

SEND (Special Educational Needs and Disabilities) Policy

Allstars

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1. Policy Statement

Allstars is committed to being a fully inclusive setting where every child is welcomed, supported, and enabled to participate in all aspects of our provision. We value diversity and strive to meet the individual needs of all children, including those with special educational needs and disabilities (SEND), in line with the **Children and Families Act 2014**, the **SEND Code of Practice (2015)**, and the **Equality Act 2010**.

2. Aims

We aim to:

- Provide equal access to all activities and opportunities
- Identify and respond early to any emerging SEND needs
- Work in partnership with families, professionals, and the child to ensure personalised support
- Promote independence, inclusion, and positive outcomes for every child
- Maintain a culture of high expectations and tailored support

3. Identifying SEND

A child may be identified as having SEND if they require additional support beyond what is typically provided for children of the same age. This may include needs in one or more of the following areas:

- Communication and interaction
- Cognition and learning

- Social, emotional, and mental health
- Sensory and/or physical development

Staff are trained to observe and raise concerns sensitively and in line with the graduated approach: **Assess – Plan – Do – Review**.

4. Working in Partnership with Parents

- We value and respect the knowledge parents have of their children
- We maintain open, honest, and regular communication
- Support plans are developed in collaboration with parents/carers and, where appropriate, the child
- We provide updates and review meetings to track progress and adjust support

5. Support and Adaptations

We offer reasonable adjustments to meet individual needs, including:

- Modifying activities, instructions, and expectations
- Providing additional adult support
- Using visual aids or communication tools
- Creating calm or sensory-friendly spaces
- Adapting timetables or transitions where needed
- Liaising with external specialists (e.g. speech therapists, SENCOs, educational psychologists)

We maintain high staff-to-child ratios and encourage inclusive play and participation.

6. Staff Training and Development

- All staff receive basic SEND awareness training

- Key staff access ongoing professional development to support children with specific needs (e.g. autism, ADHD, speech and language, anxiety)
- Staff know how to differentiate activities and manage behaviour supportively and effectively

7. Equality and Anti-Discrimination

- Children with SEND are not treated less favourably and are encouraged to take part in all club activities
- We make reasonable adjustments to ensure accessibility across our setting
- We actively challenge stereotypes and promote a culture of respect and inclusion

8. Record Keeping and Confidentiality

- Records relating to SEND are held securely and treated with confidentiality
- Information is only shared with professionals or agencies with parental consent unless required by safeguarding obligations

9. Complaints

We encourage families to discuss concerns with us at the earliest opportunity.

If a resolution is not reached, the issue can be raised through our Complaints Policy.

Families may also seek advice from SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Services).

10. Review

This policy is reviewed annually or in line with updates to legislation, statutory guidance, or changes in local need.

Date of next review: August 2026

Policy lead: Club Manager / Inclusion Lead