

Special Education Needs and Disability (SEND) Policy

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1. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (January 2015).

2. Definition of SEND

A pupil has SEND where their learning difficulties or disabilities requires special provision. This means provision that is different from, or in addition to, provision normally made for other children of the same age by FUNdays Club, modelled on mainstream schools. Special Educational Needs and Disability provision can be considered under four broad areas:

- **Communication and Interaction**, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- **Cognition and Learning**, for example, dyslexia, dyspraxia
- **Social, Mental or Emotional Health**, for example, attention deficit hyperactivity disorder (ADHD)
- **Sensory and/or Physical**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

What is FUNdays Club's ethos/approach to SEND?

At FUNdays Club, our mission is to enrich minds, bodies and hearts and to support all children to reach their full potential. We aim to provide an exciting place of exploration and lifelong learning through our wide range of stimulating, creative educational experiences. We believe it is essential that we work closely with you, your children, and your child's school in order to support them during their time at FUNdays Club. High quality care and provision is essential and for some children there may be occasions where additional support is needed. We use a graduated approach to support those with SEND.

Frequently Asked Questions

How do I know if my child has a SEND?

We encourage families to speak to their school as they are better placed to make a SEND assessment. FUNdays Club will support school in any way it can with a process of identification.

How does FUNdays Club identify SEND?

FUNdays Club will use any assessments or identification provided by a family, usually carried out by the child's school.

Can any child with SEND attend FUNdays Club?

If a child attends (or could attend) full-time in a mainstream school, they can attend at FUNdays Club if the same level of support can be matched. FUNdays Club does not have the same capacity as a school to provide the same level of support. For example, we are unable to offer universal level support for intimate care.

What should I do if my child has SEND?

It is crucial that you give us details of any SEND or medical information, such as asthma, in the appropriate sections when filling out your child's online profile. This includes any potential emotional or behavioural difficulties that we might need to be aware of. If you are unsure of what might need to be included, or feel that your child has more complex needs, then please speak to the Head of Operations and Services.

If you book your child into a new service they have not experienced before (e.g. Holiday Club, After School Club or Early Morning Club), please email FUNdays Club so that arrangements can be organised for transition and new starting support (see below). Each service has a different induction and transition programme.

FUNdays Club also offers additional Educational Services. These services range from individual practice of reading, spelling and times tables to tutoring with one of our specialist tutors. If you would like more information, then please contact general enquiries for more information.

How does FUNdays Club support pupils with SEND during setting transitions and inductions?

FUNdays Club believes that there are two key transitions:

- New foundation/reception children starting at the beginning of a new school year
- Joining through the year at Early Morning Club (EMC), After School Club (ASC) or Holiday Club (HOL)
 - As bookings can be made at any time of year, it is important that families indicate via email if a booking consists of a new type of provision so that appropriate support can be put in place.

New Foundation/Reception Children:

New school starters are provided with a universal induction programme open to all those starting in September. Our programme, if supported by school and families are registered in time, is as follows:

- Term 5 to 6 (before joining): FUNdays Club attends welcome meeting run by school to provide information and allow FAQs
- Term 5 to 6 (before joining): FUNdays Club online Teams welcome meeting goes through details and welcome packs
- Term 1 (before starting): FUNdays Club staff meet school staff for an information sharing session
- Term 1 (before starting): FUNdays Club staff pop into classrooms to greet those children registered with FUNdays Club
- Term 1 (before starting): FUNdays Club staff run a play session during the school day and give children a tour of all the spaces, toys and resources
- Term 1 (before starting): families are invited to pop in with child after school on a specified date
- Children can start at FUNdays Club on their first full-time school day

Child joining a new service:

Our induction programme for Early Morning Club, After School Club and Holiday Club is:

- Your child will be given a tour of spaces and resources by a staff member and they will also be buddied up with a child who is familiar with FUNdays Club
- The visual timetable will be shared so they know what is going on and when
- They will be introduced to all staff and shown what to do if they are unsure about something or want support

Families joining FUNdays Club:

Each parent/carer is given a welcome pack via email and on first arrival to a setting, parents are given the chance to ask questions about the welcome pack with a senior member of staff.

How is the additional support funded?

FUNdays Club will place 50% of profit into a FUNdays Club Social Impact Fund and beyond. This is one of the many reasons FUNdays Club has Social Enterprise status that has been audited and checked by an external third party as well as being written into our legal articles of association. This money is used to support children with SEND and also to allow families on free school meals to access our services.

Roles and Responsibilities

The Managing Director will:

- Fully accountable for the SEND policy and report
- Fulfil the role of the Head of Operations and Services in their absence

The Head of Operations and Services will:

- Advise on the graduated approach to providing SEND support
- Have accountability for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have an EHCP
- Ensure that FUNdays Club keeps the records of all pupils with SEND up to date
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support

- Liaise with parents/carers of children with SEND and with external agencies including the Local Authorities support and educational psychology service, health and social care and voluntary bodies
- Inform staff who are new to FUNdays Club of the policies and procedures with regard to SEND

Site Leader

Each Site Leader is responsible for children at their site and carries out the role of the SENCo:

- Responsible for the day-to-day operation of the FUNdays Club SEND policy and information report
- Provide guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support
- Advise on a graduated approach to providing SEND support
- Oversee and maintain specific resources for SEND
- Liaise with providers of education to ensure a child and their parents/carers are informed about options and a smooth transition is planned
- Attend relevant meetings
- Work closely with the Head of Operations and Services and other staff to plan and assess the impact of support for children identified as SEND
- Liaise with parents/carers and school where necessary
- Ensure staff present are aware of the needs of all children and any special arrangements that are in place
- Monitor and review the child's experience

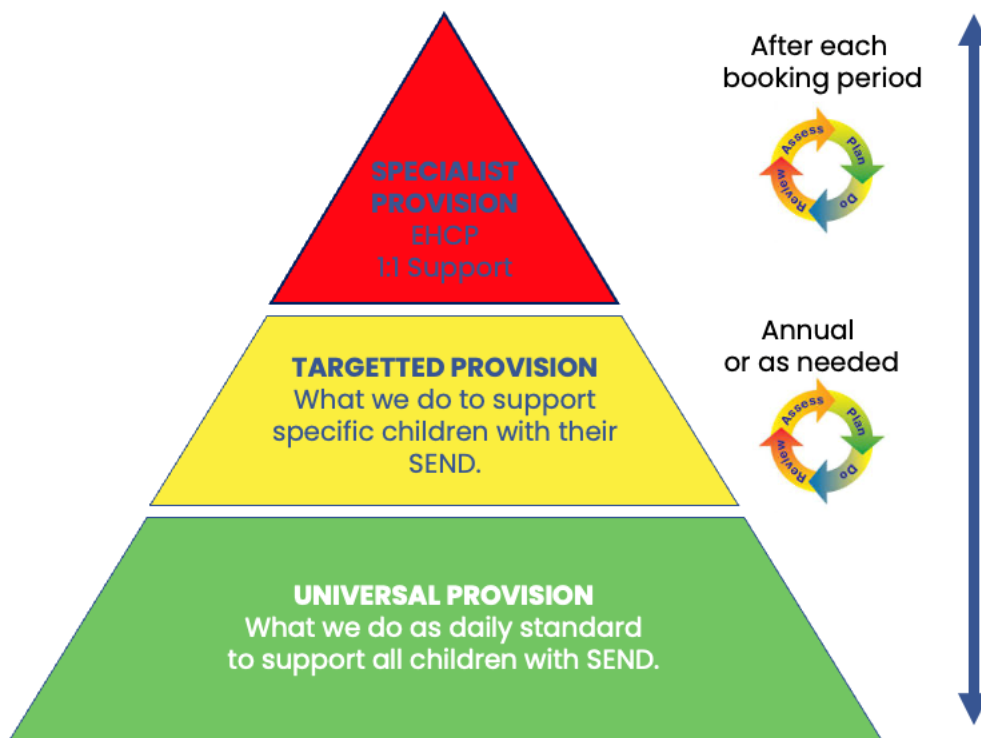
What is the role of the staff working with your child in regard to SEND?

The staff will:

- Monitor and review the child's experience
- Work with the child on a daily basis, planning and adapting activities to include children with additional needs
- Liaise closely with the Site Leader and leadership team
- Work in partnership with other staff to support children

Graduated Approach to SEND

Pyramid of Support Overview



Vision

Building a foundation for the future - enriching your child's experience so they can be the best of themselves.



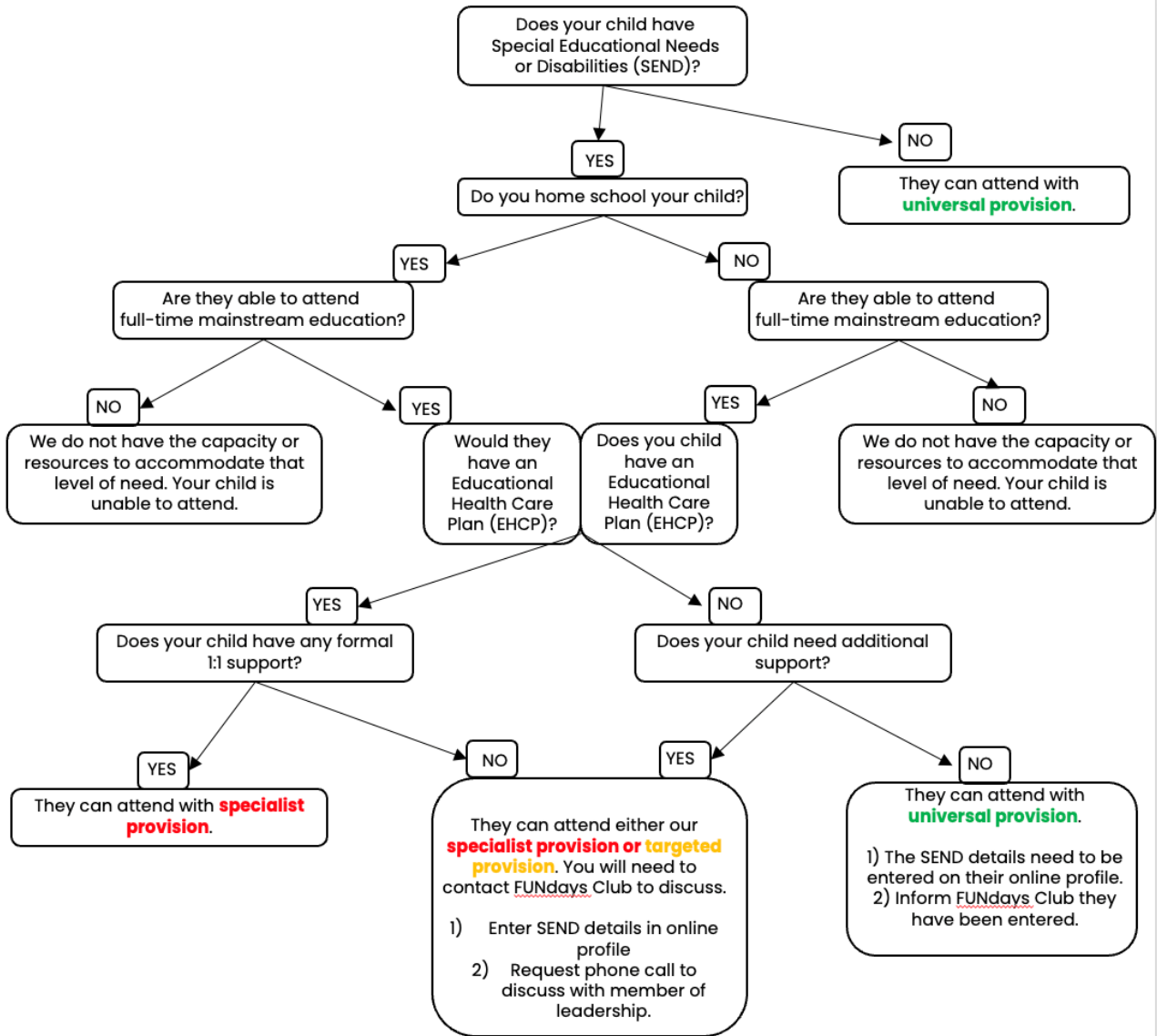
SEND report of current support available:

<p>Universal Provision</p>	<p>Ongoing provision as standard:</p> <ul style="list-style-type: none"> • Daily briefing before every provision with all staff to ensure staff awareness of needs, implications and relevant strategies • Visual timetables using “now” and “next” to support transitions • Use of symbols on resources • Easy to read fonts • Clear structured session and routines • Staff inform children of changes where appropriate e.g. timetable changes • Visual timetables • Knowledge and awareness of additional processing time for some children • Flexible access to child-initiated play • Feelings boards in main room to support emotional language, control and provide strategies • Feelings/PSHE topics included throughout the year • Daily briefing reminders to ensure staff awareness of implications and strategies • Knowledge and awareness of additional processing time for some children • Larger pencils and crayons provided in room • Pencil grips in room
<p>Targeted Provision</p>	<p>Required assessment:</p> <ol style="list-style-type: none"> 1. One to one phone call with a leadership team member to discuss needs of the child and ensure appropriate provision can be put in place. 2. Request to view and store relevant support documentation made with school e.g. CAF/EHCP/MyPlan/WIPD to see if any strategies can be replicated. 3. Pre-arranged one to one tour with child, parent/carer and member of leadership team. 4. Decision made whether universal, targeted or specialist provision is appropriate. <p>Examples of targeted provision provided in additional to universal provision:</p> <ul style="list-style-type: none"> • One to one “now” and “next” language and timetable support for each transition • Resources provided with larger font size • Flexible room layouts to suit additional needs • Entering spaces and rooms ahead of groups by doing special jobs with an adult • Individual reward programme • Behaviour logs • Observations • Adaptations to procedure and behaviour policy • Coloured overlays • Sloped boards • Daily briefing notes for staff regarding additional needs, requirements and strategies

<p>Specialist Provision</p>	<p>Required additional support and assessment process paid for by FUNdays Club Social Enterprise fund:</p> <ol style="list-style-type: none"> 1. Initial one to one phone call with a leadership team member to discuss needs of the child and ensure appropriate provision can be put in place 2. Request to view and store relevant support documentation made with school e.g. CAF/EHCP/MyPlan/WIPID to see if any strategies can be replicated 3. Additional needs support meeting with leadership team member (online or face to face) 4. Pre-arranged one to one show around with child, parent/carer and leadership team member 5. One to one settling in session with main carer and child together, accessing resources so leadership staff member with main carer can observe and discuss needs for assessment. Consideration should be given to the variation between quieter days e.g. Fridays and the variations on how provision operates in term-time and school holidays. 6. One to one settling in session without main carer and a Support Activity Leader staff member. Observation carried out by leadership staff member with assessment and review shared with parent/carer. Consideration should be given to the variation between quieter days e.g. Fridays and the variations on how provision operates in term-time and school holidays. 7. Either one to one support agreed or final assessment session without 1:1 support carried out <p>Additional support funded by family and part funded by FUNdays Club Social Impact fund:</p> <ul style="list-style-type: none"> • Ongoing one to one adult support <ul style="list-style-type: none"> ○ Only available with pre-arrangement and recruitment carried out. Ad-hoc booking not available ○ Family funds cost of one to one adult contact time with child ○ FUNdays Club Social Impact Fund pays for all oncosts (20%), resources, staff planning, meeting time, session costs, training costs, SENCo time, recruitment and non-contact time front costs of staff member <p>Examples of optional additional specialist provision support paid for by FUNdays Club Social Impact fund:</p> <ul style="list-style-type: none"> • Photograph of spaces provision taken during one to one show around and provided to family to support transition • Social stories of what might happen • Review meeting after each booking period with written notes and agreements shared with parent/carers and staff • See targeted and universal provision as well
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What level of Support is required for my child?



Vision

Building a foundation for the future - enriching your child's experience so they can be the best of themselves.