

Leicestershire County Council Guide to Including Children with SEND in Out of School Settings



Leicestershire
SEND



Introduction

The world of inclusion has transformed immensely over the past decade. Delivering childcare provision for children with SEND, can no longer be treated as an optional extra, but instead a commitment to inclusion has become a necessity for businesses of all sizes or they leave themselves vulnerable to challenge and even the possibility of legal action against them.

It is the responsibility of every childcare provider to build the best possible environment in which all children can thrive and succeed. Part of building that environment is to truly understand the importance of inclusion and the commitment to supporting your team with policies, procedures, and structure that help all children and families feel valued and included.

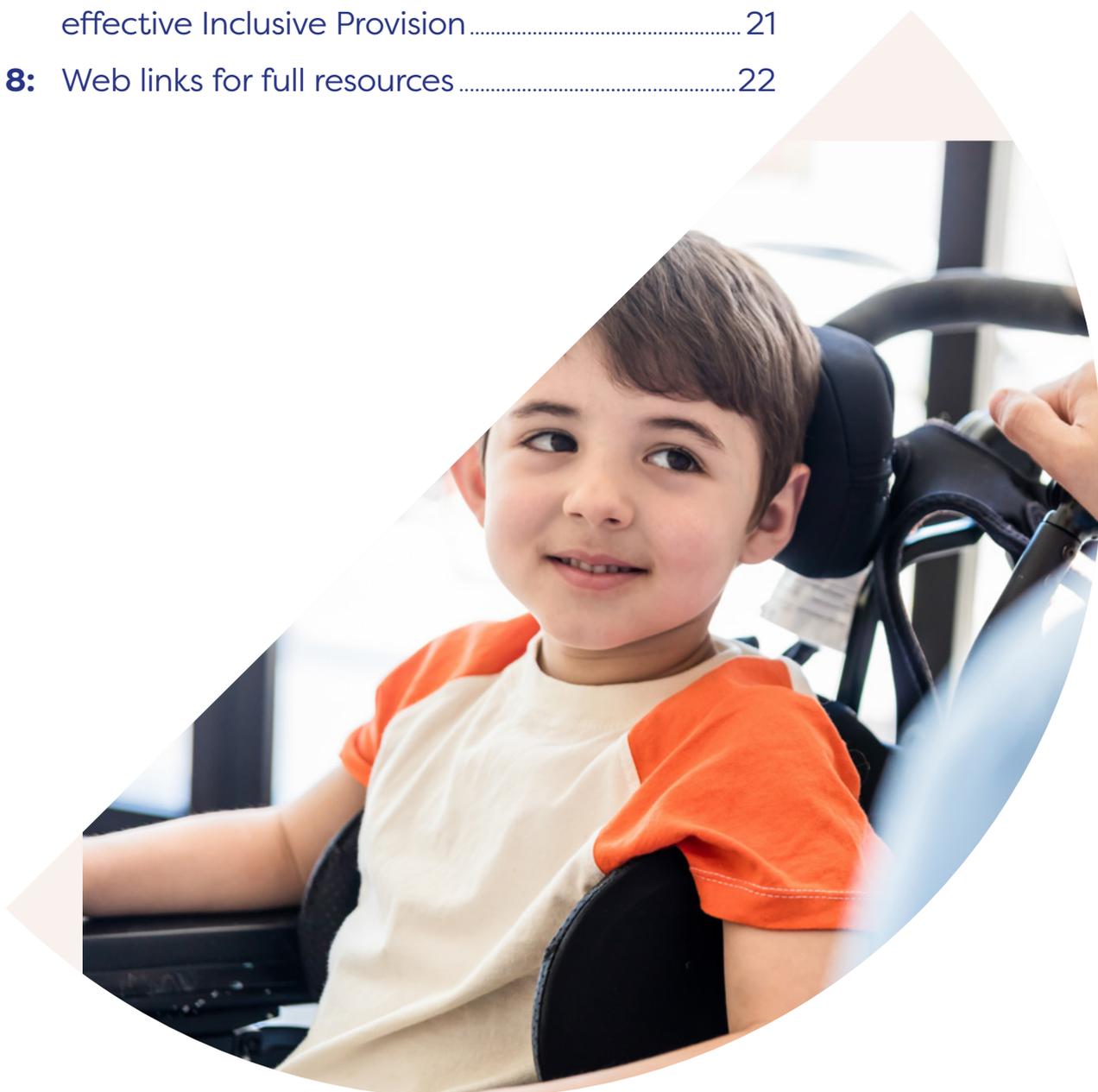


“Inclusion is ... being able to access activities, take part, make choices, and be valued. To be able to join in and be listened to”
(Barnardo)

This guide has been written to support the Leicestershire ‘Out of School’ Childcare Sector to become effective inclusive provisions.

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Section 1: Your responsibilities:

The Equalities Act 2010

The **Equalities Act 2010** protects people from direct and indirect discrimination in society ensuring that they are not treated differently due to **9 'Protected Characteristics'**. One of these protected characteristics is disability:

The **Equalities Act guidance on the definition of disability** states that a person has a disability if, “He or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

The **Act** also protects people from being treated less favourably due to something which arises from their disability rather than the disability itself. For example, a child being excluded due to not being toilet trained when they are physically and cognitively unable to learn this skill is considered, within the context of the Act, to be discrimination.

Making reasonable adjustments

The **Equality Act 2010** says changes or adjustments should be made to ensure a disabled person can access education, employment, housing, goods and services which includes childcare provision. The act states that these provisions have a duty to make reasonable adjustments if a disabled person is placed at a ***substantial disadvantage** because of disability compared with non-disabled people.

* Substantial means more than minor or trivial.

Section 20 states your duty to make reasonable adjustments to ensure that your setting is fully inclusive to all children and young people. There are three requirements:

1. **“Your provision, criterion or practice must not put a disabled person at a substantial disadvantage in comparison to a person who is not disabled and to take steps to avoid this disadvantage”** (Part 3 of the Act).

This could include ensuring that your:

- ▶ business model is financially sustainable to be inclusive to all children
- ▶ policies and procedures both formal and informal reflect equality and inclusion and underpin the service you deliver
- ▶ staff receive training and support to include children with SEND

2. **“To make changes to physical barriers which put a disabled person at a substantial disadvantage in comparison to a person who is not disabled and to take steps to avoid this disadvantage”** (Part 4 of the Act).

This could include:

- ▶ improving access to the building such as providing a ramp, providing disabled parking, changing the lighting or something else
- ▶ improving accessibility inside such as reducing sensory overload, moving furniture and other obstacles to create more room, or something else

3. **“To provide additional equipment or additional support (an auxiliary aid) if the disabled person would otherwise be at a substantial disadvantage compared to a non-disabled person”** (Part 5 of the Act)

This could include:

- ▶ increasing your staffing levels so that you can ensure that you are able to meet the needs of children with SEND
- ▶ providing specialist equipment or toys to enable a disabled child to access activities or the toilet

What is meant by ‘reasonable’

Adjustments only have to be made if it is **reasonable** to do so. What is considered reasonable depends on things like:

- ▶ the disability
- ▶ how practicable the changes are
- ▶ if the change you ask for would overcome the disadvantage you and other disabled people experience
- ▶ the size of the organisation
- ▶ how much money and resources are available
- ▶ the cost of making the changes
- ▶ if any changes have already been made.

The Equalities Act states that the disabled person should not be asked to pay for the adjustments

Visit the Equalities and Human Rights Commission website for more information about [What are reasonable adjustments](#)

What may happen if your setting does not comply with the Equalities Act.

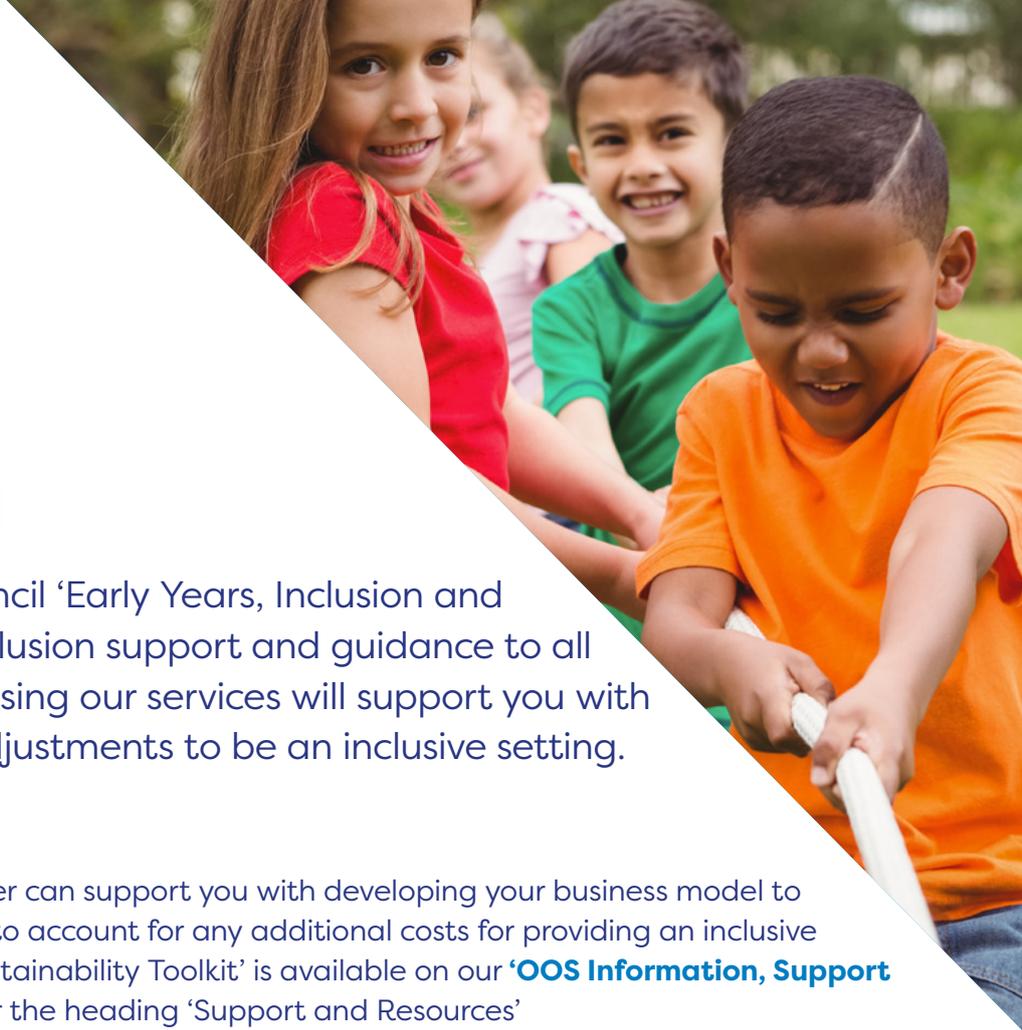
If someone does not cooperate with their duty to make reasonable adjustments, the **Equality Act** says it is unlawful discrimination. Parents may ask you to make the necessary changes. If you refuse, they can make a discrimination claim under the **Act**

Your Duties under the Statutory framework

All Ofsted registered wrap around and holiday care must meet all the requirements of their registration, including all of their safeguarding and welfare requirements. These are different depending on which register applies to you, **Early Years, Childcare or Voluntary registration**. It is your responsibility to adhere to the correct requirements.

The **Early Years Statutory framework** states within the framework certain areas specifically focused on SEND

- ▶ 3.68. Providers must have arrangements in place to support children with SEN or disabilities.
- ▶ 3.74. Providers must make information available to parents and/or carers on how the setting supports children with special educational needs and disabilities (Although providers of wrap around and holiday care do not have to meet the learning and development areas of the EYFS we would as a local authority recommend the following as best practice).
- ▶ 2.14. A Profile must be completed for all children, including those with special educational needs or disabilities (SEND).



Section 2: Support from Leicestershire County Council

Leicestershire County Council 'Early Years, Inclusion and Childcare Service' offer inclusion support and guidance to all Out of School Clubs. Accessing our services will support you with making the reasonable adjustments to be an inclusive setting.

Business Support

Our Business Development Adviser can support you with developing your business model to ensure it is sustainable and able to account for any additional costs for providing an inclusive service to your customers. A 'Sustainability Toolkit' is available on our '**OOS Information, Support and Resources**' web page under the heading 'Support and Resources'

Inclusion Funding

If you feel that a child requires additional support or some specialist equipment, it may be possible to apply for Inclusion Funding which can be used as a contribution towards these additional costs.

Before applying, please consider the following:

- ▶ Is 1-1 support required for the whole session, just when they are transitioning from school to your setting, or just whilst there are lots of children at the club bearing in mind that some go home earlier than others?
- ▶ Can additional support be shared between children?
- ▶ Can internal communication technology be used so that staff can move quickly to where they are needed?
- ▶ Have you accessed and read the child's Education, Health and Care Plan and other advice from professionals and parents, and actioned their recommendations?
- ▶ Have you read and actioned the **Positive Behaviour Support Tool Kit** and written a PBS Support Plan for the child?
- ▶ Have you considered your environment and what reasonable adjustments can be made to meet the needs of the child?
- ▶ Do you need support from a Childcare Improvement Sufficiency Officer or Play and Leisure Inclusion Officer to support you with the inclusion of the child?
- ▶ Have you considered supporting the child's communication with visual aids using the **Visual Aid Toolkit** (found under heading Positive Behaviour Support)?

If you still feel that you need to apply, more information on the application process and criteria can be found on our website on the **Out of School Funding Page**

Ofsted compliancy

The Childcare Improvement and Sufficiency Officers are able to support you to produce and follow policies and procedures that are reflective of an inclusive childcare provision. This team can provide guidance on meeting legal requirements such as Ofsted EYFS statutory framework and the requirements of the childcare register, SEND code of practice and Equality Act 2010. As well as offering safeguarding advice, regarding the additional vulnerabilities of children with SEND, practical support is available to fully include children with SEND in your setting. Resources to support you can be found on the [OOS Information, Support and Resources](#) web page.

Inclusion Support

The Play and Leisure Inclusion Officer can offer your setting advice and support with inclusion. This can be general advice for making your setting inclusive to all, or for a specific child (parental consent will be required for this). Half termly 'Positive Behaviour Support Chat' support sessions are available if you are experiencing difficulties with children's behaviour. Resources and SEND training opportunities to support you to be an inclusive setting can be found on the [Play and Leisure](#) web pages.

Training

Our Workforce Improvement Team commission and make available a wide range of CPD training and events each term, [these opportunities](#) are heavily subsidised by Leicestershire County Council to enable everyone to attend. Alternatively, you can commission your own training from our list of recommended trainers. There is a wide range of information available on both short CPD courses and professional Development Qualifications on our [Training and Professional Development Web Pages](#) or you can contact the team by emailing eytraining@leics.gov.uk.

Recruitment Support

Our Workforce Improvement Team can advertise your job vacancies for free on the [Jobs in Childcare](#) page. Simply complete the Early learning and Childcare [job vacancy submission form](#) by following the [guidance](#) on the [Submit a Childcare Job Vacancy](#) web Page. There is a wide range of information and guidance, sample policies and templates including job description examples available on our [Recruitment of Staff](#) web page.

Section 3: Working with Parents/Carers



(Where the word ‘parent’ is used, this is referring to anybody who is the primary adult/s in the child’s life)

Parenting a child with SEND can be a challenging and isolating experience and although the Equalities Act 2010 is in place to ensure equal opportunities, experiencing barriers to inclusion is still common. These negative experiences can impact on how parents react to situations. The following tips when working with parents of children with SEND, can support you to build a stronger relationship from the first contact, and subsequently support positive outcomes for the child.

- ▶ **Parents may need to plan their childcare well in advance.** These parents are not usually able to call last minute on family or friends to look after their child as they need to be able to meet their needs. Consider allowing them to secure a place well in advance, even if you are not yet officially taking bookings to give them peace of mind that their childcare is in place.
- ▶ **Parents need to feel that their child is accepted, included and not an inconvenience.** They may have past experiences of their child being rejected and will be on high alert that this is about to happen again. Parents will pick up on hesitation and may read this that you are about to ‘reject’ their child. Avoid asking initially about the child’s needs, instead focus on them as an individual, and the talents and interests you can build upon. Be positive and welcoming, and then arrange next steps to assess their SEND needs to consider how these will be met in your setting



“I contacted the holiday club 2 weeks ago but they didn’t get back to me. I’m not sure why. It’s like your child is being interviewed or scrutinised to see if they are able to attend or not. I understand that they need to make sure they can staff adequately, but I have to say it’s not a comfortable feeling.”

- ▶ **Parents may be at different stages of their journey.** Some parents can take a long time to adjust to having a child with SEND and may appear to be trying to ‘fix’ them with therapies or expect them to ‘catch up’. They may have ‘normalised’ their child’s development and seem unaware that how their family is functioning is very different to others. Be prepared that the picture they give of their child may be different to the child that enters your setting. Meeting the child first and accessing information from other professionals before they start will ensure that you gain a clearer picture to help you to prepare.



“The Mum dropped off the twins at our playscheme for the first time, and as she walked away, she said that one of them may have autism. She hadn’t mentioned this on the application form.”

► **Parents need to feel confident that their child's needs are understood and being met.**

Parents may be nervous about leaving their children with new people. They will feel reassured if you take time to understand about their child's individual needs and how to support them. If you can, get to know the child a little before they are left in your care. Consider a transition period whereby the parent stays to model how to support the child and gradually withdraws.



“My son has autism, so I have always been anxious about trusting others to take care of him”.

- **Parents can feel responsible for how their child behaves.** When a child's behaviour causes concern, a parent can see this as a reflection of their own parenting which can trigger feelings of anxiety and failure. Avoid talking to them about their child's behaviour when they are picking up the child as this may lead to an unprepared conversation which the parent may react defensively to or become upset. This will impact on family time later which is not helpful for their relationship with the child. Where possible, arrange a time in the day to speak when there is protected time to talk about the difficulties and plan to resolve them.



“When I was told that my child had hurt a member of staff, it felt like it was my fault as she was my child and my responsibility. When I got home, I cried for a long time as I felt so bad about it and I didn't know what to do.”

- **Parents may be defensive.** If you are finding it difficult to meet the child's needs, you may find that parents become defensive and suggest that your team are not providing the right support. They may be trying to deflect the focus of the difficulty away from their child to protect them, or it may be that they do not yet recognise the child's needs. Try not to take this personally but reinforce the work that you are doing and your next steps in partnership with them to try to resolve the difficulties
- **Parents may not ask for help.** Parents may be struggling to support their child's SEND needs and to function as a family but may not know how to ask for help or even realise that it is needed. Building a trusting relationship with them will promote conversations which may give you potentially an insight in to how they are coping which they may not have shared with others. Familiarise yourself with The **Leicestershire Local Offer** so that you can signpost the family to where they can find information and support and know the procedure for referring for services from **The Children and Family Wellbeing Service**. Try to support families with this information as soon as they appear to need help and support rather than waiting until they reach a crisis point.

Section 4: Planning to meet a child's needs

Assess SEND needs

Meet the child and family - Meeting with parents/carers is an essential part of assessment. Parents/carers are the experts on their child and according to Chapter 1 of **SEND Code of Practice** (DfE, 2015) you must involve them in decision-making.

To build parents' trust in you, your staff, your leadership team, and your setting as a whole, your ultimate goal is to build the relationship before you need it. To do this, ensure meetings and all communications with parents and carers is in partnership with them and planning is done collaboratively.

Assessment is very important for tracking progress and planning next steps. Reporting and involving parents, children and young people in their play experiences and feeding back achievements to parents/carers and schools, in writing and in discussions will help them understand the child's progress and what they can do to further support them.

One page profiles

A one-page profile is very simply a single sheet of paper with three headings

- ▶ what people like and admire about me?
- ▶ what's important to me?
- ▶ how best to support me?

The aim of a one-page profile is to give a brief overview about a child or young person, outlining what others love about them, what they love doing, who they love being with, and how they like others to help them.

One-page profiles are not designed to convey detail, but to give a positive flavour of personality, strengths and aspirations. A one-page profile provides information to use as a starting point for discussions about a child, their family, and their life. They are a person-centred involvement technique. A one-page profile is one way of helping us to see beyond impairment of the child and family underneath.

Visit the **Helen Sanderson Associates** website who developed the first One Page Profiles to find out more information and for free downloadable templates.



Gain the child's voice. How do they feel about attending your setting?

Giving children a voice promotes self-esteem and self-worth. Provide both verbal and non-verbal children a voice by giving them choices, listen to their opinions and respond to their feelings and emotions. Children will learn that they are important and valued. Visit our [Guide to Capturing and Responding to the Child's Voice for Out of School Clubs](#) to look at strategies and methods to gain the voice for non-verbal and verbal children of all ages.

Partnership Working

As part of your assessment, consider other professionals who are working with the child. They will have already made their own assessment of the child and will give you a fuller picture of the child's needs and how to meet them. Other professionals may include:

- ▶ Behaviour Support Services
- ▶ Educational Psychologist
- ▶ Child and Adolescent Psychologist
- ▶ Speech and Language Therapist
- ▶ Occupational Therapist
- ▶ Physiotherapist
- ▶ Child and Adolescent Mental Health Service (CAMHS)
- ▶ Specialist Teaching Services
- ▶ Autism Outreach
- ▶ Schools including the child's SEND Support Plan or Educational, Health and Social Care Plan

The [Action for Children: Working in Partnership to Meet the Childcare Need](#) is a Toolkit offering a step by step guide for schools and childcare providers to establish partnerships.



Risk assessing

A risk assessment for the child's SEND needs may be necessary to ensure they are kept safe whilst in your care. You may also need to assess any risk to your staff and to other children. Risks may be in relation to:

- ▶ behaviour such as climbing, hitting, throwing, spitting biting.
- ▶ a health need such as a sensory impairment, swallowing difficulties, epilepsy
- ▶ a physical need such as falling, poor spatial awareness, or something else.

Statutory Framework 3.65 states that. "Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks. Providers must determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised".

The **Health and Safety Executive** website offers information and guidance on managing risks and writing risk assessments.

Transitioning children with SEND into your setting

Attending your setting for the first time can be an exciting time for a child, but equally may be scary and anxiety provoking. A well-planned transition into your setting can support a child to settle and make the difference for them to have a positive experience from the start.

The webpages **Transition - mind the gap** and the **Council for Disabled Children - Transitions for Disabled Children and Children with SEN** offer lots of useful advice on successfully transitioning children into your setting.

If your setting has a website, consider having a SEND page or section which includes information for parents to prepare their child for their first visit such as:

- ▶ A list and pictures of any specialist equipment or toys.
- ▶ Photographs/videos of the environment
- ▶ Photographs of the staff
- ▶ Sound bites of any noises that the child may hear so that they are not taken by surprise. E.g a smoke detector, the doorbell, noises that toys make.
- ▶ A Social Story template for attending your setting

Your SEND section can also include your access statement and the training and experience your staff have. A well thought out web page can give a clear message to families and the wider community that you are an inclusive setting and welcome all children.



Children with Health needs

An increasing number of children and young people with health needs, including long-term conditions and highly complex needs, are attending mainstream wrap around and holiday care. Some of these Children have short-term needs for support, such as being helped to take prescription medicines. However, many require continuous and ongoing care and intervention, including intimate or invasive care procedures.

It is a mandatory requirement for all providers to adhere to safeguarding and welfare requirements, these are different depending on which register applies to you, **Early Years, Childcare or Voluntary register**. It is your responsibility to adhere to the correct requirements as well as informing insurers if you have oxygen on site at any time.

Within the **Early Years Foundation stage** 3.45, 3.46 and 3.47 requests that all medicines and procedures are carried out correctly.

If a Child needs a health care intervention or requires emergency treatment/medication whilst in your care, then a Health Care Plan is required. This needs to be written by, or with a relevant Health Care Professional, signed by them, and then reviewed and updated annually or sooner if there are any changes. Keep this plan somewhere accessible and ensure that all staff are aware of it and know where to find it. It may be required quickly in an emergency.

The following guidance incorporates best practice and your legal responsibility when attending to children with both short-term and long-term medical needs.

- ▶ **Management of medication in day care of children and childminding services**
- ▶ **Supporting Children at School with Medical Conditions**
- ▶ **Supporting Children with Medical Conditions: Links to other useful resources**

Section 5: Supporting your Team

To be an effective inclusive setting you also need to consider how you will support your team. Your staff are likely to have concerns, uncertainties and even fear about supporting children with SEND. There will need to be a plan for their professional development to acquire additional skills and knowledge to feel confident, and time needs to be put aside for planning, reflection, and discussion.



“Staff are the most important resource in facilitating inclusion..... care about each one, employ their talents, meet their needs, fuel their personal development and in turn they are likely to do the same for each child, disabled or not”
(It Doesn't Just happen – Kids)

Professional Development - Core SEND training programme

Staff will benefit from a core training programme designed to give them basic SEND knowledge and awareness. We suggest covering the following topics as a starting point:

- ▶ Autism
- ▶ ADHD
- ▶ Learning Disability Awareness,
- ▶ Mental Health Awareness
- ▶ Positive Behaviour Support:

Many of the principles and strategies learnt through these topics can be applied to meeting the needs of a wide range of children with SEND. For instance, using visual supports to support a child with autism, may also support a child with Down's Syndrome. This is because they both require this support for effective communication regardless of their diagnosis. Every child is an individual and focus should be on their individual needs, rather than just their diagnosis.

The training does not need to be expensive or time consuming. There are a wide range of short free on-line training sessions available which can be accessed through our [SEND training for play and leisure providers](#) page

Children will also have contact with other professionals who will usually be more than willing to share information with your team to support the child's inclusion e.g. Autism Outreach, Specialist Teaching Service, medical professionals. Speak to the child's parent to link with them.

The [Positive Behaviour Support Toolkit for Out of School settings in Leicestershire](#) will support your staff to learn about triggers and functions of behaviour, and to develop Positive Behaviour Support Plans to reduce the incidences of behaviour escalating.

Professional Development: Specialist training

Occasionally, children with more complex needs may wish to access your setting who may require the staff to have specialist training in a 'Health Care Task'. These training sessions are usually followed up by a practical session which will demonstrate to the trainer that they are safe and competent to carry out the task for the child. An annual update is usually required. It is important that the parents of these children understand that there may be a delay for their child starting at your setting as planning this training may take several months.

1. Health care task training delivered by the Diana Children's Community Service

- ▶ Enteral feeding (Gastrostomy also known as 'PEG' or nasogastric feeding)
- ▶ Epilepsy Awareness and the administration of Buccal Midazolam
- ▶ Respiratory care including inhalers and oxygen saturation
- ▶ Tracheostomy care
- ▶ EpiPen
- ▶ Mechanical ventilation

Visit the [Diana Children's Community Service](#) for more information. There is a charge for this service.

2. Diabetes training is delivered by Leicestershire NHS Partnership Trust Paediatric Diabetes team

Contact email: DiabetesInSchool@uhl-tr.nhs.uk.

Or contact the child's Diabetes Specialist Nurse for hospitals in other areas.

This training is free of charge.

3. Moving and Handling including Hoisting

If staff are required to move and handle a child, we recommend that they receive basic Moving and Handling and Back Care training.

This training can be accessed on-line at a relatively low cost.

For the child's own individual moving and handling needs, this can be requested through the child's allocated Occupational Therapist. This training is free of charge.

4. Specialist Equipment

If a child requires specialist equipment, this needs to be obtained on the advice and guidance of an appropriate health care professional such as an Occupation Therapist or a Physiotherapist. They can be asked to set this equipment up in your setting, to make necessary adjustments, and to train staff in its use. This training is free of charge.

As best practice, we advise that 2 members of staff are trained in all of the above so that the child can still attend your setting if one member is absent.



Support staff wellbeing

Supporting children with SEND can be a hugely rewarding experience, however the extra responsibility and worry about 'getting it right' can at times feel overwhelming. When a child's behaviour causes challenge and concern, this can trigger lots of emotions including helplessness and failure.

Being an effective inclusive setting requires regular reflection and review about how things are going to address concerns promptly and to re-evaluate if things aren't working as you planned. Plan in a daily debrief, and regular team meetings to ensure that day to day concerns are shared and inclusion policy and planning is a full team approach.

When a member of staff is to be allocated to a child with SEND, think about who this will be. If a child is allocated a new member of staff from outside of your staff team who has been employed for the purpose, will this impact on the child's inclusion? You will have two people new to the setting who may struggle to be involved.

During supervision sessions, try to establish how the staff member feels about supporting the child with SEND and acknowledge the extra responsibility that this brings. Is there any additional training they feel they need? Have they any unanswered questions? Are they coping with any additional demands and responsibilities? Check on their wellbeing and that they do not take their worries home. The Leicestershire County Council **Supervision Toolkit** will support you to ensure that staff supervisions are effective and constructive. Also refer to EYFS Statutory guidance 3.22.3.23

Section 6: Safeguarding

Children and young people who have disabilities are at an increased risk of being abused compared with their non-disabled peers (Jones et al, 2012) and are also less likely to receive the protection and support they need when they have been abused (Taylor et al, 2014).

Disabled children at the greatest risk of abuse are those with behaviour or conduct disorders. Other high-risk groups include:

- ▶ children with learning difficulties/disabilities
- ▶ children with speech and language difficulties
- ▶ children with health-related conditions
- ▶ d/Deaf children

(Miller and Brown, 2014).

You can read more about the additional risk factors and indicators of abuse and neglect in [Leicestershire and Rutland Safeguarding Children Partnership: Safeguarding Disabled Children](#)

Safeguarding Training

It is a mandatory requirement within the Statutory Framework for all staff in Childcare to complete safeguarding training along with at least one member of staff being named and attended training for Designated Safeguarding lead which needs to be updated every 3 years. All staff must attend regular staff meetings where current and relevant safeguarding information will be discussed, shared and documented.

More information about your duties to safeguard children, training opportunities, how and when to report and more can be found on [the Leicestershire and Rutland Safeguarding Children Partnership website](#).

Further information regarding the [Competency Framework](#) can also be found at this website. The [Safeguarding Children Competency Framework](#) is for use by the Leicester, Leicestershire and Rutland Children's Workforce. Its purpose is to support individuals and organisations to undertake their safeguarding roles and responsibilities in a confident and competent manner. The Framework is for everyone who works or volunteers with children, young people and their families, or who is responsible for improving their outcomes.



When and how to report

Children in need fall into two categories.

1. **Children in Need:**

Under the Children Act 1989, a **'child in need'** is defined as one who is unlikely to achieve or maintain a reasonable level of health or development. It could also mean a child whose health and/or development is likely to be impaired or a child who is disabled.

2. **Children Suffering or likely to Suffer Harm:**

Under section 47 of the Children Act 1989, it's the legal and moral responsibility of authorities or organisations to make enquiries or take action in regard to any suspected abuse or maltreatment **Safeguarding is everyone's responsibility**. If you have a suspicion of maltreatment cases such as abuse, neglect, radicalisation, sexual exploitation, or other concerns, it's time to raise your concerns via the following steps:

- ▶ Remember to take all claims/disclosures seriously.
- ▶ Write up their narrative, giving as much detail as possible. Remember to include date and time, what was said and any names and locations.
- ▶ Contact your Designated Safeguarding Lead (DSL) immediately and inform them of the situation using the report you made. The DSL will directly contact any child protection agency, the police or simply provide further advice.
- ▶ If the DSL is unavailable or unresponsive to your concern and you believe the situation to warrant further action please follow the guidance produced by the **Leicester, Leicestershire and Rutland Safeguarding Children Partnerships procedure manual** or **First Response Leicestershire**
- ▶ If you are concerned that someone in a position of trust has harmed a child or behaved in a way that indicates that they may be unsuitable to be in a position of trust, please **contact the LADO** to discuss your concerns promptly, **before** speaking to the person of concern.

Additional Resources to Support you to safeguard Disabled Children

- ▶ **Leicestershire and Rutland Safeguarding Partnership**
<https://lrsb.org.uk/lrscp>
- ▶ **LADO Leicestershire**
<https://lrsb.org.uk/lado-local-authority-designated>
- ▶ **Keeping Children Safe in Out of School Settings -**
<https://resources.leicestershire.gov.uk/education-and-children/early-years/out-of-school-providers-oos/oos-information-support-and-resources>
- ▶ **County Lines**
<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>
- ▶ **Online abuse**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414118/NSPCC_online_abuse_and_bullying_prevention_guide_3.pdf
- ▶ **FGM**
<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>
- ▶ **Child Sexual Exploitation**
<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>
- ▶ **Intimate care** - Good Practice Guidelines can be found in Appendix 2:
**Leicestershire and Rutland Safeguarding Children partnership:
Safeguarding Disabled Children**
- ▶ **Sexualised behaviour:**
**NSPCC Sexualised Behaviour in Children
Brook Traffic Light Tool**
- ▶ **Suspected Neglect:**
Neglect Toolkit
- ▶ **Radicalisation** - Prevent referral:
<https://www.leics.police.uk/advice/advice-and-information/t/prevent/prevent/>



Section 7:

Useful resources for becoming an effective Inclusive Provision

Inclusive play environments

- ▶ Leicestershire County Council **Support and Resources for Play and Leisure Providers**
- ▶ Family and Childcare Trust **A Guide to Inclusive Childcare**

Supporting Independence

- ▶ Leicestershire Partnership NHS Trust **Let me dress myself**
- ▶ Leicestershire Partnership NHS Trust: **Dressing Skills: Backward Chaining**
- ▶ Leicestershire Partnership NHS Trust: **Let me use a knife and fork**
- ▶ Leicestershire Partnership NHS Trust: **Let me cut with scissors**
- ▶ Leicestershire Partnership NHS Trust: **Let me tie shoe laces**

Supporting the anxious child:

- ▶ Usborne **The Unworry pack**
- ▶ Go Zen **72 Phrases to Calm and Anxious Child**
- ▶ Bridge the Gap **Understanding Anxiety**

Learn more about different disabilities:

- ▶ Learning Disability: **Mencap**
- ▶ Autism: **The National Autistic Society**
- ▶ ADHD: **The ADHD Foundation**
- ▶ Cerebral Palsy: **Cerebral Palsy Guidance**
- ▶ Down's Syndrome: **Down's Syndrome Association**
- ▶ Muscular Dystrophy: **Muscular Dystrophy UK**
- ▶ Spinal Muscular Atrophy: **Spinal Muscular Atrophy UK**
- ▶ Dyspraxia: **Dyspraxia Foundation**
- ▶ Rare chromosome and gene disorders: **Unique**
- ▶ Sensory Needs: **Leicestershire Partnership NHS Trust - Sensory Needs**
- ▶ Dyslexia: **British Dyslexia Association**
- ▶ Visual Impairment: **RNIB**
- ▶ Hearing Impairment: **RNID**
- ▶ Diabetes: **Diabetes.co.uk**

Section 8: Web links for full resources

Section 1: Your Responsibilities

- ▶ [Equalities and human Rights Commission - Protected Characteristics](#)
- ▶ [Equalities Act 2010 Guidance on the definition of disability](#)
- ▶ [Equalities and human Rights Commission – What are reasonable adjustments?](#)
- ▶ [Early Years Statutory Framework](#)

Section 2: Support from Leicestershire County Council

- ▶ [Leicestershire County Council - Out of School Information, Support and resources](#)
- ▶ [Leicestershire County Council – Positive Behaviour Support Tool Kit for Out of School settings in Leicestershire](#)
- ▶ [Leicestershire County Council – Visual Aid Toolkit](#)
- ▶ [Leicestershire County Council – Out of School Funding](#)
- ▶ [Leicestershire County Council – Play and Leisure](#)
- ▶ [Leicestershire County Council training opportunities](#)
- ▶ [Leicestershire County Council - Training and Professional Development Web Pages](#)
- ▶ [Leicestershire County Council - Jobs in Childcare](#)
- ▶ [Leicestershire County Council – Early Learning and Childcare Job Vacancy](#)
- ▶ [Leicestershire County Council – Guidance for Completing Early Years Vacancy Form](#)
- ▶ [Leicestershire County Council - Submit a Childcare Job Vacancy](#)
- ▶ [Leicestershire County Council – Recruitment of Staff](#)

Section 3: Working with Parents and Carers

- ▶ [Leicestershire County Council - Local Offer](#)
- ▶ [Leicestershire County Council – Children and Family Wellbeing Service](#)

Section 4: Planning to meet a child's needs

- ▶ SEND Code of Practice
- ▶ Helen Sanderson Associates
- ▶ A Guide to Capturing and Responding to the Child's Voice for Out of School Clubs
- ▶ Action for Children: Working in Partnership to meet the Childcare Need
- ▶ Health and Safety Executive – Managing risks
- ▶ Leicestershire County Council – Mind the Gap
- ▶ Council for Disabled Children – Transitions for disabled children and children with SEN
- ▶ Care Inspectorate – Management of medication in daycare of children and childminding services

Section 5– Supporting your Team

- ▶ Leicestershire County Council – SEND training for play and leisure providers
- ▶ Leicestershire NHS Partnership – The Diana Children's Community Service
- ▶ Leicestershire County Council – Positive behaviour Support Toolkit for Out of School Settings in Leicestershire
- ▶ Leicestershire County Council – Supervision Toolkit



Section 6: Safeguarding

- ▶ **Safeguarding is Everyone's Responsibility**
- ▶ **Leicester, Leicestershire and Rutland Safeguarding Children Partnership Procedure Manual - Report Your Concerns About a Child or Young Person**
- ▶ **Leicestershire and Rutland Safeguarding Children Partnership – Safeguarding Disabled Children**
- ▶ **The Safeguarding Children Competency Framework**
- ▶ **Leicester, Leicestershire and Rutland Safeguarding Children Competency Framework**
- ▶ **First Response Leicestershire**
- ▶ **Contact the Lado**
- ▶ **Leicestershire County Council – Early Years, Inclusion and Childcare Service safeguarding training**
- ▶ **NSPCC – Sexual Behaviour in Children**
- ▶ **Brook Traffic Light Tool**
- ▶ **Neglect Toolkit**





Section 8: Useful resources for becoming an effective Inclusive Provision

- ▶ [Leicestershire County Council Support and Resources for Play and Leisure Providers](#)
- ▶ [Family and Childcare Trust – A guide to inclusive childcare for childcare providers](#)
- ▶ [Leicestershire Partnership NHS Trust – Let me dress myself](#)
- ▶ [Leicestershire Partnership NHS Trust – Dressing skills backwards chaining](#)
- ▶ [Leicestershire Partnership NHS Trust – Let me use a knife and fork](#)
- ▶ [Leicestershire Partnership NHS Trust – Let me cut with scissors](#)
- ▶ [Leicestershire Partnership NHS Trust – Let me tie shoe laces](#)
- ▶ [Usborne – The Unworry Pack](#)
- ▶ [Go Zen – 72 Phrases to Calm an Anxious Child](#)
- ▶ [The National Autistic Society](#)
- ▶ [The ADHD Foundation](#)
- ▶ [Cerebral Palsy Guidance](#)
- ▶ [Down’s Syndrome association](#)
- ▶ [Muscular Dystrophy UK](#)
- ▶ [Spinal Muscular Atrophy UK](#)
- ▶ [Dyspraxia Foundation](#)
- ▶ [Rare Chromosome and Gene Disorders - Unique](#)
- ▶ [Learning Disability – Mencap](#)
- ▶ [Leicestershire Partnership NHS Trust – Sensory Needs](#)
- ▶ [Dyslexia - British Dyslexia Association](#)
- ▶ [Visual Impairment – RNIB](#)
- ▶ [Hearing Impairment – RNID](#)
- ▶ [Diabetes – Diabetes.co.uk](#)

