

SUMMARY

At Shine, we are committed to creating a safe, welcoming, and inclusive environment where every child feels valued and supported. Our Inclusion Policy ensures that all children, regardless of background, ability, or individual need, have equal access to participate in and enjoy our activities. We promote equity through inclusive practices, reasonable adjustments, and a culture of respect and belonging.

CONTENTS

1. RATIONALE
2. POLICY
3. ROLES & RESPONSIBILITIES

RATIONALE

Shine venues are welcoming, safe, and accessible environments for all children, regardless of their background, ability, or individual needs.

Shine's approach to Inclusion is informed and guided by:

- Equality Act 2010
- SEND Code of Practice 2015
- Early Years Foundation Stage Statutory Framework 2025
- Children and Families Act 2014

POLICY

We recognise that every child is unique and strive to create an environment where all children can thrive, participate fully, and feel valued. We adapt our activities, communication, and routines to meet individual needs, and provide staff with ongoing training to build confidence and understanding in inclusive practice.

Shine has several key legal responsibilities to ensure services are inclusive, non-discriminatory, and accessible to all children and families. 'Disability' (referred to throughout as SEND) is a protected characteristic listed within the Equality Act 2010 and, as such, Shine must make every possible effort to ensure no child experiences discrimination for having SEND. Discrimination can be direct e.g. refusing access due to SEND, or indirect e.g. policies that unintentionally exclude certain groups.

Shine Inclusion Team

The Inclusion Team support children with medical needs; physical disabilities; special educational needs; social, emotional and mental health needs; or adverse childhood experiences. Under the guidance of the Safeguarding and Inclusion Lead, the team support staff to provide a stimulating, inclusive approach to coaching, strong relationship building with children, and a desire to inspire positive change. The Inclusion Team undertake CPD to ensure they remain up to date with best practices, legislation, and strategies that support inclusive, equitable, and responsive care for all children. In addition to this, the Inclusion Team actively

builds and maintains strong professional relationships with local authorities and specialist organisations. These partnerships enable us to access expert guidance, stay informed about best practices, and respond effectively to inclusion-related queries.

Reasonable Adjustments

Shine will demonstrate anti-discriminatory practice by making reasonable adjustments to ensure children with individual needs can access, participate, and enjoy activities. The Inclusion Team will work in conjunction with coaches, parents, partner schools, local authorities, and relevant external professionals to provide tailored support and reasonable adjustments.

Reasonable adjustments may take the form of:

- Adapting physical spaces
- Providing additional resources
- Modifying activities to suit individual needs
- Approaching the implementation of certain policies with flexibility

Examples:

Providing a 'quiet corner' or 'sensory tent' with books and tactile toys to promote calm and self-regulation, especially during transitional periods.



Introducing visual timetables or picture cues to support children with communication.



Providing sensory-friendly materials (e.g. fidget toys, ear defenders).



The Inclusion Team will assess adjustments on an individual basis with consideration of:

- The child's specific needs
- The impact on the setting
- The cost and feasibility
- The availability of alternative solutions

While Shine is committed to inclusive practice and supporting a wide range of needs, there may be instances where we are unable to safely or effectively meet a child's needs, particularly where those needs are complex and require specialist training, altered ratios, or funding that we do not currently have in place. In such cases, we will work closely with families and professionals to explore options and ensure the child's wellbeing remains the priority.

Child, Family, and School Participation

We recognise that parents and carers are experts on their children and play a vital role in identifying needs, shaping support, and reviewing progress. We aim to build open, respectful, and collaborative relationships with families by maintaining regular communication, involving them in decision-making, and offering opportunities to share their views. We will ensure that families are informed, listened to, and supported throughout their child's journey with us, and we will work together to create inclusive, personalised approaches that promote positive outcomes for every child. We ask that families work in partnership with us by sharing relevant information that enables us to support their child safely, effectively, and inclusively. Parents and carers are welcome to request taster sessions for their child, should they feel this would be beneficial to their child's potential transition to Shine.

At Shine, we use **Pupil Passports** to ensure that every child's strengths, needs, and preferences are clearly communicated across our team. In line with the SEND Code of Practice, these profiles are developed in collaboration with the child (where appropriate) and their families. This approach ensures that support is tailored, consistent, and inclusive, helping staff to build positive relationships and respond effectively to individual needs. The Shine Inclusion Team will reach out at the earliest opportunity to provide these. Equally, Pupil Passports can be requested via Inclusion@MyShine.co.uk

We are committed to working in partnership with each child's school to share relevant information, strategies, and insights that promote consistency and inclusion across settings. Where appropriate, we will liaise with school staff, SENCOs, and other professionals to align our approach with the child's existing support plans, including EHCPs.

Training and CPD

At Shine, we understand that training must be both ongoing and responsive to the evolving needs of the children in our care. In addition to the regular CPD sessions delivered by our Inclusion Team, we also invite external professionals in to contribute their expertise. These may include specialists in areas such as neurodiversity, speech and language, mental health, physical development, and safeguarding. Shine staff also access external training opportunities from organisations such as Bristol Association for Neighbourhood Daycare (BAND) and Bristol Royal Hospital For Children.

1:1 Support

Where a request for 1:1 support is made, we will work closely with families and make every effort to meet this request. Our aim is to provide support that promotes independence, engagement, and wellbeing, while maintaining the child's dignity and inclusion within the group.

The Inclusion Team will work collaboratively with the Operations Team to allocate additional staff members at no extra cost, wherever possible. However, our staffing model does not always allow for this flexibility, and funding may be required to accommodate this request. Since funding is limited and it is becoming increasingly challenging across the childcare sector to recruit and retain support staff, 1:1 support is arranged on a first-come-first-served basis. The Shine Inclusion Team will carefully consider each request for 1:1 support based on the following criteria:

- Has the request been made before the given deadline or within an appropriate timeframe?
- Does Shine have a suitably qualified and experienced coach available to meet the needs of the child on the requested day?
- Is there space at the venue to provide a suitable programme for the child?
- Can funding be obtained from the relevant agency to fund staffing?

If the answer to these questions is 'Yes', then we will inform families at the earliest possible opportunity so the booking can be confirmed. Timelines for approval are often dependent on external agencies actioning the request for funding.

Where a request for 1:1 support is made and no staff are available to allocate and/or funding cannot be obtained, in line with our duty to make reasonable adjustments, the Inclusion Team and Operations Team will consider the following factors before deciding whether to recruit and employ an additional member of staff:

- Impact on the setting - including the wellbeing and safety of all children and staff.
- Cost and feasibility - ensuring sustainability and fairness within our provision.