



## **SPECIAL NEEDS AND DISABILITIES**

For children who have a specific learning difficulty or a disability, our Special Educational Needs and Disabilities (SEND) policy outlines the support we provide.

(as a play provider, children learn through their play with us. Our purpose is to ensure equality of opportunity for all)

### **How we support children with SEND**

A child or young person has SEN if they have a learning difficulty or disability which calls for special provision to be made for him or her. A child has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning/developing than the majority of others of the same age, or has a disability which prevents or hinders him/her from making use of facilities.

### **The role of the child**

Every individual child and their learning through play and personal development is at the heart of all we do. With great pedagogy, support and guidance, we expect all children at Hopscotch to achieve their full potential. The children's role is to participate fully in play. They should listen and follow direction, contribute ideas, seek new experiences, play co-operatively and seek help when they need it.

### **The role of the parent / carer**

Parents are vital partners in the child's journey through. Time is put aside to discuss their child's progress. For example, this could be at collection/drop off time, a 1:1 ad-hoc meeting with staff as well as timed appointments to suit the parents/setting.

Where the child has more complex needs, parents / carers are also involved in pre-start meetings and annual reviews which may involve other professionals.

Our open door policy ensures you can feel confident when you approach us with a problem. You can tell us your concerns and we will help you access a range of services to provide support.

This may involve referral to targeted services such as counselling or family support.

### **The role of the playworker**

All our children are treated as individuals and the Manager, alongside support staff, plans individual play opportunities alongside with effective support and resources. When needed, we put in place targets, plans and appropriate provision to meet the additional needs of children with SEN. We review these regularly. Assessments both formal and informal are carried out to ensure children are getting the best out of their play opportunities. Staff are trained appropriately and work alongside other professionals, to develop their skills, knowledge and support to enhance opportunities for the child. Similarly, we work closely with Nursing teams who are available to train staff when children have specific medical issues.

Our Manager has many years of experience of working with children and is skilled in SEN. Our Manager together with support staff are skilled in behaviour management. Through in-house training and input from outside providers. High priority is given to the emotional and social well-being of our children. All our staff are trained in child protection procedures and our Manager is specially designated to ensure the safeguarding of all children.

## **The role of leaders**

All SEN provision is overseen and managed by our Manager, Nicola Dutton. Nicola oversees how individual needs are being met and how any funding available should be spent. Funding may, for example, be spent on additional training and/or resources. Some children with complex needs will receive extra funding and this will be used where possible to employ staff on a one-to-one basis to promote independence but to also support inclusion at all times.

Liaison and joint meetings are carried out with our Manager and the schools SEN Co-Ordinator in a joint working partnership for the child. Early Help Plan meetings are also attended.

Nicola further ensures that the setting's physical environment is as appropriate and accessible as possible, within the means and confines of the building.

## **The role of outside agencies**

With the needs of the child at the heart of what we do, we may seek support from other agencies. This would be when we need specific or substantially greater help and will be specific to the child's needs.

We work with Extended Services who can provide services such as Family Outreach Workers, Counselling and Therapeutic Services.

## **How accessible is the building?**

An appropriate and accessible environment is provided within the confines of the building and our tenancy. This can be adapted where possible if agreed with the Landlord and with additional funding if necessary. Children who need additional specific equipment and facilities will have their needs met to the best of our ability, sometimes through an application for additional funding.

## **Transition between Hopscotch and School.**

Social and emotional support is planned to ensure all children make transitions smoothly and confidently, these needs are met with collaborative discussions with school and Hopscotch.

## **Current Quality for SEND**

Hopscotch has undertaken the SCOPE quality charter-mark standard, this was successfully completed in 2017.

This policy was adopted by: Hopscotch Kids Club	Date:
To be reviewed: September 2019	Signed: