



**Date: 02/10/22**

**Date for Review: 02/10/23**

This document takes into account the SEN Code of Practice 2014 which in itself reflects the information included in the SEN and Disability Act 2001, Equality Act 2010 and the Children and Families Act 2014. The Playscheme operates its policy, provision and practice in accordance with this guidance.

### **Our vision**

All children, whatever their ability, have an entitlement to a broad and balanced experience tailored to their individual needs. They should have the opportunity to achieve their full potential and to fully participate in their own individual learning.

The Playscheme places great importance on striving to meet the needs of ALL children in the school, and fully recognises that some children will require additional help to access the scheme and fully participate in activities.

### **What are special educational needs?**

#### **SEN defined**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for **special educational provision** to be made for him or her.

A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others the same age**.

Special educational provision means educational or training provision that is **additional to, or different from**, that made generally for others of the same age. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (Code of Practise 2014).

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and/or different from that provided within the differentiated curriculum to better respond to the four broad areas of need as defined in the SEND Code of Practise 2015:

1. **Cognition and Learning Needs** – Specific Learning Difficulty (SpLD), Moderate Learning Difficulty (MLD), Severe Learning Difficulty (SLD), Profound and Multiple Learning Difficulty (PMLD).
2. **Social, Emotional and Mental Health** (SEMH).
3. **Communication and Interaction Needs** – Speech, Language and Communication Needs (SLCN), Autistic Spectrum Disorder (ASD).



4. Sensory and/or Physical Needs – Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD).

A child under compulsory school age has special educational needs if they fall within the definitions above or would do so if special educational provision was not made for them.

**Our Approach**

All children at The Playscheme receive a high level of quality care. The approach is the accessibility of all children.

We are an inclusive scheme where children are taught in mixed ability groups with differing levels of support to support the needs of the children attending. Coaches adapt their teaching and learning environment to cater for their pupil's academic and physical needs.

Provision for children with special educational needs is the responsibility of all staff. We have experienced staff with current roles in supporting children with differing levels of Special Educational Needs.

After quality first care with adaptive teaching techniques, the next stage of our approach is to employ further support where applicable to help the child access activities and discuss this with the child's parents.

In exceptional circumstances we may discuss with parents a different provision that may be more suitable for the specific special educational needs for the child to have an enjoyable and inclusive experience. This may also occur if employment of a member of staff cannot be made before the child attends The Playscheme or if the child attends without our prior knowledge and is at risk of harm to self or others. This would be discussed at depth with the child's parents and The Playscheme would strive to ensure the child, parents and staff are all happy with the outcome. These exceptional circumstances may include:

- Shows signs of difficulty joining in with activities even when teaching approaches are targeted particularly in a child's identified areas of weakness;
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed by The Playscheme;
- Has sensory or physical problems, and continues to make little or no progress in accessing the activities despite the provision of specialist equipment;
- Has communication and/or interaction difficulties, and this impacts the child's emotional needs.



Where possible we encourage parents to communicate openly regarding their children's Special Educational Needs especially if they have plans in place such as an **educational, health and care plan (EHCP)**. **This allows us to plan and make adaptations to the provision prior to the child attending.**

### **Storing and managing information**

Parents and other agencies may provide information to The Playscheme regarding children's Educational Needs. This information will be stored on a password protected document provided by the local authority and a private organisation. This is shared with staff on a need-to-know basis.

All staff at The Playscheme complete training surrounding Safeguarding which includes information on the need for confidentiality.

This complies with GDPR.

### **Pupils with medical needs**

Parents and other agencies may provide information to The Playscheme regarding children's medical needs. This information will be stored on a password protected document provided by the local authority and a private organisation. This is shared with staff on a need-to-know basis.

All staff at The Playscheme complete training surrounding Safeguarding which includes information on the need for confidentiality.

This complies with GDPR.

Prescribed medication should be brought into school with the child's name, the dosage and times of the dosage clearly marked on. The Playscheme staff will only administer medication if the medicine needs to be taken **four or more times per day, have written consent on the parent and have completed relevant training.**

We encourage parents to administer medication at home where necessary.

Children who require inhalers are prompted to keep this with themselves and take the responsibility to use when needed. Staff will be informed of children who require an inhaler and provide verbal reminders for the children to use their inhaler.

Lead staff have a first aid qualification to complete safe first aid for children whilst on The Playscheme. All staff have completed the **staff code of conduct training** which covers and discusses only trained member of staff administering first aid.