

Futures Community College - Local Offer

All mainstream colleges (which includes maintained colleges and academies) have a similar approach to meeting the needs of students with SEND and are supported by the Local Authority to ensure that all students, regardless of their specific needs, make the best possible progress in college. All colleges are supported to be inclusive, with the needs of students with SEND being met in a mainstream setting wherever possible, where families want this to happen.

Additionally colleges have to provide details of the college specific offer this should reflect Southend Borough Council's Local Offer which can be found at www.southendinfopoint.org

Included as part of these changes to the Code of Practice the main areas of SEND will be slightly altered and will encompass the following four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

In recognition of these changes we at Futures Community College are updating our Local Offer of support provided to reflect this. However, this support is currently already in place and is available now. Our College Offer provides details of the resources, interventions etc. that we provide at Futures to support children with SEND. Due to the ever changing needs of our children there may be additional support available that has not been covered here in this document. If you would like further information about what we offer at Futures, please do not hesitate to contact our SENDCo Oliver Jefferson (01702 415317) directly.

Admissions: Students with SEND are allocated places in two separate and distinct ways.

Those students with statements or Education, Health and Care Plans (EHCPs) have a separate admissions procedure overseen by the SEN team at Southend-on-Sea Borough Council.

Those students who have SEND but do not have a statement or EHCP are admitted via the normal college admission criteria.

Provision Available

Needs		Support	Criteria
Communication and Interaction Needs	Autistic Spectrum Disorders	<ul style="list-style-type: none"> • Access specialist teaching advice from The St Christopher School • Social stories • Individual Visual timetable • Calm and safe environment for calming down • Key LSA/Mentor • Educational Psychology Service 	<p>Concerns raised at previous setting – difficulty in coping with the learning environment, lack of progress in terms of social skills</p> <p>Concerns raised/referral made by current staff about a consistent lack of progress/attainment</p> <p>Student being identified as having a social communication difficulty and is on the SEND register.</p> <p>Early Help Family Support assessment (EHFSA)</p>
	Speech, Language and Communication Needs	<ul style="list-style-type: none"> • Access to Speech and Language specialist 	<p>Concerns raised by staff member – difficulties expressing one self</p>

Cognition and Learning Needs	Moderate Learning Needs	<ul style="list-style-type: none"> • Screening programme to identify those who need targeted support • Interventions – small group and individual • Educational Psychology Service 	<p>Concerns raised/identified at primary school</p> <p>Student screened and tested and their reading age is found to be 2 years below their chronological age</p> <p>Students with an Education, Health Care Plan (ECHP)</p>
	Specific Learning Needs	<ul style="list-style-type: none"> • Screening programme and further assessment to devise a bespoke programme of study • Access to specialist teachers • Education Psychology Service • Specialised programmes that develop co-ordination; gross and fine motor skills 	<p>Weakness identified in specific areas by staff</p> <p>Confirmed diagnosis of specific learning difficulty</p>

Social, emotional and mental health difficulties	Social Needs	<ul style="list-style-type: none"> • Social Skills groups • Student Support Team • Buddy system on playground and circle of friends 	<p>Inability to maintain friendships or relate appropriately to peers</p> <p>Self-esteem issues</p> <p>Behavioural issues and pastoral issues identified and raised as a concern</p>
	Emotional and Mental Health Difficulties	<ul style="list-style-type: none"> • Access to Counsellors • Emotional literacy group • Educational Psychology Service • Emotional Wellbeing Mental Health Service (EWMHS formerly CAMHS) 	<p>Referral made to the SEN or Student Support team</p> <p>Identified via Early Help Family Support Assessment (EHFSA)</p> <p>Confirmed diagnosis of a specific mental health condition</p>
Sensory and Physical Needs	Hearing Impairment	<ul style="list-style-type: none"> • Access to hearing impairment Specialist • Educational Psychology Service 	Registered with GP as having Hearing Impairment
	Visual Impairment	<ul style="list-style-type: none"> • Visual Impairment specialist via Kingsdown Special School • Touch typing lessons • Physical environment audit 	Registered with GP as having Visual Impairment
	Multi-Sensory Impairment	<ul style="list-style-type: none"> • Risk assessment and individualised support 	

Medical Needs	<ul style="list-style-type: none">• Specialist support• Access to specialist nurses• Access to college nurse• Care plan• Medical room• Secure storage for medication• Health Care Plans	
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Frequently asked questions	In addition to the normal college reporting process
How will I know how my child is doing?	All parents have the opportunity to attend parents' evening to discuss their child's progress. All students receive progress reports every term. Parents are also welcome to make an appoint to meet their class teachers and Heads of Year. All students are set homework and parents are encouraged to support their children in completing this. Students with Passports have the opportunity to meet the SENDCo at the termly review. At these meetings we suggest ways in which parents can support the targets and give a range of advice according to need.
How well does the college know how well my child is doing?	All our students are carefully monitored against curriculum levels. All students access quality first teaching. Any child who is not making expected progress is discussed at regular subject department meetings. Some students will then access group support to try to close the gap. If the lack of expected progress continues to cause concern the Head of Year and SENDCo may decide further analysis of difficulties is necessary. The SEND department will regularly monitor progress via the college School Information Management System (SIMS)
How will I know what progress my child should be making?	Two additional review meetings will be organised to discuss student progress and to review the Passport as well as the curriculum target levels.
How will the curriculum be matched to my child's needs?	Our curriculum is balanced, broad and creative. All students have access to the curriculum except in exceptional cases. All our staff are highly competent in making tasks appropriate for the children. In every class, work will be 'differentiated' i.e. at differing levels of 'hardness' but covering the same content. Students with Passports may have a wider range of in class support items to use and access to the SEND Learning Support assistants more readily available e.g. by setting them off on activities on a 1:1 basis. We make all learning as multi-sensory as possible which benefits all students.
What are the college's approaches to differentiation?	All class teachers are responsible for the progress and well-being of the SEND students in their class. We consider quality first teaching, though differentiation, the primary strategy to ensure access for all. If a Passport is in place interventions become personalised and tightly targeted. We have specialist SEND Learning Support Assistants who work with students with specific SEND.

<p>What support is there for behaviour?</p>	<p>Futures has a rigorous behaviour policy that makes students aware of the expectations required and the sanctions set if they are not met.</p> <p>The class teachers and tutors monitor the wellbeing of their students alongside their academic progress. We try to work in close cooperation with parents if a child has an issue which affects their wellbeing</p> <p>Each Key Stage has a Student Support Assistant who can help students with issues that may affect their behaviour in the short term, plus there are other longer term strategies, including counselling, that can be offered.</p>	
<p>How will my child/young person contribute his/her views and how will the college support my child/young person to achieve this?</p>	<p>Students' views are regularly sought and taken into consideration during the Passport review process.</p>	
<p>What training are the staff supporting students with SEND had or having?</p>	<p>All staff working in the SEND department are offered training in the following areas; Autistic Spectrum Disorder; Attention Deficit Hyperactivity Disorder; Attention Deficit Disorder; Visual Impairment; Hearing Impairment; Managing Challenging Behaviour; Sharing good practice with work shadowing, Updates due to change in the Code of Practice</p>	
<p>What specialist Services are available within or accessible to the college?</p>	<p>Within College</p> <p>Counselling Social skills group work 'LEAP' – Literacy Enrichment Attainment Programme Handwriting skills workshops LEXIA – Literacy Programme NEAP – Numeracy Enrichment Attainment Programme</p>	<p>Outside Agencies</p> <p>Educational Psychologists Advanced Skills Teachers for Visually Impaired, Hearing Impaired, Students with Attention Deficit Hyperactivity Disorder, Attention Deficit Disorder, Oppositional Defiance Disorder, Autistic Spectrum Disorder Occupational Therapy Speech and Language Therapy All external services offered through the Early Help Family Support Assessments (EHFSA)</p>

<p>How will I be involved in discussions about planning for my child's education?</p>	<p>The opinions and support from parents/carers are valued by all staff. You will be told by the specific class teacher if we feel that your child is struggling in any particular area. This will be followed by an invitation to meet a member of our SEND team. Minimum contact is by the thrice yearly meetings, as well as at any other time parents would like to make contact via phone, email or face to face. It makes a tremendous difference to the children if their parents support practise of skills at home. The class teachers and SENDCo are always happy to make time to suggest ways you can support your child's learning.</p>
<p>How will my child be included in activities outside the classroom including college trips?</p>	<p>All students are encouraged to access outside trips. A higher staff student ratio could be offered when necessary. A risk assessment is undertaken prior to any trip. College will consult parents to help us accommodate students' needs as much as possible.</p>
<p>How accessible is the college environment?</p>	<p>Regular audits of the college site are undertaken to ensure access to Visual Impairment, Hearing Impairment and students with physical disabilities. Toilets adapted for wheelchair use are available. The Upper college building has a lift for wheelchair access to the upper floor.</p>
<p>How will the college prepare and support my child to join the college, transfer to college or the next stage of education and life?</p>	<p>Any student joining the college with an already identified SEND has a transition meeting to which parents and other professionals involved are invited. This plan is then reviewed within the first term of college. Extra pre visits may be arranged for the child if appropriate. During year 6 there is close liaison with the SENDCo of a SEND student's primary school. The SENDCo is invited to the annual review if the student has an Education Health Care Plan. A discussion about transition will happen at the review and extra support will be agreed with the college if needed. This might include extra visits and attending activities here at the college.</p>

<p>How are the college's resources allocated and matched to students' special educational needs?</p>	<p>Most students with a Passport access what they need through group or individual work with the class teacher. This support may change termly in response to the assess-do-plan-do-review graduated response. Children who have higher needs may have individually targeted Learning Support Assistants in their classes to support them to achieve their learning. Most of the budget for this is taken from the college's SEND budget. Students' passports identify areas for development and appropriate support is deployed according to need.</p>
<p>How is the decision made about how much support my child will receive?</p>	<p>Any SEND student is carefully monitored by their Head of Year and SENDCo. We also consult the students themselves at each review to ascertain their views on their progress. Every term, as a result of the review, the amount and type of support may vary. Interventions for most students will be short and achieve their targets. If this has not been achieved then further targeting and support will be given.</p>
<p>How does the college communicate with parent/carers whose first language is not English?</p>	<p>We have a number of bi-lingual and tri-lingual staff in our most common languages, translator services can be accessed for our more minority languages.</p>
<p>Who should be my first point of contact if I want to discuss something about my child?</p>	<p>The first point of call for any issues involving your child is your child's Form Tutor. The first point of contact to further explore your child's SEND is our college SENDCo Oliver Jefferson. His role is to co-ordinate the provision across the college.</p>