

How To

support disabled and non-disabled children and young people to work together in inclusive groups

What are inclusive groups?

Inclusive groups are groups that enable disabled and non-disabled children and young people to participate on an equal basis. Being inclusive means creating and maintaining a space where everyone's needs are met so that all children and young people can take part, difference is celebrated and everyone is valued and given a voice. Inclusive groups reflect the diverse nature of society. In inclusive groups the power and decision-making processes are shared equally between everyone. Being inclusive benefits all children and young people.

Being inclusive is different from being integrated. Integrating means opening your group to disabled children and young people without making the adaptations to the ethos or environment of the group that are necessary to allow everyone to participate on an equal basis. This can lead disabled children and young people to feel excluded and inferior. The feelings of exclusion and inferiority reflect an imbalance of power within the group and create an environment where disabled children and young people's voices can be marginalised in group discussion and where the dominant majority group can control the decision-making process.

Any group can work towards becoming an inclusive group by making changes to procedures, policies and attitudes. Although becoming inclusive may seem intimidating at first, this How To guides aims to show it is often simpler than you expect, and once inclusion is achieved it can be very rewarding. Taking an inclusive approach has proved particularly successful in campaigning/pressure groups,

representative groups and, of course, fun and social groups, all of which are reflected in the case studies included in this guide.

Why have an inclusive group?

Inclusive groups help challenge negative perceptions and stereotypes, and lay down the foundations to create an equal society in the future. Taking an inclusive approach can strengthen the outcomes of groups as it broadens the experience of all group members as well as providing opportunities to those children and young people who are often excluded. An inclusive approach benefits non-disabled and disabled people alike, in part because it enables difference to be celebrated and embraced, strengthening the sense of identity for the individual as well as the group.

The social model of disability

Inclusive groups are framed within the social model of disability. This recognises that although some individuals have physical or psychological differences which affect their lives it is society's reaction to these differences that disables people through physical, organisational and attitudinal barriers. It is these barriers that result in people being excluded. For example, a wheelchair-user would not be disabled if a shop had a ramp and staff with a positive attitude. The social model separates a person's impairment from the barriers they face. Creating an inclusive group means creating a barrier-free environment. For youth services and groups many of the biggest barriers are organisational and attitudinal, and with the right approach these can easily be removed.



Legislation and policies in support of the establishment of inclusive groups

- The UK Government has made a commitment to the social model of disability,¹ and the 2009 ratification of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) supports the drive towards inclusion, in particular Article 7, which states that disabled children and young people have the same rights and freedoms as other children and young people, and Article 30, which enshrines the rights of disabled people to participate in cultural life, recreation, leisure and sport.
- The United Nations Convention on the Rights of the Child (UNCRC) contains 54 Articles detailing children and young people's rights. Article 23.1 enshrines the right of disabled children and young people to active participation in the community and Article 31 outlines the right of all children and young people to engage in recreational activities.
- The Disability Discrimination Act (DDA) 1995 provides protection from discrimination for disabled children, young people and adults in a number of areas, including access to services including those in the statutory, independent and voluntary sectors. The DDA requires service providers not to treat a disabled person less favourably for a reason related to their impairment than they would treat a non-disabled person. It also requires service providers to make 'reasonable adjustments' to make the service more accessible for a disabled person.
- The Disability Discrimination Act 2005 places a new positive duty on public authorities to promote disability equality. The Disability Equality Duty requires public authorities, including local authorities and mainstream and special schools, to develop a Disability Equality Scheme to show how they are going to promote disability equality. Inclusive groups provide a good example for promoting equality for disabled people as they should, if working properly, create an environment where disabled and non-disabled people are equal.

Every Child Matters and Youth Matters support the development of inclusive groups as they state that all children and young people should have a chance at a positive future through, in part, positive developmental activities. Inclusive groups not only provide positive activities, but they also have the potential to aid the empowerment and decision-making skills of children and young people by fully involving them in decision-making processes.

Supporting research and reports from 3rd sector organisations

- 'If I Could Change One Thing ...', a research paper from Every Disabled Child Matters, found that the two things disabled children and young people wanted the most were more fun things to do and more respect. Every Disabled Child Matters' 2009 manifesto highlights the need for disabled children and young people to be included and to have access to mainstream services.
- Include Me TOO has produced a Charter of Rights for disabled children and young people which promotes inclusion in society and provides key principles for creating an inclusive environment. A number of key organisations, including all the main political parties and several government departments, have given their support to this Charter.

¹ 'Improving the Life Chances of Disabled People', Prime Minister's Strategy Unit, 2005.

Case Study One

Epsom & Ewell Phab club

The Epsom & Ewell Phab club started in 1978 as somewhere for disabled children and young people and their siblings to go to have fun and do a wide range of activities together. Thirty-two years on, the aims of the club have not changed.

The club has about 120 members aged between 8 and 18, and each Friday 70 to 80 children and young people (25 to 30 per cent of whom are disabled) come together for a club night. Outings, events and an annual holiday are also organised as additional activities. Children and young people say they come to the club regularly because there are always fun things to do.

Inclusion is the basis of everything that happens at the club. All children and young people are involved in all activities and they plan what they want to do. Planning is integrated into the Friday meetings and the adults' role is to listen to what children and young people are interested in and then support them to make things happen. For example, the club has recently put on a full-scale musical with 62 children and young people involved using money awarded by the Youth Opportunities Fund.

'Inclusion is about doing everything as equals and then taking that ethos outside the club.'

The Phab group emphasises the importance of being flexible, willing to try things and prepared to change. The club works to promote an attitude that everyone can be adaptable and it has 'Phab rules' which allow changes to activities and games that ensure everyone can take part.

Based on their years of experience, here are just a few of their ideas on how to make a group inclusive:

- Think about what you want to do as a group. Don't think 'Oh, we've got a disabled young person here. What can they do?'
- Look at the activity and then think carefully about how everyone can be involved.
- Get to know and listen to the individuals who are in your group (and their parents and carers). All work together on developing ideas, and meet the children and young people's specific support requirements and interests.
- Have a 'this will work' attitude so you can help children and young people push the boundaries of what they can do (and also help do the same for parents and carers).
- Don't underestimate the ability of non-disabled children and young people to welcome and adapt to disabled members and vice versa. Children and young people may well understand the rewards of doing this sooner than you might imagine.

Forming and sustaining an inclusive group

Whether starting an inclusive group from scratch or adjusting an existing group to make it inclusive, there are a number of issues that need to be considered. This guide looks at where adjustments can be made to help remove the barriers that prevent

disabled children and young people from getting involved in a group. These barriers can be physical, organisational or attitudinal, and need to be taken into account at every point in developing an inclusive group.

When thinking about creating an inclusive group these are some of the issues you will need to consider:

How to support inclusive groups

Commitment and attitude

Creating and maintaining an inclusive group requires commitment. You can't just label a group as inclusive and expect it to become inclusive. Becoming truly inclusive takes time and will require different resources over time as the needs and work of the group and individuals evolve – what someone needs in order to feel included at age ten may not be applicable at age twelve. As the group develops it may become more confident and comfortable and need fewer adaptations to maintain its inclusive approach. It is important to remember that one of the most valuable resources you have in creating an inclusive environment is attitude. Thinking about the inclusion of disabled children and young people in terms of *how* the group can include them rather *if* it can include them is a great starting point.

Money

Money or the lack of it is one of the major justifications given for not establishing inclusive groups. However, inclusive practice costs no more than specialist or segregated provision and can add value to the outcomes for *all* children and young people.

Many of the barriers preventing disabled children and young people taking part in groups are attitudinal and organisational. Consequently the changes and adjustments required to create an inclusive environment may take time and additional consideration and planning. In most instances, such adjustments will have minimal financial implications. The cost implications will vary, however, depending on the starting point of your organisation, for example if your group has never included disabled children and young people before there are likely to be more adaptations needed. Addressing the physical barriers may have financial implications, such as the costs of:

- transport
- adaptations to a venue, such as the provision of a hearing induction loop
- staff training
- additional support workers
- preparation of communications in a variety of formats.

Be realistic about what is needed financially to establish and run an inclusive group. It is better to prepare in advance for financial outlays than to have to seek additional funding. There may be instances where additional money is required to make adjustments, and it is therefore good practice to put money aside in anticipation of this.

Time

Inclusion takes time. In order to sustain an inclusive approach you need to build more time into every part of your work. It is likely that there will be a disproportional need for extra time during the development and planning stages of running inclusive groups as this is the point where many of the adjustments or solutions will need to be developed.

It is good practice to involve children and young people in the developmental stages of groups, such as objective setting and recruitment. These processes should equally include disabled children and young people, although this often requires more time. For example, in order to involve disabled children and young people in some processes they may need preparation sessions, a longer time to process information, more time in sessions to express themselves and shorter sessions or more breaks.

For the facilitator or organiser, even if a particular part of a process does not directly involve children and young people, the increased number of factors that need to be considered means that preparations are likely to take longer. For example, arranging an accessible venue or transportation will take time.

Support

When creating an inclusive group, one of the key issues is finding out what support disabled children and young people need in order to be included. This may seem intimidating but in fact it is quite simple to ask the children and young people and their families. You do not need any specific knowledge of impairments as everybody is unique regardless of what labels they may have. Focus on what they need and when they need it rather than what they can't do or their impairment.

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Developing support plans with the disabled children and young people will help.

The number of support staff needed to successfully sustain an inclusive group will depend greatly on the purpose/objectives of the group. However, in general, inclusive groups need a higher ratio of support staff. This is especially important in the early stages of a group because if there is a lack of support in the beginning it may discourage people from joining the group or coming back. There may be circumstances where a child or young person brings their own support (a personal assistant or a parent/carer). This should be respected but not relied upon for the running of the group.

It is very important to gather as much information as possible about people's specific support, communication, mobility and dietary requirements prior to starting the group as this will aid decisions about the level of support that is needed. The information about the child or young person's support requirements should be gathered in a setting where the child or young person is comfortable.

There may be instances where specialised support (such as British Sign Language (BSL) interpreters or advocacy workers) may be required to ensure a member's inclusion in a group. Specialised support can be hard to locate at short notice so it is a good idea to be familiar with local service providers. Information about service providers is available from your local authority and from national organisations, such as the Royal National Institute for Deaf People (RNID) and the National Deaf Children's Society (NDCS), which have databases of BSL interpreters.

Training

Training is crucial as it ensures everyone has appropriate knowledge that they can then translate into practice. It can also help to establish the culture of the group by giving staff and volunteers the tools to model inclusive behaviour. All staff and volunteers should receive equality and diversity training, with particular emphasis on disability awareness and equality. The children and

young people involved in the group will, if uncertain how to react to a situation, take their cue from the way staff and volunteers react. It is not enough to assume that because someone has worked with disabled children or young people before they know how to work in a way that supports an inclusive approach.

Training (not necessarily formal) is also important for all the children and young people involved in the group. As it is possible that many have not been in a diverse group before, there is a scope for stereotyping, preconceptions and questions that will affect the group's working.

Depending on what the group is trying to achieve, you may also want to provide the group members with empowerment and decision-making development opportunities as many children and young people will not have had the chance to develop these skills before.

Depending on what stage the group is at, it might be a beneficial process to have the group members or potential members provide training for new and current staff and volunteers on certain issues, for example, what inclusion means to the group or the ethos of the group and the reasons for that ethos. Disabled children and young people and their parents/carers may also provide informal training to staff and volunteers on how to support them.

It is important that any (staff, volunteers or group members') training takes place in a way that promotes both equality and inclusion.

Getting members

In order to become an inclusive group you need members! Even if you are an established group you will need to refresh your membership or you may want to broaden it.

Recruiting people is often a challenge, especially if you are aiming to attract members from groups you do not traditionally work with. For inclusive groups, recruitment is a particularly important process to consider because barriers created deliberately or unintentionally during the recruitment process may prevent disabled children and young people from getting involved. But these barriers can be avoided.

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Top tips for recruitment:

1. Use existing networks to contact hard-to-reach children and young people, for example local schools and colleges (mainstream and special), service providers, such as short-break providers and advocacy services, and parents' and professional networks. If you are recruiting for an existing group, use your members' networks.
2. Give clear messages about the group's purpose, the kind of commitment involved and the perks of getting involved.
3. Provide information that is accessible to all. You could use easy read, pictures and a minimum size 16 font (see 'Make it clear' from www.mencap.org.uk which gives advice on creating documents which are easy to read). When using electronic versions of group information avoid PDFs and also include a version without images for those who use technology such as screen readers to read documents.
4. Provide information in alternative formats, for example Braille, audio and electronic.
5. Advertise your access adjustments and willingness to meet needs. People won't know the group is inclusive unless you tell them!
6. Have a named person whom the interested children and young people or their parents/carers can talk to about applying.

It is important to show your group is inclusive by means of the images and words you use to describe the group. These images and words should be developed in partnership with the children and young people involved in the group.

Some disabled children and young people may have had bad experiences in the past or parents may be fearful of putting their child in an unknown environment, so it is

important to have someone with whom they can talk through concerns. If the group is already running, taster sessions are a good idea. Current or past group members can also be great ambassadors to tell people – formally or informally – all about your group.

If a formal application is required (due to a selection process or limited places), where possible have the flexibility to receive applications in alternate formats, for example verbally rather than written.

Getting informed consent for involvement

Groups should seek consent from children and young people in all areas including permission to photograph and whether they want to take part in a group. When seeking consent, it is important that:

- the purpose of the group and the children and young people's role within it has been made clear to them in a way which is accessible to them
- if necessary, disabled children and young people are given more time to process the information or somebody to talk the information through with
- the children and young people's involvement is clearly their own choice rather than that of a parent, carer, support worker or teacher
- the children and young people have the support they need, for example access to their advocate, key worker, assistive technology, etc.
- the children and young people are in an environment where they feel comfortable and unpressured.

Case Study Two

Youth 4U – Young Inspectors programme

All children and young people need and use services, so it's only right that all children and young people take part in inspecting the quality of those services. This is the foundation for the Youth 4U – Young Inspectors programme which has established a training and inspection programme involving disabled and non-disabled children and young people as equal participants.

The Look Listen Change consortium runs the Young Inspectors programme. It works with local authorities across England to give disadvantaged and marginalised children and young people greater influence over services in their areas. The programme will support adult support workers in local authorities to recruit, train and support children and young people to investigate and assess how local services are doing and help them to improve things where they could be better.

All children and young people have two days of training before they go on to carry out inspections. The training was developed to be adaptable to the needs of the trainees – with activities focused on a range of different learning styles and alternative exercises to accommodate different requirements. Parts of the training were then piloted with groups of disabled and non-disabled children and young people, leading to some amendments. The adult support workers also have the flexibility to shape the training to the group they are working with.

The North East is one of the Youth 4U pilot regions. Two or three current young inspectors there have been identified as potential 'ambassadors' for the project. One of their key roles will be supporting the disabled children and young people who are now being recruited to the programme. The young inspectors will receive equality and disability awareness training from their local authority disability team. They will then support the newly recruited disabled children and young people during their two-day training, providing both practical and, more importantly, social support. The local adult support worker highlights the importance of disabled and non-disabled children and young people having fun together and learning from each other. This can be forgotten among the practical preparations to accommodate everyone's needs but is key to developing successful and sustainable inclusive work.

For more information visit: www.looklistenchange.org.uk

Getting going

Once the group has its members, the next challenge is getting started and making sure the planning for an inclusive approach turns into reality. Remember that an inclusive group should be welcoming, willing, flexible and open to new ideas and ways of working.

These are the key issues and areas that need a bit more attention for an inclusive group:

Knowing your members

Make sure you know what all your members need to feel included before you meet and talk to them and their parents/carers so that you can make adaptations beforehand where necessary. Knowing what the group members need will also assist in planning and developing activities. Bear in mind that any child or young person could have a disabled parent or carer, so activities which require parental/carer involvement also need to be accessible.

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Venues

Where you hold your group meetings is important. The venue needs to be accessible. Accessibility relates to lots of different factors:

- Wheelchair access can mean no steps or a ramp at entry. Ideally the step-free entry should be at the same entrance used by the non-disabled members. There should be a lift if the venue is above the ground floor and there should be an accessible toilet (depending on how many people are involved, maybe access to more than one toilet). Is there space to move around freely? Is the height of the furniture, such as tables, suitable for your members? If the space you are using is above the ground floor, what is the evacuation procedure for those with mobility impairments?
- Access also covers sound levels and the environment of the room. Do you have access to a quiet room? Are there options for lighting levels? Are there lots of objects in the room that could create visual or physical obstructions, such as pillars? Is there a working hearing loop system available? Are there chairs available in the room if it is not a formal table setup? Is there clear signage?
- For a lot of children and young people, and particularly disabled children and young people, travelling and access to transport can be a major barrier to accessing opportunities. How do people get to you? Are there blue badge bays nearby?

When thinking about access you need to think about what the group will be doing in the venue and the access needs of current and future group members. You may not need to consider all areas of access to meet your group's needs and be inclusive.

Accessible information/communications

Everyone who is involved in the group needs access to the same information and communications. Here are some things to think about to ensure this happens before, during and after meetings:

- Is the information available in alternate formats? For example, if images are used during the meetings, is there someone able to give an audio description if needed?
- If the information needs to be read before a meeting is it sent out two weeks in advance?
- Is the communication in plain English, with and without images?
- Are there ways to contact people by phone, email and text?
- Can you handle text calls? There are intermediary services like textrelay that can translate calls if you don't have access to a textphone. Access to a mobile using text messages may be an acceptable adaptation.
- Avoid using flash photography as this can cause seizures and/or disruption to many children and young people.
- If the group working is predominantly audio, do you have access to an interpreter or palantypist for deaf and hearing-impaired children and young people?

Challenging perceptions and developing relationships

In a diverse group it is likely that many of the children and young people will not have met others from a different background. The non-disabled children and young people may have preconceptions about those who are disabled and vice versa. Do not assume that disabled children and young people will not have preconceptions about those who are non-disabled or disabled.

Members of the group will need time to get to know each other, and when starting a new group it is a good idea to split it into smaller groups where people don't know one another. Here are some ideas to help get you started:

- Starting with ice-breakers and social getting-to-know you activities may help to challenge perceptions.

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- Spending time as a group defining a working agreement or group contract and looking at how the group will work together may enhance the cohesion of the group.
- Training, formal and non-formal, on equality issues and the effect of preconceptions may be useful.
- Focus on what people have in common, not what separates them.

If the group is a pre-existing one where disabled children and young people are being included for the first time, it is essential that the new members are made to feel part of the group. Their inclusion provides a great opportunity to revise and review the group's working agreement and the way the group works.

Style of meetings

Involve everyone in the planning and decision-making process so that everyone feels valued and has a sense of ownership of the group's work.

Group working

Being inclusive does not mean everybody having to do the same thing. It is fine to do things in different ways to get the same outcomes as long as the group is not divided on impairment grounds. For example, if your group was meeting to discuss what it is going to work on for the coming year, different groups (drama, music, discussion, art, etc.) can work in different ways as long as they come together and share the work in the end.

An inclusive group should look at issues affecting all children and young people. Everyone is a young person first. However, the differences within the group and the impact this has on issues should be discussed. Disabled children and young people should be encouraged to get involved in whatever issues they choose and should not be pushed towards just equality or disability issues.

Top tips for sustaining membership

Once you've attracted children and young people to your group you need to make sure they stay involved for as long as they want to. Here are some top tips for creating a successful group where members sustain their involvement:

- Give the children and young people a sense of ownership – allow them to drive some or all of the group's agenda.
- Give the group stability by providing and encouraging ways to stay in touch between meetings.
- Give space for social bonding (not all activities need strict planning) as people are more likely to stay involved if they make friends.
- Give feedback and celebrate results.
- Be clear from the outset what the commitment is.
- Look at what you can offer when the young person is no longer part of the group. Is there, for example, a newsletter they could receive?

Challenges and solutions

Taking an inclusive approach can mean thinking outside the box and developing creative solutions to problems. This can provide any group, new or established, with a fresh feel. Although some solutions and adjustments needed to maintain an inclusive group may not fit with the traditional ways of doing things, the changes often make things better for everyone.

Parents and carers

In some cases a parent or carer may need to be present in order to give an individual access to an activity but where possible you should look at how you could support the child or young person. All children and young people need space away from their parents or carers, and disabled children and young people are no different – but they often have fewer opportunities for this.

Case Study Three

Croydon Youth Opportunities Fund panel

Croydon has the biggest youth population of any Greater London borough and so it has lots of projects looking for funding from the Youth Opportunities Fund (YOF). As part of the borough's initiative to encourage the involvement of children and young people who don't normally engage in its activities, the YOF panel has a target for more diverse membership – in particular from children and young people with learning difficulties and disabilities (LDD).

The role of the YOF panel is to assess grant applications and to award funds to successful groups or projects. Its members are responsible for and committed to providing opportunities to other children and young people in the borough and have the task of making key financial decisions. With encouragement from a supportive head teacher and a Youth Participation Worker for LDD, two disabled young people joined the YOF panel and one has become a key figure in the group.

It was crucial that the YOF workers knew all the needs of the disabled young people before they came to their first meeting so that the necessary adjustments or preparations were carried out.

'We spoke about all the issues and there weren't really too many obstacles. But even if there had been we are committed to involving everyone so we would have worked to overcome them.'

The Participation Worker believes the panel has benefited greatly from having a disabled young person as a member. The other members have said that they are able to look at applications differently now because this young person has shown them how to think 'outside the box' and focus on applications for marginalised groups that they may have overlooked before.

'Personally I'm really glad he stuck with this group because he is an excellent example to his peer group and, of course, the "mainstream" world. He proves people with LDD have great assets to bring to society!'

Some parents or carers may not be required but may be very nervous about leaving their child in the group. There are a number of ways to deal with this:

- Allow the parents/carers into portions of the activity.
- Have a settling-in period when parents/carers are welcome, then gradually encourage them to leave over time.
- Set up a parents'/carers' group or provide a space where they can wait.

Remember that parents/carers can support inclusion, particularly by helping staff to

understand how to support a child or young person's needs. Having a clear support plan, developed with the child or young person and parent or carer will increase the parent/carers' confidence in the setting's ability to support their child.

Exclusion/inaccessibility

With the best will in the world, exclusion and inaccessibility are still possible in a group set up to be inclusive. The best way to deal with this situation is to ask how things could be improved or what needs to change to make the person feel included.

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Conflicting needs

These are always a possibility in groups where there are lots of people. The best way to deal with these is to sit down with the parties concerned and see whether there are solutions that would work for everyone. It is important that adaptations that are there for safety reasons are not compromised.

Power balance

If the power balance within a group is becoming exclusionary or an issue, give the oppressed group or individual a role or responsibility. In addition, design activities that will encourage equality and reset the power dynamics. You might also want to revisit the group agreement you developed together.

Empowerment

Many children and young people may not be used to making decisions or having their own voice heard. It may be a good idea to build up their skills slowly, perhaps by offering them additional support in the form of a mentor or a buddy.

Hidden impairments

Most impairments are not visible so do not assume that access requirements have been dealt with just because those with visible impairments have had their requirements addressed. Treat everybody equally and give them all the option of highlighting their specific needs. It is a good idea to do this privately via a form as some people will be very uncomfortable with discussing impairments because of stigmas and stereotypes.

Find out more

Here are some other publications and organisations that offer useful information, tools and experience in creating and running inclusive groups (all websites checked 30 March 2010):

1 Voice is a support network for families involved with communication aids and welcomes children and young people, professionals, families and anyone interested in alternative or augmentative communication (AAC). Further information is available from www.1voice.info

The **Alliance for Inclusive Education (Allfie)** is a leading disabled people's organisation which campaigns for inclusive education. They have a number of resources and publications looking at inclusion and young disabled people's leadership. www.allfie.org.uk

The **Council for Disabled Children (CDC)** has a number of resources looking at including and involving disabled children and young people. These include resources from the Making Ourselves Heard project. This project promotes the active participation of disabled children and young people in all decisions and issues that affect them. For further information visit www.ncb.org.uk/cdc_moh

The **Disability Toolkit** is a website established by the Children's Society to support professionals in involving disabled children and young people in participation and decision-making. The website has a database of resources and practice examples. www.disabilitytoolkit.org.uk

Every Disabled Child Matters has produced the 'Going places' report, which is based solely on disabled children and young people's views of accessing play and leisure. www.edcm.org.uk/goingplaces

How To involve children and young people with communication impairments in decision-making. www.participationworks.org.uk/resources.

How to support inclusive groups

Include Me TOO works locally, regionally and nationally promoting the inclusion of disabled children and young people in society. Include Me TOO is particularly knowledgeable around the inclusion of disabled children and young people from black and other minority ethnic (BME) backgrounds. It has published an inclusion charter of rights for, and developed by, disabled children and young people. www.includemetoo.org.uk

Kids is a national charity providing a wide range of services for disabled children, young people and their families. They have led a number of projects looking at inclusive play and accessible activities. www.kids.org.uk

Leaps and Bounds is a toolkit for developing inclusive youth activities developed by the Children's Society and available from www.childrensociety.org.uk

The National Deaf Children's Society's (NDCS) Me2 campaign has some helpful tips on how to aid the inclusion of deaf children and young people in youth work. www.ndcs.org.uk

Scope is a national disability charity which has a number of resources for children and young people looking at disability, including 'Imagine the Difference' and 'In the Picture'. www.scope.org.uk

'So What Is Inclusion?' is a CD resource available from UK Youth looking at the development of inclusive practice for young disabled and non-disabled people in youth work. www.ukyouth.org

World of inclusion has information and resources on inclusive practice and disability rights. www.worldofinclusion.com

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Case Studies:

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Youth 4 You – Young Inspectors Programme

Please note

Information contained in this publication does not constitute legal advice and should not be solely relied upon.

Participation Works enables organisations to involve children and young people effectively in the development, delivery and evaluation of the services which affect their lives.

The Participation Works How To guides are a series of booklets that provide practical information, useful tips and case studies of good participation practice. Each one provides an introduction to a different element of participation to help organisations enhance their work with children and young people.

Participation Works is an online Gateway to the world of children and young people's participation. Visit www.participationworks.org.uk to access comprehensive information on policy, practice, training and innovative ideas.

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