Fun, Learning & Achievement

Additional Needs Guidance

Developing a Plan for Inclusion and Belonging

Person Responsible for Review and Policy	Method of Approval
Head of Safeguarding	Board of Management and Chief Officer

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1. Additional Needs Guidance Statement

As part of the Equality, Diversity, Inclusion and Belonging strategy the NFYFC endeavours to ensure that all YFC members can access the opportunities that are on offer to them.

This means that sometimes adjustments need to be made to activities so that they are tailored to individual needs. By taking this person-centered approach, it will allow all members to have equal access to all these opportunities and activities.

This information pack is designed to help club officers and volunteers work towards becoming a more inclusive organisation. This guidance will give you an awareness of the range of additional needs that some of your members may be require support with within your YFC, in social gatherings or outdoor activities. By gaining awareness you will be able to support your members on an individual basis and create a more inclusive environment for everyone to enjoy.

This support guide will help you to:

- Understand the many additional needs, often known as Special Educational Needs and Disabilities (SEND) that some members may have.
- Understand the support available to young people with additional needs.
- Have the tools to enable you to include young people with additional needs into club activities.

2. Statutory Processes Relating to Disability and Additional Needs

To obtain an assessment of any concerns that a family may have about their child can be difficult. Not only is the process itself challenging but dealing with the family's emotional journey can be equally, if not more, overwhelming.

Assessments of disability and additional needs involve a variety of processes conducted by professionals from partner agencies such as children and adults social care, education and health. These assessments determine the required support for daily living, education or work but will also provide vital information to help YFC's ensure that their programme of activities is inclusive for all members.

Whilst there are some assessments that are set by central government and legal statute, others are left to the discretion and commissioning process of individual authorities and partner agencies, so establishing the procedures in your local area will also be appropriate to explore, as these will vary from county to county.

Given the 10 – 28 years old age range of YFC members, there may also be a crossover between child and adult services and the access criteria may also change from one partner agency to another. Your County office and NFYFC can support you with accessing support and information relating to these issues.

3. Special Educational Needs and Disabilities

A child or young person has Special Educational Needs and Disabilities (SEND) if they have difficulties which call for special educational provision to be made for them. These may include difficulties relating to cognition and learning, communication and interaction, social, emotional and mental health needs and physical or medical needs.

4. What is a Disability

You are defined as disabled under Equality Act 2010 “if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.”

Disabilities are broadly categorised into four main types:

- Physical Disabilities: Affect mobility and physical function e.g. cerebral palsy.
- Sensory Impairments: Impact the senses, including hearing loss and visual impairment.
- Developmental Disabilities: Arise in childhood, impacting physical, learning or language areas e.g. Autism Spectrum Disorder (ASD) and Down Syndrome.
- Behavioural/Emotional/Psychosocial: Impact mental health and behaviour including anxiety disorders, depression and schizophrenia.

Whilst there are four main categories of disabilities there is no exact number of disabilities because of the vast range of conditions spanning across the four main categories. Progressive conditions (a condition that worsens over time) such as Motor Neurone Disease are also classed as disabilities under the Equality Act 2010.

5. Learning Disability and Learning Difficulties

A learning disability is different from a learning difficulty as a learning difficulty does not affect a person's general intellect. A learning disability (e.g. Down’s Syndrome) is a reduced intellectual ability and creates difficulties with everyday activities such as household tasks, socialising or managing money. A learning difficulty usually presents in childhood and can cause a person to experience problems in education and include difficulties such as dyslexia (affects reading, writing and spelling), Attention Deficit Hyperactivity Disorder (ADHD – affects concentration and attention), dyscalculia (affects math skills) and dyspraxia (affects movement and motor skills).

6. Medical Conditions

Medical conditions can take many forms, but some conditions need ongoing management, such as diabetes or epilepsy, and can result in crises in which first aid needs to be administered, or emergency help sought. The diagnosis of conditions is made by the health sector, and a management plan may be in place.

7. Mental Health Issues

A mental health issue will challenge many people over the course of their lives. It is seen as a condition which causes a serious disorder in a person's behaviour or thinking such as depression, bi-polar or self-harming. Significant concerns would need to be assessed by a mental health practitioner, psychologist or psychiatrist.

A young person could have one or more than one of the above conditions that have been documented but regardless of this all YFC members' individual needs must be taken seriously, evaluated and responded to. This will enable them to access and participate in all YFC activities.

Some young people will come to YFC with a diagnosis already confirmed, but not all of them will. Some may also develop certain challenges during their time with you. Therefore, it is important to be observant and know the systems that are available to both you and the family.

8. Education, Health, and Care Plans

Some children and young people with Special Educational Needs and Disabilities (SEND) may also have an Education, Health, and Care Plan (EHCP) which provides them with further support.

An EHCP is a legal document England for children and young people (aged 0–25) with special educational needs or disabilities (SEND) who require support beyond what is normally available at school. It outlines a child's specific needs, required support, and goals for education, health, and social care. The EHCP ensures tailored support for the individual concerned and is legally required by the local authority.

An EHCP will include:

- the views, interests and aspirations of the young person and their parent/carer.
- an outline of the young person's special educational needs and disabilities.
- outcomes covering education, health and social care.
- the special educational provision needed to support the young person.
- the name and type of current education setting.
- personal budget information if applicable.

All the needs that are identified in the plan must be legally met by varying providers, and if this doesn't happen the family have the right to question why. This plan is in place until the young person is 25 years old and is reviewed annually to ensure the approaches being used are still relevant to their needs. Personal Budgets allocated by this process are normally held by the education provider and will be used to ensure all support strategies are met. This may be to pay for a learning support assistant, IT equipment or access to regular speech therapy. An EHCP is very bespoke to each young person's needs.

Applying for an EHCP can be, for many families, a very stressful time and whilst YFC's will not necessarily be involved directly in the development of the EHCP is it important to be aware that some children will have a plan in place. YFC staff and leaders should discuss the EHCP with any member who has one, along with their parent/carer. This will not only enable the YFC to plan their activities to make them inclusive for all members, but the collaboration will also increase the members' sense of belonging to the YFC.

9. Family Support

Some children and young people may have professionals from partner agencies such as health, education and social care working to support them, whilst other members may have no-one supporting them. These support teams, if in place, can be a valuable source of information for you to ensure you are meeting the young person's needs. It is, however, very important to obtain the family's permission before you contact them.

Some young people who are over 18 years old may be able to apply for a Social Care budget. This personal budget is an allocated amount of money from the local authority which pays for care and support following an assessment of the young person's needs. This budget covers essential services such as home support, equipment and community activities. If a YFC member does have a personal social care budget, YFC staff and leaders should speak with the young person and their parents/carers to gain a greater understanding of their needs so that the YFC can offer the necessary support during YFC activities.

Disability Living Allowance (DLA) is a benefit for children under the age of 16 years old residing in England and Wales if they have a physical or mental disability and they require a significant amount of care or supervision. Once the child turns 18 years old the DLA can be replaced by a Personal Independence Payment (PIP).

It is important that YFC staff, leaders and all other members should remember that for any parent, the greatest concerns will be their child's wellbeing and their future. Everyone in that young person's life can help by encouraging their strengths and getting the right support to help them overcome the things they find difficult. YFC's must be a fundamental part of that child or young person's support network. Working

in partnership with all involved and building relationships with them will pay huge dividends both for the young person and other YFC members.

10. Developing a Support Plan for Inclusion

When a new member who has additional needs joins a YFC, a Support Plan (Appendix A) must be completed, and a letter (Appendix B) should be sent to the parents / carers of the young person informing them of the process to be undertaken. The support plan should consider the following points:

- The young person's abilities, goals, interests, expectations and health status (if medicated) are considered when developing the plan.
- The plan must be developed in consultation with all those working with the young person including the parents, family, friends, support workers and, if appropriate, health professionals.
- The parents' expectations for their child must be identified and used when developing the plan. The parent's experience and practices are a valuable resource as they know their child best.
- The support plan must be reviewed at least annually or as soon as possible should any circumstances affecting the young person and/or the support plan change.
- Staff, leaders and members who help to support the young person and implement the support plan should have a good understanding of the young person's needs and determine if any training needs are required of the officers involved in supporting the young person.

11. Implementing Additional Needs Strategies

- Ensure the officers know the level of support established in the support plan, together with the strategies and approaches needed. Following a review of the support plan, any changes to the plan must be fully documented as well as communicating these changes to everyone involved in implementing the support plan.
- Encourage members and officers to adopt inclusive attitudes and practices to support the young person in line with the support plan.
- Ensure support is provided to others to implement strategies including discussions during activity planning and evaluations with officers.
- Specific programme initiatives must be developed to meet the young person's needs to help other members understand, accept and be more inclusive.
- Record and evaluate the strategies that are used.
- Implement useful strategies designed by other agencies, e.g. school and social care.

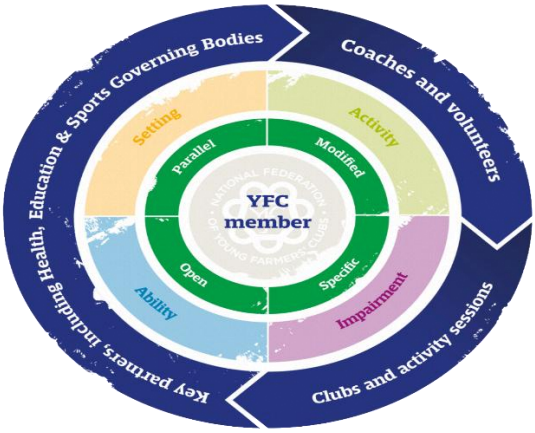
12. Monitor and Review Strategies

- Any strategies put in place to support the young person must be closely monitored and information presented at a review meeting.
- Regular feedback to parents/carers and professionals and the frequency and format of this feedback must be decided at the planning stage e.g. at the end of each club night when the young person is collected.
- Any changes in the young person's ability to participate must be responded to as necessary.
- YFC officers and leaders should seek support and guidance from other professionals, their county office or NFYFC when necessary.
- Research and access training as required.

13. Consultation with Others

- Information about progress must be monitored and shared amongst the young person's parents, the club officers and, where required, any support staff working with the young person.
- Issues of concern must be identified and then discussed with all relevant people.
- Information exchange with parents about the child's needs and participation must be established and maintained.
- Parental permission must be sought and gained prior to consultation with others regarding the young person.

14. Activity Inclusion Model (AIM)



14.1 What is the Activity Inclusion Model

The Activity Inclusion Model (AIM) is a participant-centered framework that is used in sport and other activities to try and ensure that all individuals, especially those with additional needs, have high-quality experiences that are tailored to their needs. The AIM is a valuable tool that should be used when activities are being planned so that all YFC members can enjoy those activities and help embed and sustain the feeling of inclusivity and sense of belonging within YFC's.

Inclusive activity is where all education, development and delivery naturally and seamlessly include members with additional needs. Inclusive activity offers all children and young people with additional needs the opportunity to realise their full potential by providing open, modified, parallel and specific options to meet their individual needs, abilities and environments.

14.2 Key Aspects of the Activity Inclusion Model

As a YFC leader / organiser it is important to get to know your members. Then you can use the Aim to amend activities to the needs of your members.

To use this model, you must consider four key areas when planning activities:

- The abilities of your members
- The activity being planned
- Any impairment of the members
- The setting in which the activity is to take place

The AIM provides options for participation which can be used individually or in combination that can be applied to activities within a YFC setting:

Open: Everyone does the same activity together without modifications.

Modified: Everyone does the same activity, but it is adapted to suit different individual needs.

Parallel: Members are grouped by ability to work on similar skills at different levels.

Specific: Members engage in a tailored activity such as a disability-specific sport.

14.3 Applying the AIM

An important aspect of the AIM model is that its application is not restricted to assisting the inclusion of people who have special educational needs or a disability. The AIM can be used to provide opportunities at appropriate levels to all members. For example, the Parallel approach can be used to group young people where there is a range of competencies across the whole group.

In a game of cricket, for example, the members can be arranged into skill levels. One group can work on batting with the ball static on a tee, one group can hit the ball being delivered by an under arm throw and a higher ability group can hit the ball from an overarm throw. As the skill levels of members taking part improves, members can move to the more challenging options.

15. The STEP Model

The STEP model is a widely used, four-part framework in sports coaching and activity planning designed to make activities more inclusive, accessible, and engaging by adjusting four specific, manageable elements: **S**pace, **T**ask, **E**quipment, and **P**eople. The STEP model helps coaches and leaders personalise practice, vary the challenge level, and ensure all participants can take part. The STEP model can help organise thinking around activity adaptation and modification in support of the AIM model or as a stand-alone tool.

Changes in the way the activity is delivered can be made in one or more of the STEP areas (Space, Task, Equipment, People). This simple system helps organisers to adapt the game or activity for different abilities and ages.

15.1 STEP Examples

Space: Increase or decrease the size of the activity area; vary the distance to be covered to suit different abilities or mobility levels. Use zoning in team sport, e.g. where members are matched by ability and therefore have more opportunity to participate.

Task: Ensure that everyone has equal opportunity to participate, e.g. break down complex activities into smaller component parts if this helps members to develop skills more easily. Ensure there is adequate opportunity for members to practice skills or components individually or with a partner before including in a small-sided team game or activity.

Equipment: Increase or decrease the size of the equipment to suit the ability or age range of the members, or the kind of activity taking place. Provide options that enable people to participate in different ways, e.g. using a wheelchair to move; the use of bell or rattle balls can assist the inclusion of some players in throwing and catching games.

People: Match members of similar ability in group activities. Balance team numbers according to the overall ability of the group, i.e. it may be preferable to have teams of unequal numbers to facilitate inclusion of some members and maximise participation of others.

16. Concerns Relating to a Member with Additional Needs

If you have any concerns relating to a YFC member who you know or suspect may have additional needs, then you should follow the below guidance:

Check whether there is any information in the members' file that may address your concerns.

If a support plan is in place hold a review meeting if necessary to ensure that the plan meets the needs of the young person and that the plan is being implemented correctly by those with this responsibility.

If appropriate, speak to the member to seek their views on how they are supported at the YFC and if they require any further or different support to help them to be fully engaged with the programme of activities. Document the conversation and any changes to the support offered on the plan. Like all young people, building a relationship with them will always make more personal conversations easier.

Always speak with the young person's parents/carers and inform them of any conversations you have with the member. Explain your reasons for initiating the conversation and what was discussed. Advise the parents/carers of any proposed changes to the support plan and seek their views.

If the YFC member already has a diagnosis of an additional need, their parents/carers may be used to having this sort of conversation with people caring for the young person. However, any conversation with parents/carers should always be conducted in a sensitive and understanding manner. Coming from a place of concern and wanting the young person to get the most out of coming along to YFC is the best approach to take.

- Do not be judgmental but share your observations and seek support from the parents/carers to identify solutions and strategies to provide the necessary support for the member.
- For certain activities it may be appropriate to use the assessment grid to help identify the challenges that the young person may face and how these challenges can be met (see an example at Appendix C). Sometimes it may only require small changes to be made for the member to be included and able to access the activity.
- The assessment grid can be used for individual situations or activities once the support plan has been completed. It is a good way to facilitate a more in-depth discussion prior to completing a formal risk assessment, which in some circumstances may not be needed.
- The process enables club officers to feel more confident in helping a young person with additional needs manage situations such as attending events and activities as well as attending standard Club meetings. The assessment grid aims to build up knowledge of the young person and their needs for future events. It also takes into consideration the need to have a back-up plan

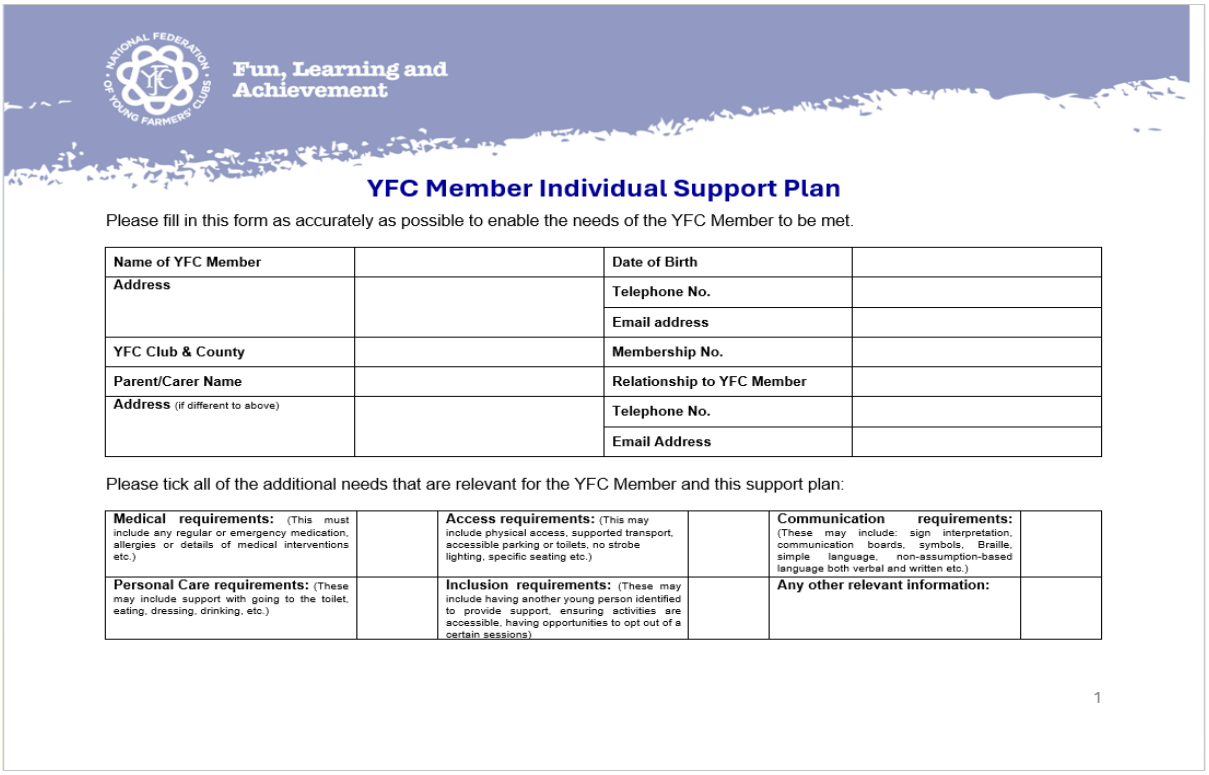
which, if someone is feeling nervous about doing something, can be reassuring to know there is a plan B.

- Depending on what issues are encountered and the age of the member there may be a need for further assessment of need from a relevant professional. If the YFC member is still in any form of education, you should signpost them to the SEND team within that educational setting.
- Appendix D provides further information on common additional needs a member may have as well as some suggestions as to what can be done to support the individual as well as some useful links to other organisations where advice and guidance can be sought. Adaptions need to be tailored to the individual and done in consultation with the member, their parents and professionals.
- If you have any concerns as to whether the young person is sufficiently safe taking part in club activities, arrange a meeting with the parent/carer to discuss your concerns as soon as possible. Rather than focusing only on the problems, try to identify solutions or relevant support mechanisms, processes or family or professionals that may assist with support to address them.
- At all times your primary focus is the safety of everyone, not just the young person you may have concerns about. Keeping open lines of communication with the family, with YFC officers and taking time to build a relationship with the young person is vital, as is keeping issues confidential.

17. Appendix A: YFC Support Plan

Click here to access the online support plan.

The below images provide a sample of the YFC Support Plan which can be accessed via the above link or alternatively please request a copy by contacting the NFYFC safeguarding team at safeguarding@nfyfc.org.uk



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YFC Member Individual Support Plan

Please fill in this form as accurately as possible to enable the needs of the YFC Member to be met.

Name of YFC Member		**Date of Birth**	
Address		**Telephone No.**	
		Email address	
YFC Club & County		**Membership No.**	
Parent/Carer Name		**Relationship to YFC Member**	
Address (if different to above)		**Telephone No.**	
		Email Address	

Please tick all of the additional needs that are relevant for the YFC Member and this support plan:

Medical requirements: (This must include any regular or emergency medication, allergies or details of medical interventions etc.)		**Access requirements:** (This may include physical access, supported transport, accessible parking or toilets, no strobe lighting, specific seating etc.)		**Communication requirements:** (These may include: sign interpretation, communication boards, symbols, Braille, simple language, non-assumption-based language both verbal and written etc.)	
Personal Care requirements: (These may include support with going to the toilet, eating, dressing, drinking, etc.)		**Inclusion requirements:** (These may include having another young person identified to provide support, ensuring activities are accessible, having opportunities to opt out of a certain sessions)		**Any other relevant information:**	

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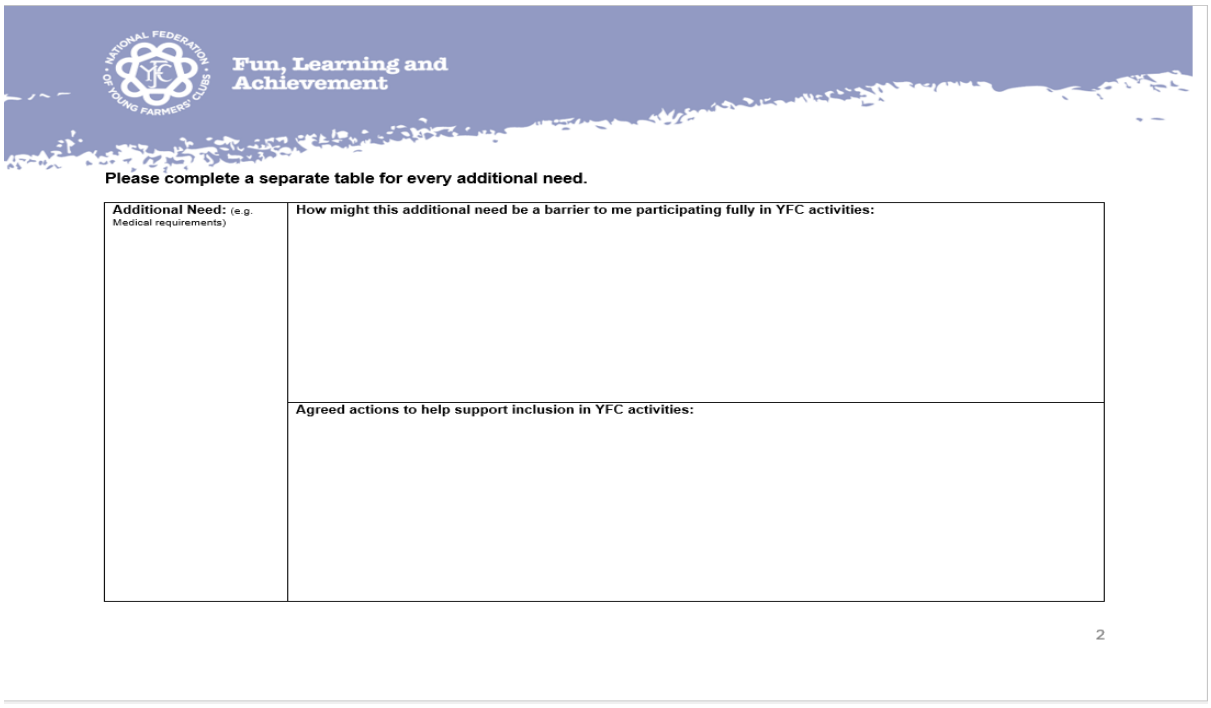

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Please complete a separate table for every additional need.

Additional Need: (e.g. Medical requirements)	**How might this additional need be a barrier to me participating fully in YFC activities:**
	Agreed actions to help support inclusion in YFC activities:

2



The support plan must be reviewed at least on an annual basis, but it must also be reviewed as soon as possible if any circumstances change.

Date support plan created:		**Agreed review date:**	

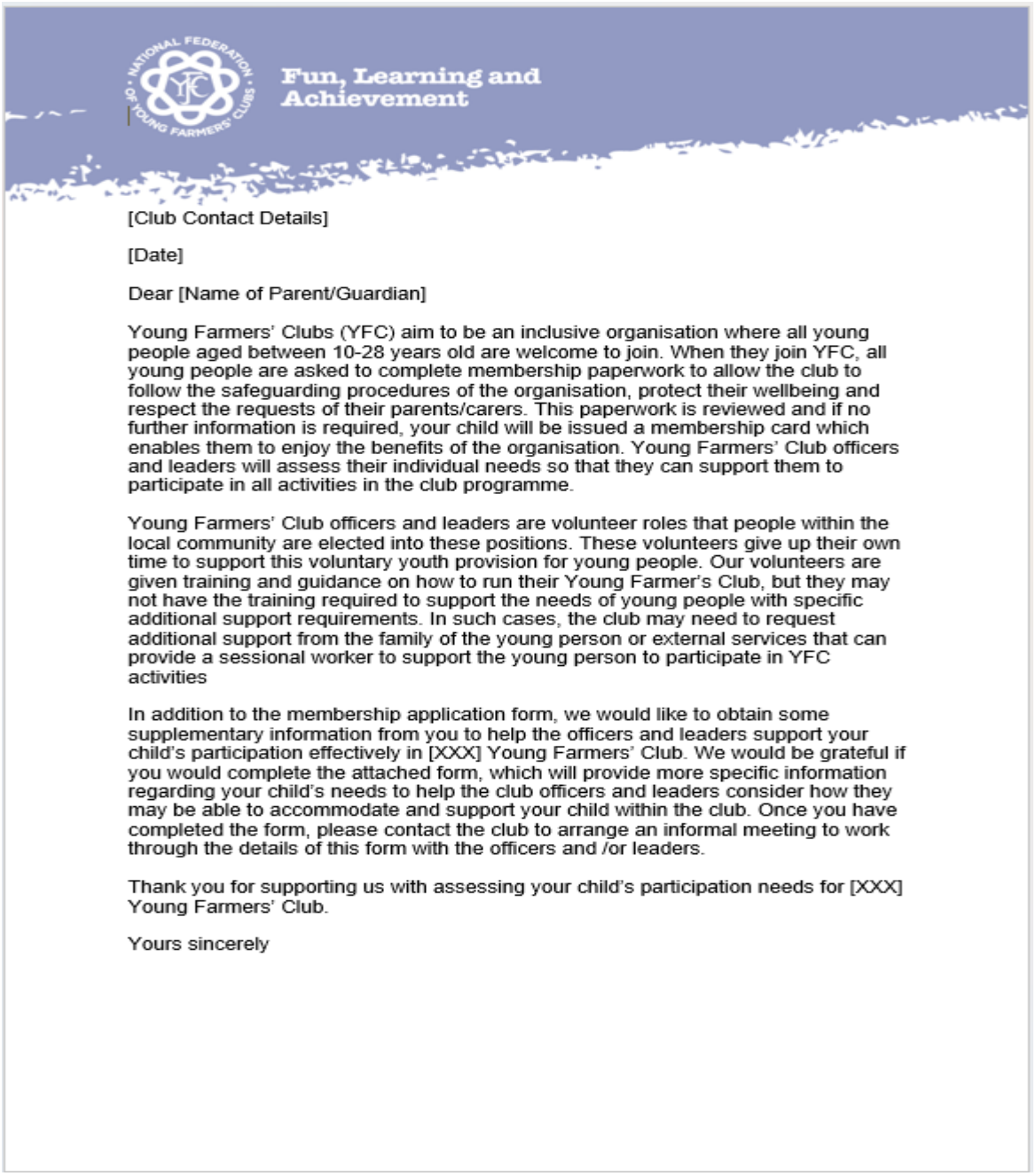
Name of YFC Member		Name of Parent/Carer		Name of Club Officer	
Signature		Signature		Signature	
Date		Date		Date	

3

18. Appendix B: Letter to Parents/Carers to Accompany the Support Plan

Click here to access the online copy of the letter to Parents/Carers.

The below images provide a sample of the letter that should be sent to parents/carers of the YFC Member who may require a support plan to be put in place for them. A copy of the letter can be accessed via the above link or alternatively please request a copy by contacting the NFYFC safeguarding team at safeguarding@nfyfc.org.uk



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[Club Contact Details]

[Date]

Dear [Name of Parent/Guardian]

Young Farmers' Clubs (YFC) aim to be an inclusive organisation where all young people aged between 10-28 years old are welcome to join. When they join YFC, all young people are asked to complete membership paperwork to allow the club to follow the safeguarding procedures of the organisation, protect their wellbeing and respect the requests of their parents/carers. This paperwork is reviewed and if no further information is required, your child will be issued a membership card which enables them to enjoy the benefits of the organisation. Young Farmers' Club officers and leaders will assess their individual needs so that they can support them to participate in all activities in the club programme.

Young Farmers' Club officers and leaders are volunteer roles that people within the local community are elected into these positions. These volunteers give up their own time to support this voluntary youth provision for young people. Our volunteers are given training and guidance on how to run their Young Farmer's Club, but they may not have the training required to support the needs of young people with specific additional support requirements. In such cases, the club may need to request additional support from the family of the young person or external services that can provide a sessional worker to support the young person to participate in YFC activities

In addition to the membership application form, we would like to obtain some supplementary information from you to help the officers and leaders support your child's participation effectively in [XXX] Young Farmers' Club. We would be grateful if you would complete the attached form, which will provide more specific information regarding your child's needs to help the club officers and leaders consider how they may be able to accommodate and support your child within the club. Once you have completed the form, please contact the club to arrange an informal meeting to work through the details of this form with the officers and /or leaders.

Thank you for supporting us with assessing your child's participation needs for [XXX] Young Farmers' Club.

Yours sincerely

19. Appendix C: Assessment Grid Example

A YFC has organised a trip to the theatre and a young person who has recently joined the YFC has indicated that they wish to go on the trip. As a new member they do not know many of the other members. This young person is a wheelchair user, and whilst they do not need support in going to the toilet they need to know where the toilet is, and they find queuing quite difficult.

Challenge or Issue	What needs to be done	How will this be done
Toilets: The young person would like to know in advance the location of the accessible toilets before they attend the theatre.	Information needs to be obtained from the theatre and the young person provided with this information.	Call the theatre well in advance of the trip and ask for a detailed explanation of where the toilets are and how they are accessed. Ask for photos / map of the location to be sent to the young person and consider visiting the venue before the trip.
Queuing: The young person has indicated that they do not like to be in queues.	Gain an understanding of the concern and where queues may be encountered on the trip.	Speak to the young person and parents/ carers to gain an understanding about the issues around queuing. Ask how they have managed queues previously. Speak to staff at the theatre and explain the issues and where queues may form at the venue and how the theatre can help the young person to avoid queues. Arrive earlier at the venue to avoid queues. Is a member of staff at the theatre able to act as an escort whilst at the venue.
New Member of the YFC: The young person does not know other members of the YFC.	Ascertain if there are any members that the young person might know. Some members to support the young person during the trip	Ask members if anyone knows the young person and provide a list of members to the young person to see if they recognise anyone. Ask/select several volunteers to support the young person during the trip. Get the young person and the volunteers to spend time together prior to the trip so that they begin to develop a positive relationship.

20. Appendix D: Common Additional Needs

20.1 Allergies

An allergy happens when the body's immune system, which normally fights infections, reacts to food as an invader. The immune system responds by releasing chemicals such as histamine into the body, triggering an allergic reaction. Lots of people have food allergies.

The most common food allergies are:

- nuts
- seafood (fish and/or shellfish)
- milk products
- eggs
- soy
- wheat

Allergic reactions can cause:

- itchiness, rash, or hives
- runny or stuffy nose, sneezing
- itchy, watery eyes
- abdominal pain, nausea, vomiting, or diarrhoea
- coughing, wheezing, difficulty breathing
- swelling
- throat tightness and hoarseness
- light-headedness, dizziness, fainting

Even if previous reactions have been mild, someone with a food allergy is always at risk of a serious reaction called anaphylaxis. This can be life-threatening and needs immediate medical care. In some people, even touching or inhaling food they are allergic to, can cause anaphylaxis.

People who have food allergies may need to:

- carry an epinephrine auto-injector (commonly referred to as an Epi-pen) for emergencies
- wear a medical alert bracelet
- have special seating arrangements for meals to avoid exposure to allergens
- have alternative snacks or foods for lunches, snack times, or parties

What You Can Do:

- The best strategy is to help people with allergies is to avoid the foods and drinks that they are allergic to.
- Be sure to read the ingredients on food labels. For home-made food brought into clubs and at events, make sure to check if they contain any ingredients the member is allergic to.
- Members at risk from food allergies must have a plan for handling emergencies.
- Make sure you, other volunteers, the member and parents, all know where the epinephrine auto-injector is stored and how your member will get it quickly if needed.

Further Information

Allergy UK - https://www.allergyuk.org/

Anaphylaxis Campaign - https://www.anaphylaxis.org.uk/

NHS - https://www.nhs.uk/conditions/allergies/

20.2 Anxiety

Anxiety disorders are among the most common mental health problems of childhood and adolescence.

Anxiety disorders cause people to feel excessively frightened, distressed, or uneasy during situations in which most people would not feel that way. Left untreated, anxiety disorders can impair members' ability to work or study and may affect their personal relationships. In the most severe cases, anxiety disorders can make going to clubs incredibly difficult.

People with anxiety disorder may:

- have trouble concentrating
- feel self-conscious and avoid certain situations
- have physical symptoms, such as a racing heart, fast breathing, tense muscles, sweaty palms, a queasy stomach, and trembling hands or legs
- take medication to help reduce anxiety

What You Can Do

People with anxiety disorders may have difficulty completing tasks. You can help ease anxiety levels by:

- talking with parents or guardians to learn about strategies that work at home
- promoting relaxation techniques and allowing for breaks throughout the session
- allowing them to have a safe space and opportunity to speak to someone if needed
- easing anxiety by pairing with a peer

Further Information

NHS - https://www.nhs.uk/mental-health/conditions/anxiety/

20.3 Asthma

Asthma is a lung disease that makes it hard to breathe. Airways get irritated and swollen and may fill with mucus. Muscles around the airways may tighten, causing narrowing. When asthma symptoms happen (called asthma flare-ups), people may need to make urgent visits to doctors' offices or the emergency room. During a flare-up, someone might have:

- wheezing
- coughing
- tightness of the chest
- shortness of breath

People with asthma may:

- need to take oral or inhaled medicine
- feel jittery, anxious, or hyper after using their inhalers (also called bronchodilators)
- need to be excused from activities when they have flare-ups.

What You Can Do

Keep in mind that students with asthma can participate in sports and other activities. People who have exercise-induced asthma (EIA) may need to use their inhaler before participating in physical activities. They might have to take other precautions to avoid flare-ups — check with the member’s parents.

Make sure any member with asthma has written instructions from their doctor (called an asthma action plan), which tells them how to prevent and manage flare-ups. You

should know your members' asthma triggers and let them use their medicine when needed. If a member's symptoms get worse after taking medicine, call 999.

Further Information

Asthma and Lung UK - Asthma + Lung UK

NHS - Asthma - NHS

20.4 Attention Deficit Hyperactivity Disorder (ADHD)

ADHD causes people to be more inattentive, hyperactive, and impulsive than is normal for their age. ADHD can affect a person's behaviour, learning, emotions, and relationships.

What You Can Do

- Talk with parents and ask for their help.
- If necessary, design behavioural programmes to address specific needs and do this with parents/carers.
- Reduce distractions.
- Give clear, brief instructions.
- Break down larger tasks into smaller, more manageable pieces.
- Stay on the lookout for positive behaviours to praise, such as staying seated, not calling out, taking turns, etc.
- Pair the person with a buddy for tasks, if they wish.
- Be sensitive to self-esteem issues. Provide feedback to the person in private and avoid asking the person to perform difficult tasks in front of lots of people.
- Allow the person to have brief, regularly scheduled exercise breaks.
- Find opportunities for the person to be active.

Further Information

The Brain Charity - Home - Support for neurological conditions | The Brain Charity

ADHD UK - ADHD UK - Homepage - ADHD UK

NHS - ADHD in children and young people - NHS

20.5 Autism/Asperger's

Autism is one of the most common developmental disabilities. People with autism, also called autism spectrum disorder (ASD), have differences in the way their brains develop and process information. As a result, they face significant communication, social, and behavior challenges.

Symptoms can be severe and interfere with everyday tasks, or they can be mild and cause only a few problems. Experts call this range of symptoms a "spectrum." Asperger syndrome and pervasive developmental disorders (PDD) are conditions that fall within the autism spectrum.

People with autism may:

- get easily frustrated and act out in certain situations
- be sensitive to bright lights, loud noises, or busy places
- need to go to take medications
- miss meetings or events for doctor visits and therapies
- have trouble speaking or not speak at all
- seem insensitive or unemotional
- need extra time for tasks
- take things very literally and wish to see through every task given to the end

What You Can Do

Many people with autism can thrive in a structured environment, so establish a routine and keep it as consistent as possible. Adhering to schedules and allowing ample time for transitions can help.

Instructional support is often needed. People with autism will cope better with pictures and demonstrations. Limit long verbal instructions and provide visual cues and written instructions, when possible. Also limit distractions and use positive rewards for positive behaviors.

Many people with autism have strong passions and deep interests. Getting to know your members' likes and dislikes can help you to understand what motivates them. People with autism can participate in most activities that other people do, so provide encouragement to participate when appropriate.

It is very important that we are all aware that no two people with additional needs are the same, display the same needs or respond to the same thing. Get to know your members and if you don't feel comfortable dealing with any situation then please ask for help from your committees or the person's family members.

Further Information

National Autistic Society https://www.autism.org.uk/

Autism Speaks https://www.autismspeaks.org/

Asperger Syndrome Foundation http://aspergerfoundation.org.uk/

20.6 Diabetes

Diabetes affects how the body uses glucose. Glucose comes from the foods we eat and is the main source of energy for the body's cells. Glucose levels in the blood are controlled by a hormone called insulin. Insulin is made by the pancreas and helps glucose enter the cells.

There are two types of diabetes:

– Type 1: the pancreas doesn't make enough insulin. People who have type 1 diabetes must take insulin as part of their treatment. Insulin is the only medicine that can control their blood sugar levels.

– Type 2: the pancreas makes insulin, but the body cannot respond to it properly (this is called insulin resistance). Most people who develop type 2 diabetes are overweight, since extra body fat causes insulin resistance. Most people with type 2 diabetes do not need to take insulin but may take a pill to help control blood sugar.

Having too much (hyper) or too little sugar (hypo) in the blood makes a person very unwell, even unconscious. Blood sugars can be checked with a blood glucose monitoring system. People with diabetes must check their blood sugar levels regularly throughout the day. Diabetes can be managed through medicine, diet, and exercise.

People with diabetes may:

- need to monitor blood sugar levels several times a day
- need to take insulin or wear an insulin pump
- need to drink from a water bottle and use the bathroom frequently
- need to eat lunch and snacks at a certain time, and eat snacks throughout the day
- have symptoms of high or low blood sugar. Low blood sugar symptoms include hunger, shakiness, dizziness, headache, irritability, and confusion. High blood sugar symptoms include thirst, frequent urination, nausea or vomiting, rapid breathing, fruity breath, and confusion.

What You Can Do

People with diabetes can take part in YFC activities or exercise and play sports at the same level as anyone else. Regular exercise is an important part of diabetes management. You may want to remind members to check their blood sugar levels before, during, and after exercise and to keep a snack handy.

Make sure your members with diabetes have diabetes management plans and be prepared to respond in the event of an emergency in accordance with the plan.

Further Information

Diabetes UK - https://www.diabetes.org.uk/

NHS - https://www.nhs.uk/conditions/diabetes/

20.7 Epilepsy

Epilepsy is a disease in which the brain's electro-chemical signals misfire. This temporarily disrupts communications among nerve cells, leading to seizures. Seizures can vary in severity, frequency, duration, and appearance.

Seizures can be scary. Some people may lose consciousness, jerk or thrash violently, or appear to have difficulty breathing. Seizures may leave people temporarily confused or unaware of their surroundings. Some seizures are so brief and minor that only careful observation can detect them. For example, a person may simply blink or stare into space for a moment before resuming normal activity.

Most people with epilepsy can be successfully treated with medication. Certain things can sometimes trigger seizures in people with epilepsy, including:

- flashing or bright lights
- lack of sleep
- stress
- illness or fevers
- too much stimulation (e.g. from computer screens or video games)

What You Can Do

Most people with epilepsy can participate in sports and other YFC activities, with appropriate supervision and precautions.

Make sure your members with epilepsy have care plans – makes sure you are prepared to respond in the event of an emergency in accordance with the plan.

Most seizures are not life threatening, but if one lasts longer than five minutes or your member seems to have trouble breathing or this is their first seizure, call 999 immediately.

After seizures, most people are exhausted, disoriented, confused, or even combative and agitated. Your member may need to lie down or go home. Make sure they have someone to accompany and look after them if they leave your meeting or event after a seizure.

Further Information

Epilepsy Action - https://www.epilepsy.org.uk/

Epilepsy Society - https://epilepsysociety.org.uk/

NHS - https://www.nhs.uk/conditions/epilepsy

20.8 Hearing Impairments

Some people are born with hearing impairments, while others lose their hearing through injuries, infections, or even loud noises.

Hearing-impaired members may use hearing aids that fit inside or behind the ear. Cochlear implants are surgically implanted devices that bypass the damaged inner ear and send signals directly to the auditory nerve.

Members with hearing impairments may:

- wear hearing aids, have cochlear implants, or use FM systems, which include a microphone/transmitter worn by the leader and a receiver worn by the member
- understand speech by watching the speaker's mouth movements, facial expressions, and gestures, within context. This skill is called speech-reading or lip-reading.
- use BSL (British Sign Language) or other sign languages
- need an interpreter to facilitate communication
- need instructions repeated

What You Can Do

- Encourage your hearing-impaired members to participate in activities. Most hearing-impaired members can lip-read to some extent but try to determine how well they are able to do this.
- To help your hearing-impaired members lip-read, make sure to face them when you talk, talk slowly and clearly, and don't yell. If they have their amplifiers on, you can speak in a normal tone.
- Try to minimize background noises.
- Use lots of pictures, graphics, and text labels.
- Try not to turn your back and speak while writing on a board. Remember: Many hearing-impaired members are visual learners.

Further Information

British Sign Language - https://www.british-sign.co.uk/

National Deaf Children's Society https://www.ndcs.org.uk/

20.9 Visual Impairments

Visual impairment is a term used to describe any kind of non-correctable vision loss, whether it's complete blindness or partial vision loss. Common refractive errors such as near-sightedness and far-sightedness can be corrected with glasses or contact lenses. But when one or more parts of the eye or brain that are needed to process images become diseased or damaged, severe or total loss of vision can occur. In these cases, vision can't be fully restored with medical treatment, surgery, or corrective lenses.

Causes of visual impairments among people include:

- amblyopia or "lazy eye"
- strabismus (misaligned or crossed eyes)
- birth defects
- eye or brain injuries

Members with visual impairments may:

- need seating accommodations to help them see you or displays etc.
- need to wear glasses, use magnifiers, or use extra lighting
- require large, printed handout materials or audio books for reading
- need voice-activated computers or other assistive technology
- need someone to assist in taking notes
- need extra time to get to places

Signs of a possible vision problem in a member who hasn't been diagnosed with a visual impairment include:

- constant eye rubbing or chronic eye redness
- extreme light sensitivity
- squinting, closing one eye, or misaligned eyes
- poor focusing or trouble following objects
- inability to see objects at a distance
- inability to read a whiteboard or blackboard, etc., or trouble reading

What You Can Do

- Members with visual impairments should be encouraged to participate in all activities.
- Make sure spaces are easy to move around in and free of obstacles.
- Members with visual impairments may feel self-conscious about their condition.

Further Information

Royal National Institute for the Blind - https://www.rnib.org.uk/

NHS - https://www.nhs.uk/conditions/vision-loss/

Fun, Learning & Achievement

National Federation of Young Farmers' Clubs (England and Wales)
YFC Centre, 10th Street, Stoneleigh Park, Kenilworth, Warwickshire. CV8 2LG.
Tel: 024 7685 7200 Email: post@nfyfc.org.uk Web: www.nfyfc.org.uk

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