



Kool Kids Club

Special Educational Needs and Disability (SEND) Policy

Ethos of our setting:

Kool Kids club aims to provide a happy, stimulating and safe environment for all our children. All individuals' abilities are recognised, and we hope that the children in our care learn from first hand experiences, exploration, practice and discovery through play.

A range of resources and activities are provided and where possible equipment to develop and meet individual needs of children.

We work in partnership with parents/carers and other agencies, where appropriate, to support individual children's learning. We aim to provide effective support to meet every child's needs.

We want all children to feel welcome and supported, we believe in adapting our practice to meet the needs of each child rather than just making children fit in with what we do. Parents/carers need to know that this is a happy and secure environment, and the children are part of a happy caring group.

Definition of child with Special Educational Needs and Disability (SEND):

A child has special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

A child has a learning difficulty if they:

Have a significantly greater difficulty in learning than the majority of children of the same age.

Or

Have a disability, which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Or

Are under five and falls within either of the two definitions above or would do so if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

Special educational provision means:

For a child of two years or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area.



For a child under two, educational provision of any kind.
(Education Act 1996, Section 312)

Aims:

- To have a designated and named Inclusion Coordinator (INCo)
- To liaise closely with parents and seek advice on the sorts of things their children like to do, as well as listen to their priorities in regard to their child's care.
- To offer where possible a taster session to support transition and settling in.
- To achieve progress by using the child's strengths and interests as our starting point.
- To provide a secure and stimulating environment.
- To involve them alongside their peers.
- To ensure all children, including those with SEND are entitled to a broad range of activities and purposeful play opportunities.
- To foster and build self-esteem and confidence.
- To develop social skills.
- To promote opportunity for independence.
- To have due regard to the SEN Code of Practice 2014.
- To have due regard to the Equality Act 2010, Disability Discrimination Act 1998 (DDA), Children and Families Act 2014 and the UNRC 1989.

Objectives:

- To ensure the entitlement of all children to accessible play.
- To monitor, record and evaluate all children's progress.
- To identify, assess and review individual needs within the SEN Code of Practice.
- To have a commitment to develop excellent partnerships with parents/carers and share responsibility for meeting their children's needs with them.
- To foster good links and communication with other agencies.
- To provide support and additional resources where possible for children with a My Support Plan or an Education Health and Care Plan (EHCP).
- To ensure the SEND policy is known, agreed and implemented by all staff.
- To ensure staff development regarding SEND.



Role of the SENCo and Inclusion Lead

Rebecca Hau is the named Special Educational Needs Coordinator (SENCo) and Inclusion Leader at Kool Kids Club and will:

- Coordinate with parents, key persons, and professionals to gather information about the child.
- Seek additional information from the schools, other settings and relevant support agencies e.g. support teachers.
- Facilitate settling-in sessions and support transitions.
- Maintain comprehensive records of observations, assessments, and support plans.
- Oversee the implementation and monitoring of My Support Plans and EHCPs.
- Liaise with the Local Authority and external agencies.
- Attend relevant training to stay informed about current legislation and best practice.
- Ensure all staff understand and implement SEND strategies appropriately.
- Keep parents fully informed of their child's needs and share information.

Beliefs and attitudes regarding equal opportunities

Kool Kids Club is committed to equality of opportunity. All children have the right to play, learn, and develop in a safe, respectful, and supportive environment. We embrace diversity and are proactive in ensuring all children – regardless of race, gender, ability, or background – have equal access to resources, experiences, and opportunities.

Identification and Assessment of SEND

We follow the graduated approach outlined in the SEND Code of Practice:

Assess – Observation and initial discussion with parents/key persons.

Plan – Individual strategies and goals developed in collaboration with families and professionals.



Do – Implement support using inclusive practice and resources.

Review – Regularly evaluate and adapt strategies to ensure progress.

Admission arrangements

Children with SEND are welcomed and supported at Kool Kids Club. Applications are not treated less favourably on the grounds of disability or additional needs. Reasonable adjustments will be made to ensure effective inclusion.

Arrangements for including children with SEND into our setting.

Where possible we will make reasonable adjustments to include children with SEND.

This may include:

- Physical changes within our setting for e.g. movement of furniture or position of activities.
- Where possible offer differentiated play equipment and play activities, specialist resources, sensory equipment etc.
- Communication systems e.g. communication aids, Makaton, sign language etc.
- Inclusive play experiences both inside and outside adapted to accommodate the needs of the children.
- Staffing where possible will be deployed at a ratio level that will ensure all children with SEND can access the environment and play opportunities that we offer.

Arrangements for partnerships with parents/carers:

Parents/carers of all children should feel they are treated as partners who can:

- Play an active and valued role in their children's education and development.
- Have knowledge of what rights they can expect for their child.
- Have access to information or any related decision-making process about special educational provision, including transition to other settings.

Staff Training and Development

We are committed to the professional development of our team. Staff will:

- Receive ongoing training related to SEND and inclusion.
- Be encouraged to reflect on and improve their inclusive practice.
- Be supported by the SENCo and management to implement support strategies.



Links with other providers:

We ensure to continue to work in partnership and build links with:

- Schools
- Settings and childminders
- Shared Foundation Partnerships.

This helps to facilitate smooth transitions between all settings.

Complaints procedure:

Please see in policies and procedures file for our complaints procedure

This policy was adopted at a meeting of	Kool Kids Club		
Held in:	September 2025		
To be reviewed in:	September 2026		
Signed on behalf of the setting:	Kool Kids Club		
Name of Signatory:	L Peirse	L Yildirim	R Hau
Role of Signatory:	Operational Manager	Under 8's Manager	Over 8's Manager