

OFT SEND Policy

Approved by: Kareena Taylor – Partner	Date: January 2024
Last Reviewed on: January 2024	Updated Head Tutor/Deputy Head information
Last Reviewed on: February 2025	Updated terms of reference & actions
Next review date: January 2026	

1. Aims

Our *SEND Policy and Information Report* aims to:

- ✓ Outline how *Our Future Tutoring Services Ltd (OFT)* will support and provide for students with **Special Educational Needs and Disabilities (SEND)**.
- ✓ Define the **roles and responsibilities** of all individuals involved in delivering support for students with SEND.
- ✓ Ensure that **all students receive equal opportunities**, with tailored support to enable them to **reach their full potential**.

OFT values **all students equally**, recognizing and embracing **diverse abilities and behaviours**. Our goal is to meet **individual learning needs** while ensuring **outstanding progress and successful transitions** into further education or employment.

This policy is based on the statutory **SEND Code of Practice (2015)** and follows the **Children and Families Act 2014**.

2. Definitions

A student is identified as having **SEND** if they have a **learning difficulty or disability** that requires **special educational provision** beyond what is generally provided in mainstream education.

A student has a **learning difficulty or disability** if they:

- ✓ Have **significantly greater difficulty** in learning than their peers.
- ✓ Have a **disability that prevents or hinders access** to mainstream education/training facilities.

Special educational provision refers to **additional or different support** that is not ordinarily provided to students of the same age in mainstream education.

3. Roles and Responsibilities

3.1 The Director

The **Director** is responsible for:

- ✓ Working with the **Head Tutor** to develop OFT's **strategic SEND policy and provision**.
- ✓ Supporting key staff in ensuring the **effective delivery of SEND support**.
- ✓ Overseeing the **implementation of EHC (Education, Health, and Care) plans**.
- ✓ Providing **guidance to staff, parents, and external agencies** to ensure high-quality support for students with SEND.
- ✓ Acting as the **main point of contact for external agencies, including local authorities**.
- ✓ Ensuring compliance with the **Equality Act 2010** regarding **reasonable adjustments and access arrangements**.
- ✓ Keeping **SEND student records up to date**.

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3.2 The Head Tutor & Deputy Head

The **Head Tutor (Eva Hilder)** and **Deputy Head (Deanne Phillips)** are responsible for:

- ✓ **Maintaining the SEND register** on Bromcom.
- ✓ Updating and managing **student records** for those with SEND.
- ✓ Supporting tutors and staff in **administering assessments for Access Arrangements**, ensuring compliance with **JCQ guidelines**.

4. Types of SEND Provided for at OFT

OFT provides additional and/or tailored support for students with a range of SEND needs, including:

✓ **Communication & Interaction:**

- Autism Spectrum Disorder (ASD)
- Asperger's Syndrome
- Speech and Language Difficulties

✓ **Cognition & Learning:**

- Dyslexia
- Dyspraxia

✓ **Social, Emotional & Mental Health Difficulties:**

- Attention Deficit Hyperactivity Disorder (ADHD)

✓ **Sensory & Physical Needs:**

- Visual Impairments
- Hearing Impairments
- Processing Difficulties
- Epilepsy

✓ **Profound and Multiple Learning Disabilities (PMLD):**

- Moderate to severe learning disabilities
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5. Identifying and Assessing Students with SEND

5.1 Initial Assessment

- ✓ Upon entry, OFT will assess each student's **skills and attainment levels**, building on prior education records.
- ✓ Regular progress assessments will be conducted by tutors to identify students who:
 - Are progressing significantly **slower than their peers**.
 - Fail to meet previous progress milestones.
 - Experience an **increasing attainment gap**.
- ✓ If concerns arise, an **individual assessment** will be conducted to determine the required level of support.

5.2 Determining SEND Provision

- ✓ Special educational provision will be arranged based on:
 - **Desired outcomes** for the student.
 - **Expected progress and attainment goals**.
 - **Parent and student feedback**.
 - ✓ If required, additional **specialist interventions or adaptations** will be introduced.
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6. Supporting Students with SEND

OFT follows a **graduated approach** to SEND support:

Assess, Plan, Do, Review

1. **Assess:** Tutors work with the **Head Tutor/Deputy Head** to analyze the student's needs.
 2. **Plan:** Identify the necessary **support strategies** and communicate them to relevant staff.
 3. **Do:** Implement **targeted interventions** based on the student's individual needs.
 4. **Review:** Evaluate effectiveness and adjust strategies accordingly.
- ✓ Tutors are **responsible and accountable** for the progress of all students they teach.
 - ✓ OFT ensures that **high-quality teaching** is the foundation of SEND support.

6.1 Adaptations to Teaching & Learning

To ensure accessibility, OFT may:

- ✓ **Differentiate the curriculum** (e.g., 1:1 sessions, customized content, adapted teaching styles).

- ✓ Use **specialist learning aids** (e.g., coloured overlays, larger fonts, visual timetables).
- ✓ Provide **longer processing times** and **pre-teaching of key vocabulary**.
- ✓ Ensure **instructions are clearly delivered** (e.g., reading aloud, visual support).

6.2 Specialist Support

- ✓ OFT employs **qualified tutors trained in SEND interventions**.
 - ✓ **1:1 tutor support** is available where necessary.
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7. Evaluating the Effectiveness of SEND Support

OFT monitors the success of SEND support by:

- ✓ **Reviewing student progress** each term.
 - ✓ Collecting **feedback from students and parents**.
 - ✓ Conducting **monitoring sessions** led by the Head Tutor/Deputy Head.
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8. Emotional and Social Development Support

OFT prioritizes **student well-being** through:

- ✓ **1:1 mentoring sessions** for students requiring additional support.
 - ✓ Encouraging students to participate in **enrichment activities** to build social skills.
 - ✓ **Equality and Diversity Training** to promote inclusivity and empathy.
 - ✓ Implementing a **zero-tolerance approach to bullying**.
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9. Admissions for Students with SEND

- ✓ Admission decisions for students with SEND and **Education, Health, and Care Plans (EHCPs)** are made by the **Local Authority in consultation with OFT**.
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10. Contact & Support

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