



Supporting Children with Special Educational Needs Policy

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), the Children and Families Act 2014 and the Equality Act 2010.
- We have in place a clear approach for identifying, responding to, and meeting children's SEN, at the earliest point.
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We ensure that all children have access to a curriculum which is adapted and adjusted to ensure opportunities for learning.
- We ensure that all children are viewed as competent learners, and we respect and value neurodivergent play and learning styles.
- We take a neurodiversity-affirming approach and will actively challenge any instances of ableism.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
- We regularly monitor and review our policy, practice, and provision and, if necessary, adjust.

In line with EYFS 2024/25, Working Together 2023, Ofsted 2025 expectations and our Safeguarding & Child Protection Policy, we also recognise that:

- Children with SEND may be more vulnerable to abuse, exploitation, neglect, misinterpretation of behaviour, or difficulty reporting concerns.
- Behaviour is a form of communication, especially for children who are pre-verbal or non-verbal.

- Distress, regression, avoidance, shutdown, fear responses or sudden dysregulation may indicate unmet needs, discomfort, or safeguarding concerns and must be reported immediately to the DSL.
- Children may communicate concerns through play, body language, AAC devices, gesture, sensory changes or withdrawal, all of which must be taken seriously.
- Staff must use professional curiosity at all times and follow safeguarding procedures where concerns arise.
- A trauma-informed, neuro-affirming and co-regulation-based approach underpins all SEND support at Ohana.

These additions ensure full alignment with your Safeguarding Policy and SEND safeguarding duties.

What Are Special Educational Needs?

A child or young person has Special Educational Needs or a Disability (“SEND”) when they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents.
- **Our SENCO is: Alba Arenas Martín**
- The SENCO attends appropriate training to ensure they are effective in role.
- The SENCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
- We ensure that the provision for children with SEN is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We regularly observe and assess children, from on entry, to identify differences in learning and to ensure our support is well matched to need.

- We use the four broad areas of need to identify differences and barriers to learning and to plan responsive support.
- In close partnership with parents and specialists, we develop an individual education plan (IEP) using the following method—identification of interests and strengths, identification of barriers to learning and needs, identification of outcomes sought and how we can support the child to access the curriculum. The IEP is regularly monitored and reviewed.

Safeguarding & SEND

- Staff must immediately report any safeguarding concern about a child with SEND to the **DSL or Deputy DSL**, including behavioural changes, regression, unexplained injuries, avoidance of specific adults, distress during intimate care, or disclosures made verbally, non-verbally or through AAC.
- SEND needs must **never delay** safeguarding action.
- DSL and SENCO work jointly on children with higher vulnerability or safeguarding patterns.

Behaviour as Communication

- Behaviour, sensory responses, withdrawal, shutdown, fear or dysregulation are recognised as communication.
- Staff will document and report patterns that may indicate distress, unmet need or risk.

Trauma-Informed & Co-Regulation Based Practice

- Staff support children using emotional-coaching, co-regulation, predictable routines, sensory supports and relational safety.
- Punitive or compliance-based approaches are not used.

Intimate Care & Safe Working Practices

- All intimate care follows Ohana's Intimate Care Policy.
- Any unexpected marks, distress, or unusual reactions are immediately reported to the DSL and recorded.
- No use of personal devices during care.

Early Help Pathway

- Where family stress, complexity or wider vulnerabilities are identified, the SENCO and DSL will discuss Early Help referral options with parents.

Use of AAC Devices & Online Safety

- AAC devices remain in communication-only mode unless a therapist requires otherwise.
- Internet access on AAC or learning devices is disabled unless risk-assessed and authorised.
- Any digital safety concern is escalated as a safeguarding concern.

Multi-Agency Integration

We involve and share information with:

- Speech and Language Therapy
- Occupational Therapy
- Educational Psychology
- Health visitors
- Paediatricians
- Portage
- Early Help
- Social care (where needed)

IEPs

IEPs now also include:

- Emotional regulation needs
- Sensory regulation plans
- Communication profiles
- Safety considerations for the individual child (where relevant)

Monitoring & Review

- We continuously review the improvements needed in the early years provision to support the child's learning and access to the provision, including reasonable adjustments.
- We keep a record of any children receiving SEN support and the actions that have been taken (SEND register).
- We provide a broad, balanced, and differentiated curriculum for all children.
- We apply SEN support to ensure the early identification of children with SEN.
- We use the graduated approach (assess, plan, do, and review) applied in increasing detail and frequency to ensure that children progress. During this cycle, we involve/refer to specialists at any point (for example Speech and Language Therapy, Occupational Therapy).
- We ensure that parents are involved at all stages of the assessment, planning, provision, and review of their children's special education including all decision-making processes.
- Where appropriate, considering children's views and wishes in decisions being made about them, is relevant to their level of understanding.
- We provide parents with information on local sources of support and advice e.g., Local Offer, Information, Advice, and Support Services.
- We liaise and work with other external agencies to help improve outcomes for children with SEN.
- We have systems in place for referring children for further assessment e.g., Early Help Assessment and Education, Health, and Care (EHC) needs assessment.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We ensure that all our staff is aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing, and making provisions for children with SEN.
- We provide in-service training for parents, practitioners, and volunteers.
- We raise awareness of our special education provision via our website and promotional materials.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g., action plan reviews, staff and management meetings, parental and external agency views, inspections and

complaints. This information is collated, evaluated and reviewed quarterly by our clinicians and Nursery Manager and annually by our senior leadership team.

- We provide a complaints procedure.
- We monitor and review our policies annually.

This policy must be read alongside the Safeguarding & Child Protection Policy, Intimate Care Policy, Behaviour & Emotional Regulation Policy and Online Safety Policy. These policies work together to ensure children with SEND are protected, supported and able to thrive.

- 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.