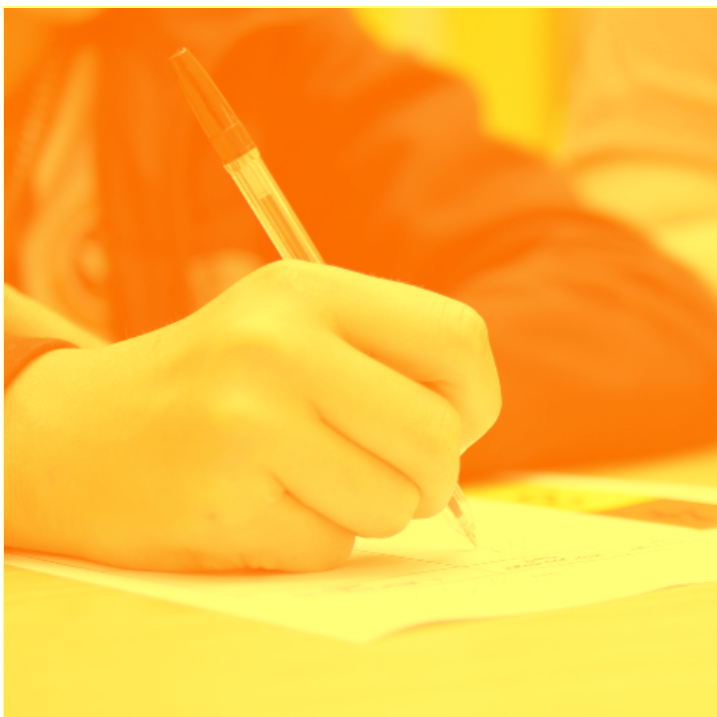




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Mentoring & Inclusion Services

SEND Policy



SEND Policy

Date of Creation: Sept 2021

Date Reviewed: Sept 2024

Due for Review: Sept 2025

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) 3.65 and has been written with reference to the following guidance and documents and in consultation with parents of children with Special Educational Needs:

Equality Act 2010 SEND Code of Practice 0-25 (2015)

Schools SEN Information Report Regulations (2014)

Children and Families Act 2014 Mental Capacity Act 2005

Safeguarding Policy

Accessibility Plan

OSMIS is continually striving to provide a balanced and comprehensive education for all students in our community. It is our belief that all children have an entitlement to a broad curriculum regardless of any special educational need or disability.

It is essential that we create an environment in which all children feel safe and fulfil their potential. At OSMIS this is very much at the forefront of our practice and will continue to be so.

Aim

The provision aims to provide equality of opportunity to enable students to move on having the necessary literacy, numeracy and social skills necessary to meet the requirements of post 16 education/employment.

We aim to raise the aspirations of and expectations of all students with SEN. Support needs to be measured in terms of the outcomes for students as opposed to just the number of hours of support given.

We strive to ensure that OSMIS is a safe and happy environment for all of our students; especially important for our vulnerable students. We aim to ensure that their interaction is healthy and positive.

We have a moral and statutory requirement to ensure that all learners, regardless of their age, gender, ethnicity, impairment, background and attainment have an equal chance of a broad and balanced education which eliminates prejudice and discrimination. Inclusion is a recurring theme throughout our policies and is central to what we aim to achieve at OSMIS.

Objectives

1. To comply with the SEND Code of Practice, incorporated within the Children and Families Act 2014. Under the guidance of the Senior Leadership Team the Special Educational Needs Lead is committed to ensuring that the directives of the legislation are adhered to.
2. To ensure that all students with SEND are supported through quality first teaching and targeted intervention is provided when identified and required.
3. To make every teacher a teacher of students with special needs by equipping them with the necessary skills and training to support all students. All newly qualified teachers undergo training with the SEN Lead.
4. To provide support and advice for all staff working with students with SEND.

5. To continually monitor the progress of all students and identify any needs as they arise.
6. To ensure that parents/carers are fully informed and participate in the decisions made around their child's support.
7. To ensure that decisions are student centred and they have an active role in the process of supporting their learning.
8. To have regular reviews with all students on the SEND register.

Special Educational Needs

At OSMIS we use the definition for Special Educational Needs and Disabilities as stated in the SEND Code of Practice (2015). A student has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (Page 94 of the SEND Code of Practice 0-25 years 2015)

There are four broad categories of SEN:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.

Individual children often have needs that cut across all of these areas and their needs may change over time.

Disability

A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

Monitoring and Evaluation and Roles and Responsibilities

The Directors are responsible for ensuring that the SEN Lead fulfils the remit of the role, which includes:

- Overseeing the day to day operation of the SEND policy.
- Developing and training a team of inclusion support workers
- Planning, monitoring and reviewing student progress
- Supporting and training of staff with a variety of techniques, differentiation and strategies.
- Liaising with parents/carers of students with SEND.
- Liaising with schools regarding the transition of students.
- Co-ordinating and preparing documentation for statutory assessment.
- Liaising with outside agencies to support students with SEND.
- Planning and organising provision for students with SEND.
- Holding annual reviews and regular reviews with students and parents/carers.

Procedures for Considering Complaints

At OSMIS we believe that students make the most progress where home, school and OSMIS are working together; we hope that there will be good communication between us and that any difficulties can be resolved quickly.

If there are any problems or concerns we would ask parents initially to contact the Special Educational Needs Lead in order that the problem can be investigated and hopefully resolved. If this initial approach proved unsuccessful parents should bring the matter to the attention of the Director

In the case of a complaint that is unresolved, parents may wish to ask the Directors to investigate. They would also be able to advise on further procedures and can be contacted via OSMIS.

First Review: October 2020 - A Keenan



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