

## SECTION 1

### General Welfare Requirement: Safeguarding and Promoting Children's Welfare

The provider must take necessary steps to safeguard and promote the welfare of children.

## R.B Kids Club

### Safeguarding children

### Equality of Opportunity



## Supporting children with Special Educational Needs

### Policy statement

At R.B Kids Club we provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for the DfES Special Educational Needs Code of Practice (2001).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational 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.

### EYFS key themes and commitments

1.1 Child development	2.1 Respecting each other	3.2 Supporting every child	4.1 Play and exploration
1.2 Inclusive practice	2.2 Parents as partners	3.3 The learning environment	4.2 Active learning
1.4 Health and well-being	2.3 Supporting learning	3.4 The wider context	4.3 Creativity and critical thinking
	2.4 Key person		

### Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is Simon Keaney until new candidate is trained.
- We ensure that the provision for children with special educational needs 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 response system for identifying, assessing and responding to children's special educational needs.

- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- Work alongside the Co-ordinator to ensure that all staff are aware of all legislation, regulations and other guidance on working with children with special educational needs and/or physical disabilities.

Work with the Co-ordinator to ensure that all staff who work with children with special educational needs and/or physical disabilities and have identified training to support children with special educational needs and/or physical disabilities appropriate skills. R.B Kids Clubs SENCO will provide training feedback and updates over new legislation twice an academic Year (September and April)

- Co-ordinating regular monitoring and reviews of children's progress; involving parents/carers, other members of staff, relevant representatives from statutory agencies and, if appropriate, the child themselves. Alongside the Co-ordinator, they will also be responsible for ensuring that any actions following such reviews are followed through.
- Assessing each child's specific needs and adapting the Club's facilities, procedures, practices and activities as appropriate.
- Ensuring that systems are in place to adequately plan, implement, monitor, review and evaluate the Special Needs policy through feedback from all stake holders (Parents, Carers, children and staff).
- Ensuring that children with special educational needs and/or physical disability are fully considered when activities are being planned and prepared, or what adaptation's the Co-ordinator and other staff need to make so that all children can have access.
- The Co-ordinator will liaise with parents/carers about the needs of their children and the plans and actions of the setting, as well as being the point of contact for parents/carers.
- Liaising with other agencies and seeking advice, support and training for themselves and other staff as is necessary.
- Supporting other members of staff to become more skilled and experienced in the care of children with special educational needs and/or physical disabilities.
- Ensuring that all children are treated with equal concern and respect and are given the opportunity to take part in all activities.
- Ensuring that accurate observations and assessments of children's progress are regularly made and properly recorded.

### **Legal framework**

- The Equality Act 2010
- The Equality Act 2006
- Disability Discrimination Act (DDA) 1995, 2005

- Special Educational Needs and Disability Act 2001

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