



6. Special Educational Needs and Disabilities (SEND) Policy

The Sunshine Club SENCo is
Jackie Regan (Deputy Team Leader)

Policy Statement:

At the Sunshine Club, we are committed to providing an inclusive, welcoming and supportive environment in which every child can participate fully in our before-school, after-school and holiday club provision.

We recognise that children attending Sunshine Club may have a wide range of special educational needs and/or disabilities (SEND), and that their needs within a wraparound care environment may differ from those experienced during the school day.

We will work closely with children, parents/carers, school staff and other relevant professionals to understand each child's individual strengths, needs and appropriate support strategies. We will make reasonable adjustments wherever required to remove barriers to participation and enable children with SEND to access the experiences and opportunities available within the club.

Our approach is child-centred and focuses not only on what support a child may require, but also on their strengths, interests, independence, friendships, emotional well-being and enjoyment.

Legal Framework:

This policy has been created with regard to:

- [The SEND Code of Practice 2015](#)
- [Children and Families Act 2014 \(Part 3\)](#)
- [Equality Act 2010](#)
- [Working Together to Safeguard Children](#)
- [Statutory Framework for the EYFS](#)

Understanding SEND:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child under compulsory school age has special educational needs if they are likely to fall within either of the below categories when they reach a compulsory school age or would do so if special educational provision was not made for them:



- They have a significantly greater difficulty in learning than the majority of others of the same age, or
- They have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age

Children's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with communication and imagination, which can impact on how they relate to others.

2. Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, and profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support.

Definition of a 'Disability'

The definition of disability under that [Equality Act 2010](#) is '... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' 'Long term' is classified as 12-months or more.



This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN but there is a significant overlap between disabled children and those with SEN.

We recognise that SEND may present differently within Sunshine Club than during the school day. For example, a child may find transitions, changes in routine, busy environments, unstructured play, social interaction, noise, mealtimes or emotional regulation particularly challenging before or after a full school day.

Staff will therefore consider the individual child and the context in which they are attending the club rather than assuming that strategies used within the classroom will automatically be appropriate within wraparound care.

Our Approach to Supporting Children with SEND:

The Sunshine Club is a childcare and play provision and does not seek to replicate the educational SEND provision delivered by the school. Our role is to ensure that children with SEND can access and enjoy our provision as fully and independently as possible.

Support may include:

- adapting activities, routines or the environment;
- providing visual prompts or communication aids;
- offering quieter or lower-stimulation spaces;
- providing additional preparation for transitions and changes to routines;
- adapting games and physical activities;
- considering seating, eating and sensory requirements;
- allowing additional processing time;
- supporting emotional regulation and social interaction;
- using specialist equipment or strategies already identified for the child;
- adjusting the level of adult support where appropriate; and
- seeking the child's views about what helps them feel comfortable, included and able to participate.

Admissions and Planning for a Child with SEND:

Having SEND will not in itself prevent a child from accessing Sunshine Club. We will consider each child individually and make reasonable adjustments in accordance with the [Equality Act 2010](#).

Parents / carers are encouraged to provide relevant information about their child's needs when registering or when a need is identified. Where additional support may be required, the Club Manager / SENCo will meet with the parent / carer before, or as soon as possible following, the child's admission.



Where appropriate, and with parental consent, we will liaise with the child's school SENCo to understand existing strategies, reasonable adjustments, risk assessments, communication approaches or support plans.

This information will be used to determine how the child's needs can be safely and effectively supported within the specific context of the Sunshine Club.

Individual Support and Care Plan:

Where a child requires specific support or reasonable adjustments within the Sunshine Club, an Individual Support Plan may be developed in partnership with parents/carers and, where appropriate, the child and school SENCo.

This may record:

- the child's strengths and interests
- their identified needs
- known triggers or barriers
- communication needs
- sensory or emotional regulation needs
- strategies that support the child
- reasonable adjustments required
- relevant medical or personal care information
- arrangements for transitions
- what to do if the child becomes overwhelmed or distressed
- any additional risk-management arrangements

Plans will be shared with relevant Sunshine Club staff and reviewed whenever needs change and at appropriate intervals.

Partnership with the School:

The Sunshine Club recognises the importance of consistency between school and wraparound provision. With appropriate parental consent, relevant information may be shared between Sunshine Club and the school SENCo or other appropriate members of school staff where this is necessary to support the child.

However, the Sunshine Club remains responsible for considering how a child's needs affect them specifically during wraparound care. Support will therefore be adapted to the club environment rather than automatically replicating classroom provision.



Children's Voice:

Children will be involved in decisions about their support wherever appropriate to their age, understanding and communication needs. Staff will listen to children's views about what they enjoy, what they find difficult and what helps them to feel safe, comfortable and included.

Behaviour and SEND:

Staff recognise that behaviour may be a form of communication and that SEND can affect a child's emotional regulation, communication, sensory processing and ability to manage particular situations.

Where behaviour causes concern, staff will seek to understand the reasons behind it and consider whether unmet needs, environmental factors or reasonable adjustments may be contributing. Children will not be disadvantaged or sanctioned for behaviour that arises directly from their disability without appropriate consideration of their individual needs and the circumstances.

This does not remove the need to maintain appropriate boundaries or ensure the safety of other children and staff. Individual strategies and risk assessments will be developed where necessary.

Activities, Trips and Holiday Club:

Children with SEND will be given equal opportunity to participate in the full range of Sunshine Club activities, including Holiday Club activities, visitors, workshops and outings.

Activities and associated risk assessments will consider accessibility and individual needs. Reasonable adjustments will be explored to enable participation rather than excluding a child because an activity has originally been planned in a way that creates a barrier for them.

Role of the Sunshine Club SENCo:

The SEND Lead will:

- coordinate arrangements for children requiring additional support
- liaise with parents/carers and relevant school staff
- ensure reasonable adjustments are considered
- support staff to understand individual children's needs
- ensure relevant plans and risk assessments are available
- support staff training
- monitor children's inclusion and participation
- review this policy and the effectiveness of SEND provision



Partnership with Parents / Carers:

All practitioners at the Sunshine Club work closely with parents / carers and we see this as vital when caring for children. This is particularly relevant when working with children with SEND to ensure that each child is fully included.

All children are assigned a key person, which in the case of a child with SEND, could be a team member with previous experience in this area.

Positive and effective communication is key when working with parents / carers to form strong, trusting relationships. Opportunities for parents / carers to communicate with their child's key person are offered during the settling in process, at daily feedback times and at our parents' evenings. We recognise that more frequent communication will be necessary for a child with SEND and further meetings will be arranged as appropriate.

Parents / carers will be included and encouraged to be actively involved in all stages of the SEND process. They will be involved in agreeing targets and interventions for their child, and in monitoring progress against these targets.

Confidentiality will be maintained at all times, with information shared on a need-to-know basis and only with the permission of parents / carers. The exception to this is if there is a safeguarding issue and gaining permission from parents / carers could place the child at risk of further harm.

We will endeavour to assist parents / carers as much as we can in providing sources of information and advice and additional support that may be accessible to them.

Information Sharing and Confidentiality:

Information relating to children with SEND will be treated sensitively and confidentially and shared only with those who need the information in order to support the child effectively.

Parents / carers are responsible for providing Sunshine Club with relevant and up-to-date information about their child's needs, including any changes to their support, medical needs, strategies or professional involvement. Parents should not assume that information provided to the school will automatically be shared with the Sunshine Club.

Where appropriate, and with parental consent, Sunshine Club may liaise with the child's school SENCo, class teacher or other relevant professionals to help us understand the child's needs and provide consistent support. This may include information about successful strategies, communication approaches, reasonable adjustments, risk assessments or relevant support plans.

Information will be shared proportionately and on a need-to-know basis. The exception to seeking consent is where there is a safeguarding concern and sharing information is necessary to protect the child or another person from harm.

All records relating to SEND will be stored securely and managed in accordance with the setting's Data Protection and Confidentiality procedures.



Staff Training:

We recognise that all members of the Sunshine Club team have a responsibility for supporting the inclusion of children with SEND. Staff will receive appropriate information, guidance and training to enable them to understand and respond to the individual needs of children attending the provision.

Where a child has a specific or more complex need, additional guidance or training may be sought before or during their attendance. This may involve working with parents / carers, the school SENCo or other professionals involved with the child.

Monitoring and Review:

The Sunshine Club SENCo will monitor the effectiveness of SEND provision within the club. This will include considering whether:

- children with SEND are able to participate fully in club activities and experiences;
- reasonable adjustments are effective and remain appropriate;
- Individual Support Plans and risk assessments remain current;
- staff have the knowledge and confidence required to meet children's individual needs;
- children and parents / carers feel appropriately supported; and
- any changes to the environment, routines, resources or staffing could further improve inclusion.

Children's views will also be considered, wherever appropriate, when reviewing the support provided.

Complaints

We aim to work in partnership with parents / carers and encourage any concerns regarding SEND provision to be raised with the Club Manager in the first instance so that they can be discussed and resolved promptly.

Where a concern cannot be resolved informally, it will be managed in accordance with the club's Complaints and Compliments Policy.

Local Offer and Sources of Support:

Trafford's SEND Local Offer provides information about education, health, social care and other services available to children and young people aged 0–25 with SEND and their families. Your nursery policy already signposts families to the Trafford Local Offer and explains its purpose.

Parents / carers may also access independent information, advice and support through Trafford SENDIASS. The school policy similarly identifies SENDIASS as a source of independent guidance for families navigating SEND support and EHCP processes.

Policy reviewed:

28th May 2026

Reviewed by:

Ivana Butterworth