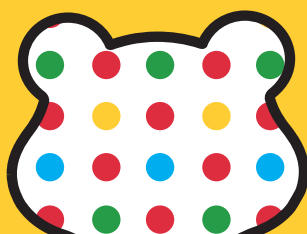




Fun and Friendship for Disabled Children and Young People

A Whole School
Approach



SUPPORTING DISABLED PUPILS WITH FUN AND FRIENDSHIP IN SCHOOL

BBC Children in Need's Fun and Friendship Programme found that spending time with friends can have a strong impact on well-being. It promotes confidence, self-esteem and other aspects of personal and social development which in turn can have a powerful knock on effect on aspiration, engagement and achievement in school.

Just as fun and friendship can affect engagement and achievement in school, school has a critical role to play in supporting fun and friendship. The attitudes and opportunities that disabled children and young people encounter at school are hugely influential in shaping their experiences of friendship, and in determining the extent to which they are supported to develop and grow.

Schools can therefore become transformative places for disabled children and young people – places where they can thrive educationally and socially, and where these two features of a child or young person's life can strengthen one another. This guide will help your school become that place.

This guide will:

- Support senior leaders in schools to reflect on their current practice, identifying strengths and areas for development;
- Provide knowledge on current legislation relevant to this area;
- Provide knowledge, tools and examples of practice to support an inclusive ethos and environment conducive to the development of fun and friendship in schools.

As a result, it will help schools to:

1. Reflect on the contribution that fun and friendship can make to the well-being of disabled children and young people.
2. Understand the vital role of changing and continuing to maintain positive attitudes.
3. Identify key barriers to be addressed to ensure children and young people can engage in fun and friendship.
4. Take practical steps to develop the experience of fun and friendship for disabled children and young people in school.

The content is split into five topic areas. Each resource offers you the opportunity to develop and consolidate your knowledge and understanding as well as tasks to apply what you have learnt in your school.

In 2015 **BBC Children in Need** and **Achievement for All** worked together to develop an online module for schools to help them support Fun and Friendships for disabled young people.

Achievement for All is a leading not-for-profit organisation that works in partnership with early years settings, schools and colleges, improving outcomes for all children and young people vulnerable to underachievement regardless of background, challenge or need.

The information here is adapted from the original module. Further information is available from Achievement for All's website afaeducation.org

Existing members of Achievement for All can access this content through their online learning platform, The Bubble, where it sits within the wider Achievement for All framework. bubble.afaeducation.org

 **ACHIEVEMENT
FOR ALL**

**BBC
Children
in Need**



Topic 1

The importance of Fun and Friendship

What this topic provides...

- The **opportunity** to reflect on the impact that fun and friendship can have on a young person's social, emotional and academic development.
- The **inspiration** to develop fun and friendship for disabled young people in your setting, starting by reflecting on what you already do in this area.

Fun and friendship: why is it important?

Disabled children and young people are at an increased risk of isolation and can find making, and spending time with friends difficult as a result of a range of barriers. But, having the opportunity to make and spend time with friends can support a range of outcomes.

BBC Children in Need's Fun and Friendship Programme found that social opportunities and enabling support provided by voluntary sector projects led to increased happiness, well-being and reduced isolation and depression.

Outcomes of the Programme

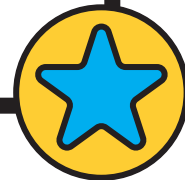
- More willing to take part in activities
- Greater self-worth and ability to show skills
- Increased self-confidence and self-esteem
- Independence, such as more independent socialising and travel
- Feeling less shy, more comfortable meeting and talking to other people
- Being empowered to speak up for oneself
- Feeling more secure and relaxed

"I had been getting more and more depressed to the point of contemplating suicide, and sometimes I refused to go to school. Accessing the project kept me going through this tough time".

YOUNG PERSON, FUN & FRIENDSHIP PROGRAMME

"Before I found it really hard to make friends. I didn't want to talk to people, I didn't really want to go out and it was difficult making decisions, so I just said no. After coming here it was like something clicked in my head! Now if someone asks me to do something it's a simple choice I can make it and I feel good and confident".

YOUNG PERSON, FUN & FRIENDSHIP PROGRAMME





FUN AND FRIENDSHIP: AT SCHOOL

Schools are by no means the only factor in ensuring their pupils achieve high levels of well-being. Nonetheless they have a vital role to play in promoting positive and empowering environments and, in particular, supporting the most vulnerable pupils. Both the initial literature review which provided the evidence base for BBC Children in Need's Fun and Friendship Programme, and the evaluations of the programme, confirm the critical role that schools have in the social lives of disabled children:-

"School plays a central role in the context of opportunities for fun and friendship for disabled children and young people" (Opportunities for Fun and Friendship for Disabled Children and Young People: A focussed Review of the Literature, pg. 7)

School is important for fun and friendship and fun and friendship is important for supporting the social and emotional development of disabled children and young people. The Fun and Friendship Programme also found evidence to suggest these positive effects of friendship on wider well-being could have a knock on effect on other aspects of the young people's lives, such as their education. As one project worker from the programme put it – "it just makes sense: having friends reduces isolation and vulnerability, making school more enjoyable, even if other challenges remain." Those with positive friendships have also been found to be more engaged at secondary school with school engagement in turn a significant predictor of GCSE attainment.

The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes (Department for Education, 2012)

"I HAD HOME TUITION FOR A WHILE AS I HAD PROBLEMS AT SCHOOL. MY CONFIDENCE LEVELS WENT UP AFTER JOINING THE CLUB AND WENT ON TO COLLEGE. NOW I AM GOING TO UNIVERSITY."

"I was very withdrawn in school and was losing the will to care. I have no idea now where I would be now without the project. I certainly wouldn't have done well enough in school to get into college."

Quotes from Parents and young people, Fun & Friendship Programme

"It is absolute heaven at school now; I can wait in the car when I go to pick him up, instead of having meetings with the teacher. He comes out with smiles instead of a black eye."



FUN AND FRIENDSHIP: SUPPORTING SCHOOL RESPONSIBILITIES

Providing opportunities for and supporting disabled young people to have fun, make friends and socialise can help schools meet the requirements placed on them by government policy and regulations. The below examples focus on the statutory environment in England:

Department for Education (DfE) is clear that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education, or training.

Having fun and making friends helps children and young people enjoy a happy and secure school life, giving them the best chance to achieve these aims.

The Special Educational Needs and Disability Code of Practice places emphasis on the views of children and young people and their parents or carers on what outcomes should be sought for and by them.

The new guidance recognises that:

- Outcomes for children are connected - that for many children and young people their ability to socialise, to make friends and spend time with them is an important part of achieving key outcomes such as educational attainment
- "Local authorities, education providers and their partners should work together to help children and young people to realise their ambition in relation to...participation in society - including having friends and supportive relationships, and participating in, and contributing to, the local community." (SEND 0-25 Code of Practice, 2015 Page 28)

The Ofsted Framework embeds SEN and Disability throughout, reflecting the expectation that schools ensure that every aspect of the education they provide is inclusive for all pupils: "Inspectors must evaluate the extent to which the education provided by the school meets the needs of a range of pupils who have a disability."

Schools are expected to ensure "Wide-ranging promotion of pupil's spiritual, moral, social and cultural development and their physical wellbeing" helping them "thrive in a supportive, highly cohesive learning community."

Enabling SEND pupils to make friends, spend time with them and be supported should be a key part of creating a "supportive and highly cohesive learning community".

The Equality Act 2010 places strong obligations on schools regarding disabled children and young people. Schools:

- Must make reasonable adjustments for individual disabled pupils in order to prevent disadvantage; and
- Have a more general duty to "prevent discrimination, to promote equality of opportunity and to foster good relations."

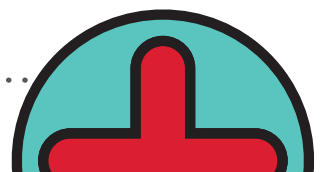
It is important to note that this applies to all aspects of a school's activities, including extra-curricular work such as clubs, trips and social activities that are a vital part of fostering and building social relationships between pupils.



Take some time to reflect on all the things that your school already does to promote fun and friendship for disabled pupils. This could be policies or general practice, or it could be specific projects, activities, clubs or initiatives. Make a note of it all as later in the module you'll need to use this list to help you identify areas you want to build on, areas you want to improve, and potentially new areas of work.

Notes

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Topic 2

A Positive Culture

What this topic provides...

- An **appreciation** that the overall culture and ethos of your school is essential to improving access to fun and friendship for disabled young people.
- An **understanding** of the building blocks that support a positive culture and ethos in your school.

The importance of culture

The 2010 Every Disabled Child Matters (EDCM) Young Person's Manifesto for Change identified a positive school ethos and understanding and respect between disabled and non-disabled young people as key to creating an inclusive environment. Later topics will look at ideas for specific interventions, projects or activities that might be appropriate for schools to develop to support disabled pupils to have fun and make friends. This topic focusses on this ethos: the positive culture of a school that must underpin these targeted activities.

Building a positive culture

This section looks at three important building blocks in securing a positive culture and ethos in school in relation to fun and friendship, starting with the foundation – disability awareness.

1. DISABILITY AWARENESS

For disabled pupils to take advantage of opportunities for fun and friendship they must feel (and be) accepted and understood as young people first and foremost. Unfortunately disabled young people often feel defined by their disability, and find that the reaction of others can become a barrier to making and spending time with friends. This can often be as a result of a lack of understanding, confidence and awareness from other young people – but also from school staff.

Basic disability awareness must therefore be a characteristic of a fully inclusive school culture, which promotes fun and friendship opportunities and empowers disabled young people to take advantage of them. Without a culture of fundamentally positive attitudes towards disability, there is a risk that specific programmes, interventions, projects or activities may be undermined by negative attitudes or bad practice elsewhere in the school.

What you can do...



Think about how you could engage the various audiences in your school in positive messaging around disability awareness. Below are some starter ideas for different ways of getting the messages across.

Staff

- Ensuring that all new staff have disability awareness training and that this is refreshed on staff training days.

Governors

- Delivering a disability awareness presentation at a governors meeting.

Parents / Carers

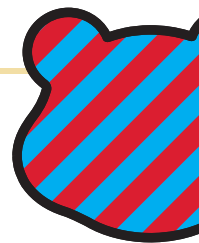
- Communicating your school's inclusive vision by making it available on the website and including it in the school prospectus, letter heading and newsletters.

Pupils

- Running a competition for the design of a logo that represents the school's inclusive vision
- Special events, assemblies and activities that focus on and celebrate inclusion
- Embedding disability awareness and equality training throughout the PSHE curriculum

Remember, for cultural change to be long lasting and to have real impact, messages like these need to be repeated and reinforced. When you're building your plans, try to think about ways in which your messages can be repeated and spread easily by you and your colleagues in the short term and the long term.

For more information on Disability Awareness, go to the Disability Matters website where there are a whole range of free resources: www.disabilitymatters.org.uk



2. ANTI BULLYING

Disabled children and young people are at a higher risk of being bullied and many of the young people who engaged with the Fun and Friendship programme said they felt stigmatised or isolated by their peer group. *Are disabled children and young people at higher risk of being bullied? Research Summary Four (Institute of Education, 2014)*

Ensuring disabled young people are considered in anti-bullying measures and initiatives is clearly an important step in achieving the cultural change necessary for fun and friendship to thrive.

However, remember fun and friendship is not simply about ensuring disabled young people are not bullied, it is about creating a positive, empowering and inclusive culture which promotes opportunities for fun and friendship for disabled pupils. In return, this culture can play an important part in helping to combat bullying, creating a virtuous circle.

What you can do...

- !** **Review your school's anti-bullying policies. Think in particular about whether they adequately take into account the needs of disabled young people. You will also want to consider whether the anti-bullying policy emphasises the positive attitudes required to most effectively combat bullying rather than simply opposing the bullying behaviour itself.**

The statistics below can be used to illustrate to colleagues the importance of considering the needs of disabled young people in anti-bullying policies.

80% of children with learning difficulties are bullied and/or victimised

70% of children with autism are bullied and/or victimised

40% of children with speech and language difficulties are bullied and/or victimised

3. HIGH EXPECTATIONS AND INDIVIDUAL SUPPORT

Having high expectations and focusing on what disabled students can do rather than what they can't is a vital part of building a positive culture.

Unfortunately, a benign culture of low expectations which assumes that opportunities to spend time with friends and socialise are less important or relevant for disabled students can unintentionally inhibit chances for disabled children to have fun and spend time with friends. For example, putting on additional educational or therapeutic support at lunch or break time meaning disabled young people miss the opportunity to socialise with their peers.

What you can do...

For many disabled children, there will be a range of 1:1 or group support being provided to support educational attainment. This will be being directed by person centred planning approaches, whether this is part of regular reviews around Statements, Education Health and Care Plans, Personal Education Plans or Co-Ordinated Support Plans. These can all be used to engage parents and carers and young people in gathering information on their aspirations and building on their capabilities.

- !** **Think about and write down what you would need to do to include the development of independent socialising in all person centred discussions for disabled young people.**





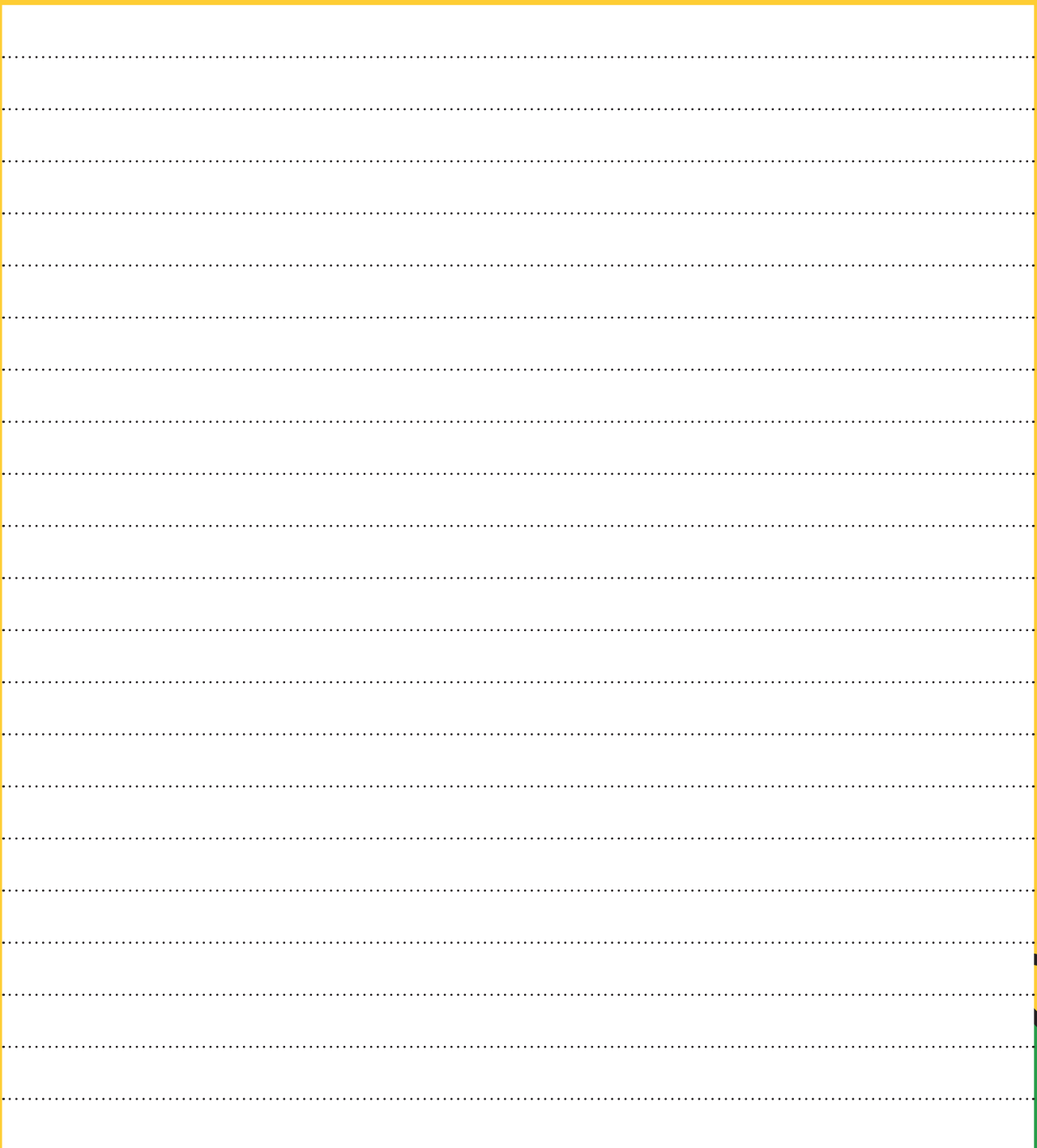
REFLECTION AND NEXT STEPS

Having undertaken the three exercises above you should now have:

- A short plan for spreading and maintaining disability awareness messaging throughout your school.
- An understanding of if and how your anti-bullying policies are set up to promote a positive culture for disabled pupils.
- A clear idea of what you would need to do to embed fun and friendship in person centred planning arrangements.

Make sure that you keep a record of all of these, as you will return to them in the final module when you pull together your strategic plan for fun and friendship.

Notes



Topic 3

Beyond Culture - Addressing Physical Barriers

What this topic provides...

- The **opportunity** to examine two key areas which need to be considered when addressing fun and friendship in a school setting: the physical environment and transport.
- **Consideration** of how your school is currently addressing these key areas, and what you might be able to do to develop this further.

The previous topic showed the importance that the overall school culture has in supporting fun and friendship opportunities for disabled pupils. This topic looks at two specific barriers to fun and friendship: the physical environment and transport.

Your school may well have good existing policies and procedures in place in relation to the built environment and transport. This topic will encourage you to revisit these areas and specifically consider how they impact on the ability of disabled pupils to have fun and make friends.

Change To Physical Environment

Disabled children and young people often find that they can be stopped from doing the things their non-disabled peers take for granted simply because buildings, or the built environment in general, have not been designed and constructed with their needs in mind. For example, a deaf student trying to catch up with friends in a lunch hall where the acoustics are poor; a child in a wheelchair battling through a busy corridor, or a young person having to move between lessons on their own because the route is not accessible.

BBC Children in Need's Fun and Friendship Programme found that though schools might make efforts to make places like classrooms and playgrounds fully accessible, less obvious but equally important opportunities to socialise were sometimes inhibited by the built environment.

Remember: Accessibility is not just about the needs of those in wheelchairs or with physical access needs. The built environment impacts on pupils with sensory impairments (as in the example above) and can be relevant for other pupils with disabilities too. For example, some children with autism can find particularly noisy environments difficult to cope with and may benefit from quiet spaces or clubs where they can spend time with others who also prefer a calmer setting.

What you can do...

All schools have legal duties to make the physical environment accessible for disabled pupils, this will be covered by different guidance in England, Scotland and Wales (where it falls under the Equality Act 2010) and Northern Ireland where it falls under the Disability Discrimination Act 1995. Throughout the UK, these duties flow through into the requirement to develop accessibility plans or accessibility strategies.

Take a look at your school's accessibility plan or strategy – does it specifically consider how the built environment might act as a barrier to, or support, fun and friendship opportunities for disabled young people? How this is achieved will differ from school to school. For example, you may want to consider the following:

- Corridors and other routes that pupils use to move between lessons, or other parts of the school. Do disabled young people have to take different routes and therefore miss out on informal opportunities to socialise?
- Spaces where children socialise at breaktime and lunchtime apart from the playground, for instance when it is raining/ or in winter. Are there quiet rooms, clubs or spaces where some children who may struggle with noise can spend time?
- Accessibility to activities or clubs at lunchtime and after school. For example is there a chair lift in the swimming pool?
- Small adjustments to practice or procedures which can help, without the need for major or expensive changes, for example - one young person from the Fun and Friendship Programme suggested allowing pupils who don't like travelling in busy corridors to leave lessons just a few minutes early and travel with a friend.



Make a note of the outcomes of your review of the accessibility plan and discuss with the leadership team.





Transport

Disabled children and young people often find that they can be stopped from doing the things their non-disabled peers take for granted, like socialising on their way to and from school. Those involved in Fun and Friendship who required different transport methods such as private taxis often reported that this meant they missed out on the time their peers spent together on buses, trains or walking. Other young people felt intimidated when travelling with their peers, or were not confident about travelling independently.

Unfortunately, transport is a barrier for some disabled young people in their free time too. Simple activities like going to the cinema with friends can prove difficult for young people with complex access needs. Others are put off by the attitudes of some transport providers which can be unhelpful and in some cases directly discriminatory.

What you can do...

Local Authorities and Education Authorities in Scotland have responsibility for school transport arrangements in their area, including making arrangements for pupils who are unable to walk to school as a result of a disability. Statutory guidance also suggests that Local Authorities should provide Equality Training to drivers and escorts taking people to and from school.

Schools can work to influence local transport arrangements and help ensure that disabled young people's needs are considered. There are also things schools can do to support and improve the travel experience of disabled young people, both on school journeys, and in their wider life:

- **School travel plans** – Many schools produce school travel plans or similar documents which set out how their approach to travel will improve the health of their pupils, the environment, safety, and access and opportunity. Local Authorities should use school travel plans to develop their overall transport strategy. Does your school have a plan? If so, does it consider the impact of transport arrangements on opportunities for fun and friendship?
- **Bullying and behaviour policies** - The previous unit noted how bullying policies can support a positive culture which promotes fun and friendship. Return to your schools anti-bullying policies and procedures, is there adequate consideration of the approach to incidents and behaviour on the way to and from school?
- **Identifying transport support needs in person centred planning** - Consider how you may use the structured conversation or other planning tools including Education Health and Care Plans to find out how transport can be improved for pupils. Asking pupils about how they find their journey to and from school, and their experience of transport outside of school, could help uncover whether or not they are in need of additional support such as travel training to make them more confident about using transport independently.

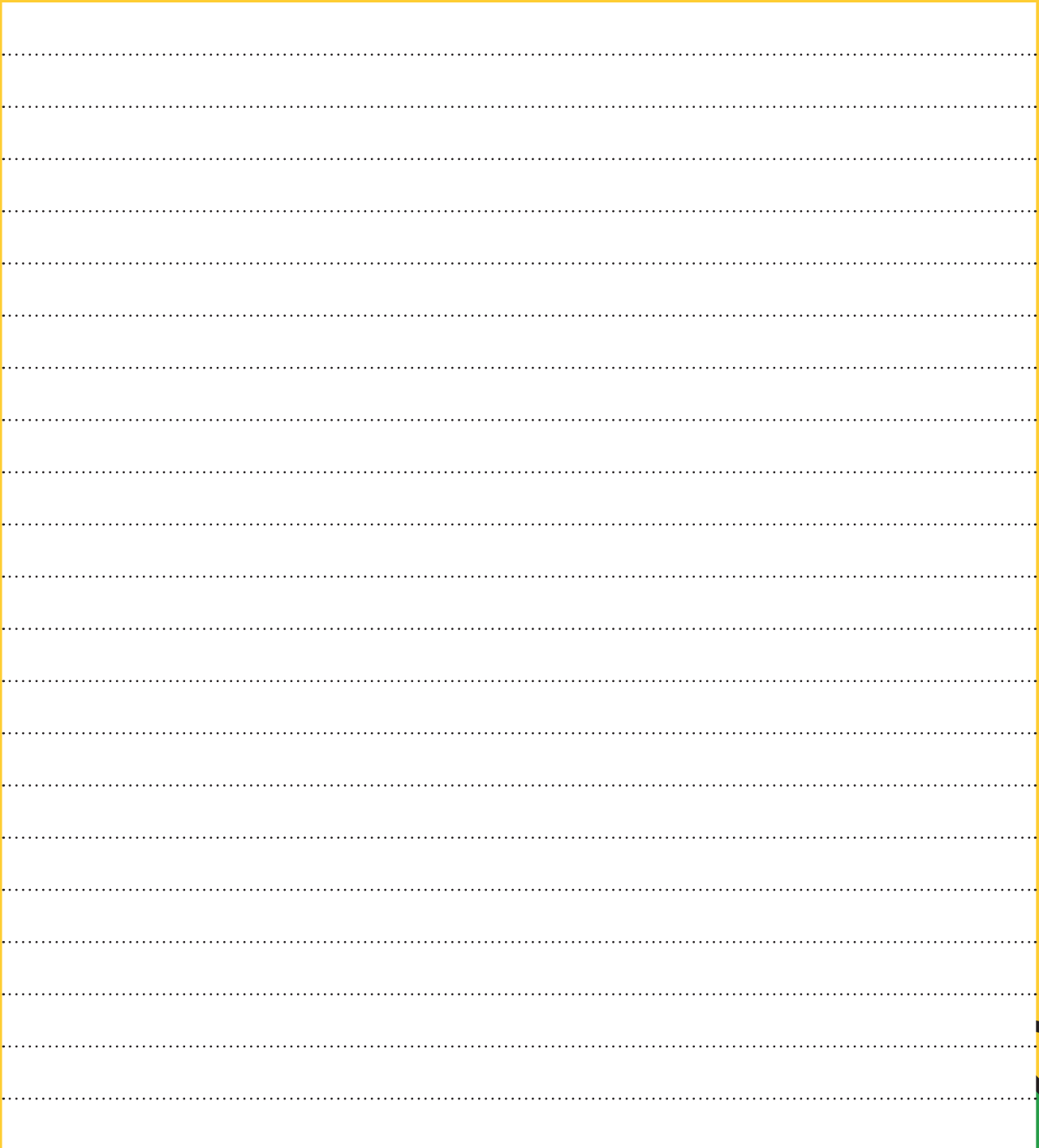


REFLECTION AND NEXT STEPS

Reflect on your responses to the questions identified in the activities above. You may want to discuss them with someone in your team and then identify potential solutions. There may be some small solutions you can put in place straight away, medium and longer term solutions may take more time.

Keep a note of all your responses as you will be using them at the end of this guide.

Notes



Topic 4

Developing Fun and Friendship Opportunities

What this topic provides...

- An **understanding** of the importance and value of pupil voice in guiding proactive fun and friendship work
- An **opportunity** to explore a range of ways to develop fun and friendship opportunities proactively in your school

The Importance of Pupil Voice

This section considers some different ways in which schools can be proactive in developing new opportunities, initiatives or support structures for disabled pupils. The most important thing is to understand the specific needs of the disabled pupils in your school. The best way to do this is simple: consult with disabled young people themselves. Consultation with disabled pupils helps inform whether what you do, or plan to do, works for them. It can also help foster a culture of empowerment and independence.

Person centred planning tools can help you do this directly with individual pupils, finding out what works for them in terms of bespoke support. In addition, giving disabled young people the opportunity to talk in an open forum about their experiences and suggest solutions can be a really useful way of developing initiatives which are aimed at groups as well as individuals.

Different schools will have different structures for consultation. Some may have existing pupil voice initiatives such as a student council on which disabled pupils are well represented. Such a structure could provide an ideal ready-made forum for consulting about opportunities for fun and friendship. Other less formal approaches might include focus or discussion groups.

Proactive Initiatives: Examples

Depending on your preferred approach to consultation, you may want to offer disabled young people some options for the types of initiatives they would like. Alternatively, you may want to use the feedback you get from disabled young people to develop some principles and then look in to some project ideas which might fit these principles. Whatever approach you take, be careful to ensure that the pupils are getting a genuine chance to express their own views. There are lots of great resources out there about consulting with children and young people and engaging participation, take a look at these for example: <http://www.sccyp.org.uk/education/golden-rules>

We've set out some areas which might stimulate your thinking below.

Peer Support

Peer support schemes such as mentoring, buddying or befriending are often used with a wide range of pupils, not just those who are disabled, to support their academic attainment, behaviour or social and emotional development.

It is important to consider peer support schemes in the context of the wider culture of your school. If you are thinking of setting up a new peer support scheme for disabled pupils or if you already operate a peer support scheme but want to improve disabled pupils' experience of it, you may want to consider the following:

- What training in disability awareness should peer supporters receive?
- Are peer supporters and befrienders encouraged to see themselves as helping their disabled peers engage in the social life of the school? Peer support and befriending schemes should facilitate, and not substitute for developing a wider social life.
- How can you ensure peer support schemes promote independence rather than leading to disabled pupils developing as over-dependence on their peer-supports?
- Peer support schemes should promote a positive attitude towards disability (as described in Unit 2) rather than singling out disabled pupils' differences.
- Transition stages are key times at which peer support of this sort could be particularly helpful (see below).



Professional and Technical Support

Schools already use specialised assistive technologies and mainstream digital technologies to make the curriculum and school life more accessible for disabled pupils. For some these could also play an important role in boosting their opportunities for, and access to, fun and friendship.

Technology can influence the ways in which adult support is delivered, and potentially make it easier for disabled pupils to engage with their peers. Technology also enables direct contact and interaction between disabled pupils and their peers, for instance during long absences.

Given that some young people will almost always require additional support, it is useful and important for the individuals supporting them to consider how their role either facilitates or inhibits social interaction with their peers.

Some of the disabled young people who took part in the Fun and Friendship Programme told us that there are times when the presence of adult supporters such as Teaching Assistants or Learning Support Assistants can have the unintentional effect of inhibiting peers from engaging with them directly. It might be valuable to explore ways in which assistive technology might alleviate this.

Other young people, particularly those with ongoing medical conditions, can find themselves absent from school for significant periods, and this can lead to a reduction in their ability to develop and maintain friendships. Being creative in thinking about how digital technologies can be used to support absent children can help enormously.

Can technology help? Consider what reasonable adjustments your school has already made in using assistive technologies (including hardware and software) to support disabled young people access the curriculum.

Are there ways in which these same technologies might be applied to develop, promote and support a disabled child's fun and friendships?

Curricular and Extra-Curricular Activities

Fun and friendship is often develop through organised groups, events or activities. There are lots of activities like this which can promote fun and friendship opportunities in your school. Some are a good fit with the curriculum, others might be more appropriate outside of curriculum time. The choice of activities will depend on several things such as what pupils are interested in or the skills of teachers and other staff. Most importantly they will depend on your objectives. Some suggestions below:

Building social skills: Curriculum based sessions can focus directly on identifying and building specific social skills. Creative activities like sport, drama or music can also be great vehicles for teaching important skills such as managing behaviour and understanding boundaries.

Supporting Parents/Carers: Some parents/carers may unintentionally restrict their disabled children's opportunities to socialise, have fun and make friends. Project ideas which engage parents to enable disabled children to develop greater independence can be hugely powerful.

Promoting positive attitudes: A powerful way of supporting a disabled young person's development might be through projects which actively promote inclusive attitudes. The BBC Children in need website has a range of lesson plans designed to promote positive attitudes towards disability.

Residential trips: Trips with a residential component are important social moments for young people to bond with one another, and help foster independence. Yet some young people who took part in the Fun and Friendship Programme told us that they were often unavailable to participate in such events with their peers and they would value further opportunities in this area.



Transition

Transition into a new school or out of school at 16 or 18 can be a difficult time for all children and young people. However, for disabled pupils, transition can be a particularly unsettling and disruptive time. One young person from the Fun and Friendship programme told us that in his first weeks at a new school he found it difficult even to make eye contact or approach his fellow pupils.

Meanwhile, he felt that it was different for other pupils: "People start to make friends straight away, and by the end of the first week they're probably with the people who will be their friends for the next five years."

Moving from school to school, or from school to a completely new setting like college can make fun and friendship harder for many disabled pupils. Their existing networks might now be dispersed across other schools or across different forms within a new school.

Transition can present disabled pupils with academic challenges as they learn to cope with different learning approaches or approaches to providing support. Creating opportunities for fun and friendship can help facilitate a smooth transition.

Friendships and socialising can increase in importance as adolescence advances into young adulthood. This can be a particularly difficult period for disabled young people as sensitivity to perceived differences, and questions of how and whether they 'fit in' lead to new explorations and expressions of identity.

What you can do

Consult with disabled young people to see which ideas might work best for them, or whether they have different ideas that you can draw on. You may find it useful to reflect on:

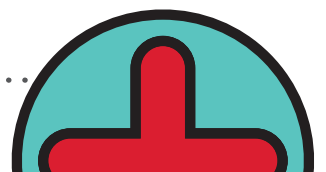
- How and when would you organise these groups? Think about how you could ensure this sort of engagement is not just a 'one-off'
- How do you decide on the composition of the group to ensure that there is a fair reflection of young people's and Parent and Carer voices?
- Who will facilitate the groups?
- How will you ensure that the information gathered from these groups is used effectively?

! Once you have consulted with disabled young people, write up a short proposal for developing activity in your chosen area (you can use the suggestions above for inspiration). Emphasise how you think the activities you have planned will improve disabled pupils' experience of fun and friendship.



- Having undertaken the pupil voice exercise and explored some of the ideas for activities you should now have written up a short proposal for developing an activity in your chosen area
- Make sure you keep a record of it, as you will return to in the next topic where you will pull together a strategic plan for fun and friendship in your school

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Topic 5

Bringing it all together



What this topic provides...

An **opportunity** to review your work across the entire module, bringing it together into a coherent strategic plan for the future

Developing a strategic plan for fun and friendship for disabled young people

Throughout this module you have been asked to reflect on what you have learnt and undertake some exercises, activities or thinking:

'The Importance of Fun and Friendship' asked you to reflect on the things your school already does well when it comes to fun and friendship for disabled pupils in order to build a picture of what works in your school and what you could potentially build on

In 'A Positive Culture' you undertook three exercises: you developed a plan for engaging different audiences within your school in disability awareness messaging; you analysed your schools anti-bullying policies; and you built an idea of what you need to do in order to embed Fun and Friendship in your approach to person centred planning

'Beyond Culture - Addressing Key Physical Barriers' asked you to review your school's accessibility plan and consider three ways in which you could influence the travel arrangements of disabled pupils (school travel plans, bullying and behaviour policies and identifying transport needs in person centred planning)

Finally, in 'Proactively Developing Fun and Friendship Opportunities' you thought about how best you could capture the pupil voice in your school in order to inform the development of a proactive programme to support Fun and Friendship for disabled pupils. You consulted with disabled young people and now you have a short proposal for a proactive programme

This topic is about drawing together your thoughts and ideas from across the other topics you've worked through in order to develop a strategic plan for the development of fun and friendship in your school and community.

What you can do

Before writing your plan, complete the following activities:

1. Draw together the information and reflections from the previous units to inform the strategic plan.
2. Think about how the different elements you have considered fit together – are there ideas you have thought about which complement one another or which may actually duplicate work?
3. Identify how you will measure the success of your plan. This will include drawing on existing data that you collect, and assess whether there is a correlation between the impact of fun and friends on wider outcome measures such as pupil well-being or attendance.

In addition to the ideas you have developed throughout this module you may want to think about some tools to help you implement them, and include some or all of these in your strategic plan:

Identify a volunteer who would be the School Champion for fun and friendship for disabled young people who would be involved with key discussions, planning and quality assurance.

Identify dedicated members of staff from each year group that will work with the School Champion to facilitate and coordinate opportunities specifically for disabled young people. This will involve linking with existing and new opportunities provided for example by the PE and music departments.

Review the school citizen, school council and year group reps systems pertinent to your school to ensure they align with the vision and ensure equality of opportunity in its representation.

Now produce your strategic plan



Share it with the senior leadership team and Governors to get their approval and support with its implementation and appropriate resources.

Implement the plan!

