



Additional Support Needs in Orienteering Coaching

BOF VIRTUAL COACHING CONFERENCE

21ST JAN 2021



Overview of Common Additional Support Needs

HELEN ERRINGTON



S.E.N.D.

The Four Broad Areas of SEND

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.



A **learning disability** constitutes a condition which affects **learning** and intelligence across all areas of life.

A **learning difficulty** constitutes a condition which creates an obstacle to a specific form of **learning**, but does not affect the overall IQ of an individual.

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- **Learning disabilities** – Down's syndrome, Global Development Delay, many people with Cerebral Palsy, and also maybe those with Autistic Spectrum Disorder (ASD) or Attention Deficit Hyperactivity Disorder (ADHD).
 - **Learning difficulties** - Dyslexia, dyscalculia, colour blindness, hearing impairment, visual impairment, dyspraxia, ASD/Aspergers & ADHD.
 - **Physical disabilities** – Visual impairment (blind or partially sighted), Hearing impairment (deaf or hard of hearing), Mobility impairment (Wheelchair or walking aid user).



Some Case Studies

HELEN ERRINGTON

Tom

- Has a learning disability, he is able to communicate well, can orienteer, knows all the symbols and what do but is very trusting and if lost would go with anyone who was nice & helpful.
- He is also partially sighted with poor depth perception, poor distance judgement and a limited field of vision.
- He often misses controls alongside the path in the forest, relocation is almost impossible for him to do successfully.
- He struggles to move through forested terrain as needs to look at ground and then loses where he was aiming for.
- He can't see fine detail on complicated maps and an appropriate map scale is important to allow him to participate.

Dick

- Is a high achieving young man with Autistic Spectrum Disorder, able to orienteer but quite a perfectionist and gets very cross with himself if he makes a mistake or can't find a control.
- He has issues with managing his emotions and tends to shout, swear, hand flap and hit self on the head when this happens. Quite scary for anyone else but not a danger to anyone but himself.
- He can get overwhelmed with instructions and when there are too many people telling him what to do.
- He will voice his opinion very loudly when any arrangements on the day are not the same as those explained in advance.
- He struggles to deal with sudden changes and any time overruns.

Harry

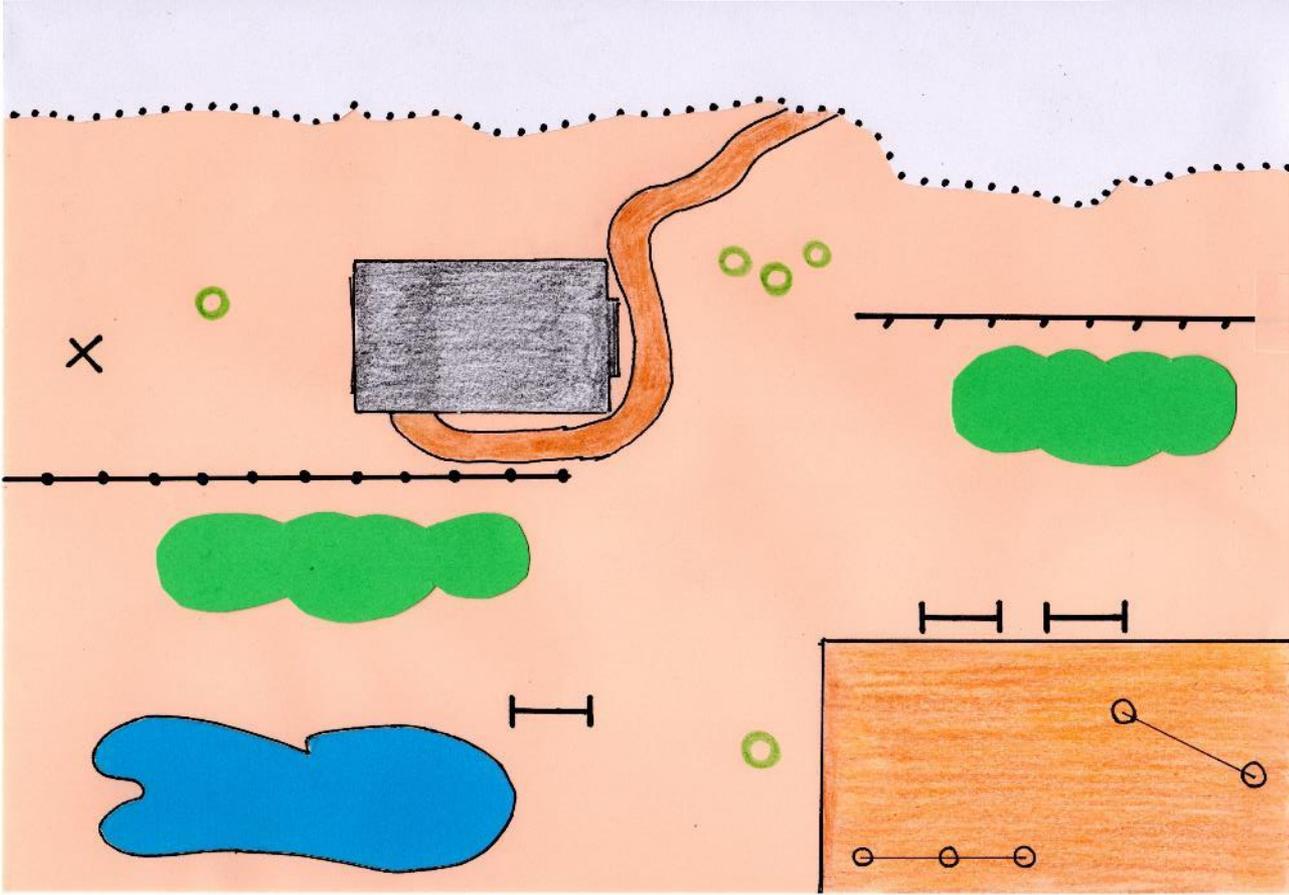
- Has a learning disability and a physical disability and very little verbal communication.
- He is very cheerful and loves to celebrate when club members run into the finish.
- When younger he could walk round a white course with 1 to 1 support but as he has got older he now struggles to manage rough terrain.
- He is unlikely to ever be able to manage to orienteer without 1 to 1 support.
- He wants to be part of the sport in any way that is accessible to him.

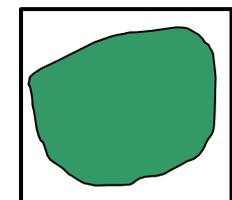
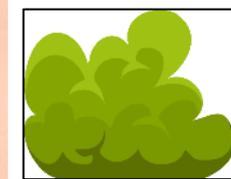
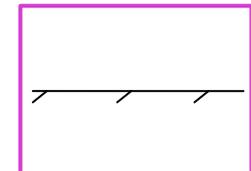
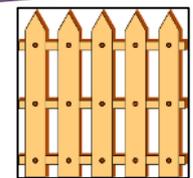




Adapting Resources for Autistic Spectrum Disorder Youngsters

SUZANNE ROBINS-BIRD



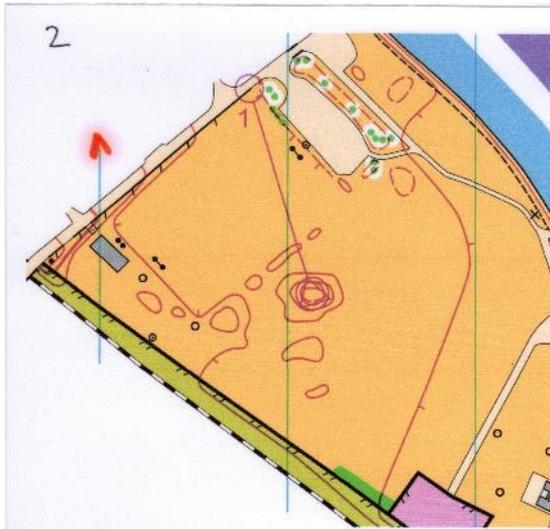


Simple control descriptions

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6		4	





10

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Working with Different Groups

DAVID ROBERTSON

Individual Children with ASN amongst a group

- **Delivering orienteering and other activities to Primary School children and an Active Schools orienteering group.**
- Often not made aware of any Additional Support Needs
- Children *might* be accompanied by parent/pupil support
- Active Schools O Group – each has had participants with ASN. Flexible delivery.

- P5 Boy with ASD who was a selective mute. Very competent at all O activities.

- P5 Boy not listening to instructions or engaging with games.

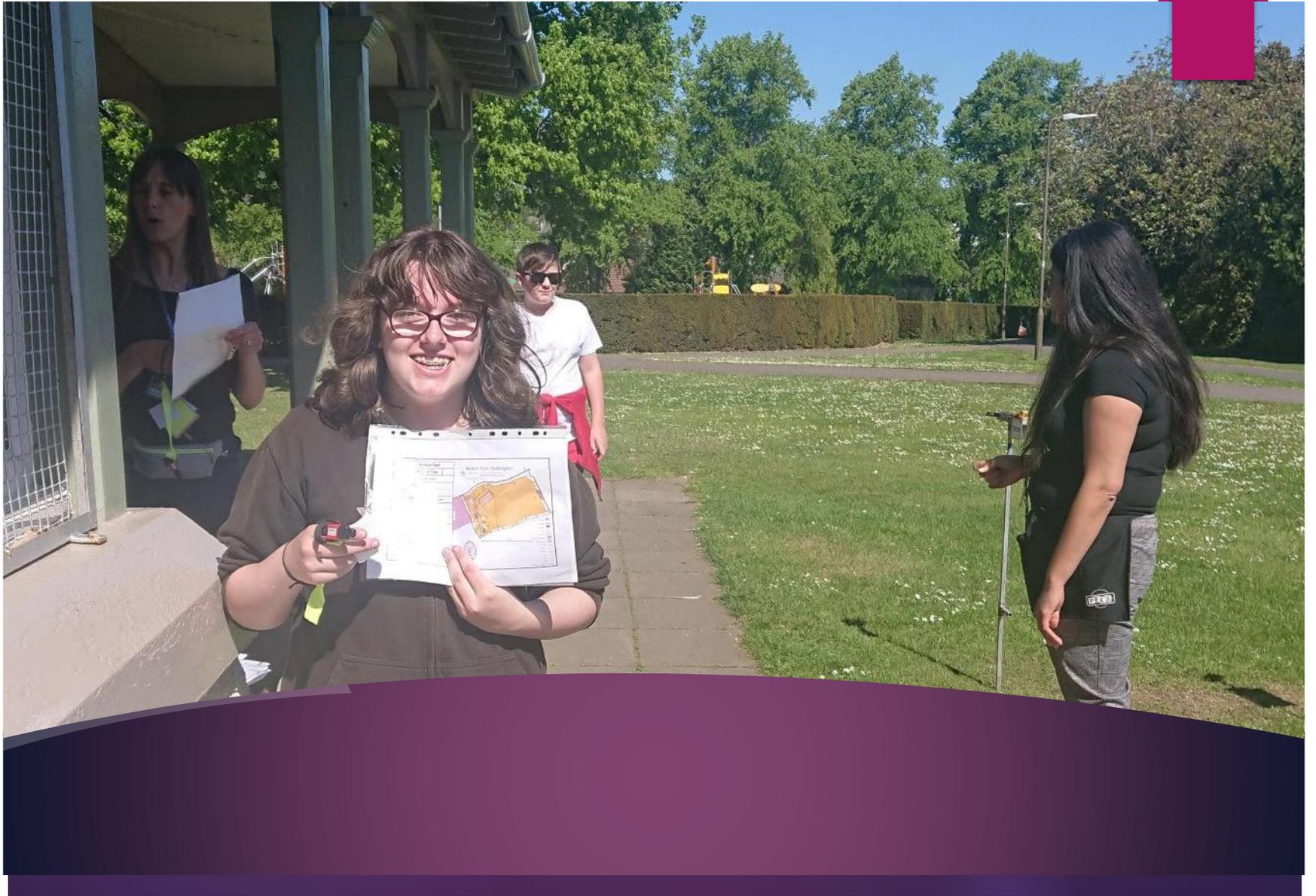
- P6 Girl with visual impairment. Used map printed on A3 sheet. Text size increased.

Groups of children with ASN

- **Delivery to Secondary School pupils with needs primarily associated with ASD and some with other complex needs.**
 - Planning - Wide range of abilities and needs. Wanted to use dibbers!
 - Suitable courses for wheelchair users
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 - Some maps were printed at a larger scale
 - Some took dibber and map and went – Flexible delivery
 - Signposting to local Club
 - Received WOD certificate- Record Breakers!

Venturing Out CIC

- Most of the children have been diagnosed with ASD but some have more complex needs
- Accompanied by parents & siblings
- Brief the family unit rather than group as a whole
- They love interaction with nature and the sensory stimulation
- Flexibility of orienteering activities
- 13 year old who really took to the sport....



Breakout Rooms

1. How can we make orienteering more inclusive **Hamish W**
2. What could our sport do to attract more participants with additional support needs? How do we sell the sport to them? **Kirsten S**
3. What could your Club do to attract more participants with additional support needs? **David R**
4. How do we retain participants with additional support needs and help them develop? **Nicola M**
5. How can we adapt coaching activities to better suit participants with additional support needs? **Suzanne RB**
6. Are there any reasonable adjustments the sport of orienteering could make to better support those with additional support needs? **Helen E**
7. What factors should be considered in coaching high performance athletes with additional support needs? **Hilary Q**