



## STATEMENT OF PURPOSE

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### 1. Policy Statement

Ohana Centre Ltd is a specialist early years setting committed to providing inclusive, high-quality early education and early intervention for children with Special Educational Needs and Disabilities (SEND), as well as children with emerging or complex developmental needs.

Our purpose is to ensure that children who require additional support can access appropriate early education and intervention at the earliest possible stage, regardless of whether an Education, Health and Care Plan (EHCP) is already in place.

This Statement of Purpose sets out the aims, values, and principles that underpin our provision and informs all aspects of practice at Ohana Centre.

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### 2. Our Vision

Our vision is for every child attending Ohana Centre to feel safe, valued, and understood, and to be supported to reach their individual potential within a nurturing and responsive environment.

We recognise and value neurodiversity and believe that children learn best through secure relationships, consistency, and adults who are attuned to their needs. Early support is central to our approach, as we understand that timely intervention can significantly improve long-term outcomes.

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### 3. Our Provision

Ohana Centre delivers an integrated early years model that combines:

- High-quality Early Years Foundation Stage (EYFS) education
- SEND-informed practice embedded throughout the day
- Early intervention approaches within everyday routines
- A strong focus on emotional regulation, communication, and social development

Our environment is designed to be calm, predictable, and responsive to sensory and developmental needs. Practice is flexible and child-centred, enabling children to engage at their own pace and in ways that support their wellbeing and learning.

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#### **4. Support for Children with SEND**

We support children with a wide range of additional and complex needs, including (but not limited to):

- Autism spectrum conditions
- Speech, language and communication needs
- Sensory processing differences
- Social, emotional and mental health needs
- Developmental delay and learning differences

Many children join Ohana Centre **prior to receiving a formal diagnosis or EHCP**. We work closely with families and professionals to observe, assess, and support children during this period and, where appropriate, contribute to assessment and review processes.

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#### **5. Support for Children Without EHCPs (New Section)**

At Ohana Centre, we recognise that early support is crucial, and many children will need additional support before they receive an Education, Health and Care Plan (EHCP).

We **actively screen** all children for potential special educational needs and developmental concerns, even before a formal diagnosis or EHCP is in place. Through ongoing observations, assessments, and consultations with parents, we identify children who may benefit from additional support.

Where appropriate, we offer **early intervention strategies** and support to meet children's needs at the earliest opportunity. This can include targeted support in areas such as communication, social skills, sensory regulation, and emotional development.

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#### **6. Supporting Families Through the EHCP Process (New Subsection)**

For families who are considering the **EHCP process**, we provide practical and emotional support at every stage. This may include:

- Helping parents understand the EHCP process
- Supporting families with gathering evidence
- Assisting with applications to the local authority
- Offering information and guidance through assessments
- Providing professional reports where needed

We actively collaborate with parents, local authorities, and other professionals to ensure that children's needs are accurately assessed and met, both during the EHCP application process and once the plan is in place.

Our approach is focused on **early identification, individualised support, and family-centered practice**, ensuring that children are fully supported at all stages of their development, regardless of their EHCP status.

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## **7. Early Intervention & Specialist Support**

Early intervention and specialist support are embedded across all areas of our provision. In addition to universal early education, Ohana Centre delivers **targeted and structured provision**, including **EHCP-specified support**, designed to meet identified outcomes relating to communication, regulation, learning, and participation. This provision is informed by professional guidance and implemented consistently within daily practice.

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## **8. Partnership with Parents and Professionals**

We believe that effective support for children is achieved through strong, respectful partnerships.

Ohana Centre works collaboratively with:

- Parents and carers
- Local authorities
- Health and therapy professionals
- Educational psychologists and specialist services

Parents are recognised as key partners and are actively involved in planning, review, and decision-making relating to their child's education and support.

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## **9. Safeguarding & Wellbeing**

The safety and wellbeing of children is our highest priority. Ohana Centre has robust safeguarding policies and procedures in place, in line with statutory guidance and local authority requirements.

All staff receive safeguarding training and understand their responsibilities to protect children from harm. We recognise that children with SEND may be more vulnerable and require additional vigilance, care, and support.

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## **10. Ethos & Values**

The word *Ohana* means *family*. This reflects our commitment to creating a setting where children and families feel a sense of belonging, safety, and trust.

Our practice is guided by the following values:

- Inclusion and equity
- Respect for each child's individuality
- High professional and ethical standards
- Trauma-informed and reflective practice
- Continuous improvement

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## **11. Admissions & Access**

Admissions are based on a careful assessment of a child's needs and our ability to provide safe, appropriate, and effective support.

We aim to work with families as early as possible and to support access wherever it is reasonable to do so. Financial circumstances are considered sensitively, and families are encouraged to contact us to discuss funding, bursaries, and support options.

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## **12. Policy Review**

This Statement of Purpose is reviewed annually and updated in line with changes to legislation, statutory guidance, or the delivery of our provision.

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

- Original adoption: **4<sup>th</sup> November 2022**

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