

June 2017

Low-key everyday actions for inclusion

What does it feel like to be included?

I feel included when the staff listen to me.

Included is when people let you join in and when they use your ideas.

The staff help with problems I may be having.

Giving me symbols so I can communicate like others.

People thinking about how I feel.

Recognition of my achievements.

I can use my BigMac in the morning to say good morning to everyone.

Say hi to others no matter who they are.

People asking how are you.

Some things we do to support inclusion

Write a daily blog with photos of each child that is shared with parents each evening.

Show children their diaries and discuss what they are doing in the photographs.

Circle time with children – being interested and listen.

Work with non-verbal communication – pick up signals and expressions.

Ask parents to come on 'nature nurture' sessions with you.

Ask parents if they wish to be part of sub committees in project (fundraising, early years etc.).



In this leaflet you will find lots of examples of low-key everyday actions which support inclusion.

Sometimes it's the small things children or adults do that really help to build a sense of inclusion.

These examples were gathered from children and adults from across Midlothian as part of Play Midlothian's 'Play for All' project in 2016-17.

Play for All Aims:

- ◆ To increase the participation of disabled children in local play provision
- ◆ To improve the quality of local play provision to ensure it is providing genuinely inclusive play.

"I can't thank the staff enough for helping me through a difficult time after just having my second child. My child's speech was a problem however the playgroup made sure they had lots of suitable toys available and visual aids to ensure he didn't feel any different."

People smiling makes me feel included

When I first started after-school club a few friends showed me around. It made me feel comfortable and happy.

Welcome every child as they enter the playgroup.

Asking how family is (friendly and smiling).

We have a good morning song. All staff and children sing it and we say hello to every child one after the other.

Home visits for potential new start children.

Remember to smile.

Greeting new parents and children with a smile and some friendly conversation. This helps to put the new parents at easy and relaxing the new children.



Snacks and eating together

I would feel included if we had better snacks.

It makes me feel included when we get to choose the snacks.

Giving children the opportunity to help with snack.

Notice board with snack menu for the day so parents are aware of what they have had to eat.

Also use picture cards with food/juice so child can communicate and the other children helped make the cards for that child so all were involved.

Doing things together

I feel included when we have group games.

Having more activities as a group makes me feel included.

Others asking me to join in a game at playtime even though they know I might not play till the end.

Ensuring each child is able to take part in all arts and crafts and other activities as well as suit it to their abilities.

Keep activities open to everyone, not just those with additional support needs – this increases knowledge and awareness and sees the value that everyone has.

We take all our children with additional support on trips providing them with a close staff member but allowing them to enjoy the same experiences – e.g. Dynamic Earth, parks, bowling.

Friendship and relationships

Feeling included is that you know everyone and that you get tonnes of friends.

Having all my friends makes me feel included.

I help my friends when they fall over or are hurt.

I let people join in on my games.

I help comfort my friends when they are sad or upset.

I let people have their ideas and play.

I let R. play with me she looked sad.

Say hi to someone and friends.

I let M. play with me at school because she had nobody to play with.

At school I got bullied for my height/weight and a girl saw me cry. She let me play and she became my best friend.

When I found out I was getting hearing aids I felt left out and Phoebe let me play with her.

“The playgroup has included my child in what was a difficult settling in process. They assigned her a key worker who made sure my daughter was treated with respect and no different to any other child. Lots of care and understanding.”

Communication

“To include a child with hearing aids, help to educate the other children about how they can speak to him and how he can understand them, e.g. speaking to his face, speaking clearly, learning some sign language to sign-a-long with him.”

If English is a second language for a child, the setting could label things such as tables, chairs etc. in the child's first language.

Teaching children how to say words such as 'hello' in more than one language (French, Polish, etc.)

We try to buddy up pupils who may not have English as a first language with another pupil who can speak their language and English to help.



Teams giving extra care and attention are really appreciated by parents

"My child has a rare blood disorder. Ruth and the team were able to put in place a care plan to support my son should the need arise. I felt that this made a difference to my child as he was included in all of the activities."

"The playgroup has included my child in what was a difficult settling in process. They assigned her a key worker who made sure my daughter was treated with respect and no different to any other child. Lots of care and understanding."

At PEEP, we help families feel included in many ways:

- ◆ We sing parent and carer names in a variety of songs.
- ◆ Recognise families' contributions to 'talk time' discussions and learning at home activities.
- ◆ Greet each child and adult as they arrive.
- ◆ Welcome new members – always have a 'name round' when everyone introduces themselves and their children.
- ◆ Aim to provide a warm, friendly, accepting and inclusive ethos within the group – guided by group rules and peep principles.

Creating a friendly, welcoming environment

Ensure activities are flexible so that all children can access them.

Be adaptable to the child's ideas and interests.

Have settling in sessions for children and parents.

Incorporate and change moves in dance classes to include children with additional support needs or disabilities.

Unlimited access to outdoor areas.

Quiet spaces, huts or spaces for children who want to watch for a bit.

Children using wheelchairs loved bumping along a path & contrasting light and dark from the trees and sky.

Sensory Circuits (Book) – Including all children of all abilities to follow the child with ASN.

Water jets that come out of the pavement – random heights & directions.

Having tables at a height that a child in a wheelchair can sit at and play beside their peers.

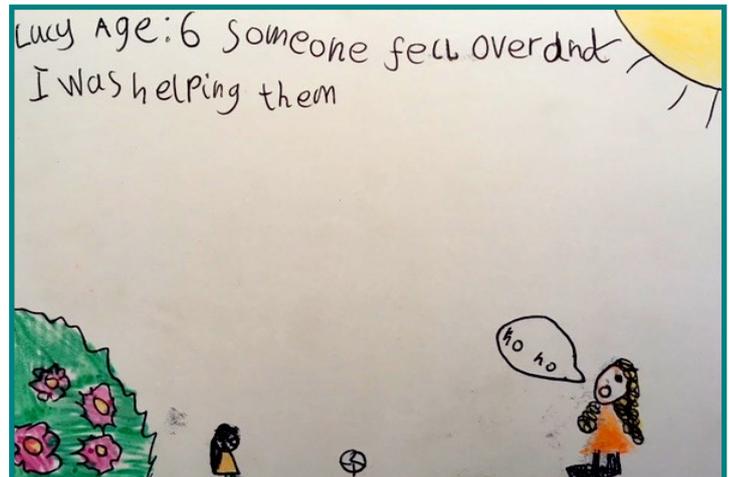
Playground flooring you can move a buggy or wheelchair over easily.

"A parent brought his daughter to nursery. He told me all about his studies. I had mentioned in passing that I was at college. Next time he came in (over a week later) he asked me how I was enjoying my college course.

I was very happy he took an interest and remembered. Staff also need to feel included!"

I love including people in my games, and making new friends.

"A child was struggling to settle when coming in at 1 o'clock when the other children were sleeping. Because he had autism he found it hard to understand that he couldn't go on the climbing frame next to his sleeping friends. So, we spoke to mum and now the child comes at 2 when his friends are awaking so he is less upset and mum and dad are happy."



"I went over to a new child sitting on bench at playtime and introduced myself and some other kids asked her if she liked playing games. She ended up leading games by teaching the p1s her favourite one."

I help my frens when they fall over, I also let people join in th my games. I also help comfort my friends when they are sad or upset.
Ellie Age 6.

My tooth came out and brenda helped me.
sophie Age 5

Some things we like to do

We like the wooden spoons with our names on. We pick them from the table and put them in the log.

The nursery cameras – we take pictures of our friends and teachers in the nursery playing.

I make my playdough with glitter and different colours of food colouring – it is lots of fun.

Things that make me feel included are friends, games, doing art and clay.

Have a fashion show.

Giving me tools that are adapted so I can use them. For example, scissors, paintbrushes.

Cling film – put on table and paint on it, put more layers on and then you can squish it. Good for sensory play.

"Since joining the playgroup have introduced outdoor play. Previously they were unable to do this. I am delighted that my little one gets the opportunity for fresh air."

People Respect what you do and don't Make fun of you
PK Age 10

With thanks

The low-key everyday actions for inclusion linked with the Playing with Quality and Equality Review of Inclusive Play in Scotland (2015). Sets of postcards along with a poster and postcard-collection box were distributed through children's settings in Midlothian. On these we collected examples of good practice related to inclusive play opportunities, so that these ideas can be shared and used.

Ideas and examples were sought from parents and carers, practitioners, children and visitors and could relate to what happens before or after sessions, during settling in periods, problem solving, playing indoors, outdoors or out and about.

131 postcards were filled in by children, students, practitioners and parents from all over Midlothian.

Many thanks to the children and adults at the following settings for providing wonderful ideas and examples of low-key every day actions for inclusion:

Edinburgh College students
Loanhead After School Club
Bonnyrigg After School Club
Midlothian Woman's Aid
Newtongrange After School Club
Playbase
The Crescent Playgroup
Burnbrae Primary School

"Smile and take an interest not only in children but parents as well – they will take an interest in you too."

