



1.14 Recognition of Vulnerability in Children with Additional Needs.

At Brockham Green Nursery we identify, understand and support the heightened vulnerability of young children who have additional needs. We ensure that all children are safeguarded, nurtured and provided with equitable opportunities to thrive.

Principles.

Early identification - Recognising developmental differences or emerging needs as early as possible.

Child-Centered practice - Every child is unique. Our provisions will be tailored to all strengths, needs, and communication styles.

Inclusion - All children should feel a sense of belonging and be fully included in the life of the setting.

Partnership working - Effective collaboration with parents/carers and multi-agency professionals (eg. SEND services, health visitors, and speech and language therapists)

Safeguarding first - Additional needs can increase vulnerability - staff must remain alert to signs of abuse, neglect, unmet medical needs, or barriers to communication.

Recognising Vulnerability.

Children with additional needs may be more vulnerable because they may;-

- Have delayed or limited communication, making it harder to express distress or disclose abuse.
- Be more dependent on adults for personal care.
- Display behaviours that mask underlying safeguarding concerns.
- Experience social isolation or difficulty forming peer relationships.
- Face barriers to accessing universal services and support.

Staff must remain vigilant, use sensitive observation, and ensure concerns are recorded and acted on in line with safeguarding procedures.

Identification and Assessment

Regular observation, developmental monitoring, and use of recognised frameworks (eg. EYFS developmental checks)

Early conversations with parents if concerns arise, using a strengths based and supportive approach.

Consultation with specialist professionals for assessment and guidance.

Development and review of Individual Support Plans (ISP'S) or Education, Health and Care Plans (EHCP'S) where relevant.

Support Strategies

Provide high quality, inclusive teaching with appropriate differentiation.

Use visual supports, sensory regulation strategies, and adapted resources.

Ensure safe, calm, predictable spaces and routines.

Offer targeted interventions (eg. speech and language groups, social-communication activities).

Maintain consistent key person attachments to support emotional security.

Safeguarding Measures

All staff receive training on recognising indicators of vulnerability in children with additional needs.

The Designated Safeguarding Lead (DSL) oversees concerns, ensures timely multi agency referrals, and monitors children known to social care or SEND services.

Extra attention is given to the child's ability to communicate and understand boundaries.

Staff maintain detailed records of observations, concerns, and interventions.

Working with Families

Families are treated as partners and experts on their child.

Regular meetings provide updates on progress, challenges, and next steps.

The setting signposts families to additional support (eg. early help, disability services, financial entitlements).

Staff Training and Development

Ongoing training on SEND, neurodiversity, communication needs, trauma-informed practice, and inclusive pedagogy.

Staff reflect on unconscious bias and attitudes that may impact practice.

Annual safeguarding training includes specific content on vulnerabilities linked to additional needs.

Provisions, interventions and individual plans are reviewed regularly.

This policy is reviewed annually or earlier if legislation or statutory frameworks change.