

Self Assessment - How inclusive is your setting?

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.

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:



How will you become even more inclusive?

- Identify key changes that you can make quickly and easily 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
- Agree with your staff when you will next review your progress e.g. 6 months
- Share your plan with those accessing your setting

Also see
'Practical ideas to increase inclusiveness' in the Booklet.

Remember
Everyone is unique.
Always consult with the individual and/or their parent, they are the experts.



Self Assessment - How inclusive is your setting?

Date: _____

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

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Wheelchair Accessibility	<ul style="list-style-type: none"> No access to building or surrounding/outside areas for wheelchair users No accessible toilets available 	<ul style="list-style-type: none"> Limited access to building or surrounding/outside areas for wheelchair users Room layouts restrict manoeuvrability Accessible toilet is available Some doors can be opened independently by wheelchair users 	<ul style="list-style-type: none"> Good access to building or surrounding/outside area for wheelchair users Room layouts provide reasonable to good manoeuvrability Accessible toilets are available Most doors can be opened independently by wheelchair users 	<ul style="list-style-type: none"> 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
General accessibility	<ul style="list-style-type: none"> Environment not suitable for physical and sensory difficulties (e.g. no ramps, signage, induction loops) 	<ul style="list-style-type: none"> Some disabled young people's specific physical and sensory needs are met 	<ul style="list-style-type: none"> Most disabled young peoples specific physical and sensory needs are met Visual and aural support available 	<ul style="list-style-type: none"> 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
Marketing	<ul style="list-style-type: none"> No positive images of disabled people within marketing materials No mention of site/activity accessibility within marketing materials 	<ul style="list-style-type: none"> Limited images of disabled people within marketing materials Limited site/activity accessibility information is included within marketing materials Marketing materials only available in standard paper format 	<ul style="list-style-type: none"> Some positive images of disabled people within marketing materials Site/activity accessibility information is included within marketing materials Marketing materials available in other formats if requested in advance Concessions available (e.g. 'Carers go free' policy) 	<ul style="list-style-type: none"> 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 (e.g. 'Carers go free' policy)
Community/ Partnership Working	<ul style="list-style-type: none"> No work with outside agencies (e.g. schools and support workers) 	<ul style="list-style-type: none"> Infrequent working with outside agencies; only when requested by customer or agency 	<ul style="list-style-type: none"> Regularly working with outside agencies to support staff and develop their skills as and when required 	<ul style="list-style-type: none"> 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

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Participation	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Setting takes feedback from disabled young people and parents when it is offered There is no organised process for collection of feedback Feedback is used to influence selected elements of practice Some communication (both formally and informally) with disabled young people and parents to identify individual needs 	<ul style="list-style-type: none"> Setting encourages disabled young people and parents to provide feedback and consult on all aspects of provision There is an organised process for collection Feedback is used frequently to adapt practice and policy as required Regular communication with disabled young people and parents to share information and to jointly plan for the needs of the young person (methods include both formal and informal conversations) 	<ul style="list-style-type: none"> Disabled young people and parents are involved in all aspects of the design, 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 Pro-actively involving disabled young people and parents through regular communication (e.g. home visits and support groups)
Staff Training/Approachability	<ul style="list-style-type: none"> Staff receive no disability awareness training 	<ul style="list-style-type: none"> Some staff receive disability awareness training Staff generally display a positive attitude towards inclusion 	<ul style="list-style-type: none"> All staff receive disability awareness training Staff are friendly and approachable and work towards finding positive solutions for everyone to ensure involvement 	<ul style="list-style-type: none"> 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
Communication/Visual Support	<ul style="list-style-type: none"> No evidence of visual support available (e.g. picture cues, makaton, use of props) 	<ul style="list-style-type: none"> Inconsistent use of visual support, used only as a resource for individual young people Staff have limited awareness of alternative communication systems available 	<ul style="list-style-type: none"> Consistent, clearly labelled and well presented use of visual support Makaton available and used during sessions Staff have good knowledge of alternative communication systems available. 	<ul style="list-style-type: none"> 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 e.g. low distraction area.
Autism/Asperger's Awareness	<ul style="list-style-type: none"> No awareness or understanding of young people with autistic spectrum disorder (ASD) 	<ul style="list-style-type: none"> Staff have some awareness of ASD 	<ul style="list-style-type: none"> Some staff have received ASD awareness training Staff use a variety of approaches to meet the needs of young people with ASD Consideration given prior to sessions on how to reduce potential anxiety of young people with ASD when running activities 	<ul style="list-style-type: none"> All staff have received ASD awareness training Activities delivered in a way that considers different users specific needs Consideration and implementation of inclusion methods specific to young people with ASD (provided by parents prior to sessions), on how to reduce potential anxiety of individuals