Out of School – Inclusion Framework

Self Review Process

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Introduction

In the early years of life, long before a child enters school, behaviours are established that profoundly change that child's life chances for better or worse.

Welcome to the Out of School Framework for Inclusion. The Framework is a resource to support the inclusive development of Out of School Clubs. In York the Self Review Framework is currently in use by schools and has been endorsed by the Yorkshire and Humber Regional Partnership. The Framework is a comprehensive document that can help everyone in their settings find their own steps for increasing participation in play and learning of the children in their care. The materials are designed to build on the knowledge and practice of practitioners and to challenge and support the development of any setting.

In the Framework, inclusion is an approach to care, learning and play according to inclusive values rather than a concern with a particular group of children. Inclusion is often seen to be associated with children seen as having special educational needs (SEN). However, the Framework is concerned with increasing the participation of all children, irrespective of age, gender, ethnicity, disability, religion or background.

Within York there are established communities including Chinese, Bangladeshi, Ghurkha and Travellers. In more recent years York has seen an increase of new communities: Turkish, Kurdish and Eastern European. It is therefore important to have a broad approach to inclusion and diversity. Inclusion is important to everyone; each child of each family has a range of different needs to be met. Differences are to be celebrated!

The Framework provides a supportive process of self-review, encouragement and development. It is a practical document that shows what inclusion can mean for all aspects of the setting. It is a holistic approach that includes children, families, setting staff, and multi-agency partners, and will promote success of inclusive practice.

In developing the culture of the setting and helping to clarify the purpose of activities, the Framework can contribute to lasting improvements.

Background to the Framework

The Out of School Inclusion Framework has been built around work carried out by the Local Authority (LA), Childcare Strategy Service formally Extended Services Unit and a range of Out of School Club settings within the City of York.

The Yorkshire and Humber Regional Partnership, through working with Local Authorities and Leeds University, developed a set of quality standards for inclusion. The Regional Quality Standards for Inclusion are voluntary and have been adopted by many LAs. A decision was made in York that a framework for inclusion aimed at the out of school sector would be a collaborative development by a working party of professionals and practitioners tailored to meet local need. The Childcare Strategy Service is engaged in the endorsement process provided by the Regional Standards.

The Framework has been developed with due regard to key documents and legislation. The Every Child Matters (ECM) 2003 agenda, the Children Act 2004, the Early Years Foundation Stage 2008 and the Playwork Principles 2004 all promote the ethos of those working with children having due regard and an obligation to inclusion for all. The continuing promotion of inclusion is paramount in the development of this document.

The Framework is a self-review process aiming to assist practitioners in supporting legislation, inspections and other obligations. With this in mind the Framework has been developed as a working document that will reduce administrative burden, as evidence gathered and documented can be used to support other commitments e.g. **Ofsted inspections**.

The Framework was piloted by six Out of School Clubs (OOSCs) giving them the opportunity to use the Framework as a working document and trial certain aspects, which elicited useful feedback to develop the final document.

What the Framework links to

Inspection regimes	- Early Years Ofsted – quality of care and education - Steps to Quality
Key strategies and policies	- Every Child Matters (2003) - Removing Barriers to Achievement, the Government's Strategy for SEN (2004) - Social Inclusion Policies - Preventing Exclusion: A Report by the Social Exclusion Unit (2001) - Reaching Out an Action Plan on Social Exclusion (2006) - Tackling Social Exclusion: Achievements, lessons learned and the way forward (2003)
Key legislation	- Children Act 2004 (Including section 52) - Children Act 2006 - Special Educational Needs Code Of Practice 2001 - The Special Educational Needs and Disability Act 2001 - The United Nations Convention on the Rights of the Child Articles 1, 2, 23, 25 and 31 - Disability Discrimination Act (1995) - The Early Years Foundation Stage 2008 - The Revised Early Years Foundation Stage 2014 - Equality Act 2010
Council commitments	- City of York Council Social Inclusion Strategy, Children and Young People Plan, Accessibility Strategy - Taking Play Forward - City of York Council Community Strategy Without Walls (2004) - City of York Council Children and Young People's Plan
Reports	McPherson Report of the Stephen Lawrence Enquiry (1999)

The Framework in use

The Framework is made up of five standards and is linked closely with the five outcomes of ECM:

- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Be healthy
- Achieve economic well-being

There are also three dimensions to the Framework:

- Inclusive practices
- Inclusive policies
- Inclusive environments

There is no right or wrong way to use the Framework. It has been designed so that it has equal application in a full range of settings. In York, private day nurseries, pre-school playgroups, childminders and others are working together to complete the Early Years – A Framework for Inclusion. The Childcare Strategy Service Access & Inclusion Support Adviser Debbie Adair, and the Out Of School Support Adviser, Kerry Lee, are available to assist in this process.

The Framework should be implemented into planning for the development of the setting as a whole.

How is it done?
The Framework itself contributes to the development of Inclusion. It involves a self-review, which includes everyone connected to the setting drawing on his or her knowledge and experience.
Within each standard there is a serious of questions where practitioners can record evidence and demonstrate levels of inclusion in the standard. To record evidence, the 'traffic light' system has been introduced:

Green   – committed fully
Amber   – working towards
Red   – not achieving

It is not essential to complete every area in each of the standards, and within the Evidence of Success column signposting can be used to indicate where evidence in documents, policies etc. can be found.

To assist in working through the Framework, each page is detachable and may be photocopied each time a review of practice is required. A Discussion Record sheet is included at the end of each standard to assist with planning and recording areas of improvement including training needs. The Plan for Action (Part 3, page 37) is used to help identify issues which may assist/hinder progress through the standards.

The framework is:
- Supportive   – joint working between the LA, Childcare Strategy Service, parents and other multi-agency teams.
- Collaborative – not one person's view but a team approach to completion.
- Celebratory   – records all achievements; all areas of progress are important.

What you can hope to achieve
Inclusion has been described by the Government as the 'keystone' of its education policies. A number of Government and local policies have been taken into account when putting together the Framework.

The Framework will assist you in:
- achieving the five outcomes of ECM
- ensuring your setting is inclusive
- meeting legislation obligations
- helping towards inspections
- meeting the needs of families
- providing an ongoing reflection on inclusive practice within your setting
- updating and reviewing inclusive practice

Part 2

The Standards Toolkit

Standard One   –   STAY SAFE

Standard Two   –   ENJOY AND ACHIEVE

Standard Three   –   MAKE A POSITIVE CONTRIBUTION

Standard Four   –   BE HEALTHY

Standard Five   –   ACHIEVE ECONOMIC WELL-BEING

The Standards Tool Kit

Standard One

STAY SAFE

All staff are committed to inclusion principles

Standard One: Stay Safe

All staff are committed to inclusion principles

Standard	Evaluation - Traffic light green, amber or red?	Support needed to maintain success or progress further - Professional Development	Support needed to maintain success or progress further - Resources	Evidence of success
An inclusion policy is written and management are aware, committed and take into consideration legislation, policy and guidelines.				e.g. an Inclusion Policy
Management have an overview of all children in the setting and have identified barriers and solutions to their inclusion. Support for different children is coordinated among professionals.				e.g. an Inclusion Action Plan
Inclusion Coordinator (INCO) is identified and trained.				e.g. named Inclusion Coordinator

Standard	Evaluation – traffic light green, amber or red?	Support needed to maintain Success or progress further – Professional Development	Support needed to maintain success or progress further – Resources	Evidence of success
The setting has systems to actively seek the views of all children including disabled children, young people, adults, and staff, and uses feedback to inform policy and practice.				e.g. evidence of consultation, minutes of staff meetings where policies have changed
The setting promotes positive attitudes towards disability.				e.g. all staff have completed Level 1 Disability Equality Training
All staff ensure equality of opportunities for children and young people.				e.g. attendance at Tuning into Children training

Standard	Evaluation - Traffic light green, amber or red?	Support needed to maintain success or progress further - Professional Development	Support needed to maintain success or progress further - Resources	Evidence of success
Complaints procedure in place.				e.g. a complaints policy
Behaviour management is used effectively in the setting.				e.g. policies and procedures, attendance at training
Relationships and partnerships developed between parents and professionals. Feedback from parents is requested and appropriate action taken.				e.g. information sharing between parents and professionals is appropriate

Date assessed .... Signed ....

Discussion Record

Discussed and agreed by .... Date ....

We are good at	We need to know more about	We could improve on
•	•	•

Standard Two
ENJOY AND ACHIEVE

The setting is made to feel welcoming and children enjoy attending

Standard Two: Enjoy and achieve

The setting is made to feel welcoming and children enjoy attending

Standard	Evaluation - Traffic light green, amber or red?	Support needed to maintain success or progress further - Professional Development	Support needed to maintain success or progress further - Resources	Evidence of success
The setting is physically accessible to all current and future children, parents and staff. This takes into account the issue of 'reasonable adjustment' in the Equalities Act 2010.				e.g. Access Audit
Admission policy ensures equal opportunities for all and positive action where appropriate (in line with CYC guidelines).				e.g. admission policy revised for barriers
Information about the setting can be made accessible in different formats and languages on request when notice is given.				e.g. advertise additional formats and language
All children are helped to feel comfortable in a setting when they first arrive and throughout their stay.				e.g. children have a key person

Standard	Evaluation - Traffic light green, amber or red?	Support needed to maintain success or progress further - Professional Development	Support needed to maintain success or progress further - Resources	Evidence of success
Signs and displays celebrate diversity of culture, ethnicity, ability, home life and gender.				e.g. photographs, books, communicate in print CYC resources
Publicity materials reflect the background of all children and families.				e.g. a setting leaflet
The environment is arranged to allow and support all children to play and learn.				e.g. layout review carried out
Where children have particular needs, support systems are in place.				e.g. play plans

Date assessed ....   Signed ....

Discussion Record

Discussed and agreed by .... Date ....

We are good at	We need to know more about	We could improve on
•	•	•

The Standards Tool Kit

Standard Three
MAKE A POSITIVE CONTRIBUTION
Staff encourage children to interact with others

Standard Three: Make a Positive Contribution

Staff encourage children to interact with others

Standard	Evaluation - Traffic light green, amber or red?	Support needed to maintain success or progress further - Professional Development	Support needed to maintain success or progress further - Resources	Evidence of success
Activities are planned with all children's needs and differences taken into consideration.				e.g. activity plan
Activities encourage children to communicate and participate in play.				e.g. toys reflect diverse backgrounds
All children are invited to take part when there are special activities such as day trips. Settings actively work towards removing any barriers towards full inclusion.				e.g. activity plan shows consideration of all children
Staff actively empower families by listening to children and enabling them to engage in decision making.				e.g. evidence of consultation

Date assessed ....   Signed ....

Discussion Record

Discussed and agreed by .... Date ....

We are good at	We need to know more about	We could improve on
•	•	•

Standard Four

BE HEALTHY

All staff to promote children's emotional and physical well-being

Standard Four: Be healthy

All staff to promote children's physical and emotional well-being

Standard	Evaluation - Traffic light green, amber or red?	Support needed to maintain success or progress further - Professional Development	Support needed to maintain success or progress further - Resources	Evidence of success
Healthy lifestyle and activities promoted.				e.g. access to indoor and outdoor areas, children are able to use the equipment provided
The individual health needs of all children are identified and addressed.				e.g. healthcare plans, safe food agreement
Healthy options are provided during meal and snack times to offer choice.				e.g. menu

Date assessed ....   Signed ....

Discussion Record

Discussed and agreed by .... Date ....

We are good at	We need to know more about	We could improve on
•	•	•

The Standards Tool Kit

Standard Five
ACHIEVE ECONOMIC WELL-BEING

All staff share resources and information to support children, parents/carers

Standard Five: Achieve Economic Well-being

All staff share resources and information to support children, parents/carers

Standard	Evaluation - Traffic light Green, amber or red?	Support needed to maintain success or progress further - Professional Development	Support needed to maintain success or progress further Resources	Evidence of success
Children and parents/carers are helped when moving to other settings - information is shared.				e.g. learning journeys
There is a wide range of information which parents/carers are able to access and contribute to.				e.g. leaflets etc
Staff are approachable and flexible arrangements can be made to support parents/carers in a variety of areas.				e.g. flexible payment policy

Date assessed ....   Signed ....

Discussion Record

Discussed and agreed by .... Date ....

We are good at	We need to know more about	We could improve on
•	•	•

Part 3

Plan for Action

Issues/barriers	What needs to be done?	By whom?	By when?	What resources will be needed?	How will we know when we've done it?

Date completed   ....

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Acknowledgements

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> The Childcare Strategy Service works to raise aspirations and close the gap in achievement and attainment for all children and young people, by facilitating good quality out-of-school childcare and enriching learning opportunities in and around the school day. We offer inclusive support to families, schools and communities to reflect each local area's changing and diverse needs.

http://www.yor-ok.org.uk/workforce2014/Childcare%20Strategy/childcarestrategy