



Copnor Primary School Breakfast/After-School Clubs Inclusions Policy

‘Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.’

- The Education Act (1996)

Rationale

At Copnor Primary School’s Breakfast and After-School Club we aim to reduce barriers to learning for children with special educational needs (SEN) by making provisions that are additional to or different from those made for all children throughout the school. This policy is linked to the Education Act (1996) and should be used in conjunction with the schools Inclusions Policy and Teaching and Learning Policy.

Aims

- To ensure early identification of all pupils with SEN
- To address any identified area of SEN effectively using all the resources available to school
- To ensure that all staff within the school are committed to providing effective education for all pupils with SEN
- To ensure that the views of the child are actively sought and taken into account
- To work in partnership with the parents of pupils with SEN and to recognise the vital role they have to play in supporting their child’s education
- To ensure that children with SEN have full access to a broad, balanced and relevant education, including an appropriate curriculum

Admissions Arrangements for Children with SEN

Other than those who have a statement of SEN, all pupils will be subject to the same admission arrangements. Children with a SEN statement will be admitted to Copnor Primary School’s Breakfast/After-School Club if the school is named in section 3 of their statement.

Responsibilities

The management of provision for the education for children with SEN is the responsibility of the Assistant Head for Pastoral Care. He/she will liaise with the staff of the breakfast/after school club in order to support them to adjust their provision as required in order to support children who have SEN needs.

English as an Additional Language

Children are **not** regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. A child’s language ability will be assessed using the S scales and assistance will be requested from the Ethnic Minorities Achievement Services (EMAS).

Pupils with Disabilities

At Copnor Primary School we welcome children with disabilities and are proactively working towards offering a supportive environment to children with disabilities by making reasonable adjustments to facilitate access to the curriculum and provision such as the breakfast and after-school clubs. We acknowledge that not every child with SEN will have a disability, and not every child with a disability will have SEN.

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