

The Log Cabin Charity

Inclusion and SEND Policy

1. Purpose and Scope

This policy outlines the charity's commitment to ensuring all children, including those with Specific SEND needs such as communication or mobility challenges, can access high-quality, inclusive play and childcare. It applies to all staff, volunteers, students, and contractors across all services.

2. Principles of Inclusion

- Every child is valued, respected, and supported to participate fully.
- Children's rights, voices, and dignity are upheld.
- Barriers to participation are actively identified and removed.
- Provisions are adapted to meet individual needs without compromising safety.
- Inclusion is everyone's responsibility throughout the organisation.

3. Legal and Regulatory Framework

- This policy is in alignment with:
- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice (2015)
- Ofsted Education Inspection Framework
- UK GDPR and safeguarding legislation

4. Definitions

SEND: A child has SEND if they have significantly greater difficulty in learning than their peers or if a disability prevents them from making full use of facilities.

Inclusion: Ensuring every child can participate meaningfully, safely, and joyfully.

5. Roles and Responsibilities

Board of Trustees: Ensures strategic oversight and compliance.

Head of Services: Ensures policy implementation, resource availability, and monitoring.

Operations Manager: Leads SEND practices, staff capability, and quality assurance.

Senior/High level: Ensures operational adjustments and safe environments.

All Staff: Responsible for delivering inclusive practices and following individual support plans.

6. Identification of Needs

- Gathering pre-admission information
- Conversations with parents and carers
- Professional reports (e.g., Education, Health and Care Plans (EHCP), therapies)
- Observations during sessions
- Ongoing reviews and feedback on personalised individual Support Planning**
- Development of personalised support plans

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- Conducting risk assessments for behavioural, medical, and mobility needs
- Creating communication passports, sensory profiles, and behaviour support plans
- Regular collaboration among multiple agencies

8. Curriculum, Activities, and Environment

- Adapting activities to ensure accessibility
- Utilising visual supports, objects of reference, Makaton, and Picture Exchange Communication System (PECS)
- Providing sensory-friendly areas and quiet spaces
- Making physical adaptations, supplying equipment, and implementing assistive technologies
- Ensuring flexible staffing ratios

9. Behaviour Support and Emotional Regulation

- Employing strength-based, trauma-informed approaches
- Implementing positive behaviour strategies
- Training staff in de-escalation techniques and emotional regulation
- Using behaviour plans, conducting trigger analyses, and establishing safe responses
- personalised
- Utilising

10. Health, Medical, and Personal Care

- Individual healthcare plans are in place.
- Medication is administered in accordance with policy and training.
- Personal care is delivered with dignity and respect for privacy.
- Staff are trained to address relevant medical needs.

11. Safeguarding and Special Educational Needs and Disabilities (SEND)

- SEND can increase vulnerability; staff must identify risks early.
- Reasonable adjustments are made to facilitate effective communication.
- Increased vigilance is required for children with limited verbal communication skills.
- All safeguarding concerns are recorded in line with established procedures.

12. Partnership with Parents and Carers

- Ongoing communication and shared decision-making are prioritised.
- Support is reviewed transparently.
- Parents and carers are included in planning and evaluation processes.
- Feedback is actively sought from parents and carers.

13. Multi-Agency Working

- Collaboration occurs with schools, therapists, social care, and health professionals.
- Contributions are made to Education, Health and Care Plan (EHCP) reviews.
- Shared strategies ensure consistency across services.

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14. Staff Training and Development

- Mandatory and ongoing training includes:
- Inclusion and equality best practices.
- Awareness of SEND.
- Understanding of autism, ADHD, learning disabilities, and complex needs.
- Makaton and alternative communication methods.
- Behaviour support and de-escalation techniques.
- Training in medical and personal care needs.

15. Monitoring, Review, and Quality Assurance

- Audits of SEND files and support plans are conducted.
- Observations of inclusive practices take place.
- Feedback is gathered from children, parents, and staff.
- Incident analysis is performed for behaviour, medical issues, and safeguarding.
- Policies are reviewed annually.

16. Complaints and Disputes

Complaints related to inclusion or SEND support are addressed under the organisation's Complaints Policy, with reasonable adjustments made to accommodate communication needs.

17. Policy Review

This policy is reviewed annually or sooner if there are changes in legislation, guidance, or organisational needs, demonstrating our commitment to ongoing improvement and compliance.

This policy will be reviewed annually, or sooner if there are any changes in legislation or guidance

This policy was reviewed on:

Date: 04th December 2025

Signed:



Job/role title: Head of Service

Date: 04th December 2025