

Neurodiversity, SEN and behaviour policy

Our policy on inclusive class behaviour, including neurodiversity and SEN.

All our classes are a mainstream environment. We do not currently have specific SEN classes or specifically trained coaches. That being said, our ethos is inclusive and we aim to cater for all children. We pride ourselves on being as adaptive and child centred as possible during our sessions.

To participate in group work, for the safety, enjoyment and well-being of the young people at Affinity, each member will need to be able to:

- Process and execute instructions from the coach and attempt to carry them out.
- Remain with their group within the gym setting during the whole session.
- Share equipment, be able to take turns and co-operate with their peers.
- To be able to cope with the sensory demands of the gym environment, which includes bright lights, colours, noise and general activity. Adaptations can be made to help such as wearing earplugs, sunglasses, taking breaks etc.
- To have some emotional regulation techniques that they will use if needed when working with other children and staff, for example breathing, taking a 5 min break, tapping, affirmations etc.

At Affinity and Sapphire we need safe, independent participation to be able to work with you and your child to develop them further. We are looking for progress, not perfection, asking your child to be best they can be in each activity.

What adaptations can be made to help?

If your child is working towards the one of the standards above, in collaboration with parent /carers there are a few levels of adaptation we can make with you to support this as follows:

Step 1: General class and coach adaptations.

Including but not limited to: How we explain, show and communicate activities and build a positive relationship with your child. Use of fidget spinners to help concentration. Respite times or zones within the class for emotional regulation. Use of earplugs to control noise input. Use of picture charts to show the flow of class. Meeting your child at the door and guiding them into class, facilitating good social relationships between peers. Communicating with you more regularly on what works (if you've tips from other environments or professionals, it's useful to know), what doesn't and how class is going.

Step 2: Asking for a parent/carer to provide support during class.

If safe independent participation isn't currently possible, we'll ask you or another carer provided by you to accompany the child within class.

We can usually allow this for one or two children per class. If that slot in a chosen class is currently occupied, we will offer another class, or a wait list option.

Step 3: Offer non-group classes, such as 121s.

Step 4: Signpost you to specific SEN sessions or more suitable activities, or suggest a re-trial at a later developmental time when the child may be more able to cope with the class environment.

What you can do as parent/carer:

- Be open and clear with us what your child needs and their strengths/weaknesses at the earliest opportunity and ongoing through your journey with us.
- If staff raise concerns, listen and understand that these are not shared lightly but are motivated by the safety and well-being of the young person.
- Help communicate expectations and adaptations/coping mechanisms to your child so they are best set up well for each class.
- Support this policy and appreciate that the group class environment and gymnastics related sports may not be suitable for all children at all stages of their development.

We never want to remove a child from class, but we do reserve the right to do this if we've worked through the above guidance with you and have not managed to make progress.