

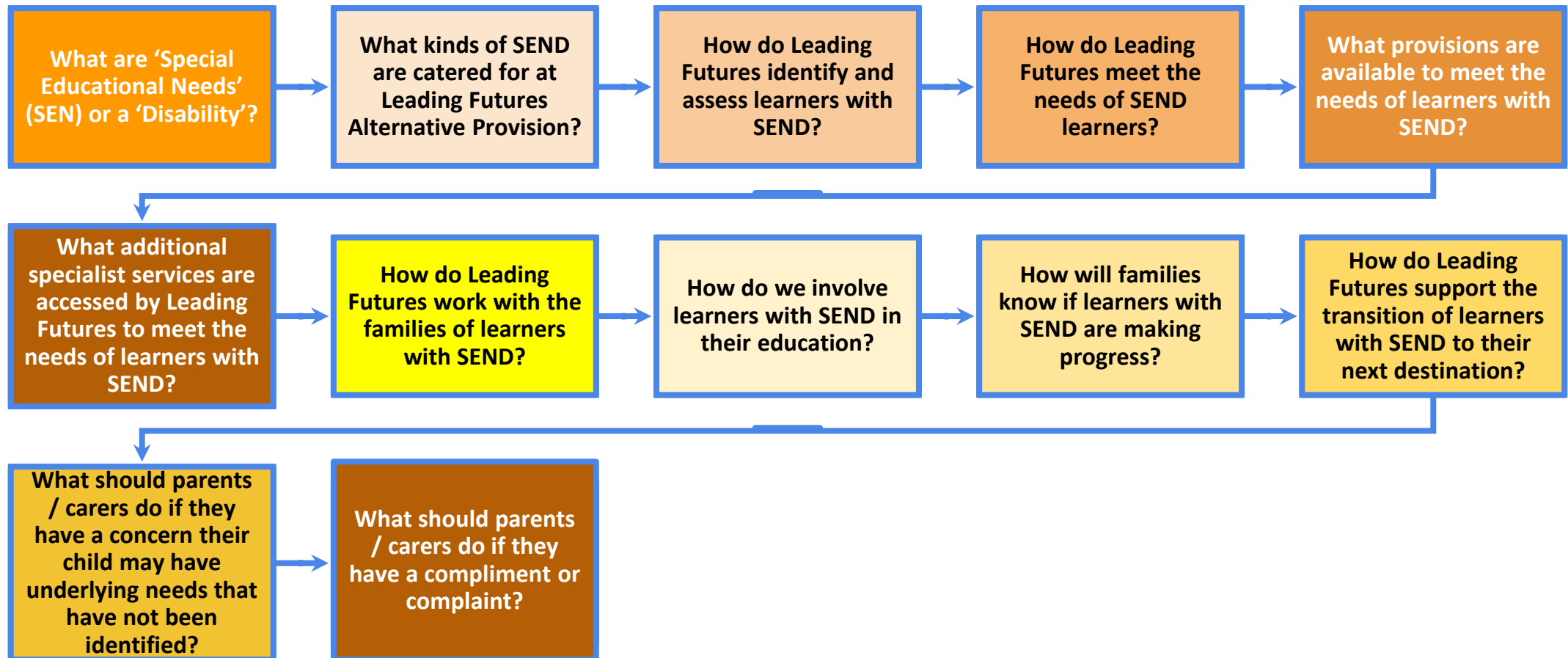


***The right support,
at the right time***

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**SEND Information Report
2026-7**

Contents



What are 'Special Educational Needs' (SEN)?

What is a 'Disability'?

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

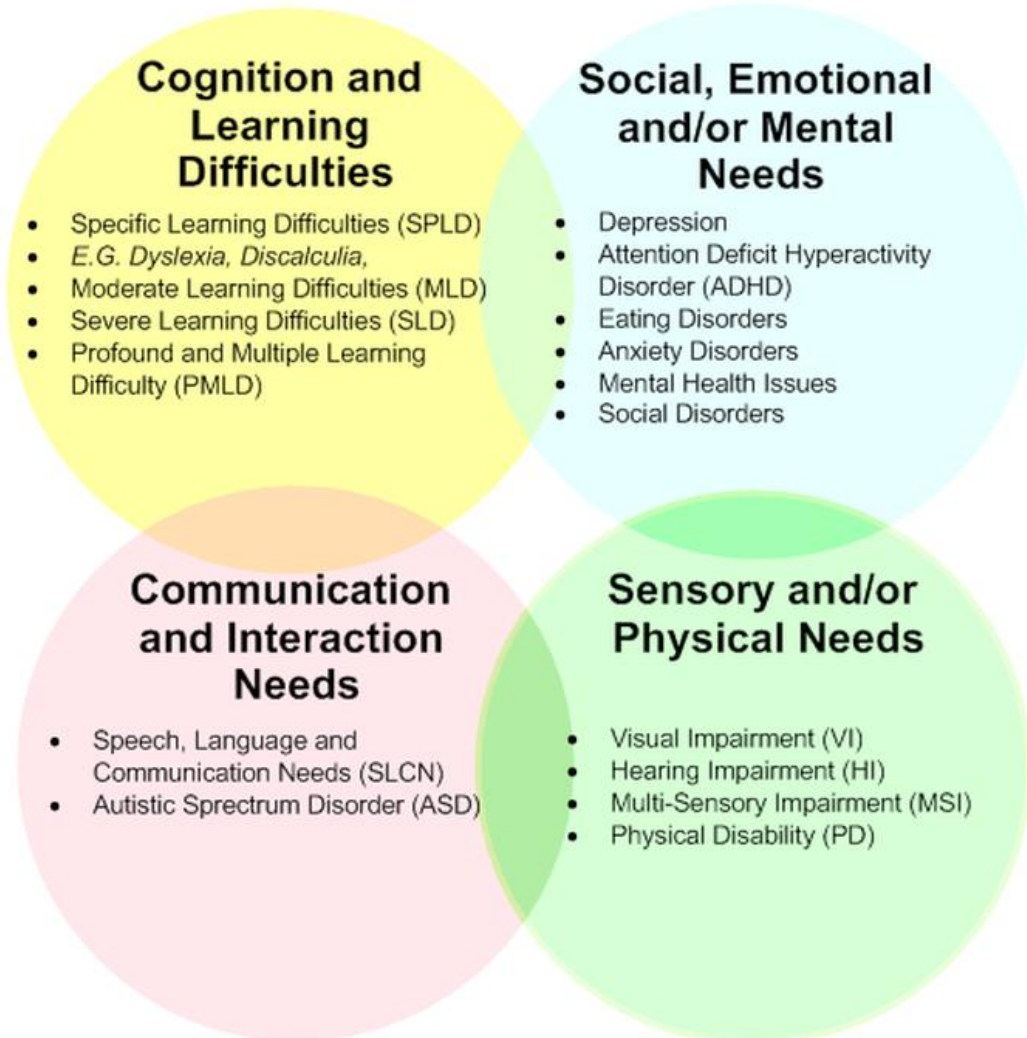
A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.'

(SEND Code of Practice, 2015)

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

What kinds of SEND are catered for at Leading Futures Alternative Provision?



- Leading Futures is an Alternative Provision, dedicated to providing exceptional support for learners with a wide range of Special Educational Needs. Our provision provides part-time, short-stay placements for learners with identified or emerging SEND, including autism, ADHD, social communication needs, sensory differences, SEMH needs and emotional-based school non-attendance (EBSNA).
- Our team brings a wealth of knowledge and expertise in tailoring interventions that meet the unique requirements of each individual learner.
- We are committed to creating a safe, inclusive, and accessible environment, ensuring that every learner has the opportunity to thrive academically and personally.

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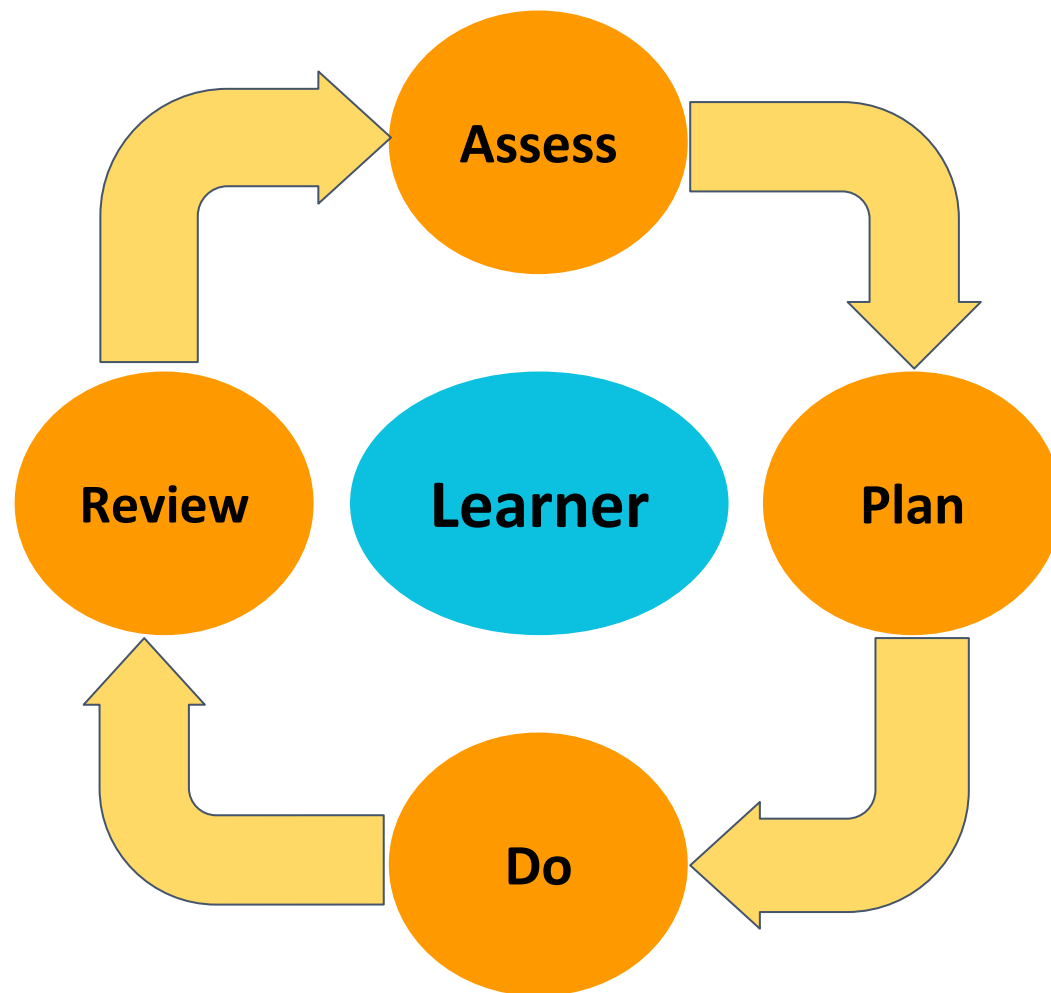
- We recognise that many of our learners have faced significant challenges throughout their educational journeys, which may have affected their success. Therefore, we focus on fostering both academic achievement and personal development, with a particular emphasis on building confidence, self-esteem, and resilience. The well-being of our learners is at the heart of our provision, and we are proud to offer a learner-centred approach across all aspects of our work.
- Acknowledging the complexity and evolving nature of our learners' needs, we collaborate closely with students, their families, home schools, and external agencies to enhance engagement, deliver comprehensive assessments, and offer targeted support.
- Our communication-rich environment aims to reduce anxiety and promote resilience, helping students to overcome barriers to learning. Through our holistic approach, we ensure that learners acquire the skills and attributes necessary for a successful transition to future educational pathways and adulthood.

Leading Futures is committed to making reasonable adjustments for disabled learners in accordance with the Equality Act 2010. Individual accessibility requirements will be discussed with learners and families and appropriate adjustments implemented.



How do Leading Futures identify and assess learners with SEND?

- All learners at Leading Futures Alternative Provision have identified additional needs. However, we acknowledge that these needs may evolve over time, and it is imperative for staff to remain vigilant in identifying and assessing any emerging additional needs.
- At Leading Futures, the responsibility for identifying learners with Special Educational Needs and Disabilities (SEND) lies with all staff members. In collaboration with the SENDCo, staff ensure that learners requiring additional or different support are promptly identified.
- Upon receiving a placement at Leading Futures, the learner and their parent/carer are invited to a Welcome Meeting with the Directors. In advance of this meeting, learner files from the previous school are requested, and the information gathered during this process helps inform the development of the learner's provision.
- Upon entry, each learner's attainment is assessed to establish current learning levels and identify any knowledge gaps. This assessment also helps identify learners who may require additional adjustments within the classroom or further assessment.
- Our staff regularly monitor and assess learner progress across all subjects. If a learner is not making the expected progress, teachers will implement a cycle of assess, plan, do, and review in collaboration with the SENDCo.
- If a learner continues to face challenges in making desired progress, the SENDCo will conduct a thorough investigation and assessment to determine whether the learner has additional SEND. This process will identify specific barriers to learning that may require support, and appropriate interventions will be put in place.
- For learners with more complex needs, the SENDCo will seek specialist support from external agencies and professionals.



**What
provisions
are
available
at Leading
Futures
Alternative
Provision?**

Depending on the individual needs of each learner, and in line with a graduated approach, we offer a variety of support.

Wave 1

Universal Support



- Leading Futures Support Plans
- An inclusive learning environment
- Small class sizes
- Careful consideration of seating plans, reflecting on learner needs - learner grouping, sensory triggers etc.
- Clear classroom routines, supported by visual cues
- Aspects of a Structures Teaching approach
- Reward systems
- Multi-sensory teaching that is well structured
- Adapted/ scaffolded curriculum planning, activities, delivery, and outcomes
- Task chunking and the use of task boards
- Extra time for processing and completion of work
- Increased visual aids – times tables, learning mats etc.
- Use of writing frames
- Modelling and WAGOLs
- Use of timers
- Use of non-verbal methods of communication
- Opportunities for revision and over-learning
- Peer and self-assessment
- Target setting and tracking
- Access to simple assistive devices (Pencil grips, reading rulers, coloured overlays etc.)
- Pastoral support through a trusted adult/ engagement lead
- Daily emotional 'check ins'
- PHSE/ Personal Development Curriculum that explores mental health and wellbeing to develop self-efficacy
- Scheduled sensory breaks
- Fidget toys

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Wave 2

Targeted Support



- Behaviour Management Plans
- Additional adult support –within the classroom
- Catch up classes, including reading interventions
- Pre-teaching
- Alternative methods of recording ideas
- Use of individual workstations
- An identified quiet and calm space for sensory and emotional regulation needs
- Active teaching of relaxation strategies
- Active teaching of self-regulation
- Use of the Incredible Five Point Scale
- Advanced notice of changes to routine and assessments
- Comic strip conversations/ storyboards
- Tools to minimise/ increase sensory input
- A hybrid learning approach

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Wave 3

Specialist Support



- A multi-professional approach
- Education, health, and care plan
- Individual healthcare plans
- Specialist equipment – visual/hearing impaired equipment etc.
- Personal Emergency Evacuation Plans
- Individual Learner Risk Assessment
- 1:1 interventions (reading/ literacy/ maths/ ELSA/ Elklan resources)
- An enhanced communication plan with parents/ carers, home school and additional professionals

Where learners continue to struggle, we work with external services to further expand support.

These may include:

- Sensory Inclusion Service
- Inclusion Support Services
- Special School Outreach Service
- CAMHS
- Speech and language support service
- Occupational therapy
- Social care services
- School Nursing Service

What additional specialist services are accessed by Leading Futures Alternative Provision?

This list is not exhaustive:

Social Care Service

Inclusion Support
Services

Sensory Inclusion
Service

Special School
Outreach Service

Speech and
Language Therapy
Team

Occupational
Therapy Team

CAMHS

School Nursing
Team

How are staff at Leading Futures Alternative Provision equipped to support SEND?

At Leading Futures Alternative Provision, we pride ourselves on having a highly skilled and compassionate team dedicated to fostering a learning environment where all learners can thrive.

Our Directors bring over 40 years of combined experience in education, with expertise spanning senior leadership, special education, and pastoral care. The Director of SEND, a qualified SENDCo for over a decade, has also contributed in an advisory role to local authorities, further enriching our provision.

Every member of the team at Leading Futures possesses extensive experience in working with learners with SEND.

We are committed to ongoing professional development, ensuring that our staff are always up to date with the latest research and best practices in the SEND field to continually enhance the support we offer.

Staff receive regular professional development in areas such as safeguarding, autism, ADHD, attachment and trauma, SEMH, behaviour regulation, relational practice and SEND.



Leading Futures has high aspirations for all learners.

We work in partnership with parents/ carers to effectively enable learners with SEND to achieve good outcomes.

We recognise that parents/ carers have the fullest understanding of their child's needs and how best to support them.

We are proud of the strong partnerships we create with parents/carers, learners and the community.

We place a high value on the comments and feedback that they provide in helping us to improve our provision even further.

Throughout the course of the academic year, parents/ carers will be requested to attend meetings to discuss attainment, progress and/or concerns; at times with multi agency professionals in attendance.

How do Leading Futures Alternative Provision work with families of learners with SEND?

Half termly newsletters are sent to parents/ carers to outline any provision developments and achievements by our learners.

The provision regularly texts, emails or contacts parents by phone to discuss progress or any concerns. Praise, rewards and behavioural concerns are logged and can be viewed by parents/ carers on request.

Learners with SEND are integral to the decision-making process. Young people are entitled to the same level of information, advice and support as their parents/ carers. Learners' views, opinions, wishes and feelings are always considered.

Staff actively discuss and set academic, social and personal targets with our learners on a regular basis.

For those learners with an Educational Health and Care Plan (EHCP), their views will be sought before any annual review meetings and learners will be invited to attend. We aim to provide as much information and support as necessary to help learners achieve the best possible outcomes, preparing them effectively for adulthood.

How do we involve learners with SEND in their education?

We regularly conduct learner voice surveys; the results of which are used to inform provision development.

Each learner has been allocated a trusted adult who supports their needs by ensuring their voice is heard.

How will families know if learners with SEND are making progress?

- Learners are assessed in lessons regularly.
- Assessment data is formally recorded and tracked, so that learner progress can be closely monitored.
- Reports on learner progress are published regularly and distributed to home schools and parents/ carers.
- We offer regular review meetings where progress can be discussed.



- If a learner is in receipt of an Education, Health and Care Plan (EHCP), an annual review or EHCP review meeting will take place.
- During the meeting, parents/ carers, the learner and a range of appropriate professionals meet to review the EHCP. It is during this meeting that any changes are discussed, and targets are set for the next 12 months.
- These reviews also include a transition element which helps to map out post-16 opportunities and options.

**What should
parents/
carers do if
they have a
concern their
child may
have
underlying
needs that
have not
been
identified?**

- If you have a concern about your child, please make an appointment to meet with our SENDCo, Mrs Webster, who will investigate and request that the appropriate steps be taken.
- The decision as to whether a child has an additional Special Education Need will be made based on the individual learner. Some of the factors that will be considered:
 - The views of the child and their parents
 - The child's progress academically, socially and emotionally
 - The child's attainment
 - Reports from other professionals (such as medical professionals, educational psychologists, advisory teachers etc).

What should parents/ carers do if they have a compliment or complaint?

- Should you be happy with the provision your child receives, please let us know, either via email or over the phone.
 - If you have a concern, please contact Mrs Webster (Director of SEND/ SENDCo) as soon as possible. We will do our best to rectify the problem, in partnership with you and your child.
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- Support in the resolving of disagreements and complaints regarding provision for learners with SEND is also provided by Wolverhampton SEND officers. They can be contacted on:
Email: SENSTART@wolverhampton.gov.uk
Phone: 01902 555961
 - If you remain dissatisfied, the local authority has a team who manages complaints. Please use the link below for more information about how to make a complaint.
[Make a complaint | City Of Wolverhampton Council](#)
 - Wolverhampton Information Advice and Support Service offers independent support and advice to parents. They can be reached on:
Email: ias.service@wolverhampton.gov.uk
Phone: 01902 556945
 - Full details of disagreement resolution services, mediation, tribunals and making a complaint beyond the local area can be found in the SEND Code of Practice 2015, Section 11 'Resolving disagreements' [SEND Code of Practice January 2015.pdf](#)

Useful links for parents/ carers

Where can the LA's local offer be found?

[Wolverhampton Local Offer | Wolverhampton Information Network](#)

Where can parents/ carers seek advice?

- SEND guide for parents/ carers - this is a government document outlining information for parents around special educational needs and disabilities.
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- SEND Code of Practice: 0-25 years this is the formal document that provides all educational providers with guidance on statutory provision.
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Our website signposts various services and organisations that can be useful to parents.
www.leadingfutures.uk

Further Leading Futures Alternative Provision policies, including the SEND Policy, Accessibility Policy and Supporting Learners with Medical Needs Policy can be found on our website and requested from the provision.