

How inclusive is your setting?



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Activity providers generally want to be fully inclusive, but sometimes are not sure what things need to be considered and may not have had much guidance or information.

How will you become even more inclusive?

- After reading this sheet, identify some easy changes that you can make to the setting and take immediate action.
- Identify other changes that require greater planning, time and/or resources. Record these actions in a development plan with clear and specific actions, time frames and responsibilities. You may want to speak with a member of the Short Breaks team about how your development plan could be achieved with the support of the Short Breaks team.
- Include the young people and parents accessing your setting in creating the development plan.
- After six months, review the progress of the plan with staff members and young people accessing the setting, eg, you could share your good news about the progress of your development plan with the parents of young people through website updates, newsletters or a letter to all participants.



Inclusion/Exclusion



- Proactive approach to including disabled young people by all staff.
- Effective inclusion plans in place and in regular use by all staff.
- Needs of disabled young people are considered and planned for.



- Disabled young people are included, but activity is not adapted to optimise their involvement.
- Needs of disabled young people are not considered and planned for.

Policies and procedures



- All staff aware of and actively implement inclusion in all policies.
- Staff, parents and disabled young people contribute to reviewing and updating inclusion policies.



- No recognition of inclusion in the activity provisions' policies and procedures.

Safeguarding



- Safeguarding and child protection policies in place, actively adhered to and regularly updated.
- Staff aware and adhere to procedures and protocols.
- DBS checks are completed for all staff and are regularly updated
- All staff mindful of safer recruiting legislation.
- Setting and all staff are committed to keeping young people safe.



- Safeguarding or child protection policies are not in place or up to date.
- Staff unaware of safeguarding procedures or protocols.
- Disclosure Barring Service not done for any or many staff.

Risk management



- Dynamic individual risk assessments are done for high risk users prior to arrival.
- Standard risk assessments include specifics of working with people both with physical and learning difficulties.
- Strategies are recorded for managing groups with challenging behaviour.



- No recognition of inclusion aspects in risk assessments.

Wheelchair accessibility



- All areas are fully easily accessible for wheelchair users.
- Room layouts provide excellent manoeuvrability.
- Accessible toilets with changing tables and hoists are available.
- All doors can be opened independently by wheelchair users.



- No access to building or surrounding/outside areas for wheelchair users.
- No accessible toilets available.



General accessibility



- All disabled young peoples specific physical and sensory needs are met.
- Sound absorbing resources, visual and aural support available.
- Raised letter signage/Braille throughout facilities.
- Fully functional hearing systems in place where appropriate.



- Environment not suitable for physical and sensory difficulties (eg, no ramps, signage or induction loops).

Marketing



- Many positive images of disabled people within marketing materials.
- Site/activity accessibility information easy to find in marketing materials.
- Marketing materials are presented in an accessible, easy to understand way.
- Marketing materials readily available in other formats.
- Concessions actively promoted (eg, 'carers go free' policy).



- No positive images of disabled people within marketing materials.
- No mention of site/activity accessibility within marketing materials.

Community/Partnership working



- Regularly working with many outside agencies to support staff and develop their skills in a proactive manner.
- Empowers staff to share their skills and knowledge with others.
- Signpost parents to outside agencies.



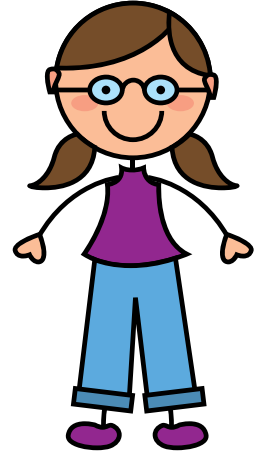
- No positive images of disabled people within marketing materials.
- No mention of site/activity accessibility within marketing materials.



Participation



- Disabled young people and parents are involved in all aspects of the decision, assessment and evaluation of practice, delivery and policy.
- Feedback is sought via a wide range of creative and inclusive consultations and is published in all appropriate methods.
- Feedback is constantly used to adapt practice and policy.
- Proactively involving disabled young people and parents through regular communications (eg, home visits and support groups).



- Setting does not seek or take record of feedback from disabled young people or parents.
- Feedback that is provided has no influence on practice or policy.
- Setting does not liaise with disabled young people or parents.

Staff training/approachability



- Specific training offered to staff which includes condition specific training to meet the individual needs of the people attending.
- Staff are friendly and approachable and work towards finding positive solutions before issues arise.
- All staff are regularly trained and certificates are kept up to date.



- Staff receive no disability awareness training.

Communication/Visual support



- Range of visual support in place (variety of visual aids resources available and used).
- Evidence of signing environment.
- Staff have excellent knowledge of alternative communication systems available.
- Environment adapted to suit child's needs, eg, low distraction area.



- No evidence of visual support available (eg, picture cues, Makaton, use of props).

Autism awareness



- All staff have received Autism awareness training
- Activities are delivered in a way that considers different users specific needs.
- Consideration and implementation of inclusion methods specific to young people with Autism Spectrum Disorder (provided by parents prior to sessions), on how to reduce potential anxiety of individuals.



- No awareness or understanding of young people with Autism Spectrum Disorder.

