

SPECIAL EDUCATIONAL NEEDS POLICY

Aims of the policy

At Devizes & District Opportunity Centre we welcome children with special educational needs as part of our community. The Special Educational Needs Code of Practice 2014, provides a special educational needs as follows:

‘ A Child or young person has special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him or her’. This statement relates to all the children who attend the Devizes & District Opportunity Centre.

We recognise the vital role of parents/carers in the identification, assessment and response to their children’s special educational needs. We will work in true partnership with parents/carers, valuing their views and contributions to assess and identify the special educational needs of their child and to then put in place appropriate intervention in accordance with the SEN Code of Practice 2014.

We believe in the involvement of the child and the importance of taking their views into account. We will make every effort to involve the child in decision-making about their special educational provision and aim to offer a quality provision with planned learning experiences that reflect the needs of the child and which follow the Early Years Foundation Stage.

We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting children’s special educational needs. We will actively support the establishment and maintenance of close links with all agencies working with the child.

Partnership Involvement

We provide an environment that aims to help the children to develop their potential and extend their social and emotional development. We act as a Community Therapy Centre for our member families offering Physiotherapy, Occupational Therapy and Speech Therapy. We also provide facilities for Paediatric Consultants and Health and Education Specialists to carry out assessments work with children and meet their parents. Regular communication and liaison between staff, therapist and parents ensure every play session provides rich, valuable learning experience.

We welcome and work in liaison with visiting staff members of relevant external statutory and voluntary services e.g. Health Visitors, Social Care Workers, SENDs Workers, Early Years Practitioners and Specialist Support Teachers in an effort to provide a co-ordinated package of support for the children who attend and their families.

The work of the Centre staff and visiting professionals is co-ordinated by the Manager who is the designated SEN co-ordinator and has overall responsibility for Special Education Needs. In-service training is organised and open to all staff and volunteers in order to support and

develop their knowledge and understanding of Special Needs and to further their skills in caring for and educating under fives.

Equal Opportunities

All children who attend the Centre will have the same opportunities to participate fully in the learning experiences provided by the Centre regardless of their disability, ethnicity, race or gender. We will actively promote british values and support inclusive practice.

We ensure all children can participate fully by using our observations to plan developmentally appropriate activities, differentiating targets for individual children and using specialist equipment to help adapt activities where necessary.

Admissions

All children who attend Devizes & District Opportunity Centre are referred by parents/health professionals/early years providers and have an identified additional need.

Where a child has complex or medical needs which may be a barrier to the child attending the Centre, we would seek appropriate training for staff and additional resources where necessary to ensure the child is able to access early years education.

The Centre has a formal admissions policy which outlines the procedure for referrals.

Curriculum

Devizes and District Opportunity Centre adheres to the Special Educational Needs Code of Practice 2014. The Manager and Room play leader is responsible for co ordinating the provision for the children attending the Centre.

The Centre promotes the Wiltshire Local Offer website to parents for additional information and support for families with children with disabilities aged 0 – 25.

For children who are needing additional support and interventions, the Centre staff will liaise with mainstream early years settings to ensure a My Support plan is created for each child. All staff use Makaton signing throughout the session to encourage communication. Visual aids and Picture Exchange Communication cards are used to further develop speech and language where necessary.

Staff will liaise with all relevant health professionals on a weekly basis such as Speech and Language therapists, occupational therapists and physiotherapists to ensure the child receives a holistic approach to learning and development.

The staff will liaise with the Educational Psychology team where necessary.

Children's development is monitored through the two year check, EYFS summatives, learning journals and individual observations. These assessments are always shared with parents on a termly basis.

Staff will ensure that every learning opportunity is broken down into achievable steps for each individual child using the Early Years Foundation Stage.

For children who will be entering primary education, the Centre will work in partnership with any mainstream early years provider to ensure an Education Health Care Plan request is submitted and the child receives the right support going into school.

This policy and procedure is written in conjunction with the following policies and procedures:

- Admissions policy
- Equal Opportunities policy
- Early Years Guide to the 0 – 25 SEND code of practice.