

WRAPAROUND CARE

SEND & INCLUSION

Procedure, Individual Support Plan & Staff Quick-View Sheet

1. Purpose

AJB Sports in Education is committed to providing an inclusive Wraparound Care environment in which children are welcomed, respected and supported to participate. AJB will work with parents/carers, children and schools to understand individual needs and consider reasonable adjustments that enable safe participation.

**UNDERSTAND THE CHILD -> IDENTIFY THE NEED -> AGREE SUPPORT -> BRIEF STAFF
-> REVIEW**

2. Before a Child Attends

Parents/carers should be encouraged to tell AJB about additional needs during registration or booking. Relevant information may include diagnosed SEND, needs being assessed, an EHCP or other plan, communication and sensory needs, mobility, emotional regulation, behaviour support, toileting/personal care, medical needs, food requirements and relevant school strategies.

A FORMAL DIAGNOSIS IS NOT REQUIRED BEFORE AJB CONSIDERS SUPPORT.

3. Working With Parents / Carers

Parents/carers often know which strategies work best. Staff should gather practical information about what helps, what makes things difficult, how the child communicates, signs of overwhelm, successful school/home strategies and anything staff should avoid.

4. Working With the School

Where appropriate and with suitable information-sharing arrangements, AJB may liaise with relevant school staff such as the SENCO, class teacher, teaching assistant, pastoral team, DSL or leadership. Consistency with established school strategies can help the child.

5. Child's Voice

Where age and understanding allow, the child should be involved in identifying what they enjoy, what they find difficult, what helps when they feel overwhelmed and how they prefer to ask for help.

SUPPORT SHOULD BE DONE WITH THE CHILD WHEREVER POSSIBLE, NOT SIMPLY TO THE CHILD.

6. Individual Support Plans

Not every child with SEND needs a lengthy plan. An Individual Support Plan is particularly useful where staff need specific information or action relating to communication, sensory regulation, behaviour, transitions, mobility, toileting, eating, medical needs, emotional regulation or safety.

7. Reasonable Adjustments

- Visual timetables or first/then prompts
- Quieter activity areas or movement breaks
- Additional transition warnings
- Alternative equipment or modified activities
- Smaller groups or seating adjustments
- Additional processing time
- Communication cards or other aids
- Predictable routines
- Sensory resources
- Additional staff support where appropriate

Adjustments should be proportionate to the child's needs and the nature of the provision.

8. Inclusive Activities

Staff should aim to adapt activities so children can participate rather than automatically excluding them. Possible adaptations include smaller teams, shorter turns, different equipment, reduced playing areas, alternative roles, buddy support and additional demonstrations.

ASK: HOW CAN WE MAKE THIS WORK?

9. Sensory Needs

Children may be affected by noise, lighting, crowded rooms, smells, touch, food or sudden transitions. Where appropriate, provide access to a quieter space or lower-stimulation activity. A calm space must not be used as punishment.

10. Communication Needs

- Use shorter instructions where helpful.
- Give one instruction at a time.
- Use visual prompts or demonstrations.
- Allow additional processing time.
- Check understanding.
- Use communication aids where provided.

Difficulty communicating must not be assumed to mean difficulty understanding.

11. Transitions

Transitions such as class to AJB, activity to food, inside to outside and play to collection may require extra support. Advance warnings, countdowns, visual schedules, consistent routines, familiar staff and first/then language may help.

12. Emotional Regulation & Behaviour

Behaviour may communicate an unmet need. Staff should consider what happened beforehand, whether the environment is overwhelming, whether the child understands what is happening, whether they are tired or hungry, whether they need space, and whether they are struggling to communicate. Unsafe behaviour must still be managed appropriately to protect everyone.

13. Significant Distress

1. Remain calm.
2. Reduce unnecessary demands.
3. Follow agreed strategies.
4. Move other children where necessary.
5. Allow appropriate space.
6. Use familiar communication.
7. Maintain safety.
8. Seek support from the Person in Charge.

Contact parents/carers where appropriate. Seek emergency assistance where there is an immediate risk of serious harm.

14. Physical Intervention

Physical intervention should only be considered where it is lawful, necessary and proportionate to prevent harm, and in accordance with AJB's relevant policy and staff training. It must never be used as punishment. Any significant intervention must be recorded and reported.

15. Personal Care

Where SEND affects toileting or personal care, follow the AJB Toileting, Personal Care & Intimate Care Procedure. An Individual Intimate Care Plan may also be required.

16. Medical Needs

Where medical needs overlap with SEND, relevant medication, healthcare and emergency procedures must also be followed. Emergency medication must remain accessible as required.

17. Staffing

AJB will consider whether a child's needs can be safely met within normal staffing arrangements. Factors include the level of need, safety, personal care, communication, mobility, risk of leaving the provision and supervision required.

SEND does not automatically mean 1:1 staffing is required. Equally, AJB must review staffing where evidence shows existing arrangements are not sufficient.

18. Where Needs Cannot Immediately Be Met

Where AJB cannot safely meet a child's needs without further planning, staffing, equipment or information, this should not automatically lead to exclusion. AJB management should work with the parent/carer and, where appropriate, the school to consider possible solutions.

PAUSE -> ASSESS -> DISCUSS -> PLAN

19. Confidentiality

SEND information is confidential and should be shared only with staff who need it to support the child safely. It must not be discussed casually, shared with other parents, left publicly visible or discussed unnecessarily in front of children.

20. Bullying & Inclusion

Staff must challenge bullying, discriminatory language, mocking, exclusion and inappropriate comments about disability or additional needs. Children should be helped to understand that different children may need different forms of support.

FAIR DOES NOT ALWAYS MEAN EVERYONE RECEIVING EXACTLY THE SAME THING.

21. Recording & Review

Individual Support Plans should be reviewed periodically, when needs change, following a significant incident, when new information is received or when strategies are no longer effective. The plan should evolve with the child.

Staff Quick Guide

UNDERSTAND -> ASK -> ADJUST -> PLAN -> BRIEF -> OBSERVE -> REVIEW & ADAPT

CONFIDENTIAL - STAFF ACCESS ON A NEED-TO-KNOW BASIS

Child's Name	
Date of Birth	
School / Setting	
Parent / Carer	
Plan Date	
Review Date	

About the Child

Things I enjoy: _____

Things I'm good at: _____

Things I find difficult: _____

Things that can overwhelm / upset me: _____

Communication

How I communicate: _____

How you know I need help: _____

Communication strategies that work: _____

Sensory Needs

☐ Noise ☐ Light ☐ Touch ☐ Crowds ☐ Smell ☐ Food ☐ Movement ☐ Other:

Helpful strategies: _____

Transitions

Transitions I may find difficult: _____

What helps: _____

Individual Support Plan - Continued

Emotional Regulation

Signs I'm becoming overwhelmed: _____

Early strategies that help: _____

If I become very distressed: _____

Activities

Adjustments that help me participate: _____

Safety

Any risk of leaving / wandering? ☐ Yes ☐ No

Relevant safety considerations: _____

Personal Care

Additional support required? ☐ Yes ☐ No

If yes, refer to the Intimate Care Plan where appropriate.

Medical

Medical / medication information relevant? ☐ Yes ☐ No

If yes, relevant medical documentation must also be available.

Agreed Support

1:

2:

3:

4:

Things Staff Should Avoid

1:

2:

3:

Child's Voice
What I want AJB staff to know about me:

Agreement

Parent / Carer Name	
Parent / Carer Signature	
Date	
AJB Representative	
AJB Signature	
Date	

CONFIDENTIAL - STAFF ONLY

Child	
School / Setting	
Plan Review Date	

WHAT WORKS

WATCH FOR

COMMUNICATION

IF OVERWHELMED

AVOID

SAFETY INFORMATION

MEDICAL / PERSONAL CARE

Full Individual Support Plan location	
Emergency / medical plan location if applicable	

This is a quick-reference summary only. Staff must refer to the full plan and relevant medical/personal-care documents where required.

Document Control

Document	AJB Wraparound Care - SEND & Inclusion / Individual Support Plans
Version	September 2026
Applies to	AJB Breakfast Clubs and After-School Care
Related documents	Equality & Diversity Policy; Safeguarding & Child Protection Policy; Behaviour Policy; Toileting, Personal Care & Intimate Care Procedure; Medical / Medication Records
Confidentiality	Completed plans contain sensitive personal information and must be stored securely with access limited to those who need it.
Review	Review following significant change in need, incident, provision, guidance/regulatory change, or scheduled policy review