

**NETHER GREEN JUNIOR
AFTER SCHOOL CLUB
Inclusion Policy**

Policy statement

We will ensure that our service is fully inclusive in meeting the needs of everybody at our setting. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all. Each person is valued as an individual and Nether Green Junior After School Club believes that everyone has an entitlement to develop their full potential. We are committed to taking whatever steps are possible to ensure that our policies, plans and practices are inclusive to all.

Procedures

Promoting an Inclusive Environment

In order to promote and achieve an inclusive environment for all children and staff to overcome barriers to participation we:

- Ensure the early identification of need through on-going assessment. This is followed by careful planning and evaluation of individual learning programmes and behaviour support plans. Extra support is given where needed/possible. Please see additional needs below.
- Actively and creatively seek children's' views and provide advocacy for those not yet ready to formulate their views. Wherever possible, children participate in the development of the activity programmes, and weekly themes. We also involve all children in the resourcing of the after-school club. We have an established child parliament who help influence and negotiate decisions within the club and gather ideas/wants from the other children.
- Encourage proactive approaches to facilitate social integration, develop life skills, independence and autonomy and transitions. Links are made with local community groups and we encourage visitors from the local community to come and provide activities etc. for our club.
- Expect quality service from all professionals working with the children across a wide range of activities and opportunities. We endeavour to develop and maintain a supportive, cooperative network for the children through a multi-professional approach. Members of staff work with parents and external agencies to promote access to a variety of activities and opportunities, as well as well-being and independence.

Joint Working

It is essential that departments and agencies, whether statutory or voluntary, work together to deliver the vision to support and enhance the lives of children and families. We involve parents/carers at every stage in plans to meet their children's individual needs.

Entitlement

Our setting is open to all members of the Junior school and local community (feeder schools). To provide equality of access to the full range of opportunities/facilities, as all children are entitled to have access to wide variety of play opportunities. To ensure, as far as practicable, equality of safe and effective access to the out of school club.

Planning

All planning within the club and jointly with other agencies should have inclusive principles at its heart. We aim to identify needs as they arise and to provide support as early as possible. Nether Green Junior After School Club will involve the children themselves in planning and in any decision making that affects them. The club will also ensure that we are able to meet as many needs as possible for children who live in our catchment area.

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Training & Development

Inclusion requires support, training, and the developments of new skills. We will ensure that we offer training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish. The club will aim to provide and reinforce the importance of continuing professional development, which fosters best practice for all members of staff.

Monitoring and reviewing

Nether Green Junior After School Club will ensure that the policies and procedures remain effective. They will be monitored and reviewed annually to ensure our strategies meet the overall aims to promote equality, inclusion and valuing diversity.

Supporting children with additional needs

- We have regard for the DfES Special Educational Needs Code of Practice (2014).
- We ensure our provision is inclusive to all children with additional needs, wherever possible. Taken into account training/experience of staff and the safety in our environment.
- We support parents and children with additional needs (SEN).
- We identify the specific needs of children and meet those needs through a range of strategies. The child may need extra support and could come as an extra cost to the parent (this decision is run by the treasurer). Key workers are assigned.
- We work in partnership with parents and other agencies in meeting individual children's needs. Including supporting the need to find funding.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with the SEN children and their families, including transfer arrangements to other settings and schools.
- We use a system for keeping records of the assessment, planning, provision and review for children with additional needs.
- We raise awareness of any specialism the setting can offer, e.g. Makaton trained staff as and when it is available and required.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents.

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Our SENCO is **TAMMY NELSON**

Our SENCO does not hold the NASENco qualification but has experience with children with additional needs and has attended several courses. Parents must give as much help and information as possible, so that NGJASC can include all children. NGJASC will do their best to hire staff with SEN experience and training.

- We provide a complaints procedure.

Legal framework

- The Equality Act 2010
- Children Act 2004
- Special Educational Needs and Disability Act 2001
- The children and social work act 2017

This policy was adopted at a meeting of	Senior team meeting	Nethergreen Junior After School Club
Held on	<hr/> March 2021	(date)
Date to be reviewed	<hr/> March 2022	(date)
Signed on behalf of the management committee		
Name of signatory	<hr/> Tammy Nelson	
Role of signatory (e.g. chair/owner)	<hr/> Manager	