

Disability Discrimination

Spring 2008



I want negative attitudes towards disability to change.

I want to do more fun things.

Make it everyone's right to have a good education.

Planning for Inclusion
Guidance for all Childcare,
Learning and Play Providers

“ Including disabled children is not an optional extra to add on to your provision. It should be an inseparable part of an inclusive ethos which permeates your whole provision.

If we are to develop provision that values disabled children and sees their inclusion as an ordinary and unremarkable right rather than a special initiative, we need to develop working environments where each child and each adult is routinely valued and listened to at every level of involvement.

If our playwork with disabled and non-disabled children is to be child centred, our management needs to be person centred, not merely meeting individual needs but drawing on individual talents. This is a demanding and exciting way of working. As a manager, you can lead the way ”

**It doesn't just happen – inclusive management
for inclusive play and childcare 2006**

Disability Discrimination Act Requirements for Childcare Providers

Foreword

This booklet is for all Childcare providers within North Somerset. It will give you some helpful advice and guidance on how to meet the requirements of the Disability Discrimination Act.

From September 2002 the **Disability Discrimination Act 1995** (DDA) applied to all providers of early years services. All settings **MUST** comply with the legislation. The DDA duties apply to **all maintained and non-maintained childcare providers** (schools, pre-schools, day nurseries, Out of school clubs, holiday playschemes and childminders.

The duties cover **all** providers of childcare and education **whether or not they are in receipt of government funding.**

We recognise that excellent practice already exists whereby providers have gone beyond what is required under the DDA duties.

Although this guidance is aimed at caring for children with additional needs, you may find it helpful when considering the needs of everyone accessing your setting including parents/carers, visitors and staff.

It is important to ensure that all parents/carers are welcomed into your setting regardless of their child's needs. Relevant plans and policies should be made available to parents/carers and providers must be aware of how to access professional multi-agency support.



Childcare legal duties

- A duty not to treat disabled people less favourably than people who are not disabled.
- A duty to make reasonable adjustments to the way services are provided; your policies, procedures, or practices.
- A duty to make reasonable adjustments in relation to physical features of premises.

Most new premises are already accessible, with downstairs toilets, wide doors and ramps to the front door. Many village halls are also now accessible. Making older buildings accessible so that services can comply with the DDA may sometimes prove difficult, but, reasonable adjustments can be made such as adding handrails to toilets or building or purchasing a ramp for an entrance.

To make reasonable adjustments providers will need to:

- plan ahead
- identify potential barriers
- work collaboratively with disabled children, their parents and others
- identify practical solutions through a problem solving approach
- ensure that staff have the necessary skills
- monitor the effects of adjustments on a child's progress.

Childcare providers will know they are succeeding in making reasonable adjustments when a disabled child feels confident and fully included to participate in everyday activities.

No childcare provider should treat disabled people less favourably than people who are not disabled. Providers must always seek advice about possible ways of making reasonable adjustments to their practice, policies, procedures and physical features of their premises

Anthony Rylands, Access Officer for Disabled People, North Somerset Council is available to visit any childcare provider who might be having difficulties regarding meeting legislation requirements or would just like further advice regarding their premises. This support is free of charge.

Anthony Rylands can be contacted via:

email: anthony.rylands@n-somerset.gov.uk

Telephone: **01934 634 989**



Jenie Eastman

Jenie Eastman
Childcare, Learning and Play Manager

Points to consider

- The most important thing to remember is that disabled children are children first – you should focus on the child as an individual and not on their impairment or condition.
- Communication – remember to speak to the child, young person or adult and not over them, particularly important in the case of a wheelchair user.
- If appropriate, ask the child or young person what form of communication they would like to use e.g. Makaton, PECS, speech together with symbols etc.
- Depending on the child's age ask the parent if you can contact other people to advise you for example community nurses, speech and language therapists. They are always willing to help and have a great deal of knowledge.
- Always ask the parent for advice. They know their son or daughter better than anyone
- Provide resources which show people with a disability in a positive way.
- Ask the parents / carers if they would be happy to share information about their child's disability with the other parents in the group / setting. This information will encourage others to develop greater understanding and empathy
- Don't do things for the child/adult unless they ask for help. They may just need extra time to do it.
- Introductory letters / website – Try adding a paragraph *"Your support for your child's education/care is crucial to their progress. Please tell us if there are any adjustments we need to make to help you support your child"*.
- Transfer to school – This will need to be planned for - be prepared to offer additional support to parents / carers.
- Training is available on inclusive play and supporting specific impairments e.g. Portage, Makaton. Contact the Childcare, Learning and Play Team for more information.
- The Education Act 1996 says "a child has special educational needs if he or she has a learning difficulty which calls for special educational provision". This definition includes disabled children needing any special educational provision. However, not all children who are defined as having a disability under the DDA will have special educational needs. For example, a child with severe asthma may not be identified as having special educational needs, but may well be defined as having a disability under the DDA. Similarly, not all children with Special Educational Needs will be defined as having a disability under the DDA. This is why whole setting approaches aimed at supporting inclusion are likely to be most effective. (Appendix 6)

Disability awareness terms

 DO SAY	 DON'T SAY
<p>People with a disability</p> <p>Disabled people (preferred by British Council of Disabled People)</p> <p>Deaf without speech</p>	<p>The disabled</p> <p>The handicapped</p> <p>Invalid</p> <p>Deaf and dumb</p>
<p>A person who has.....</p> <p>A person with.....</p> <p>A person who has experienced...</p>	<p>A victim of.....</p> <p>Suffering from.....</p> <p>Crippled by.....</p> <p>Afflicted by.....</p>
<p>A person with epilepsy/diabetes etc</p>	<p>An epileptic/diabetic etc</p>
<p>Wheelchair user</p> <p>Person who uses a wheelchair</p>	<p>Wheelchair bound</p> <p>Confined to a wheelchair</p>
<p>Person with learning disabilities</p> <p>Person who has a mental health problem</p>	<p>Mental handicap</p> <p>Mental illness</p>

If in doubt, ask politely what term is preferred – do not assume!

Inclusion audit

The following questions have been drawn up to support practitioners consider, reflect on and explore what they do now and what to do next to improve on their current practice.

'Delivering good quality services for children is a continuous process: a journey rather than a destination'

EYFS 2007

- How do the attitudes and behaviour of our practitioners, children and parents/carers demonstrate how unremarkable it is that disabled children are part of a wide cross-section of the local community using our setting?
- How are activities led by the interests and enthusiasms of each child who attends and take place with regard to any likes, dislikes and specific needs each child may have?
- How do we ensure everyone is welcomed on arrival and wished well on departure in a way that suits them?
- How do pictures, equipment and resources reflect disabled people's lives as part of a wide representation of children's differing backgrounds and experience?
- How does senior management commit to the active participation of children, parents/carers, team members and others to ensure good quality provision and to ensure each individual's needs are met?
- How do we ensure all practitioners had access to attitudinal training around disability and other equality issues and continue to take part in training around inclusion?
- How does senior management make time to build links with families / schools / services for disabled children by becoming directly involved with them as part of a commitment to give all local children and families a genuine choice to be part of the service?
- How do we know if all practitioners aware that attitudes, environments, structures and policies need attention in order that no child is disadvantaged?
- How do you ensure and know that all practitioners have or are developing the necessary skills to communicate effectively with each child, and encourage all children to develop ways of communicating with each other?
- How do you ensure that every child has opportunities for formal and informal consultation so that they can express their views and opinions on sessions they take part in and on the setting as a whole, using whatever communication methods they choose?

- How do you know / can tell that each parent / carer feels welcomed and valued as an expert on their child, with a continuing key role in helping practitioners enable their child to take a full part in our setting?
- Does our setting have a vision of what it wants to do: policies and procedures for how it does it; and a process for monitoring and evaluating how well it is doing? Does this process include all who are involved in the setting in a process of continuing reflection on the development of inclusive policy and practice?



Inclusion Action Plan

What do we do well to promote inclusive practice?

How will we improve on our current best?
What will we focus on next?

If we do this, how will it benefit our children and families?

Inclusion Action Plan

What will we focus on next?	Who will take responsibility?	How will we do it?	When will we do it?	What do we need to be able to do it?	When will we review the outcomes - how have children and families benefitted?

Useful contacts

Anthony Rylands North Somerset Access Officer	01934 634 989	www.n-somerset.gov.uk
Bristol Dyslexia Centre	0117 973 9405	www.dyslexiacentre.co.uk
Childcare Learning & Play Team	01275 888 778	www.n-somerset.gov.uk
Contact a Family (support, advice and information for families with disable children)	0808 808 3555	www.cafamily.org.uk
Disabled Parents Network	08702 410 450	www.disabledparentsnetwork.org.uk
Equality and Human Rights Commission	08457 622 633	www.equalityhumanrights.com
Down's Syndrome Association	0845 230 0372	www.downs-syndrome.org.uk
Early Support (Government programme providing support to young disabled children and their families)		www.earlysupport.org.uk
Epilepsy Action	0808 800 5050	www.epilepsy.org.uk
Equal Opportunities Commission	0845 601 5901	www.eoc.org.uk
Government Disability Website		www.direct.gov.uk/en/DisabledPeople
Mencap	020 7454 0454	www.mencap.org.uk
National Autistic Society	0845 070 4004	www.info.autism.org.uk
National Deaf Children's Society	020 7490 8656	www.ndcs.org.uk
National Inclusive Play Network		www.fontstuff.com/kids/nipn
North Somerset Children & Young People's Information Service	01275 888 778	www.n-somersetcsd.org.uk
RNIB	020 7388 7266	www.rnib.org.uk
RNID	020 7296 8000	www.rnid.org.uk
SANELINE	0845 767 8000	
Scope (for people with cerebral palsy)	0808 800 3333	www.scope.org.uk
Sense (support group for children with single or dual sensory impairment.)	0845 127 0060	www.sense.org.uk
Springboard Opportunity Group	01275 341 113	www.springboardweb.org.uk
Supportive Parents	0117 989 7725	www.supportiveparents.org.uk
Sure Start	0870 000 2288	www.surestart.gov.uk
The Firs Resource Centre	01934 632 538	www.n-somerset.gov.uk

Please note: This is not an exhaustive list of contacts. For further support please visit www.n-somersetcsd.org.uk and visit disability page or telephone 01275 888 778.

Inclusive Play – useful publications

Kids publications

- **Pick & Mix – a selection of inclusive games and activities (Di Murray – 2nd Edition 2006)** This popular Kids publication includes a wealth of practical ideas, games and activities to help promote inclusion in any play, holiday or childcare setting. Cost: £20 for the statutory/commercial sector, £10 for the voluntary sector/individuals, plus p&p.
- **It doesn't just happen – inclusive management for inclusive play (Philip Douch – 2nd Edition 2006)** This book is all about inclusive management for play, leisure, and childcare providers. It is aimed primarily at senior manager, but will also be relevant for face to face workers as well as others in the voluntary sector. Cost: £12.00 for the statutory/commercial sector, and £7.00 for the voluntary sector/individuals. Reductions will be offered on bulk orders of publications.

Kids briefings

- **Bridges to including disabled children in play and childcare provision (2006)** This briefing examines the role of the bridging worker in promoting inclusion, and offers some 'Top Tips for Good Bridge Building'.
- **Kids Inclusion Framework for Local Authorities** This briefing looks at policy into practice to include disabled children and young people in play and childcare services.
- **All of Us – Inclusion Checklist for Settings** This briefing examines good practice in including disabled children and young people for playworkers, childminders and childcare workers. Cost of all of the above: 25p a copy or 4 for £1 on receipt of an s.a.e. Postage will be charged on bulk orders.
- **Planning for Inclusion: Making your Play Strategy Inclusive (2006)** This briefing provides guidance on how to ensure that play strategies really do address the rights and meet the requirements of disabled children. Cost: £1 on receipt of an s.a.e. Postage will be charged on bulk orders.
- **Changing Practice – Changing Lives (2006)** The briefing paper outlines the aims and the impact of the Playwork Inclusion Project, and sets out our continuing priorities for the development of inclusive play. This is a FREE briefing.

For further details on all of the above or to place an order, email: publications.ndd@kids.org.uk or tel: 0207 359 3073

Other useful publications, resources and websites

Disability Discrimination Code of practice for Schools

[www.equalityni.org/archive/pdf/FSchoolsCOP\(SENDO\).pdf](http://www.equalityni.org/archive/pdf/FSchoolsCOP(SENDO).pdf).

North Somerset Special Educational Needs Policies and Guidance

www.n-somerset.gov.uk/education/education+services+and+teams/special+educational+needs/policiesand+guidance.htm

Let's Play Together: Play and Inclusion (Evaluation of Better Play Round Three, Anna Ludvigsen, Chris Creegan, Helen Mills, Barnardo's 2005).

Available to download from: www.barnardos.org.uk/resources/research_and_Publications

Best Play – What play provision should do for children (2000)

Available to download from the Children's Play Council: www.ncb.org.uk/cpc

Improving the Life Chances of Disabled People (2005)

Prime Minister's Strategy Unit.

Available to download from: www.strategy.gov.uk/work_areas/disability/

Inclusive Play – supporting provision for disabled children (2002)

Available from the Institute of Education: www.ioe.ac.uk

Ordinary Lives – Disabled children and their families

A guide for donors and funders (New Philanthropy Capital, 2005)

Available to download from: www.philanthropycapital.org

Hello! Are you Listening? Pippa Murray. York Publishing Services, 2002.

Available to download from: www.jrf.org.uk/knowledge/findings/socialcare/712.asp

Everybody Here? Play and Leisure for Disabled Children and Young People

(Contact a Family, 2002)

Available to download from: www.cafamily.org.uk/leisure.pdf

Planning for Play: Guidance on the development and implementation of a local play strategy (Big Lottery Fund/Children's Play Council, 2006)

Available to download from: www.playengland.org.uk

Developing Accessible Play Space – a good practice guide (Produced in 2003 by the then Office of the Deputy Prime Minister – now renamed as the Department for Communities and Local Government)

Available to download from: www.communities.gov.uk/index

The Audit Commission Review of Services for disabled children (2003).

Available to download from: www.audit-commission.gov.uk/disabledchildren

Can Play – Will Play: Disabled Children and Access to Outdoor Playgrounds

(Alison John & Rob Whewey 2004)

The report can be downloaded from: www.playing-fields.com

The Buskers Guide to Inclusion (Phillip Douch 2005).

Available to purchase from Commonthreads: www.commonthreads.co.uk

Removing barriers: a 'can do' attitude (2005)

An Ofsted report on developing good practice on inclusion. Available to download from: www.ofsted.gov.uk/publications

Inclusive Childminding

Working with disabled children CD-ROM available from the National Childminding Association: www.ncma.org.uk

I want to play too (Fiona Ward, Chloe Elliott and Caroline Day, Barnardo's 2004)

Available to download from: www.barnardos.org.uk/resources/research_and_publications

Making Connections

Developing inclusive leisure in policy and practice (Pippa Murray 2004)

Available from: www.jrf.org.uk/bookshop

All Together: how to create inclusive services for children and their families

(Mary Dickens and Judy Denziloe 2004)

This second edition includes updated information about legislation and guidance. Available from NCB books: www.ncb-books.org.uk

Include Me Too (Parmi Dheensa)

A report on the inclusion Programme for Black and other Minority Ethnic Children with Disabilities and Special Needs and their families in Wolverhampton:

www.includemetoo.com

All our Children Belong

Exploring the experiences of Black and minority ethnic parents of Disabled children:

info@parentsforinclusion.org

Asian Children Play – second edition

Haki Kapasi's research into barriers in accessing play provision for Asian children.

Available from Community Insight: www.communityinsight.co.uk

Inclusive Play – practical strategies for working with children aged 3 to 8

(Theresa Casey 2005) This book makes practical suggestions and uses tried-and-tested approaches to show how to help children feel included and involved in play opportunities.

Available from Paul Chapman publishing: www.paulchapmanpublishing.co.uk

CDC publications

The Dignity of Risk

A practical handbook for professionals working with disabled children and their families (Council for Disabled Children, 2004)

Including Me

Managing complex health needs in schools and early years settings (Jeanne Carlin 2005)

Diversity Matters

Good practice in services for disabled children and their families from black and other minority ethnic communities (Justin Simon 2006)

All of the above 3 publications are available from: www.ncb.org.uk/cdc

London Play Publications

Playing in Parallel (2002)

A study of access to play provision by black and minority children in London.

Equal in Play? (2006)

A follow up to the above publication on racism in playwork reinforcing the messages from 'Playing in Parallel'.

Both reports are by Haki Kapasi, and are available from London Play:
www.londonplay.org.uk



Useful websites

The Disability Rights Commission

Information on the Disability Discrimination Act and the Disability Equality Duty can be found at: www.drc-gb.org.uk

Every Child Matters

Information on how ECM relates to disabled children and to download the following documents:

- Improving the life chances of disabled children
- National Service Framework for Children
- Ten Year Strategy for Childcare

Go to: www.everychildmatters.gov.uk/socialcare/disabledchildren

Every Disabled Child Matters

Information on disabled children and the EDCM Campaign: www.edcm.org.uk

Play England: www.playengland.org.uk

Children's Play Information Service: www.ncb.org.uk/library/cpis

Kids NDD: 6 Aztec Row, Berners Road, London N1 OPW www.kids.org.uk
reg charity no: 275936



General terminology

ADHD	Attention Deficit and Hyperactivity Disorder
AEN	Additional Educational Needs
ASD	Autistic Spectrum Disorder
BDA	British Dyslexia Association
BESD	Behaviour, Emotional and Social Difficulties
BEST	Behaviour and Education Support Teams
BIP	Behaviour Improvement Programme
BN	Basic Need
BSP	Behaviour Support Plans
CDC	Council for Disabled Children
CIS	Children & Young People's Information Service
CP	Child Protection (Now referred to as Safeguarding Children)
CPR	Child Protection Register
DDA	Disability Discrimination Act (1995)
DED	Disability Equality Duty
DES	Disability Equality Scheme
CEHR	Commission for Equality and Human Rights
DRTF	Disability Rights Task Force
EBD	Emotional and Behavioural Difficulties
ECM	Every Child Matters
EDCM	Every Disabled Child Matters
ELG	Early Learning Goals
EO	Equal Opportunities
EP	Educational Psychologist
EPS	Education Psychology Service
ESBD	Emotional Social and Behavioural Difficulties
ESP	Early Support Programme
EYFS	Early Years Foundation Stage
FSW	Family Support Worker

HAD	Hyperactivity Disorder
HI	Hearing Impaired
HV	Health Visitor
INNCO	Inclusion Co-ordinator
LDD	Learning difficulties and disabilities
LP	Lead Professional
LSCB	Local Safeguarding Children's Board
MLD	Moderate Learning Difficulties
MNSI	Multi-needs Sensory Impairment
MSI	Multi-Sensory Impairment
NAS	National Autistic Society
NASEN	National Association for SEN
OT	Occupational Therapist
PD	Physical Disabilities
PEACH	Parents for the Early Intervention of Autism in Children
PH	Physically Handicapped
PMLD	Profound and multiple learning difficulties
PSLD	Physical and Severe Learning Difficulties
SALT	Speech and Language Therapy
SEBD	Social, Emotional and Behavioural Difficulties
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator (Now referred to as INNCO)
SIPS	School Inclusion: Pupil Support
SLCN	Speech, Language and Communication Needs
SLD	Specific Learning Difficulties /Severe Learning Difficulties
SLDD	Student with Learning Difficulty and/or Disability
SLT	Speech and Language Therapy
SpLD	Specific Learning difficulties
SW	Social Worker
VI	Visually Impaired

Appendix 1

United Nations Convention on the Rights of the Child

The following are extracts from articles of the Convention (ratified by the UK in 1991) that are particularly relevant to the provision of inclusive opportunities for disabled children and young people:

Non discrimination

All the rights of the Convention apply to all children equally whatever their race, sex, religion, language, disability, opinion or family background. (Article 2)

The views of children

Children have the right to express their own opinions and to meet together to express their views. What they say and feel must be listened to carefully and taken into account when making decisions which affect their lives. (Article 12)

Civil and political rights

Children have the right to associate with others through joining organisations / clubs and to take part in meetings and demonstrations so long as they do not affect the rights of others. (Article 15)

Access to information

Children have the right to receive a wide range of information, especially any which would make their lives better for them. (Article 17)

Rights to life

Children have the right to life and to the best possible chance to develop fully. (Article 6)

Disabled children

Disabled children and young people must be enabled to be as independent as possible to be able to take a full and active part in every day life. (Article 23)

Leisure

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)

The Convention clearly sets out the rights of children and young people and indicates that the play, childcare and leisure sectors have direct responsibilities in relation to these.

Appendix 2

Disability Discrimination Act 1995 (DDA) incorporating the Special Educational Needs and Disability Act 2001 (SENDA)

The Act applies to:

- Private and voluntary pre-schools/nursery providers, whether or not they receive government funding.
- LEA day nurseries and family centres which are not part of a school.
- Non-statutory youth services (e.g. Scouts, Brownies, church youth groups)
- Play and leisure providers.

The DDA says:

- It is illegal to treat a disabled person less favourably than a non-disabled person without justification for a reason related to their disability.
- Settings are required to make 'reasonable adjustments' to prevent disabled people being discriminated against, these include:
 - Changing practice, policy or procedures.
 - Providing auxiliary aid or service.
 - Providing alternative ways to access the service.

From October 2004

Providers are required to take 'reasonable steps' to address physical features which make a service impossible or unreasonably difficult for disabled people to use.

This can be by:

- Removing or altering the physical feature.
- Enabling the feature to be avoided.
- Providing the service by alternative means.

The definition of 'reasonable' is crucial. Having access to the money to make changes forms part of the analysis as to whether change is 'reasonable'.

The Special Educational Needs and Disability Act 2001 (SENDA) (The DDA – part IV)

The SENDA amends the DDA and provides a new Part IV for the DDA. The Act was introduced in September 2002. Schools and LEAs must now ensure that they:

- Do not treat disabled children less favourably than other children.
- Make 'reasonable adjustments' to ensure that disabled pupils are not placed at a substantial disadvantage.

When determining what is 'reasonable' the following may be taken into account: need to maintain (academic) and other standards; money available; practicalities; health and safety; interests of other pupils.

The duties cover all aspects of life of the school **including playtime and after school clubs** as well as teaching and learning. Schools also have a duty to plan for increased access for disabled pupils.

SENDA covers all schools, nursery provision, the statutory youth service and adult and community education. If your play or out of school club uses school premises, it is now likely to be covered by SENDA (and otherwise will come under the DDA Part III).

The duties of both the DDA and SENDA are anticipatory (ie. You can't just wait until a disabled child arrives).

The Disability Equality Duty

The DDA has been amended by the new Disability Discrimination Act 2005 which will place a duty on public bodies to promote disability equality. This will affect all public bodies – from local councils to government departments, from universities to hospitals.

The new disability equality duty will come into force in December 2006 and will require the public sector to actively promote disability equality, and is similar to the duty to promote race equality under the Race Relations (Amendment) Act. This is a positive duty, which builds in disability equality at the beginning of the process, rather than making adjustments at the end.

The Disability Rights Commission (DRC) has issued a Code of Practice which will provide further guidance on the duties placed upon public bodies including local authorities.

Appendix 3

Definition of 'disability' under the Disability Discrimination Act (DDA)

The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Definition

For the purposes of the Act:

- substantial means neither minor nor trivial
- long term means that the effect of the impairment has lasted or is likely to last for at least 12 months (there are special rules covering recurring or fluctuating conditions)
- normal day-to-day activities include everyday things like eating, washing, walking and going shopping
- a normal day-to-day activity must affect one of the 'capacities' listed in the Act which include mobility, manual dexterity, speech, hearing, seeing and memory

Some conditions, such as a tendency to set fires and hay fever, are specifically excluded. People who have had a disability in the past that meets this definition are also covered by the scope of the Act. There are additional provisions relating to people with progressive conditions.

The DDA 2005 amended the definition of disability. It removed the requirement that a mental illness should be 'clinically well-recognised'.

It also ensured that people with HIV, cancer and multiple sclerosis are deemed to be covered by the DDA effectively from the point of diagnosis, rather than from the point when the condition has some adverse effect on their ability to carry out normal day-to-day activities.

www.directgov.gov.uk





Appendix 4

The Children Act 1989 and 2000

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)

Provides the legal framework for the programme of reform **Every Child Matters** (ECM) which sets out five outcomes which all services should work towards. These are: to be healthy, stay safe, enjoy and achieve through learning, make a positive contribution to society and achieve economic well being. Achievement of these aims has to demonstrate improvement of services for all children and young people – including disabled children

Appendix 5

Checklist of questions for parents (Kids and Hip Hop)

The questions listed in this appendix are based on the Kids playgrounds' Individual Assessment Form and the Barnardo's Hip Hop Information Form.

1. Standard questions for all children/parents relating to contact details, diet, allergies and medication may be of particular importance to disabled children's needs. Standards questions should also include something like the following:
 - Please give details if your child has a physical or sensory impairment, learning difficulties or other specific needs, in order that we can ensure their full involvement in our setting.

2. Hip Hop importantly asks not just about requirements but also about interests:
 - Does your child have particular hobbies/interests/things they enjoy doing?
 - Are there any particular trips/art/visits you think your child would enjoy?
 - Is there any other information you would like us to know to best cater for your child's physical, emotional, cultural or religious needs? (eg Are there particular things that would distress them?)

3. Hamara introduces its form with the following:
 - Please give detailed information so that we can meet your child's needs most effectively.



4. Listed below are some key questions from the Kids and Hip Hop paperwork. Each question requires more than a yes or no answer! It would be best to include all these questions as part of the standard paperwork for all children, and to make it clear that parents would give responses to any questions which apply to their child.

Alternatively you may use a very brief, unthreatening form as the standard form for all children, with the more comprehensive form used as a follow up when appropriate. Such comprehensive forms should be the basis for conversations with children and their parents rather than an alternative to talking with them.

Is your child likely to:

- Need help with toileting/personal care?
Does your child tell you if they want to go to the toilet? How will they tell you?
Are there particular times when your child usually goes to the toilet?
- Need help with feeding?
- Need help physically? (eg help with mobility)
- Will your child be bringing any aids or equipment to the project? (Please ensure that it is marked clearly with your child's name)
- Harm him/herself
- Hurt other children or adults?
- Need help to interact socially?
- Behave disruptively in social settings?
- Run away if unsupervised?
- Behave unpredictably? (Please give previous examples)
- Lack a sense of danger? (Please give previous examples)
- Need to have their health or feeding monitored?
- Need significant and continuing assistance to make use of the facilities?
- Is there anything else your child may do or need that play staff should know about?

'All children have the right to rest and play.'

United nations convention on the rights of the child

'Disabled children must...be able to take a full and active part in everyday life.'

United nations convention on the rights of the child

Appendix 6

Code of Practice 2001

“This guidance does not assume that there are hard and fast categories of special educational need. It recognises, as LEAs will recognise that each child is unique and that the questions asked by LEAs should reflect the particular circumstances of that child.

LEAs should recognise that there is a wide spectrum of special educational needs that are frequently inter-related, although there are also specific needs that usually relate directly to particular types of impairment. Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs.

The impact of these combinations on the child’s ability to function, learn and succeed should be taken into account. The areas of need are:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical

How to be an ally

We do need you, not to be 'experts' or managers of our lives, but to be friends, enablers and receivers of our gifts to you.

We need you to admit cheerfully what you don't know, without shame; to ask us what we need before providing it, to lend us your physical strength when appropriate, to allow us to teach you necessary skills; to champion our rights, to remove barriers previously set in place, to return to us any power you may have over lives.

We may also need you to remind us of our importance to the world and to each other, at times of tiredness and discouragement.

We can live without patronage, pity and sentimentality, but we cannot live without closeness, respect and co-operation from other people.

Above all we need you to refuse to accept any 'segregation' of one group of humans from another as anything else but an unacceptable loss for all concerned.

Originally published by the Inner London Education Authority in 1990 'Disability Equality in the Classroom: A Human Rights Issue' by Micheline Mason and Richard Rieser



This booklet is available in large print on request.

Help is also available for people who require council information in languages other than English.

Please call 01275 888 778.

