



## **Special Educational Needs and Disability policy**

Poppleton Road Out Of school Club aims to provide a happy, caring, stimulating and supportive environment for all children in which all children feel secure, equally valued and have the opportunity to be fully involved in all activities that takes place. All individuals' abilities are recognised and we hope that the children in our care learn from first hand experiences, exploration, practice and discovery through play.

A range of resources and activities are provided and, where possible, equipment to develop and meet individual needs of children.

We work in partnership with parents/carers and other agencies, where appropriate, to support individual children's learning. We aim to provide effective support to meet every child's needs.

We want all children to feel welcome and supported, we believe in adapting our practice to meet the needs of each child rather than just making children fit in with what we do. We like parents/carers to know that this is a happy and secure environment, and the children are part of a happy and caring group.

A child has special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

A child has a learning difficulty if they:

- Have a significantly greater difficulty in learning than majority of children of the same age.
- Have a disability which prevents or hinders the child from making use of educational facilities generally provided for children of the same age with in the area of the local education authority.
- Are under five and falls within either of the two definitions above or would do so if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

For a child under two, educational provision of any kind.

(Education Act 1996, Section 312)



Poppleton Road Out of School Club aims:

- To have a designated and named Inclusion Coordinator (INCO)
- To liaise closely with parents and seek advice on the sorts of things their children like to do, as well as listen to their priorities in regard to their child's care.
- To offer where possible a taster session to support transition and settling in.
- To achieve progress by using the child's strengths and interests as our starting point.
- To provide a secure and stimulating environment
- To involve them alongside their peers
- To ensure all children, including those with SEND are entitled to a broad range of activities and purposeful play opportunities
- To foster and build self-esteem and confidence
- To develop social skills
- To promote opportunity for independence
- To have due regard to the SEN Code of Practice 2014
- To have due regard to the Equality Act 2010

Our objectives are:

- To ensure the entitlement of all children to accessible play
- To monitor, record and evaluate all children's progress
- To identify, assess and review individual needs within the SEN Code of Practice
- To have a commitment to develop excellent partnerships with parents/carers and share responsibility for meeting their children's needs with them
- To foster good links and communication with other agencies
- To provide support and additional resources where possible for children with a My Support Plan or an Education Health and Care Plan (EHCP)
- To ensure the SEND policy is known, agreed and implemented by all staff
- To ensure staff development regarding SEND

As part of the staff induction process all staff are required to complete Disability Equality Duty Level 1 training.

Various other courses staff have attended include:



- Inclusive Play
- Tuning in to Children
- Autism Awareness
- Makaton
- Disability Equality Training 2
- Supporting Children with Social, Emotional and behavioural difficulties
- Working with Deaf and Impaired children

### Beliefs and attitudes regarding equal opportunities

Poppleton Road Out of School Club is committed to taking positive and proactive steps to ensure that we provide a safe and caring environment, free from prejudice and discrimination, for everyone in our community, making sure every child has the right to develop and grow, play and learn in our society. Our setting has a designated and named Inclusion Coordinator.

The Names of our INCO are: **KATHRYN RAINE and JULIE BARKER**

The INCO will:

- Along with the child's parents/carers and keyperson collect information about the child
- Seek additional information from the schools, other settings and relevant support agencies, e.g. support teachers
- Arrange with parents a taster session where appropriate for the child to support with settling in and transition
- Coordinate the care of the child alongside the child's keyperson
- Support the child's keyperson to implement the child's My Support Plan/EHCP if relevant
- Keep parents fully informed of their child's needs and share information
- Keep a record of all known relevant information, observations and if possible assessments about the child
- Attend training to keep up to date with changes in local practices and legislation
- Work closely with the Local Authority OOSC support advisers

### Admission Arrangements

- Prior to the child attending the club, the Coordinator, Child and Parents/Carers will meet to collect information about the child, discussing their My Support Plan/EHCP if this is relevant.
- Staff will then use a plan for action to determine if any reasonable adjustments need to be made to the provision so children can attend.



- If the setting is full, the child will be placed on a waiting list with any other children waiting for that space. Spaces will be allocated on a first come first served basis. This waiting list may be bypassed in certain cases; for example where the place is required for short breaks.
- Where possible we will make reasonable adjustments to include children with SEND. Reasonable adjustments may include:
- Physical changes within our setting, e.g. movement of furniture or position of activities
- Where possible offer differentiated play equipment and play activities, specialist resources, sensory equipment etc.
- Communication systems, e.g. communication aids, Makaton, sign language etc.
- Inclusive play experiences both inside and outside adapted to accommodate the needs of the children
- Staffing where possible will be deployed at a ratio level that will ensure all children with SEND can access the environment and play opportunities that we offer.

The Board of Trustees will agree on an annual budget to provide appropriate support as part of their commitment to be a inclusive Club. Funding will be allocated at the discretion of the Board of Trustees.

#### Arrangements for partnerships with parents/carers

Parents/carers of all children should feel they are treated as partners who can:

- Play an active and valued role in their children's education and development
- Have knowledge of what rights they can expect for their child
- Have access to information or any related decision-making process about special educational provision, including transition to other settings

#### Links with other providers

We ensure to continue to work in partnership and build links with:

- Schools
- Settings and childminders
- Shared Foundation Partnerships

This helps to facilitate smooth transitions between all settings.

#### Complaints procedure

Please see in policies and procedures file for our complaints procedure.

Updated November 2019

Signed

(Club Manager)

