

## Equality of Opportunity

### 1.14 Supporting children with special educational needs

#### Policy statement for St Joseph's Out of School Club

At St Joseph's Out of School Club we provide an environment in which all children, including those with special educational needs, are supported to reach their full potential. Staff recognise that children with SEND are at increased risk of abuse, and may be prone to isolation and, therefore, should have additional pastoral support.

- We have regard for the DfE SEND Code of Practice: 0 to 25 years. Specifically chapter 5 relating to Early Years Providers<sup>1</sup>.
- We ensure our provision is inclusive to all children with special educational needs (SEN)
- We support parents and children with SEN.
- We identify the specific needs of children with SEN needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

#### Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is

**NATALIE POWERS**

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- We ensure that the provision for children with SEN is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated pathway for identifying, assessing and responding to children's SEN.
- We work closely with parents of children with SEN to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with SEN and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with SEN.
- We use a system of planning, implementing, monitoring, evaluating and reviewing My Plan, My Plan+, Education Health Care Plan (EHCP) for children with SEN.
- We ensure that children with SEN are appropriately involved at all stages of the graduated pathway, taking into account their levels of ability.
- We have systems in place for supporting children during My Plan, My Plan+, EHCP.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEN.

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<sup>1</sup> DfE SEND Code of Practice: 0 to 25 years. Guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25 from 1 September 2014 last updated April 2020

- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our SE provision by collecting information from a range of sources e.g. My Plan+/EHCP reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure<sup>2</sup>.
- We monitor and review our policy annually.

#### **Related Legislation**

- Children and Families Act 2014
- SEND Regulation 2014 (temporary amendments in place 2020 due to Coronavirus)
- Keeping Children Safe in Education 2020

| <b>Version Number</b> | <b>Author</b>    | <b>Purpose of change</b> | <b>Date</b>       |
|-----------------------|------------------|--------------------------|-------------------|
| <b>1.0</b>            | <b>NP and HS</b> | <b>Updating policies</b> | <b>23.01.2023</b> |