

Femtinis Learning Hub

SEND & Inclusion Policy

1. Our Approach

Femtinis Learning Hub is committed to creating an environment where children are **welcomed, respected and able to participate meaningfully**, regardless of disability, additional need, neurodiversity, background or difference.

We recognise that children learn, communicate, regulate and participate in different ways.

Our approach is to **understand the child, not simply the diagnosis**.

2. Understanding Individual Needs

Parents/carers are asked to tell us about any diagnosed or suspected additional needs, disabilities, medical conditions, communication needs, sensory differences or other factors that may affect their child's participation or safety.

A diagnosis will **not automatically prevent a child from attending Femtinis**, nor will the absence of a diagnosis prevent us from recognising that a child may need additional support.

We consider each child individually, taking account of their needs, the activity, environment, available staffing and the needs and safety of the wider group.

3. Reasonable Adjustments

Where appropriate and reasonably practicable, we will make adjustments to help children access and participate in our activities.

These may include:

- adapting instructions or communication;
- providing additional processing time;
- adjusting an activity or approach;
- allowing appropriate movement or regulation breaks;
- considering sensory needs;

- adapting the environment where reasonably possible; or
- agreeing appropriate support strategies with families.

Adjustments will be considered **individually rather than applying a single approach to all children with the same diagnosis or need.**

4. The Limits of Our Provision

Femtos is a **group educational provision**, not specialist SEND provision, and our standard staffing model does not provide dedicated 1:1 support.

There may be circumstances where a child's needs require a level of supervision, specialist support, environmental adaptation or intervention that Femtos cannot reasonably provide.

Where additional support or parental presence is required for a child to participate safely and meaningfully, this will be managed under our **Admissions & Participation Policy**.

Inclusion does not mean removing essential safety boundaries or compromising the safety, dignity or meaningful participation of other children.

5. Behaviour, Communication & Regulation

We recognise that behaviour may communicate an unmet need, overwhelm, anxiety, frustration or difficulty with communication or emotional regulation.

Staff will consider this when responding to behaviour and will seek to understand what may be contributing to it.

Additional needs will be taken into account, but harmful or unsafe behaviour will still be appropriately addressed in accordance with our **Behaviour & Anti-Bullying Policy**.

6. Working With Families

Parents/carers know their children well, and we value open communication about strategies, triggers, communication and support that may help their child participate successfully.

We ask families to provide accurate information and tell us when a child's needs or circumstances change.

Information about a child's SEND, disability, neurodiversity or medical needs will be treated appropriately and will not ordinarily be disclosed to other families.

7. Our Commitment

We will not make assumptions about what a child can or cannot do because of a diagnosis, disability or additional need.

We will seek to **remove reasonable barriers, recognise individual strengths and provide genuine opportunities to participate**, while being open and realistic about what our setting can safely provide.

Different children may need different support to have an equal opportunity to thrive.

Related Policies:

Admissions & Participation Policy

Behaviour & Anti-Bullying Policy

Safeguarding & Child Protection Policy

Health & Safety Policy