SEND POLICY
Mollys gift July 2026

- **Introduction**

The aim of this policy is to support inclusion for all of our children. The policy covers all statutory elements and focuses on maintaining the highest expectations for all children and ensuring all children flourish and succeed.

- **Rationale**

Molly's gift is committed to ensuring that there is equal access to opportunities and resources for people who might otherwise be excluded or marginalised. There are children who will need something that is additional to or different from what is ordinarily available and this special educational provision will be used to support children.

- **Aim and Objectives**

Aim

The aim of this policy is to:

- Ensure that Molly's Gift complies with and implements the requirements of the Children and Families Act 2014, the Equality Act 2010, the Special Educational Needs and Disability Regulations 2014, the SEND Code of Practice 2015 and any other statutory guidance;

Objectives

- To identify and provide for children who have special educational needs.

- To use our best endeavours to ensure that a pupil with SEND gets the support they need.
- To maintain a holistic approach where every adult is an advocate for children with SEND in their approach to meeting the needs of all children.
- To appoint a key staff member responsible for the coordination of SEND provision and ensure they have the relevant training and qualification(s) to undertake the role. Camp SEND lead
- To provide training, support and advice for all staff as often as is appropriate and necessary.
- To ensure that all students with SEND are offered full access to the camp.
- To work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's time with us.
- To ensure the Equality Act 2010 duties for children with disabilities are met.
- In conjunction with relevant policies make arrangements to support children with medical conditions and have regard to statutory guidance supporting children with medical conditions.

- **Identifying Special Educational Needs**

The SEND Code of Practice (2015) defines SEND as a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A pupil 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 generally available in a mainstream school.

It is important to note that a pupil who has a disability may not necessarily have a specific educational need.

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

Whilst there are four broad areas of need, we will identify the primary area of need whilst also considering the wider needs of the pupil to support the whole pupil.

- An individual learning programme
- Additional support from another adult
- Different materials, resources or equipment

- Working within a small group
- Use of alternative technologies
- Peer-to-peer support
- Personal care support
- Access to a resource base, nurture room
- Amongst other strategies and support

- **SEN Support**

Support at this level includes a provision that is different from and additional to what is ordinarily available at camp. This might be additional adults to support.

Education, Health and Care Plans (EHCP)

Where a child has an ECHP, Molly's gift will use their best endeavours to support the needs identified on the plan.

- **Supporting children and Families**

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with Molly's gift so we can best meet needs.