Safe Hands After School Club

SEN & Disability Policy

This policy should be read in conjunction with the following after school club policies; Behaviour/Discipline Policy, Equalities Policy, Safeguarding Policy and Complaints Policy.

This policy was developed by managers of the safe hands after school club and will be reviewed annually. We will ensure that all staff who works with the child are aware of the support to be provided and the approaches to be used.

Definition of 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 him or her.

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

(a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2015, p 15)

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is’…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’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ SEN Code of Practice (2015, p16)

To ensure we meet the needs of all the children, we will:

1. Aim to identify at the earliest possible opportunity any children who may need special consideration to support their physical, sensory, social, emotional or cognitive development. There is a question on our all about me form, which is handed to each parent for their child when they are due to start. This will also state that if your child does have any sen needs or a disability that a meeting will be arranged prior to them starting with the manger Mel Lawlee and the SENCO/Family Liaison officer Ellis Worthy. We will also ask for parents to sign a form to say they are happy for safe hands after school club to share information with the school/teachers and any outside agencies.
2. Offer all children the appropriate support to allow them to fully access the activities on offer.
3. Ensure that all children are fully included in everything we do at safe hands after school club.
4. Seek staff training opportunities to support children’s needs.
5. We may create individual care plans to support your child’s needs and medical needs.
6. We will support the family and child, always. Once a month having regular meetings with the school and family to see what we can reflect on and do further.
7. Make adjustments to our environment where appropriate/possible.
8. Provide children with a range of activities that are balanced and suitably differentiated based on upon the children’s needs.
9. Ensure we create a friendly and welcoming inviting to parents. We at safe hands after school find a good working relationship with parents is very important.

Supporting Children with Medical Conditions

At Safe hands after School club, we recognise that children and young people at school with medical conditions should be properly supported so that they have full access to all activities. We will ensure the correct training is done, yearly to keep our staff up to date with any changes to the medical needs.

Partnership with Parents / Carers

The safe hands after school club aims to work in partnership with parents and carers. We do so by:

1. Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision.
2. Working effectively with all other agencies supporting children and their parents.
3. Making parents and carers feel welcome.
4. Providing all information in an accessible way.
5. Encouraging parents and carers to inform safe hands after school club of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
6. Instilling confidence that the team will listen and act appropriately.
7. Focusing on the child’s strengths as well as areas of additional need.
8. Allowing parents and carers opportunities to discuss ways in which they and the club can help their child.

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| Written by: Ellis Worthy | Reviewed by: Mel Lawlee |
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