



# **SEND (Special Educational Needs & Disabilities) Policy**

## **Policy statement**

At Junior Sport Stars we are committed to providing a fun, inclusive, and accessible environment where all children, including those with special educational needs and/or disabilities (SEND), feel valued, safe, and able to participate fully in all activities. Our aim is to provide equal opportunities and support for every child to thrive physically, socially, and emotionally.

## **Legal Framework**

This policy is written with regard to:

- Children and Families Act 2014
- SEND Code of Practice (2015)
- Equality Act 2010
- Working Together to Safeguard Children (2018)

## **Aims and Objectives**

- To identify and support children with SEND early, and work in partnership with parents/carers and relevant professionals.
- To make reasonable adjustments to ensure all activities are accessible and enjoyable.
- To provide staff with appropriate training, knowledge and confidence to support SEND children.
- To treat every child as an individual, understanding their strengths, needs and preferred ways to learn and engage.

## **Definition of SEND**

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. This may include (but is not limited to):

- Communication and interaction needs
- Cognition and learning difficulties
- Social, emotional and mental health needs
- Sensory and/or physical disabilities

## **Identification and Support**

We work with families, schools and other organisations before and during registration to gather relevant information about a child's SEND needs, including:

- EHCP (Education, Health and Care Plan) details, if applicable
- Medical or behaviour plans
- Support strategies that work well in school or at home

All information is treated sensitively and stored securely, in line with our Data Protection Policy.

We will:

- Adapt sessions to meet individual needs (e.g., shorter instructions, visual aids, 1:1 support *\*if available*).
- Ensure a buddy system or keyworker-style adult is available when needed.
- Provide calm, quiet spaces for children who need them.
- Adjust physical activities where possible or offer alternative roles (e.g., helper/referee).

### **Staffing and Training**

- All staff receive training in safeguarding, behaviour management, and basic SEND awareness.
- We cannot always offer 1-1 support as we may not have the capacity to do so due to our ratios of staff to children. This can be provided by the School, Parents or other organisations.
- A designated SEND Lead oversees SEND inclusion and liaises with parents and professionals.
- Additional training (e.g., autism awareness, ADHD support, epilepsy or allergy response) is arranged as needed.

### **Partnerships with Parents/Carers**

We value ongoing communication with families. We will:

- Discuss any adjustments required before the camp starts.
- Keep families informed of any concerns or achievements.
- Encourage feedback to improve our support.

### **Accessibility**

We aim to use venues that are:

- Physically accessible for wheelchair users or those with mobility challenges.
- Equipped with appropriate toilet and changing facilities.
- Safe and secure for all children.

Where full accessibility is not possible, we will discuss alternatives or reasonable adjustments with families.

### **Monitoring and Review**

This policy is reviewed annually or in response to:

- Feedback from children, staff or parents
- Changes in legislation or guidance
- Incidents or safeguarding concerns

### **Contact**

For more information or to discuss your child's needs, please contact:

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**Date:** July 2025

**Review date:** July 2026

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