



Future Horizons Leeds

# SEN Information Report 2021-2022

This report is reviewed annually by the Trustees.

Version number	1
Date of issue	October 2021
Next review	October 2022
Staff Lead	Principal
Approved by	Trustees

**Creating a new Leeds that...Enables, Empowers, Includes**

Future Horizons Leeds, 2 Wyther Lane, Kirkstall, Leeds, LS5 3BT

Charity number: 1178978



# Future Horizons Leeds

## History of revisions

### **Version 1**

Thomas Sadler, October 2021

- Original policy



# Future Horizons Leeds

## Policy Statement

**Future Horizons SEND Information Report has been created in consultation with key stakeholders and in line with national statutory guidance. Future Horizons SEND Information Report will be updated annually and will respond to any changes in circumstances within the organisation and respond to any changes in the local or national context of SEND provision.**

### What is Future Horizons Leeds and who do we support?

Future Horizons Leeds is a registered charity providing personalised learning opportunities and progression for adult learners with a range of complex needs. We are a specialist post-19 provision and we are registered by the DfE and monitored by Ofsted.

Future Horizons Leeds provides educational and social care placements for adults aged 19 and over. Those on education placements attend with an Education, Health and Care Plan (EHCP) in place. Our social care placements attend with a set of holistic outcomes agreed with families which mirror EHCP outcomes and allow a similar personalised learning progression for each young person we support.

Our provision is generic meaning that we cater for young people who present with a range of barriers to learning. These include but are not limited to those with Moderate and Severe Learning Disability; those with Complex and Multiple Learning Needs (CMLN); those with Complex Communication Needs and Autistic Spectrum Conditions; Social Emotional and Mental Health Needs and those with Sensory Processing Disorders.

We currently have 37 young people on roll across both of our sites – Kirkstall and Elland Road – all of whom are diagnosed with a range of complex needs.

### How do staff know if your young person needs extra support?

Every learner has a support plan which will include a range of information about them. Those coming to us on an education placement will also have an Education, Health and Care Plan. Both support plans and EHCPs are reviewed annually in conjunction with learners, parents/carers and other professional involved. Progression towards the personalised outcomes contained in support plans and EHCPs are continually assessed and monitored by staff.

Long-term outcomes are broken down into termly small steps and these are contained within a learner's Personalised Learning Goals. Progression towards their Personalised Learning Goals are assessed three times a year – in December, April and July. New targets can then be set for the following term.

Alongside their Personalised Learning Goals, our young people have a bespoke package of assessment tools to demonstrate progress in different areas of their learning. These include but are not limited to: Engagement Profile, SCERTS, Routes for Learning, Sounds of Intent, Marching On.

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When young people join Future Horizons Leeds, staff ensure a transition period takes place to make the learner is placed with an appropriate peer group. In taking this decision staff take into account information from previous settings, information from other professionals and information from families.

Other professionals are consulted about the progress our young person is making. These include professionals such as Speech and Language Therapists, Occupational Therapists, Physiotherapists and the Community Learning Disability Team.

### **What do staff do to make sure that young people themselves are involved in decisions around their education?**

Learners are invited to take part in Annual Reviews of support plans and EHCPs, if that is appropriate for them. The views and aspirations of the Learners and their families are central to everything we do and enable us to equip them with the skills they feel they need to be as independent as possible in adult life.

Staff will constantly be engaging young people in their learning and working collaboratively with them to make good or outstanding progress towards their personalised learning goals.

### **How staff will help to support young people's learning**

Staff will use a range of activities, strategies, and techniques to make sure that learners make at least good progress in their learning.

Learning at Future Horizons predominantly focuses on the acquisition of functional communication skills, independence skills and functional maths and English skills. We deliver this through a broad and balanced topic-based curriculum that also gives learners access to cultural knowledge about the world around them and encourages them to see themselves as responsible and included citizens.

Future Horizons has a dedicated Pastoral team who can help our learners and their parents/carers to navigate the complex waters of adult services. They are able to help with access to a range of different supports and interventions.

Staff help to organise a range of different events throughout the year such as discos, sports events, Christmas parties and celebration assemblies that enable young people to participate fully and share events with family and friends.

Staff are also able to provide extra support or activities for learners to do at home, if appropriate.

Staff will keep parents/carers informed of a learner's progress through regular updates in the communication book. We also use an online tool, Tapestry, to share photos and videos of the learning that has been taking place at Future Horizons.

### **How staff will know learners are making progress and how staff keep other informed**

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## Future Horizons Leeds

Learning and progress will be shared with parents continuously through the use of our online portal, Tapestry. Learning and progression will also be shared with parents/carers three times a year with a Celebration Report documenting the progress the young person has made towards their Personal Learning Goals.

Parents/carers and other professionals are strongly urged to attend yearly review meetings, either to review EHCP targets or Support Plan targets. These will be held every year to review progress made and set long-term targets for the following year.

### **How have decisions been made to best adapt the curriculum or learning environment for learners? How have staff supported learners with complex needs and adapted teaching to best suit them?**

In line with our Support Planning Policy, we know that support for our learners is only as effective as the preparation done to facilitate it. We will consider the various needs of our learners including their sensory and physical needs, their communication and interaction needs, their social, emotional, and mental health needs and their cognition and learning needs to provide a truly bespoke package of support prior to their start with us.

Staff use this information to make sure that your young person is placed within a group of peers who will help facilitate their development and enable them to make independent friendships. Staff also use this information to make sure that the correct supports are put in place within the learning environment, for example access to dark and quiet places for calming or a highly structured visual environment.

Young people will have access to a broad and balanced curriculum which takes into account their specific, personalised learning needs.

Staff will use the information within their support plan or EHCP to provide continuous personalised support and will tailor this according to additional support that may be needed at times.

The staffing ratio differs between groups. At times learners may be taught 1:1, in small groups or in a whole class setting.

Future Horizons is supported by Chatterbug, our Speech and Language Therapy providers. We also have support from Occupational Therapy, Physiotherapy and Positive Behaviour Support specialists through the Community Learning Disability Team.

### **What is our approach to differentiation?**

Staff use a range of different approaches to ensure learning success for all. We have a wide range of learning needs at Future Horizons Leeds and we recognise the importance of differentiation for all of our learners to ensure progress is made.

### **Complex and Multiple Learning Needs (CMLN)**

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### **This cohort of learners:**

- Typically learn at a much slower rate than their peers
- May find verbal language and interaction with objects meaningless
- Experience and interact with the world on a sensory level
- May experience health and medical difficulties
- May have additional sensory or physical impairments
- Be physically reliant on others

### **Their curriculum will need to be:**

- Multi-sensory and highly motivating
- Focus on engagement and maximizing opportunities for meaningful engagement
- A highly personalised curriculum focusing on communication, physical needs and movement
- Constant use of Intensive Interaction approach

### **Complex Communication Needs and Autism**

#### **This cohort of learners:**

- Are mostly pre-verbal
- Have great difficulty communicating wants and needs
- Can be physically reliant on others
- Have significant difficulty understanding abstract concepts
- Have a limited understanding of cause and effect
- Have co-morbid conditions
- May have additional sensory or physical disabilities, complex health needs and mental health issues

#### **Their curriculum will need to be:**

- Multi-sensory and highly motivating
- Highly personalised
- All teaching and learning with this cohort needs to take into account that learning can be highly stressful for this groups of pupils
- Constant use of Intensive Interaction approach
- Use of SCERTS approach to analyse communication and emotional regulation needs

### **Moderate to Severe Learning Difficulties**

#### **This cohort of learners:**

- Need learning and activities to be broken down into smaller steps
- Do not always make linear progress but rather make progress in a 'spiky profile'
- Generally have poor working memory meaning repetition of key skills is important
- Have limited communication

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## Future Horizons Leeds

- May have a diagnosis of autism
- Need support to develop independence, life skills, personal care skills and social, emotional and behavioural skills

### **Their curriculum needs to be:**

- Topic based with a focus on communication and functional skills
- Communication includes functional skills in writing and reading
- Functional maths skills linked to life skills curriculum – money management and cooking skills
- Physical Education and emphasis on sport and healthy lifestyle
- Creative and collaborative play skills and sensory exploration

### **How are staff in school supported to work with learners with special educational needs and what training do they receive?**

Continuing Professional Development is at the heart of everything we do at Future Horizons Leeds and allows us to provide the bespoke education package our learners deserve. Many support staff have undertaken specialist professional development. Our Teachers and Learning Coordinators have a strong specialist background and undertake a range of professional development courses.

Our fantastic team of support staff have a range of expertise and are trained in house in specific areas of the curriculum to ensure that quality of delivery remains high at all times.

### **How do staff access specialist support for working with learners with SEND?**

Your young person will have an individual Support Plan and/or an EHCP detailing their learning needs and identified provision to meet their outcomes. Staff have full access to this along with their Personalised Learning Goals documentation.

Staff work closely with a range of therapy services such as Speech and Language therapy, Occupational Therapy, Physiotherapy, CAMHS, Social Care, Educational Psychologists, Community Learning Disability Team and behaviour support specialists.

### **How do we check staff are meeting the needs of pupils with SEND?**

The Senior Leadership Team and Trustee Board have a robust system for reviewing provision using the OFSTED framework for self-evaluation. This includes inspecting:

- Quality of Education
- Behaviour and Attitudes
- Personal Development
- Leadership and Management

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The Trustees are kept informed of improvements in teaching and learning through regular reporting and regular meetings.

Senior staff monitor the quality of teaching and learning on a regular basis through learning walks, lessons observations and regular monitoring with external stakeholders at the local authority.

### **How staff ensure that learners are included in activities outside the classroom, including physical activities and trips?**

Practicing skills in real life situations is an absolute priority for learners at Future Horizons. All pupils have the chance to take part in community-based learning activities at least once a week. One of the main planks of our curriculum is experiential and we want to give our young people the opportunity to experience a range of different activities. These include visits to parks, libraries, cafes, shops, museums and leisure activities such as bowling, cinema and sports.

At Future Horizons we want our young people to be challenged and taken out of their comfort zone. Outdoor pursuits such as climbing, abseiling, canoeing, paddleboarding, hiking and residential trips all form part of our core offer and we believe create opportunities for young people to push themselves to achievements they didn't believe they were capable of. All activities are differentiated so that all learners are able to access at least part of them.

### **How do staff provide for young people's overall wellbeing?**

Future Horizons believes in a restorative approach to supporting young people. Relationships and community are central to everything we do and we believe that a bond ties us together – learners, staff, parents and carers.

Staff focus on giving learners the independence to fix things themselves and lead by example. Conversations are led around understanding of how others feel and how they might react in certain situations. We use the Zones of Regulation to give young people an understanding of their emotions, their triggers and support them to develop their own strategies for regulation their emotions.

Learners are part of a pastoral group and are supported directly by a teacher/learning coordinator, floor leader and a team of adult support workers. In this group all of their educational, pastoral, medical and social needs are met.

Future Horizons is developing a learner-led College Council where young people are encouraged to discuss various aspects of their support and learning and make regular recommendations to the Senior Leadership Team on changes they would like to see.

Future Horizons Leeds has a comprehensive safeguarding policy and protocols in place. All staff receive safeguarding training as part of their induction process. They also receive annual update training on safeguarding adults and best practice.

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Learner health and wellbeing is paramount and their dignity is respected at all time. Personal care and medication administration are conducted discreetly and independence is encouraged at all times.

Staff work closely with families and medical professionals to make sure medication plans are up to date and effective. We have a dedicated Medication Lead who makes sure that medication is administered in line with medication plans and that effective records are kept.

Staff are trained in a range of restorative practices and techniques to help support our young people to understand their emotions and how to deal with them. Staff work closely with the Community Learning Disability Team in supporting young people with controlling their emotions. This takes into account sensory integration and communication support to provide holistic support for learners.

We have a strong pastoral support team including a Pastoral Manager and Deputy Pastoral Manager who are able to support families by signposting to relevant services and support.

Weekly assemblies are held where learners and staff are able to come together to celebrate the week's activities and achievements.

### **How accessible is our provision for young people with special educational needs and/or physical disabilities?**

The college is fully accessible with dedicated disabled toilets and care suites. We have specialist changing facilities for learners who require adult support with their personal care. Permanent overhead hoists are available on the bottom floors of both our sites, Kirkstall and Elland Road. Other areas of the provision have access to mobile hoisting as and when required.

Learners have access to adapted leisure and play equipment where necessary. We have accessible sensory rooms on both sites.

Staff have access to specialist vehicles such as minibuses and an adapted people carrier, which can transport learners in wheelchairs to ensure all learners can benefit from offsite learning.

### **What are our admission arrangements for young people who are disabled and how do staff prepare and support learners joining or leaving the provision?**

All learners who attend Future Horizons Leeds have a diagnosis of a special educational need or special educational needs as set out in their Education Health and Care Plan.

All transitions between learning groups are well planned and timely and done with the full consent of young people and their families.

When young people join Future Horizons Leeds we ensure a transition period takes place where they are able to come and visit the provision for a morning or an afternoon. If needed, we are able to facilitate longer time periods for transitions where young people build up to doing a full day.

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## Future Horizons Leeds

### Who can you contact if you require further information?

If you require any further information you can ring the provision directly and ask to speak to any of the following people:

- **Thomas Sadler, Leader of Education**
- **Kate Scollen, Business Manager**

What are our arrangements for handling complaints from parents/carers of young people with SEND about our provision?

In the first instance please contact the teacher and/or floor leader working directly with your young person.

If you still have concerns, please contact the Leader of Education Thomas Sadler or General Manager Ciaran Wyer.

In the unlikely event that your concern is not resolved then you can contact a member of our Trustee Board.

There are further details on our website on our offer for SEND and this links to the Local Offer by Leeds City Council which can be found at <https://leedslocaloffer.org.uk/#!/directory>