

## Inclusion Policy

This policy applies to the inclusion of disabled children within settings.

### **Rationale**

‘From the very earliest age, disabled children should have the right to play and learn with other children, enjoying all the aspects of life and friendships that other children do’ – *The Inclusion Charter, Centre for Studies on Inclusion*.

### **Aims**

To ensure that all children are fully included within the setting, with specific regard to the differing needs that a disabled child and their family might have.

To provide a structure and supportive framework for staff to reference when a disabled child and their family approach, attend and settle in at the setting.

To provide disabled children and their families with a set of clear expectations that evidences our commitment to their inclusion.

### **Information**

The term ‘disabled child’ within this policy refers to children with disabilities or additional/special needs. The definition of a disability is ‘a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.’ Within this, we include children with physical and sensory impairments, learning difficulties and people who experience mental or emotional distress.

We adopt the Social Model of Disability (Appendix A)

We recognise that disabled children and their families can face a unique set of challenges within their daily lives and our aim is to address these in whatever way we can. (Appendix B)

### **Policy**

#### **Overview**

As supporting disabled children is an intrinsic part of supporting all children within this setting, information relating to disabled children and their families is contained within all other relevant policies.

We reference you to our Admissions Policy, Behaviour Management Policy, Confidentiality Policy, Child Protection Policy, Equal Opportunities Policy, Planning for Play and the EYFS Policy, Personal Care and Administration of Medication Policy.

#### **Being proactive**

It is important to us that we are prepared for disabled children to attend our setting, both as part of our ethos and as part of our duties under the Equalities Act 2010.

To do this we will:

- Identify a member of staff as the lead worker for disabled children. This individual will be trained appropriately to promote inclusive practice in the scheme (see role below).
- Support children and staff to value the differences in individuals and address any discriminatory language or behaviour.

- Commit to training staff in inclusion, equal opportunities, communication and any other pertinent areas.
- Ensure we keep up to date with new legal and policy requirements.
- Have pictures, resources and activities that reflect and represent the lives of disabled children positively.
- Make sure that information about our setting is accessible and available to families of disabled children.
- Set a budget to cover any extra costs that may be necessary for training and resources as part of our recognition that the setting aims to support all children.
- Evaluate our setting and inclusion e.g using the Kids 'All of Us' Checklist, and the Aim for the Stars checklist in partnership with the family and the disabled child as appropriate.

The lead worker's responsibilities will include:

- Ensuring that all management, staff and volunteers are aware of all legislation, regulations and other guidance on working with disabled children
- Identifying staff training requirements to meet the needs of disabled children attending the setting
- Meeting with the disabled child and their parent/carers at the point of entry to plan a successful entry to the setting
- Ensuring that disabled children are considered when activities are being planned and prepared.
- Monitoring and evaluating delivery.
- Liaising with other agencies and seeking advice and support where necessary

**When a child or family approaches our setting, we will also consider these areas:**

**Welcome – a welcoming attitude, sharing basic information, offering an introductory visit.**

We understand that the initial welcome a family receives at our setting is key to establishing positive relationships and successful inclusion.

We will welcome disabled children to the setting with a realistic but 'can do' attitude: this means that we will be honest about what we need to find out to ensure we can provide appropriate support for the child and we will work with the parents and child to gain the information we need.

We recognise that there is extra information we may need to share and gather from the family of a disabled child and the child themselves to ensure that we can meet the child's needs. To address this, when the staff are aware that a disabled child would like to attend the setting (through a completed Registration form or initial direct contact), we will arrange to have a meeting with the parents/carers and child as appropriate. The purpose of the meeting is to share information about the setting and gather information from the parent/carers about the individual needs of the child and how we can support them.

We will consider the following areas: **Communication, access requirements, personal care requirements, medical requirements, specific likes and dislikes, key strategies to support the child, any safety concerns, and what resources and equipment may be necessary.**

To ensure we have covered the above areas, we may complete a Play Support Plan with the parent/carer and child or request for them to complete one for us.

We will offer a free introductory visit as appropriate. This is a chance for the parent/ carer and child to visit the setting and spend some time getting to know the environment, team and other children; and for the staff to get to know the child and consider what adjustments, if any, the setting may need to make. We will prepare for this visit by checking the setting's risk assessments and considering any activities that the child might enjoy for example. Completing an Initial Information Plan may help us to do this.

**Taster sessions or initial visits – sharing information with staff, making sure activities are appropriate, getting to know the child.**

If appropriate, we may offer taster sessions to the child and family. We will allocate a keyworker as a point of contact and as support for the child. A keyworker will not work exclusively with the child; we expect all playworkers to be engaged in play and establish positive relationships with all children. We will ensure that activities, equipment and resources are appropriate for the child's needs. We will use observations to enable us to gain further understanding of the child's needs, alongside talking to the child and family.

**Gather further information.**

We may contact other professionals involved in the child's care, with the consent from the parents to ensure we offer the best support possible. Our Information Sharing Agreement and Request for Further Information form may support us to do this.

We may link with the Inclusive Play Project's Bridging workers to use their services and advice.

**Extra staff support**

We recognise that some disabled children need extra staff support to meet their needs. We will consider what, if any, extra support a child has in other environments, whilst understanding that a child's behaviour and needs change in different environments e.g. a child's behaviour in school will be different to within a play setting, therefore the child may need a different level of support within our setting.

It may be that support is only necessary for a short time to settle into the setting's routines or to cover certain aspects of the day. We will work with parents, the child and other agencies to assess this.

We will respect the child's choice in whom they would like to support them as much as is possible e.g. in planning staff rota and in providing training for staff members.

**Settling In – continuing to develop positive relationships with the child and family.**

We recognise that the importance of building positive relationships with the child and family. We also recognise that disabled children can often be left out, lack confidence and may not always tell playworkers if they have a problem, for fear of isolating themselves further. Staff will be extra vigilant in ensuring all children are included, supported and encouraged to talk to play staff if they have any problems. All children will be encouraged to share and to invite others to join in games and other activities; our aim is that all opportunities are open to all children and that disabled children are encouraged to take full involvement in a range of activities, including those involving an appropriate level of risk and challenge.

**On-going Practice – Regular Communication**

Parent's and carers are welcome to call and visit the setting at any time; we understand that this is best practice, can help build confidence and evidence that we are open and transparent about our service.

We will ensure we have effective and regular communication with families e.g. through verbal feedback; a home –setting diary, as chosen by parents and the child.

We will continue to listen to and respect the child's views.

We will ensure any care plans are updated regularly.  
We will monitor and review both this policy and our practice.

### **Funding for Inclusion**

To fund any resources or staff training to enable a disabled children to attend, we will first look to our budget and consider what we can afford as part of our commitment to welcome all children. As part of this, we set an annual budget to provide for this area; in terms of additional staff support, we aim to fund up to £100 per year.

To fund additional staff support, we will seek external funding where possible e.g. the Inclusive Play Project and BAND Access to Childcare Fund. We currently do not have a budget to fund additional staff due to its impact on the setting's financial sustainability.

### **Further Information**

Inclusion Resource for Play Professionals 2012 – Bristol City Council and BAND. Contact BAND for a copy.

BAND Inclusion Case Study (short film): <https://www.youtube.com/watch?v=9Dt9qraACPE>

'My Rights, Your Responsibility' – Council for Disabled Children.

<http://www.councilfordisabledchildren.org.uk/resources/my-rights-your-responsibility>

Kids 'All of Us' Checklist

[http://www3.hants.gov.uk/inclusion\\_checklist.pdf](http://www3.hants.gov.uk/inclusion_checklist.pdf)

Findability website:

<http://www.findabilitybristol.org.uk/>

Aim for the Stars evaluation framework:

<http://www.findabilitybristol.org.uk/pages/home/information-for-professionals/aim-for-the-stars>

### **Funding:**

IPP: Contact the Bridging Workers on [inclusiveplayproject@bristol.gov.uk](mailto:inclusiveplayproject@bristol.gov.uk)

BAND Access to Childcare Fund: Contact Sarah Holway on [sarah@bandltd.org.uk](mailto:sarah@bandltd.org.uk)

## Appendix A

### Social Model of Disability

'The social model of disability says that disability is caused by the way society is organised, rather than by a person's impairment or difference. It looks at ways of removing barriers that restrict life choices for disabled people. When barriers are removed, disabled people can be independent and equal in society, with choice and control over their own lives.

Disabled people developed the social model of disability because the traditional medical model did not explain their personal experience of disability or help to develop more inclusive ways of living.' - SCOPE

You can watch this film made by Scope, a charity that supports people who have cerebral palsy, where prominent disabled people talk about the social model.

<https://www.youtube.com/watch?v=0e24rfTZ2CQ>

## Appendix B

### Legal Information

#### Equality Act 2010

This replaces all existing equality legislation and brings together the law relating to different equality groups, of which disability is one. The setting as a duty to:

- Not to treat a child 'less favourably' than another for a reason relating to their disability, however it is lawful to treat a disabled child more favourably.
- To make reasonable adjustments for disabled children eg through policies, practice and provision of equipment or physical alterations to the building.
- To eliminate unlawful discrimination, harassment and victimisation against disabled children.
- To promote positive attitudes towards disabled children.
- To take steps to take account of disabled children's and adults impairments, even if this means treating them more favourably.
- To encourage the participation of disabled people where participation is disproportionately low.

As a result of the Act, children are not expected to 'fit in', settings need to adjust their environment and activities to be ready to meet a wide range of children's needs

#### The Equality Act and the SEN Framework

Legally the definitions of SEN and disability are different – the definition of SEN is based on the concept of a learning difficulty that calls for special education provision. A child is defined as having a "learning difficulty" (Education Act 1996 s312) if they have:

- a significantly greater difficulty in learning than the majority of children of his age,*
- A disability which either prevents or hinders him from making use of educational facilities of a kind generally provided for children of his age in schools within the area of the local education authority,*
- He is under the age of five and is, or would be if special educational provision were not made for him, likely to fall within paragraph (a) or (b) when of or over that age.*

The definition of disability in the Equality Act 2010 considers the impact of an impairment on the person's ability to carry out day to day activities.

Many disabled children also have SEN; some do not. The largest group of children who may count as disabled under the Equalities Act 2010 but who do not have SEN are those with a range of health conditions, such as diabetes, epilepsy, severe asthma or eczema.

## **SEND Code of Practice: 0 – 25 years.**

This is a statutory code that contains: details of legal requirements that must be followed without exception by early years providers and schools and statutory guidance that you must follow by law unless there's a good reason not to

It explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

## **Appendix C**

### **Supportive Agencies**

**IPP Bridging Workers** for advice and support, training and funding.

Contact: Tel: 0117 9038250 Email: [inclusiveplayproject@bristol.gov.uk/](mailto:inclusiveplayproject@bristol.gov.uk)

**PCAS** (Paediatric Communication Aid Service) for assessments, training and access to the Toy Library resources which include communication aids and switch operated toys.

Contact: Sally Chan on 0117 3533613, [sallychan@nbt.nhs.uk](mailto:sallychan@nbt.nhs.uk).

**Lifetime** can provide training for a child currently being supported by lifetime to access a setting. Contact: 01225 731624.

**Findability** website covers local information, help and support for children and young people with special educational needs or a disability (SEND). It is part of Bristol's Local Offer. <http://www.findabilitybristol.org.uk/>

**Family Information Service** can promote settings to parents/carers. Contact: 0845 129 7217, [askcyps@bristol.gov.uk](mailto:askcyps@bristol.gov.uk).

### **Supportive Groups**

#### **The Anaphylaxis Campaign**

Website: [www.anaphylaxis.org.uk](http://www.anaphylaxis.org.uk)

Tel: 01252 542029.

#### **Asthma UK**

Website: [www.asthma.org.uk](http://www.asthma.org.uk)

Tel: 0800 1216244

#### **Bristol Area Down Syndrome Support**

A parent led group.

Website: [www.dsa-bristol.org.uk](http://www.dsa-bristol.org.uk)

Tel: 01454 315 469

#### **Bristol Dyslexia Centre**

Website: <http://dyslexiacentre.wpengine.com/>

Tel: 0117 9739405.

#### **Bristol Parent Carers**

<http://www.bristolparentcarers.org.uk/>

**CLIC Sargeant**

Offers care and support during and after cancer and leukaemia treatment.

Website: [www.clicsargeant.org.uk](http://www.clicsargeant.org.uk).

**CEREBRA**

A charity that provides help, info and support to parents and carers of children who have a brain related disability

Website: [www.cerebra.org.uk](http://www.cerebra.org.uk)

Tel: 0117 905 5020.

**Contact a Family**

Contact a Family is a national charity for families with disabled children that provides information, advice and support. They also link families together for support.

Website: [www.cafamily.org.uk](http://www.cafamily.org.uk)

Helpline: 0808 8083555.

**Diabetes**

Website: [www.diabetes.org.uk](http://www.diabetes.org.uk)

Helpline: 0845 1202960

**Epilepsy Action**

Website: [www.epilepsy.org.uk](http://www.epilepsy.org.uk)

Helpline: 0808 8005050

**Headway Bristol**

Provides info, support and services to people with a brain injury and their families.

Website: [www.headwaybristol.org.uk](http://www.headwaybristol.org.uk)

Tel: 0117 3403771.

**Kids South West**

Website: [www.kids.org.uk](http://www.kids.org.uk)

**Hop, Skip and Jump** – a centre that provides a play and support for children with a disability, life threatening illness or special need.

Website: [www.hopskipandjump.org.uk](http://www.hopskipandjump.org.uk)

Tel: 01453 836390.

**Special Friends Club**

A Bristol charity run by parents that organises activities and social opportunities.

Website: [www.specialfriendsclub.org.uk](http://www.specialfriendsclub.org.uk).

**Supportive Parents**

A support group of parents for children with SEND who offer help, support and info around education

Website: [www.supportiveparents.org.uk](http://www.supportiveparents.org.uk).

**The National Autistic Society**

Website: [www.autism.org.uk](http://www.autism.org.uk)