

Creating Inclusive Outdoor Learning Environments

Becky Goodger
Inclusion Lead - Active Surrey
becky.goodger@surreycc.gov.uk



Session Plan



- **Sensory Circuits - being brain ready**
- **How are you getting on?**
- **Neurodiversity**
- **Why raise inclusion?**
- **Pre-event Information**
- **Holistic communication**
- **Regulation**
- **Feelings Drive Behaviours**

Sensory Circuits

Let's get brain ready

Quick structured activity that supports:-

- getting the brain ready to learn
- enhancing focus
- self-regulating

Alerting/Waking up

Stimulates the nervous system

Examples: hopping, jumping, dancing



Organising/Thinking

Brings the brain and body into alignment working together

Examples: Balance, weaving, on target, throwing/catching



Calming/relax

Calms the nervous system -ready to learn

Examples: Palm push, plank, childs' pose



Dr Joseph Petner defined inclusion as ...

*“a community where everyone is recognised for their differences and everyone is recognised as belonging – not only in our schools, but in our **communities**”*



His vision

Belonging and Recognition: ensure individuals are recognised for their unique differences.

Comprehensive Access: offering activities to ***everyone*** while providing the necessary supports and services to accommodate diverse needs.

Active Participation: True inclusion actively ***seeks*** to include people with disabilities, fostering a sense of belonging within schools and the wider community.



How Are You Getting On?

- Rate your provision on how inclusive you are
- Pick a number on a scale of 0-10
 - 0 = We need some help to start
 - 10 = We're smashing it!



Neuro-What-Now?

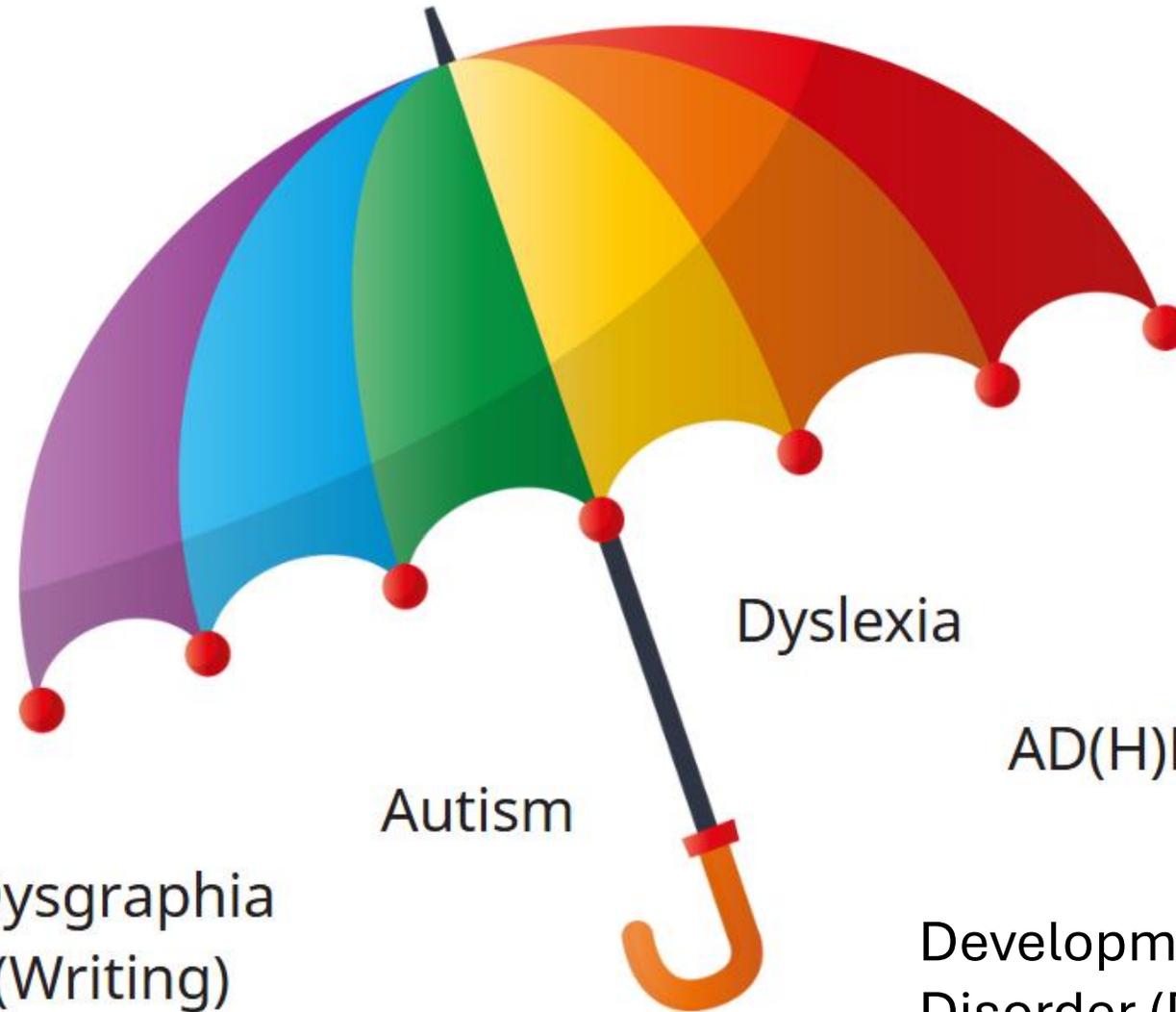
Neurodiverse - Natural diversity in brain differences. Refers to a full spectrum of brain variations.

Includes both neurodivergent and neurotypical individuals

Neurotypical - Where brain function, processing and behaviours are considered to happen in a "standard" way

Neurodivergent - Differences in how people think, behave and process information. Often identified as neurological conditions

Neurodiversity



Development
Language
Disorder (DLD)

Dysgraphia
(Writing)

Autism

Dyslexia

AD(H)D

Development Co-ordination
Disorder (DCD)

Tourettes

*Not an exhaustive list

	<i>Language</i>	<i>Working Memory</i>	<i>Processing</i>	<i>Attention</i>
<i>Autism</i>				
<i>Development Language Disorder (DLD)</i>				
<i>AD(H)D</i>				
<i>Development Co-Ordination Disorder (DCD) (Dyspraxia)</i>				
<i>Dyslexia</i>				

Why?

- 15-20% Neurodivergent participants across settings
- United Nations Convention on the Rights of the Child (UNCRC)
- Equality Act 2010
- UK underpinned by legislation
- Social model of disability
- **Unique** opportunity/responsibility



We can change the narrative



- Those with ADHD receive **20,000 more** negative comments by the time they're teenagers compared to neurotypical peers.
- 50% of Dyslexic individuals report being told they are **lazy** or **stupid**.
- 60% of Dyslexic children have at least 1 **mental health disorder**, with higher-than-average rates of anxiety and depression.
- Only 29% of Autistic adults are **unemployed**. This is one of the lowest rates among disability groups.

***You're going on a training course tomorrow
... have fun!***

Pre-Event Information

- What do your participants and parents/carers need to know?
(Hint.....EVERYTHING)
- What do you need to know about your participants?
- Is the information you gather sufficient?
- Call ahead
- Ask the experts!



Welcome Pack

When you get here



Registration & Welcome is up the wooden steps and into the polytunnel!!



Mushroom Ben and Pippa will be in the polytunnel to meet you!

Getting to playscheme



Click on this link to view the map:
<https://maps.app.goo.gl/8BfBWWnRsAT6ctjV9>
 what3words location: ///leap.bucket.fall

By Car:
 Parking available on-site

By Bus:
 Direct services passing Southway are:
 (4) Guildford Friary Bus Station - Southway Corner - Park Barn Community Centre - Royal Surrey County Hospital - Guildford Park Road Guildford Rail Stn - Guildford Friary Bus Station

(5) Guildford Friary Bus Station - Guildford Park Road Guildford Rail Stn - Royal Surrey County Hospital - Park Barn Community Centre - Southway Corner Aldershot Road - Guildford Friary Bus Station

Lunch and snack menu - WEEK 1

Water always available. Milk optional with snacks. Fresh fruit or veg served daily.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
AM Snack	Rice cakes with cream cheese	Wholemeal breadsticks with grated cheese	Banana and a mini wholemeal cracker	Homemade plain scone with butter or low-sugar jam	Pear slices and a small cube of cheddar
Main	Cheese and tomato wholemeal wraps (served warm or cold) with cucumber sticks	Mild veggie chili with rice (using frozen beans, passata, and frozen mixed veg)	Wholemeal toasters with ham & cheese or cheese & tomato, served with cherry tomatoes	Pasta with veggie tomato sauce and grated cheese (use frozen diced onion/carrot/courgette)	DIY picnic boxes wholemeal sandwich (egg mayo or cheese), carrot sticks, mini crackers
Pudding	Watermelon slices	Banana with low-fat yogurt	Strawberries and mini oat biscuit	Apple slices with a spoon of yoghurt dip	Fruit kebabs

Types of activities that might be undertaken



THE NEED-TO-KNOW BITS

LOCATION

River Bourne Health Club
 Heriot Road
 Chertsey
 KT16 9DR

DAILY TIMES

Ages 6-12:
 9:00 AM - 3:00 PM

Ages 13-15:
 11:00 AM - 3:00 PM

CAMP DATES

Week 1:
 4th - 8th August 2025

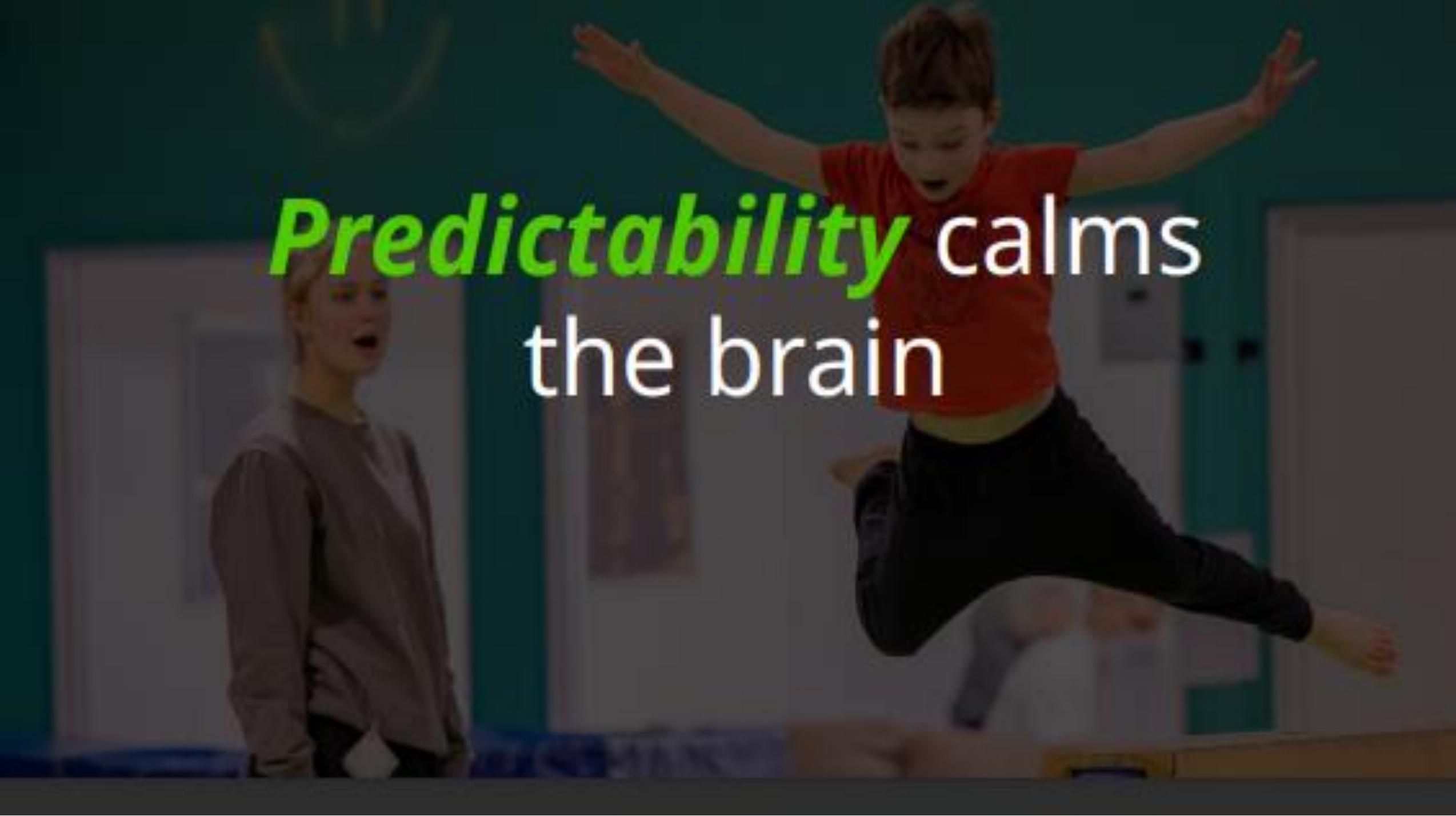
Week 2:
 11th - 15th August 2025

LUNCH

Provided by The Old School Café

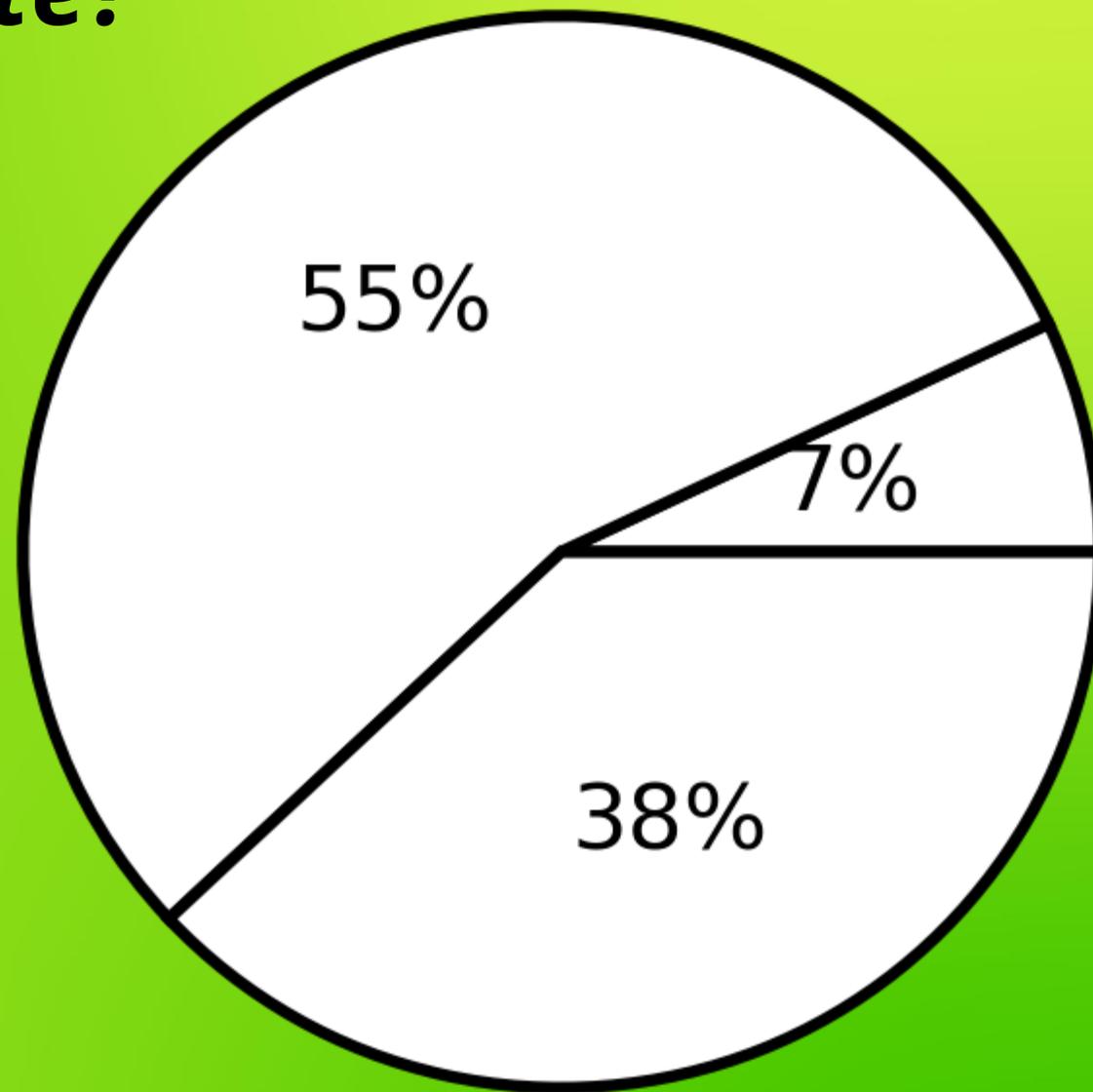
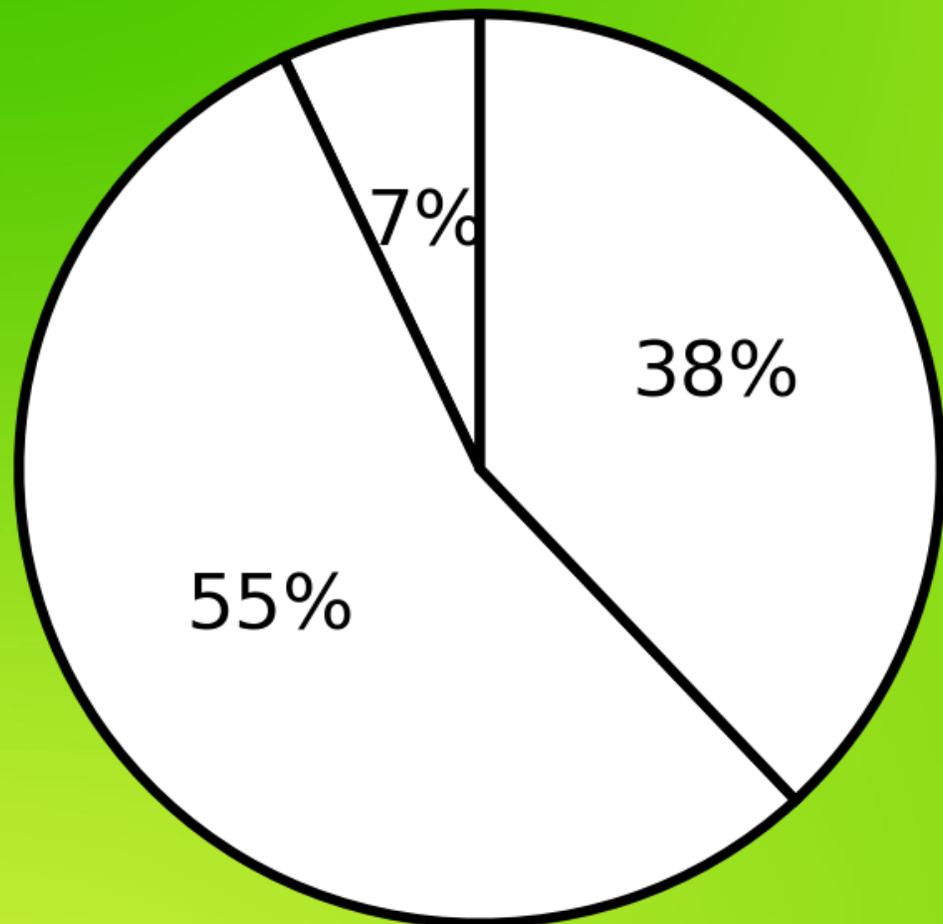
(Hot or cold item, sandwich, fruit & snack)

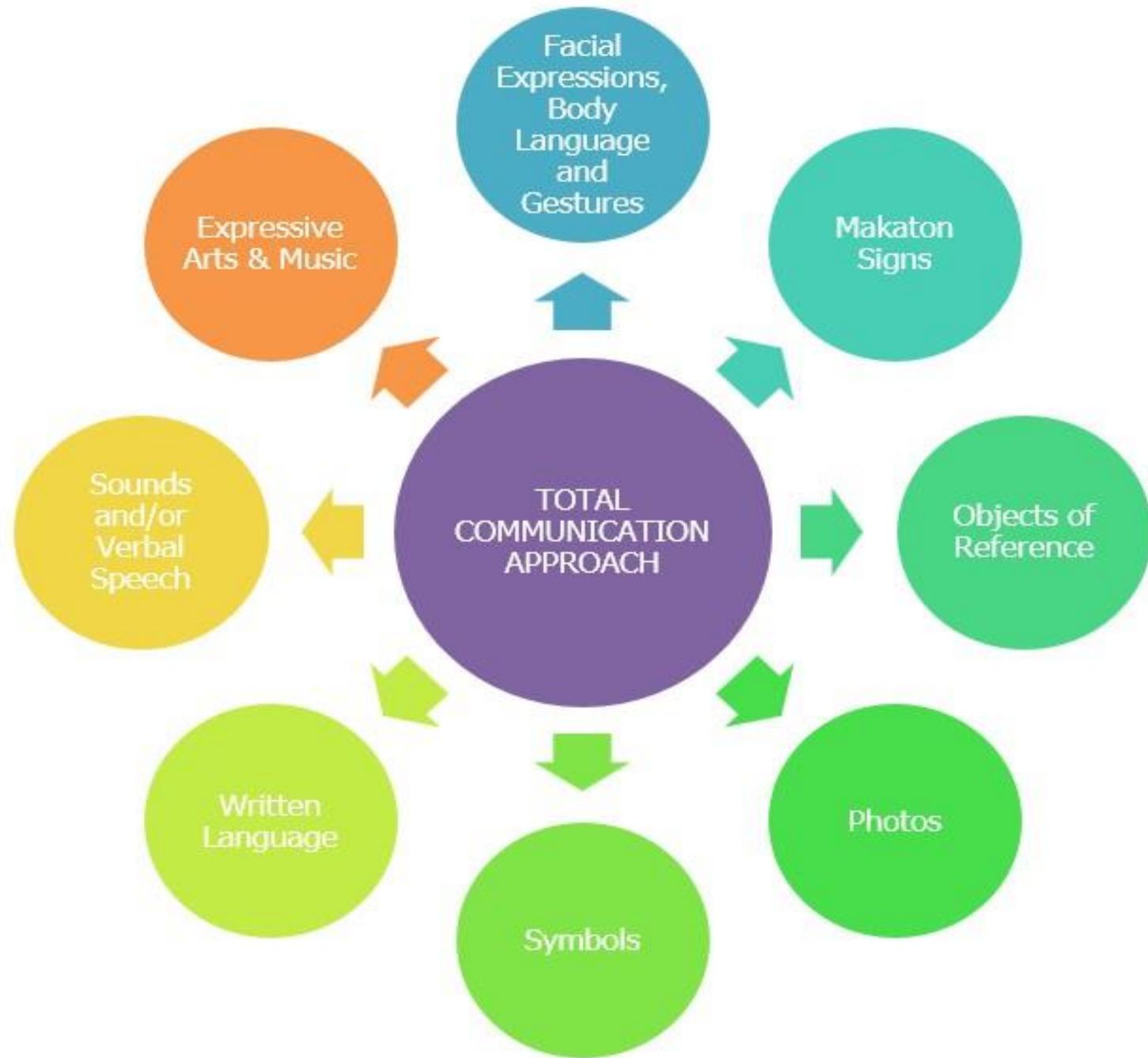


A young boy in a red t-shirt and black pants is captured mid-air, jumping over a low wooden obstacle in a gymnasium. He has his arms outstretched and a focused expression. To the left, a woman in a grey sweater stands watching him. The background shows a gymnasium with a blue wall and a white door. The text "Predictability calms the brain" is overlaid on the image, with "Predictability" in green and "calms the brain" in white.

Predictability calms
the brain

How Do We Communicate?





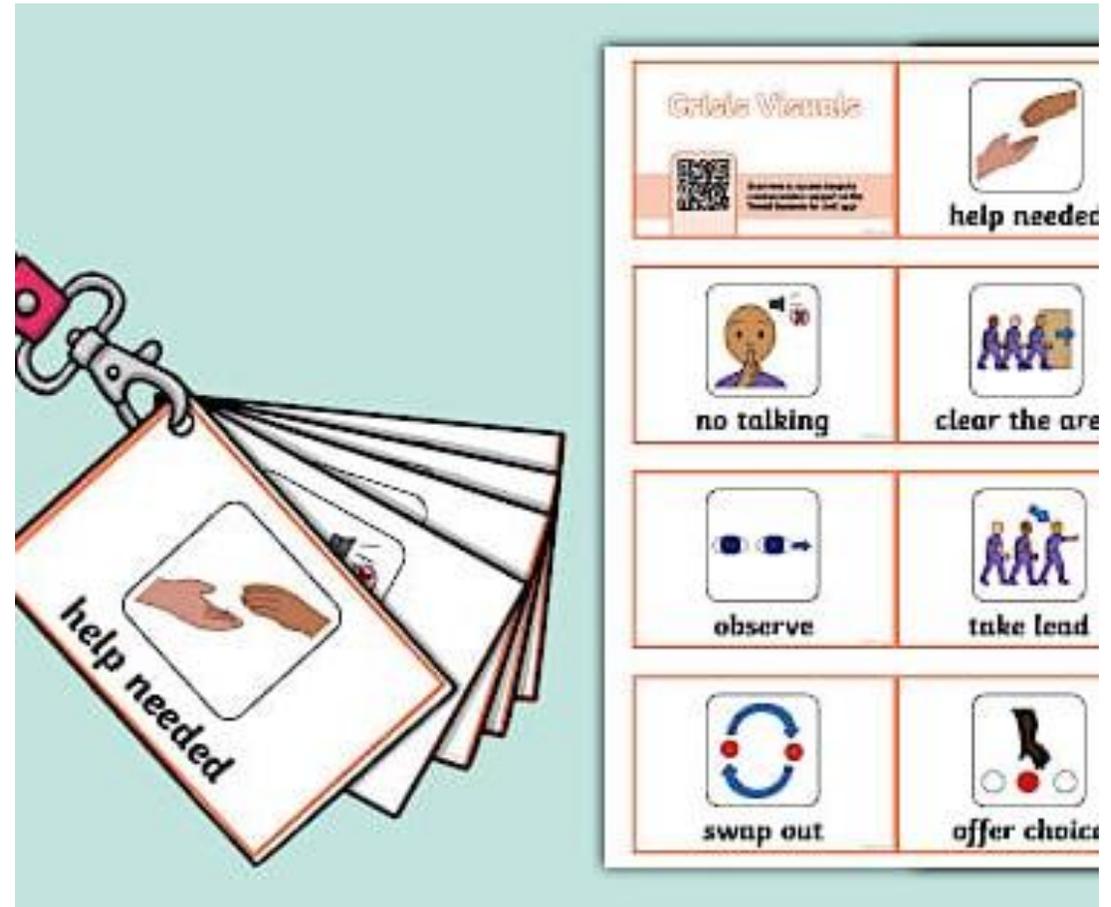
Total Communication Approach

- Encompasses all modes of communication, including non-verbal, verbal, sign language, symbols, and written formats.
- Supports **everyone** to feel understood and therefore **VALUED** 😊
- Improves **EQUALITY** – everyone is accessing all the methods
- Enables practitioners to find the right combination of communication methods for **individuals**
- Supports **positive interactions** and boosts **connections**
- Supports those with communication difficulties
- Views **ALL** communication as **equal**
- Creates a **positive environment**
- Can **reduce** anger and frustration



Visuals ... *why?*

- Cuts through the noise
- Gets your message across
- Clearer communication
- Attracts attention
- Boosts engagement
- Reduces audio stimulation
- **Less processing** required
- Less overwhelm
- Inclusive!
- Brings equality
- Supports language and communication development
- Aims to reduce challenging behaviour



Visuals To Support Communication

Monday 18th August 2025
Today will be great!
Have Fun and Be kind

9.00 - Welcome Activities
9.30 - Outdoor Sports
10.45 - Break
11.00 - Outdoor Sports / Sing + Sign
12.00 - Lunch
12.45 - Quiet Zone
13.45 - Sport / Arts
14.45 - Break
15.00 - Sport / Dance
15.30 - Awards
16.00 - Home



What am I doing?

Now
sensory play

Next
wash hands

Later
snack



SUMMER HOLIDAY
TECH CAMP

Computer Xplorers

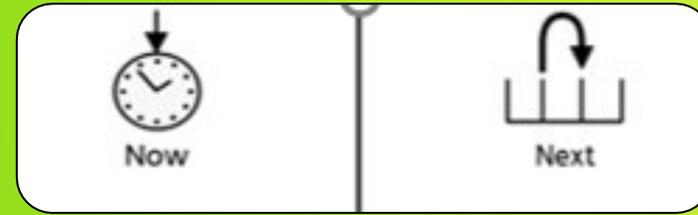
Timetable

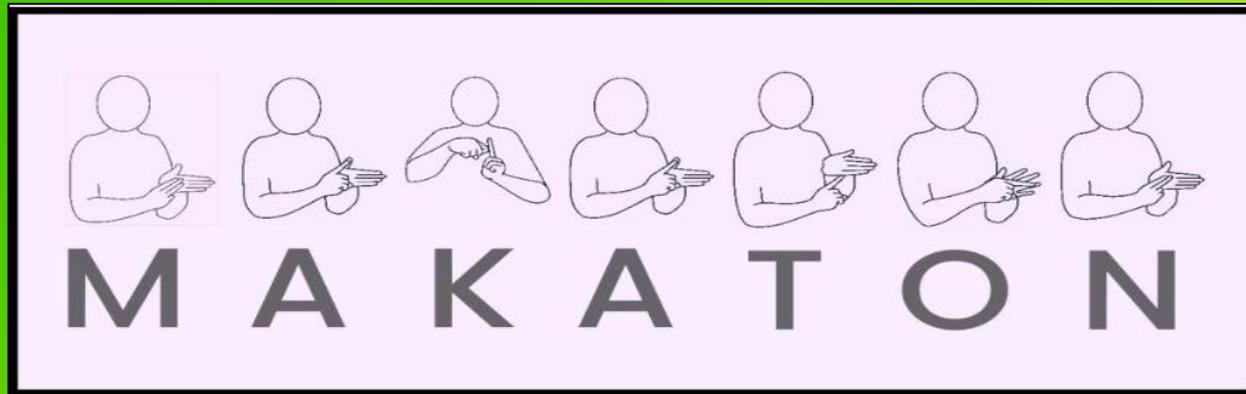
MONDAY	Robotics
TUESDAY	Game design
Wednesday	AI training
Thursday	Minecraft

9.30: Arrive
12.30 - 1.30 Lunch
3.30 Depart
Computer activities, breaks and snacks during the day

Supporting Transitions

- Can be a time of uncertainty for some
- **Anxiety** can cause challenging behaviours
- **Prepares** children for change
- Use timer/warning when the activity is about to end
- Be **understanding** of children who find it difficult to transition
- "Now and Next" boards
- Consider the impact of moving from one space to another i.e., clothing, noise, lighting, sensory overload





- Makaton is **not** Sign Language
- It uses signs and symbols to support speech
- Aids those with communication difficulties to express themselves and understand others
- Can be used by **ALL**
- It's **fun** to learn
- Give it a try!



Makaton Top Tips

- Always "*sign and say* "
- Go slow and show
- Get the children involved – can they discover a funny sign
- (my favourite sign is popcorn)
- Use the internet – so many resources
- **Practice**
- Role model making mistakes

Makaton Online Resources

Actions speak louder than words

<https://youtu.be/CIybrUIKc14>

[Learn Makaton with Mr Tumble and Justin from Something Special | Mr Tumble and Friends](#)

[Baby Sign Language Basics and Baby First Words - The Best Baby Signs, Songs and Flashcards](#)

[Core Vocabulary - Starting Out](#)





Regulation

- **Self-regulation** – able to manage our thoughts and feelings so we behave in ways to reach our goals
- **Co-regulation** – Intentional interactions with others that foster skills to thrive
- **Dysregulated** – Being unable to manage emotions and feelings
- Regulation can be **supported, fostered and developed**
- **Self-regulation can be learnt**

Spaces to regulate

Create a space where children can step away from the main activity to *self or co-regulate* when things are getting too much. A den, pop up tent, quiet area, sensory toys, craft, sensory and tactile activities. Anything that gives the child permission to regulate in a way that helps them. This also develops the child's sense of self awareness and supports development of self-regulation. For example:- **I'm feeling angry, what would help me right now?**

Supplementary Reproducible E for Elementary Ages

The ZONES of Regulation

Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified



BEFORE YOU START

- THIN** (True, Help, Inspire, Necessary, Kind)
- BREATHING EXERCISES** (I am happy, I am loving, I am intelligent, I am strong, I am brave, I am kind)
- IT IS ONLY TO** (Not know it all, Be yourself, Have bad days, Start over, Say no, Not be ok)

CALMING CORNER

FEELINGS thermometer

FEELINGS WHEEL

EMOTION (How are you feeling?)

WHAT CAN I DO?

- 1. TASTE
- 2. SMELL
- 3. HEAR
- 4. TOUCH
- 5. SEE

GROUNDING TECHNIQUE 5-4-3-2-1

ALPHABET

CONTROL



FLIPPING *Your Lid*

@thejoyousparnet

Save for
Later



Prefrontal Cortex
Thinking Brain



Amygdala
Big
Feelings

Flipped Lid

Lose access to your thinking brain and the amygdala activates "fight, flight or freeze" and you operate from a place of fear

Cerebral Cortex



Brain
Stem

Spinal
Cord

Calm Mind

Every part of brain connected, so working in harmony and YOU are balanced and relaxed



Regulation Space

Top Tips

- Safety is paramount
- Think about how and where it will work in your setting. (Ideally a quiet area)
- Invite participants to access the space without judgement
- It may not always be the right strategy
- Visuals and timers
- Boundaries
- It must be used voluntarily

This strategy is offered to enable participants to remain and succeed at your setting

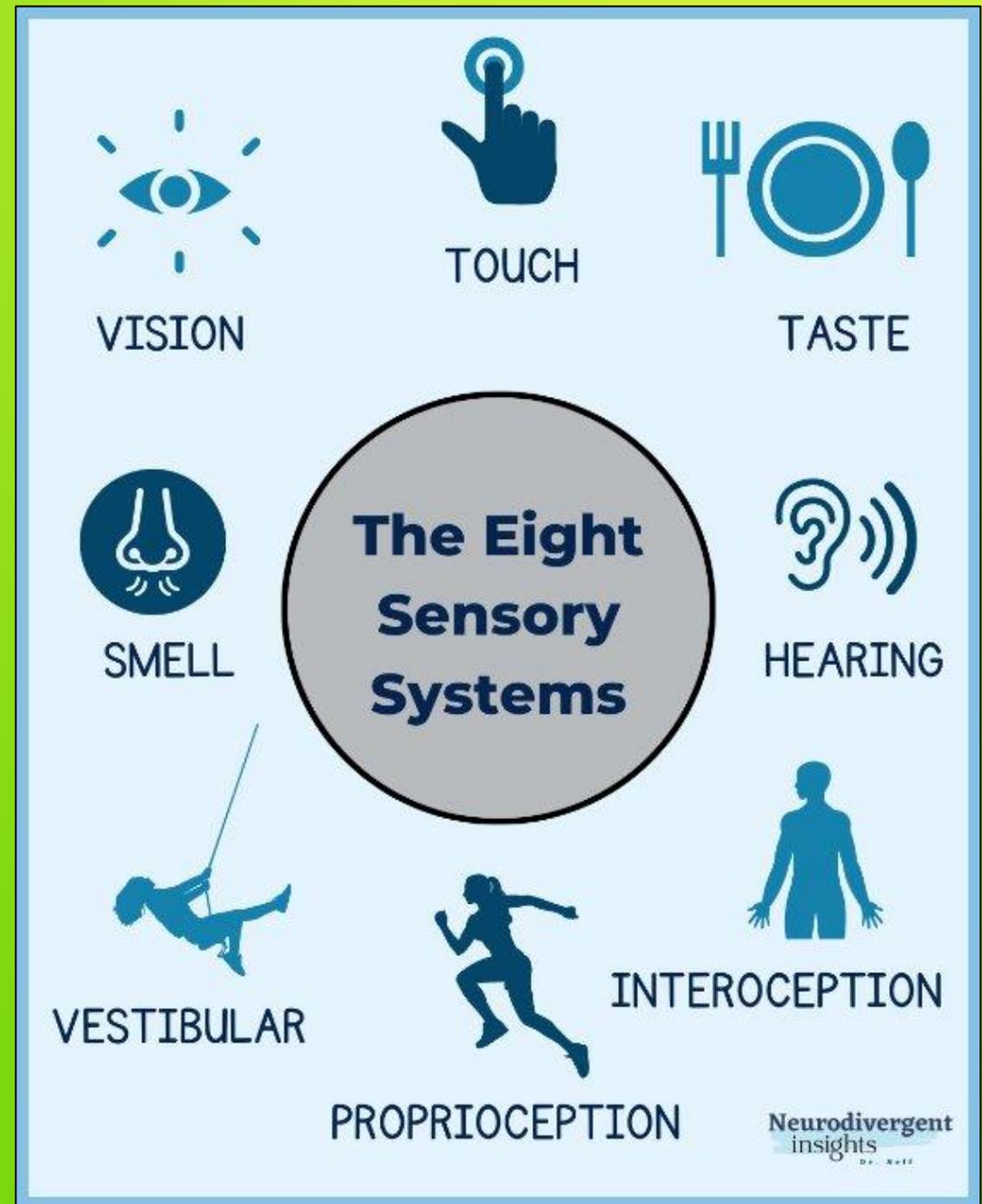
Inclusion NOT exclusion

Some children need lots of sensory stimulation. It helps them learn. Provide opportunities to explore these areas

Vestibular - position and movement in relation to gravity. Swinging, rolling, spinning

Proprioception - is the sense that tells us where our body parts are without looking at them. It relies on **receptors** located in the muscles, joints, and tendons that respond to pressure, compression, and stretching.

Interoception - sensations originating from within the body - hunger, pain, bladder and bowel sensations.



Active Listening

- Children feel valued
- Children feel heard
- Supports adult-child relationship
- Re-enforces that we care
- When children feel they matter, they're more likely to respond to boundaries



Empathy

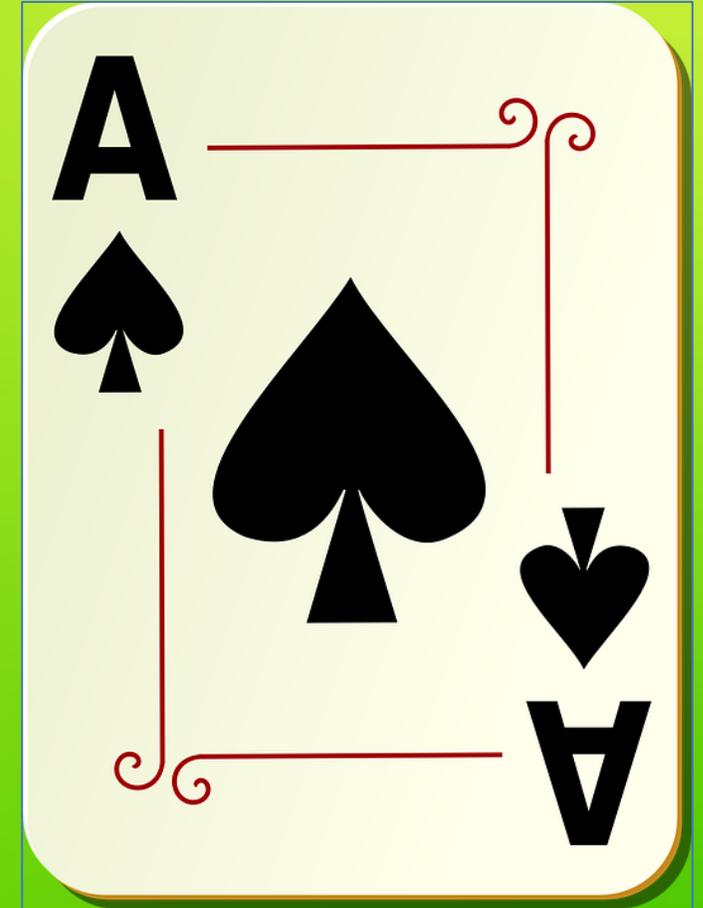
Empathy is your **ACE** card!

- “You seem
- “I can see you’re

Silence is golden. Just sit with the feelings

Empathy creates feelings of worth, value and being heard

- This feels AWESOME
- It's low/no demand
- Observational
- Often, they don't need anything fixed



Appropriate Expectations

Think of a time when someone had overly high or low expectations of you

- How did you feel?
- How did you behave?
- How did you feel towards that person?
- What did you do?

Children THRIVE when our expectations match their capabilities



All behaviours
are driven by a **feeling**
that is trying to
meet a need

"If we do what we've always done,
we'll get what we've always got..."

Do's work better than **Don't**



Well-being

Who are you supposed to put the oxygen mask on first?

You are **so** important!

Look after yourself SO that you can look after others

Reach out for support if you need it. Speak to line managers, staff or friends for support.



It's nobody's job to be inclusive

It's EVERYONES job to be inclusive

