

Future Education SEND information report – 2021/2022

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND.) This information will be published on our website annually and will outline the implementation of our school SEND policy and school disability accessibility plan as well as all provision for learners with SEND.

We welcome feedback and future involvement in the review of our SEND provision, so please do contact us if you would like to be involved. The school contact details can be found in the header of each page and the 3 people named below are your key SEND contacts within the school.

- Name of Headteacher – Deborah Edwards
- Name of SENDCO – Joe Harkness
- Name of SEND governor – Debbie Maher

Future Education is an Independent Special School based in Norwich for children aged 13 – 16 who require specialist teaching, resources and adult support. We specialise in providing therapeutic support alongside a broad and balanced curriculum which is individualised to meet the needs of students with a range of social, emotional, and mental health needs. Future Education believes in providing an engaging and supportive environment where pupils with diverse needs can re-connect with learning and progress and develop their skills to prepare for adult life. We take pride in developing bespoke curriculum packages for our students, based around their needs and interests

This report is designed to meet the legislative requirements for SEN information reports, which are set out in [schedule 1 of the SEN and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#). The SEND Code of Practice will hereby be referred to in this document as 'the CoP'.

1. The kinds of special educational needs for which provision is made at the school.

Future Education is an independent specialist school for young people aged 13-16 years who are in receipt of an Education Health and Care Plan (EHCP). The school roll is currently 34 pupils. The predominant primary need of our cohort is Social Emotional and Mental Health (SEMH) but this is often comorbid with other SEND, for example, a cognition and learning need such as dyslexia. This means that we will make provision at our school for all SEND, whereby we feel we can meet the individual needs of a student.

The CoP states that: A child or young person has SEND if: they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

Section 6 of the CoP outlines the responsibilities of schools in meeting the needs of SEND students and subsections 6.28 – 6.35 describe what are known as the *broad areas of need*, which are the four main categories of SEND:

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

	<p>This section of the CoP also outlines some of the conditions that come under these four areas and are a useful reference for parents/carers and professionals alike</p>
<p>2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.</p>	<p>As an independent school, there are no statutory obligations to provide information relating to how we identify and assess SEND and as all students attending our school have previously identified SEND, this is not applicable. However, we are in a unique position to observe and get to know our students, and therefore we are able to recognise changes in our students and act accordingly. This means that there are times when we identify the need for further assessment of students and we facilitate this as is appropriate and necessary.</p> <p>Our SENDCO collates the identified SEND provision ins section F of all of our students EHCP's and uses this information to produce a detailed provision map for the school. The provision map also outlines: whole school approaches, expected interventions, teaching and learning approaches and sensory and physical needs. This is then used to generate one-page student profiles which summarise each student and outline their expected provision across the school.</p>
<p>3. Our approach to teaching pupils with special educational needs and how we adapt our curriculum and learning environment for pupils with SEND.</p>	<p>All of our classes are what can be defined as small group learning environments, with a maximum number of 7 students and 2 staff at all times. We also have a dedicated behaviour support team, who are able to support with any issues that arise and staff a reflection room, where students can be supported to complete work away from the class environment if necessary. All of our students receive a highly-differentiated and individualised timetable, which features national curriculum core subject lessons (maths, English, science and ICT) in the mornings and a range of practical and vocational lessons in the afternoons.</p>

	<p>Our key-stage 3 students are grouped together in one group and from key-stage 4, their groups are defined by a system we call <i>stages not ages</i>. In essence, this means that they are grouped by ability and not by year-group. This provides an aspirational framework, where students work towards their ability level with a view to progressing from entry level functional skills through to GCSE.</p> <p>Students have ownership over the afternoon lessons and can choose from a range of options, such as photography and construction, which lead to qualifications in line with their post-16 preferences. On a Friday afternoon, students can choose from a range of 'electives' which are focused around areas of interest and enrichment, such as cooking, table-top gaming and time in our music studio. To support our student's social and emotional development, our core curriculum is supplemented by statutory PSHE lessons and additional weekly lessons in emotional literacy and life skills.</p> <p>As well as class-based learning, we also facilitate 1:1 intervention for students who were previously identified as needing them through their section F provision, or identified by us. These range from specific academic intervention, such as ARROW, numeracy and literacy to bespoke revision sessions.</p>
<p>4. Additional support for learning that is available to pupils with special educational needs.</p>	<p>As a school, we utilise a wide range of additional learning support for our students, including but not limited to the following:</p> <ul style="list-style-type: none"> • 1:1 intervention as outlined in the previous section. • Behaviour support team. • Use of a reflection space. • Use of ICT for all students. • Vocational/practical learning opportunities. • High staff ratio. • Merit-based reward system.

	<ul style="list-style-type: none"> • Access to additional learning resources as and when they are identified as being needed. • Applications for additional staffing as and when they are identified as being needed.
<p>5. How we evaluate the effectiveness of our SEND provision and how we assess and review the progress of SEND pupils.</p>	<p>All teaching and support staff report to the SENDCo on matters relating to student SEND and this information is collated through a range of approaches, including but not limited to:</p> <ul style="list-style-type: none"> • A weekly SENDCo surgery, where SEND issues are discussed and information is gathered to inform planning. • An open-door policy from our SENDCO. • SEND learning walks. • Observations of teaching and learning. • Tracking of the effectiveness of interventions. • Regular communication and reporting from SALT. • Baseline assessments to benchmark progress of SEND pupils. These can be academic as well as social and emotional. • Specific assessments, such as those used by SALT. • Information gathering in advance of EHCP reviews and other monitoring meetings. • SEND action planning and monitoring from our SENDCo. <p>Our SENCO reports to the headteacher and the SEND governor, who then report to the governing body.</p>
<p>7. How we enable SEND pupils to engage in the activities of the school (including physical activities) together with children who do not have SEND.</p>	<p>This section is not applicable to our school as all of our students have identified SEND.</p>

8. Support that is available for improving the emotional, mental and social development of SEND pupils.

The emotional, mental and social development of our students is a core element of the ethos of our school and is embedded across all of our work. This begins when we develop bespoke learning packages for all students, considering their interests, skills and future aspirations.

A fundamental element of the effectiveness of our provision are the relationships we build with students and their families. There are opportunities throughout the school day for students to express themselves in safe and secure environments and we believe that only through meaningful relationships of trust and understanding can we help pupils develop the wellbeing and confidence to learn and grow.

Opportunities for emotional, mental and social learning are embedded across our timetable. Each class has a daily form time at the start of the day and then reconvenes in their form room for guided learning at the end. Form tutors provide a key contact point for each of their students as well as our dedicated behaviour support and SEND teams. Each class also has a dedicated weekly emotional literacy session on their timetable, which is also delivered by their form tutor, providing consistency in approach.

Through our on-site vocational offer, use of off-site alternative provisions, option lessons and Friday electives, we promote our student's independence through making informed choices about how they would like their education to look. This may mean that they try something and then change it; and we encourage ownership of this process.

During unstructured times and in physical education lessons, we embed teambuilding and communication into the activities we offer. This includes lunchtime football games and board games in a quiet room. All staff model positive behaviours in all group activities to create an inclusive and positive environment for development.

	<p>We have an on-site Speech and Language Therapist (SALT) who assesses the communication and interaction needs of all students individually upon joining the school, before providing bespoke packages of therapy, advice, and support to students, their families and the school teaching staff, if required.</p>
<p>9. Information about the expertise and training of staff in relation to children and young people with SEND and about how specialist expertise, equipment and facilities to support children and young people with SEND will be secured.</p>	<p>Our staff team have a wide-range of expertise and training in relation to SEND, including but not limited to:</p> <ul style="list-style-type: none"> • QTS, QTLS and PGCE • Advanced skills teacher • NASENCO and advanced SENCO award • Trauma informed school practitioners • Counselling training • Restorative approaches training • Norfolk STEPS • Designated Teacher Training • Nurture approaches training <p>Where we need to source additional and/or specialist expertise, our SENDCO will research and rationalise it before taking it to our SLT, who will decide and then utilise school budgets and secure them. This could include but is not limited to:</p> <ul style="list-style-type: none"> • Educational psychology • Clinical psychology • SpLD assessment • Alternative provisions • Academic intervention packages • Staff training

	<p>The same applies to when we may need to source additional resources for SEND students to support them to access the curriculum.</p>
<p>11. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<p>Prior to a student being offered a place at Future Education, parents/carers are invited into the school and it is at this point that we begin to forge positive relationships with them. We ensure that parents are involved in all aspects of the education that their child receives from the point of entry to the school. They will be involved in all discussions regarding bespoke timetabling and educational provision as well as any considerations regarding on-site therapy. If something is identified that we feel will benefit a student, or we are considering external or specialist support, parents/carers will also be involved in this process.</p> <p>We recognise the importance of regular and transparent communications with the parents/carers of our students and therefore we provide regular calls from form tutors as well as calls from SLT where necessary. Parents/carers are consulted with all aspects of the administration of Education and Healthcare Plans (EHCP's) in accordance with section 9.168 of the CoP. In accordance with section 9.176 of the CoP, our SENDCo works closely with families during this process, to ensure it is accessible.</p>
<p>8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.</p>	<p>As per sections 1.3 – 1.9 of the CoP, young people must be consulted and involved with their education and this is something we embed into all of our practice at Future Education. As outlined in section 8 of this report, we provide many opportunities for young people to take part in reviewing and making decisions around their learning. We regularly gather views from our students on what is and isn't working, through 1:1 discussion, group forums and observations. In a school-wide sense, we have a student-appointed school council which meets half-termly to discuss any student-identified issues together with the deputy headteacher. We also have student leaders assigned</p>

	<p>to a range of subject areas who take ownership of that curricular area under the guidance of a lead subject teacher.</p>
<p>9. How complaints from parents of SEND pupils are dealt with.</p>	<p>Our compliments and complaints policy can be found on our website at www.futureeducation.org.uk and this outlines how all complaints and compliments are dealt with, as well as providing the template for submitting these. The process has 3 stages. Stage 1 is the informal stage and if any issue is not resolved immediately, it may be escalated to a formal complaint. This is stage 2, referral to the chair of school board of governors or headteacher for further investigation. At this stage, if a parent/carer is not satisfied with the outcome they may progress their complaint to stage 3, review by the school board of governors' complaints panel. The timelines for all of these stages are available in the policy detailed above.</p>
<p>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils</p>	<p>We work in partnership with a wide range of organisations to compliment and support the work we do with SEND pupils and their families. We have a close working relationship with various departments in Norfolk County Council who are intrinsically linked to our work, such as children's services and the SEND and inclusion team. Where a child is looked after by the local authority (LAC) we also work closely with all staff involved in supporting their education and our SENDCO is part of the team which will coordinate their personal education plans.</p> <p>All external agencies who work with us and our students are invited to any EHCP review meetings to help us create a holistic perspective of each student. We also attend any meetings that we are invited to in tandem with this.</p> <p>As a Charity, Future Projects has dedicated support staff available to the school to work with families of students to address and improve any issues affecting the household. The aim of this is to provide a settled, secure home</p>

	<p>life for our students so that they can focus on their schooling without concerns about the family's financial situation, housing, physical or mental health etc. Our multi-disciplinary team at Future Support can deliver advice, guidance, advocacy and support across a broad range of themes so that whatever the issue, we have the expertise to help. Future Support has expertise in health, housing, finance and debt, wellbeing, homelessness, employment support, criminal justice, isolation and access to services. Through our networks, the service staff can connect families to training, education, and wider specialist support services too.</p>
<p>11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p>	<p>Norfolk has a free and impartial information, advice and support to children, young people and parents/carers about special educational needs and disabilities (SEND). This includes health and social care where it is linked to education. The organisation is called Norfolk SEND Partnership and their website can be found at: https://www.norfolkSENDpartnershiass.org.uk/</p> <p>In Norfolk, disagreement resolution is delivered by KIDS SEND Mediation Service which is an independent organisation. It is a free service and you can find out more at: https://www.kids.org.uk/send-mediation</p> <p>There are also several local support groups for parents/carers including:</p> <ul style="list-style-type: none"> • ASD Helping Hands - support for families who have a child with an Autistic spectrum disorder • Norfolk Family Carers • SENSational families - for families with a child with SEND <p>Further information about these groups can be found at: https://www.norfolk.gov.uk/children-and-families/send-local-offer/advice-and-support/send-support-groups-organisations-events/local-send-support-organisations-and-groups</p>

	<p>Parents and carers can also appeal to the Government’s SEND tribunal if you disagree with the Local Authorities decisions about your child’s special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability</p>
<p>12. The school’s arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.</p>	<p>Our school provides independent CIAG through our school business manager, Mark Anderson. Mark is highly experienced and qualified in the careers sector and hold as postgraduate diploma in careers guidance/ vocational qualification and careers guidance (QCG) as well as having a masters in careers and an assessor qualification. Mark and the SENCO work closely to ensure that students are supported throughout phase transfer into post-16 provisions. We are widening our on-site vocational offer and year 10’s are now offered the opportunity to choose an option in painting and decorating or tasters at various alternative provisions, if this is the pathway they intend to follow. In year 11, all students have a CIAG meeting in the winter term as per statutory requirements and Mark then works with post-16 providers, students and their families, to secure suitable onward provision matched with the aspirations of each student. All meetings conducted by Mark are included in EHCP review documentation as part of the ‘preparing for adulthood’ section, joining up our careers, vocational and SEND offers. As a school, we also work closely with external partners to support students, such as those with LAC, in any transitions that may arise.</p>
<p>13. Information on where the local authority’s local offer is published.</p>	<p>The special educational needs and/or disabilities (SEND) Local Offer is a guide to what is available in Norfolk for children and young people with SEND aged 0–25 and those who support them.</p> <p>It can be found at: https://www.norfolk.gov.uk/children-and-families/send-local-offer and contains clear, easy-to-understand and up-to-date information</p>

about SEND services and support in Norfolk. The SEND Local Offer website also links to the Norfolk Community Directory. You can use the directory to find local organisations, groups, services and events.

The information on both these websites is for parents and carers, children and young people with SEND aged 0–25 and professionals within health, social care and education services.