

Special Needs Policy

Firm Foundations for Children CIC is aware that some children who join the club may have special needs and/or physical disabilities that require particular support and assistance. We are committed to taking appropriate action to make sure that all children are able to access our services, made to feel welcome, and that our activities promote their welfare and development.

We believe that all children with special needs and/or physical disabilities have a right to play, learn and to be able to develop to their full potential alongside other children. Wherever possible these children will have access to the same facilities, activities and play opportunities as their peers, although the extent of assistance they receive from staff may be greater.

Firm Foundations for Children and Adolescents CIC sees the inclusion of children identified as having special educational needs and/or physical disabilities as an equal opportunities issue. Rather than locating a problem with children we shall try to look at what additional provision we need to make for specific children. Through identifying individual needs and taking proactive steps alongside parents/carers all children should be able to play a full, active and equal part in the club's activities.

Objectives

The Director is responsible for managing provision for any children who join the club and have special needs and/or physical disabilities. It is also the duty of the Director to ensure all staff are confident in how to work with children with special needs and/or physical disabilities - training will be made available if necessary for a specific child who joins the Club.

At Firm Foundations for Children and Adolescents CIC equality of opportunity is provided for all children, prejudice and discrimination against children with special educational needs will also be eliminated, to achieve this we will;

- determine the special needs of all children who register at the club and adapt the club's facilities, procedures, practices and activities as appropriate.
- Treat all children with equal concern and respect, encouraging them all to take part in all activities that are made available
- ensure the Special Educational Needs and Disability Act and relevant policies of inclusion are implemented effectively within the club and across all areas of activity
- monitor the involvement of all children (with the support of their parents/carers, and if necessary statutory agencies), to identify needs as they arise and to provide support as early as possible
- provide full access to the activities. Make extra training for working with children with special needs and/or disabilities available for all staff on top of the advice they would

receive on induction regarding any individuals with such needs

- ensure that pupils with special needs and/or physical disabilities are perceived positively by all members of the club community. And that inclusive provision is valued and promoted by staff and parents/carers.
- involve parents/carers at every stage in plans to meet their child's additional needs.
- involve the children themselves in planning and in any decision making that affects them.
- liaise with other agencies if necessary to seek further advice or training as necessary
- continually monitor the effectiveness of provision for any children who have special needs and/or physical disabilities.

Differentiated Activity Provision

Through differentiated planning by the Director and staff, any children with special needs shall be fully considered when activities are being planned and prepared, after the planning of activities, differentiated support will then be provided for children with extra needs. The success of this planning shall be gauged by the degree to which the child is purposefully involved. Such monitoring will be carried out by the Principal on an ongoing basis.

The Director considers the following to be examples of purposeful involvement:

- Has full access to activities
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in their behaviour
- Mixes socially with others on their own terms

Additional support is required for sensory or physical impairments

Additional support is required for communication or interaction needs

The overall responsibility for planning for children with special needs and/or disabilities remains with the Director. Individual staff are responsible for activities they're running. Each child with recognized special needs and/or disabilities will have an individual record providing suggestions and advice as to how staff can work with them to ensure they gain the most from any activities run at the Club.

Partnership with parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.

- individual records will include information provided by parents and are to be available to parents on request.
- regular communication between the Club and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the principal and following the complaints procedure.

In some cases it is also necessary for the Club to communicate with the child's school so any progress made within the classroom can be built upon after school too.

Firm Foundations for Children and Adolescents CIC maintains an up-to-date list of organizations associated with special needs and/or disabilities and will contact them as appropriate regarding any individual child. This information shall also be available for parents/carers on request.

Inclusion Principles

- Within the centre we understand that learning styles are different for all children and staff are advised on how to be flexible in the assistance they give to ensure effective involvement.

Arrangements for providing access to activities

- The Club will ensure that all children have access to a varied programme of activities, and that this is flexible enough to meet every child's needs.
- Play opportunities will be absorbing, rewarding and effectively differentiated.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative assistance.

Access to Information

- All children requiring information in formats other than print could have this provided (e.g. if a child joined who uses Braille).
- We can adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We can provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

Admission arrangements

- Children with additional educational needs are considered for admission to the club on exactly the same basis as for children without additional educational needs

Before joining the Club considerable time will be taken to meet with parents/carers and discuss the necessary provision for their child. In co-operation with this, the child may be gradually introduced into the Club rather than commencing full time immediately.

Incorporating disability issues into the programme of activities

- Issues addressed at the Club include disability, difference and valuing diversity. Advice will be sought from Disabled Peoples organisations on appropriate resources.
- The Club recognizes the importance of awareness regarding special needs and disabilities and will encourage children in discussing such issues and will facilitate a wider understanding of them.

Terminology, imagery and disability equality

- The Club is aware of the impact of language on children within the club. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special needs and/or disability under our Anti-Bullying Policy.
- We also seek to ensure that we have positive images of disabled children and adults in displays, resources etc.

Listening to disabled pupils and those identified with additional needs

- The Club aims to include all children in planning and reviewing the programme of activities
- The staff receive advice and training opportunities on issues relating to communication and listening skills.

Working with disabled parents/carers

- The Club recognises that at times there may be a number of disabled parents/carers of children at the club, and we work to try to ensure they are fully included in parents/carers activities.
- When a child starts at the club parents/carers with disabilities are able to tell us about their own access needs, notes/newsletters can then be sent home in the required format e.g. audio tape, large print etc. We also ensure that we have regular telephone contact, as this may be the preferred method of communication for many.

Disability, Equality and Trips

- When necessary the Club will make all trips inclusive by planning in advance and using accessible places. If necessary special transport may also be arranged according to the specific needs of any child who joins the Club.

Evaluating the success of the Special Needs Policy

A questionnaire shall be sent home to parents/carers and children who are directly affected by the policy to monitor how effective our Special Needs Policy is.

Additional Support

If necessary additional support can be accessed to cater for a child with special needs and/or

physical disability.

Grants are available and additional support may include

- Extra members of staff to assist the child with special needs and/or disabilities
- Buying equipment so the activities available are more accessible
- Altering the facilities on offer to make them more comfortable and feel welcome

The Special Needs Policy shall be reviewed annually. It may be necessary for further reviews if the policy is ever brought into question either by an individual or a particular incident.