

SEND REVIEW

2023-2024

**Our Provision Vision**

At Stable Futures our young people are the focus of all our planning. Our approach is child-centred with a boundaried approach to behaviour management. We are an alternative provision for young people disengaged with mainstream school–

We address special educational needs (SEN)- such as, autism, social emotional and mental health, emotional based refusal and trauma/attachment difficulties.

We help Key Stage 2, 3 and 4 to access next steps and access education successfully;

- through nurturing relationships, individually, with each other and with our community.

- through staff being specialised and trained in SEN, a whole staff approach in trauma informed practice.

- by providing an individualised, project led and practical curriculum, rich in experiential and hands on learning.

- by providing a beautiful, unique and natural setting.

We offer a rich, diverse outdoor and vocational curriculum that aims to access learning, providing numerous opportunities for further growth.

Stable Futures is resilient in efforts to invest and encourage our young people’s confidence, ensuring they not only thrive in their current learning journey, but also emerge as independent young individuals.

We offer a personal development curriculum, actively encourage informed decision-making, providing positive role-modelled support and an enriching experience. We foster resilience, respect, curiosity, playfulness and curiosity.

At Stable Futures we support young people with a variety of differing special

educational needs. We are a highly inclusive provision that celebrates diversity and difference.

SEND is categorised into the following;

A diagram of different human body parts

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| A group of people with a white board  Description automatically generated | Wherever possible young people are taught / facilitated alongside their peers in flexible teaching/ facilitating groups. |

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| **Our approach to teaching young people with**  **SEND** | Learning Mentors adapt their lessons and activities to cater for their  Young people’s needs and plan individual timetables where necessary. We offer interventions and small groups to ensure impact and the outcomes to provide next steps to education or employability.  We use the EEF guidance ‘Five-a-day’ and embed the key principles into all  our sessions.  Five a day plate  We use the Ordinarily Available Guidance produced by the Local Authority to complement our teaching (January 2024). |

At Stable Futures we use strategies across our sessions to ensure we offer an inclusive approach to learning and allow all young people to access the learning environment.

We also seek advice and equipment from outside agencies as and when the need arises.

At Stable Futures we work closely with schools, parents and carers and recognise that they lead to our support for young people with SEND.

We attend reviews to discuss any concerns and feed into EHCP Targets.

We support each other in a safe environment. During these sessions we gather parent/carer and Local Authority feedback on the provision at Stable Futures.

During the year a parental questionnaire is sent out to gain views on the setting and the SEND provision.

A chart of various tasks

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A group of people sitting in chairs

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How do we collate and improve our offer?

-Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

-Reviewing young people’ individual progress towards their goals at regular intervals, as a minimum every term.

-Review young persons’ trackers.

-Establishing young people’s therapeutic interventions and reviewing the impact of interventions at regular intervals. Asking our young people if they feel the adjustment or intervention is helpful and makes a difference.

-Regularly using a tracking tool to update targets and measure progress.

-Attending termly reviews for young people who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support.

-Attending annual reviews for young people with Education Health Care Plans. Termly

-Reporting back to schools and referrers weekly on progress against EHCP targets.

**Training**

At Stable Futures we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your young person

When a new member of staff joins Stable Futures, we ensure they understand the systems within our provision and they are given information/profiles about the young people they are working with.

The team within Stable Futures are constantly moderating needs within the provision and whole center training is organised to ensure all staff understand specific learning difficulties and appropriate support strategies are utilised.

A chart of various symbols

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**Transitions**

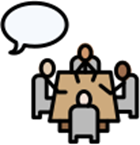
We hold a parent and carer session in the summer term for new starters, providing parents with the opportunity to meet with the team.

Transition to Stable Futures is supported by meetings, information leaflets and taster sessions.

Some young people may require extra transition visits to their new environment to help reduce their anxiety and ensure that the transition is successful and positive.

We liaise very closely with our partner schools to ensure that the transition from school to centre is as smooth as possible.

Please look us up on our website or call us

 Feedback – We always want to hear from you. Please contact us to let us hear your questions. Our DSL Emily Clayton can be reached

Manager: Emily.Clayton@Amegreencs.co.uk

Directors [Rachel.Redgwell@Amegreencs.co.uk](mailto:Rachel.Redgwell@Amegreencs.co.uk) or [Gary.Carlin@Amegreencs.co.uk](mailto:Gary.Carlin@Amegreencs.co.uk)