

SEND POLICY

Policy type	Statutory
Review period	Annual
Last reviewed on	Autumn 2026
Next review due	Autumn 2027
Approval level	Executive Board

Approved by (Name, date, signature)

Executive Board, 23rd September 2026
Executive Board Chair, David Kreyling
Published on



Omnia Foundation website

SEND POLICY

MISSION

We believe in investing in people. As professionals in the teaching and training professions, we strive to provide a better future for the children, young people and home settings we work with. Success for us means unleashing the potential of each individual so they can grow, develop and reach the potential of which they are capable. Our values are grounded in our determination to be the change we want to see

in the world, through passion, commitment and integrity. We strive to plant a seed of kindness and compassion in a generation that will produce resilience and hope and enable them to aspire and achieve productive and fulfilled lives. Our success is measured in the lives we changed.

At the Omnia Foundation, we create a secure and safe environment that encourages communication, self-belief, mutual respect and success. We provide a rich and balanced curriculum that develops every child, allowing them to achieve their true potential.

The Omnia Foundation is an Independent Secondary School for boys with social, emotional and mental health diagnoses. All our students therefore have special educational needs and are subject to an Education, Health and Care Plan. This policy applies to all our students.

Aims of the policy:

- To set out how our school supports and makes provision for all our students who each have an Education, Health and Care Plan
- To explain the roles and responsibilities of everyone involved in providing for all our students

The Omnia Foundation recognises its responsibility to provide a broad and balanced curriculum for all its students and in so doing acknowledges that practitioners will need to modify different areas of the curriculum to meet individual students' needs. We recognise that specific strategies and learning resources and materials will be required to make work accessible to all learners.

This policy should be read in conjunction with the Me, Myself & I Policy, Curriculum Policy, Learning & Teaching Policy, Assessment, Recording & Reporting Policy, Induction Policy, Future Possibilities Policy, Child Protection Policy, Anti-Bullying Policy, Digital Safety Policy, Diversity & Equality Policy, Accessibility Plan, Supporting Students with Medical Needs Policy and Rights & Responsibilities Policy.

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities
 - The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
-

Core Values

The ethos and culture of the foundation is driven by our Core Values:

Open-minded

*Key concepts - clarity * trust * change*

When we are open-minded, we promote a culture of openness and honesty, where we tackle difficult conversations and accept constructive criticism. We help to create an environment of trust, where all people are treated fairly and equally and where we can be relied upon to follow through with our commitments to others. We recognise and promote a culture where change is good and reflects progress and where we are adaptable and positive when faced with periods of transition.

Motivated

*Key concepts - passionate * purposeful * pride*

When we are motivated, we actively promote the ethos of our organisation, one in which we share positivity and demonstrate genuine commitment. We continually strive to create an environment where every member of the foundation can be at their most effective and where we each take ownership and responsibility for ourselves and everything we do. We support others to ensure that we are all working towards the same goals, taking pride in our contribution to the foundation community.

Noble

*Key concepts - credibility * relationships * team*

When we are noble, we are admired by others and our opinions are sought because we are good role models, taking a considered and thoughtful approach with all members of the community. We lead by example and build strong relationships across the foundation, being approachable, friendly and doing all we can to build trust with others. We actively engage in foundation life, working collaboratively, always listening to new ideas and considering the impact of our actions on others.

Independent

*Key concepts - brave * self-aware * decisive*

When we are independent, we make and carry through informed decisions, are willing to take a stand even in the face of resistance and take accountability when things go wrong. We understand and manage how other people see us, proactively seeking personal development and we are able to minimise the impact of our responses and reactions on others. We have the best interests of the foundation at heart when we make decisions, thinking things through clearly and having a clear rationale before we act.

Achievers

*Key concepts - solutions * innovation * results*

As achievers, we are recognised by others as being able to see things from different points of view, remaining objective and positive in the face of challenge. We promote and contribute to a culture where people feel empowered to challenge the status quo and share new ideas that we are willing to support and develop. We continually review and evaluate our own progress, demonstrating the belief that anything can be achieved and trying and trying again until everything that can be done is done.

Definitions (SEND/SEMH)

Some students have needs or disabilities that affect their ability to learn, for example:

- Emotional/social (e.g. difficulty making and maintaining friendships)
 - Reading and writing (e.g. dyslexia)
 - Cognition
 - Attention, Concentration or sensory (e.g. Attention Deficit Hyperactivity Disorder)
 - Physical/medical needs or impairments (DfE April 2013)
-

All children and young people whose needs fall within these parameters are regarded as having Special Educational Needs or Disabilities (SEND).

Within these parameters, children and young people whose needs are primarily emotional and social are regarded as having social, emotional and mental health needs (SEMH).

About us

The Omnia Foundation is an independent specialist provision providing support for students who have an EHCP and for whom the primary need identified is given as Social, Emotional and Mental Health needs. Many of our young people have additional needs identified that include cognition and learning difficulties, communication and interaction difficulties and sensory or physical difficulties.

The foundation currently provides additional and/or different provision for a range of needs, including:

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Sensory and/or physical needs, for example, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

The students placed here have struggled to access the curriculum at mainstream schools and alternative provisions successfully. They will have lacked the support and resources necessary for them to make expected levels of progress and the complexity of their needs will have been a barrier to learning.

At the Omnia Foundation, we believe that the needs of these young people can be met more holistically in a specialist therapeutic setting. We work to the principles embodied within the:

- Equalities Act 2010
- Special Education Needs and Disability Code of Practice (Sept 2014)
- Students and Families Act (March 2014)
- Support and Aspiration: A new approach to special educational needs and disability (March 2011)
- DfE Statutory Guidance Supporting Students with Medical Conditions (September 2014)

Roles and Responsibilities

Due to the nature of the Omnia Foundation, the Deputy Head of Foundation is the first point of contact regarding a child's/ young person's special educational needs. Please phone on 01268 385 997 either for a telephone conversation or to make an appointment for a meeting.

The Head of Foundation

The Head of Foundation is in overall charge of the foundation and how it operates on a day-to-day basis. The HoF will:

- Work with the staff and executive board to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Hub Teachers

Each hub teacher is responsible for:

- The progress and development of every student in their class
 - Working closely with any additional teaching and learning focused staff or specialist staff to plan and assess the impact of support and interventions and how they can be linked to students' learning
 - Working with the Senior Leadership Team to review each student's progress and development and decide on any changes to provision
 - Ensuring they follow this SEN policy
-

Consultation with students and their home settings

In the first instance, relationships will be developed throughout the induction process (for further details please refer to the Induction Policy). Through conversation with the student and their home settings during induction into The Omnia Foundation we will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the concerns of the home setting
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their home setting.

Students are given opportunities to make their views known through the EHCP (Education, Health and Care Plan) review process, the PSHE curriculum and student council. We also strive to create an environment where students feel safe enough to air their views informally to all staff.

Home settings and local authority representatives in the area from which the students are referred receive an annual report which informs them on:

- Aspirational roadmap
- Academic progress
- Attitudes to learning and engagement
- Progress towards the personal learning intentions (PLIs) set out in their EHCP
- Individual successes

Once a student is enrolled, staff will have daily contact with home settings via a range of means - telephone calls, text messages, emails and/or contact visits. This contact is vital for keeping home settings fully informed about their child's progress, development and successes.

Since all our students have an EHCPs they will have annual review. This process involves all agencies working alongside the child and their home setting and provides an opportunity to look at and modify the medium to long term targets in the EHCP that should also be reflected in the Personal Learning Intentions (PLI's). The annual review also provides an opportunity to reflect and discuss reports and assessment information throughout the year and so represents a more formative process.

From Year 9 onwards, under the SEN and Disability Regulations 2014, the Local Authority has a duty to ensure that the annual review meeting "considers what provision is required to assist the child or young person in preparation for adulthood and independent living." Each student is assigned a Preparation for Adulthood worker who works alongside the educational establishment to ensure that the young person's needs will be met going forward.

In addition, the foundation has a robust and thorough approach to careers education. For further information, please refer to the Future Possibilities Policy.

Assessing and Reviewing Student Progress Towards Outcomes

All our students have EHCP's and all provision is bespoke and highly personalised. For further details please see our curriculum, learning and teaching and assessment, recording and reporting policies.

At the Omnia Foundation, we recognise that the majority of students who come to us are not ready to learn in the traditional sense and that their learning consists of developing the skills necessary to access a curriculum that will support their life decisions going forward. Baseline assessments of "readiness to learn" are carried out using the Thrive approach. When students demonstrate that they are ready and willing to engage in a more traditional curriculum, staff will plan for this and ensure that students can sit examinations or gain certificates for course work.

Our Approach to Teaching Students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students. We will also provide the following support:

- Therapy First Approach
 - Counselling
 - Thrive
-

- Occupational Therapy
- Speech & Language Therapy
- Overcoming Anger & Aggression
- Consequential Thinking
- Support from an Emotional Wellbeing Coordinator

This list is not exhaustive.

The Learning Environment

At the Omnia Foundation, we use a vocabulary around the environment that is very different to “school.” For example, we refer to “hubs,” not classrooms. We talk about being “on-site” instead of being “in school.” We make the following adaptations to ensure all students’ needs are met:

- Adapting our resources and staffing. This includes the building which is single storey and modular which means that access to each hub is external: there are no corridors and students spend a great deal of time in the open air. This helps to minimise their anxiety leading to smoother and less stressful transitions between parts of the day
- Hubs are furnished with sofas and comfortable chairs, as well as traditional desks/work stations. This facilitates more choice for students when engaging in learning
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, first and then prompt cards
- Sensory audits of all learning spaces by occupational therapists and specialist consultants
- The curriculum is delivered through either a primary model (timetabled lessons with the same teacher) or a model of adult-directed student-led timetabling which means that staff plan a range of activities in different subject areas which students access in their own time. This is to ensure that the style in which our young people learn is matched, thus reducing lost learning time and facilitating a greater level of success and productivity in learning.

The Foundation Structure

Head of Foundation

Qualified teacher. Responsible for all aspects of the foundation operations including overseeing therapeutic, physical, curriculum, qualifications and statutory provision.

The Hub

Following the induction process, each student will be assigned to a hub based on their emotional and social needs and learning style rather than their age or academic capabilities. Each hub consists of 3 staff to a maximum of 6 students. This includes a SEN teacher, an HLTA, and an emotional wellbeing coordinator.

Therapeutic Provision

Based on the principles of Maslow’s Hierarchy of Need, the foundation operates a “therapy first” model which places central importance on addressing the social, emotional and mental health needs of the students. These needs are prioritised above all other aspects of learning, as we believe that it can improve self-esteem and confidence and support the students to develop healthy, trusting relationships then the rest will follow.

Head of Therapeutic Provision

Has a background in therapy ranging from occupational health to psychodynamics. Coordinates the therapeutic support required by the EHCP and from information gathered by staff and external professionals. A range of therapies is offered and selected according to need, these include Thrive.

Foundation Counsellor

Provides 1-2-1 or group opportunities for students to talk through and address any issues that may be impacting on the students’ ability to function. Their prime responsibility is to develop a trusting relationship with each individual student to promote a sense of security and wellbeing.

Senior Emotional Wellbeing Coordinator

Line manages the team of Emotional Wellbeing Coordinators and the work that they carry out on a day-to-day basis. They monitor safeguarding information and map preparatory and follow-up work around any issues that may arise during the school day or at home. They conduct home visits and support students who may struggle to come on-site for any reason. They model a range of strategies for managing the students' emotional wellbeing both for the therapeutic team and the teaching and learning staff.

Emotional Wellbeing Coordinators

Work with an identified hub and provide emotional regulation support for the students. They liaise with all staff in the hub to ensure that all information is shared and that appropriate strategies, including scripts and language used, is consistent and supports the students' emotional wellbeing. They work with the wellbeing team to ensure that appropriate interventions and support are being implemented and that progress in students' emotional management is evident over time.

Physical Provision

All our students have an abundance of energy in one form or another and one of the main goals of the foundation is to support them in directing that in positive and constructive ways. We believe that physical activity is a key driver in improving mental health and wellbeing and provides an opportunity for students to learn alternative ways to expend energy. Students will spend an average of at least an hour a day engaging in some form of physical activity or learning how to improve and maintain their physical wellbeing.

Head of Physical Provision

Qualified teacher. Responsible for planning all aspects of physical wellbeing, including physical and sexual health, nutrition, personal hygiene, healthy lifestyle and PE. They will coordinate and monitor the quality of physical provision across hubs, as well as being responsible for the learning and teaching in a hub of their own.

A minimum of an hour a day of physical activity is planned into the week. All aspects of the physical curriculum feed into a suite of qualifications that are appropriate to the students' needs and capabilities.

Curriculum and Qualifications

The curriculum is highly personalised and consists of a wide range of learning opportunities both on and off-site which enhance and complement the learners' interests, skills and attributes. For example, if a student has a particular ability, we will endeavour to seek opportunities to enrich and develop that talent. Specialist extra-curricular opportunities are planned for each Friday. These are primarily activities that require an enhanced standard of instruction and/or resources.

Head of Curriculum and Quality

Qualified teacher. Responsible for developing pedagogy and a broad and balanced curriculum which supports a wide range of vocational qualifications. They will monitor the effectiveness of provision across hubs, as well as being responsible for the learning and teaching in a hub of their own.

SEN Teachers

Responsible for planning a wide range of activities which enrich the students' experience of learning and support the qualifications framework.

HLTAs

Supports the teacher to plan and deliver the curriculum and steps in to take over where there is a teacher absence.

Outdoor Learning Coordinator

Full time. Qualified teacher. Responsible for outdoor learning both on and off-site across the foundation. This encompasses a range of activities including farm work, gardening, forest schools, animal husbandry and any outdoor pursuits that the students in which the students may have an interest.

Deputy Head of Foundation (SENCO)

Responsible for management of statutory processes and systems including EHCPs, PEPs, CP and CiN plans. Liaises with external agencies, families and foundation staff to ensure that provision set out in the EHC plans is being delivered effectively. With the senior leadership team, monitors progress of students over time.

Outreach

We recognise that the journey to full time on-site in-hub provision can be more challenging for some students than others and that that may not be the final destination for all our young people.

For those young people with more complex needs, for whom on-site attendance is problematic and causes undue stress, we offer emotional and social support through a tailored programme delivered by an outreach teacher, who plan and deliver a range of activities within the locality of the students' home settings. Opportunities for the students to come on-site and become familiar with the setting are scheduled in gradually and when a workable balance is achieved, a mixture of on-site and off-site education becomes the regular plan.

Safeguarding Roles

The Head of Foundation is the Designated Safeguarding Lead and all members of the SLT are Deputy Designated Safeguarding Leads. In addition, the Senior Emotional Wellbeing Coordinator is trained to Level 3 safeguarding owing to the level of their involvement in all aspects of the students' welfare.

Essential Student Support

Health & Safety is overseen by the Head of Foundation but managed on an operational basis by the Foundation Facilities Coordinator who is responsible for ensuring that the site is safe and that everything is in working order.

Attendance and transport are managed by the Operations & Support Manager who maintains attendance records, manages the safeguarding portal and liaises with transport companies. They are the primary contact for home settings and visitors to the site.

Breakfast and lunch are cooked fresh on the premises by our catering coordinator who works with the students to identify a range of nutritious meals on a three-weekly menu plan. Students are encouraged to participate in the planning and preparation of meals across the foundation.

Induction & transition

On acceptance into the foundation, a thorough programme of induction is planned for each student, appropriate to their needs and starting points. This process will take a minimum of four weeks and there is no maximum as we understand that transition to new settings can be deeply challenging for some students. Throughout the induction period, the assigned staff will make several outreach visits to the home setting, spend time getting to know the student, their needs and starting points, working with families and carers and supporting agencies and develop the induction according to the information gathered. Induction activities may happen in the home setting, on-site or in the community.

Transition back to the foundation following holidays can also be problematic for our students so transition days are built into the start of each full term. During these days, hub staff will make visits to home settings or arrange trips out in order to ease students back into foundation life.

During the October half term, Easter and summer holidays, the Emotional Wellbeing Coordinators will undertake outreach visits to family settings or arrange "catch ups," which help to maintain relationships and make the transition back into the foundation as smooth as possible.

Where students have spent an extended period being educated off-site, a re-integration programme will be planned that will be similar to the initial induction process to ensure that students are ready to return full time to the foundation and continue their journey.

Future Possibilities

At the foundation, we understand that post-16 opportunities for our students are vital in giving them a clear steppingstone to the next phase of their journey. Therefore, we invest a great deal of time and effort in forming relationships with external providers for work experience and potential trainee or apprenticeships. The range of qualifications that we offer is tailored to meet the vocational needs of the students and where the students feel that they are ready for and able to engage in study for formal qualifications, there are opportunities for them to sit exams in English and maths.

During Year 10 and/or 11, we work closely with our students, their home setting and their preferred post-16 provision to ensure there is a comprehensive and personalised post-16 Transition Plan in place. Foundation staff endeavour to support all aspects of transition into post-16 provision with a view to helping our young people make informed decisions about their next steps.

Expertise and Training of Staff

We use specialist staff for Counselling and Thrive to help bridge the gap in both social/emotional and academic needs.

Staff receive a high level of CPD training throughout the year, which is tailored to ensure it meets the needs of both students and staff.

Securing Equipment and Facilities

Students have access to a range of equipment to help meet their needs and encourage independence. All students have access to now and then, 3 and 4 step boards, timers and mini whiteboards within lessons.

Students, depending on their needs, are also offered a range of sensory equipment to help them feel more comfortable within the classroom, such as fidget toys and wobble boards. Our learning areas are designed to accommodate numerous sensory sensitivities and checked regularly by our occupational therapist who is also able to carry out sensory assessments on our students where needed.

Evaluating the Effectiveness of SEN Provision

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each half term through One Plan reviews. T
- Reviewing the impact of interventions after 6 weeks by focusing on data, progress and attendance with EHCP targets to help move students forwards and make more rapid progress.
- Holding annual reviews for students with EHCPs to discuss progress made and future targets to help them develop.

Support for Improving Emotional and Social Development

In addition to the extensive PSHE, Emotional & Social programs, students have the opportunity to be involved in enrichment activities and whole school team building days.

Students have access to counselling, mentoring and Thrive Interventions as well as drop-in clinics for relationship support.

Emphasis is placed on social and emotional development to ensure that our students have the skills to access further education, employment or training and experience meaningful, reciprocal relationships as they move on.

We have a zero-tolerance approach to bullying. Please refer to the Anti-Bullying Policy for more details of our approach.

Working with Other Agencies

Through each student's EHCP and, as and when the need arises, the school has close links with Social Care, the NHS and a variety of organisations such as the Emotional Wellbeing and Mental Health Service (CAMHS).

Complaints about SEN Provision

Complaints about SEN provision in the foundation should be made to the hub tutor in the first instance. They will then be referred to the foundation's complaints policy. Our complaints procedures policy is available on the website.

The home settings of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the foundation has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact Details of Support Services for home settings of Students with SEN

The foundation can signpost home settings to relevant support agencies, dependent upon need. Families in Focus offer support to parents of children with disabilities and special needs - <https://www.familiesinfocussessex.org.uk/>

Contact Details for Raising Concerns

Home settings can contact the class tutor in the first instance and then the Head of Foundation if not satisfied. If these concerns are still not resolved, the matter can be taken through to the Executive Board.

Monitoring Arrangements

This policy and information report will be reviewed by the Head of Foundation and updated as necessary throughout the year if any changes occur. It will then be submitted to the Executive Board for approval.
