

## Inclusion (including special educational needs)

IPA aims to be inclusive and reduce accessibility barriers for all children and adults in all aspects of our work. As such, every child, including those with Special Educational Needs and those with physical disabilities will be considered according to their individual needs.

### Barriers

- More than half the families of disabled children in the UK experience poverty and the resulting social exclusion. (Every Disabled Child Matters, 2007)
- Language and communication may prove a barrier to some children being included in play provision.
- Social barriers such as fear, embarrassment or discriminatory attitudes also need to be tackled so that an accessible play space is also an inclusive one in which disabled children and their families feel welcome.

Parents/carers will be encouraged where possible to share information in relation to their child's particular needs. It is important for staff to understand and value the knowledge and experience parents have of their children. If parents or other adult carers are needed on site to support a child with additional needs, that adult will be allowed to stay at the setting with the child. The adult must wear a visitors badge and will be required to sign in.

IPA staff will make all efforts for children to have equal participation in the play offer at our settings. We believe in quality play experiences with real choices for all children.

IPA believes play is central to the physical and social development of all children. Through play children learn how to negotiate, take risks and overcome obstacles. Most importantly, it is through play that children develop friendships and a sense of belonging to a peer group. This is particularly important for disabled children as they are frequently marginalised and/or overprotected.

**Every child is entitled to rest and play and to have the chance to join in a wide range of activities including cultural and artistic activities". Article 31 of the UN Convention on the Rights of the Child**

IPA Inclusion policy acknowledges law and government policy:

- The Disability Discrimination Act 1995 (DDA) sets out the basic legal duties in promoting equality for disabled people.
- Part 3 of the DDA requires service providers (including play settings) to make 'reasonable adjustments' to 'policy, practice and procedures' and, since October 2004, has included an obligation to make permanent, physical adjustments to allow access to indoor and outdoor leisure centres, adventure playgrounds, play areas in parks and playgroups.
- The Special Educational Needs and Disabilities Act 2001 (SENDA)
- The Children Act 1989 states that: 'A primary aim should be to promote access for all children and young people to the same range of services.'

- The Children Act 2004 sets out five outcomes which all services for children should work towards: to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

## Playworkers

All IPA staff will work to remove the barriers of poverty, social exclusion and inaccessibility so that all children can attend our settings rather than focusing on individuals' impairments.

Our staff are trained professionals who know how to recognise both the verbal and non-verbal cues that children use to show how, what and where they want to play. They should familiarise themselves with the character, capabilities and communication preferences of all the children in the setting.

Our staff will work to provide a rich play environment to include opportunity for sensory play experiences so that children with any impairment are provided for.

## Special educational needs

We provide an environment in which all children are supported to reach their full potential.

- We include all children in our provision.
- We provide practitioners to help support parents and children with special educational needs (SEN)/disabilities.
- We identify the specific needs of children with SEN/disabilities and meet those needs through a range of strategies.
- We work in partnership with parents/carers and other agencies in meeting individual children's needs.
- We monitor and review our practice and, if necessary, make adjustments.
- As well as providing play opportunities we also signpost parents on to other agencies who may also be useful to them.

## Methods

- We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with SEN/disabilities and their families.
- We ensure that children with SEN/disabilities are appropriately involved in our activities, taking into account their levels of ability.