

## Future Stars Coaching Inclusion Practice Policy

At Future Stars Coaching we are exceptionally proud of all children who attend our clubs and value the abilities and achievements of all pupils. We ensure that all children are safe and happy in every club or lesson we provide. We understand that all children are unique and we celebrate all successes and are committed to provide each pupil with the resources for them to maximise their potential.

Our company is:

- a safe, supportive stimulating learning environment;
- a team of respectful, tolerant, open minded citizens;
- a community where everyone aspires to be the very best they can be;
- a community of resilient lifelong learners;
- a centre of excellence where all achieve success.

### **PURPOSE**

At Future Stars Coaching, we recognise that many children have a range of Special Educational Needs (SEN) and may have different starting points. We ensure that those children have suitable and supportive provision in order for them to have fun safely in our clubs and progress in their lessons.

### **IDENTIFICATION**

- At Future Stars Coaching, staff are committed to the principles and aims of this policy. Pupils identified as having SEND are, as far as is practical, fully integrated into mainstream classes.
- Every effort is made to ensure that they have full access to the National Curriculum and Early Years Foundation Stage Curriculum and are integrated into all aspects of our lessons with the school's support.
- Where this is not appropriate for the child, the PE Coordinator will meet with coaching staff to discuss alternative provision which we can offer with the school's support and recommendations.
- All school teachers are responsible for identifying pupils with SEND and will endeavour to communicate any SEND needs with coaching staff to ensure full inclusion and safety prior to lessons.
- Where children attend extra-curricular clubs, parents are responsible for sharing information with the coaching staff to ensure full inclusion and safety prior to clubs.
- It is also the coach's responsibility to check any SEND needs via our booking system prior to each club, so that they can be aware of any additional resources required to support or include the child.
- Future Stars Coaching is happy to support parents and schools with evidence obtained by coach observations/assessments and will endeavour to pass on information we consider to be important in the safe development of the child, to the relevant bodies.

## **CODE OF PRACTICE GRADUATED RESPONSE**

- Future Stars Coaching adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs.

## **QUALITY TEACHING**

- The coach will take steps to further differentiate the learning to better support the pupil.
- This may require an adjustment in the style of teaching adopted with that pupil.
- The class teacher will be informed and consulted to provide support and advice.
- Parents will be fully informed so they can share information and knowledge with the school to help better understand the needs of the child.
- The child is recorded as being monitored via the school - they will not have a diagnosis from a Future Stars Coach

## **SEND SUPPORT**

- When working within a school, it is important that the class teacher and coach have a conversation about SEND pupils and that the coach is formally advised of the effective provision the school has in place to remove any barriers to learning.

## **ASSESS**

- This involves clearly analysing the pupil's need using the coach's assessments and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and conversations with the class teacher.

## **PLANNING**

- Planning will be a result of a conversation from the class teacher and the coach.
- They will include interventions and support that are required; the impact on progress, development and/ or behaviour that is expected.
- Parental involvement may be sought, where appropriate (eg upon booking extra-curricular clubs).

## **COACHING**

- The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the coach leads a lesson.
- They will work closely with teaching assistants to plan and assess the support and interventions needed in a lesson and ensure links with classroom teaching.

## **REVIEW**

- Review of a child's progress will be made regularly through conversations with the class teacher.
- The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil.
- The class teacher will revise the support outcomes and based upon the pupil's progress and development make any necessary amendments going forward.
- A child's behaviour will be assessed and reviewed whilst attending extra-curricular clubs.
- If their behaviour is deemed unsafe to themselves, peers or Future Stars staff, or wasn't inline with our behaviour policy or risk assessment, we would reserve the right to remove them from our clubs to ensure the safety of the majority.

## **EHCPs**

- Coaches will follow any EHCP plan shared with them as best they can.
- Although Future Stars Coaching is not an enhanced resource company, and we do not have an official specialist unit, we do offer for specific children the opportunity to access our clubs and lessons as best we can.
- We will always endeavour to make our environment well-tailored for pupils and we ensure spaces the schools provide are accessible.

## **FACILITIES AND EQUIPMENT**

- Future Stars Coaching does not have it's own facilities as all lessons and clubs take place in school settings.
- We will endeavour to make our spaces safe and inclusive as much as possible, with the resources available.
- We will create an individual risk assessment for individual venues to ensure safety for all children and staff at all times.

## **ENGLISH AS AN ADDITIONAL LANGUAGE**

- For those pupils whose first language is not English, coaches will have conversations with class teachers to help support the pupil in the lessons as much as they can.

## **THE ROLE OF THE COACH**

- While The Code of Practice clearly acknowledges the importance allocated to the class teacher, our coaches will collaborate with the class teacher to ensure suitable provision for SEND pupils and develop constructive relationships with parents in extra-curricular clubs.

## **PARTNERSHIP WITH PARENTS**

- Future Stars Coaching recognises that parents have a unique overview of the child's needs, and that this gives them a key role in the partnership.

We do so by:

- Keeping parents and carers informed of anything significant during our extra-curricular sessions
- Ensuring all parents and carers have appropriate communication aids and access arrangements.
- Encouraging parents and carers to inform coaches of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the company will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.

This policy was adopted by Future Stars Coaching	Date: May 22
--	--------------