



Inclusion & Equal Opportunities Policy

Responsible Officer	Jacqueline Lamb
Author	Managers
Date Effective From	28 th August 2018
Date Last Amended	25 th May 2021
Review Date	25 th May 2023

Purpose

Underpinned by the GIRFEC principles, The Indigo Group is committed to supporting high quality and inclusive practices throughout our services. This policy aims to improve outcomes and support the wellbeing of all of our children and young people by offering the right help and support at the right time from the right people. It will also support service staff to support the child and their families to work in partnership with ourselves and any external services and agencies that can help them.

What is Inclusion?

Inclusion means all children have equal access to and are able to participate fully within our services. When children are together as part of a group, their development is enhanced and positive, social attitudes are fostered.

In a high quality, inclusive programme, the organisation is responsive to the individual needs of each child. Opportunities are provided for all children to learn through play with their peers, supported by knowledgeable staff.

All children need support to reduce or eliminate barriers so they can learn and fully engage in experiences with their peers. Adaptations and strategies are specific to each child. For example, staff modify a chair to fit a specific child to sit at the snack table or change a routine to make transitions more positive.

Equal Opportunity Statement

We believe that genuine inclusion is more than just a child's presence. It ensures active, meaningful participation for all of our children and young people. How this occurs will be different for each child based on individual needs. All children should be valued, have opportunities to build relationships and feel they belong.

Whilst we always do our best to make reasonable adaptations to meet the needs of all children and young people, there may be a rare occasion where we might feel we are not equipped or resourced to meet the needs sufficiently well to secure the best outcomes for the child or young person. In such circumstances we would work with the family to identify alternatives.

Responsibilities

1. The Indigo Group accepts and welcomes children and young people of all abilities providing that our services and environment can support the best possible outcomes.
2. The Indigo Group believe that each child and young person deserves an environment and experiences that promote growth in all areas of their development.
3. The organisation as a whole should be aware of each child and young person's developmental goals and the support needed to achieve them.
4. The Indigo Group will ensure that every child or young person has an individual care plan that is updated termly as a minimum (see care plan procedure). Goals and targets are written in the care plan and should be incorporated into the daily planning.
5. The organisation is responsible for meeting the needs of all children and young people in our care.
6. The Inclusion and Equal Opportunities policy should be shared and embraced by all members of the organisation and kept updated with national policy updates and legislation.
7. The Indigo Group is committed to welcoming children, young people and their families from all backgrounds, celebrating a range of cultures, supporting language barriers and where possible offering dual language experiences.

Roles

1. The **role of the parent** is to:

- a) Provide staff with clear, appropriate information and updates regarding your child or young person's individual support needs and feedback from any communication with or support from outside agencies.
- b) Support the Indigo Group's commitment to ensuring children and young people's wellbeing.
- c) To attend, where possible any meetings or sessions relating to your child's development or progress.
- d) Work collaboratively with staff and where relevant outside agencies to support your child.
- e) Demonstrate a zero tolerance approach to all forms of discrimination including but not limited to; sectarian, race, homophobic, religious or gender discrimination.

2. The **role of the child** is to:

- a) Participate and engage in activities and experiences that support their health and wellbeing.
- b) Where possible, develop respect for themselves and others whilst taking into account their growing responsibilities in relation to their own health and wellbeing.
- c) Develop an understanding and appreciation of individual differences to support peers and share inclusive learning and experiences. For example, learning BSL, Makaton, etc.
- d) Embrace and celebrate differences, support peers and demonstrate kindness.

3. The **role of the practitioner** is to:

- a. Ensure that the voice of our children, young people and families across all services are reflecting in our work.
- b. Create and display a positive ethos in which children and young people feel safe, relaxed and confident in sharing thoughts and feelings relating to their individual needs.
- c. Engage and work with parents and carers to ensure the best outcomes for children and young people.
- d. Plan, provide and deliver activities and experiences that will promote children and young people's awareness of their own and others health and wellbeing and the appreciation of differences.
- e. Plan the environment, activities and experiences to ensure that the needs of every child and young person are met.
- f. Be an active role model, interacting and supporting children and young people's learning and development.
- g. Engage the active support of parents and carers and other agencies
- h. Actively consults with children and young people and encourages them to make informed choices that impact on their day to day life.
- i. Engage children and young people in having opportunities to learn in challenging and stimulating ways.
- j. Encourage children and young people to assess and take risks.
- k. Provide opportunities and resources for children to talk and discuss their concerns or worries.
- l. Promote fairness, equality, diversity and inclusion in all that we do.
- m. To recognise and value individual differences and the contributions of all.
- n. Ensure that the child or young person's individual targets and goals are carried out in through the course of the day as part of the daily plan.

- o. Take account of research and successful practice in supporting the learning and development of children and young people, particularly in sensitive circumstances.
- p. Demonstrate a positive attitude when changes are made to accommodate a child or young person.
- q. Be aware of the goals, key information and possible triggers within children and young people's care plans and support them accordingly.
- r. Work as a team with parents and other professionals to develop, carry out and review plans for children and young people with a recognised need for additional support.
- s. Pursue and attend specific training related to inclusive practice.
- t. Recognise their responsibility in relation to sharing information clearly and effectively and in the best interests of the child/ young person.
- u. Acknowledge and recognise appropriate policies and procedures in relation to sharing information and data protection.
- v. Promote dignity, respect and human rights for all.
- w. Treat people fairly and according to their needs.

- x. Demonstrate a zero tolerance approach to all forms of discrimination including but not limited to; sectarian, race, homophobic, religious or gender discrimination.

4. The **role of the Inclusion Co-ordinator** is to:

- a. Support children, young people and families who have a recognised need for additional support.
- b. Support colleagues across all services to develop and embrace the inclusion policy.
- c. To inform and contribute to practice development.
- d. Develop the strategies used to communicate with parents about their children.
- e. Identify how parents are included in decision making and target setting.
- f. Identify and promote support services available for families and staff.
- g. Facilitate Inclusion Group meetings (see descriptor below)

5. The **role of the manager** is to:

- a. Ensure that national guidance in relation to Inclusion and Equality is shared, implemented and followed and identify relevant training needs.
- b. Identify children with a recognised need for additional support, ideally prior to enrolment to ensure supports are in place for the child's start date.
- c. To ensure that services and the environments support the full inclusion of children and young people who have a recognised need for additional support due to a physical, cognitive, social or emotional need.
- d. Should anything compromise the child or young person's health and wellbeing, the manager should take the appropriate action that meets the needs of the child or young person and their best interests.
- e. Where additional support is required the manager will contact the appropriate agencies to ensure the correct support and advice is provided and regular communication is maintained.
- f. Respect and value input from parents and encourage them to be part of decision making process for their child.
- g. To ensure staff receive professional development in current areas of child development, research, theory and practice.
- h. Ensure written consent is obtained before there is collaboration between staff, services and other professionals.

- i. To implement specific plans for children and young people with a recognised need for additional support and ensure any specialised equipment is provided and maintained to an appropriate standard.

Inclusion Group

The purpose of this group is to maximise the quality of inclusive practice across the organisation to support the delivery of the inclusion policy and inclusion action plan. The group consists of a small select team of senior staff who meet 6 weekly to discuss national and local guidance updates in relation to inclusion, review progress on the inclusion action plan and discuss any service specific matters. The group also has an Inclusion register of children who may require additional support for a range of reasons, these children may be discussed using first names only to share experiences and seek guidance or support from the group to ensure the child and their families needs are met.

Additional Reading/Associated Documents/ Support Organisations

Caudwell Children

<https://www.caudwellchildren.com/>

CBEEBIES Makaton

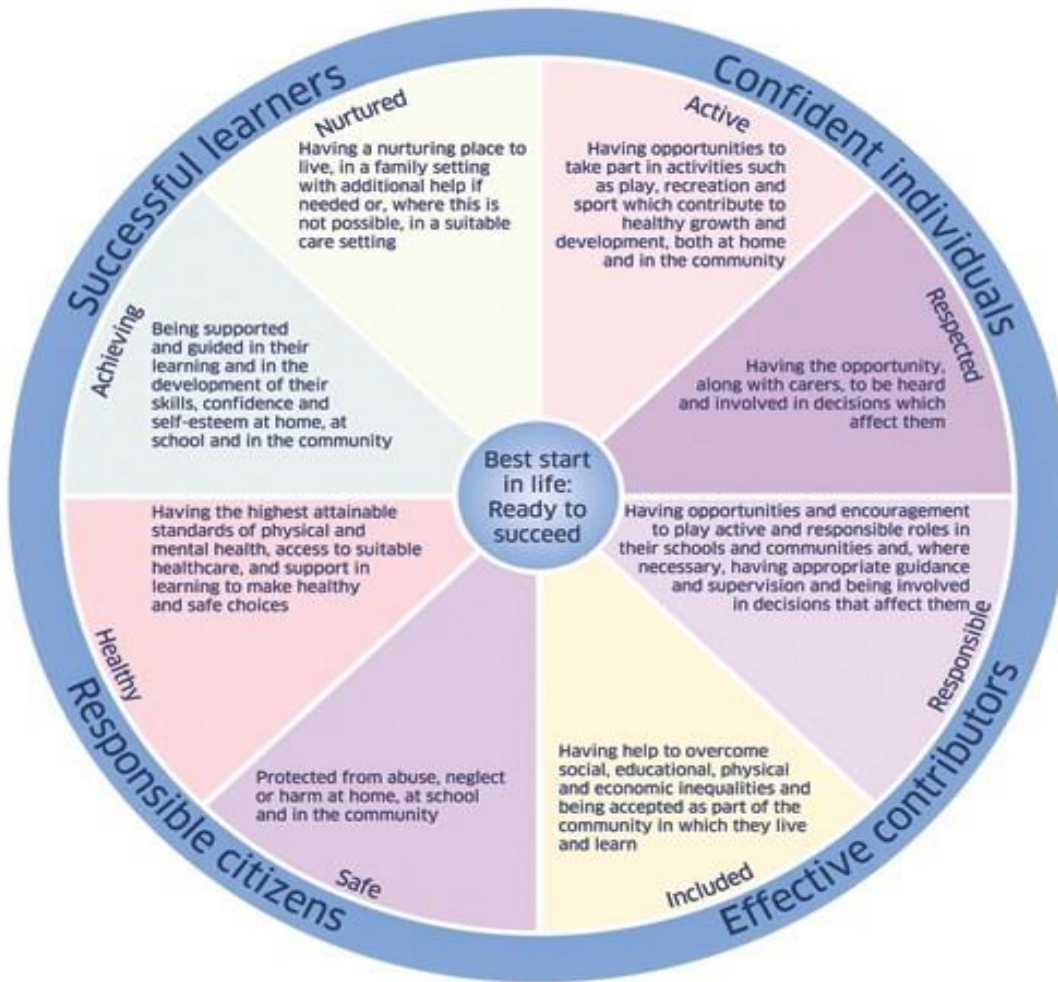
<https://www.bbc.co.uk/cbeebies/grownups/makaton>

Curriculum for Excellence, Health & Wellbeing, Principles & Practice -

<https://education.gov.scot/Documents/health-and-wellbeing-pp.pdf>

Supporting Young People's Health & Wellbeing –

<http://www.gov.scot/Resource/0041/00418332.pdf>



Appendix 2 – Wellbeing Assessment Plan

Wellbeing Assessment and Plan

Part A

Date (Session): 2016-17

Advice on using this form:

Part A of the Wellbeing Assessment and Plan draws together key information about the child.

Most of the information required for **Part A** will already be held by you for every child in your nursery.

You are not required to complete **Part A** so long as you have this information collated in some other document; in the child's personal plan or in a registration documentation.

If you decide **not** to complete **Part A** of the plan you must attach a copy of the relevant documentation to **Part B** so that all of the key information relating to the child is kept together in the one place.

All of **Part B** of the plan must be completed and used when planning for children assessed as being at Staged Intervention Levels 3+4.

Child

Forename		Surname		Known As	
Current Nursery					

DETAILS

Date of Birth		Age		Gender	
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Previous Surnames

Address		Telephone	

Ethnicity			
Religion			
National Identity			
SCN		CHI	
Social Work Ref (Swift/Care first etc)			
First Language			
Declared Disabled		Assessed Disabled	
Current Adaptations			

CURRENT NURSERY

Name of Nursery

Address and postcode

E-Mail address

Nursery Manager

Telephone

number

FAX number

SEED number

Admission Date		Nature of Placement	
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Split Placement Nursery

Previous Nursery				
	From		To	

Previous Nursery				
	From		To	

Educating Authority

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Name			
Address		Day	
		Evening	
		Mobile	
		Email	
Relationship		Emergency Contact	
Parental Rights			
Preferred Language			
Special Arrangements for Contact			
Additional Support for Contacts			

Name			
Address		Day	
		Evening	
		Mobile	
		Email	
Relationship		Emergency Contact	
Parental Rights			
Preferred Language			
Special Arrangements for Contact			
Additional Support for Contacts			

Other Children in Household

Forename	Surname	Age	Gender	Stage	Relation	Details	Current School

Siblings Outwith Household

Forename	Surname	Age	Gender	Locality	Town	Postcode

KEY INDIVIDUALS**Lead Professional**

Name		Designation	
Address		Telephone	
		Email	

N

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P

er

so

n:

Agencies

Agency			
Name		Designation	
Email		Telephone	

MEDICAL

GP Practice			
Address		Telephone	
		Email	

1	Condition					
	Informed By		Date Informed		Informed How	

2	Condition					
	Informed By		Date Informed		Informed How	

3	Condition					
	Informed By		Date Informed		Informed How	

Looked After

Status		Effective Date	
Local Authority Currently Responsible for Care Plan			
Local Authority in which the Child or Young Person is Currently Being Educated			
Last LAC Review Date			
Date of Last Children's Hearing		Next Hearing Date	
Current Legislation			
Additional Support			
Looked After Away From			

Child Protection

Date placed on register		Date removed		CP concern date	
CP concern					

ATTENDANCE**Attendance concerns:**

FOR THE USE OF PARTNERSHIP NURSERIES ONLY

Wellbeing Assessment and Plan

Part B

Date:

All of Part B of the plan must be completed and used when planning for children assessed as being at Staged Intervention Levels 3+4.

Child

Forename		Surname		Known As	
Current Nursery					

DETAILS

Date of Birth		Age		Gender	
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Address		Telephone	

WELLBEING ASSESSMENT

Safe

SI Level

0 1 2 3 4

Healthy

SI Level	0 1 2 3 4
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Achieving	
SI Level	0 1 2 3 4

Nurtured	
SI Level	0 1 2 3 4

Active	
SI Level	0 1 2 3 4

Respected	
SI Level	0 1 2 3 4

Responsible	
SI Level	0 1 2 3 4

Included	
SI Level	0 1 2 3 4

Support Services in Place: (Underline)

ASL Technology Service

Early Years Assessment
 Centre Early Years Home
 Visiting Team

Hearing Impairment Inclusion Support Service (HISS) including
 Education Audiology

Hospital Education Support
 Service Joint Support Team

Speech, Language and Communication Needs Inclusion Support Service
Psychological Services

Visual Impairment Inclusion Support Service
 (VISS)

Other

Wellbeing Need	
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Long Term Target	From: To:
Evaluation Date	
Achieved	
Wellbeing Indicator	

Short Term Target	From: To:
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Strategy	
Evaluation	
Contributors	

Wellbeing Need	Safe, Achieving, Included
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Long Term Target	From: Oct '16	To: June '17
Evaluation Date	June '17	
Achieved	Not yet	
Wellbeing Indicator Nurtured, Included, Respected, Acheiving		

Short Term Target	From: Oct '16	To: June '17
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Strategy	Prepare Ava for transition to school
Evaluation	Discussions and stories about new school, visits to school. Ava feels comfortable and happy in new environment.
Contributors	Key Worker, nursery staff, parent, school staff

Wellbeing Need	
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Long Term Target	From: _____ To: _____
Evaluation Date	
Achieved	
Wellbeing Indicator	

Short Term Target	From: _____ To: _____
Strategy	

Evaluation	
Contributors	

IEWS ABOUT THIS PLAN

Views of Child (as appropriate to age and stage of development)

I have been able to contribute to planning my education.

I am satisfied with the arrangements made in school for me.

Views of Parent or Carer

I have been able to contribute to planning my child's education.

I am satisfied with the arrangements made in nursery for my child.

SIGNATORIES

Name	Designation	Signature	
Name	Designation	Signature	

Version	Date	Author	Replaces	Comment
1	28/8/18	Steph Grant	n/a	n/a
2	11/6/19	Steph Grant	V1	Section added on inclusion group
3	25/5/21	Steph Grant	V2	Reviewed & updated