

Early Bloomers After School Club

Special Educational Needs & Disability (SEND) Policy

At Early Bloomers After School Club, we will ensure that we provide a safe and caring environment, free from discrimination for everyone in our community including children with special /additional needs and disabilities.

Our Club recognises that some children have special / additional needs or physical disabilities that require targeted support and assistance. We will assess the individual needs of each child in consultation with their parents prior to their attending the Club and will make reasonable adjustments to ensure that children can access our services and are made to feel welcome.

Where one-to-one support is required, we will provide an environment in which all children with special educational needs and disabilities (SEND) are supported to reach their full potential and assist parents in accessing the funding required to provide the additional care.

We have regard for the **Special Educational Needs and Disability Code of Practice (2014)**.

We have in place a clear approach for identifying, responding to, and meeting the needs of children with SEND.

We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.

We work in partnership with the Local Authority and other external agencies to ensure the best outcomes for children with SEND and their families.

We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

Special Educational Needs & Disabilities Coordinator (SENCO)

The Club's Special Educational Needs & Disabilities Coordinator (SENCO) is Tal Kaur.

The SENCO works closely with our staff members and has responsibility for the day-to-day operation of supporting Children with Special Educational Needs, in line with this policy, and for co-ordinating provision for children with SEN.

All members of staff will assist the SENCO in caring for children with additional needs or disabilities.

We ensure that our inclusive admissions practice promotes equality of access and opportunity.

We provide a broad, balanced and differentiated curriculum for all children.

We apply SEN support to ensure early identification of children with SEN.

We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.

We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision-making processes

We, where appropriate, take account of children's views and wishes in decisions being made about them, relevant to their level understanding.

We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.

We liaise and work with other external agencies to help improve outcomes for children with SEN.

We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.

We provide resources (human and financial) to implement this policy.

We ensure that all our staff follow the procedures for identifying, assessing and making provision for children with SEN.

We provide in-service training for all staff members.

We raise awareness of our special education provision via our website and or promotional materials.

We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually.

We provide a complaints procedure.

We monitor and review our policy annually.

Further guidance

- Special Educational Needs and Disability Code of Practice (DfE & DoH, 2015)
- Early Years Foundation Stage Statutory Framework (DfE, 2017)
- Working Together to Safeguard Children (DfE, 2018)

This policy was adopted by: Early Bloomers After school Club12/09/2014	Review Date: April 2020
To be reviewed: Yearly or following changes in practice or legislation, whichever happens first	Signed: Mrs Talvinder Kaur

Written in accordance with the *Statutory Framework for the Early Years Foundation Stage (2017): Safeguarding and Welfare requirements: Special Educational Needs [3.67], Information for parents and carers [3.73], and Staff qualifications, training and support [3.20].*