



SEND Policy

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Responsibility: Manager and Coordinator

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1. Aims

Our SEND policy aims to:

- Set out how our holiday club will support and make provision for children with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for children with SEN

Our vision:

At Camp Canary we aim to provide a fun and inspiring curriculum that is accessible to all children including those with special educational needs and disabilities (SEND). We want children to feel included whether that be during an activity, playtime or at lunch. We want children with SEND to feel that they are able to take part and be successful throughout their time at Camp Canary.

How we aim to achieve this:

In order to achieve this, it is important to work closely with parents of children with SEND to decide how best to support their child in accessing learning and play successfully. This could mean the child having a dedicated 1:1 adult during their time with us or it could be that staff receive training in order to work collectively to support the child. It may also be necessary to adapt and tailor certain activities to make them more accessible to that child. Where appropriate we may be able to liaise with the child's primary school to obtain resources and guidance.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

3. Definitions

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

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 Parent

The parent must:

- consider whether Camp Canary is a suitable setting for their child's needs due to the nature of activities and/or the level of adult support needed.
- make known any special educational needs or disabilities their child may have before camp starts to the manager.
- make known any health and safety aspect that is specific to their child

- take part in an initial assessment via phone conversation about the extent of their child's needs and what is currently in place to support them within their school setting. This will enable the right type of provision to be provided during their child's time at Camp Canary.
- provide a 1:1 adult to support their child if it is decided this is necessary, this cannot be an immediate family member
- regularly liaise in person or over the phone with the manager about how their child is getting on at camp
- help to facilitate any necessary adjustments that need to be made in order to ensure their child is able to access learning and play
- provide an ECHP
- provide a 'one page profile' detailing how all staff members can help their child

4.2 Manager

The Manager must:

- phone the parent to complete an initial assessment of the child's needs
- help the parent to decide whether Camp Canary is the best setting for their child based on the level of their need and what support can be provided
- decide what that support will look like and make this clear to the parent
- put in to place any health and safety provision that child may need and inform/train staff
- make any necessary changes to activities to provide a more accessible programme
- inform all staff of the child's needs and what their role will be in supporting that child at different stages throughout the day
- ensure inclusivity and acceptance is part of Camp Canary ethos and share this with all children via the medium of assemblies, how play is facilitated and through modelling inclusive behavior herself
- actively liaise with parent about how their child is accessing the programme and any necessary adjustments that need to be made in order to ensure they are able to access learning and play

4.3 Camp Canary Staff

Camp Canary staff must:

- make sure they know who the identified child is
- know what that child's needs are and who will be responsible for meeting them
- follow instructions from the manager on how to support learning and play for that child
- model inclusive behavior and acceptance at all times throughout the day with other members of staff and with children
- follow any health and safety provision that is in place for that child
- independently take opportunities to facilitate learning and play with that child

5. SEN information report

5.1 Identifying children with SEN and assessing their needs

Steps to assessing a SEND and putting the correct support in place:

1. The parent identifies any SEND their child may have during the booking process before the holiday club begins.

2. The manager arranges a phone call with the parent to carry out an initial assessment of the child's needs.
3. The manager decides whether the setting is right for their child based on the level of their need and what Camp Canary is able to provide.
4. If Camp Canary is suitable then the manager will decide on what level of support is needed and what that will look like.
5. The parent will arrange a 1:1 adult to support the child, this adult will be vetted in accordance with the club's safer recruitment/visitor procedures
6. After the child has attended Camp Canary for a couple of days, the manager may want to liaise with the parent about the suitability of support being provided. It may be that the support needs to be changed after observing how the child responds to the programme and timetable of the day or in rare circumstances it may be evaluated that Camp Canary is not the right setting for that child due to the level of their needs and this will be discussed in detail with the parent.

5.2 Consulting and involving children and parents

The initial assessment conversation with the parent aims to ensure:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child

The manager will keep a record of these discussions and share them with the parent if requested.

While the child attends Camp Canary they will be monitored and observed by the manager to ensure they are settled, focused and happy while they are here. No written observations will take place. The manager will ensure the child is familiar with all appropriate staff and knows who to go to throughout the day for help and support. The manager will also check in with the child at different points in the day to give the child an opportunity to talk about what they have done and whether they are enjoying themselves.

5.3 Supporting children moving between phases- Camp Canary Kids to Camp Canary Juniors

In the event of a child moving from Camp Canary Kids room to Camp Canary Juniors, the manager will arrange and carry out a meeting with the child's parents. They will discuss how the programme changes and the suitability of the activities. From here the manager will decide the level of support, what that will look like and who will be involved in terms of staff. They will also discuss whether or not the child will find this disruptive and what the procedure should be if any behavior issues arise and how to best ensure the child settles quickly in to their new phase.

5.4 Our approach to teaching children with SEN

Activity leaders and support activity leaders are responsible and accountable for ensuring all children in their group are included and engaged in activities.

High quality and engaging teaching and an accessible curriculum is our first step in responding to children who have SEN.

We make sure that all staff work collectively to ensure that child's needs are met throughout the day. This is achieved through staff training and leadership from the manager.

The manager makes sure that the curriculum is modified where appropriate to ensure the child can take part in activities alongside their peers.

Inclusivity, acceptance and friendship is modelled by staff and actively encouraged and celebrated between children throughout their time at Camp Canary.

5.5 Adaptations to the curriculum and learning environment

We will offer the following provisions, please note this is not an exhaustive list

- SAFETY SCISSORS
- SMALLER/BIGGER EQUIPMENT
- LARGER IMAGES FOR VISUALLY IMPAIRED-MAKING SURE THAT CHILD IS NEAR THE FRONT OF ANY MODELLING
- SENSORY TOYS
- NOW – NEXT BOARDS
- CALMING AND QUIET AREA

5.6 Expertise and training of staff

At Camp Canary we have (number) of staff with experience in supporting or teaching children with SEND.

To ensure all staff are trained to support the learning and play of a child with a particular special need or disability the manager provides training in the form of staff meetings, online resources and training where appropriate.

5.7 Enabling children with SEN to engage in activities available to those who do not SEN

At Camp Canary no child is ever excluded from taking part in an activity because of their SEN or disability. All children are encouraged to take part in every activity including off-site visits where it is safe and reasonable for them to do so. Where an activity may be evaluated as difficult for a child to access, this will be discussed with the parent and, if appropriate, the child. Provision will be put in place to enable the child to take part. This may be the use of a 1:1 adult for activities at the camp or it may be that the parent or a responsible family member is requested to accompany the child on an off-site visit.

5.8 Complaints about SEN provision

Complaints about SEN provision in Camp Canary should be made to the manager in the first instance. They will then be referred to the complaints policy.

The parents of children with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the company has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.9 Contact details for raising concerns

If a parent, child or member of staff would like to raise a concern they should do so with the manager of Camp Canary. Their details are as follows:

Hannah Forster
54 Woodcote Road

Leigh-on-Sea
Essex
SS93NP

Email: hannah@campcanary.co.uk

6. Monitoring arrangements

This policy and information report will be reviewed by Hannah Forster **every year**. It will also be updated if any changes to the information are made during the year.

7. Links with other policies and documents

This policy links to our policies on:

- Behaviour
- Safeguarding and Child protection
- Parent contract