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# All of Us

## Inclusion Checklist for Settings

Good practice in including disabled children and young people  
for playworkers, childminders and childcare workers

- ★ Checklist for practitioners to consider their own practice and explore what to do next
- ★ Set of indicators for quality assurance schemes or pre-inspection self review
- ★ Development tool for advisers and those supporting settings
- ★ Guide for parents, carers, children and young people seeking a welcoming inclusive setting
- ★ Measure for social services seeking appropriate inclusive placements
- ★ Good practice audit tool for inspectors

'Inclusive provision is open and accessible to all, and takes positive action in removing disabling barriers so that disabled and non-disabled children can participate.'  
(Alison John)



This Checklist reflects **Kids'** belief that disabled children and young people should have the right to be part of any local play environment they choose - and that through focusing on what works in including disabled children in play settings we consistently uncover what works in including any child in any setting. Inclusive practice is simply the core of all good practice.

'Inclusion is access plus respectful relationships'  
(Pippa Murray)

'The focus is always on the child as an individual - their likes and dislikes, their needs and wants... there is only a group of individual children with individual needs.'  
(Kids playgrounds)

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## All of Us – Inclusion Checklist for Settings

Throughout this Checklist the term 'practitioner' is used to include all playworkers, childminders and childcare workers. The term 'setting' is used to describe where the play/childcare takes place (e.g. playscheme, childminder's home, after school club). Some items in the Checklist apply chiefly to individual practitioners; some chiefly to group settings. The underlying principles apply to all.



### Visitors can see the following:

1. The attitudes and behaviour of practitioners, children and parents demonstrate how unremarkable it is that disabled children are part of a wide cross-section of the local community using the setting.
2. Practitioners are highly responsive, thinking on their feet to be a resource to the children and to provide assistance where necessary, and working as a team where appropriate.
3. Activities are led by the interests and enthusiasms of each child who attends and take place with regard to any likes, dislikes and specific needs each child may have.
4. The particular background and characteristics of each individual child are fully taken into account, but are not unduly highlighted.
5. Everyone is welcomed on arrival and wished well on departure in a way that suits them.
6. Pictures, equipment and resources reflect disabled people's lives as part of a wide representation of children's differing backgrounds and experience.
7. Discriminatory language or behaviour is addressed and discussed sensitively with any adults or children involved.
8. Children and adults each initiate communication with one another.
9. Each child can choose to play with others, to play alongside others, or not to play with others.
10. Practitioners sensitively address the issues if any child is consistently being excluded from other children's play.
11. Each child and adult is respected and valued as an individual with equal rights and choices, and is given the chance to exercise those rights and choices.
12. Assessed acceptable risk is available to each child to ensure both safety and excitement.

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### **The Person in Charge (e.g. Senior Playworker, Childminder, Club Leader):**

13. Is committed to the active participation of children, parents/carers, team members and others to ensure good quality provision and to ensure each individual's needs are met.
14. Can identify action taken and progress already made towards inclusion, the current priorities, and the things (s)he still needs and plans to do to be more inclusive.
15. Has made time to build links with families/schools/services for disabled children by becoming directly involved with them as part of a commitment to give all local children and families a genuine choice to be part of the service.
16. Has made and continues to make reasonable adjustments for better physical access to and around the setting.
17. Runs daily de-briefing sessions and regular team meetings to reflect on practice together and to develop future good practice; where working alone, is part of regular meetings with other colleagues for the same purpose (e.g. support groups, childminder networks).
18. Has made and continues to make attempts to identify and deploy sources of funding where necessary to support the inclusion of children who might otherwise be excluded.
19. Has made time to build links with disabled people who can contribute effectively as part of a wide cross-section of adults involved in the work of the setting.
20. Accesses appropriate support and advice from colleagues and other expert professionals.

### **All Practitioners:**

21. Have had attitudinal training around disability and other equality issues and continue to take part in training about inclusion.
22. Are aware that attitudes, environments, structures and policies need attention in order that no child is disadvantaged.
23. Feel they are informed and consulted by managers/leaders.
24. Have or are developing necessary skills to communicate effectively with each child, and encourage all children to develop ways of communicating with one another.
25. Can describe the systems in place to respond to any individual child who may need specific assistance.
26. Know and use children's and adults' chosen names.
27. Use consistent positive language and are confident about explaining why that terminology is preferred. The terms 'disabled children' and 'non-disabled children' are used rather than 'special needs' and 'normal' or 'able-bodied'.
28. Create opportunities to communicate with each child and their parents/carers to discuss how best to build on children's interests, meet their needs and promote their participation.

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#### **Each Child:**

29. Has opportunities for formal and informal consultation so that they can express their views and opinions on sessions they take part in and on the setting as a whole, using whatever communication methods they choose.
30. Reports that practitioners seek their views and pay attention to their requests.
31. Indicates that they are generally happy in the setting.
32. Is helped to show their parent/carer what they have been doing, especially if they have difficulty with communication.

#### **Each Parent/Carer:**

33. Feels welcome and valued as an expert on their child, with a continuing key role in helping practitioners to enable their child to feel safe and involved.
34. Is provided with a variety of opportunities for formal and informal consultation to influence what goes on in the setting as a whole, and is comfortable approaching practitioners without feeling they are imposing on them.
35. Feels that there is a contented atmosphere in the setting and is happy with the experiences and opportunities their children have.

#### **Policies and Paperwork Indicate that:**

36. A commitment to meeting individual children's needs and creating an inclusive ethos underpins public and internal documents, which are continually developing.
37. The setting will do everything it can to make each child equally welcome.
38. Practitioners who have a specific role in assisting one particular disabled child are clear that their responsibilities focus on the inclusion of the child as well as whatever level of individual assistance may be necessary. In group settings these workers are full and equal members of the team.
39. Written information about each child includes details of how best to meet their needs, procedures for any care or medical requirements, and a risk assessment/personal plan where appropriate.
40. The setting has a vision of what it wants to do; policies and procedures for how it does it; and a process of monitoring and evaluation to see how well it is doing it. This includes all who are involved in the setting in a process of continuing reflection on the development of inclusive policy and practice.



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### Twelve Key Features of Inclusive Settings

(a brief version of the full Checklist for those new to inclusion)

- ★ The attitudes and behaviour of practitioners, children and parents demonstrate how unremarkable it is that disabled children are part of a wide cross-section of the local community using the setting.
- ★ Activities are led by the interests and enthusiasms of each child who attends and take place with regard to any likes, dislikes and specific needs each child may have.
- ★ Everyone is welcomed on arrival and wished well on departure in a way that suits them.
- ★ Pictures, equipment and resources reflect disabled people's lives as part of a wide representation of children's differing backgrounds and experience.
- ★ The person in charge is committed to the active participation of children, parents/carers, team members and others to ensure good quality provision and to ensure each individual's needs are met.
- ★ The person in charge has made time to build links with families/schools/services for disabled children by becoming directly involved with them as part of a commitment to give all local children and families a genuine choice to be part of the service.
- ★ All practitioners have had attitudinal training around disability and other equality issues and continue to take part in training about inclusion.
- ★ All practitioners are aware that attitudes, environments, structures and policies need attention in order that no child is disadvantaged.
- ★ All practitioners have or are developing necessary skills to communicate effectively with each child, and encourage all children to develop ways of communicating with each other.
- ★ Each child has opportunities for formal and informal consultation so that they can express their views and opinions on sessions they take part in and on the setting as a whole, using whatever communication methods they choose.
- ★ Each parent/carer feels welcome and valued as an expert on their child, with a continuing key role in helping practitioners enable their child to take a full part in the setting.
- ★ The setting has a vision of what it wants to do; policies and procedures for how it does it; and a process of monitoring and evaluation to see how well it is doing it. This includes all who are involved in the setting in a process of continuing reflection on the development of inclusive policy and practice.

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## About the All of Us Checklist

★ This Checklist is the outcome of wide consultation with those working to include disabled children in mainstream play and childcare settings. It is complemented by the **Kids Inclusion Framework for Local Authorities** and is part of the **Kids** Playwork Inclusion Project (PIP), funded by the DfES Sure Start Unit.

★ This second edition has been developed in partnership with the **National Childminding Association** (NCMA) to ensure it addresses the specific needs of childminders. NCMA and **Kids** wish to thank the working party from Dorset, Poole and Bournemouth for their contribution to this work.



If you wish to explore inclusion in greater depth, we recommend the following:

- ★ **It Doesn't Just Happen - inclusive management for inclusive play** ([pip@kids.org.uk](mailto:pip@kids.org.uk))
- ★ **Inclusive Childminding** ([www.ncma.org.uk](http://www.ncma.org.uk))
- ★ **Pick & Mix - a selection of inclusive games and activities** ([pip@kids.org.uk](mailto:pip@kids.org.uk)).
- ★ **The Buskers Guide to Inclusion** ([buskersguides@commonthreads.co.uk](mailto:buskersguides@commonthreads.co.uk)).
- ★ **The Index for Inclusion** ([www.inclusion.org.uk](http://www.inclusion.org.uk)).
- ★ **The Early Support Service Audit Tool** ([www.earlysupport.org.uk](http://www.earlysupport.org.uk)).

## All of Us Checklist – Training and Quality Assurance

If you are interested in taking the ideas in this Checklist further, **Kids** runs the **All of Us Training** for managers, practitioners and development workers. We are also developing modules for quality assurance schemes, based on the Checklist. The Government's Childcare Bill will enshrine in law parents' legitimate expectation of accessible high quality childcare and services for all children under 5 and their families. It places a new duty on local authorities to ensure that the childcare needs of working parents are met **'in particular those on low incomes and with disabled children.'**

The **All of Us Training** will enable participants to develop a greater understanding of how to run provision so that disabled children can participate in mainstream play, childcare and leisure settings, including children's centres and extended schools. For further details about either training or quality assurance please contact: [pip@kids.org.uk](mailto:pip@kids.org.uk) or tel: 020 7359 3073

## About Kids

**Kids** works in partnership with parents, carers and disabled children providing a wide range of services. **Kids** National Development Division runs the Playwork Inclusion Project (PIP) through which we support play and childcare providers to become more inclusive. We also provide:

- ★ A range of accredited training days and longer courses on inclusive play
- ★ Consultancies to help you explore any elements of inclusion you choose
- ★ Publications and information
- ★ Regional Network Meetings across the country

You can also become a member of our National Inclusive Play (NIP) Network. Members receive regular email bulletins, and can subscribe to the NIP Network E-group for on-line discussion and support. To join the Network go to [www.kids.org.uk](http://www.kids.org.uk)

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