

# Accessibility and Inclusiveness Policy

SENsitive Solutions – Tuition & Holiday Club for SEN Children

## 1. Policy Statement

We are committed to providing an accessible, inclusive, safe, and nurturing environment for all children attending our tuition sessions and holiday clubs. We work primarily with primary-aged children with Education, Health and Care Plans (EHCPs) within a Specialist Resource Provision (SRP) setting.

We believe every child has the right to be included, respected, valued, and supported to achieve their full potential, regardless of disability, special educational need, background, communication style, or individual difference.

## 2. Aims of the Policy

This policy aims to ensure that:

- All children can access our services safely and meaningfully
- Individual needs outlined in EHCPs are understood and met
- Barriers to participation are identified and removed where reasonably possible
- Children feel included, respected, and supported emotionally, socially, and academically
- Families and professionals feel confident in the inclusive practice of our provision

## 3. Legal and Statutory Framework

We work in line with the following legislation and guidance:

- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice (0–25 years)
- Human Rights Act 1998
- Health and Safety at Work Act 1974
- Safeguarding and child protection guidance

## 4. Inclusive Practice

We recognise that children with EHCPs may have a wide range of needs, including (but not limited to):

- Autism Spectrum Condition
- Speech, language and communication needs
- Social, emotional and mental health needs
- Moderate to complex learning difficulties

- Sensory processing differences

To support inclusion, we:

- Deliver small-group support as appropriate
- Adapt activities to suit individual abilities, interests, and sensory needs
- Use a range of communication methods (visuals, symbols, Makaton, simplified language, assistive tools)
- Follow individual behaviour support and regulation plans
- Promote positive behaviour through consistency, structure, and relationship-based practice

## 5. Accessibility of the Environment

We ensure that:

- Physical spaces are accessible and safe for children with mobility or sensory needs
- Quiet spaces are available for regulation and sensory breaks
- Visual supports (timetables, now/next boards, clear signage) are used where appropriate
- Activities are planned with sensory and emotional accessibility in mind

Reasonable adjustments are made wherever possible to enable children to fully participate.

## 6. Individual Support and EHCPs

- We request and review relevant information prior to attendance
- Support is planned in line with identified outcomes, needs, and recommended strategies
- We work collaboratively with parents/carers, schools, and professionals where appropriate
- Information is handled confidentially and in line with data protection requirements

## 7. Staff Training and Responsibilities

- All staff receive training in SEND awareness, safeguarding, and inclusive practice
- Staff are supported to understand specific needs such as autism, communication differences, and sensory regulation
- Ratios are carefully considered to meet individual needs
- Staff treat all children with dignity, respect, patience, and empathy

## 8. Equality and Non-Discrimination

We do not tolerate discrimination on the grounds of:

- Disability or special educational need
- Race, ethnicity, culture, or religion
- Gender or gender identity
- Family background or socio-economic status

All children and families are treated fairly, respectfully, and without judgement.

## 9. Working with Parents and Carers

We value strong partnerships with families and:

- Encourage open, honest communication
- Welcome feedback and collaboration
- Respect parental expertise regarding their child

Aim to build trust through consistency and transparency

## 10. Monitoring and Review

This policy is:

- Reviewed annually or when legislation or practice changes
- Monitored through staff feedback, parental feedback, and reflective practice
- Updated to ensure it remains effective and responsive to the needs of children attending our provision

## 11. Complaints and Concerns

Any concerns regarding accessibility or inclusiveness should be raised promptly with the provider. We are committed to addressing concerns constructively, fairly, and in the best interests of the child.

Date of Review: 03.06.25

Next Review Due: 03.06.26