# FORWARD FUTURES

## GROUP

# SEND and Additional Needs Statement

*Inclusive proportionate support within the scope of Forward Futures Group provision*

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| **Document Reference** | OPS-007 |
| **Version** | 2.1 |
| **Organisation** | Forward Futures Group Ltd |
| **Document Owner** | Designated Safeguarding Lead (DSL) |
| **Approved By** | Founder & CEO |
| **Effective Date** | September 2026 |
| **Review Date** | September 2027, or sooner where required |
| **Review Frequency** | Annual and following material changes |
| **Classification** | Controlled Document - Public |
| **Applies To** | All relevant employees, volunteers, associates, contractors, learners, parents/carers, commissioners and visitors, as specified in this document |

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## Document Control

| Version | Date | Summary of Changes | Reviewed By | Approved By |
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| 2.1 | September 2026 | Reviewed and aligned with SGP-001, Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026. Updated operational wording, cross-references and document format. | DSL | Founder & CEO |

### Approval

This document must be formally approved before issue. The Designated Safeguarding Lead is responsible for ensuring that related procedures, forms, training and local referral information remain aligned with it.

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| Reviewed by / role | Brooke Wager - Founder, CEO and Designated Safeguarding Lead |
| Approval date | 14 September 2026 |
| Founder & CEO approval | Brooke Wager |

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## 1 Purpose and Position

Forward Futures supports children and young people who may have diagnosed or undiagnosed special educational needs, disabilities, health needs, communication differences or other barriers to engagement. We use a person-centred, strengths-based and trauma-informed approach.

Support is based on the learner's functional needs, strengths and barriers rather than a requirement for a diagnosis. The wishes and feelings of the learner and, where appropriate, their parent or carer will inform planning, communication and review.

Forward Futures is an independent commissioned provider. It is not a school, does not replace a commissioning school's SENCO or statutory duties, and does not independently amend an Education Health and Care Plan. The commissioner remains responsible for ensuring that the placement is suitable and for statutory SEND decisions.

## 2 Scope and Suitability

Support is designed for needs that can be met safely within our staffing, premises, competence and commissioned arrangements. Referral information and an initial suitability assessment will consider learning, communication, sensory, social-emotional, physical, medical, behavioural and safeguarding needs. A placement may require review, additional resources or an alternative specialist service where risk or need exceeds the agreed scope.

Suitability decisions will not be based on diagnosis, disability or behaviour label alone. Before deciding that needs cannot reasonably be met, Forward Futures Group will consider reasonable adjustments, information from the learner and those who know them, commissioner responsibilities, additional resources and whether a time-limited assessment or revised delivery arrangement could manage the identified need safely. Forward Futures Group provides low-to-medium support and is not a clinical, therapeutic, special-school or high-risk crisis service. It will not accept or continue arrangements requiring continuous specialist clinical oversight, staffing or restraint capability that it cannot safely and lawfully provide. Any decision to pause, decline or end provision will be evidence-based, recorded, discussed with the commissioner and accompanied by immediate safeguarding action where required.

## 3 Before Placement

- Obtain relevant EHCP, support-plan, risk, medical, safeguarding and successful-strategy information on a need-to-know basis.
- Confirm who is responsible for each element of EHCP provision, specialist advice, personal care, medication, equipment and staff training before attendance begins.
- Confirm learner and parent/carer views, communication preferences and desired outcomes.
- Agree reasonable adjustments, staffing, transport, attendance, emergency and review arrangements with the commissioner.
- Identify what Forward Futures will deliver and what remains the responsibility of the commissioner or another professional.
- Do not delay urgent safeguarding action while awaiting complete SEND information.

## 4 Reasonable Adjustments and Support

- Adapt communication, instructions, pace, session structure, resources and methods of participation.
- Use visual structure, predictable routines, movement or sensory breaks and quieter spaces where helpful.
- Support assistive technology or communication aids within staff competence and agreed arrangements.
- Consider physical access, fatigue, medical needs and emergency arrangements before delivery, while clearly identifying any support that falls outside Forward Futures Group's role.
- Forward Futures Group does not provide personal care or specialist clinical or health support. Any such needs must be identified before placement and remain the responsibility of the parent or carer, commissioning organisation or appropriately qualified external professional. Forward Futures will cooperate with agreed arrangements and make reasonable adjustments within its role, premises, staffing and competence.
- Avoid lowering safeguarding expectations or attributing indicators of harm solely to SEND.

## 5 Graduated Review

Forward Futures will observe, assess, plan, deliver and review support within its role. Progress, attendance, engagement, emerging barriers and agreed outcomes will be shared with the commissioner. Formal EHCP review and statutory assessment remain led by the responsible authority or education setting, although Forward Futures will contribute relevant evidence when requested.

Reviews will identify what has helped, what remains a barrier, whether adjustments are effective, any change in risk or need, and the actions, responsible person and timescale agreed. A significant change will trigger an earlier suitability and safeguarding review rather than waiting for a scheduled meeting.

## 6 Voice Participation and Partnership

Learners will be helped to express preferences and participate in decisions using communication appropriate to them. Parents/carers, commissioners, SENCOs and relevant professionals will be involved where appropriate, lawful and agreed. Disagreement about support or suitability will be recorded and escalated rather than allowed to drift.

Information will be shared on a lawful, necessary and proportionate basis. For a learner aged 18 or over, parents or carers will not automatically receive information or make decisions unless the learner consents, lacks capacity for the particular decision or another lawful safeguarding basis applies.

## 7 Safeguarding

Children with SEND can face additional safeguarding risks and barriers to disclosure. Staff will maintain professional curiosity, use appropriate communication, consider behaviour changes and peer or online risks, and report concerns under SGP-001 without waiting for certainty. SEND must never be used to explain away possible abuse, neglect or exploitation.

## 8 Complaints and Review

Concerns about delivery should first be raised promptly with Forward Futures and may proceed under the GOV-003 Complaints Policy. Concerns about statutory SEND decisions, EHCP provision or school duties should also be directed to the responsible commissioner or local authority as appropriate.

## Related Documents

- OPS-006 Accessibility Statement
- HRP-016 Equality Diversity and Inclusion Policy
- SGP-001 Safeguarding and Child Protection Policy
- Behaviour and Positive Relationships Policy
- Supporting Learners with Medical Conditions Policy
- GOV-003 Complaints Policy
- Data Protection Policy