

# All of Us – The Framework for Quality Inclusion

A framework for improving practice by including Disabled children and young people in early years, play and childcare settings and services

PIP Briefing Paper, July 2008



## All of Us offers:

- **Practitioners:** A framework for Quality Inclusion to help them explore and develop their own practice.
- **Development workers and managers:** A tool for observing and improving inclusive practice in a range of play and childcare environments and services.
- **Mentors and assessors:** A good practice audit tool for the inclusion of all children and young people.
- **Parents and families:** Guidance on what to look for when seeking welcoming inclusive play and childcare settings.

## Introduction

This third edition of **All of Us** has been revised to incorporate the developing standards and initiatives on inclusion across children's services. Some points in the Framework apply mainly to individual practitioners; some mainly to groups. The underlying principles are the same. The Framework places the playful child firmly at the centre and reflects:

## INCLUSION IS:

'Access plus respectful relationships.'  
(Pippa Murray)

'Provision that is open and accessible to all, and takes positive action in removing disabling barriers so that Disabled and non-Disabled children can participate.'  
(Alison John)

'Not feeling alienated or different. If you're not included you feel sad, lonely and miserable. Inclusion helps you have fun.'  
(Member of KIDS Young People's Inclusion Network)

- **KIDS'** belief that Disabled children and young people have the right to be part of any early years, play or childcare setting they choose.
- Learning from the **Playwork Inclusion Project (PIP)** which shows that **inclusive practice is simply the core of all good quality practice.**
- **Ofsted's** assessment that a 'can do' attitude is fundamental to inclusion.

### How are all children included in all activities?

- 1 Through their attitudes and behaviour, children, practitioners and parents demonstrate how unremarkable it is that Disabled children are part of a wide cross-section of the local community using the setting.
- 2 Children's interests, interactions or enthusiasms lead their play, and activities take into account individual likes, dislikes and access or support requirements.
- 3 Everyone is welcomed on arrival and wished well on departure in a way that suits them.
- 4 Each child is respected and valued as an individual with equal rights and choices, and is given equality of opportunity to exercise those rights and choices.
- 5 Each child is supported when he/she chooses to play with others, to play alongside others, to play alone or not to take part in the activity.
- 6 Risks are assessed and managed to enable each child to experience and enjoy risky play, whilst managing their preferences and their own and others' safety.
- 7 Children and adults each initiate communication with one another in a variety of ways.
- 8 Each child has opportunities to actively participate in formal and informal consultation, using their chosen communication methods, so that they can express their views and opinions on the play sessions and the setting as a whole.
- 9 All children report that practitioners seek their views, and listen and act on their requests.

10 Each child indicates they are happy in the play/childcare environment, and have opportunities to experience a range of emotions.

11 Each child is encouraged to show their parent(s) what they have been doing, in their own way.

### How inclusive are practitioners and the play/childcare environment?

#### All practitioners:

- 12 Are highly responsive, thinking and adapting practice to be a resource to individual or groups of children, intervening, offering support or working as a team, as appropriate.
- 13 Fully consider and meet, without unduly highlighting, the particular background and characteristics of each child.
- 14 Sensitively address the causes and effects if any child is consistently being excluded from other children's play, but wishes to participate in that play or activity.
- 15 Have had rights-based training around disablism and other equality and diversity matters; and reflect on how their own attitudes may impact on the children and their families.
- 16 Are aware of potential barriers to accessing play fully, and understand that attitudes, environments, structures and policies may disadvantage particular children, and challenge these barriers as appropriate.
- 17 Keep themselves informed or feel they are kept informed by managers/leaders/ advisors and consulted on practice and organisational developments.

- 18 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.
- 19 Can describe the systems in place which enable appropriate response(s) to support the specific requirements of individual children.
- 20 Know and use children's and adults' names respectfully.
- 21 Use positive language consistently and are able to explain why certain terminology is preferred.
- 22 Create opportunities to communicate with each child and their parent(s) to discuss how best to build on individual children's interests, meet any specific requirements and promote their involvement and participation.
- 23 Create a contented and relaxed atmosphere in the play/childcare environment; and offer opportunities and activities which are valued by both children and parents.

### **In the play/childcare environments:**

- 24 Pictures, equipment and resources reflect Disabled people's lives, as part of a wider representation of the diverse backgrounds and experiences of children and the community.
- 25 Reasonable adjustments for access have been made, and continue to be made, to the activities and social environments in and around the play/childcare environments.
- 26 All children are equally welcomed to participate in the play / childcare environments.

## **How inclusive is the person with overall responsibility and the organisation?**

### **The person with overall responsibility (for individual OR groups of settings/services)**

- 27 Has undertaken diversity and disablism awareness training, and is committed to the active participation and involvement of all children, parents, team members and others to ensure good quality provision where each individual's requirements are met.
- 28 Understands the need to change practices and, above all, attitudes; and demonstrates a positive 'can-do' attitude to solving problems, consistently promoting the benefits to everyone of an inclusive culture and environment.
- 29 Can identify actions taken and progress already made towards inclusion, the current priorities and what still needs action and planning to ensure inclusive practices are continually developing.
- 30 Runs regular review sessions and team meetings, to ensure that practitioners reflect together and contribute to developing inclusive practices; and that where working alone, they participate in regular meetings with other practitioners for the same purpose.
- 31 Ensures that unfair or discriminatory language and behaviour are challenged, discussed and addressed sensitively with any adults or children involved.
- 32 Has made and continues to make attempts to identify and secure sources of funding and other support required to enable the inclusion of children who might otherwise be excluded.

**33** Seeks appropriate support, advice and guidance from colleagues, and other key and expert professionals within services for children.

### **Organisational or setting policies, procedures and paperwork indicate that:**

**34** A commitment to meeting individual children's specific requirements, including those for communication, is reflected in continually developing internal documents. These show that creating an inclusive ethos is more than just meeting legal or funding requirements.

**35** The setting will do everything it can to make each child equally welcome and included.

**36** It is clear that practitioners with specific support roles for individual Disabled Children have responsibility for their inclusion in the play environment as well as for any individual support that may be required. They are full and equal members of the overall team.

**37** Induction/training has been provided to ensure that practitioners understand and are confident about why certain words and phrases are preferable, e.g. 'Disabled children' rather than 'children with disabilities', 'non-Disabled children' rather than 'able-bodied' children, 'specific requirements' rather than 'special needs'.

**38** Job descriptions for all practitioners emphasise the attitudes, behaviours, support and 'bridging' or liaison roles expected of them in an inclusive play/childcare environment.

**39** There is a commitment to continuous professional and personal development for all practitioners, with opportunities to reflect on their own attitudinal awareness of disability and other equality and diversity matters.

**40** Written information about each child outlines how best to meet their specific social, emotional and personal requirements, including any medical procedures and a personal care/play plan where appropriate.

**41** The setting has a vision of what it wants to do; inclusive policies, procedures and practices for how to achieve this; and a process of monitoring and evaluation to see how well it is doing. Everyone in the setting is involved in this learning and the process of continual reflection for developing and implementing inclusive policy and practice for all children.

### **How does the inclusive practice contribute to the family and wider context?**

**42** Time is given to the development of links with Disabled people who can contribute effectively as part of a wide cross-section of adults involved in the work of the play/childcare environment or services.

**43** Each parent feels welcomed and valued as being knowledgeable about their child, with a continuing role in supporting practitioners to enable their child to feel safe, involved and be genuinely included in the setting.

**44** A variety of opportunities and methods exist for all parents to be involved in formal and informal consultations, to influence what happens in the setting, and to feel comfortable in approaching practitioners without feeling they are imposing.

**45** Time is given to develop links with families/schools/services for Disabled children as part of a commitment to give all local children and families genuine opportunities to participate in the play/childcare environment.

### The Key Features of Inclusive Settings and Services

- A** Through their attitudes and behaviour, children, practitioners and parents demonstrate how unremarkable it is that Disabled children are part of a wide cross-section of the local community using the setting.(1)
- B** Children's interests, interactions or enthusiasms lead their play, and activities take into account individual likes, dislikes and access or support requirements.(2)
- C** Everyone is welcomed on arrival and wished well on departure in a way that suits them.(3)
- D** Each child has opportunities to actively participate in formal and informal consultation, using their chosen communication methods, so that they can express their views and opinions on the play sessions and the setting as a whole.(8)
- E** All practitioners have had rights-based training around disablism and other equality and diversity matters; and reflect on how their own attitudes may impact on the children and their families.(15)
- F** All practitioners have or are developing necessary skills to communicate effectively with each child, and encourage all children to develop ways of communicating with each other.(18)
- G** The person with overall responsibility has undertaken diversity and disablism awareness training and is committed to the active participation and involvement of children, parents, team members and others to ensure good quality provision where each individual's requirements are met.(27)
- H** The person with overall responsibility understands the need to change practices and, above all, attitudes; and demonstrates a positive 'can-do' attitude to solving problems, consistently promoting the benefits to everyone of an inclusive culture and environment.(28)
- I** The setting has a vision of what it wants to do; inclusive policies, procedures and practices for how to achieve this; and a process of monitoring and evaluation to see how well it is doing. Everyone in the setting is involved in this learning and the process of continual reflection for developing and implementing inclusive policy and practice for all children.(41)
- J** Each parent feels welcomed and valued as being knowledgeable about their child, with a continuing role in supporting practitioners to enable their child to feel safe, involved and be genuinely included in the setting.(43)

Throughout this document the term 'practitioner' includes all playworkers, early years workers, childminders and childcare workers – staff or volunteers. 'Setting' is the play/childcare environment (e.g. play group, childminder's home, extended school, after school club or adventure playground). 'Service' describes statutory, private or

voluntary agencies where the advisory and/or play facilities provided are centrally managed (e.g. children's services, childminder networks, nursery chains, playschemes). Where we refer to children we mean all Disabled and non-Disabled children and young people. Where we refer to 'parents' we mean parent(s) and carer(s).

## KIDS – the Disabled children and young people’s charity

KIDS is a national charity working towards a vision in which all Disabled children and young people realise their aspirations, and their right to an inclusive community which supports them and their families. KIDS provides a wide range of services in five English regions, and promotes inclusive play and leisure nationally across the children and young people’s sectors through workforce development and support. The PIP Project is funded by a 3 year strategic grant from the Department for Children, Schools and Families (DCSF) and is run by KIDS National Development Department (NDD).

## About ‘All of Us – The Framework for Quality Inclusion’

The third edition of **All of Us** is based on wide consultation with those working to include Disabled children in universal services, in particular the National Childminding Association (NCMA), Play England and the Pre-school Learning Alliance. It draws on a playwork quality assurance model known as the ‘Manchester Circles’, and is designed to be a reflective tool for those working with the National Quality Improvement Principles, the Playwork Principles, the Early Years Foundation Stage (EYFS) and National Occupational Standards for the children and young people’s workforce. We thank the Readers Group and the National Inclusion Forum for their contributions and comments.

Two training courses accompany the Framework:

- **Implementing the All of Us Framework:** for senior practitioners and childminders to explore its application in their setting or service;
- **Assessing through the All of Us Framework:** for mentors, assessors and development workers to observe and support the development of good practice in inclusion.

If you would like a copy of this Briefing in large print or an alternative format, please contact the PIP Team.

## PIP Publications and Briefings

- **Inclusion by Design – A guide to creating accessible play and childcare environments** (Clare Goodridge 2008)
- **It doesn’t just happen – inclusive management for inclusive play and childcare** (Philip Douch – 2nd Edition 2006)
- **Pick & Mix – a selection of inclusive games and activities** (Di Murray – 2nd Edition 2006)
- **PIP Briefings** – PIP has produced a range of Briefings on inclusive play and childcare.

For further details on training or publications, Tel: 0207 359 3073 or email [pip@kids.org.uk](mailto:pip@kids.org.uk).

## References and resources

1. **The Dignity of Risk:** [www.ncb.org.uk/cdc](http://www.ncb.org.uk/cdc)
2. **Early Years Foundation Stage:** [www.standards.dfes.gov.uk/eyfs](http://www.standards.dfes.gov.uk/eyfs)
3. **Inclusive Childminding:** [www.ncma.org.uk](http://www.ncma.org.uk)
4. **The Manchester Circles:** Lester & Russell (PL101 Workbook on Play & Playwork Principles, University of Gloucestershire)
5. **Playwork Principles:** [www.skillsactive.com/playwork/principles](http://www.skillsactive.com/playwork/principles)
6. **Quality Improvement Principles:** National Children’s Bureau, 2007 ([www.ncb.org.uk](http://www.ncb.org.uk))
7. **Removing Barriers:** a ‘can-do’ approach: Ofsted, 2005 ([www.ofsted.gov.uk](http://www.ofsted.gov.uk))



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