



Future Education SEND information report – 2024/2025

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, Disability Accessibility Plan, and 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 key SEND contacts within the school are:

- Debbie Edwards - Headteacher
- Jessica Sadler - SENDCO and Designated Teacher for Children in Care and Children Previously in Care
- – SEND Governor

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'.



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| <p>1. The kinds of special educational needs for which provision is made at the school:</p> | <p>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).</p> <p>The school roll is currently 41 students.</p> <p>The predominant primary need of our students is Social Emotional and Mental Health (SEMH) but this is often cooccurring with other areas of need, such as a cognition and learning need like dyslexia. The majority of our students also have Speech, Language and Communication Need (SLCN). 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.</p> <p>The CoP states that:</p> <p>“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.</p> <p>A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</p> <ul style="list-style-type: none">• 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.”<p>Section 6 of the CoP outlines the responsibilities of schools in meeting the needs of SEND students. Subsections 6.28 – 6.35 describe what are known as the SEND four <i>broad areas of need</i>:</p><ul style="list-style-type: none">• communication and interaction• cognition and learning• social, emotional and mental health• sensory and/or physical |
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| | <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.</p> <p>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 in Section F of all of our students EHCPs and uses this information to produce a detailed provision map for the school using the TES Provision Map programme. This outlines the expected provision and support for individual students. Student voice is used to produce <i>Future Passports</i> – an overview of needs and support for each student. EHCP outcomes are used to inform student Learning Plans – a set of targets that the student is currently working towards, linked to their provision.</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.</p> <p>We have a dedicated nurture 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.</p> <p>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> |



Students are grouped into classes of up to 7 students. Our groups are defined by a system we call *stages not ages*, and students are grouped by ability and need, rather than 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 as appropriate.

We also offer a Tailored Delivery programme. Where individual student needs require significantly more support than is available through our core offer, a bespoke curriculum delivered 1:1 and/or in very small groups is offered. Each student has their own tutor who is their key person. Where appropriate for their social and academic progress, these students are also able to access learning with our core groups.

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, art, and time in our music studio.

To support our students' social and emotional development, our core curriculum is supplemented by statutory PSHE lessons and form time activities.

As well as class-based learning, we also facilitate 1:1 and group intervention for students, identified through their Section F provision, or by our own observations of student need.

This can include, but is not limited to:

- Lego Therapy
- Speech and Language Therapy
- Literacy, Phonics and Numeracy
- Emotional literacy and wellbeing-focused sessions



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| <p>4. Additional support for learning that is available to pupils with special educational needs.</p> | <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"> • Termly summative assessments across the curriculum • In class formative assessment • SEND learning walks and observations of teaching & learning • Reading and Spelling Age progress through Literacy Assessment Online (TES) • Phonics assessment using Abigail Steel's KS3 Phonics Programme and Rocket Phonics • Staff observations and screeners to identify, plan for and monitor students' additional SEND, e.g. dyslexia • Half-termly, Teaching and Learning Team student work scrutiny • Tracking of progress made in interventions through Provision Map (TES) • Educational Health Care Plan (EHCP) reviews • Personal Education Plan (PEP) reviews for children in care and previously in care • Child in Need reviews and Child Protection reviews as appropriate • Sharing of reports and assessments from professionals including, but not limited to, Music Therapists, Speech and Language Therapists, Occupational Therapists, Educational Psychologists, Specialist Teachers, Family Support Practitioners, GPs and special paediatric teams as appropriate. • Weekly Provision & Learning Support Team meetings, led by the SENDCO • SEND action planning and monitoring, led by SENDCO and supported by SLT • SENDCO open-door policy for staff and students alike <p>Our SENDCO reports to the headteacher and the SEND governor, who then report to the governing body.</p> |



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| <p>6. 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> |
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| <p>7. Support that is available for improving the emotional, mental and social development of SEND pupils.</p> | <p>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.</p> <p>A fundamental element of the effectiveness of our provision are the relationships we build with students and their families through trauma informed practice. 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. A key strategy that we use is PACE – Playfulness (having a light-hearted, relaxed and playful attitude), Acceptance (accepting the child for who they are), Curiosity (exploring the meaning behind the behaviour) and Empathy (“stepping into their shoes”).</p> <p>We have a dedicated Therapeutic Youth Worker who provides 1:1 sessions with students focused on addressing their SEMH needs and trauma.</p> <p>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 PSHE lesson and form time sessions on their timetable.</p> |
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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 activities such as football, basketball, table tennis and board games. All staff model positive behaviours in all group activities to create an inclusive and positive environment for development.

As part of our support for students with SLCN, we have our own Speech and Language Therapist (SALT). Our SALT works with students 1:1 and in small groups, as well as directly with staff to provide support for our students' communication and interaction needs.

Lego Therapy also is delivered by a trained member of staff. During these sessions, students are taught skills to develop their speech, communication and interactions skills, as well as other aspects of learning such as fine motor skills. Further information can be found at <https://www.autism.org.uk/advice-and-guidance/professional-practice/lego-pilot>



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| <p>8. 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 • NPQSL • Trauma informed school practitioners • Counselling training • Restorative approaches training • Norfolk STEPS • Designated Teacher for Children in Care and Children Previously in Care • Lego Therapy <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 • 1:1 tutor <p>The same applies to when we may need to source additional resources for SEND students to support them to access the curriculum.</p> |
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| <p>9. 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 foster 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 and Senior Leadership Team.</p> <p>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>10. 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. 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. 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 to a range of subject areas who take ownership of that curricular area under the guidance of a lead subject teacher.</p> |



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| <p>11. 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.</p> <p>This outlines how all complaints and compliments are dealt with, as well as providing the template for submitting these.</p> <p>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>12. 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</p> | <p>We work in partnership with a wide range of organisations to compliment and support the work we do with SEND students and their families.</p> <p>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.</p> <p>Where a child is looked after by the local authority (LAC/CiC) 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 EHCP Annual 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 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,</p> |

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| <p>needs and in supporting the families of such pupils</p> | <p>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> |
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| <p>13. 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 SEND Local Offer provides information for anyone in the life of a child or young person aged 0-25 who has a special educational need and/or disability (SEND) in Norfolk. This includes information on education, special needs services for children, young people and their families, support networks, and advice and guidance for planning for adult life. https://www.norfolk.gov.uk/children-and-families/send-local-offer</p> <p>Suffolk SEND Local Offer provides similar advice for families of children and young people with SEND in Suffolk. Home - Suffolk SEND Local Offer (suffolklocaloffer.org.uk)</p> <p>Norfolk SENDIASS and Suffolk SENDIASS provide 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.</p> <p>Norfolk: Website: https://www.norfolksendiass.org.uk Phone: 01603 70470 Email: norfolksendiass@norfolk.gov.uk</p> <p>Suffolk: Website: https://suffolksendiass.co.uk/ Phone: 01473 265210 Email: enquiries@suffolksendiass.co.uk</p> <p>KIDS SEND Mediation Service is an independent organisation that supports families with disagreement resolution. Website: https://www.kids.org.uk/send-mediation</p> |
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Local Support Groups

Current information about local support groups 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>

Tribunals

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>



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| <p>14. 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>Curriculum:</p> <p>All students have a weekly PSHE lesson and form time activities as part of their core curriculum. Within these lessons, students are supported to explore their future aspirations and prepare for adulthood and independent living. Alongside our core curriculum and option subjects, students are offered the opportunity to choose a vocational area of study in construction, hair and beauty, and vehicle maintenance, with the opportunity to earn qualifications support a career pathway in these vocational areas. A Home Economics qualification, cooking elective, and 1:1 therapeutic cooking sessions are also offered to students to develop their independent living skills.</p> <p>Planning for Post-16:</p> <p>Independent Careers Information, Advice and Guidance (CIAG) is provided by a qualified member of our student support team. All students receive CIAG meetings throughout Year 10 and 11. In the Autumn Term, students in Year 11 and their parents/carers are supported by the school to explore post-16 options and to make applications to their chosen post-16 providers through Help You Choose. Home (helpyouchoose.org)</p> <p>From Year 9 onwards, the students' aspirations for post-16 are shared within in their EHCP Annual Reviews, and in Personal Education Plans (PEP) and Child in Care reviews where applicable for the student. Within these reviews, there is also a focus on 'Preparing for Adulthood', where additional support to prepare young people for transitions and for independent living are discussed and actioned.</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/sendlocal-offer and contains clear, easy-to-understand and up-to-date information 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.</p> |



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.

Suffolk's equivalent Local Offer for SEND can be found at [Home - Suffolk SEND Local Offer \(suffolklocaloffer.org.uk\)](http://suffolklocaloffer.org.uk)