help you to do this?

Removing or reducing these barriers and who to do this with

Having identified many of these barriers, how do we go about removing them and who do we get to help us? We will explore how we can reduce or remove the barriers that have been identified, starting with the understanding that it is us that needs to do the adapting and changing, not the children and young people with additional needs themselves.

Following the three categories of 'Physical', 'Programme' and 'People', we will introduce ideas, strategies and adaptations that can make a real difference for children and young people with additional needs. We will remind ourselves that we continue on this journey with children and young people with additional needs themselves, and their families, making changes that work for them and that they are involved in.

ASK

The starting point for working through reducing or removing these barriers is to do this 'with' and not 'for' children and young people with additional needs, and their families. By using the simple **ASK** approach below, the input of children and young people with additional needs, and their families, can inform the best way to make the changes necessary to reduce or remove barriers:

A. Ask – Contact the families of children and young people with additional needs and ask them to help you to get this right in your school. Tell them that you really value their input and that together you can make a difference. You might have to apologise if your school hasn't sought their input before or has ignored their previous suggestions. Ask them what barriers they have experienced, there will probably be some you haven't thought of, and agree to work on them together.

S. Seek – What solutions can they think of? Are there ideas that have been helpful for them/their child or young person in other settings, e.g. a previous school, home, other clubs, that could be adapted to work in your school?

K. Know – Learn from the families and from the children and young people themselves. They know most about their/their child's ways of experiencing and navigating a safe and successful way through the world and will have a wealth of knowledge to share; let them be your guide.

The language we use when seeking this information from parents/carers or the young people themselves is vitally important too. Asking parents how their child best likes to be supported and helped, what they enjoy doing, what positive things people say about them, are all questions that can unlock useful and helpful information and be great conversation starters. A useful tool to help with this is a 'one-page profile' and sample templates for these can be found in the resources area of the 'Sheffkids' website:

<https://www.sheffkids.co.uk/resources/>

I suggest you try using these with all of the children and young people that you journey with, you will find out lots more about all of them than you might think!

Once a child is in our setting, how we then communicate with parents/carers before, during, or after the session is something that we also need to think about. Helping parents/carers to inform us what kind of a day their child is having when they arrive, and to help them know how their child has done while they are with us, is key to building this important relationship. Appropriate language is important too, highlighting the achievements of each child while asking for advice in how to support them better in areas where they might need a little extra help, all while avoiding negative comments that might push parent/carers away.

With these thoughts in mind, and with the children, young people, and their families alongside you, you're ready to start tackling the barriers together!

Physical barriers

Ramps, doors, loos:

Recognising that removing or reducing physical access barriers like steps/stairs, heavy doors, cluttered disabled toilets etc. can be a first stage to creating better accessibility, we can carry out a simple approach to improve the way children and young people can access and use the building:

- Check that entrances and exits, including all fire exits, have suitable ramps where needed.
- If we have more than a ground floor, is there a lift that is suitable for a child or young person using a wheelchair to independently use?
- Are heavy doors a barrier, could these be automated?
- Check disabled toilets and if appropriate move clutter somewhere else to ensure that someone using a wheelchair can use the toilet easily.

Noise

Having recognised that our physical environment can be noisy, here are some adaptations and strategies that we can introduce to help ensure that noise is less harmful:

- Sound system: does the volume really have to be turned up to 11? Lots of people would be glad for it to be turned down just a little, and the sound quality is likely to be less distorted and therefore better for everyone too!
- Protection: provide some noise cancelling headphones or ear defenders so that anyone who is still struggling with the noise levels can be protected.
- Safer space: typically, in a room where there is amplified sound, there will be 'dead spots' which are quieter; a sound engineer will be able to help identify these. Make these safer spaces known to people who find loud noise overwhelming.
- Reduce echoing: if our environment is echoey, we can reduce this by introducing more sound absorbing surfaces such as carpets/rugs, plain wall coverings, soft furnishings etc.

Light

We have hopefully recognised by now that our environment can have lighting that is difficult for some people to cope with. Here are some things that we might do about it:

- Change the bulbs: can you use less bright lighting? This could help lots of people and it will be good for the planet too!
- Use dimmers: by introducing dimmer switches you could easily lower the lighting levels to a more comfortable setting.

- Remove fluorescent lighting: this might take time, planning and investment, but replacing fluorescent lighting for something like LED lighting can really help.
- Reduce flashing lights: think carefully about the challenges that flashing lights can present and reduce or remove their use.
- Protection: for children and young people who are struggling with the lighting, allow them to wear sunglasses and have a few pairs available in case someone needs them.

Smells

- Extractor fans: get rid of the overpowering smell by situating e.g. the coffee machine by an extractor. Bear in mind that extractor fans can themselves be sources of noise though, so be careful to balance the risk here.
- Good ventilation: the school finance officer may not like it, but open a window. Allowing fresh air to circulate can help to remove overwhelming smells of perfume, coffee, school lunches, or... people!

People

- Lots of people can mean an overwhelming environment for a child or young person with additional needs, but creating 'safe spaces' for them such as a gazebo with bean bags and ear defenders etc. can offer them a refuge for when they are feeling overwhelmed. These should be situated in the same area that the activity is based in, not in another room.

Signs

- Update signs so that a literal reader doesn't end up getting into trouble, *"If you are the last person leaving this room, please turn off this rooms' lights."*
- Do an audit of all signs, do they make sense? Do they need changing? Could they be improved and made easier to understand by adding a symbol or an image?

Programme barriers

Unexpected changes

- Consistent programming: where possible, establish a regular routine for the programme. This will provide children and young people with anchor points of consistency that they can hold onto, the familiar routine helping them to relax and be less anxious.
- Advance warning: if you need to change the programme, give plenty of notice. Help children and young people to prepare for any changes by giving them the new timetable well in advance, talk them through it, check that they are OK. It may help for the timetable to include symbols or images to help communicate understanding.

Now and next

- Provide visual timetables: a major anxiety trigger for children and young people with additional needs can be not knowing what is going on, what is happening and expected of them now, what is coming next, when the session will end etc. By providing a visual timetable, highlighting the different parts of the programme in order, using symbols or images where appropriate, will give a child or young person a useful tool to help them safely navigate their way through the session. You can find out more about visual

timetables here: <https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/visual-supports>

Connect with what interests them

- Don't make assumptions about what programme content a child or young person with additional needs might find interesting but find out about what they like doing and connect the learning to that.

Clear instructions

- Use their name: if you are speaking directly to a child or young person with additional needs, remember to use their name so that they know that you are speaking to them.
- Give short, clear instructions: make sure that whatever you say is not open to misinterpretation or to being taken too literally. Check that what you have said is understood.

Ask in advance

- Give plenty of notice: although unexpectedly asking a child or young person with additional needs to e.g. read something or pray in an act of collective worship could be difficult for them, that doesn't mean that they necessarily never want to read or pray. Ask if they would like to do this next time, providing them with the information they need in advance. If they agree, check with them when they arrive next time to ensure that they are ready, and if things have changed then reassure them that it's not a problem, they can contribute in this way whenever they feel ready to do so.

People barriers

Acceptance

- Don't expect children and young people with additional needs to 'fit in' or to necessarily behave in the same way as other children and young people. Understand children and young people with additional needs for who they are and allow them to express their diversity in ways that work for them.
- Don't dismiss children's and young people's questions, even if they seem random to you, or unconnected to what is being explored. Because their brains can be 'wired' differently, they can think about and understand things differently and their questions will be relevant to them (and you are likely to learn something too!)
- There is a great video of school children, all of whom have additional needs, sharing with their teachers what they would like them to know about them, as well as ways that their teachers could help them. It works as a great teaching video for all of us: <https://theadditionalneedsblogfather.com/2019/10/23/what-kids-tell-us/> (the link to the video is at the end of the blog post)

Language

- Avoid metaphors: as mentioned previously, using literal language and avoiding metaphors and similes will help some children and young people with additional needs to better understand what you are communicating and avoid confusion or alarm.

- Explain 'school speech' clearly and appropriately: similarly to metaphors, some of our 'school speech' or terminology can be confusing for children and young people with additional needs. Use clear terms, explain them well, and don't use abbreviations.

Multi-sensory learning

- Use as many senses as possible: when telling a story or speaking about a theme, don't just rely on what you say, let as many of our senses as possible be used. For example, if telling the story of Noah and the ark, have a toy ark and animals to show. Use a rainmaker along with a fan and a plant sprayer to imitate the storm. Have an olive leaf for them to see and touch, etc.
- Be aware of their sensory needs: to help them focus while you are sharing a story or theme with them, give them the tools they need to be able to do this. If they need something to fiddle/fidget with, have fiddle toys handy. If they need to move, provide a wobble cushion or a gym ball for them to sit on, or provide an activity/exercise break.
- Using resources that include symbols and images can be really helpful in communicating effectively with children and young people with additional needs. Social stories use these to communicate new or complex information to children and young people, and you can learn more about how to use them here:
<https://reachoutasc.com/resources/downloadable-resources/>

Changing culture

- Lead it, preach it: culture comes from the top and culture change needs to be led. Whoever it was that said "*Culture eats strategy for breakfast*" was right and could have easily applied it to many of our schools. If we want people to be inclusive, we have to show them how.
- 'Meerkats' and 'Lions': 'meerkats' represent people who, when, for example, an Autistic child is having a brain overload, all turn in unison, stare, tut and make unhelpful (and wrong) comments about 'naughty children' or 'bad parenting'. Lions look after their pride, working together, supporting each other; we need to be lions in our schools and encourage everyone else to be lions too. Instead of staring, tutting and negatively commenting, we could create space, offer help, be kind, be supportive.

Designing for users on the autistic spectrum



Do...

use simple colours



write in plain language

Do this

use simple sentences and bullets



make buttons descriptive

Attach files

build simple and consistent layouts



Don't...

use bright contrasting colours



use figures of speech and idioms



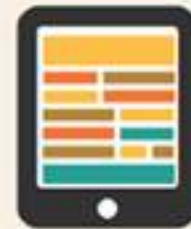
create a wall of text



make buttons vague and unpredictable

Click here!

build complex and cluttered layouts



Designing for users with dyslexia



Do...

use images and diagrams to support text



align text to the left and keep a consistent layout



consider producing materials in other formats (for example audio or video)



keep content short, clear and simple



let users change the contrast between background and text



Don't...

use large blocks of heavy text



underline words, use italics or write in capitals

DON'T
DO THIS

force users to remember things from previous pages - give reminders and prompts



rely on accurate spelling - use autocorrect or provide suggestions



put too much information in one place



Designing for users with low vision



Do...

use good colour contrasts and a readable font size



publish all information on web pages



use a combination of colour, shapes and text

Start

follow a linear, logical layout

200% magnification



put buttons and notifications in context



Don't...

use low colour contrasts and small font size



bury information in downloads



only use colour to convey meaning



spread content all over a page

200% magnification



separate actions from their context



Additional Needs Belonging Checklist



Barriers	Where we're at with this		
	This needs attention	We're exploring this	Changes in place
1. Ableist language*			
Notes:			
2. Activities that exclude			
Notes:			
3. Acoustics (echo/resonance)			
Notes:			
4. Early collective worship/ assembly time			
Notes:			
5. Fixed seating			
Notes:			
6. High tables/work surfaces			
Notes:			
7. Loud noise			
Notes:			
8. Narrow doorways			
Notes:			
9. Negative culture			
Notes:			
10. Negative theology			
Notes:			
11. No safe space			
Notes:			
12. No disabled parking for drop-off/ collection			
Notes:			
13. Only spoken language			
Notes:			



Barriers	Where we're at with this		
	This needs attention	We're exploring this	Changes in place
14. Family members as one-to-one helpers in class			
Notes:			
15. Poor lighting			
Notes:			
16. Poor signage			
Notes:			
17. Projection issues			
Notes:			
18. Small print resources			
Notes:			
19. Steps/Stairs (no lift)			
Notes:			
20. Steps/Stairs (no ramp)			
Notes:			
21. Strong smells			
Notes:			
22. No disabled toilets			
Notes:			
23. Trip hazards			
Notes:			
24. Uneven paths			
Notes:			
25. Unpredictable programme			
Notes:			

*Ableist language: Often inadvertent e.g. "Let's stand to worship". Sometimes cultural e.g. "My suggestion fell on deaf ears". Sometimes ignorant e.g. "We're all a little bit OCD". Can reinforce feelings of being uncared for or marginalised.

This Additional Needs Belonging Checklist completed by: _____

Date: _____

Additional Needs Belonging Checklist - Barriers And Changes

Reference	Barrier	Why it's a barrier (1)	Why it's a barrier (2)	Why it's a barrier (3)	Why it's a barrier (4)
B1	Ableist Language	Often inadvertent e.g. "Let's stand to worship"	Sometimes cultural e.g. "My suggestion fell on deaf ears"	Sometimes ignorant e.g. "We're all a little bit OCD"	Can reinforce feelings of being uncared for
B2	Activities that exclude	Can mean someone is unable to take part in the activity	Can cause anxiety and stress	Creates an uncaring culture of exclusion	Can reinforce feelings of being uncared for
B3	Acoustics	Can be too loud or distorted	Can be painful or disorienting	Can prevent participation	Escaping it can be hard
B4	Early collective worship/assembly time	Can be hard for some families/pupils	Stigma attached to arriving late	Can be disruptive when families/pupils arrive	Families/pupils feel stared at and judged
B5	Fixed seating/pews	Can make disabled access difficult	Can mean little/no choice of location	May mean that view obscured	Support harder if crisis happening
B6	High tables/work surfaces	Can be unreachable for e.g. a wheelchair user	Can mean someone is unable to take part in the activity	Can be isolating or excluding	Can re-enforce feelings of being uncared for
B7	Loud noise	Can be physically painful	Can make communication hard	Can be frightening if unexpected	Escaping it can be hard
B8	Narrow doorways	Can make disabled access difficult	May restrict use of parts of building	Can cause crowding and flow issues	Can be health and safety hazard
B9	Negative culture	Can be deliberate or inadvertent	May be linked to resistance to change (always done this way)	Putting the needs of disabled pupils last	Creates an uncaring culture of exclusion
B10	Negative theology	Can be very damaging to disabled pupils faith journey	The Bible can be (wrongly) used to justify bad practice	This can include wrong teaching on healing, faith etc.	Pupils can find it hard to argue with wrong theology
B11	No disabled parking for drop off/collection	Disabled pupils struggle to attend	Not only an issue for physical disability	Can cause anxiety and stress	Families can struggle getting disabled children to school
B12	No safe space	Nowhere to escape to if overwhelmed	Could lead to meltdowns due to sensory overload	Pupils may need to leave the activity	Pupils can feel isolated
B13	Only 'spoken' language	Excludes pupils who are Deaf/deaf	Some pupils use signing, symbols, etc.	Not everyone speaks English	It's hard to just listen to someone
B14	Family members as one-to-one helpers in class	Families don't get respite	Schools don't develop skills themselves	Families can feel isolated	Children don't socialise with other adults
B15	Poor lighting	Difficult if have visual impairments	May be too dark, too bright, flickering	May be unable to participate in service	May not be able to see hazards
B16	Poor signage	Difficult if have visual impairments	Can be unreadable for pupils with Dyslexia	May miss important information or warning	Could be dangerous if sign protruding
B17	Projection issues	Can exclude pupils with visual impairment	Can be unreadable for pupils with Dyslexia	Text on top of photo/video problematic	Lack of contrast between text and background
B18	Small print resources	Can exclude pupils with visual impairment	Can be unreadable for pupils with Dyslexia	May miss important information or warning	Creates an uncaring culture of exclusion
B19	Steps/Stairs (no lift)	Physically prevents access	Bad first impression	Unwelcoming and uncaring	Could be dangerous if climbed
B20	Steps/Stairs (no ramp)	Physically prevents access	Bad first impression	Unwelcoming and uncaring	Could be dangerous if climbed
B21	Strong smells	Can cause sensory overload	Can be very distracting or disorienting	Perfume, coffee, cooked food are examples	Can linger for a long time
B22	No disabled toilets/changing place	Disabled pupils unable to access toilet facilities	Staff unable to change disabled children safely	Sometimes used as a storage room preventing access	Access to suitable toilet facilities a human right
B23	Trip hazards	Can be a health and safety issue and cause serious accident	Poor or missing signage can be an issue	Can cause anxiety and stress	Can reinforce feelings of being uncared for
B24	Uneven paths	Can be a health and safety issue and cause serious accident	Poor or missing signage can be an issue	Can cause anxiety and stress	Can reinforce feelings of being uncared for
B25	Unpredictable programme	Creates uncertainty and worry about what is happening	Some pupils need to know what is happening now/next	Can mean someone is unable to take part in the activity	Can cause anxiety and stress

Reference	Changes	Why it's a change (1)	Why it's a change (2)	Why it's a change (3)	Why it's a change (4)
C1	Appropriate language	Inclusive, "Please sit or stand as we worship together"	Removing stigma, "My suggestion was rejected" (instead of "fell on deaf ears"	Removing ignorance. "We all like to be tidy" (instead of "We're all OCD"	Reinforces sense of being cared for
C2	Inclusive activities	Everyone is able to participate	Can reduce anxiety and stress	Reinforces sense of being cared for	Models inclusion throughout the school
C3	Hearing loop	Some hearing aids connect to this	It allows some Deaf/deaf pupils to participate	It can prevent echo or distortion	Some hearing loops are portable
C4	Flexible start time	Helps families/pupils that struggle with early starts	Can reduce disruption when pupils arrive	Can remove stigma, judging	Families feel accepted and valued
C5	Flexible seating	Can create better disabled access	Can provide choices of where to locate	Can remove view barriers	Easier to support pupils experiencing meltdowns/crisis
C6	Lowered work surfaces	Allows e.g. wheelchair users to join or lead activities	More comfortable for everyone to use	Reduces isolation and exclusion	Reinforces sense of being cared for
C7	Ear defenders	Significantly reduces volume	Can still allow conversation	Reduces 'shock' of unexpected noise	Provides immediate escape
C8	Wider/automatic doors	Improves disabled access throughout building	Brings all of building into use	Can improve crowding and flow issues	Can improve health and safety issues
C9	Culture/leadership change	Lead culture change deliberately from the top	But involve disabled pupils and their families in this	Prioritise disabled pupils needs, appoint an 'Inclusion Champion'	Creates a more caring and inclusive culture for all
C10	Bible teaching	Disabled people feel welcomed to teach in this area	In removing bad disability theology families and pupils will feel less threatene	Allows a true biblical understanding of healing, faith etc.	Pupils feel accepted and valued
C11	Disabled parking provided	Disabled pupils able to attend	Can improve access for wide range of disabled people	Reduces anxiety and stress	Families of disabled children can arrive more easily
C12	Calm/chill/safe space	A 'retreat' to use if feeling overwhelmed	Can remove the possibility of a meltdown/crisis	Provides a place for pupils to use instead of going home	Reduces isolation and exclusion
C13	Sign language/visuals	Provides support for Deaf/deaf pupils	Provides support for children using signing to support speech	Provides support to non-English speakers	Creates more varied and helpful communication
C14	One-to-one/buddies provided	Allows families to get respite	Schools skill up to meet the need of children	Families feel valued and supported	Children increase their socialisation with adults
C15	Flexible lighting	Allows the right level of brightness to be achieved	Reduces glare, flickering etc.	Supports pupils with visual impairment, Dylexia etc.	Improves visibility of hazards etc.
C16	Appropriate signage	Larger print signs can be accessed by more pupils	Signs could also include symbols, braille	Using a Dyslexia friendly font improves access more	Signs located so as not to protrude/be a hazard
C17	Projection standards	Using a good contast between text and background	Using a Dyselxia friendly font improves access more	Use images to enhance slides, just don't use them behind text	Use presentations to enhance other forms of communication
C18	Large print/braille	Provides support for pupils with visual impairment	Can provide support for pupils with Dyslexia	Helps ensure that more pupils access important information	Creates a more caring and inclusive culture for all
C19	Lift	Allows access around the building	Shows thought given to access	Creates better first impression	Welcoming and safe to use
C20	Ramp	Allows access to building	Shows thought given to access	Creates better first impression	Welcoming and safe to use
C21	Extractor fan	Helps overcome powerful kitchen smells	Reduces spread of smells throughout the building	Can help prevent sensory overload (if not sensitive to the noise)	Can prevent distraction or disorientation (if not sensitive to the nois
C22	Disabled toilets/changing place provided	Disabled pupils able to access appropriate facilities	Staff able to appropriately change disabled children	Nothing stored in the toilet/changing place that can prevent access	The human right to suitable toilet facilities has been met
C23	Clear walkways	Clear signage can alert pupils to potential dangers	Can reduce stress and anxiety	Meets health and safety requirements	Creates a more caring and inclusive culture for all
C24	Level safe paths	Clear signage can alert pupils to potential dangers	Can reduce stress and anxiety	Meets health and safety requirements	Creates a more caring and inclusive culture for all
C25	Visual timetable	Creates clarity and understanding about the programme	Use symbols or images that the pupil helps to choose and uses elsewhere	Consistency with tools used elsewhere creates regularity and reassuran	Look to provide visual timetables in advance

Attention Deficit Hyperactivity Disorder (ADHD)

Condition:

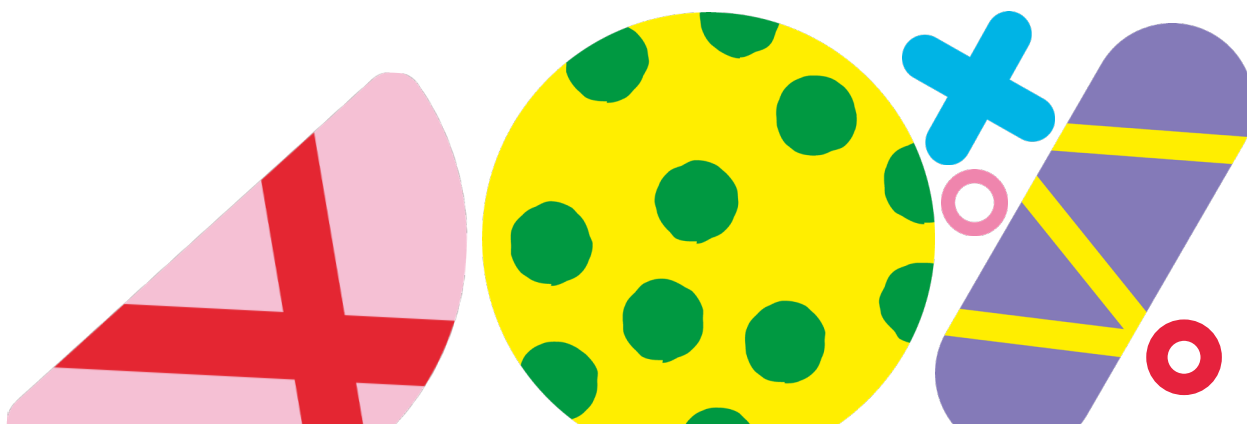
Children with ADHD can sometimes be viewed as having frequent and occasionally severe behavioural problems that can interfere with their ability to lead a normal life, although generally it is understood that this is a response to their feelings and often out of their control. They may have difficulties with their relationships, including with adults and other children. Children with ADHD who have difficulties with concentration can sometimes have associated learning difficulties as well. Their impulsive nature can put them at risk of physical danger. Due to them sometimes having difficulty controlling their feelings, they can often get incorrectly labelled as “bad”.

Problem Areas:

- Behaviour – this can often be interpreted as being uncontrolled and can lead to exclusion. Children with ADHD can sometimes struggle to regain calm when they become agitated.
- Concentration – difficulty focusing on a particular task for very long unless helped to do so. This can then lead to fidgeting, disruption, or a falling behind with instructions and work.
- Attention to detail - children with ADHD often do not have a well-developed attention to detail and can consequently make mistakes, leading to frustration. They may also have limited problem-solving skills.
- Impatience – this is common and includes being unable to wait or queue, shouting out an answer before the question has been completed, or frequently interrupting.
- Lack of social skills – often demonstrated by talking too much. Difficulties understanding facial expression, body language etc. Can struggle to make and keep friends.

Support strategies for your Group:

- Many children with ADHD will have a school support plan. This, along with parent/ carer consultation, should be a starting point for developing your support strategy.
- Don't give too many instructions at one time. Take it step-by-step and use clear





language. Ask “Do you understand?”

- If possible have a ‘Calm/Chill Area’ which a child can access (appropriately supervised) if they show signs of becoming agitated. Place calming things that the child enjoys doing in this quiet area. The key is to remove the child from the source of agitation before it builds up. Having some ear defenders here might also be helpful.
- Seat the child close to or next to a leader and away from windows and distractions. If possible allocate one of your team to be a one-to-one helper for the child. Use a fiddles box to help aid concentration.
- Good planning is important in ensuring that you accommodate the needs of a child with ADHD in your programme. Children with ADHD often need structure and clear routines that are not too complicated. A visual timetable might help here.
- Pastoral care/teaching is vital. Relationship building with a child with ADHD brings great behavioural benefits as well as helping you to understand the child’s world better.
- Children with ADHD can be given some responsibilities, under supervision, and often respond well to this involvement.

Further information:

The ADHD Foundation www.adhdfoundation.org.uk

Attention Deficit Disorder Information Support Service (ADDISS) www.addiss.co.uk

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Case study: ADHD



Joe

Joe is thirteen years old and has ADHD. He often feels a bit overwhelmed by his condition, as well as finding it hard to make and keep friends.

He can especially find collective worship difficult, even though worship time is only usually 15 minutes long. Joe quickly gets distracted, loses concentration, and finds himself thinking about, and becoming overwhelmed by, impatience for the next activity.

As a result, he can become frustrated and agitated and this can sometimes lead to what is perceived as challenging and difficult behaviour.

Note: Here's a link to more information about ADHD to help you:

<https://www.energize.uk.net/downloads/Invited%20to%20Belong/invited-to-belong-a20.pdf>

1. What strategies and adaptations can be put in place to help Joe to cope and engage with collective worship?
2. Why is it important that we do the adapting and not leave it all up to Joe?
3. What challenges do you expect to have to overcome in order to put these strategies in place?
4. How would putting these strategies in place make worship time better for everyone?

Autism

Condition:

Autistic children and young people are often greatly misunderstood. Many people's experience of Autistic children is limited to observing them having what is commonly termed as a 'meltdown', or being seemingly unwilling to engage with others or the programme being provided. Negative labels such as 'challenging', 'behavioural issues' or 'uncooperative' are commonly used and Autistic children can be mistakenly regarded as being 'naughty' and their families of having 'poor parenting skills'. This narrative is wrong, and comes from a lack of real knowledge about Autism.

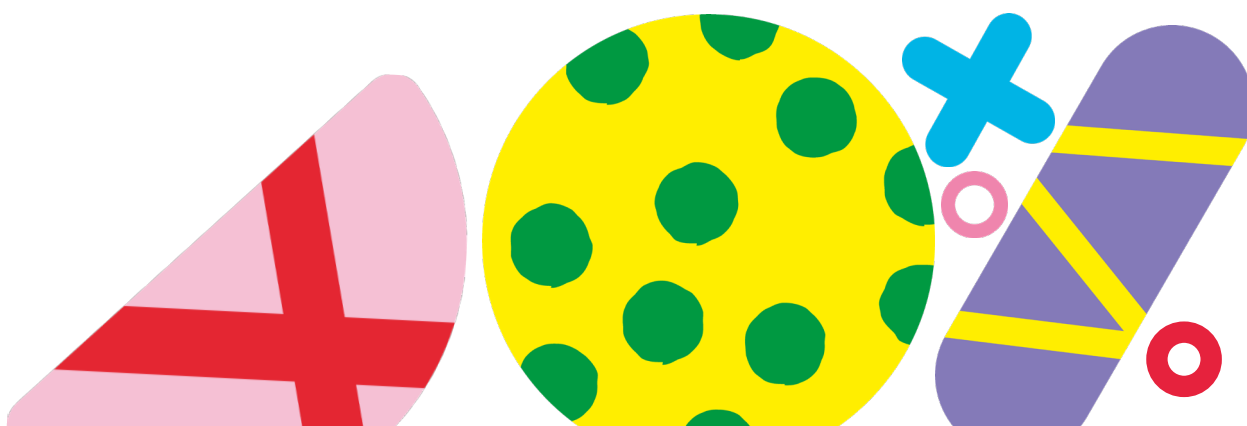
There is a preference among Autistic people for positive, identity first language, i.e. 'Autistic person' rather than 'person with Autism', as shown by language research carried out by the National Autistic Society, for example. Autistic people themselves generally identify as being neurodivergent (or neurodiverse), which means that their brain is 'wired' differently; they understand, experience and interact with the world around them in different ways to non-Autistic people and that difference isn't better or worse, it's just different. Figures vary regarding how many children and young people are Autistic but recent studies by the Department of Health in Northern Ireland suggest that it could be as many as 1 in 22. In understanding these differences, we can understand that a non-Autistic world can make life very difficult for Autistic children and young people.

Problem Areas:

A 'meltdown' isn't an Autistic young person being 'badly behaved', it isn't them 'pushing boundaries' or 'being difficult'. It is a brain overload, like a storm engulfing their brain, and it isn't something that they can do much about in that moment, but there is plenty that we can do to help and support them.

Each child is different and will have their own sensory profile, including things that they are over (hyper) sensitive to or under (hypo) sensitive to. Understanding these sensory differences helps us to support the children and young people that we care for to avoid sensory triggers, or if this isn't possible then to provide ways to reduce their impact e.g. ear defenders for loud noise, or sunglasses for bright or flickering light, and to identify a peaceful nearby rest area for if we see them starting to become overwhelmed.

Autistic children and young people can crave consistency and routine. They need to know what to expect and what is expected of them, helping them to be confident that nothing is going to surprise or overwhelm them. Changes to a programme, especially





at short notice, can be very hard to cope with as it can create anxiety about being overwhelmed or may lead to a brain overload.

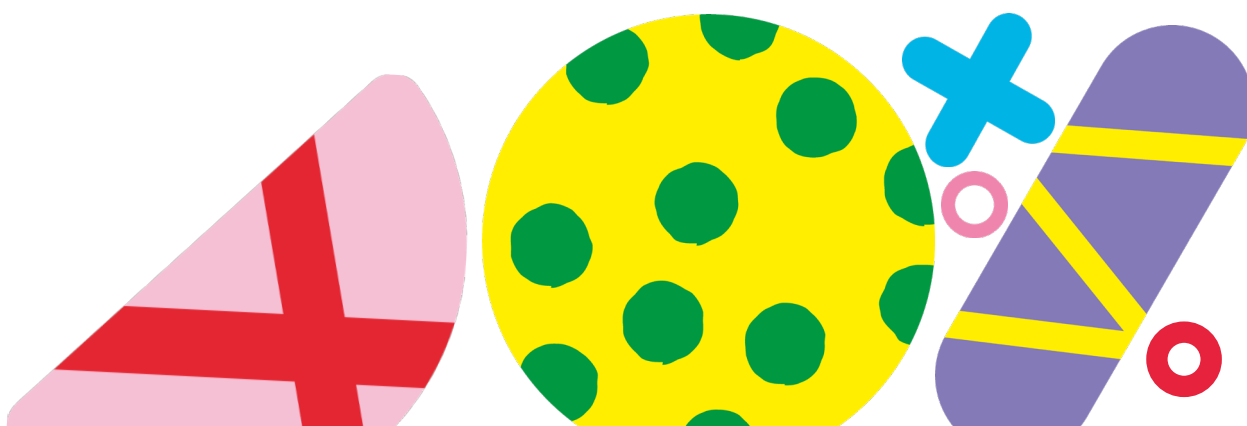
Another form of brain overload is a 'shutdown'. An Autistic child or young person may be unable to speak or move, standing, sitting or lying still, as a response to being overloaded. It can be just as powerful as a 'meltdown' and affect an Autistic young person just as profoundly, while being less obvious to anyone else.

It is likely to take an Autistic child or young person a while to fully recover from a brain overload, whatever the trigger. The more visible aspects of a brain overload might seem to be over after a short while, but it can affect a child or young person for up to the rest of the day. Being there with them, reassuring them, helps them to know that they are safe and cared for. Letting them rest gives them the time and space they need to fully recover. We can then look to learn from the experience together, understanding and seeking ways where possible to identify and minimise the trigger that caused the brain overload from affecting them again.

A great way to understand brain overloads better is to talk with Autistic adults about their experiences of them, what strategies they have put in place to reduce the risk of them, and any advice that they can offer us as we care for Autistic children and young people. Let's learn more together.

Support strategies for your Group:

- Some Autistic children will have a school support plan. This, along with parent/carer conversations, or conversations with young people themselves if they are old enough, should be a starting point for developing your support strategy.
- Find out how they prefer to communicate. It may be that using the PECS system of communication, some sign language (e.g. BSL, Makaton or Signalong – depends if a child uses these), photos, or gestures, along with speech may help you to communicate better with Autistic children and understand their communication to you.
- Visual timetables (using pictures or symbols) can be very useful so that an Autistic child can find it easier to understand what is happening now and next and to move to their next activity with more confidence.

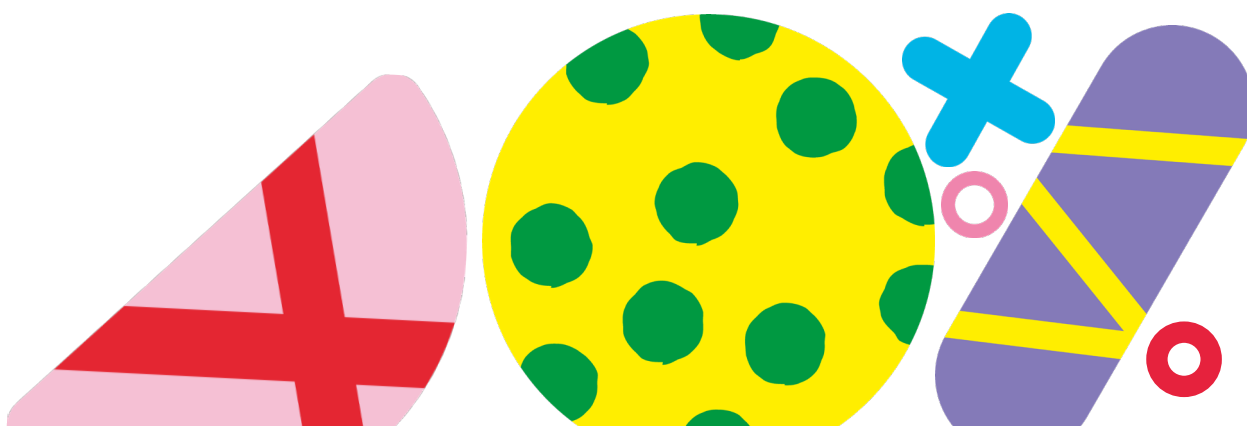




- Routine and structure are very important, an Autistic child needs to know in advance what they are doing and when, each time the group meets.
- There should not be any sensory overload such as loud noise. If this is likely then a quieter area may be more comfortable for an Autistic child, or provide ear defenders.
- Any teaching may need to be at a slower pace and may need to be reinforced by a one-to-one helper giving additional explanation (preferably visually) for an Autistic child.
- An Autistic child may need help to focus on everyday activities such as being able to change for swimming, sitting down and eating with friends at a table, or going to the toilet.

Here are some Autism myths that we can bust:

- “We’re all ‘on the spectrum’ somewhere.” Autism is a neurodiversity, a different way of the brain being wired. You are either Autistic, or not, you can’t be “A little bit Autistic.”
- “Children can grow out of it.” As we’ve explored above, Autism is a difference hard wired into the brain. It is an integral part of who an Autistic person is and cannot be “grown out of” or “cured”. There are loads of ‘treatments’ and ‘therapies’ out there, but mostly they seem to be about trying to force an Autistic child to behave like a non-Autistic child; few are of any real value and most are harmful.
- “Autism is just a ‘boy’ thing.” Girls can be Autistic too. Autistic girls are often better at masking their differences, as well as generally being better at copying or mimicking their non-Autistic peers. This, and the prevalent myth that Autism is a male neurodiversity, has meant that Autistic girls often go unnoticed and unsupported.
- “All Autistic people are like the film character ‘Rain Man’, right?” Wrong. Some Autistic people have extraordinary talents and abilities, however this isn’t typical. No two people are the same, and that goes for Autistic children and young people too.
- “Autistic people don’t experience emotions.” Also wrong. Autistic people experience all of the emotions that anyone else does, but may express or respond to them differently.
- “Vaccines are responsible for Autism.” We don’t fully understand why some people are born Autistic and others aren’t, but we do know that it’s nothing to do with vaccines. As we’ve explored already, Autism is a neurodiversity that is hard wired into the brain from foetal development, so Autistic people are ‘born’ Autistic not ‘made’ Autistic.





- “Child ‘A’ has ‘severe Autism’ and Child ‘B’ has ‘mild Autism’.” Terms like ‘mild’ or ‘severe’, ‘high-functioning’ or ‘low-functioning’, are not helpful when describing an Autistic child or young person. Each child is different and may have a range of other factors affecting them, for example a disability or a long-term health condition.

Further information:

The National Autistic Society www.autism.org.uk

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Case study: Autism & Learning Difficulties



Joshua

Joshua is nine years old and is Autistic with associated learning difficulties. He struggles with communication and apart from a handful of words is non-verbal.

He can especially find collective worship difficult. It is quite hard for Joshua to take part in group activities as he has difficulty following instructions and understanding what to do. He also finds loud noise difficult to cope with.

As a result, he can become frustrated and agitated and this can sometimes lead to what can be wrongly interpreted as challenging and difficult behaviour.

Note: Here's a link to more information about Autism to help you:

<https://www.energize.uk.net/downloads/Invited%20to%20Belong/invited-to-belong-a21.pdf>

1. What strategies and adaptations can be put in place to help Joshua to engage with collective worship and to be more involved and included in all of the activities provided?
2. Why is it important that we do the adapting and not leave it to Joshua?
3. What challenges do you expect to have to overcome in order to put these strategies in place?
4. How would putting these strategies in place make collective worship better for everyone?

Blind or Partially Sighted

Condition:

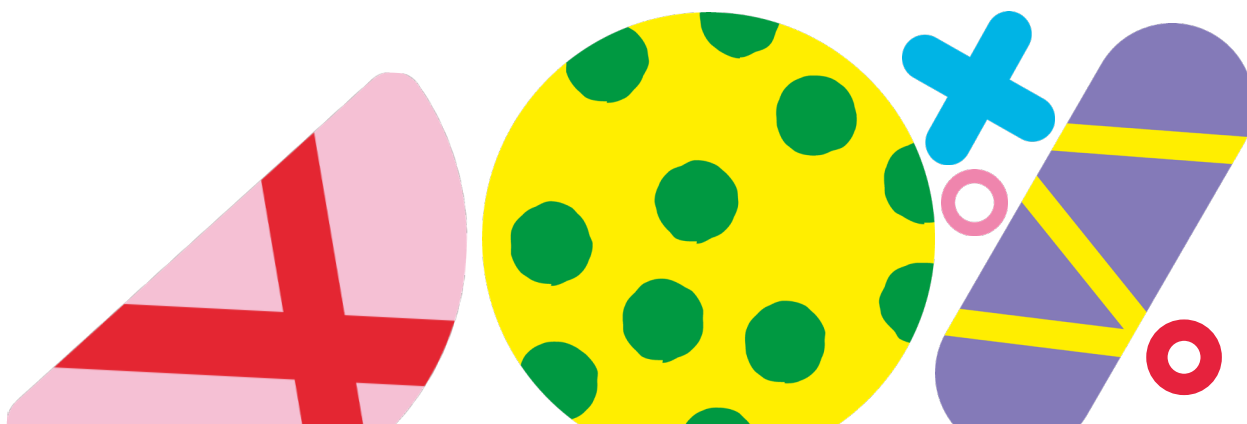
Children who are blind or who are partially sighted are not uncommon. The Royal National Institute of Blind People (RNIB) report that there are over 2 million people in the UK with sight problems. Many of these will be older, however thousands of children are born blind or partially sighted, while some will lose their sight due another illness or condition, or through accident or injury.

Problem Areas:

- Difficulties gaining access to and moving around the building.
- Problems reading printed resources, books, Bibles.
- Problems reading projection screens.
- Problems understanding who is speaking.
- These difficulties exasperated by poor or low lighting.

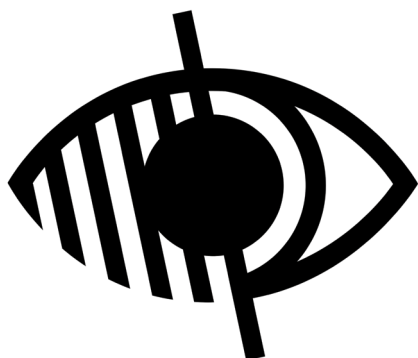
Support strategies for your Group:

- Ensure that all approaches and entrances to the building are free from obstructions, protruding signs, overhanging branches etc.
- Make sure that all glass doors have contrasting, boldly coloured panels to prevent a partially sighted child from walking into them.
- Introduce yourself to a blind or partially sighted child when they arrive, make it clear when you are addressing them or someone else in a group, and let them know when you leave.
- Be aware of the reading needs of the child. Provide printed materials in large print on contrasting matt colour paper (black on pastel colours is best) if appropriate but also see if Braille versions of materials are available if the child uses it. Also consider the use of audio cassette, CD, or .MP3 material if this is suitable.
- If using a projector, use large font sizes (30 point or bigger), with contrasting colour schemes. Try not to use background images if possible. Make sure that a summary of what is written on the screen is spoken so that children with no sight can follow it.
- If a young person uses a guide dog (older teens may do so) make sure there is space provided next to them for the guide dog to sit, and provide water for the dog if required.





- Good lighting is important, particularly the use of natural light and 'natural light' light-bulbs, which make colours and detail appear much clearer.
- Use the international symbol at the entrance and on all information, notice boards etc. to show that you provide facilities for blind and partially sighted people.



Further information:

Royal National Institute of Blind People (RNIB)
Sense
Torch Trust

www.rnib.org.uk
www.sense.org.uk
www.torchtrust.org

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Case study: Blind



Jade

Jade is eleven years old and was born Blind.

She attended the same primary school since Reception class and had an EHCP in place to support her there. She moved to secondary school in September.

Jade generally copes well in school and is popular and bright. She can sometimes still find it hard to understand what is going on though, especially when it is noisy and she can't tell whether people are speaking to her.

Sometimes, during collective worship, Jade struggles to hear what is going on as the hall echoes and when full of pupils it is noisy. She uses a cane to help her get around, but is still learning where everything is and when she gets to the hall she can't tell where there is a free chair for her to use without asking.

Note: Here's a link to more information about being Blind to help you:
<https://www.energize.uk.net/downloads/Invited%20to%20Belong/invited-to-belong-a2.pdf>

1. What strategies and adaptations can be put in place to help Jade to access and engage with collective worship?
2. Why is it important that we do the adapting and not leave it all up to Jade?
3. What challenges do you expect to have to overcome in order to put these strategies in place?
4. How would putting these strategies in place make collective worship work better for everyone?

Deaf or Hard of Hearing

Condition:

Children who are deaf or who are hard of hearing are often referred to as 'deaf', 'Deaf', 'hard of hearing', 'deafened' or 'deafblind'. This wide ranging, and often confusing, range of terms represents the different degrees of hearing loss from being unable to hear certain frequencies through to being totally unable to hear at all. Some children are born deaf ('Deaf'), while others may lose their hearing through accident or illness ('deaf'). Some, but not all, children may be able to use sign language. Some may also use hearing aids or may lip read.

Problem Areas:

- Difficulties understanding what is being said, sung, or the audio track to video etc.
- Being unable to hear warnings e.g. fire alarms.
- Being unaware of someone approaching them from behind.
- Varying degrees of difficulty with communication.

Support strategies for your Group:

- Always make sure that the child is aware that you want to communicate with them before speaking e.g. a gentle touch on the arm to gain attention is acceptable.
- When speaking to a group that includes a child who is deaf or hard of hearing, make sure that the child is sat at the front, can see your face, and that there are no windows behind you to cause shadows or reflections. Make sure that nobody walks between you and the child and that there are no pillars, equipment etc. blocking their view.
- Talk at a normal pace, do not shout, keep your hands away from your face and do not eat, drink or chew gum when talking to either an individual child or a group.
- Be prepared to write things down or provide handouts if needed.
- If talking to a deaf or hard of hearing child and a hearing person who is with them, address the deaf or hard of hearing child normally, not through the hearing person.
- If possible, use a microphone and amplifier. If your building has an induction loop system, use this if a child has a hearing aid. It is important to test and maintain induction loops regularly.



- Make sure your building has good clear signage. This will prevent deaf or hard of hearing children needing to ask for directions.
- If you have a child in the group that uses sign language, see if one of your team knows British Sign Language (BSL), Makaton, Signalong, or whatever the child uses..
- Perhaps most importantly, if communication with a deaf or hard of hearing child proves difficult, don't give up! It is so discouraging when people do.
- Use the international symbol on all literature, on the notice board and outside of where you meet, to indicate that you provide facilities for hard of hearing people. If you use an induction loop system, use the version of the symbol that reflects this (with a 'T').



Further information:

Royal National Institute for the Deaf (RNID)
Go! Sign (Christian Deaf Link UK)
Information on deafblindness

www.actiononhearingloss.org.uk
www.gosign.org.uk
www.sense.org.uk

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Case study: Deaf



Jasmine

Jasmine is seven years old and was born Deaf.

She has attended the same primary school since Reception class and has an EHCP in place to support her.

Jasmine has learned to do some basic lip reading and has also started to learn some entry-level sign language (BSL standard). She still finds communicating hard though, and can also sometimes be left to cope on her own when things get busy in class.

Sometimes during collective worship, Jasmine can get a bit lost in the programme as there is no signing provided here and she can't always see who is speaking to allow her to lip read. The act of worship is mostly spoken with few visuals or other ways of engaging.

Note: Here's a link to more information about being Deaf or hard of hearing to help you:

<https://www.energize.uk.net/downloads/Invited%20to%20Belong/invited-to-belong-a5.pdf>

1. What strategies and adaptations can be put in place to help Jasmine to access and engage with collective worship?
2. Why is it important that we do the adapting and not leave it all up to Jasmine?
3. What challenges do you expect to have to overcome in order to put these strategies in place?
4. How would putting these strategies in place make collective worship work better for everyone?

Dyslexia

Condition:

Children with Dyslexia can experience a wide range of problems related to processing language. These problems are usually specifically linked to reading and spelling, but are sometimes also linked to problems with organisation and sequencing and can even include short term memory difficulties.

Current thinking suggests that these difficulties are related to inefficiencies in language-processing areas in the left hemisphere of the brain. There is evidence that suggests that these inefficiencies are linked to genetic differences.

Children with Dyslexia are affected by it for life, but its impact can be minimised by targeted literacy intervention, technological support and adaptations to ways of working and learning.

The effects of Dyslexia vary in severity and it is not uncommon for children with this condition to also have Dyspraxia or Attention Deficit Disorder, which, along with Dyslexia are categorised as 'Specific Learning Difficulties'. Dyslexia is NOT related to intelligence.

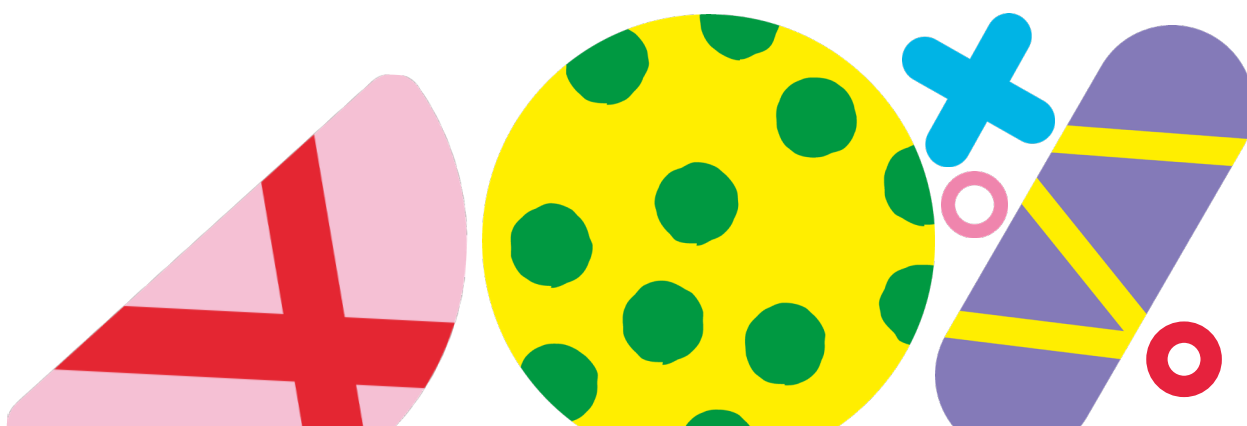
Approximately 10% of the population are affected by Dyslexia to some degree.

Problem Areas:

- Difficulties with processing language – usually related to reading and spelling.
- Organisation and sequencing difficulties.
- Short term memory problems.
- Possibly linked to Dyspraxia or Attention Deficit Disorder.

Support strategies for your Group:

- Provide written materials in a clear and easy to view way.
 - This means using a clear font such as Arial or Verdana.
 - Not cluttering the print with background pictures or watermarks.
 - Not using long paragraphs or sentences, but using shorter bullet points.
 - When using colours, use strong contrasts.





- If projecting something onto a screen or wall, use strongly contrasting colours so that text is more easily visible. Use a Dyslexia friendly (sans serif) font, and don't overlay text on top of an image or video, but keep them separate.
- Some children with Dyslexia may use coloured plastic overlay sheets or wallets which documents can be placed in to help them with their reading. Increasingly they may use an electronic tablet to allow them to set up text in a way that they can read. Be understanding in the use of these so that it helps the child without drawing undue attention to them.
- In some cases, children can have problems using coloured or shiny paper with text on. Pastel shades are usually suitable but other, stronger, colours should be avoided.
- When giving out notice sheets etc. make sure you also read important notices out so that those who struggle to read the notices are still able to understand them. Make sure you check with children with Dyslexia (privately, not in the group setting) that they have all the information and understand it.
- Do not unexpectedly ask a child with Dyslexia to read out loud. They may be able to do this with preparation and practice, however, so don't entirely disregard them from doing this either. Children with Dyslexia are often accomplished at covering up their reading difficulties, so get to know them and their parents to establish what they can be helped to do. Be sensitive when doing this, as many children will be embarrassed about their condition.

Further information:

The Dyslexia Association <https://www.dyslexia.uk.net>
British Dyslexia Association www.bdadyslexia.org.uk

Thanks to Dyslexia Association for much of the material used in writing this article.

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Case study: Dyslexia



Jessica

Jessica is twelve years old and has Dyslexia. She finds it hard to read and can sometimes be a bit disorganised and forgetful.

Jessica has really started to do better at school ever since she was diagnosed with Dyslexia six months ago, having previously struggled to keep up, however she can still struggle with collective worship, especially reading what is projected onto the screen and following what is going on.

Note: Here's a link to more information about Dyslexia to help you:
<https://www.energize.uk.net/downloads/Invited%20to%20Belong/invited-to-belong-a24.pdf>

1. What strategies and adaptations can be put in place to help Jessica to take part in collective worship?
2. Why is it important that we do the adapting and not leave it to Jessica?
3. What challenges do you expect to have to overcome in order to put these strategies in place?
4. How would putting these strategies in place make collective worship better for everyone?

Limited Mobility and Wheelchair Users

Condition:

Children with limited mobility or who are wheelchair users can and will have a wide range of reasons for this. They may have been born with a medical condition, had a serious accident or a sudden illness.

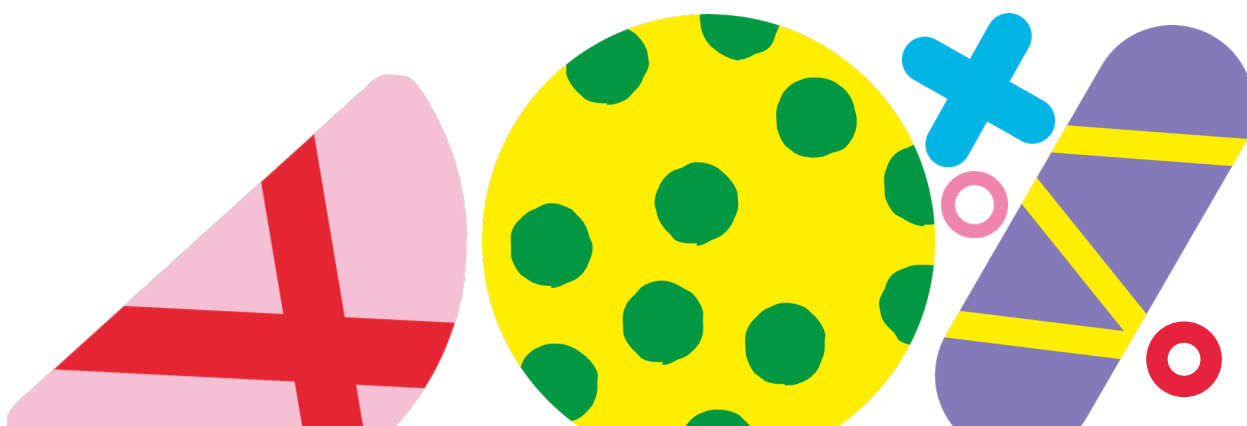
Whatever the reason for their limited mobility or wheelchair use, there are ways in which your group can be more sympathetic to their additional needs.

Problem Areas:

- Arriving at the building.
- Getting into the building.
- Access throughout the building.
- Use of toilet facilities.
- Being treated differently because of their limited mobility/wheelchair use.

Support strategies for your Group:

- Provide marked out parking spaces for parents with children with limited mobility or who are wheelchair users to use. Make sure these are as close as possible to the entrance to the building.
- In the absence of a car park, try to reserve a 'drop off' point near the entrance.
- All internal and external areas of the building should be leveled and have ramped access points. Some children with limited mobility find ramps difficult to negotiate so this should not be the only means of entry.
- All ramps and steps should have a handrail.
- If you have more than one child who is a wheelchair user, don't put them all together as this highlights their disability. In the same way, don't position them in an aisle or near an emergency exit for safety reasons.
- Screens may become difficult for children who are wheelchair users to see when everyone else is standing, so provide copies of songs or presentations for those who remain seated to use.





- Wheelchair accessible toilets should be provided, and these should never be used for storage.
- When talking to a wheelchair user, sit next to them so that you can gain eye contact with them more easily.
- A wheelchair is part of the users personal space – don't move it without asking and don't lean on it!
- If your building and strategy includes all of the above, please display the International Symbol of Access (ISA) at the entrance to your building and on any literature to show that you provide suitable facilities for those with limited mobility.



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Case study: Limited Mobility/Mobility Disability



Jack

Jack is fifteen years old and is a wheelchair user following a bike accident when he was eight. He has no use of his legs, but has adapted to his situation and is quite independent.

Jack enjoys collective worship, however it can sometimes be hard for him to fully participate. Whoever is leading often asks everyone to 'stand to worship', which upsets Jack, and other young people standing in front of him make it hard for him to see. The school was built in the 1970's and the hall stage doesn't have disabled access so although Jack is an accomplished piano and keyboard player he can't play in the band.

Note: Here's a link to more information about Limited Mobility/Mobility Disability to help you:

<https://www.energize.uk.net/downloads/Invited%20to%20Belong/invited-to-belong-a8.pdf>

1. What strategies and adaptations can be put in place to help Jack to be able to take part fully in collective worship?
2. Why is it important that we do the adapting and not leave it to Jack?
3. What challenges do you expect to have to overcome in order to put these strategies in place?
4. How would putting these strategies in place make collective worship better for everyone?

Sensory Processing Disorder

Condition:

What is a sensory processing disorder? Occupational Therapist Sheilagh Blyth explains...
(Article adapted from the original to fit this guide, along with additional content from Steff Shepherd, qualified Occupational Therapist and children's worker)

Sensory processing (sometimes called sensory integration or SI) is a term that refers to the way the body receives and interprets messages from the senses. Humans have a multitude of senses that help them to gather information about the world around them and people process this information through the nervous system.

This tells an individual to react either with a motor or a behavioural response. For example, if a butterfly touches someone's arm, the brain would receive a message that they could either feel or see that butterfly. How a person reacts to that sensation is dependent on how their body interprets sensations. They could brush the butterfly to one side, scream, wave their hands in the air or stand still in fright. Everyone's reaction can be different.

Sensory integration usually occurs automatically and unconsciously without any effort. Someone with a difficulty may have a sensory processing disorder (SPD).

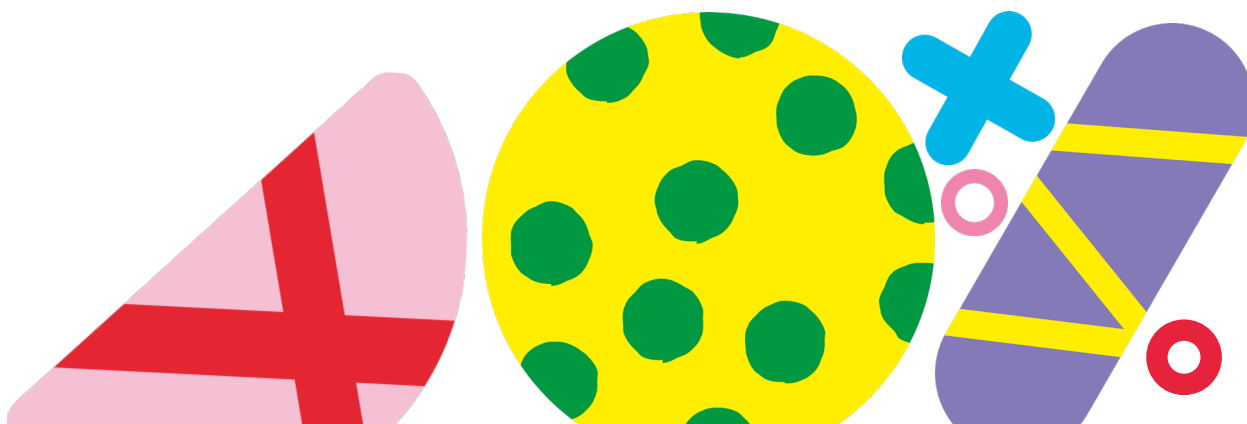
A child or young person with SPD may have reactions which can be difficult to understand and explain. Their body is automatically reacting to what is around them by being in a 'fight', 'flight' or 'freeze' mode, and this can be wrongly interpreted as bad behaviour. Every day these children may feel overwhelmed, anxious, depressed, or appear aggressive.

Adults will often describe children or young people with SPD as being a fussy eater, emotional, stubborn, fearful, disruptive and uncooperative. Children or young people may find it difficult to make friends, to sit still in class, or to work as part of a group. They may appear disorganised or find certain clothing or clothing labels difficult to wear.

Problem Areas:

Children and young people usually present with three different types of responses to sensations: under-react, sensory seeking and over-react.

- Children who appear to under-react may appear withdrawn or be difficult to engage





in an activity, they are watchful children.

- Sensory seekers need to activate their senses any way possible. This may be by wandering around the room (appearing to be uncertain and bored), swinging their feet or tapping their fingers, twirling their hair, biting their nails, tapping their pencil, or clicking their pen.
- Children who over-react may appear to be excessively responsive or emotional in reaction to events.





Support strategies for your Group:

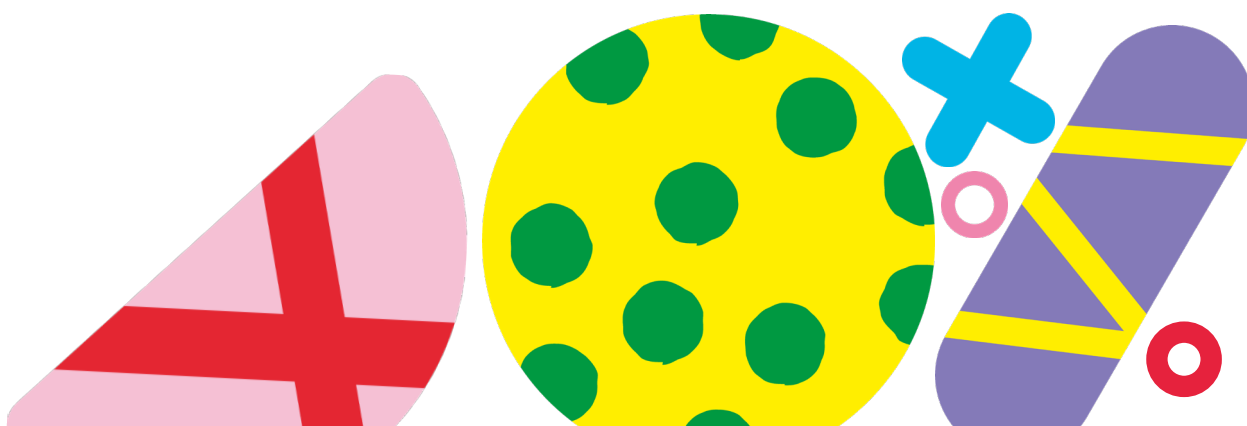
With many different senses, three different ways of reacting, and every child's response being unique, there is no one solution, but there are some clues we can notice.

- Parents/carers or children's workers/youth leaders can help by noticing if a child e.g. needs a quiet place to go to if there is too much noise.
- If a child gives firm bear hugs, this suggests they like to feel deep muscle pressure. In that case a light touch or tap on this child's shoulder to get in line at school or church could be an unpleasant sensation and could scare them into an overreaction.
- If a child is constantly fiddling, fiddle/fidget toys could help their concentration and focus.

To help a child or young person manage their sensory processing disorder both at home and in school or church look at the activity, the environment, and the individuals around them.

Ask yourself the following questions:

- Would this activity result in the child or young person under-reacting, seeking out sensations, or over-reacting? Is it calming or stimulating? If so, can it be changed? Sometimes 10 minutes on a trampoline can calm one child but over-excite another.
- Is the environment set up to help that child? Or can they opt out if they need to? A time-out card shown discreetly to a leader can help a child to leave the activity or be offered an opt-out option while maintaining their dignity. If a child becomes scared by too much noise, is it possible to create a den or quiet reading corner in the same room so that the child can still join in but from a 'safe place'? Or maybe provide ear defenders for the same reasons?
- Perhaps a child who under-reacts may benefit from sitting on a wobble cushion or exercise ball to reawaken their senses. A wobble cushion or exercise ball can also help a child who is sensory seeking to concentrate by providing the movement they are seeking.
- Are you dressed appropriately? Some children find patterned clothing, dazzling jewellery or bright lipstick too visually stimulating. Others may find the smell of perfume or aftershave too overpowering causing them to be distracted from what they need to do or learn.





As a child or young person becomes older, sensory diets can be a powerful behavioural tool in helping children to respond appropriately to their senses. A sensory diet is a personalised activity plan, designed to provide the sensory input they need to stay focused and organised throughout the day.

Further information:

Sheilagh Blyth is a children's Occupational Therapist and founder of the 'Enable Me Method' which provides books, resources and courses to educators. Her article on Sensory Processing Disorder was originally published on 'The Good Schools Guide': www.goodschoolsguide.co.uk/special-educational-needs/sensory/sensory-processing

See also OT for Kids:

www.otforkids.co.uk/conditions/sensory-processing-disorder-spd.php

'Invited to Belong' has been developed in partnership between Urban Saints and Youthscape.



Youthscape

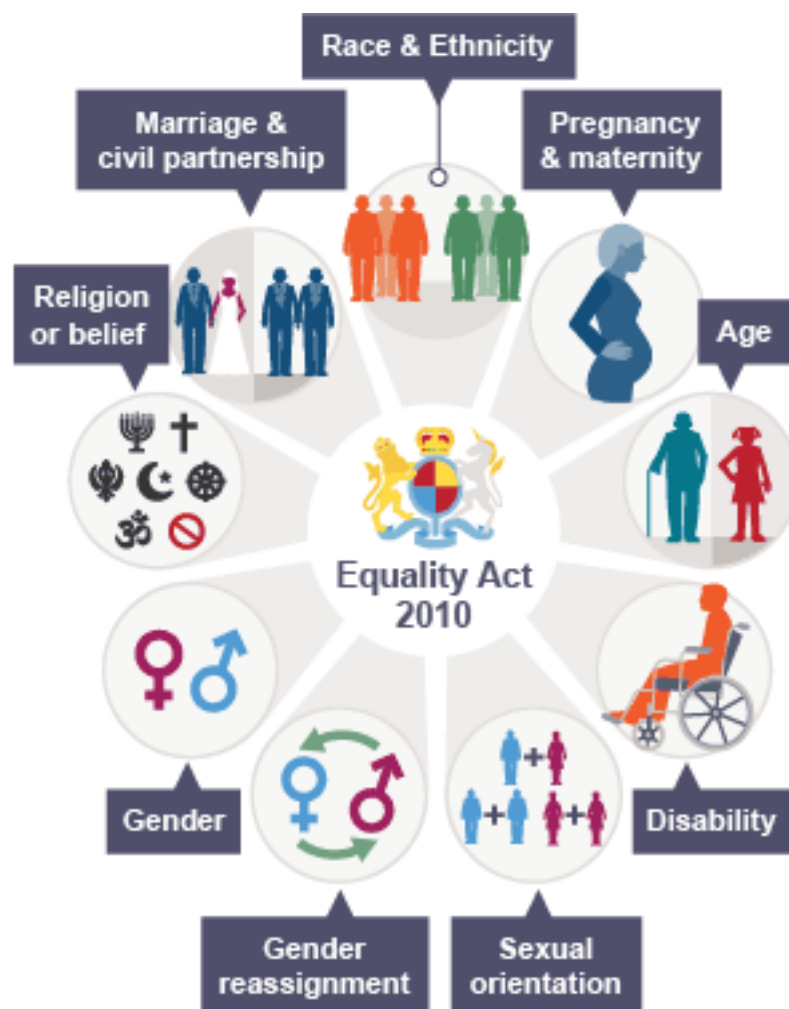
www.urbansaints.org/invitedtobelong

Inclusion

In the context of children, young people or adults with additional needs or disabilities, this refers to how any obstacles or barriers that could lead to exclusion are removed. It is about those organising events, activities, collective worship, etc. ensuring that what is offered works for everyone, rather than a child or young person with additional needs being expected to 'fit in'.

Protected characteristics

Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.



Reasonable Adjustments

Where a child, young person, or adult, due to their disability, is at a substantial disadvantage compared with people who are not disabled, there is a duty to take reasonable steps to remove that disadvantage by changing provisions, criteria, or practices. What is 'reasonable' depends on the nature of the adjustment required. All educational establishments have a duty within the Equality Act 2010 to make reasonable adjustments that enable people with disabilities to access them.

Special Educational Needs (SEN)

A term used primarily in schools etc. for children or young people who have a specific diagnosis which requires additional support or adjustments to enable learning to be appropriate. In Scotland this is referred to as Additional Support Needs (ASN), and in Northern Ireland the term Additional Learning Needs (ALN) is used.

All Inclusive?

Case study: Sensory Processing Disorder-Differences



Jayden

Jayden is six years old and is suspected of having as yet undiagnosed additional needs including Sensory Processing Disorder-Differences.

Jayden can be particularly sensitive to loud noise and to touch and doesn't like to be cuddled. He can be awkward with his movement and can fall during physical activities. As far as we know there is no diagnosis in place for Jayden, but his parents are reluctant to talk about this or any possible additional needs that he may have.

Jayden finds collective worship difficult as it is loud, he is often jostled by other children, and can fall over when standing to sing.

Note: Here's a link to more information about Sensory Processing Disorder-Differences to help you:

<https://www.energize.uk.net/downloads/Invited%20to%20Belong/invited-to-belong-a11.pdf>

1. What strategies and adaptations can be put in place to help Jayden to take part in collective worship?
2. Why is it important that we do the adapting and not leave it to Jayden?
3. What challenges do you expect to have to overcome in order to put these strategies in place?
4. How would putting these strategies in place make collective worship better for everyone?

CREATING INCLUSIVE COLLECTIVE WORSHIP FOR ALL

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