

# All of Us

## Inclusion Checklist for Settings

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

- ★ Checklist for providers to consider their own practice and explore what to do next
- ★ 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 for KIDSactive and Better Play)



This checklist reflects **KIDSactive's** 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.'  
(KIDSactive playgrounds)

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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 service.
- ★ 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 they do not disadvantage particular children.
- ★ 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 service 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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## 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 service.
2. The staff are highly responsive, working as a team and thinking on their feet to be a resource to the children and to provide assistance where necessary.
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.

## **The Person in Charge:**

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. Where working in a team, 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.
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 service.
20. Accesses appropriate support and advice from colleagues and other expert professionals.

## **The Person in Charge and Any Other 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 they do not disadvantage particular children.
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 each 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.

### **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. All children are equally welcome to attend.
- 38. Practitioners in team settings who have particular roles in assisting individual disabled children are full members of the team; and all practitioners have job descriptions which stress the inclusion of the child as well as whatever level of focused assistance may be necessary.
- 39. Written information about each child includes details of how best to meet their needs and procedures for any care or medical requirements.
- 40. The service 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.



## About the **All of Us** Checklist

- ★ This **All of Us** checklist is the outcome of wide consultation with those working to include disabled children in mainstream play and childcare settings. Its publication is one element of the **KIDSactive** Playwork Inclusion Project (PIP), delivered under contract between **KIDS** and the DfES Sure Start Unit.
- ★ For more copies of the checklist and/or the complementary **All of Us – Inclusion Framework for Local Authorities** contact [pip@kidsactive.org.uk](mailto:pip@kidsactive.org.uk). You can also e-mail us for a large print copy of the checklist. We can provide a version with a 'how far have we got/what to do next' box printed below each feature of the checklist. Please feel free to draw on the checklist as a basis for producing paperwork for your own local use. We would be grateful if you would acknowledge **KIDSactive All of Us** as your source.

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

- ★ **It Doesn't Just Happen - inclusive management for inclusive play** ([pip@kidsactive.org.uk](mailto:pip@kidsactive.org.uk))
- ★ **Pick & Mix - a selection of inclusive games and activities** ([orders@yps-publishing.co.uk](mailto:orders@yps-publishing.co.uk)).
- ★ **The Index for Inclusion** produced by the Centre for Studies on Inclusive Education. There is a version for schools and another for early years and childcare settings. Contact CSIE on 0117 328 4007 ([www.inclusion.org.uk](http://www.inclusion.org.uk)).
- ★ **The Early Support Pilot Programme's Service Audit Tool** for work with disabled children from birth to three ([www.espp.org.uk](http://www.espp.org.uk)).

## About **KIDS** and **KIDSactive**

**KIDS** works in close partnership with parents, carers and disabled children across England, providing a wide variety of different services. **KIDSactive** is a division of **KIDS**. Our Playwork Inclusion Project (PIP) has supported EYDCPs throughout the country, trained several hundred play and childcare workers, set up the National Inclusive Play Network, and established regional network meetings which report back to the government's Sure Start Minister.

For information on any of the following, ring 020 7359 3073 or e-mail: [pip@kidsactive.org.uk](mailto:pip@kidsactive.org.uk):

- ★ Workshops based on the **All of Us** materials
- ★ A range of accredited training days and longer courses on inclusive play
- ★ Consultancies to help you explore any elements of inclusion you choose
- ★ Publications
- ★ Regional network meetings

You can also become a member of our National Inclusive Play Network, receiving regular free e-bulletins on inclusive play and childcare. Send your name and e-mail address to [pip@kidsactive.org.uk](mailto:pip@kidsactive.org.uk)

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