

Special Educational Needs & Disabilities Policy



26th April, 2016

INTRODUCTION

Lollipops is committed to providing an inclusive setting in which all children, whatever their individual needs may be, are supported to reach their full potential.

This document is intended to provide guidance for Lollipops staff on their approach to children with special educational needs and/or disabilities; and inform our parents about our policy.

This policy document replaces one dated 27th February, 2016. There are no substantive changes.

BACKGROUND

Early recognition of a child's special educational needs, if effectively addressed, is likely to lead to better outcomes for them in the education system. To assist with this, non-maintained early years settings are expected to identify a Special Education Needs Co-ordinator (SENCo).

All early years providers have duties under the Equality Act 2010. In particular, they must not discriminate against, harass or victimise disabled children, and they must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at substantial disadvantage.

The principal documents that inform this policy are:

- The Early Years Foundation Stage 2014;
- Special Educational Needs and Disability Code of Practice 2015; and
- Best Practice Guidance for the Early Years September 2014

POLICY

Each child is an individual and, through Lollipops' Key Person approach, together with parents we will identify a plan for each child that helps them to achieve. This system will help to identify when a child needs additional help, and we will aim to work with that child and their parents to acquire and provide him/her with the most appropriate support.

All of our children are subject to observations that are recorded by their Key Person to monitor progress towards the statutory early learning goals that all

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children are expected to reach by the end of the Early Years Foundation Stage (Reception). Please see the Observation and Assessment Policy for more information.

Through these observations, together with parental assistance, we tailor each child's requirements to assist them to reach their goals. All children need help in their development, but some will need more assistance, either permanently, or from time to time.

If we consider that a child requires additional assistance, we will discuss this with parents with a view to creating a targeted plan for the child to address the assistance required. This includes where we suspect that the child may have some disability. We will also help parents to identify the most appropriate sources of information and help.

Throughout this process guidance will be given by Lollipop's Special Educational Needs Co-ordinator (SENCo). Additionally, the SENCo will review the plan going forward seeking to ensure that it continues to provide the most appropriate support.

We will always seek to accommodate a child with disabilities in line with our commitment to give every child access to the learning resources that they need.

Where the additional assistance required is beyond our capacity or capabilities, we will seek the support of professionals outside the setting to provide guidance and resources to help through Kent County Council's [Local Inclusion Team Process](#).

When it comes time for a child to move on from Lollipops to school, or another educational provider, we will support that transition to make it is positive an experience as we can.



Siobhan Mason
Manager

Date 26.4.2016



Rachelle Harte
Registered Person
Nominated
Date 26.4.16