Slough
Holiday Activities
and Food Programme

HAF & Wraparound Providers SEND Toolkit 2026

www.slough.gov.uk
Slough Borough Council

Happy, Safe and Loved, Thriving

Introduction

The primary aim of this Toolkit is to support HAF & Wraparound providers with advice and guidance on inclusion. We hope to provide you with information and tips that will enhance your knowledge and practice when supporting SEND children attending your clubs. We have also included forms and documents to support you with this as well. If you have any queries or require information that the Toolkit does not contain please contact: Shakir Hussain, HAF Programme Officer, Slough Borough Council.
Email: Shakir.Hussain@slough.gov.uk Tel: 01753 875006 Mobile: 07596 279227

We Hope you find the Toolkit information useful, if you have any suggestions for added content please get in touch.

Content

Safeguarding children with Special Educational Needs and Disabilities

Practitioners working with children and young people with SEND should be aware of the additional needs children may have that could mean they are more vulnerable to abuse and are less able to speak out if something isn't right.

Some children may be vulnerable because they:

- have additional communication needs
- they do not understand that what is happening to them is abuse
- need intimate care or are isolated from others
- are dependent on adults for care

If you are concerned that a child or young person is being harmed through abuse or neglect, please contact Slough Children First.

If the child or young person requires immediate protection please call **01753 875362** and send the electronic multi-agency referral form (MARF) to sloughchildren.referrals@sloughchildrenfirst.co.uk. The operating hours (for this team only) are Monday to Friday 9am to 5pm.

For emergencies outside of Monday to Friday, 9am-5pm, call the Emergency Duty Team on **01344 351999** email: EDT@bracknell-forest.gov.uk or **dial 999**.

Further Safeguarding practice guidance can be found by visiting the Pan Berkshire local procedures web page

Children with Disabilities (proceduresonline.com)

❖ Supporting Inclusion

- Food & Eating – Making reasonable adjustments to support success!
- The STEP Model of Differentiation
- Adapting activities to enable all children to take part
- How to support autistic people
- Tips for differentiation and inclusion

Food & Eating – Making reasonable adjustments to support success!

There can be many reasons that a person may be struggling with eating, particularly for autistic people. The following is a summary of some of the reasons that can impact on an autistic person's ability to participate in a lunchtime activity.

It is important to try and identify the reasons for a person's reluctance to eat so that the right strategy can be put in place to support them. It is also important to remember that the end goal of lunchtime is for a person to eat and refuel for the afternoon ahead and not necessarily to partake in a social activity. Making accommodations and reasonable adjustments could be vital to support the success of the person concerned and producing a positive outcome, this could be the difference between the young person engaging again and continuing to participate.

Reasonable adjustments are changes that organisations and people providing services must make if someone's physical or mental disability puts them at a disadvantage compared with others who aren't disabled. (Disability and Equality Act/SEND Code of Practice).

It is important to be aware of the complex nature and the sensory challenges surrounding food and eating for our children and young people particularly those on the autistic spectrum. You therefore must take into consideration their special needs and the potential requirement to positively discriminate in order to meet those needs. Some of our children and young people may have the condition ARFID, Pica and various other underlying conditions that impact on their ability to engage with food under certain circumstances. This can mean that some children/young people cannot maintain a conventional healthy balanced diet. They may only eat foods that would be considered nutritionally unbalanced and may not meet the typical dietary standards required for children and young people. Under these circumstances you are able to 'positively discriminate' allowing the child/young person to eat the usual foods that they engage with regardless of nutritional composition. The aim is for the child/young person to take on board enough calories to sustain them for the rest of their time with you. This may not seem conventional, but there is a very real legitimate reason behind their dietary requirements that allows you to make this concession. Under these circumstances the priority should be the child/young person is taking on board calorific value rather than a healthily balanced meal if they are not able. This specifically applies only to the child or young person in question.

It is not the expectation that the provider supports the child/young person with 'progression' in this area. Trying to introduce changes such as new foods, in a new environment and during a less than familiar activity is probably not a good idea, in fact familiarity and routine can often be comforting. If possible discuss with the person what they feel may work well for them, and/or discuss with their parent/carer what usually supports a positive outcome at eating times. It may well be that a packed lunch of familiar foods in their original packaging could make all the difference.

The following information is sourced from The National Autistic society – www.autism.org.uk

Try not to categorise foods into healthy and unhealthy, or good and bad. This can sometimes be taken too literally and can cause further problems.

Try to be very specific when talking about food, or using pictures of food. For example, apples look and taste different, but we call them all apples. It's possible that the person likes Golden Delicious apples, and dislikes Braeburns, but is confused by you showing then a picture of a green apple, then bringing them a red one.

Below are some examples of possible underlying problems-including sensory differences, illness and food presentation.

What works for one person may not work for another.

Many autistic people experience sensory differences; being over-sensitive to sights, sounds, smells, tastes and textures. This can affect a person's experience of meals and relationship with food, and cause anxiety around food.

The person might find it too distracting to eat in a noisy canteen – find out if they could eat in a quiet room instead. The chair they sit on may be too hard – add a cushion.

Playing some favourite music or a story in the background can be relaxing, distracting the person from the usual anxiety around eating.

People who are very sensitive to smells and taste may prefer to eat quite bland food, and may find strong food smells overpowering. Under-sensitivity to taste or smell may mean the person prefers stronger flavours. Particular smells and flavours may be a source of intense pleasure. Some people might find the feeling of hard food, or sloppy food, unbearable.

"I had a big problem with food. I liked to eat things that were bland and uncomplicated…I didn't want to try anything new…I was supersensitive to the texture of food, and I had to touch everything with my fingers to see how it felt before I could put it in my mouth". Baron and Baron (1992) in Attwood (1998) p. 96

Attention to detail, and difficulty with change, is characteristic of autistic people. The way the food is presented or positioned on the plate, or the packaging, may dictate whether it is eaten or not.

Has the positioning of the food on the plate been altered? Is the food over or under cooked? Are there 'bits' on the food? Has the packaging changed? Is the logo a different colour? Is the box damaged? Have you bought a different brand?

Some people eat better in the company of their family or peers. They may be more willing to try new foods if they see other people trying the same food and enjoying it.

For others, the social nature of mealtimes can be stressful. They might be more relaxed, and eat more volume or variety, if they ate alone in another room.

If lunchtime is going to be in a different place try to prepare the person in advance by telling them who might be there, who they might be sitting with or next to, what people might talk about, and what they could say to start a conversation.

You could use a special interest to support them at mealtimes e.g. by eating from a Thomas the Tank Engine plate, cutting food into rocket shapes, or exploring foods from the country or region of their favourite singer or sports team.

Many autistic people rely on routine and sameness. To eat well they may need to have meals at the same time every day, be seated in the same position of the table, or always use the same plate or cutlery.

This need for sameness could also explain a person's preference for the processed foods. Processed foods are predictable, designed to look and taste the same each time. In contrast, there will always be natural variation in fresh food. Introduce new foods or textures in small steps.

PICA

Pica refers to eating or mouthing non-edible items, such as stones, dirt, metal, faeces.

The reason a person on the autism spectrum might experience pica could be medical, sensory or behavioural and include:

- Not understanding which items are edible and inedible
- Seeking out sensory input – the texture or the taste of them
- Relieving anxiety or stress
- Relieving pain or discomfort
- Displaying a symptom of iron deficiency
- A continuing of infant mouthing behaviour, or a later occurrence of the mouthing phase
- Seeking attention
- Avoiding demand

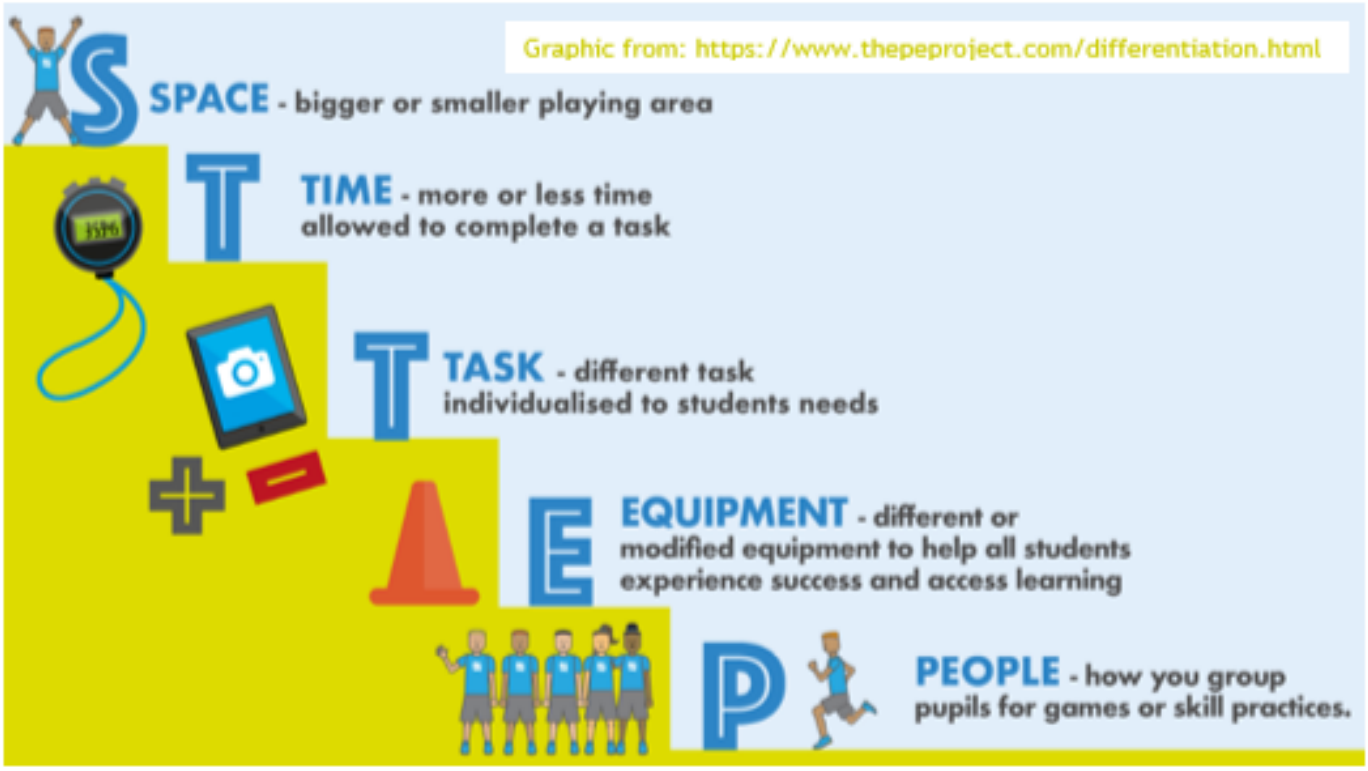
ARFID – Avoidant Restrictive Intake Disorder

ARFID is a feeding or eating disorder in which individuals significantly limit the volume or variety of foods they consume. People with ARFID may have trouble eating due to the sensory characteristics of food (appearance, smell, texture, or taste), executive function dysregulation, fears of choking or vomiting, low appetite, or a combination of these factors. People with ARFID may also be afraid of trying new foods (known as food neophobia). For some people with ARFID there are multiple reasons for disordered eating.

Sensory issues with food are among the most common issues. For example, people who experience the taste of fruits or vegetables as intensely bitter might avoid eating them altogether. For others, the smell, texture, appearance, colour or temperature of certain foods is unbearable. Sensory sensitivities can also lead people to refuse to eat certain food brands. Food avoidance due to sensory issues often develops in early childhood and is long-lasting.

The STEP model of differentiation

https://icoachkids.org/learn/coachingforfun/the-step-model-of-differentiation



Adapting your coaching to children at different ages, stages and abilities is essential to making sure that children have positive experiences of sport and physical activity.
A simple adaptation tool that can aid modification in any part of the Spectrum is the STEP model. This acronym represents elements of activities we can modify to make them more inclusive like: SPACE, TASK, EQUIPMENT and PEOPLE.

Space

Space can be modified in many ways. For example, increasing or decreasing the playing area depending on the mobility of the participants or varying the distance to a target.

Task

The Task can be varied in many ways too. For example, trying different ways of performing the same task - such as throwing a ball overarm, underarm or with both hands, and breaking skills down into smaller component parts.

Equipment

The Equipment can also be modified too in multiple ways. For example, using different size balls to suit the abilities of the participants or using bell or sound balls to assist players who have difficulty in tracking ball movement.

People

People can be organised in different ways to support inclusive practice. For example: match players of similar ability in small-sided or close marking activities or balance a team game by

playing with teams of unequal numbers where a few players with higher ability can play against a bigger team of players still developing their abilities.

Watch the video below, presented by Sheelagh Quinn of Sport Ireland to dive even deeper into the STEP model.

https://www.youtube.com/watch?v=EshfocikEK4 The STEP Model of Differentiation

The STEP Model of Differentiation

Adapting activities to enable all Children to take part

http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit05/06-adapting-activites-to-enable-all-children-to-take-part.html

Planning is essential in order to give all children equal opportunities. Small and very simple adjustments may be needed such as considering the books which are available. Do the books contain a variety of stories from other cultures including stories about children from one parent families/carers, for example? Are there pictures or stories about blind children, children who walk with the help of crutches or are wheelchair users? Do some of the stories contain pictures of Asian or black children or parents? Are there pictures of single parents caring for children?

Some adjustments are more complex and will need time and money. You may have to ask for support with work such as building a ramp and a handrail or a higher or lower table. Plans must be made for these changes so that all children are given the same opportunity to develop skills and gain confidence.

Activities and games must also be planned carefully in order to include all children and so that all children can take part if they wish to do so.

Very often, the planning for access and resources happens following meetings with external agencies and other professionals. Occasionally, the planning will take place with the support of parents as they know their children best and if a good relationship is developed between the carers and the parents, the children will receive the best quality care.

The purpose of inclusion is to ensure all children can participate in activities and experiences. If this is not possible, consideration should be given to how activities can be adapted to meet the needs of all children.

Difficulty	How to solve it
The child cannot hear the teacher's instructions.	Write the instructions on paper. Draw pictures describing what should be done.
The child cannot hear other children.	Encourage other children to face the child when speaking.
The child cannot understand instructions.	Organise games where instructions do not need to be followed.
The child cannot stand.	Organise an activity where standing is not needed. Place activities on tables where the child can sit.
The child has difficulties with balancing skills.	Vary activities where children with carrying skill levels can choose for themselves.
The child cannot cope with participating in a group activity.	Organise an activity to play in pairs.
Stairs/steps prevent the child from gaining access to the playing field.	Build a ramp/lift so that all children overcome the barrier.
Having difficulty reading when playing a lotto word game or word bingo.	Place pictures rather than words on cards.
The child wants to play with the balls but has difficulties handling them as they are too small.	Provide a larger ball for the child or balls of various sizes so that they can choose.
Difficulties doing a jigsaw due to weak coordination skills, with the whole jigsaw moving when they attempt to place a	Put the jigsaw on a rubber mat which will make it more stable.
A partially blind child has difficulties participating.	Opportunities to explore using the senses such as touch, hearing, taste.

How to support Autistic people

- Explain at every stage what you are about to do, what will happen next and why.

- Give the person enough time to understand the information you are sharing and wait a few seconds for a response if it is not given immediately.

- Questions should be clear and direct using language that is easy to understand and pictures where necessary – do not rely on the person to pick up on the meaning of your questions or body language.

- Autistic people might take what you say literally so avoid words with a double meaning and humour that could be misunderstood.

- Maintain a routine – familiarity is often important to some autistic people.

- Social difficulties may include lack of eye contact and unusual body language, talking at inappropriate moments or about inappropriate topics.

- Repetitive behaviours might be a coping mechanism and therefore should be respected.

- The environment is important – some autistic people are particularly sensitive to light, movement, sounds, smell and touch. Try to keep the immediate environment as calm as possible to help alleviate any anxiety.

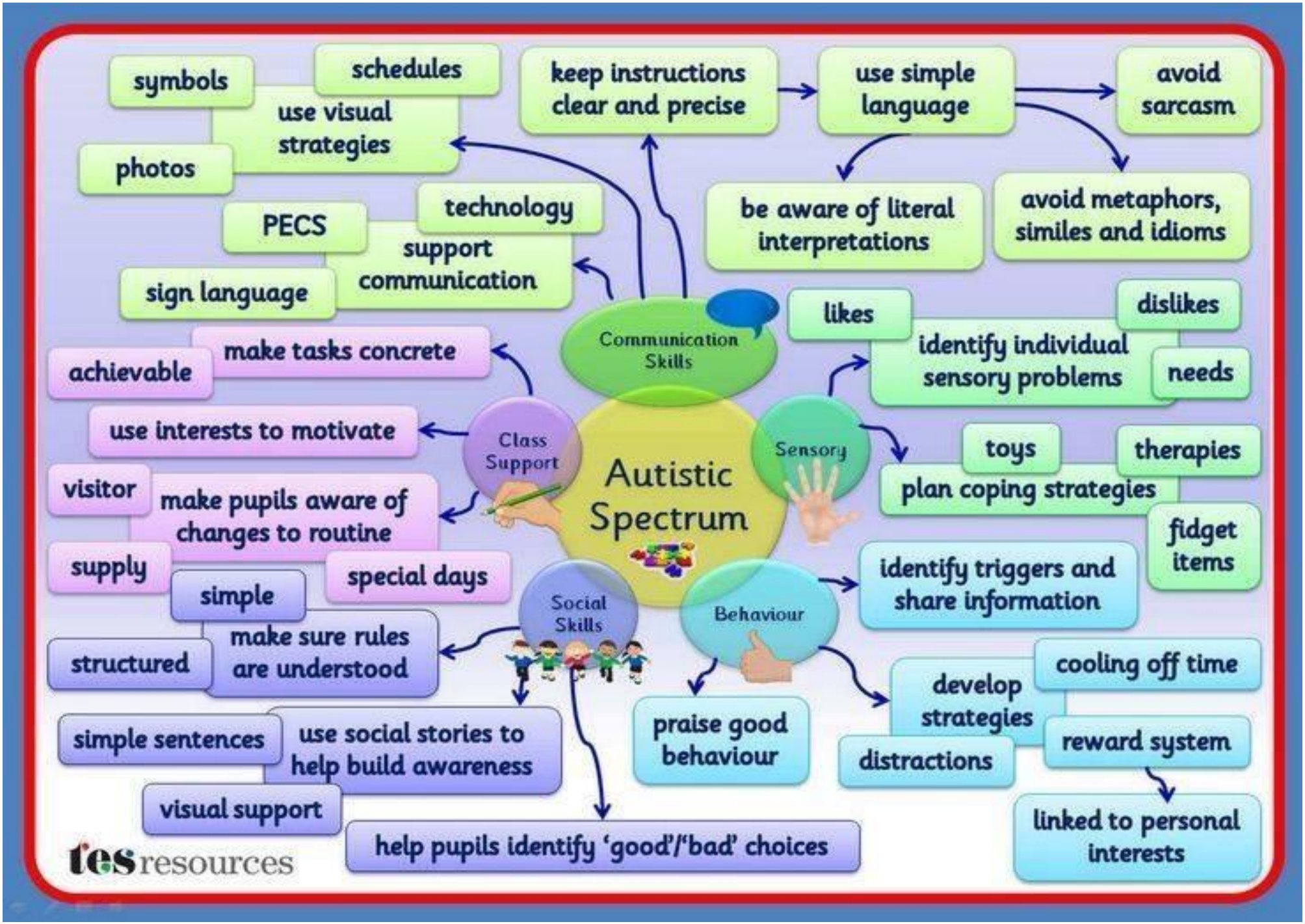
- Always consider the person's behaviour in terms of his or her autistic profile, even if it becomes challenging.

- Ask the person and/or parent, carer or advocate what support they might need.

Tips for differentiation and inclusion

Strategies that may help a child participate in activities:-

- Ensure you have a good understanding of any children that have additional needs. Talk with the child and their parent/carers beforehand.
- If you are playing team sports clearly identify each team using coloured bands or bibs.
- Clearly define areas, pitches, playing areas with cones, chalked lines, and barriers.
- Differentiate activities so that all children can participate; consider equipment, communication, social interaction, skill level, physical ability, individual profiles etc.
- Use simple, clear language to deliver instructions, explain activities/rules etc.
- Make sure all participants have understood your instructions.
- Back up instructions and verbal communication with visual pictures, visual communication.
- Use different communication means, not just verbal. Communicate using, pictures, written word, real objects, signs, video etc.
- Use predictable daily routines as much as possible.
- Be detectives and analyse challenging behaviours. Try to identify why a behaviour is happening so that you can put the right support in place.


Autistic Spectrum
Communication Skills
symbols
schedules
use visual strategies
photos
keep instructions clear and precise
use simple language
avoid sarcasm
be aware of literal interpretations
avoid metaphors, similes and idioms
technology
PECS
support communication
sign language
Class Support
make tasks concrete
achievable
use interests to motivate
visitor
make pupils aware of changes to routine
supply
special days
Sensory
likes
dislikes
identify individual sensory problems
needs
toys
therapies
plan coping strategies
fidget items
Social Skills
simple
make sure rules are understood
structured
simple sentences
use social stories to help build awareness
visual support
Behaviour
identify triggers and share information
praise good behaviour
develop strategies
cooling off time
distractions
reward system
linked to personal interests
help pupils identify 'good'/'bad' choices
tes resources

❖ Supporting Communication

- How to engage people with complex disabilities in Sport

How to engage people with complex disabilities in sport

A communications guide for sport and physical activity providers.

Sourced from: www.sense.org.uk

Some people with complex disabilities may not be able to use speech. They may have different communication methods, like vocalisations, signs, gestures and facial expressions. They may also have alternative communication systems. This guide is designed to introduce some of those systems and help you develop an understanding of how to communicate with participants with complex disabilities in a sports setting.

It is important to understand how to communicate with these participants because otherwise:

Good communication helps participants feel confident, to express themselves and make choices. These are then likely to support good physical and mental health and emotional wellbeing, enabling them to get the most out of your session.

- Their needs and preferences are unlikely to be met.
- They may feel frustrated, fearful and anxious.
- They may experience feelings of isolation, low self-esteem and reduced confidence.
- They may use inappropriate behaviours to communicate.
- They may not engage with or have the best experience at your session, and won't experience all the benefits.
- They may not be able to explore their environment effectively, and will miss out on opportunities to learn and enjoy new experiences.

Before you start

Before delivering an activity to people with complex disabilities, it's really important to develop a relationship of trust so that a participant can get the most enjoyment from your session.

Here are some suggestions for building trust

Let the person know you are there, verbally or through touch. Some people can hear with or without hearing aids. However, whether they have hearing or not, speak to the person so they can experience your body language.

Stand or sit close to the person so they can easily reach out to you.

Before rushing to give any instructions about your activity, introduce yourself by speaking and gently touching the person's arm to let them know you're there.

To ensure your communication is appropriate and person centred, work closely with the participant's support staff to understand the person's preferences. Where possible, get to know the person's likes, dislikes and common behaviours.

If you have the skills and knowledge, use the person's preferred communication method, observing their body language and how they respond to you. If they use a form of communication you are not familiar with, don't worry - just follow the lead of the support worker and let them support you to communicate with the person.

Encouraging interaction

Communicating with people with complex disabilities may:

- Pull back their hands when touched
- Resist touching unfamiliar things
- Lack motivation to reach out and explore
- Over or under react to stimuli
- Have difficulties processing information through their senses

Communicating with people with complex disabilities may, therefore, require more thought, time and effort than simple verbal communication. You will need to build trust, increasing their confidence to use all their senses effectively to explore people, objects and environments.

Approaches that encourage interaction

Sit or stand close to the person when demonstrating activities, so they can feel your body language and know you are there.

Take turns, allowing them to take the lead, interpreting and expressing the activity in their own way. Imitate their movements - such as finger touches, rocking, vocalisations - letting the person take the lead initially, before introducing variations.

Allow the participant to "explore" the environment and equipment first, rather than starting your coaching as soon as they arrive. This will help them to get used to the environment, understand what they are about to do, and feel calmer and more relaxed.

When working with a participant with complex disabilities, progress may be very subtle and be harder to recognise. For example, instead of simply assessing a person's cycling ability, celebrate that they have been able to wear a helmet for the whole session. This could have a big impact for the individual.

Where possible, give participants a choice. Allow them to choose a tennis racket, bike, ball or the mat that they want to use. Choice is a complex concept though, so start by offering two items and allow plenty of time. Having a choice allows the participant to be actively involved in a session and will encourage engagement.

Communicating with people with complex disabilities can be broken down into two categories: informal and formal.

Informal

Informal communication is more casual, spontaneous and happens in the moment. Such as:

- Body language (turning face away, etc.)
- Gesture (pointing, etc.)
- Vocalisations (including crying, screaming, etc.)
- Facial expressions (smiling, frowning, etc.)

Formal

Formal communication methods allow people to communicate about things that have happened in the past or will happen in future. You may wish to use some of these in your session to communicate more effectively with participants.

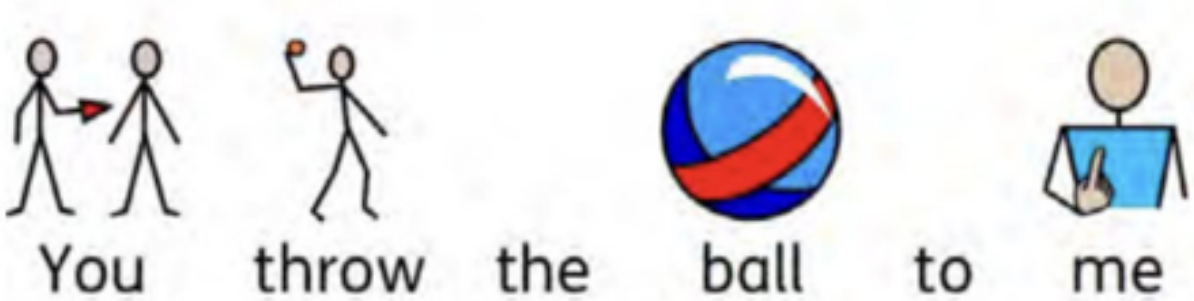
You can use body language or gestures like thumbs up, smiles, clapping and pointing to communicate quickly and easily.

Methods of communication

Symbols such as Widgit

One or more symbols can be combined together to form a more abstract concept.

For example:



How to use in your session

- The Sense Active team has created a range of easy-read Widgit flash-cards for you to use in your sessions. Download them by visiting the Resources section of our website.
- Work with the support workers present to show the Widgit cards to the participant, and then test and assess their understanding of the concept.

Picture cards

A picture or photograph with a direct link to the activity it represents. Keep this simple and use the actual activity or object to aid recognition.

How to use in your session

- This is a literal form of communication, rather than abstract. For example, if delivering a cycling session, use a picture of the specific bike you are using, rather than any random bike.
- Reduce any additional visual clutter in the picture, so the focus is on the desired object or activity. This will help a participant understand the activity they are about to do.

Objects of reference (OOR)

An object of reference is something which can be held or touched, and is used to represent a certain activity.

The OOR must be something which has meaning for the individual, and which they associate specifically with that activity. When used repeatedly over time, this helps to prepare the participant physically and mentally for the activity they are about to do, helping to reduce anxiety and improve engagement.

How to use in your session

- It is important that the object you use is relevant and meaningful to the individual, so work with the participant and support staff to identify something that has meaning for them.
- Allow them to take this object home between sessions so that they can use it to prepare in advance for your next session.

OOR Example

- Present swimming costume prior to going to a swimming lesson.
- The individual will then start to form an understanding that the costume means they will be going for a swim.
- Over time, the individual may even independently begin to present this object to indicate they want to do the activity.

Types of signing system

Participants with complex disabilities may use also a variety of signing systems. As a coach or instructor, you would not be expected to know how to use all of these fully - a support worker can help you with this. It may be helpful, however, to recognise these systems and learn a few key signs or gestures of each. This will help you to form a connection with a participant through their chosen communication method.

Total communication

A **total communication approach** is about finding and using the right combination of communication methods for each person. For example, this may be: speech + objects + sign. Each method reinforces the other and strengthens meaning for the individual.

If you would like to learn more about the above forms of communication, please see the **additional resources** section.

- Visual signing/British Sign Language (BSL) - person uses sight to receive signed communication.
- Sign supported English and Makaton signs - visual signs are used alongside speech, with only key words in the sentence signed.
- Hand-under-hand signing - using adapted signs, signs are sent and received through touch.
- On-body signing - touch is used to sign on a specific part of a person's body to pass on information.
- Deafblind Manual alphabet and block alphabet - a method of spelling out words onto a person's hand. Straightforward to learn but can be more complex to receive. A person would need good literacy silks to use this communication method.

Use of language and terminology

Some people can worry that, when communicating with disabled people, they may be using inappropriate, incorrect or offensive language or terminology. It is always best to ask the person you are working with for their preferred terminology.

However, you can find some great tips on how to ensure the language you use is appropriate on GOV.uk

- **Be person-centred**, using the person's preferred communication method(s).
- **Be a good listener**, by confirming with touch, gesture or speech.

- **Be patient.** Progress may be slow and in small steps, but don't give up.
- **Be a team player.** Share any ideas and things that have worked well with others.
- **Be creative**, using any resources you have to help get your message across.

Creating positive environments

Positive environments help to maximise opportunities for communication and interaction. Things to consider:

Lighting

- Consider the lighting that is used in your sports facility or activity setting.
- Where possible, use daylight and consider adding lamps or reducing glare.
- Lights can be an added stimulus that may engage a participant or distress them, depending on their preference.
- Make sure to discuss these preferences with the participant and their support staff before altering the lighting.

Positioning

- Think about where you are standing. Can the participants see you clearly? Can everyone in the group see your demonstrations or hear you clearly? Can they interact with you in a tactile way, if needed?
- Consider reducing clutter or unnecessary visual distractions.
- Consider the amount of verbal instructions you provide. Lots of loud instructions might be helpful for some but overwhelm others. Again, knowing your participants can help guide you.

Noise

Think about reducing the amount of background noise, where possible.

- In a sports hall, there may be lots of other activities taking place, and a significant echo from the high ceilings.
- Consider using an isolated space, e.g. a dance studio.
- Consider the time of day you deliver, e.g. not at peak times.

Colour contrast

- Would it help the participants to use different colours in the environment, and for equipment and clothing?
- Consider the colour of the equipment, walls, flooring, cones and clothing. Speak to participants to understand what colours help them to distinguish shapes and items.

Additional resources

We have a range of additional resources to support you to communicate and engage with people with complex disabilities in a sports setting.
To find out more, please **visit the resources section of our website.**

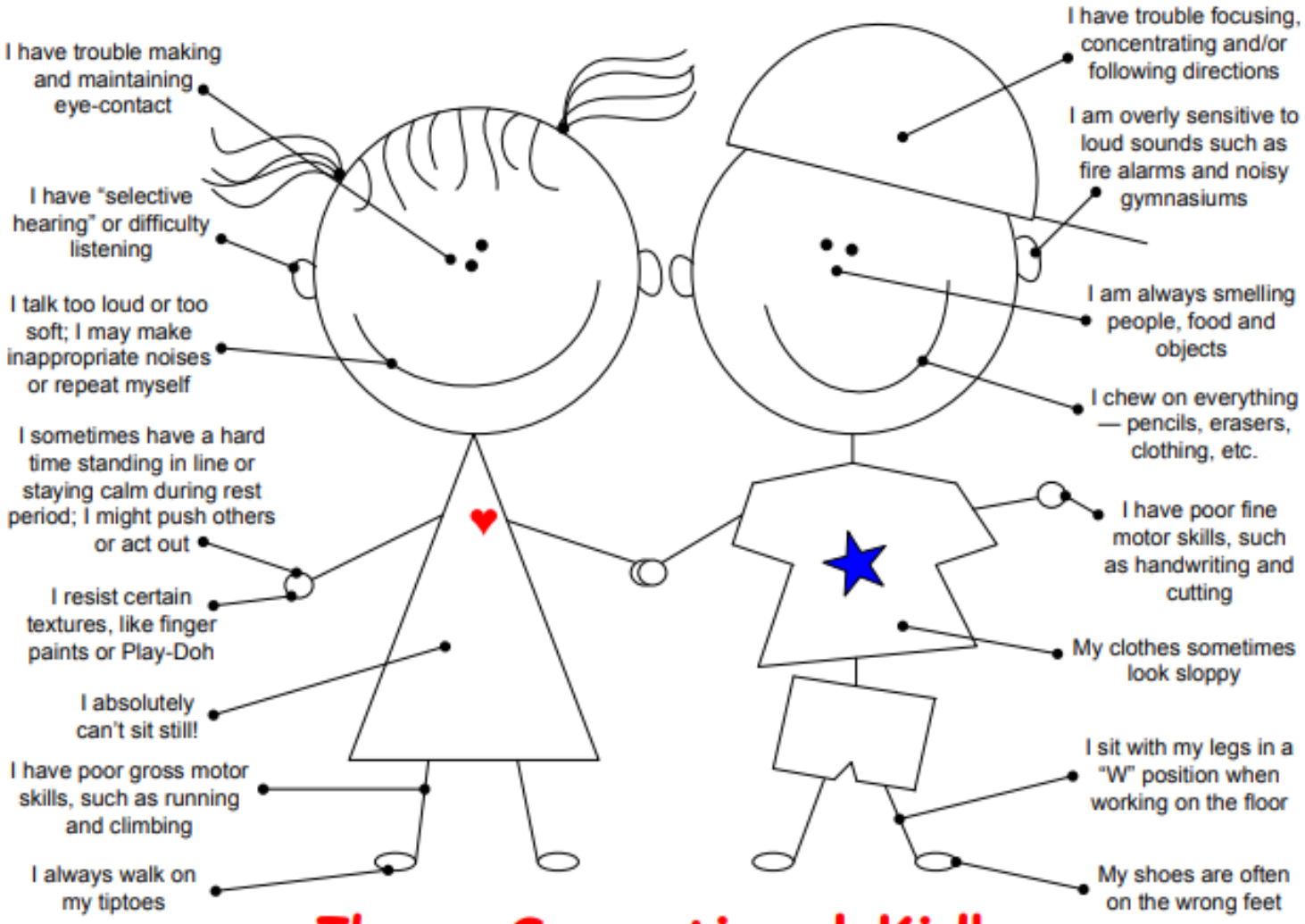
Get in touch

Get in touch with us at **sense.active@sense.org.uk** if you'd like to speak with our team, or learn more about our programmes.

❖ Sensory

- Do you know me?
- How to create sensory spaces
- Sensory starter kit – suggestions and examples

DO YOU KNOW ME?



I'm a Sensational Kid!

And chances are, there's a kid like me in your classroom right now!

You see, I have **Sensory Processing Disorder (SPD)**. That just means that my brain can't process sensory information the right way. When my brain gets information through any of my senses — sight, smell, hearing, taste, touch, vestibular or proprioception — it doesn't always know what to do with that information and I become very disorganized and confused. Sometimes I overreact to this sensory input and sometimes I don't react enough. This makes it *really* hard for me to function at school (and home, too!). I might have trouble learning or making friends. I might be really shy and withdraw from everyone. I might have trouble coping and have a lot of tantrums and meltdowns. I might be afraid of a lot of activities that kids usually enjoy. It's super tough.

So, *Do You Know Me?* Or maybe someone like me? Well, there are lots of things you can do to help me. Being patient and understanding is a great place to start! Then you need to talk to my parents. If they know about my SPD, I bet they have lots of ideas to help me function better in the classroom. But if they have never even heard of SPD and you think they should learn more about it, maybe you could tell them to talk to my doctor or an Occupational Therapist. If Sensory Processing Disorder is causing my troubles in the classroom, the right interventions will help me start feeling better and learning better.

Oh, yeah! I really *am* sensational, by the way! With a little help from you, my teacher, I could really shine!

www.sensorystreet.com www.cafepress.com/SensoryStuff

How to Create Sensory Spaces

When you're upset, you probably know how to work through your emotions, but children often don't have the skills to identify what they need. To help them work through their emotions, you could try and create a quiet area and an active area that could help them work through their emotions before they become overwhelmed. Create a space that is filled with things that allow them to find emotional release in a safe way.

Quiet Areas - give a child the opportunity to retreat for a break when they feel stressed, overwhelmed, or just need to chill.

Active Areas - can give a child a space where they can engage in big body play/movement for when they feel overwhelmed, agitated and need to let off steam. This area could include pillows, a punch bag, movement balls etc.

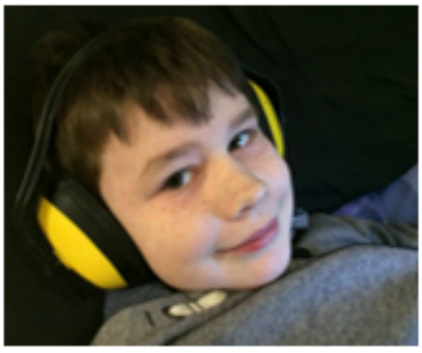
It is always useful if you know a child who would perhaps benefit from having access to a quiet or active area, to know what works best for them in times of emotional dysregulation. Usually the best source of this information is the child's parents/carers and also the child themselves if they are able to communicate their needs. During crisis is not the time to attempt to find out from the child what items they would like to use to help calm them, so a little information gathering beforehand could make the difference to your quiet/active area being a successful emotional support tool.

How to create a quiet area

Pop-up tents, preferably black or dark coloured make great, mobile quiet areas where children can feel safe and use as a chill out calming space. Equally, if you have a less busy corner of a room or area where blankets can be draped to make a den, or a large (very!) cardboard box these will also serve purpose.

Here are a few things you may want to include in your quiet area:

- Pillows and blankets
- Beanbag
- Sensory textured stuffed animals or toys
- Noise-cancelling headphones or earmuffs
- Fiddle toys
- Mindfulness items such as sensory bottles; empty drinks bottles filled with oil, water, food colouring, glitter, small toys.
- Colour changing items.



How to create an active area

Active spaces designate an area where a child can engage in big body play and heavy work when they feel agitated, overwhelmed and just need to move!

If you are going to provide an active area as well as a quiet area you may want to have them in separate areas.

Here are a few things your child's active area might include:

- Bean bags and buckets or cardboard boxes for throwing targets
- Bubble wrap or water bottles for stomping
- Newspaper or scrap papers to shred
- Pillows for yelling into, hitting or throwing.
- A mini punch bag
- A pacing area, possibly defined with tape or chalk on the ground.
- Exercise ball

N.B. Whatever you decide to provide for your children as a support mechanism remember that they probably won't automatically understand what the area is for and how to use it. You may want to include some simple visual pictures that show what you do in the area. An effective way to show any child how to successfully engage with any activity of course is for an adult to 'model' the activity by first doing it themselves! As with all learning experiences, we are more receptive to new experiences when we are calm and happy, so show your children how to use the calm area when they are engaged and receptive.

All sensory items that you include will of course need to be safe for ALL the children that you are supporting. So for instance if you have a child that likes to explore items oraly you would need to consider choke hazards and toxic substances.

Sensory starter kit examples & suggestions

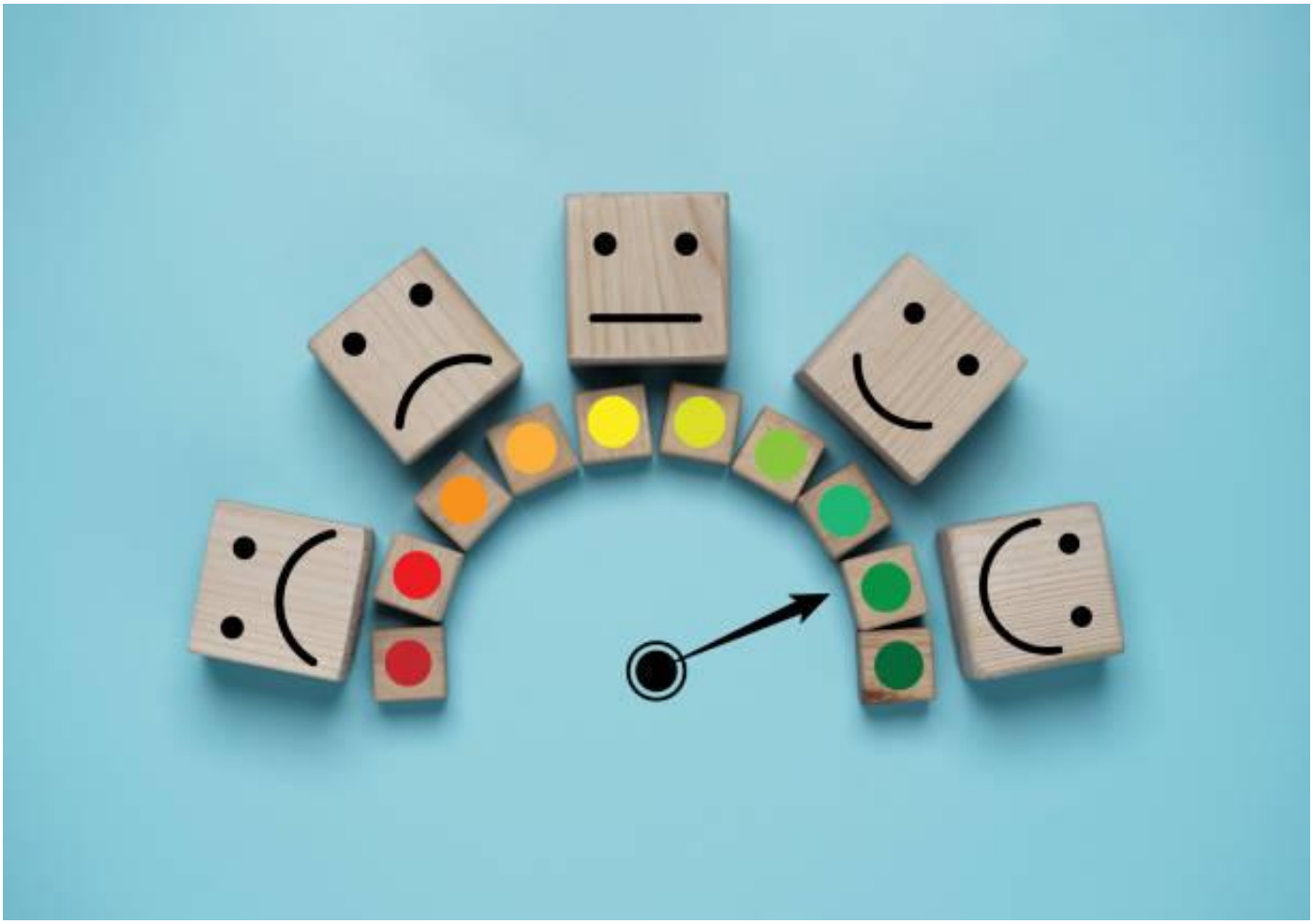
Fidget toys

Pop up Tent

Ear defenders/ear plugs

Chewy Tubes

❖ Supporting Behaviour



- What is challenging behaviour?
- Analysing Behaviour
- Quick read-Behaviour that challenges
- Autism-misunderstanding fear

What is challenging behaviour?

https://medium.com/parentingplace/behaviour-is-communication-d51c8c32ca6a

https://runwaytraining.co.uk/understanding-behaviour-that-challenges-2/

Graphic: https://medium.com/parentingplace/behaviour-is-communication-d51c8c32ca6a

The term challenging behaviour is used to describe a range of behaviours which can put the person displaying the behaviour or those around them at risk. This can be the risk of physical harm or risk of exclusion from various aspects of life such as school, work and relationships. It is behaviour that challenges parents, carers and teachers because it is of such intensity and usually not seen as socially acceptable.

Behaviours that challenge include but are not limited to:

- Physical – injury to themselves or others i.e. head banging, hitting, biting, hair pulling, throwing things, spitting
- Verbal – offensive language, screaming, shouting, threats, abuse, repetitive speech
- Non-verbal – being destructive, rocking, pacing, stealing, withdrawal, inappropriate sexualised behaviours, eating inedible objects

What causes challenging behaviour?

All behaviour is a form of communication and there is a reason for all behaviour. Behaviour that challenges is a way to communicate unmet needs when an individual struggles to communicate their needs in other ways often due to factors such as anxiety, neglect, abuse, learning disabilities and conditions like dementia. Understanding the causes of challenging behaviour is the first step towards finding ways to support individuals and manage their behaviour.

Understanding the causes of challenging behaviour is the first step towards finding ways to support individuals and manage their behaviour.

There are numerous causes of behaviour that challenges, which are usually unique to each individual. Behaviour is influenced by a number of different factors including:

Social

- seeking social interaction or trying to get noticed
- boredom
- attempting to exert control over a situation
- unaware of the expected behaviour

Biological

- pain
- medication
- hyper- or hypo-sensitivity

Psychological

- an individual might try to live up to low or negative expectations they believe people have of them
- feeling excluded from social situations

Environmental

- changes to routine or carers without warning
- trying to get something they want
- under- or over-stimulation i.e. too loud, bright lights, too hot or cold

How to manage challenging behaviour

There are some general tips that can help when confronted with challenging behaviour:

- Figure out any conditions which commonly trigger behaviour that challenges
- Encourage alternative ways of communicating and expressing themselves
- Be aware of warning signs and potential problems
- Develop strategies to diffuse the situation
- Explain things clearly and be patient, allow extra time for the individual to process information
- Find out the individual's personal preferences i.e. do they have issues with being touched or do they struggle to make eye contact?

Challenging behaviour strategies for schools

In a school environment challenging behaviour can be particularity disruptive and have a negative impact on a greater number of people so any response should be consistent and fair. The aim should be to notice the warning signals and to prevent escalation:

- Focus on reinforcing the good behaviour rather than reacting negatively to challenging behaviour
- Ensure you have the individuals full attention before making a request

- Phrase instructions positively e.g. instead of 'stop hitting' try 'put your hands down'
- Make individuals aware of consequences for repeated behaviour. They should be clearly explained and logical and may include being moved or loss of privileges.

Challenging behaviour strategies for health and social care

It is important to have a good understanding of the individual's needs. Work with families and other carers to build a picture of the individual's background which can help with understanding the reasons behind challenging behaviour.

- Ensure the individual feels understood and valued
- Give the individual clear and defined parameters for a situation so they understand what is expected of them i.e. the amount of time they can spend doing an activity
- Pay close attention to any attempts at communication as this may not always be talking
- Be aware of your own body language, 55% of communication is body language
- Positive reinforcement is a very effective tool to help an individual managing their own behaviour as well as when trying to teach new behaviour

How to tackle challenging if prevention measures have been unsuccessful

Ways to defuse the situation:

- Stay calm and give the individual space
- Try to find out what the problem is
- Speak gently and clearly whilst thinking about your body language, try not to appear threatening in any way
- Be compassionate and show empathy for the individual
- Try to negotiate and work out a compromise
- Distract the individual

Things that could exacerbate the situation:

- Becoming agitated or upset
- Attempting to restrain or corner the individual
- Not listening, shouting or talking over them
- Embarrassing, humiliating or laughing at them
- Forcing them to make eye contact

Impact on family members and teachers

Behaviour that challenges can be very stressful as well as physically and emotionally demanding for those that are close to the individual. It is important to seek out support in order to talk to people in similar situations and share coping strategies. It is also necessary for the carer to take regular breaks for the sake of their health, although often it can be hard to delegate to others.

YouTube video clip:- Behavioural Intervention strategies: https://www.youtube.com/watch?v=iRJRJIlosSw

Analysing Behaviour

1. Who was there, who was involved? Who did what?

Think about who was involved. Who was in the vicinity and may have directly or indirectly contributed to the behaviour.

2. What happened? What was the behaviour/actions of the child?

What did the child do, what was the observable/challenging behaviour?

3. Where did it start? Where did the behaviour happen?

Whereabouts did the behaviour take place? Did the environment contribute to the outcome?

4. When did the behaviour begin? What were the triggers?

What happened that triggered the behaviour? What led up to the behaviour? Look at what happened immediately before the incident.

5. Why do you think the behaviour happened? Why did people do what they did?

What were the consequences of the behaviour? What did the child get from the actions and what was the outcome?

6. How could you change the behaviour and the outcomes?

What could you change or do differently that may help to change the outcome to a positive one for everyone? What strategies could you introduce that could help to support the young person and perhaps other people who are directly involved?

Quick read-Behaviour that Challenges

Sourced from: The Challenging Behaviour Foundation:
https://www.challengingbehaviour.org.uk/

This quick read challenging behaviour guide gives tips and strategies to help you and your family member during a period of new or increased challenging behaviour.

It will give you a quick start to using Positive Behaviour Support principles to reduce challenging behaviour. In reality there will be times when your best efforts cannot prevent a crisis, so there are also tips to plan how to respond.

What is Behaviour that Challenges?

You will know what is challenging for you. Behaviour that challenges can be very distressing for a child or adult with learning disabilities and their family and carers.

Children and adults with learning disabilities may display behaviour that poses a challenge to others and/or puts their safety or other's at risk. Challenging behaviours can include:

- **Aggression (e.g. hitting)**
- **Sexually inappropriate behaviour (such as undressing or masturbating in public areas)**
- **Self-injury (e.g. head banging)**
- **Destruction (e.g. throwing)**
- **Pica behaviour (eating inedible objects)**
- **Other (e.g. sitting down and refusing to move)**

Why does it happen?

There is always a reason for challenging behaviour. It may not be easy to see at first. It is the child's or adults best attempt at telling you something.

What can you do to reduce the likelihood of it happening?

Think about the possible reasons for the behaviour:-

Look for triggers: - Who? What? When? Where?

Who - was there?

What - happened?

When - did it happen?

Where - did it happen?

This will help build up a picture of things that may affect your family member's behaviour and give you the opportunity to make changes.

For example, is it on a Friday dinner time? Is it because they don't like fish? Has someone entered their space who they don't get on with? Is the neighbour's dog barking more than usual?

Consider what the child or adult 'got out of' the incident. Was it attention? Something tangible? Avoiding something? Sensory feedback? If so, you can try to support them to meet this need in a more appropriate way next time.

Think of ways to help the child, young person or adult stay happy and calm.

- Teach simple communication, e.g. a sign for "finished".
- Talk to the child, young person or adult in a way that they respond well to e.g. firm, funny or calm.
- Rewards-can be spoken praise e.g. "well done", "that's great", a thumbs up sign, pat on the back or something more tangible e.g. stickers on a board. It is important that the reward is given immediately so there is an association between praise and positive behaviour.
- Boundaries-setting rules is important so that the child or adult knows what behaviour is expected of them. Use a variety of communication methods to help them understand what to do e.g. pictures, signs and speech.
- Teach skills e.g. waiting for an activity.
- Adjust the environment e.g. low lighting, free of clutter.
- Routine and structure-make a visual plan of the day for the child or adult to follow so they know what will happen next. Be consistent with the routine(s)-predictability is important and will help your family member feel safe. If you need to change the routine, try to make gradual changes only and inform the child or adult about what will happen next. This will help to reduce any feelings of anxiety, keeps them involved in their day and is less anxiety provoking.
- Proactive strategies aim to keep your family member in their 'baseline' behaviour i.e. their usual, "good day" behaviour. The skill here is to identify what keeps them here and plan around these. Sometimes your family member will go off their baseline and their behaviour will begin to change-this may be quite subtle.

What can you do when behaviour becomes challenging?

Recognise the early warning signs of the behaviour (when your family member becomes anxious) and think about how to respond when you see this. Knowing what helps them maintain their baseline or keep them calm/content means you can offer those things they like.

Always have a stack of prepared activities, distractions or diversions and use these to help calm the situation.

These are 'active' or 'Amber' strategies.

- Divert or distract.
- Use body gestures/signs.

- Giving the child or adult what they need.
- Withdrawal from the situation.
- Stay as calm as possible.

Pain and illness

Always consider if your family member is in pain, discomfort or is ill. This may include such things as:

- Ear infections.
- Urinary tract infections.
- Constipation/bowel problems.
- Epilepsy.
- Dental problems.
- Sensory needs.
- Eyesight.
- Pica (has the child or adult swallowed something inedible?)

If you think they could be unwell, contact their GP or call111.

Despite your best efforts, there will be occasions when a crisis incident does happen. This is not a sign of failure-new experiences happen; things change that you cannot control or have anticipated BUT it is important you plan for any such incident.

What can you do if the behaviour is happening or about to happen?

These are 'reactive' or 'Red' strategies

Some example are:

- Divert or distract to a preferred activity.
- Introduce a 'new face'.
- Use body gestures/signs but never point your finger.
- If safe, try not responding to, or 'ignoring' the behaviour - but not ignoring the child or adult.
- Give your family member what they need - you will need to understand how they communicate their need or want and use the option at the start of any escalation.

In a crisis, people are often very anxious. Most of our communication is non-verbal, so we must be aware of what our body and face are communicating. If you appear anxious or panicky, you may increase the level of anxiety in your family member.

Use a low-arousal approach:

- Appear Calm (even if you are not) - lowering your voice and smiling to encourage mirroring, which helps to decrease the child's or adult's anxiety.
- Give personal space.
- Listen, don't bombard child or adult with questions.
- Observe and be prepared to respond if required.
- Consider eye contact, touch and noise-your family member may be very sensitive to being 'watched' and could increase their level of anxiety, so observe the child or adult from a distance.

Do not attempt to teach your family member new skills or ask them to think about what they are doing right now; this may lead to further escalation and when in a crisis, no one learns new skills no matter how hard you might try to teach them.

Recognise the signs that the child or adult is recovering and calming down.

What can you do after the behaviour?

Be careful as there is a risk of the behaviour escalating again. Your family member will need time to return to their usual behaviour and may need extra space or time to calm down. It is a time to keep an eye on them but not be too intrusive.

These are 'post reactive' or 'blue' strategies.

Some examples are:

- Give them time and space.
- They may need a rest or sleep.
- Something to eat or drink.
- A calm activity like TV.
- Go for a walk or sit in the fresh air if you can.
- Talk to someone and reflect.
- Check everyone is okay - do they or you need first aid or medical attention?
- Share information with people who need to know.

What can you do if the Police are involved?

Some children and adults with a severe learning disability may come into contact with the police. This might be for a variety of reasons including that the child or adult is a victim of crime themselves or is in a 'crisis' that requires external support.

Whatever the purpose of a visit by the police, we know this can be a scary prospect both for children and adults with learning disabilities themselves, and for their families.

Concerns might include;

- How the police might perceive particular actions or behaviours.
- How the police may respond to behaviours that challenge.
- How the child or adult themselves might respond to the presence of the police in their home or 'safe' environment or to being spoken to by the police.

We know how difficult crisis situations can be for children and adults with severe learning disabilities, and their families, particularly when it comes to communication. It can be difficult be difficult for the police to receive the information they require about the child's or adult's individual needs, either from the person with a learning disability or from others.

There is a CBF Police Grab sheet on our website that can be used to inform the Police about the needs of a vulnerable child or adult, before, or during a crisis situation.

https://www.challengingbehaviour.org.uk/learning-disability-assets/cbfpolicegrabsheetfinal.pdf

For more information about behaviour support, related topics and what support the Challenging Behaviour Foundation can offer you, please see our website: https://www.challengingbehaviour.org.uk/

Tel: 01634 838739 Email: info@thecbf.org.uk

AUTISM - MISUNDERSTANDING FEAR

Article Source Unknown

It's often said that fear is the number one emotion for autistic kids, because the world around them is a confusing, unpredictable and threatening place to be. But that's only half the reason why they experience fear so often - it's not just that they feel more threatened, but that their reactions to those threats are very often misunderstood.

Autistic kids don't always experience fear in a way that most people expect or understand. This can result in three very common situations in which their fear is overlooked:

- *It's not recognized.*
- The behaviours don't look like fear and are misinterpreted as something else.
- *It's not expected*
- The situation is one in which kids don't usually experience fear, so carers aren't prepared or watching for a fear reaction.
- *It's not acknowledged*
- They seem afraid but the object of that fear is not something that most people find scary.
- The result of all this confusion is that these kids tend to miss out on receiving protection and comfort when they need it most. Misunderstanding their fear means that they have to experience so much more of it, which is not only detrimental to long term health but also to the trust they feel in the people who take care of them.

Let's take a look at these situations in more in detail.

MISUNDERSTANDING FEAR IN AUTISM

1. RECOGNIZING THE FEAR

We think we know what fear looks like - rapid breathing, pounding heart, sweating, crying, hiding, wanting to run. But what about yelling? Refusing to do something? Ignoring you? Talking back? Standing still?

Fear is about escape and avoidance, and these reactions are not always as straight forward as they might seem at first glance. Clinging to routine, stimming, echolalia, aggression, toileting accidents, fidgeting, removing clothes, constant and repetitive questioning... these can also be reactions to feeling afraid.

As our bodies get ready to run or defend we feel dizzy, queasy, fidgety, shaky and tense - this sudden rush of sensations can be unpleasant and overloading for hypersensitive kids. Fear makes our throats tighten and we can have trouble talking or making ourselves understood, which can be uncomfortable and frustrating. It's hard to swallow too, and our digestion starts to shut down which makes it tricky to eat. Adrenaline kicks in - we're suddenly wide awake and our muscles tense up in preparation for battle, which can make settling down or sleeping difficult. The pupils dilate to take in more light, and we might get goose bumps and other sensations which feel weird and uncomfortable to little bodies, even painful for some.

All of these involuntary reactions are propelling the body into "I'm going to do whatever I can to protect myself from this threat" mode - which can look exactly like non-compliance, withdrawal, hyperactivity, aggression or being stubborn, as well as setting the perfect conditions for a meltdown.

2. ANTICIPATING THE FEAR

Kids with autism often experience fear in situations where it's not the usual reaction - sitting in the classroom, visiting the mall, eating a new food, singing Happy Birthday, a windy day at the park, a sudden change in plans.

Situations like these can be scary or even terrifying for them, but it's easy for that fear to be overlooked, trivialized or misinterpreted when it's not the expected response. This is especially true in situations which kids usually enjoy, like

birthday parties or getting a surprise or having their achievements acknowledged with a round of applause. We're so accustomed to assuming that everyone loves these things that we're less prepared to notice that some kids might in fact be afraid.

3. ACKNOWLEDGING THE FEAR

- I hear these things all the time in reference to autistic kids...
- "He has a lot of needless fears"
- "She's really scared of things that are harmless"
- "Why are they so afraid of things that aren't scary?"
- Nobody is afraid of something that isn't scary... to them.

Fear is a natural survival response to things that are painful, confusing, unpredictable or unbearable. And this is one of the reasons fear is such a common reaction for autistic kids - there are many things in their environment that are painful, confusing, unpredictable and unbearable for them. This is evident in how strongly they cling to the things that can help to reduce those fears, like rules and routine.

Kids are expected to respond with fear to 'valid' threats such as moving cars, being separated from a parent, growling dogs and heights. But that same fear response in reaction to bright lights, sensory overload, waking up, smiling faces, lumps in your food, unexpected changes or the shape of a cracker is considered odd simply because these things are not threatening to most people.

The fact that these fears are less common doesn't make the reaction any less real or lessen the distress that they can cause for these kids. Something that seems harmless to one person may still pose a threat to others, and whether the threat is real or only perceived has no impact on the amount of fear that is experienced.

THE COST OF MISUNDERSTANDING FEAR

There are very few people who would ignore a frightened child or respond with irritation, anger, frustration, criticism or discipline... but what about the times when you don't know that they're afraid?

Imagine that a terrified woman runs out of her office, being chased by a bear. Her boss stops her and says "Don't be silly, that's not a bear. Now get back in there or you're fired." This sounds ridiculous, and yet it's exactly the kind of reaction that these kids usually get when their fear is misinterpreted. Instead of comfort and support, their impulse to run, hide, avoid or otherwise escape the perceived threat is met with disapproval, punishment or attempts to modify the behaviour.

Which is not only unfortunate but inappropriate, because fear is not a choice. It's a chain of chemical reactions, and no amount of reward, punishment or willpower is going to change an involuntary survival response. We don't choose to be afraid of threats, and can neither consciously trigger nor shut off our physiological response to them.

Misunderstanding their fear can also be damaging in many other ways:

- They have to experience it more often than they need to
- They miss out on much-needed comfort and support
- They believe that their reaction to fear is wrong or bad
- They learn that there's no point in getting help when they're afraid (or worse, that they need to keep it a secret) because it will only get them into more trouble
- They lose trust in the ability of caregivers to protect them

This last one is so important. A kid who is afraid believes that they are in danger - without sharing your knowledge that they're safe, it's easy for them to assume that not only are you failing to protect them but you're actively putting them in harm's way... so now they need to defend themselves against both you and the threat.

All of this can be hugely detrimental to developing trust with autistic kids, especially those who are experiencing fear - they need to know that their caregivers are a reliable and consistent source of protection from the threats around them, whether real or only perceived.

4 STEPS TO HELP REDUCE FEAR FOR AUTISTIC KIDS

1. Learn to recognize what fear looks like for them - It might be different to what it looks and feels like for you.

2. Acknowledge and respect their fear

When you notice what you think might be a fear reaction, let them know that you understand. Reassure them that their reaction is okay, that you're not an adversary and that you're going to help.

3. Provide safety

Your job at this point is not to convince them that their fear is unwarranted or even understand why the thing is scary - it's to protect them from the threat in a way that feels like protection to them. Fears don't disappear merely because we're told to stop being afraid or that 'everything is okay'. We need to believe that there is no threat. We need to feel secure that there is a safe place for us to retreat to and that protection is available to us.

Threats feel scarier when we have no control over them or our ability to protect ourselves. A lot of autistic kids have fears which fall into this category - they'll break a rule they didn't know existed, someone else will break the rules, they'll randomly get in trouble for something, someone will suddenly start a conversation with them... the threats feel constant and unpredictable.

Providing some control over these things where possible can give a reassuring feeling of safety. For example, kids who are afraid that the fire alarm is going to go off may feel safer having both an advance schedule of any planned fire drills AND a response plan in the event that the alarm is accidentally set off by someone.

Oh and make sure your solution doesn't inadvertently involve another fear. A common example of this is "Go and tell the teacher" or "Find someone to help you" - both of these things can be terrifying in and of themselves, even more so than the original threat that the kid is trying to get away from.

4. Investigate the threat

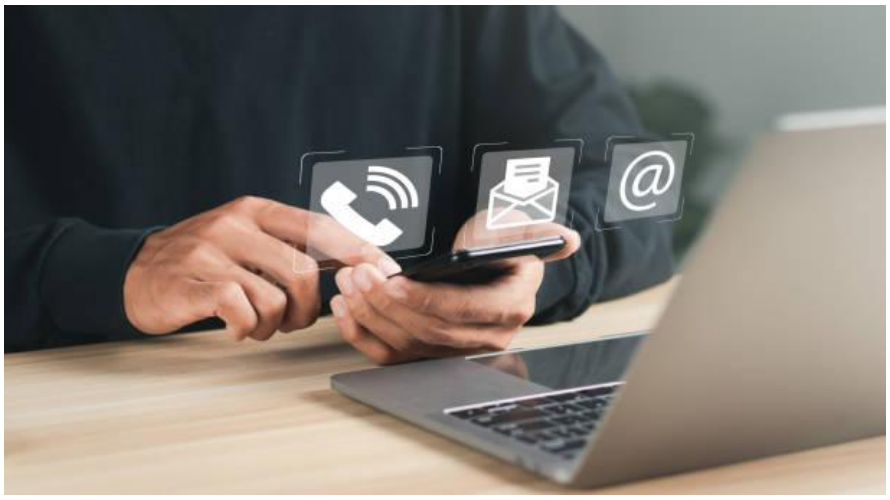
It can sometimes be difficult to understand exactly what's triggering the fear or why it feels dangerous to them, but identifying and avoiding potential threats will help to reduce the amount of fear that they have to experience. Keeping a diary of times they seem afraid might reveal some clues you've overlooked, or help you to piece together a pattern. Some kids might be able to explain it themselves once they feel safe, but you may also never know why something feels like a threat to them... just remember that this doesn't have to stop you from providing protection from it.

The bottom line

Fear is a common emotion for autistic kids, partly due to the fact that the way they respond to perceived threats is often misunderstood and misinterpreted. It doesn't have to be this way - understanding, respecting and acting on their fear reactions will go a long way towards making them feel safe and reducing the amount of time they spend feeling afraid.

So the next time you're tearing your hair out because your son runs away from the blue socks and not the red ones, or your student runs out of the classroom at mat time, just remember that all he knows is that his body is trying to warn him about a danger that feels very real to him. He's trying to keep himself safe, and he's looking to you to help him do that.

Useful contacts, websites



Young Minds: We have a range of information, advice as well as resources including things like wellbeing activities, toolkits and webinars to help you support the young people in your lives. https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/challenging-behaviour/#Usefulhelplinesandwebsites

The Challenging Behaviour Foundation: We provide practical information for families and professionals about understanding and supporting children, young people and adults whose behaviour challenges. https://www.challengingbehaviour.org.uk/understanding-challenging-behaviour/what-is-challenging-behaviour/

Youth Sports Trust -The Youth Sport Trust equips educators and empowers young people with the vision of creating a future where every child enjoys the life-changing benefits of play and sport. Website contains suggestions for activities and video examples.

https://www.youthsporttrust.org/school-support/free-resources/send-pe-activities

I Coach Kids - ICOACHKIDS is a Global Movement whose mission is to promote sport policy, education and practice that PUTS KIDS FIRST. Videos and examples of inclusion and differentiation.
https://icoachkids.org/learn
https://icoachkids.org/learn/coachingforfun/the-step-model-of-differentiation

Disability Sports Coach: We offer local disability sports clubs, inclusive sport coaching and training courses for sports providers. Our award-winning Community Clubs bring disabled people together across London to keep active and connected. We have reached over 21,000 disabled people and their families through the power of inclusive sport and physical activity.

https://disabilitysportscoach.org.uk/?gad_source=1&gclid=EAIaIQobChMIoI243J3lhwMVhoFQBh1vMQSMEAAYASAAEgK-xfD_BwE

Active Together - See Sports Differently: British Blind Sport (BBS) and the Royal National Institute of Blind People (RNIB) are pleased to announce the release of two new See Sport Differently toolkits to support sight loss organisations and sports clubs in helping blind and partially sighted people to be active.

https://www.active-together.org/news/2023/01/see-sport-differently-new-toolkits-for-sight-loss-organisations-and-sports-clubs

UK Coaching - While reaching and developing coaches is essential to our work, we do so much more behind the scenes. We collaborate with organisations and pool their resources to make lasting improvements to coaching in the UK - from grass-roots through to elite performance levels. We inform Government on policy that supports coaches to have a positive impact on society. And we develop learning that helps coaches support the needs and dreams of the people they coach. https://www.ukcoaching.org/about/about-us

Sense – "We are Sense – supporting everyone who is deafblind or has complex disabilities. We believe everyone should be able to take part in life, no matter their disability." Website has resources, advice, articles etc.; supporting communication and inclusion. www.sense.ork.uk