



St Andrew's Out of School Clubs SEND Policy

It is important that we identify a child's individual needs as early as possible and put things in place to help them quickly, as early intervention has been shown to improve children's long term outcomes.

All children and their families are valued at St Andrew's Out of school Clubs. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and SENDCO is called upon for further information and advice.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014)

The Special Educational Needs Co-ordinator (SENCO) is **Emma Shackleton**, she is a qualified teacher and the Foundation Stage Leader. She works closely with the 2by2 and Pre-school managers and supports keyworkers.

The role of the SENCO involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN;
- advising and supporting colleagues;
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting;
- liaising with professionals from beyond the setting.

A child is identified as having a special educational need and/or disability (SEND) 'where their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to children of the same age' (Code of Practice 6.15).

Children may be identified as having difficulties in one or more of the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

These needs may have been identified by parents/carers, doctors, health visitors or a paediatrician before the child starts at nursery. Specialised agencies such as Portage, Speech and Language Therapy, Educational Psychology, Social Care etc. may therefore already be involved.

Graduated Response

We support children with SEN using a graduated approach:

Assess - Children's progress is assessed against the EYFS outcomes each term by their Key Person. Once a child has been identified as having a special educational need, the child is recorded on the settings 'Code of Practice Record'.

- **Plan** Based on the results of the assessments outcomes are identified and agreed with Key Person and SENCO and parents/carers, informed by Early Years Foundation Stage materials, and Early Support resources. A Targeted Learning Plan (TLP) will outline the interventions and support to be put in place and a review date is set.
- **Do** The child's Key Person should oversee the implementation of the interventions/strategies as outlined in their key child's TLP. The Key Person will make observations on the success of the strategies and the child's progress towards their outcomes as outlined on their TLP. The SENCO will support the Key Person to assess the effectiveness and impact of the interventions.
- **Review** The SENCO will support the Key Person to assess the effectiveness and impact of the interventions. A decision will be made regarding any additional provision, interventions or support that may be needed for the child to continue to make progress.

Outside Agencies

We receive support from the Lancashire Special Educational Needs and Disability Service (SEND), who provide support for children who have identified additional educational needs.

We may also request help from outside agencies to better assess a child's needs and gain appropriate strategies.

These referrals are made only with parental/carer consent, and a form will normally need to be filled in. Some of these agencies may include:

- Speech and Language Therapy
- Social Communication Worker
- Educational Psychology
- Occupational Therapy
- Physiotherapy
- Sensory Service (for Vision/Hearing Impairments)
- CAMHS (Child and Adolescent Mental Health Service)
- Community Paediatrician

With this support:

- We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We work closely with parents of children with SEN/disabilities 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 provide resources (human and financial) to implement our SEND policy.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.

September 2024