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Future Education SEND information report – 2026/2027

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
- Mark Chapman – 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'.

Updated 07/09/2026

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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). As of September 2026, the school roll is 39 students. The predominant primary need of our students is Social Emotional and Mental Health (SEMH) but this is often cooccurring with other areas of need and diagnosis, such as: • Attention Deficit Hyperactive Disorder (ADHD) • Autism • Dyslexia • Developmental Coordination Disorder / Dyspraxia • Speech, Language and Communication Needs (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. 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. Subsections 6.28 – 6.35 describe what are known as the SEND four *broad areas of need*:

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	• Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health • Sensory and/or Physical 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.

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.	As an independent specialist school, we are in a unique position to observe and get to know our students, recognise changes in their needs and respond accordingly. This means that there are times when we identify the need for further assessment of our students and we facilitate this as appropriately. Our SENDCO collates the identified SEND provision in Section F of all of our students EHCPs and uses this information to produce a detailed 'Overview of Needs' and 'provision map'. This outlines the expected provision and support for individual students. Student voice is used to produce *Future Passports* – an overview of needs and support for each student. EHCP outcomes are used to inform how we facilitate our students' academic and emotional learning and short-term targets.

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3. Our approach to teaching pupils with special educational needs and how we adapt our curriculum and learning environment for pupils with SEND; and 4. Additional support for learning that is available to pupils with special educational needs.	In the 'classroom' Our classes are delivered in small group learning environments, usually between 3 to 8 students. In some subjects, such as vocational and creative arts, students are often taught 1:1 so that they can receive bespoke teaching to their needs. Our teaching groups are flexible. They are informed by *'stages not ages',* so that our students are taught based on their ability and need, rather than their chronological year group. We have a dedicated 'provision and learning support team', who support teachers with the delivery of student provision in the classroom (e.g. a Learning Support Assistants or 'LSA') and deliver bespoke intervention sessions. The curriculum Our students receive a highly differentiated and individualised timetable, which features national curriculum core subject lessons (maths, English, STEM, PSHE and IT) in the mornings and a range options and enrichment lessons in the afternoons. Practical and outdoor learning are incredibly beneficial to our students, meeting both their learning and emotional wellbeing needs. Afternoon subjects on offer include home economics, drama, art, hair & beauty, PE, fishing, construction, mechanics and adventure activities. Friday afternoons is 'enrichment' time. Students can choose from a range of activities which are focused around areas of interest, such as cooking, table-top gaming, arts and crafts, and time in our music studio. Of course, a very competitive game of football is always on offer! Overall, our teaching and learning structure aims to give students the opportunity to work towards *their aspirations* at *their ability level.* It provides our students with the opportunity to work towards the qualifications that support their post-16 ambitions. This includes progression from AQA Awards, Entry Level/Functional Skills, through to GCSEs.

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	Our unique Tailored Delivery provision Where individual student needs require significantly more support than is available through our core offer, a bespoke curriculum delivered in groups of up to 3 students/1:1 can be offered. This provision only has 9 student spaces, a higher adult:student ratio, and its own building! If our Tailored Delivery students *express the desire for, and it is appropriate* for their academic, social and emotional progression, they are offered the opportunity to access learning with our core groups for specific core and optional subjects. *We are always directed by the student's current needs and wishes.* **Interventions and additional provision** Interventions and additional provision aim to support students to remove or overcome their barriers to learning (as defined in the SEND CoP). Our Learning Support Assistants and Therapeutic Education Practitioners support subject teachers with the delivery of student provision in the classroom and deliver bespoke intervention sessions. As well as class-based learning, we also facilitate 1:1 and group intervention for students and additional learning resources. These may be identified through their Section F provision, and/or by our own observations and assessment of the student's need. This can include, but is not limited to:

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Interventions				Other Provisions
Communication & Interaction	**Social, Emotional, Mental Health**	**Cognition & Learning**	**Physical and/or Sensory**	1:1 Vocational • Construction • Hair & Beauty • Vehicle Maintenance
Speech and Language Therapy with in-school therapist	R&R Zone / Emotional Literacy with Therapeutic Youth Worker	English Catch Up / Pre-teaching	*Adventure Activities*	1:1 Creative Arts • Music & Media • Art • Photography
Lego Therapy	Wellbeing	Maths Catch Up / Pre-teaching	*Wellbeing*	Other core subject catch-up as applicable (due to missed sessions from intervention attendance)
Adventure Activities	Adventure Activities Mentoring	Dyslexia / Reading / Phonics	*Lego Therapy*	Key Teacher (Tailored Delivery)
		Working Memory *Lego Therapy*		Bespoke Timetabling (reduced, 1:1 focus, TD etc)
Categorised by target SEND 'Broad Area of Need' *Italics* – secondary area of need targeted				Additional resources, e.g. coloured overlays, computer technology etc Applications for additional staffing as and when they are identified as being needed

Overall, our teaching, learning and support structure aims to give students the opportunity to develop key skills and work towards *their aspirations* at *their ability level.* It provides our students with the opportunity to work towards the qualifications that support their post-16 ambitions. This includes progression from AQA Awards, Entry Level/Functional Skills, through to GCSEs.

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5. How we evaluate the effectiveness of our SEND provision and how we assess and review the progress of SEND pupils.	All teaching and support staff work under the guidance of the SENDCo on matters relating to student SEND. Our provision and the its evaluation of effectiveness is informed by information collated through a range of approaches. This includes but is not limited to: • Termly summative assessments across the curriculum • Formative assessments • SEND and teaching learning walks and sharing of student work • Reading and Spelling Age progress through Literacy Assessment Online (TES) & IDL Literacy programme • 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 • 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 rand 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. • Provision & Learning Support Team meetings, led by the SENDCO

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	• Teaching & Learning Team meeting, led by the Curriculum Lead • SEND action planning and monitoring, led by SENDCO and supported by SLT • SENDCO open-door policy for staff and students alike Our SENCO reports to the headteacher and the SEND governor, who then report to the governing body.
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.	This section is not applicable to our school as all of our students have identified SEND.

7. 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 core to the ethos of our school. It is embedded across all of our work through our trauma-informed **'Safe Approach'.** This means supporting our students to feel: • Intellectually safe • Emotionally safe • Physically safe

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We believe that the key to building student welling being and their confidence to learn and grow, is to first build meaningful relationships of trust and understanding. This includes building relationships with both the students as well as their families and/or carers (see point 9).

Our Safe Approach is supported by the following strategies:

PACE

PACE is a key interaction strategy we use for building relationships with students:

- *Playfulness* (having a light-hearted, relaxed and playful attitude, supporting connection and allowing the student to feel safe with us)
- *Acceptance* (accepting the child for who they are, not defining the student only by their behaviours in the moment)
- *Curiosity* (exploring the meaning behind the behaviour)
- *Empathy* ("stepping into their shoes" to help us understand this behaviour)

Emotionally Available Adults

Any member of staff may be an 'Emotionally Available Adult' for a student. The key to this 'unofficial' role is about making ourselves present and listening to the student when they need our support. This could be in the form of a quick friendly chat, being a reassuring 'familiar face' at times of uncertainty, to being available to help when a student needs to 'off-load' something big. Often, it is **interventions which provide 1:1 time and a wellbeing-focus** that allow our students to feel safe and develop this rapport with staff.

Most importantly, fulfilling this role, in whatever form it may be, supports our students' feeling of safety and concept of positive relationships.

Therapeutic Youth Worker

Our Therapeutic Youth Worker specialises in trauma-informed practice. They provided 1:1 and small group sessions with students focussing on their social, emotional and mental health needs. They work with students to help them understand their emotions, social interactions, aspects of their life, and develop strategies to support their self-regulation and self-esteem.

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	Speech and Language Therapy 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. This work is vital to providing students with the language and confidence they need to communicate their needs and emotions. 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 **Curriculum and timetable** Each class group has a daily form time at the start and end of the day with their form tutors and Learning Support Assistants (LSA). They are a key contact points for their students and allows staff to 'check-in' with students. Each class has a dedicated PSHE lesson and form time sessions on their timetable All students have a bespoke learning package, considering their academic and emotional needs, their interests and skills, and their future aspirations (see points 3 & 4). We promote our student's independence by allowing them to make 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. Teambuilding and communication skills are embedded into the activities we offer. This includes lunchtime activities such as football, basketball, table tennis and board games, and lessons such as PE, drama, and adventure activities. All staff model positive behaviours in all group activities to create an inclusive and positive environment for development.

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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.	Our staff team have a wide-range of expertise and training in relation to SEND, including but not limited to: • 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 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: • Educational Psychology • Occupational Therapy • Clinical Psychology • Specific learning difficulty/disability assessment • Alternative provisions • Academic intervention packages • Staff training • 1:1 tutoring/mentoring The same applies to when we may need to source additional resources for SEND students to support them to access the curriculum.

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9. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.	We believe in fostering relationships with the families and carers of our students. They are involved in all aspects of the education that their child receives from the point of entry to the school. Prior to a student being offered a place at Future Education, parents/carers and/or other key adults (e.g. social workers) are invited into the school with their young person to tour the school so that they can get to know more about us. Following this, potential students are then invited to a 'taster day'. Once a place is offered and a start date agreed, parents/carers are invited to meet with senior leadership to discuss their child's needs and key information in further depth, to inform our support for their child. Parents/cares will be involved in 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. 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. Parents/carers are consulted with all aspects of the administration of Education and Healthcare Plans (EHCPs) 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.
10. The arrangements for consulting young people with special educational needs	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 regularly gather views from our students on what is and isn't working, through 1:1 discussion, group forums and observations. We provide many opportunities for young people to take part in reviewing and making decisions around their learning and wellbeing.

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about, and involving them in, their education.	**Review meetings** All students are invited to contribute to their EHCP Annual Review, and PEP and CiC/LAC reviews as applicable. We recognise that 'formal' meetings can be a daunting experience for some students. If they do not wish to attend in person, they are always given opportunity to provide their views through a means that suits them (e.g. in writing, via a staff member or parent etc). **School Council** 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.

11. How complaints from parents of SEND pupils are dealt with.	Our compliments and complaints policy can be found on our website at www.futureeducation.org.uk. 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.

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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 needs and in supporting the families of such pupils	We work in partnership with a wide range of organisations to compliment and support the work we do with SEND students and their families. Reviews involving the Local Authority and/or Social Care 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, the SEND and Inclusion team, and the Virtual School. 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 (PEP). Due to the nature of our educational setting, we have also worked closely with local authority teams in Suffolk, Tower Hamlets, and Enfield. All external agencies who work with us and our students are invited to EHCP Annual Review and PEP reviews. This help us create a holistic perspective of each student. We also attend any meetings that we are invited to in tandem with this, such as social care meetings regarding family support, Child in Need and Child Protection, and Looked After/Child in Care reviews. Future Projects 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, 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.

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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.	**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 **Suffolk SEND Local Offer** provides advice for families of children and young people with SEND in Suffolk. Home - Suffolk SEND Local Offer (suffolklocaloffer.org.uk) **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. **Norfolk:** Website: https://www.norfolksendiass.org.uk Phone: 01603 70470 Email: norfolksendiass@norfolk.gov.uk **Suffolk:** Website: https://suffolksendiass.co.uk/ Phone: 01473 265210 Email: enquiries@suffolksendiass.co.uk **Local Support Groups** Current information about local support groups be found at: https://www.norfolk.gov.uk/children-and-families/send-local-offer/advice-andsupport/send-support-groups-organisations-events/local-send-supportorganisations-and-groups and through Norfolk Community Directory Home | Norfolk Community Directory **Mediation and Tribunals**

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	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-tiertribunal-special-educational-needs-and-disability Norfolk County Council: Mediation and tribunals - Norfolk County Council (Please note that Norfolk's mediation service has recently transferred from KIDS mediation service to **Anglia Care Trust (ACT) Mediation Service**)

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.	**Curriculum:** 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 Food & Nutrition qualification, cooking elective, and 1:1 therapeutic cooking sessions are also offered to students to develop their independent living skills. **Planning for Post-16:** 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)

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	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.
13. Information on where the local authority's local offer is published.	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. 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. 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)