



SEND POLICY

1. Policy Statement

We provide an environment in which all children with special educational needs (SEN) are supported to reach their full potential.

We have regard for the **Special Educational Needs and Disability Code of Practice (2014)** and we now also align our practice with:

- **EYFS Framework 2024/2025 (SEND & Inclusion requirements)**
- **Working Together to Safeguard Children (2023)**
- **SEND and safeguarding expectations within the Ofsted Early Years Inspection Framework 2025**
- **Multi-Agency Child Protection Standards (2025)**

We are committed to:

- Early, accurate identification of SEND
- Strong partnership with parents and carers
- Ensuring inclusion and equality of access
- Working collaboratively with external professionals
- Ensuring children's wellbeing, safety and safeguarding needs are central to all planning
- Providing high-quality early intervention delivered by trained staff and therapists

This policy must be read alongside:

- Ohana Safeguarding & Child Protection Policy
- Behaviour & Emotional Regulation Policy
- Intimate Care Policy
- Online Safety & Digital Devices Policy
- Settling, Assessment & Key Person Policy

2. SENCO and Deputy SENCO

The SENCO role is distinct from the Designated Safeguarding Lead role unless explicitly stated.

In line with statutory guidance:

SENCO: *Alba Arenas Martín*

Deputy SENCO: *Sadaf Khan*

Their responsibilities include:

- Overseeing day-to-day SEND provision
- Leading SEND identification and the graduated approach
- Coordinating multi-agency work with NHS SALT, OT, Paediatricians, EPs and LA SEND teams
- Supporting staff with planning, strategies and adaptations
- Ensuring SEND-related safeguarding concerns are raised immediately with the DSL
- Monitoring IEPs, progress, interventions and outcomes
- Supporting parents through EHCP applications and reviews
- Ensuring reasonable adjustments and inclusive practice
- Supporting Early Help referrals where needed

The SENCO and DSL work **closely together** to ensure SEND needs and safeguarding risks are understood holistically.

3. Our Inclusive Approach

- We ensure our inclusive admissions practice guarantees equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We ensure that the provision for children with SEN is the responsibility of all members of staff in the setting.

- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

In addition, Ohana Centre:

- Uses a **neuro-affirming, trauma-informed approach** in all SEND provision
- Embeds emotional regulation, co-regulation and communication support daily
- Ensures children's communication preferences (verbal, non-verbal, Makaton, AAC, gestures) are respected
- Provides multi-sensory learning, structured routines and predictable environments
- Ensures staff receive regular SEND, safeguarding, communication and regulation training

4. Early Identification of Needs (Graduated Approach)

We use the **graduated approach (assess–plan–do–review)** in increasing detail and frequency to ensure children make progress.

4.1 Assess

We identify SEND through:

- Daily practitioner observations
- OT/SALT assessments
- Parental concerns
- Key person monitoring
- Behaviour-as-communication analysis
- Screening tools where needed

We avoid assuming behaviours are “just autism” or “just sensory issues.”

We always consider whether distress indicates a **safeguarding concern**, unmet need, or both.

4.2 Plan

Plans are created collaboratively:

- SENCO

- Key person
- Therapists
- Parents

Plans include:

- Individual targets
- Strategies and adaptations
- Environmental modifications
- Regulation tools
- Communication approaches

4.3 Do

Strategies may include:

- Intensive interaction
- Attention Autism
- Sensory diets and OT programmes
- Visual supports
- Communication modelling
- Structured routines
- Emotional-coaching sessions
- Social stories
- Behaviour-support plans

4.4 Review

IEPs are reviewed:

- At least **termly**
- More frequently where needed
- With parents
- With therapists
- To inform EHCP progress

5. Partnership with Parents

Parents are involved at every stage of assessment, planning, provision and review. Their views and preferences are central to the decision-making process.

We also:

- Support parents through the EHCP process
- Provide handouts, guidance and signposting
- Offer regular meetings, progress discussions and communication sharing
- Provide clear explanations of strategies used in the setting
- Recognise the stresses many SEND parents experience and offer Early Help referrals where appropriate

6. Multi-Agency Collaboration

We work closely with external professionals including:

- NHS Speech & Language Therapists
- Occupational Therapists
- Educational Psychologists
- Health Visitors
- Paediatricians
- Early Help Teams
- Social Care
- Local Authority SEND teams

We share information lawfully and promptly to support children's outcomes and safety. Safeguarding concerns arising from SEND needs or family stress are immediately escalated to the DSL.

7. Safeguarding and SEND

Children with SEND often:

- Have difficulties communicating concerns
- Rely on adults for intimate care
- Have limited danger awareness
- Are highly compliant or trusting
- Express fear or distress through behaviour rather than words

At Ohana:

- All behaviour is understood as **communication**
- Non-verbal disclosures are taken as seriously as verbal disclosures
- Staff observe patterns of behaviour, sensory changes, regression and emotional shifts
- SEND-related safeguarding risks (e.g., FII, neglect, inappropriate restraint, unsafe online content, exploitation) are recognised
- Staff follow **immediate reporting** lines to the DSL

SEND identification and safeguarding must work hand-in-hand.

8. Intimate Care & Safe Working Practice

We follow our Intimate Care Policy and ensure:

- Two-person visibility; no closed doors
- Gloves and hygiene procedures
- No personal mobile phones
- Recording of any unexpected marks, distress or safeguarding indicators
- Respect for the child's communication and bodily autonomy

Intimate care plans are reviewed regularly.

9. Online Safety & AAC/Devices

Children with SEND are vulnerable to:

- Harmful online content
- Sensory distress from unexpected videos/sounds

- Being targeted online (for families with older siblings)
- Data and privacy risks with AAC devices

We ensure:

- AAC devices have disabled internet unless clinically required
- Only approved apps are used
- No child has unsupervised access to digital devices
- Therapists using devices follow strict data rules
- Any unsafe digital exposure is treated as a safeguarding incident

10. Referrals for Further Assessment

We have systems for referring children for:

- Early Help
- SALT/OT assessments
- EHC needs assessment
- Medical assessments

Referrals are made with parental involvement unless doing so creates risk.

11. Monitoring, Evaluation and Quality Assurance

We ensure the effectiveness of our SEND provision by:

- Reviewing IEPs
- Monitoring progress data
- Reviewing action plans
- Gathering parent and professional feedback
- Internal audits with SENCO and DSL
- External advice from therapists
- Leadership oversight

- Annual policy review
- Quarterly evaluation of SEND provision

SEND provision is included in **safeguarding supervision** as required by EYFS 2025.

12. Complaints Procedure

Parents may follow our Complaints Policy if they are unhappy with SEND provision or decisions.

13. Policy Review Dates

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