



Culham After School Club

Policies and Procedures

Inclusion

Culham After School Club is aware that some children and young people have specific needs that may require particular support and assistance. We are committed to taking appropriate action to make sure that all children and young people are able to access our services, made to feel welcome, and that our activities promote their welfare and development.

The Club is committed to the inclusion of all children and young people in its care. The Club also believes that disabled children and young people have a right to play, learn and be able to develop to their full potential alongside non-disabled children. We will work towards removing barriers so that disabled children and young people have access to the same facilities, activities and play opportunities as their peers.

The policies, procedures and practices of the Club in relation to disabled children and young people are consistent with current legislation and guidance. This includes the Disability Discrimination Act 1995.

The Club believes that by identifying individual needs and working with parents/carers and other statutory professionals or agencies, all children and young people should be able to play a full, active and equal part in the Club's activities.

An annual review of the Inclusion Policy will be undertaken and will involve children, young people and parents/carers in its evaluation.

Inclusion Co-ordinator

The Owner will appoint a member of staff as the Inclusion Co-ordinator with overall responsibility for promoting the inclusion of disabled children and young people in the provision. The Co-ordinator will be trained in inclusion.

All members of staff will be expected to support the Inclusion Co-ordinator in working with disabled children and young people.

The Inclusion Co-ordinator's responsibilities will include:

- Working alongside the Playleader to ensure that all staff are aware of the legislation, regulations and other guidance on working with disabled children and young people.
- Working with the Owner to ensure that all staff who work with disabled children and young people have appropriate skills and attend Disability Equality/Awareness training.
- Assessing each child's/young person's specific needs and adapting the Club's facilities, procedures, practices and activities as appropriate.



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- Ensuring that systems are in place to adequately plan, implement, monitor, and evaluate the Inclusion Policy.
- Ensuring that disabled children and young people are fully consulted when activities are being planned and prepared.
- Liaising with parents/carers about the needs of their child/young person and the plans and actions of the Club, as well as being the point of contact for parents/carers.
- Liaising with other professionals and agencies, seeking advice, support and training for themselves and other staff as necessary to meet the needs of the children attending.
- Providing resources (human and financial) to implement our Inclusion Policy; for example, making use of the Inclusion Support Scheme which aims to promote inclusion and remove the barriers to play, childcare and leisure for disabled children and young people
- Supporting other members of staff to become more confident and skilled in responding to the needs of disabled children and young people.
- Ensuring that all children and young people are treated with equal concern and respect and are encouraged to take part in all activities.
- Ensuring the privacy of disabled children and young people when personal care is being provided.
- Making the environment welcoming to all children and young people by displaying pictures and having resources that reflect disabled people's lives as part of the whole community.
- Supporting staff to use positive language and explaining why terminology is used. The terms "disabled children" and "non-disabled" are used rather than "special needs" and "normal" or "able-bodied".
- Addressing discriminatory language or behaviour in a sensitive manner with any adults or children/young people involved.

Reviewed August 2016