



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

Providers are responsible for ensuring they follow the current version of the framework for their provider type.

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

## **Special Educational Needs and Disability (SEND) Code of Practice**

Elite SF has regard to the statutory guidance set out in the **Special Educational Needs and Disability Code of Practice** to identify, assess, and make provision for children's special educational needs where possible.

At Elite SF we use the SEND Code of Practice definition of Special Educational Needs and Disability:

A child or young person has a specific need if they have a learning difficulty or disability which calls for a specific special educational provision to be adapted allowing accessibility for him or her to achieve their full potential.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

## **Statement of Intent**

We are committed to the inclusion of all children at Elite SF. We try our best to cater to all children and that they are cared for and educated to develop to their full potential alongside their peers through positive experiences. We enable them to share opportunities and experiences and develop and learn from each other.

We provide a positive and welcoming environment where children are supported according to their specific needs and work hard to ensure no child is discriminated against or put at a disadvantage because of their needs. Each child's needs are unique and we do not attempt to categorise children.

We are committed to working in partnership with parents to meet each child's individual needs and develop to their full potential. We are committed to working with any child who has a specific educational need and/or disability and making reasonable adjustments to enable every child to get the most out of Elite SF services. All children have a right to a broad and well-balanced learning environment. **At Elite SF we will try our best** to accommodate for each child if possible.

### **Our Commitments**

We will:

- Recognise each child's individual needs and ensure coaches are aware of, and have regard for, the **Special Educational Needs Code of Practice**
- Ensure that all children are treated as individuals and are supported where possible to take part in sessions according to their specific needs and abilities
- Include all children and their families in our provision where possible
- Identify the specific needs of children with educational needs and/or disabilities and try our best to meet those needs through a range of strategies
- Ensure that children who learn at an accelerated pace (e.g. 'more able') are also supported (see the **More Able and Talented Children Policy**)
- Encourage children to value and respect others
- Provide well informed and suitably trained coaches to help support parents and children with specific educational difficulties and/or disabilities
- Develop and maintain a core team of coaches experienced in the care of children with specific additional needs and identify a **Special Educational Needs and Disabilities Co-ordinator (SENCo)**.
- Monitor and review our sessions, making reasonable adjustments, and seek specialist equipment and services where required
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs
- Celebrate diversity in all aspects of sessions and learning.

- Work in partnership with parents to meet individual children's needs if possible, including education, health, and care authorities
- Share statutory and other assessments made by a manager with parents and support them in seeking any help needed. **Written observations available upon request.**

### **Key Principles of the SEND Code of Practice**

- **Early Identification:** Children's needs will be identified through observation and communication with parents/carers and professionals.
- **Inclusive Practice:** All children will be included with reasonable adjustments.
- **Child-Centred Approach:** Children's views and experiences will be considered.
- **Partnership with Parents/Carers:** Collaboration is essential.
- **Multi-Agency Working:** Engagement with schools, SENCOs, and professionals where appropriate.

### **SENCo Role**

Our **Special Educational Needs and Disabilities Co-ordinator (SENCo)** is **Jack Bartram**.

The role includes:

- Ensuring all practitioners understand their responsibilities to children with SEND
- Advising and supporting coaches
- Ensuring parents are closely involved and their insights inform actions
- Leading the **graduated response approach** and supporting coaches through each stage

We will:

- Designate a named SENCo and share their role with coaches and parents
- Have high aspirations for all children
- Develop respectful partnerships with parents and families
- Ensure parents are involved at all stages of assessment, planning, provision, and review, including the child's views where possible
- Signpost parents and families to the local authorities where it may help
- Undertake formal **Progress Checks** and assessments in accordance with the SEND Code of Practice and EYFS

- Provide a statement showing how we support children with SEND and share it with coaches, parents, and other professionals
- Ensure coaches share responsibility for SEND provision through training and discussion
- Set out inclusive admissions practice to ensure equality of access and opportunity
- Make reasonable adjustments to the physical environment to support children and adults with specific needs
- Provide a broad, balanced, aspirational early learning environment with differentiated activities
- Liaise with other professionals, including transition arrangements to other settings and schools
- Use the **graduated response** system (assess, plan, do, review) for early identification of SEND
- Ensure children and parents are consulted at all stages of the graduated response
- Review children's progress and inform parents when possible
- Monitor effectiveness of SEND provision through reviews, inspections, and feedback
- Review our policy and procedures annually

Immediate referrals are made if a child is **in need** or **at risk of significant harm** under the Children Act 1989.

### **Graduated Response Approach**

Following the SEND Code of Practice, we adopt a **graduated approach** coordinated by the SENCo:

#### **Assess**

- Key person, SENCo, and parents analyse the child's needs
- Initial assessment reviewed regularly

#### **Plan**

- Outcomes, interventions, expected impact, and review date agreed with parents
- Support selected based on effectiveness and coach expertise
- Parents involved in planning support and reinforcing provision at home

### **Do**

- Key person works with child as much as possible for sessions
- SENCo oversees implementation, problem solving, and support effectiveness

### **Review**

- Impact and effectiveness reviewed
- Evaluation in consultation with parents and child's views
- Referrals made if additional support is needed

## **Education and Health Care Plan (EHCP)**

Some children may require an **EHC needs assessment** to decide if an EHCP is necessary.

Purpose:

- Adjust support to meet specific educational needs
- Secure best outcomes across education, health, and social care

Local authority assessment considers:

- Developmental milestones and progress
- Nature, extent, and context of needs
- Actions already taken by the nursery
- Evidence of additional interventions required
- Physical, emotional, social development, and health needs

Elite SF works with the local authority and other agencies to ensure appropriate support as children's sports coaching business.

## **Policy Review**

We will review this policy **annually** to ensure it continues to meet the needs of the children, parents, and Elite SF.

## **Acknowledgement and Acceptance (BrightHR)**

All self-employed coaches and contractors engaged by Elite SF are required to read and acknowledge this Policy Breach Procedure, along with all associated policies, via the BrightHR system (or equivalent compliance platform used by the business).

Acknowledgement via BrightHR constitutes confirmation that the individual:

- Has read and understood the contents of this procedure
- Agrees to adhere to all company policies and standards
- Understands the consequences of policy breaches as outlined

Failure to complete policy acknowledgement may result in:

- Suspension of work allocation
- Removal from scheduled sessions until compliance is confirmed

The business reserves the right to rely on digital acknowledgement records as evidence of acceptance of terms and expectations.

**Adopted on:** 29<sup>th</sup> December 2025

**Signed on behalf of Elite SF:** J. Bartram

**Date for review:** 29<sup>th</sup> December 2026