

SNOOP POLICY ON INCLUSION

At SNOOP we are aware that some children and young adults with SEND (special educational needs and/ or disabilities) will require particular support and assistance to feel valued, supported and enabled to have the same chances, choices and opportunities as any other young person. We are committed to making appropriate provision to enable all children and young adults to access our services, so they are made to feel welcome and that our activities promote their welfare, well-being, learning and development and extend their range of experiences.

At SNOOP we believe that children with SEND (special educational needs/ disabilities) have the right to play, learn and be able to develop to their full potential alongside other children. Here we accept a child for who and how they are and they will be supported, to the best of our ability, to access the same play opportunities as their peers wherever possible. This will always be carried out with the safety and interests of the child/ young adult in mind at all times. Everybody stands to gain if all children and young adults are allowed to share the same opportunities and feel enabled to overcome any difficulties that they may face so they can have the best life chances possible.

All policies, procedures and practices in relation to children and young adults with SEND (special educational needs /disabilities) are consistent with current legislation and guidance. These include the ‘Children’s and Families Act 2014’, The new ‘code of Practice 2014’, Special Educational needs and Disability Act 2001, The Disability Discrimination Act 1995 and the Care Act 2014

By identifying and understanding the individual needs of a child or young adult and by being proactive, working in close partnership with parent/carers and other statutory professionals or agencies, all young people should be able to play a full, active and equal part in SNOOP activities. We strongly believe that good communication and relationships are required for inclusive practice to be effective.

SENCO (Special Educational Needs Co-ordinator and Disability Co-ordinator)

The Management will appoint a SENCO and a Deputy SENCO to manage provision for children with SEN/Disabilities. This individual will be fully trained and aware of the required processes for referral and assessment of young people.

All members of staff will be expected to assist the SENCO and the Deputy in caring for children with SEN/disabilities and supporting the young person's development.

The SENCO:

Is responsible for setting up and maintaining the SEN register and supporting the key worker to ensure the required paperwork for each child/ young adult is completed

Building a relationship with the parent/carer of a child/ young adult with SEND and keeping them informed and encouraging them to be involved at every stage of the graduated approach used ie; Assess, Plan, Do, Review.

Works with the key worker to engage with any professionals involved in the support of a child/ young adult with SEND.

Oversees the work of the Key Worker on the interventions, resources and support put in place for a child/young adult with SEND in the setting.

Oversees the checking of progress against the targets set for a child/ young adult with SEND.

Agrees the dates for the review of the support and interventions with the key worker and the parent/ carer.

Works with the key worker to evaluate what has worked well with the support and interventions used, what has not worked well and what

changes are needed. The views of the child/young adult must be taken into account and the parent/carers involved during each stage.

SNOOP

Carol Beardmore (March 2011), Sept 2012, Dec 2014, Dec 2017, Aug 2018