

Equalities Inclusion and SEND

Little Lanes Out of School Club | October 2026

Our commitment

Little Lanes welcomes children and families from different backgrounds and aims to make its breakfast and after-school provision accessible, respectful and inclusive. We value each child as an individual and work with families to remove barriers to participation. Children should feel safe, accepted and able to enjoy play and friendships without discrimination, harassment or bullying.

We comply with the Equality Act 2010 and the applicable EYFS safeguarding and welfare requirements. This policy applies to children, parents and carers, staff, volunteers and visitors. Equality does not always mean treating everyone identically; a child may need a different approach or additional support to participate fairly.

Responsibilities

Clare Greenham is the Club's named Special Educational Needs Coordinator (SENCO) and coordinates individual inclusion support. Clare, Megan Garratt and Cheri Garratt share responsibility for promoting equality, reviewing practice, arranging relevant staff training and responding to discrimination. The session leader ensures agreed support is available during each session. All staff follow individual plans and raise concerns promptly.

If Clare is unavailable, staff speak to Megan or Cheri so that support is not delayed. Safeguarding concerns are referred to a Designated Safeguarding Lead (DSL) under the Safeguarding Policy.

Inclusive everyday practice

- Use respectful language and challenge stereotypes about race, religion, disability, sex, gender, sexual orientation, age and family circumstances. Respect different cultures, languages, beliefs and family structures.
- Provide books, play materials, displays and activities that reflect a range of people and experiences. Invite children to share their interests and traditions without expecting one child to represent a whole group.
- Offer varied ways to join activities, communicate choices and build friendships. Adapt instructions, equipment, routines and the environment where needed. Children may choose not to take part in an optional activity.
- Recognise that English as an additional language is not, by itself, a special educational need. Use visual support, clear language and family knowledge to help children participate.
- Respect dietary, religious, cultural, medical and sensory needs. Follow agreed food and medical plans, and avoid activities that unnecessarily exclude children.
- Communicate information in accessible ways, such as a private discussion, plain language, visual information or an alternative format. Ask families what helps and seek appropriate language support where needed.

Fair access and employment

Apply admissions, booking and employment arrangements fairly and without unlawful discrimination. Do not refuse a place solely because a child has SEND, a disability or a medical condition, or because they do not yet have a diagnosis or Education, Health and Care Plan (EHCP). Assess individual needs and reasonable adjustments rather than making assumptions. Staff recruitment, training and progression follow fair criteria and reasonable adjustments for disabled applicants and workers.

We recognise the Equality Act's protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The precise legal protections differ between employment and service provision. Our wider commitment includes respectful treatment regardless of income, care experience, family status or health status.

Supporting individual needs

Understanding SEND and additional needs

Special educational needs and disabilities are not interchangeable: a child can have either or both. Medical, emotional, communication or sensory needs may also require support. Staff do not diagnose children. We respond to observed needs and information from families and professionals without waiting for a formal diagnosis.

As a school-age wraparound club, we work alongside the child's school and family. Our support focuses on access, wellbeing, play, friendships and safe participation during Club sessions. School support arrangements do not automatically transfer to Little Lanes; we agree what the child needs here.

Agreeing support with families

- Before the child starts, or as soon as a need is identified, discuss strengths, interests, communication, routines, sensory needs, independence, medical requirements and what helps when the child is distressed. Include the child's views in an age-appropriate way.
- Use registration information on iPAL, conversations and observations to identify support. Request relevant school or professional plans where available and agree appropriate information sharing. Only collect information needed to support the child.
- Where needed, create a short Club support plan with practical staff actions, responsibilities and a review date. Share it with parents and record their involvement and agreement. Medical instructions and emergency treatment belong in the individual medical care plan and must remain clear.
- Brief staff who need the information before they support the child. Ensure cover staff know essential safety and communication arrangements and have access to the relevant plans.
- Review support with the child and parents after settling in, at the agreed review date and sooner if needs change or an incident shows the plan is not working. Record what helps and what needs to change.

Reasonable adjustments

We consider barriers in advance and make reasonable adjustments for disabled children. Examples include visual timetables, quieter play spaces, extra transition time, adapted equipment, accessible communication, flexible participation and additional adult support where reasonable. Assessments consider the child's needs, effectiveness, practical arrangements, resources and safety. A blanket rule or untested assumption about risk is not an individual assessment.

Management explores available advice, training and funding, including support through the school or local authority where appropriate. Lack of an EHCP or external funding does not automatically remove the duty to make reasonable adjustments. We do not charge families for measures that we are legally required to provide as reasonable adjustments.

Where a need cannot immediately be met, management discusses the specific barrier with the family, considers alternatives and seeks appropriate advice. Keep a written record of adjustments considered, reasons for decisions and review arrangements. Any decision affecting attendance must be individual, proportionate, consistent with equality duties and open to challenge through the Complaints Policy. We cannot promise every requested arrangement, but we must genuinely assess what can reasonably be done.

Safety dignity and behaviour

Plan accessible emergency evacuation, toileting and personal care where required, respecting privacy and dignity. Necessary support must not depend on a child behaving in a particular way. Consider whether distress or behaviour reflects communication difficulties, overload or unmet needs. Use the Behaviour Management and Anti-Bullying Policy alongside the child's support plan, while protecting the safety and wellbeing of all children.

Challenging discrimination and reviewing practice

Responding to discriminatory behaviour

We do not tolerate discriminatory language, harassment, victimisation or exclusion by children or adults. This includes racism, disablism, sexist language, homophobic or transphobic abuse and hostility related to religion or other protected characteristics. Take action on a single incident; do not wait for repeated behaviour before responding.

- Intervene calmly, stop the behaviour and make sure those affected are safe. Provide reassurance and listen without minimising their experience.
- Explain in language appropriate to the child's understanding why the behaviour is harmful and what is expected. Help the child learn a respectful alternative; do not humiliate them or force an apology.
- Inform the session leader and record significant incidents, including what was said or done, context, people involved, action and follow-up. Record relevant words accurately without repeating them unnecessarily.
- Inform parents appropriately, protecting other children's confidential information. Support both the child affected and the child who caused harm, and review supervision or individual plans as needed.
- Refer bullying, threats, abuse or safeguarding concerns through the relevant policies. Adult conduct may also require staff disciplinary, whistleblowing, complaints or aggressive-adult procedures. Call emergency services where there is immediate danger.

Partnership and information sharing

Clare coordinates liaison with parents and relevant school staff or professionals, with management support. Seek parental consent where appropriate for routine liaison and explain the purpose of sharing information. Consent is not the only lawful basis: safeguarding information may need to be shared without it where necessary to protect a child. Follow safeguarding and data-protection procedures and record significant decisions.

Store support records securely and share them only with people who need them to support or protect the child. Avoid discussing a child's diagnosis, family circumstances or support in front of other families. Share practical strategies during handover without exposing unnecessary personal details.

Training and monitoring

Induction covers inclusion, respectful language, discrimination reporting and the adjustments relevant to children attending. Management arranges further training or advice where needs require it. Staff seek help if they do not understand a plan or cannot deliver an agreed adjustment safely.

Clare, Megan and Cheri review concerns, participation, family feedback and recurring barriers to improve provision. Review whether activities, routines or rules are excluding particular children and whether adjustments are effective. Record agreed changes and brief staff. Review individual support whenever needs change rather than waiting for the annual policy review.

Questions and concerns

Children can speak to any trusted member of staff. Parents can raise inclusion concerns with Clare, Megan or Cheri and use the Complaints Policy if concerns remain unresolved. Staff can raise concerns through management or the Whistleblowing Policy. Nobody should be treated unfairly because they have raised an equality concern or supported another person to do so.

Approval and review

Adopted by: Little Lanes Out of School Club

Date approved: October 2026 Review date: October 2027

Signed:MG Name and role: Megan Garratt - Manager

Review annually and sooner following changes in children's needs, law, guidance or Club arrangements. Related policies: Safeguarding; Behaviour Management and Anti-Bullying; Medication and Medical Emergencies; Food Safety, Allergies and Healthy Eating; Intimate Care and Toileting; Emergency Evacuation; Complaints; Data Protection; Whistleblowing and Safer Recruitment.

References: Equality Act 2010; current EYFS statutory framework for group and school-based providers; SEND Code of Practice 0 to 25 years, where applicable to the provision. Sources: legislation.gov.uk/ukpga/2010/15/contents and gov.uk/government/publications/early-years-foundation-stage-framework--2.