

# Families Fighting for Justice and O.L.LY (Our Lost Love Years)

## **SPECIAL EDUCATIONAL NEEDS POLICY**

### **Introduction**

We at OLLY/FFFJ support children and young people in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children and young people from the classroom situation. As we already practice, to maximise learning, we ask the children and young people to work in small groups.

Children and young people's education should promote their physical, mental, moral, cultural, spiritual, emotional, and social development. At OLLY/FFFJ we recognise that every child and young person has unique characteristics, interests, abilities and learning needs.

This centre provides a broad and balanced programme for all children. When planning, the education team are designated to set appropriate learning challenges and respond to children's diverse learning needs. Some children and young people have barriers to learning that means they have special needs and will require additional support by our education team. These requirements are likely to arise because of a child or young person having special educational needs. The education team take account of these requirements and make provisions where necessary, to support individuals or groups of children or young people, and thus enable them to participate effectively in all activities. Such children and young people may need additional or different help from that given to the other children or young people of the same age.

### **Aims and Objectives**

- To create an environment that meets the special educational needs of each child and young person.
- To ensure that the special educational needs of children and young people are met.
- To make clear the expectations of all staff involved.
- To identify the roles and responsibilities of staff in providing children's and young people's special educational needs.
- To enable all children and young people to have full access to all elements of the centre programme.

### **Educational Inclusion**

In our centre we aim to offer excellence and choice to all our children and young people, whatever their abilities or needs. We have high expectations of all our children and young people. We aim to achieve this through the removal of barriers to learning and participation. We want all our children and young people to feel that they are a valued part of our centre community. Through appropriate curricular provision, we respect the fact that children and young people:

- Have different educational needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate, and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

**Centre staff responds to children's and young people's needs by:**

- Providing support for children who need help with communication, language, and literacy.
- Planning to develop children's understanding using all available senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and take part in learning effectively and safely.
- Helping individuals to manage their emotions particularly trauma or stress and to take part in learning.

**What are Special Needs?**

The law says that children and young people have special educational needs if, 'they have a learning difficulty, which calls for special educational provision to be made for them'. According to the Revised Code of Practice 2002, children and young people have special needs if they have 'significantly greater difficulty in learning than most children of the same age or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for the children and young people of the same age.' The Disability Discrimination Act defines anyone with a disability as having, 'a physical or mental impairment which has a substantial and long term adverse effect on the ability to carry out normal day to day activities.'

Children's or young people's special needs may be places in one or more of the following categories:

- Learning.
- Communication and interaction.
- Physical, medical, and sensory.
- Social, emotional and/or behavioural.

Children and young people with special education needs have learning difficulties that call for special provision to be made. All children and young people have special needs at some time in their lives. Children and young people have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children the same age.
- They have a disability which prevents or hinders them from making use of the educational facilities which are provided for children and young people of the same age.

In most cases children and young people join our centre with their needs already assessed. We then use this information to provide differentiated activities according to the child's abilities and needs.

### **Access to the learning programme**

All children and young people have an entitlement to all aspects of the programme, which is differentiated to enable children to:

- Understand the relevance and purpose of activities.
- Experience levels of understanding and rates of progress that bring feeling of success and achievement.

The education team endeavour to provide resources and use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate, work appropriately, and use informal assessments to inform the next stage of learning.

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### **Children and young people's participation**

In our centre, we encourage children and young people to take responsibility and to make decisions. This is part of the culture of our centre and relates to children and young people of all ages.