



Safe Hands Afterschool Club

Special Educational Needs & Disability (SEN/D) Policy



Approved by: Melanie Lawlee

Date: 24/03/2026

Review Date: 24/03/2027

1. Purpose

Safe Hands Afterschool Club is committed to ensuring that all children, including those with special educational needs (SEN) and/or disabilities, receive high-quality care in an **inclusive and supportive environment**.

This policy should be read in conjunction with our:

- Behaviour/Discipline Policy
- Equalities Policy
- Safeguarding Policy
- Complaints Policy

This policy was developed by the managers of Safe Hands Afterschool Club and will be reviewed annually. All staff working with children will be made aware of the support to be provided and the approaches to be used.

2. Definitions

Special Educational Needs (SEN):

A child or young person has SEN if they have a learning difficulty or disability which calls for **special educational provision** to be made for them.

A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions.

(SEN Code of Practice, 2015, p15)

Disability:

Many children with SEN may also have a disability under the Equality Act 2010, defined as:

“...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.”



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'Long-term' is defined as **one year or more**, and 'substantial' as more than minor or trivial. (*SEN Code of Practice, 2015, p16*)

3. Guidance / Reference Resources

Staff should follow current statutory guidance and best practice, including:

- SEN Code of Practice: 0 to 25 years (2015)
 - Equality Act 2010
 - Early Years Foundation Stage (EYFS) Statutory Framework 2025 – Welfare and Safeguarding Requirements
 - Supporting Children with Medical Conditions – DfE Guidance
 - Safe Hands Afterschool Club: Behaviour/Discipline, Equalities, Safeguarding, and Complaints Policies
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4. Identification and Assessment

To ensure we meet the needs of all children, Safe Hands Afterschool Club will:

1. Identify as early as possible any children who may require additional support for physical, sensory, social, emotional, or cognitive development
 2. Use the **All About Me** form for each child before starting, which asks about SEN or disability needs
 3. Arrange a meeting with the Manager and SENCO (**Melanie Lawlee**) for children with identified SEN or disabilities before starting
 4. Obtain parental consent to share relevant information with schools and external agencies to ensure coordinated support
 5. Create individual care plans or support plans where appropriate
 6. Make environmental adjustments and provide differentiated activities to support all children
 7. Review support plans regularly with parents and school staff, at least monthly, to reflect progress and identify further strategies
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5. Provision & Inclusion

- All children are given appropriate support to access activities fully
- Full inclusion in all aspects of club life is ensured
- Staff training opportunities are sought to build skills in supporting children with additional needs
- A balanced range of activities is provided and differentiated according to children's needs
- A welcoming, friendly environment is created that encourages strong partnerships with parents



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6. Supporting Children with Medical Conditions

- Children with medical conditions are properly supported to access all activities
- Staff receive **annual training** to stay up-to-date with children's medical needs and care requirements
- Individual care plans for medical needs are created and followed by all staff working with the child

7. Partnership with Parents & Carers

Safe Hands Afterschool Club values partnership with parents and carers to ensure children receive the best support. We will:

1. Keep parents and carers informed and provide support during assessment and decision-making processes about SEN provision
2. Work effectively with other agencies supporting children and their families
3. Make parents and carers feel welcome and provide all information in an accessible way
4. Encourage parents and carers to share information about any difficulties or additional needs their child may have
5. Instil confidence that staff will listen, act appropriately, and focus on the child's strengths as well as areas of additional need
6. Provide opportunities for parents and carers to discuss ways the club and family can jointly support the child's development

8. Staff Responsibilities

- Staff are aware of children's SEN and disability needs and implement individual plans where required
- Staff adapt activities, environments, and approaches to meet children's needs
- Staff maintain ongoing communication with parents, carers, and external agencies to monitor progress and respond to changes
- Staff attend training as required to support inclusion and medical needs

9. Monitoring and Review

- This policy is reviewed annually, or sooner if required by changes in legislation, statutory guidance, or best practice
- Reviews consider the effectiveness of SEN provision, staff training needs, and feedback from parents, carers, and children
- The Manager and SENCO are responsible for monitoring the implementation of this policy



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10. Related Policies

This SEN & Inclusion Policy should be read in conjunction with the following Safe Hands policies:

- Behaviour Policy
- Equality & Inclusion Policy
- Safeguarding & Child Protection Policy
- Complaints Policy
- Health & Safety Policy
- Staff Behaviour & Training Policies