

# Inclusion Self-Assessment Kit

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How inclusive is your setting?

# 1. Introduction

Settings 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.

## 1.1. How inclusive are you now?

- Read through the twelve key areas where inclusion needs to be considered
- With your staff team discuss and highlight where you currently sit within each area – are you in:

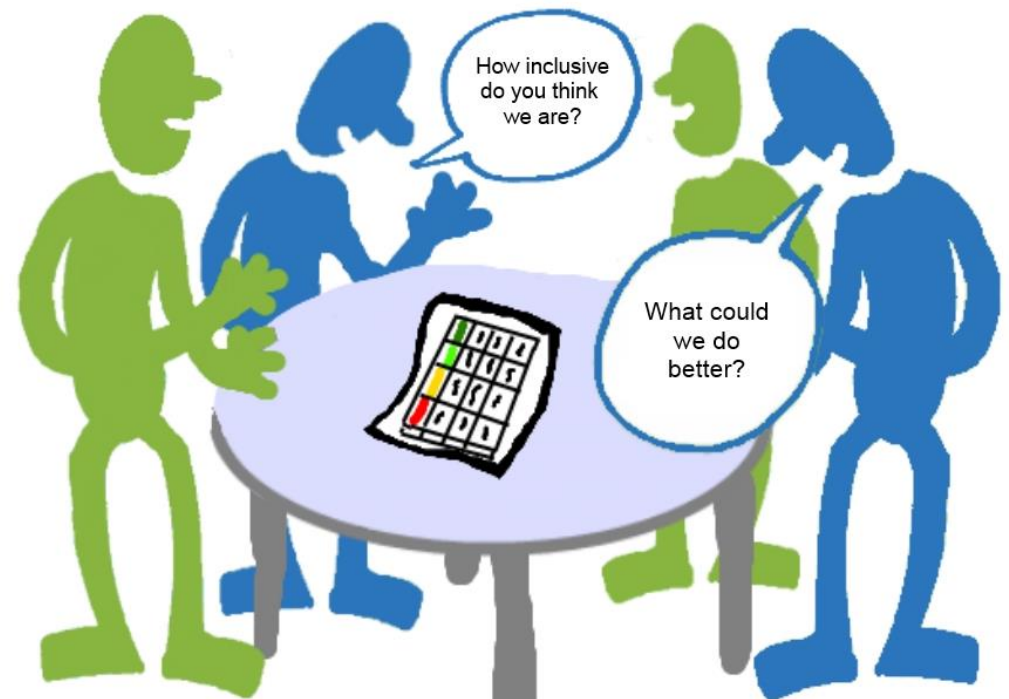


## 1.2. How will you become even more inclusive?

1. Identify key changes that you can make quickly and easily and take immediate action
2. Identify other changes that require greater planning, time and/or resources. Record these actions in a development action plan with clear and specific actions, time frames and responsibilities (see section 3)
3. Agree with your staff when you will next review your progress e.g. 6 months
4. Share your plan with those accessing your setting

## 1.3. For the purposes of this pack:

- The terms 'individual' and 'disabled person' includes children, young people and adults
- The term 'parents' includes guardians and carers
- In the first instance providers should communicate directly with the disabled individual; only if this is not practicable or appropriate should you then communicate directly with their parent/carer



## 2. Self-Assessment – How inclusive is your setting?

Date: \_\_\_\_\_

|                       | Red  | Amber   | Green   | Super Green  |
|-----------------------|--|---|---|--|
| Inclusion/ Exclusion  | <ul style="list-style-type: none"> <li>➤ Disabled people are actively or passively excluded e.g. parents being told that the activity is not suitable</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Disabled people are included, but activity not adapted to optimise involvement</li> <li>➤ Needs of disabled people not adequately considered and planned for</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Disabled people are included and activity adapted, where required, to optimise involvement</li> <li>➤ Needs of disabled people considered and planned for</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Pro-active approach to including disabled people by all staff</li> <li>➤ Effective inclusion plans in place and in regular use by all staff</li> </ul>  |
| Policies & Procedures | <ul style="list-style-type: none"> <li>➤ No recognition of inclusion in policies or procedures</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Recognition of inclusion policies in place but no evidence of implementation</li> </ul>  | <ul style="list-style-type: none"> <li>➤ All staff aware of and implement inclusion in all policies</li> <li>➤ Staff contribute to reviewing and updating inclusion policies and all policies are equality impact assessed</li> </ul>   | <ul style="list-style-type: none"> <li>➤ All staff aware of and actively implement inclusion in all policies</li> <li>➤ Staff, parents and disabled people contribute to reviewing and updating inclusion policies and all policies are equality impact assessed</li> </ul>  |
| Safeguarding          | <ul style="list-style-type: none"> <li>➤ Safeguarding, child protection or anti-bullying policies not in place or up to date</li> <li>➤ Staff unaware of procedures or protocols</li> <li>➤ DBS checks not done for any or many staff</li> </ul> | <ul style="list-style-type: none"> <li>➤ Safeguarding, child protection and anti-bullying policies in place, but not universally adhered to</li> <li>➤ Inconsistent staff awareness of procedures and protocols</li> <li>➤ DBS checks are completed for some staff</li> </ul> | <ul style="list-style-type: none"> <li>➤ Safeguarding, child protection and anti-bullying policies in place, adhered to and regularly updated</li> <li>➤ Staff aware of procedures and protocols</li> <li>➤ DBS checks are completed for all staff</li> <li>➤ Management mindful of safer recruiting legislation</li> <li>➤ Setting committed to keeping people safe</li> </ul> | <ul style="list-style-type: none"> <li>➤ Safeguarding, child protection and anti-bullying policies in place, actively adhered to and regularly updated</li> <li>➤ Staff aware and adhere to procedures and protocols</li> <li>➤ DBS checks are completed for all staff and are regularly updated</li> <li>➤ All staff mindful of safer recruiting legislation</li> <li>➤ Setting and all staff are committed to keeping people safe</li> </ul> |
| Risk Management       | <ul style="list-style-type: none"> <li>➤ No recognition of inclusion aspects in risk assessments</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Staff consider ways to work with disabled people with specific individual needs on arrival and manage risks accordingly</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Prior to arrival risk assessments are discussed with the disabled people and their parents and are managed accordingly</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Dynamic individual risk assessments are done for high risk users prior to arrival</li> <li>➤ Standard risk assessments include specifics of working with people both with physical and learning difficulties</li> <li>➤ Strategies are recorded for managing groups with challenging behaviour</li> </ul>   |

|                                | Red  | Amber   | Green  | Super Green  |
|--------------------------------|--|---|--|--|
| Wheelchair Accessibility       | <ul style="list-style-type: none"> <li>➤ No access to building or surrounding/outside areas for wheelchair users</li> <li>➤ No accessible toilets available</li> </ul>                                       | <ul style="list-style-type: none"> <li>➤ Limited access to building or surrounding/outside areas for wheelchair users</li> <li>➤ Room layouts restrict manoeuvrability</li> <li>➤ Accessible toilet is available</li> <li>➤ Some doors can be opened independently by wheelchair users</li> </ul> | <ul style="list-style-type: none"> <li>➤ Good access to building or surrounding/outside area for wheelchair users</li> <li>➤ Room layouts provide reasonable to good manoeuvrability</li> <li>➤ Accessible toilets are available</li> <li>➤ Most doors can be opened independently by wheelchair users</li> </ul>  | <ul style="list-style-type: none"> <li>➤ All areas are fully easily accessible for wheelchair users</li> <li>➤ Room layouts provide excellent manoeuvrability</li> <li>➤ Accessible toilets with changing tables and hoists are available</li> <li>➤ All doors can be opened independently by wheelchair users</li> </ul>  |
| General Accessibility          | <ul style="list-style-type: none"> <li>➤ Environment not suitable for physical and sensory impairments (e.g. no ramps, signage, induction loops)</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Some disabled people's specific physical and sensory needs are met</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Most disabled people's specific physical and sensory needs are met</li> <li>➤ Visual and aural support available</li> </ul>   | <ul style="list-style-type: none"> <li>➤ All disabled people's specific physical and sensory needs are met</li> <li>➤ Sound absorbing resources, visual and aural support available</li> <li>➤ Raised letter signage/Braille throughout facilities</li> <li>➤ Fully functional hearing systems in place where appropriate</li> <li>➤ Quiet areas/ break out spaces are provided</li> </ul>                                     |
| Marketing                      | <ul style="list-style-type: none"> <li>➤ No positive images of disabled people within any published materials</li> <li>➤ No mention of site/activity accessibility within any published materials</li> </ul> | <ul style="list-style-type: none"> <li>➤ Limited images of disabled people within published materials</li> <li>➤ Limited site/activity accessibility information is included within published materials</li> <li>➤ All materials only available in standard paper format</li> </ul>               | <ul style="list-style-type: none"> <li>➤ Some positive images of disabled people within published materials</li> <li>➤ Site/activity accessibility information is included within published materials</li> <li>➤ Materials available in other formats if requested in advance</li> <li>➤ Concessions available (e.g. 'Carers go free' policy)</li> </ul> | <ul style="list-style-type: none"> <li>➤ Many positive images of disabled people within published materials</li> <li>➤ Site/activity accessibility information easy to find in marketing materials</li> <li>➤ All materials are presented in an accessible, easy to read format</li> <li>➤ All materials readily available in other formats</li> <li>➤ Concessions actively promoted (e.g. 'Carers go free' policy)</li> </ul> |
| Community/ Partnership Working | <ul style="list-style-type: none"> <li>➤ No work with outside agencies (e.g. schools and support workers)</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Infrequent working with outside agencies; only when requested by customer or agency</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Regularly working with outside agencies to support staff and develop their skills as and when required</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Regularly working with many outside agencies to support staff and develop their skills in a proactive manner</li> <li>➤ Empowers staff to share their skills and knowledge with others</li> <li>➤ Signpost parents to outside agencies</li> </ul>   |

|                                    | Red   | Amber  | Green   | Super Green  |
|------------------------------------|---|--|---|--|
| Participation                      | <ul style="list-style-type: none"> <li>➤ Setting does not seek or take record of feedback from disabled people or parents</li> <li>➤ Feedback that is provided has no influence on practice or policy</li> <li>➤ Setting does not liaise with disabled people or parents</li> </ul> | <ul style="list-style-type: none"> <li>➤ Setting takes feedback from disabled people and parents when it is offered</li> <li>➤ There is no organised process for collection of feedback</li> <li>➤ Feedback is used to influence selected elements of practice</li> <li>➤ Some communication (both formally and informally) with disabled people and parents to identify individual needs</li> </ul> | <ul style="list-style-type: none"> <li>➤ Setting encourages disabled people and parents to provide feedback and consult on all aspects of provision</li> <li>➤ There is an organised process for collection</li> <li>➤ Feedback is used frequently to adapt practice and policy as required</li> <li>➤ Regular communication with disabled people and parents to share information and to jointly plan for the needs of disabled people (methods include both formal and informal conversations)</li> </ul> | <ul style="list-style-type: none"> <li>➤ Disabled people and parents are involved in all aspects of the design, assessment and evaluation of practice, delivery, training and policy</li> <li>➤ Feedback is sought via a wide range of creative and inclusive consultations and is published in all appropriate methods</li> <li>➤ Feedback is constantly used to adapt practice and policy</li> <li>➤ Pro-actively involving disabled people and parents through regular communication (e.g. home visits and support groups)</li> </ul> |
| Staff Training/<br>Approachability | <ul style="list-style-type: none"> <li>➤ Staff receive no disability awareness/equality training</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Some staff receive disability awareness/equality training</li> <li>➤ Staff generally display a positive attitude towards inclusion</li> </ul>   | <ul style="list-style-type: none"> <li>➤ All staff receive disability awareness/equality training</li> <li>➤ Staff are friendly, approachable, enthusiastic and encouraging, and work towards finding positive solutions for everyone to ensure involvement</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Specific training offered to staff which includes condition specific training to meet the individual needs of the people attending</li> <li>➤ Staff are friendly and approachable and work towards finding positive solutions before issues arise</li> <li>➤ All staff are regularly trained and certificates are kept up to date</li> </ul>  |
| Communication/<br>Visual Support   | <ul style="list-style-type: none"> <li>➤ No evidence of visual support available (e.g. picture cues, makaton, use of props)</li> <li>➤ Staff do not communicate directly with disabled people</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Inconsistent use of visual support, used only as a resource for individuals</li> <li>➤ Staff have limited awareness of alternative communication systems available and occasionally use these systems to communicate</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Consistent, clearly labelled and well-presented use of visual support</li> <li>➤ Makaton available and used during sessions</li> <li>➤ Staff have good knowledge of alternative communication systems available and often communicate directly with disabled people</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Range of visual support in place (variety of visual aids resources available and used)</li> <li>➤ Evidence of signing environment</li> <li>➤ Staff have excellent knowledge of alternative communication systems available and consistently communicate directly with disabled people.</li> <li>➤ Environment adapted to suit individual's needs e.g. low distraction area.</li> </ul>  |
| Condition Specific Awareness       | <ul style="list-style-type: none"> <li>➤ No awareness or understanding of specific conditions</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Staff have some awareness of specific conditions</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Some staff have received condition specific training e.g. ASD awareness training</li> <li>➤ Staff use a variety of approaches to meet people's needs</li> <li>➤ Consideration given prior to sessions on how to reduce potential anxiety of people with specific conditions when running activities</li> </ul>   | <ul style="list-style-type: none"> <li>➤ All staff have received condition specific training</li> <li>➤ Activities delivered in a way that considers different users specific needs</li> <li>➤ Consideration and implementation of inclusion methods specific to people's needs (provided by parents prior to sessions), on how to reduce potential anxiety of individuals</li> </ul>  |

### 3. Development Action Plan - Example



|  | <b>Good Practice Examples</b> | <b>Action point</b> | <b>Who Responsible</b> | <b>Timescale</b> | <b>Resources Required</b> | <b>Review Dates</b> |
|--|-------------------------------|---------------------|------------------------|------------------|---------------------------|---------------------|
| <b>Inclusion/ Exclusion</b>            |                               |                     |                        |                  |                           |                     |
| <b>Policies &amp; Procedures</b>       |                               |                     |                        |                  |                           |                     |
| <b>Safeguarding</b>                    |                               |                     |                        |                  |                           |                     |
| <b>Risk Management</b>                 |                               |                     |                        |                  |                           |                     |
| <b>Wheelchair Accessibility</b>        |                               |                     |                        |                  |                           |                     |
| <b>General Accessibility</b>           |                               |                     |                        |                  |                           |                     |
| <b>Marketing</b>                       |                               |                     |                        |                  |                           |                     |
| <b>Community/ Partnership Working</b>  |                               |                     |                        |                  |                           |                     |
| <b>Participation</b>                   |                               |                     |                        |                  |                           |                     |
| <b>Staff Training/ Approachability</b> |                               |                     |                        |                  |                           |                     |
| <b>Communication/ Visual Support</b>   |                               |                     |                        |                  |                           |                     |
| <b>Condition Specific Awareness</b>    |                               |                     |                        |                  |                           |                     |





*This toolkit is based upon one produced by Hampshire County Council; as such Denbighshire County Council would like to thank Hampshire County Council for their significant contribution to this pack and for allowing us to adapt it for our use.*