



## CURRICULUM POLICY (EYFS — INTENT, IMPLEMENTATION, IMPACT)

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### Policy Statement

Ohana Centre provides a highly specialised, nurturing early years environment for autistic children and children with SEND. Our curriculum is designed to support emotional regulation, communication, sensory processing, independence and meaningful early learning through a child-led, relational and therapeutic approach.

Our curriculum follows the EYFS 2024/25 Statutory Framework, adapted thoughtfully to meet the individual needs of each child. We work closely with families, therapists and external professionals to ensure every child can access learning in a safe, predictable and emotionally supportive way.

We value neurodiversity and celebrate each child's strengths, interests and unique way of engaging with the world.

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### 1. INTENT — What we want for our children

Our curriculum is built around 6 core intentions:

#### 1.1 Emotional Regulation & Wellbeing

Many of our children struggle with dysregulation, anxiety or sensory overwhelm.

We prioritise:

- Feeling safe and connected
- Co-regulation with trusted adults
- Predictable routines
- Visual supports and structure
- Access to sensory tools and personalised regulation plans

A regulated child is ready to learn. This is our foundation.

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#### 1.2 Communication & Interaction

We build communication through:

- Speech, signing, Makaton, AAC, PECS, visuals

- Intensive interaction
- Play-based communication
- Modelling language at the child's level
- Supporting joint attention and shared experiences

Communication is not only speech — all forms are valued equally.

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### **1.3 Sensory Integration & Physical Development**

Our children often have sensory processing differences.

We support them through:

- Sensory-friendly environment
- Access to movement, deep pressure, proprioception
- OT strategies and sensory diet activities
- Fine and gross motor development opportunities
- Safe risk-taking and physical exploration

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### **1.4 Learning Through Play**

Children learn best through:

- Child-led exploration
- Familiar routines
- Repetition and practice
- Hands-on sensory experiences
- Real-life, meaningful activities

We follow children's interests and create learning around what motivates them.

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### **1.5 Independence & Life Skills**

We help children develop:

- Toileting independence
- Dressing and care routines

- Mealtime routines
- Transitions
- Following simple instructions
- Making choices and expressing preferences

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## **1.6 Social & Emotional Development**

Children learn:

- Turn-taking
- Parallel play developing into shared play
- Understanding emotions
- Coping strategies
- Relationship building
- Confidence and resilience

We embed emotional coaching throughout the day.

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## **2. IMPLEMENTATION — How we deliver the curriculum**

### **2.1 Environment**

We provide:

- Calm, sensory-aware rooms
- Low arousal design
- Clear zoning
- Safe, predictable routines
- Visual timetables and now/next boards
- Quiet spaces for regulation
- Access to the garden throughout the day

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### **2.2 Staffing**

Our team includes:

- SENCO
- Deputy SENCO
- Lead practitioners with SEND experience
- Therapists (SALT, OT)
- Key persons who build safe, trusting relationships

Staff use:

- Attuned interaction
- Co-regulation
- Modelling
- Emotion coaching
- Positive behaviour support
- Observational assessment

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## **2.3 Personalised Learning**

Every child has:

- A Key Person
- An Individual Education Plan (IEP)
- A regulation plan
- A sensory profile
- Therapy targets where applicable
- A personal communication system

We adapt expectations and teaching to each child's developmental stage, communication level and sensory needs.

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## **2.4 Early Years Foundation Stage (EYFS)**

We cover all EYFS areas of learning:

- Communication & Language
- Personal, Social & Emotional Development

- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

However, in our SEND setting, progress may be lateral, nonlinear and unique for each child.

We focus on *deep learning*, not speed.

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## **2.5 Therapies Integrated into Curriculum**

Therapists are part of our daily practice.

Children may receive:

- Direct SALT
- Indirect SALT
- OT programmes
- Sensory diets
- Advice embedded into activities
- Staff modelling of therapy strategies

Practitioners implement therapy recommendations across the day, not only in sessions.

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## **2.6 Teaching Through Everyday Routines**

Children learn through:

- Snack and mealtimes
- Nappy changing and toileting
- Transitions
- Outdoor play
- Circle time
- Sensory exploration
- Cooking

- Shared attention activities

Routines build independence and regulation.

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## **2.7 Behaviour as Communication**

We view behaviour as:

- Expression of unmet need
- Communication
- Sensory response
- Emotional signalling

We avoid punishment.

We focus on:

- Co-regulation
- Predictability
- Removing triggers
- Supporting emotional safety

This aligns with your Ohana Behaviour Policy.

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## **3. IMPACT — How we know learning is happening**

We evaluate children's progress through:

### **3.1 Observations**

- Child-led play
- Targeted activities
- Regulation changes
- Communication achievements
- Sensory participation

### **3.2 Assessment Tools**

We use:

- EYFS observational assessment

- Development Matters 2024
- Non-linear SEND progression
- IEP reviews termly
- Therapy target reviews
- Parent meetings

Progress may be small and steady — all steps are valued.

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### **3.3 Child Outcomes**

Children at Ohana typically show progress in:

- Communication (verbal or non-verbal)
- Regulation and emotional safety
- Independence skills
- Social interaction
- Sensory tolerance
- Engagement in activities
- Confidence and wellbeing

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### **3.4 Parent Partnership**

We regularly share:

- Observations
- Photos (with consent)
- Targets
- Strategies to use at home
- Support for families navigating SEND systems

Parent voice is central to our curriculum.

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### **3.5 Continuous Improvement**

We review:

- Environment
- Provision
- Planning
- Staff training needs
- Resources
- Inclusion practices

The curriculum evolves based on children's needs, data analysis, and reflective practice.

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### **Policy Review & Sign-Off**

- Original adoption: **4<sup>th</sup> November 2022**
- Last review: **8<sup>th</sup> December 2025**
- Reviewed By: Alba Arenas Martín
- Next review due: **November 2026** or earlier if statutory guidance changes.