



168B Motum Road, Norwich NR5 8EG. 01603 251310. office@futureeducation.org.uk

Future Education SEN information report – 2020/2021

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN.) We publish this information on our website to outline the implementation of our policy for pupils with SEN. This information is updated annually and should be read in conjunction with our Special Educational Needs and Disability Policy.

At Future Education we are committed to working together with all members of our school community, and as such, this report has been produced with pupils, parents/carers, governors and school personnel.

We would welcome your feedback and future involvement in the review of our offer, so please do contact us if you would like to be involved. The best people to contact this year are:

- Name of Acting Headteacher – Jane MacLennan Email: j.maclennan@futureeducation.org.uk Tel: 01603 251310
- Name of Interim SENCO – John Clogan j.clogan@futureeducation.org.uk
- Name of SEND governor – Michael Stonard michaelstonard@btinternet.co.uk

If your child is on roll at our school or you would like further help or advice regarding SEND, please contact the Headteacher.

Future education is a 44-place Independent Special School for boys and girls aged 13-16 that have been excluded from mainstream education and present multiple needs which require specialist teaching, facilities, resources and adult support. Children present multiple and complex needs – including social, emotional and mental health issues. Future Education strives to provide a safe and secure learning base for all young people providing a balanced vocational and academic education alongside therapeutic care to build emotional resilience in some of Norfolk's most vulnerable children. Future Education in providing a broad and balanced curriculum understand the importance of matching provision to a students interests and needs and utilising support services and agencies to enhance confidence and prepare students for future life and work opportunities.



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This document 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](#).

What types of SEN do we provide for?

Future Education specifically caters for children with multiple Special Educational Needs – meaning pupils may present a mix of the following needs and behaviours. However, **the primary SEN for all young people at Future Education is social emotional and mental health.**

Cognition and learning

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

- Moderate to severe learning difficulties requiring a highly differentiated curriculum and/or high levels of teaching support on a 1:1 basis.

Social, emotional, mental health (including severe needs and/or challenging behaviours linked to ASD)

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

These may present as:

- Unable to function, participate and engage without intense adult support
- Consistently high levels of severe and challenging behaviour or extreme obsessional behaviour
- Unpredictable regular (daily) or intense episodes of violent/aggressive behaviour towards self/peers/adults and/or property.
- The need for some adaptations to staffing or the classroom within the context of the special school/setting in order to make progress and/or maintain good order in the school and keep other pupils and staff safe.
- Defiance and rejection of adult authority
- Absconding which could lead to harm.

- May include sexualised behaviour within the context of the pupil's learning difficulties and developmental profile.
- Rapidly fluctuating moods of depression, anxiety or distress, exhibits self-harm or self-injury.
- Finds transitions or changes to routine, such as moving classroom, highly distressing resulting in extreme anxiety.
- Has separation anxiety, finding it difficult to be apart from family or away from the familiar routines of home.
- Co-morbid anxiety based mental health difficulties associated with ASD.

Language and communication needs (including autistic spectrum conditions which significantly impact on child's day to day functioning)

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)
- Sensory and/or Physical needs

These may present as:

- Non or delayed development of oral/aural skills.
- Limited understanding of and/or restricted expressive or receptive language.
- Significant social communication needs associated with Autistic Spectrum Disorder (ASD)
- May demonstrate selective mutism

Physical/medical care

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

These may present as children needing:

- High levels of adult support on a regular basis to facilitate medical and physical needs.
- May require adult support with toileting and/or mobility change of position or other medical condition.

	<p>Other</p> <ul style="list-style-type: none"> • Looked after Children • Vulnerable, actual or potential offenders • Historic trauma events • Need for therapeutic interventions • Other issues such as Foetal Alcohol Syndrome
<p>How do we identify and assess pupils with SEN, and how do we assess their progress towards outcomes?</p>	<p>The Code of Practice defines SEND as: “A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:</p> <ol style="list-style-type: none"> a) have a significantly greater difficulty in learning than the majority of others of the same age: or b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. <p>As a Special School, all of our pupils have some form of SEN. The nature of their learning needs is such that they will always have significant difficulties with particular aspects of learning. This is not to say that we are not ambitious for our pupils and whilst we work with everyone to recognise where they have difficulties, we also encourage them to work to their strengths and emphasise what they can achieve and to be positive in their approach to learning and life.</p> <p>All pupils referred to Future Education by the Local Authority have undergone previous assessments to determine their needs which have ultimately resulted in referral to us to meet those needs. Many pupils arrive with Education, Health & Care Plans (EHCPs) which clearly provide important information relating to the Special Educational Needs of the child, including but not limited to:</p>

- The views, interests and aspirations of the child and his or her parents
- The child's special educational needs
- The child's health needs
- The child's social care needs which are related to their SEN or to a disability
- The outcomes sought for the child
- The special educational provision required by the child
- Any health provision reasonably required by the learning difficulties or disabilities which result in the child having SEN

When pupils are referred to our school we also receive additional information from the Local Authority and from the pupil's previous education settings, for example; academic levels, attendance information and risk assessments. We use this information along to supplement our own assessments in order to build a detailed picture of pupil needs.

We assess pupils using a number of methods including standardised tests that relate directly to the four categories of need identified in the SEN Code of Practice. This information allows us to write accurate Individual Education Plans which look at whole school targets which are backed up by subject-specific Individual Learning Plans for each of pupil. If a pupil is identified as having SEND we ensure our provision is '*additional to or different from*' the normal differentiated curriculum. This is intended to overcome the barrier to their learning.

Sometimes learning needs can change or become apparent over time. Our Teaching and Support staff, parents/carers and the pupils themselves will often be the first to recognise a difficulty with learning. We believe that good and regular communication about pupils' learning needs will enable us to identify when further assessments are required to identify and address Special Educational Needs. Teaching staff will assess individual pupils' support needs on a daily basis and are able to allocate or adjust resources (including support staff, equipment, ICT, learning materials, space and facilities etc.) to meet the immediate needs of pupils.



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Our assessments include the use of packages such as NGRT, BKSB, DASH, Boxall and BPVS. These are collaborative processes which profile specific learning difficulties and related factors, and gives follow-up suggestions for both teachers and parents, all in a user-friendly and comprehensive package.

For some pupils we may want to seek advice or assessments from specialists or external professionals. These may include Social Workers, Researchers, Educational Psychologists, Clinical Psychologists, and various therapists (for example Art Therapists).

We also have access to services universally provided by Norfolk County Council, which are described on the NCC Local Offer website, which is found at <https://www.norfolk.gov.uk/children-and-families/send-local-offer>.

Action relating to SEN support will follow an assess, plan, do and review model:

1. Assess: Data and information on the pupil held by the school will be collated by the class/subject teacher/SENCO in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. Plan: If review of the action taken indicates that "*additional to and different from*" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCO
3. Do: SEN support will be recorded on a plan (IEP) that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may including for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they



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	<p>can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.</p> <p>4. <u>Review</u>: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.</p>
<p>Young people with disabilities and making sure young people with SEN are not at a disadvantage</p>	<p>We will ensure all aspects of learning as accessible as possible in accordance with the Equality Act (2010) which states that ‘a person has a disability for the purpose of [the] Act if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities’.</p> <p>The definition of disability within this Act includes any long-term health condition including asthma, epilepsy and cancer. Young people with a disability do not necessarily have an SEN but can do. However, all students attending Future Education will have an SEN as well. Therefore, some young people will be covered by both SEN and disability legislation.</p> <p>The Equality Act 2010 places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make ‘reasonable adjustments.’ Future Education will make all reasonable adjustments to be as inclusive to all, both in terms of day-to-day learning and wider opportunities such as school trips or extra-curricular activities. We strive to ensure that no student at Future is excluded from any activity due to a disability.</p> <p>All students at the School have SEMH difficulties and have transferred to us as they found a mainstream setting too challenging. We make sure our students are not at a disadvantage to the opportunities afforded to others and we do this in various ways: outdoor education opportunities open to all; healthy lifestyles programme where all students are given healthy lunches and encouraged to help prepare them; off site educational programmes open to all (e.g. the Excelsior Trust where our students help to sail a ship); offering bespoke opportunities depending on students’ interests.</p>



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What is our approach to teaching pupils with SEN?

How do we support pupils to improve their social and emotional development?

We are committed to providing an appropriate, high quality and challenging education for our pupils and believe that every pupil is entitled to reach the highest level of personal achievement. We believe that educational inclusion embraces diversity and equal opportunities for all learners, regardless of their background and barriers to learning. All pupils, including those with a special educational need or disability (SEND) have access to an inclusive, broad and balanced academic, vocational and social curriculum, as well as an entitlement to be fully involved in all the school offers. We are committed to removing barriers to learning and maximising inclusion commensurate with meeting individual needs, delivering the highest quality of education and providing an efficient use of resources for all children.

We work inclusively to develop bespoke and individualised timetables, therapeutic interventions and staff support to help these individuals take in their education. We operate small classes of up to 6 pupils, with at least one Teacher and one or two Support Assistants to provide additional help. We also operate a system of additional support for pupils with SEN which includes the opportunity to work 1:1 both inside and outside of the classroom. Every pupil is offered the opportunity to engage with the therapy team within the school who provide music therapy, speech and language therapy and art for wellbeing alongside learning support to engage with student families and other professionals. The SEND Code of Practice informs our work and we follow the 'Assess, Plan, Do, Review' framework for ensuring our SEN provision is effective and suitable.

The school approaches all its work in a therapeutic way. The high staff/student ratio allows students to build positive relationships having previously not attended school or have experience trauma/or negative past experiences of education. Our therapeutic approach provides a coherent strategy which builds positive relationships with partner agencies, families and carers and most importantly for the pupils themselves. It is important to note that this model does not involve 'parachuting' therapists in to the school, but focuses on ethos, practice and an holistic approach to the pupil centred on flexible learning and development opportunities. As such, professional and qualified staff are required to deliver appropriate interventions, support and learning.

Our main aims are:



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- To provide a broad and balanced curriculum - includes GCSE, Functional Skills, and AQA qualifications. We encourage pupils to work towards their full potential with accreditation. We are ambitious for our pupils and feel that success can empower. We promote independent work skills, self-regulation of behaviour and emotional well-being. Alternative Vocational Provision and Extra-Curricular activities offer positive learning and development opportunities for pupils. Our pupils in years 10 and 11 have the opportunity to work towards up to six GCSEs including English, maths and sciences.
- To raise core skills in literacy and numeracy - students may attend with low literacy and numeracy levels. We aim to improve attainments and achievement in these core skills using a variety of teaching strategies, assessment tools, teacher resources and an understanding of individual learning styles.
- To promote positive mental health - Future Education looks to encourage confidence and resilience in our pupils, allowing them to express feelings of self-worth and ambitions for a positive future. The Secure Base model supports this and forms an integral part of the school ethos. The UEA have helped us develop this approach within the school and we undertake weekly therapeutic reviews with clinical professionals, working with individual students and staff groups. The school promotes the spiritual, moral, social and cultural development of all pupils together with equal opportunities to enable pupils to achieve the objectives outlined in their Education Health Care Plan.
- To ensure the safety of our pupils - Future Education recognises the complex needs of our pupils and the vulnerability this presents for them. Safeguarding our pupils is a critical and overriding responsibility for the school, but we also recognise the need to provide pupils with the skills, resilience and knowledge to safeguard themselves as they approach adulthood.
- To work with our partner agencies - Future Education values and is committed to multiagency work which only enhances the opportunities for a pupil's success. We aim to work closely with parents and families of pupils, giving them access to extra support and help in a range of areas.
- To be flexible, responsive, inclusive and child-centred – We put the child at the heart of our work, adapting our subjects, accreditation and approaches to meet the needs of those on roll;



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	<p>We value high quality teaching for all learners and actively monitor and scrutinise teaching and learning in the school. We value the input of our qualified, experienced Teachers and provide continuing professional development opportunities to ensure that they are equipped with the knowledge and expertise to deliver accessible learning to all pupils including those with SEN.</p> <p>We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We carefully monitor the progress of all our learners, and Teachers continually assess and measure to ensure that learning is taking place.</p> <p>The school views relationships and emotional wellbeing as vital to learning. There are good ratios of staff to pupils so that they can feel nurtured, valued and have their needs met. We support all pupils with behaviour management plans and risk assessments if required and staff meet regularly to maintain levels of awareness and training. The school has a significant focus on communication as many situations arise out of frustration at not being able to speak or express feeling. Being a small school, we carefully watch for signs that things are going wrong with individuals in their peer groups and strive to act before problems arise. We do not tolerate bullying as we recognise that students have already had their emotional wellbeing compromised and if we suspect bullying or see it, we will act, for example by arranging discussions between those concerned, speaking to the bully, being specific about expectations or involving parents/carers. Exclusion will be used if necessary. Those students who are emotionally more fragile will be afforded even closer monitoring by staff</p> <p>The school also provides specific work in the curriculum or bespoke 1:1 sessions. For some identified pupils there are opportunities to engage in music and art therapy.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>We aim to provide all our pupils with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.</p> <p>If a pupil is identified as having SEND we ensure our provision is '<i>additional to or different from</i>' the normal differentiated curriculum and our teachers are trained in a range of approaches and techniques</p>



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	<p>to achieve this. Detailed plans are drawn up to enable Teachers to adapt the curriculum to suit the needs of each individual and this may include specialist teaching, facilities equipment or adult support.</p> <p>Every child with SEN has an individual education plan (IEP) which builds on the curriculum that a child with learning difficulties or disabilities is following and sets out the strategies being used to meet that child's specific needs. These IEPs are written in cooperation with young people and their parents/carers and are reviewed at least three times per academic year.</p> <p>We also make use of external learning and training opportunities through a high quality programme of alternative and vocational provision. We regularly quality assure and review the opportunities available and consult with pupils to ensure provision meets their interests and outcomes.</p> <p>The school has in place a Disability Equality Scheme and Accessibility plan which outlines how we will make our school more accessible in terms of the curriculum, the school environment, and the provision of information. The plan is reviewed regularly and takes into account the needs of new pupils enrolled each year. This can be viewed on the school website.</p>
<p>How do we consult parents and pupils with SEN and involve them in the child's education?</p>	<p>We recognise that children and their parents often have a very good understanding of the child's SEN needs and as such we believe that consultation should start before enrolment. This means that our SENCo will meet with the child and parents referred to the school as part of the admissions process. The SENCo will provide the all the relevant information and documentation relating to the school and will discuss how the school could meet the pupils' needs. If necessary we will undertake home visits to achieve this and to begin building long term, positive relationships.</p> <p>Parents will be asked to sign up to the Home-School agreement which clarifies the expectations of parents in supporting the school and the pupil to meet their Special Educational Needs. Parents will be involved throughout the '<i>Asses, Plan, Do, Review</i>' cycle and will be given opportunities to have an input to their child's education through IEP reviews, EHCP reviews and through regular and ongoing contact with staff (i.e. regular phone calls and termly IEP reviews.). In line with the Secure Base approach of the school, our Teachers and SENCo will act as points of contact for parents should they have any concerns, questions, or complaints about the SEN provision on offer.</p>

	<p>We consult with pupils both individually and via the school council in order to enable them to affect decision making across the school. This may include changes to the curriculum, teaching approaches, or the school environment. We strive for students to have a true voice in their education and make informed choices. Students have the opportunity to be fully involved in any review meeting which affects them.</p> <p>Students, parents and carers are involved in writing their IEPs in order to identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. Each term, this information is reviewed and we receive feedback from pupils on the effectiveness of our approach to meeting their Special Educational Needs.</p>
<p>How do we support pupils to prepare for the next step?</p>	<p>Preparing our pupils for the next stages of their life is hugely important. This can be transition to a new class in school, having a new teacher, or moving on to another school, college or training provider.</p> <p>We are committed to working in partnership with young people, families, professionals and providers to ensure that transition is positive. Our transition planning will reflect best practice as set out in the SEN Code of Practice 2015, particularly in Chapter 8. We will co-operate and work with local authority officers who have a role in supporting transition for children with statements/EHCPs including but not exclusive to the TITAN travel service, Children With Disabilities service, and children and adult transition services</p> <p>Our dedicated School Business Manager/Careers Adviser is a member of the Leadership Team in the school and takes responsibility for coordinating pupils' transitions. From Year 9 every pupil will have a support plan which is regularly reviewed and updated. Our School Business Manager is a qualified level 7 careers guidance professional registered with the Career Development Institute (CDI) providing high quality, independent and impartial careers advice service who support young people and families in exploring post-16 provision and employment opportunities. From year 11 pupils have opportunities to experience college and other provision through visits, link courses and other activities. Once a post 16 placement has been secured, a transition pathway is identified and liaison with the new provider takes place.</p>

	<p>We also offer a range of other activities and learning opportunities through the curriculum to build life-skills, support work experience, offer vocational training, introduce therapeutic support and interventions and access to external professionals.</p> <p>We recognise that the transition from a Special School to a mainstream educational, training or employment environment can be very difficult for pupils with SEN. We therefore endeavour to engage with those organisations before, during and after the transition to offer advice and guidance on how best to support our pupils through the transition.</p> <p>We also offer additional capacity to those providers should they require, for example; attending the provision with former pupils in the short term to build their capacity and independence.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>We have a highly skilled and experienced workforce that consists of qualified teachers, instructors, teaching assistants and therapists. There are trained safeguarding officers present at all times to ensure that pupils are effectively protected from harm. These staff ensure all other staff are aware of their duty of care to keep children safe.</p> <p>In the last two years school staff have received a range of training relating to SEN including but not limited to:</p> <ul style="list-style-type: none"> • How to support pupils with dyslexia and literacy difficulties. • How to support pupils on the autistic spectrum • How to support pupils with behavioural difficulties • How to support pupils with speech, language and communication difficulties <p>Enhanced training has been provided to members of the leadership team and the Headteacher on:</p> <ul style="list-style-type: none"> • Leading a Nurture Group • EHCP training • Youth Mental Health First Aid <p>All staff training is supported by the online training package Educare.</p>

	<p>The current Acting Headteacher is qualified to PGCE level and currently undertaking cognitive behaviour therapy training. The Acting Headteacher brings considerable experience, a high level of safeguarding training and an excellent knowledge of the SEN challenges pupils face from working with disadvantaged young people excluded from education for the majority of their career. The interim SENCO is also a qualified teacher with a wealth of experience supporting excluded young people and is qualified in dyslexia assessment and screening.</p> <p>The school has termly monitoring visits from the local authority and professionals from partner agencies who provide advice to staff and support the success and progress of individual pupils.</p> <p>The school has a Speech and Learning Therapist who works with students and delivers training for staff.</p> <p>The school's Art and Wellbeing worker and Music Therapist work with staff and pupils on a weekly basis to undertake reflective practice review and planning in order to incorporate therapeutic approaches and interventions to our everyday work. Knowledge, skills and practice is shared within the school through these daily and weekly sessions and we work with other providers of education so that we keep abreast of ideas and practice that we could use.</p> <p>The school has specifically engaged an Art and Wellbeing Worker who supports students and implements the Boxhall profile.</p>
<p>How will we secure specialist expertise?</p>	<p>The school accesses specialist expertise as required by commissioning other individuals or organisations. This may be in the form of specific therapy (art, drama, cognitive behaviour etc) or educational psychologist assessments etc.</p> <p>When commissioning specialist expertise we always consider the needs of the child first and foremost, with long term learning and progression outcomes in mind.</p>



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How will we secure equipment and facilities to support pupils with SEN?	<p>The school uses its own budget to provide the majority of resources and facilities that are needed to provide for the pupils. Some specific resources come through other agencies, for example Alternative Vocational Provision – and any reasonable adjustments that may be required.</p>
How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?	<p>We work closely with other agencies to complement and support our curriculum in order to achieve our desired aims for each pupil. We work with Children’s services to meet pupil’s needs and ensure they remain safe. These services attend reviews and visit pupils in school to monitor their progress/needs and to share information with the school. Children who are looked after have additional reviews termly as appropriate with relevant colleagues from Children’s Services or the Local Authority.</p> <p>As a Charity, Future Projects also delivers services which the school is able to make use of in supporting pupils with SEN and their families, for example; our Community Support Service can offer parents help with benefits, debt, accommodation issues or access to jobs, education and training. We believe this strengthens the relationships between pupils, their families and the school and will contribute towards creating a stable, effective and beneficial learning environment for pupils.</p>
How do we evaluate the effectiveness of our SEN provision?	<p>The school evaluates its own effectiveness and this is monitored through a variety of processes (data analysis, Self-Assessment etc.). The Head Teacher reports on all aspects of the school to governors, and governors independently monitor and test out the information they have been given.</p> <p>Where information is available, we set pupils targets based on previous outcomes in National Tests (i.e. at Key Stage 2) and use our own baseline testing to get a true picture of where a pupil is at and what a realistic, but challenging target looks like.</p> <p>The school is subject to Ofsted inspections, as well as being subject to Quality Assurance Audits from Norfolk County Council as commissioned by the Head of Education Intervention and Inspection Service. These inspections are intended to assess the effectiveness of provision for LAC and SEN children and offer challenge and support to improve our services.</p>



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	<p>We also take feedback from parents, carers, pupils and professionals very seriously and use this to review and consider the effectiveness of our SEN provision.</p> <p>Finally, we may from time to time seek the input of external consultants to evaluate our SEN provision, and to provide advice, guidance and tools to make improvements.</p>
<p>How do we handle complaints of parents with SEN about the provision available in the school?</p>	<p>We aim to resolve any potential complaint quickly and effectively through informal channels wherever possible. Parents have the opportunity to discuss any concerns with regard to the School and its SEN provision with Teachers at any time.</p> <p>We operate a complaints procedure which can be found on the school website. Usually the Head Teacher deals with formal complaints, but if the complaint relates to the Head Teacher, the Chair of Governors can be contacted directly.</p>
<p>What support services are available to parents?</p>	<p>Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service http://www.iassnetwork.org.uk/</p> <p>For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here http://preview.tinyurl.com/qx5a8vq</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>

Where can the Local Authority's Local Offer be found, and how do we contribute to it?

Local authorities must publish a Local Offer, setting out in one place information about provision that is available and provision that is expected to be across education, health and social care for children and young people in their area who have special educational needs and disabilities (SEND). This information is available here: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

The Local Offer has two main purposes:

1. To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it
2. To make provision responsive to local needs and aspirations by directly involving children and young people with SEND, their parents, and the professionals who work with them in its development and review

What will the Local Offer cover?

The Local Offer will help you to find information about what universal, targeted and specialist provision is available for children and young people with SEND in Norfolk and how to access different types of services and support.

The Norfolk SEND Local Offer website, is organised into the following sections:

- The Local Offer
- Introduction to Special educational needs and disability (SEND)
- Early years, education and training
- Care and support
- Health
- Things to do for children and young people with SEND
- Preparing for adulthood
- News views and reviews
- Information for SEND professionals