



Student Handbook

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Welcome

At ***Futures***, our students sit at the heart of everything we do.

We would like to welcome you as a new parent or carer, or as a new student, and we are excited to show-case all that our incredible school has to offer.



We strongly believe that our young people deserve the best opportunities in life and education, and we sit in the unique position to be able to offer this. Providing an inclusive, trauma-informed education for all our young people underpins the values we hold here at **Futures**.

We are very proud of our small community and recognise the important role we play in supporting our students to re-engage with learning, make friends, express difficult feelings safely and prepare for the next stages of their education or adult life. Many of our students have had a difficult and challenging start to education, so it is important to ensure that as a provision we understand, are flexible and compassionate about every young person we work with.

All our students are seen and known as individuals. Within our safe and nurturing environment, flexible education and development of social and emotional skills. Our curriculum is diverse and flexible to ensure we meet the needs of each individual student. We encourage every student to be creative, reflective and as independent as possible so that they can learn and flourish. We aim to ensure that all we do will have a positive impact upon their future life.

All our staff members are trained in trauma, attachment, SEN and therapeutic language frameworks to support our students. This truly makes for individualised, supportive and engaging educational experiences for our young people. Our students develop and strengthen their sense of self-esteem and gain their education in small class settings with qualified practitioners and highly trained staff. This truly makes for individualised, supportive and engaging educational experiences for young people.

High-quality education in our trauma informed setting is based on strong partnerships between home, education and relevant professionals. Our compassionate staff team are committed to every student achieving and work closely with parents and carers to make sure that our young people are happy, safe and that they are achieving success in all areas of their journey with us. We are excited to start this journey with you and look forward to welcoming you to our provision.

Hayley Tucker & Sue Evans, Directors

About **Futures**

Futures is a specialist alternative post 16 provision, providing high quality education for young people aged 16-18 with a wide range of complex needs including social, emotional and mental health needs. **Futures** has the mission statement “Empowering Students. Creating Possibilities” and this is because our provision fills a need for inclusive education for young people with complex trauma and special educational needs. These needs include high anxiety, attachment and trauma barriers to learning. All our students have an EHCP. Many of our students have been out of education for a substantial period.

Futures sister site, Educate U first opened its doors to students in 2019 and had just 1 student and 3 staff. Over four years the school has grown to accommodate a bespoke educational package to a capacity of 40 students. From this quite rapid expansion the school has developed trauma informed values based on the needs of many of our students.

After four years of providing Special Educational Needs (SEN) students with a trauma-informed approach to education, we recognized a pressing need for post-16 education tailored to these



young individuals. This realization led to the establishment of **Futures**, a new initiative aimed at continuing our mission to support young people in their educational journeys.

Futures is designed to offer further education opportunities that are both inclusive and supportive, ensuring that every student can thrive academically and personally. Our passion for this work drives us to create an environment where young people feel safe, understood, and empowered to reach their full potential.

By extending our trauma-informed approach into post-16 education, we are committed to addressing the unique challenges faced by SEN students. We believe that with the right support and resources, these young people can achieve their goals and build a bright future. At **Futures**, we remain steadfast in our dedication to nurturing the growth and development of every student, paving the way for their success in further education and beyond. Emotional well-being and high-calibre learning are our two main priorities and are central to our vision, our purpose and our actions. At **Futures** we love our students. Nurture and connection are the building blocks to ensuring our students feel safe, have reduced education-based anxiety and are in a safe space to learn and to build resilience. Many of our students need their affect lowered and many of our young people need co-regulation (to support their development of self-regulation) and this is often a barrier to accessing their learning.

We are a relational provision. Relationships lie at the core of our approach, serving as the foundation for building positive and healthy attachments that enable our students to thrive. This deep-seated belief is rooted in an understanding of the profound impact relationships have on emotional and psychological health, a perspective supported by the compelling evidence from neuroscience and attachment theory. Recognising the significance of these connections, we are dedicated to fostering a nurturing environment that values and prioritises the quality of relationships among students, staff, parents/carers and the broader provision community. Through this intentional focus on positive interactions and meaningful connections, we aim to provide a supportive framework for the holistic development and well-being of each student in our care.

At **Futures**, the dedicated team surrounding each student embraces a perspective that interprets behaviour as a form of communication. This approach empowers our staff to consistently engage mindfully, always prioritising the best interests of the young individuals under our care. Recognising that a young person's sense of psychological and physical safety is paramount, our staff are committed to cultivating a mindset and attitude that fosters an environment of secure hands, thoughtful minds, and regulated bodies. Our commitment lies in creating a supportive environment where we can navigate these challenges together, fostering growth and resilience in everyone.

Contact Information:

Provision address:

52 Chapel Road, BN11 1BE, Worthing

Telephone number: 01903 323415

Email: office@educateufutures.co.uk

Provision Manager: Sue Evans

Email: Sue@educateu.co.uk

Provision Assistant manager & Deputy Designated Safeguarding Lead: Ruth Hughes

Email: Ruth@educateufutures.co.uk

Designated safeguarding Lead - Hayley Tucker

Email: hayley@educateu.co.uk

SEN Teacher: Nicola Massie

Email: Nicola@educateufutures.co.uk

SEN Vocational Tutor: Sarah Hudson

Email: Sarah@educateufutures.co.uk

Hair and Beauty Lead: Naomi Stipp

Email: Naomi@educateufutures.co.uk

Student Connection: Nicky Byrne

Email: Nicky@educateufutures.co.uk

Curriculum

At *Futures* we have worked to develop a broad and varied curriculum that introduces our students to exciting new opportunities as well as develop new skills in an environment where they feel safe and supported to do so.

Our skills-based curriculum is designed to enhance our student's employability skills and boost their confidence for starting their own businesses.

Our curriculum focusses on equipping students with practical skills, such as problem solving, communication, teamwork and critical thinking, which are all essential for success in the workforce and entrepreneurship. By integrating real-world scenarios and hands on experiences, students can not only gain valuable skills but also build the confidence needed to pursue their own entrepreneurial aspirations with the help and support they need.

Students will be introduced to exciting new crafts and have the opportunity to develop new skills in a variety of vocational areas to support them in developing their individual preferences through hands on experiences.

Students will be provided with constant opportunities to develop their digital and media skills through incorporation of modern technology and the use of IT.

Some of the areas our students can experience and develop skills in are;

- Business enterprise opportunities
- Introduction to Hair and Beauty
- Introduction to Woodwork
- Furniture upcycling
- A variety of fine arts and crafts
- Gardening
- Cooking

Maths and English support

Our students will be supported in working towards attainment of their Maths and English to the equivalent of a grade four or above should they arrive not possessing this already. Students



will be supported in working towards this through a bespoke programme developed using assessments that are individually tailored and use engaging learning resources to unlock the potential of students working towards Functional Skills or GCSE qualifications.

Student Progress and Assessment

Students' progress will be recorded at the end of every half term to document their development and inform future planning. We use a person-centred approach to assessment, guided by each student's Educational and Health Care Plan (EHCP), to tailor individual assessment measures.

At *Futures*, every student's progress is tracked and recorded in their Individual Education Plan (IEP). We hold termly IEP days to review and plan for IEP progress and set new targets.

Provision day

Provision Hours

Monday	09:30 – 2:500
Tuesday	09:30 – 2:50
Wednesday	09:30 – 2:50

Half termly social days will be on Fridays - dates to be confirmed.

Student individual timetables will be confirmed prior to starting

Individualized Education Plans (IEPs)

Individualized Education Plans (IEPs) are used to tailor each student's educational journey, creating bespoke lessons and enhancing skills based on their Educational and Health Care Plan (EHCP).

The IEP dates for the 2024-2025 provision year are:

- 11th February
- 10th March
- 16th July

On these days, the provision will be closed to students. However, students and their families will be invited for an IEP meeting with the teaching staff where staff will work collaboratively to identify targets specific to each student based on their EHCP whilst considering any previously met targets.

Annual Review of an Education, Health, and Care Plan (EHCP)

An annual review of an Education, Health, and Care Plan (EHCP) is a statutory process in the United Kingdom. It evaluates the needs, provision, and outcomes specified in the EHCP to determine if any changes are necessary. An annual review will be scheduled in your first 6 weeks of joining *Futures*, then yearly. *Futures* encourages all students to actively participate in their annual reviews.

Here are the key steps in an annual review:

1. Consultation: The local authority (LA) consults with you and **Futures** about the EHCP, considering your views, wishes, and feelings.
2. Review Meeting: An annual review meeting takes place to discuss the EHCP.
3. Information Gathering: Information is collected from you and professionals involved in your education, health, and care.
4. Report: A report summarizing the meeting and information is circulated to all relevant parties.
5. LA Decision: The LA reviews the EHCP and notifies you of its decision within four weeks of the meeting if any changes will be made.

Code of Conduct for Futures (Signed in admissions)

1. Treat all staff, peers, and community members with respect and courtesy.
2. Attend all classes, tutorials, and scheduled activities on time.
3. Adhere to the provision's behavioural standards while offsite during breaks and lunchtimes.

5. Always use appropriate language, both in person and online.
6. Abstain from using or possessing illegal substances and alcohol on premises, including the use of Vapes and E-cigarettes.
7. Wear suitable attire that is respectful and appropriate for an educational environment.
8. Use college technology responsibly and refrain from accessing inappropriate content.
9. Follow all health and safety guidelines, including emergency procedures and reporting hazards.
10. Respect provision property and the belongings of others, ensuring no damage or theft.
11. No mobile phones to be used during lesson times, mobile phones to be kept out of view. Mobile phones brought into the provision are the responsibility of the student. Mobile phones to be used appropriately and refrain from accessing inappropriate content.

Expectations

Students at *Futures* are expected to actively engage in their program and demonstrate a strong commitment to their learning journey. This includes:

- **Attending Classes Regularly:** Being present and punctual for all scheduled classes.
- **Participating in Activities:** Engaging in all program-related activities.
- **Commitment to Learning:** Demonstrating a level of commitment appropriate to their individual capabilities.

By showing engagement and a positive attitude, students can maximize their educational experience and develop essential skills for future success. This commitment will be monitored through regular half-termly progress reviews. If concerns arise about a student's willingness to engage, a meeting will be scheduled to identify reasons and potential barriers, and to find solutions to support the student. If there is no improvement in engagement and willingness to participate, a meeting will be called to discuss the student's provision.

Expectations for Behaviour

At *Futures*, we have high expectations for student behaviour to ensure a positive, respectful, and supportive learning environment. Our expectations include:

Respect: Treat all students, staff, and visitors with kindness and respect. Listen to others, value their opinions, and use polite language.

Responsibility: Take responsibility for your actions and their impact on the community. Be honest, follow rules, and accept consequences.

Engagement: Actively participate in all learning activities and contribute positively to the classroom environment. Attend classes regularly, complete assignments on time, and engage in discussions.



Safety: Maintain a safe environment for yourself and others. Follow safety guidelines, report any hazards, and refrain from any behaviour that could harm yourself or others.

Inclusivity: Foster an inclusive atmosphere where everyone feels valued and supported. Welcome diversity, be supportive of peers, and work collaboratively.

Positive Attitude: Approach your learning and interactions with a positive attitude. Be open to new ideas, stay motivated, and encourage others.

Anti-Bullying

At *Futures*, we have a zero-tolerance policy towards bullying in any form. We are committed to creating a safe, inclusive, and supportive environment for all students. Bullying of any kind is not tolerated, and we take immediate and appropriate action to address and resolve any incidents.

For more details, please refer to Futures Anti-Bullying Policy

Working with Families

Due to the nature of trauma and SEN that our young people have, close working relationships with families is crucial to the emotional and educational development of our young people. Staff at the provision will always look for ways to positively engage with our student's family.

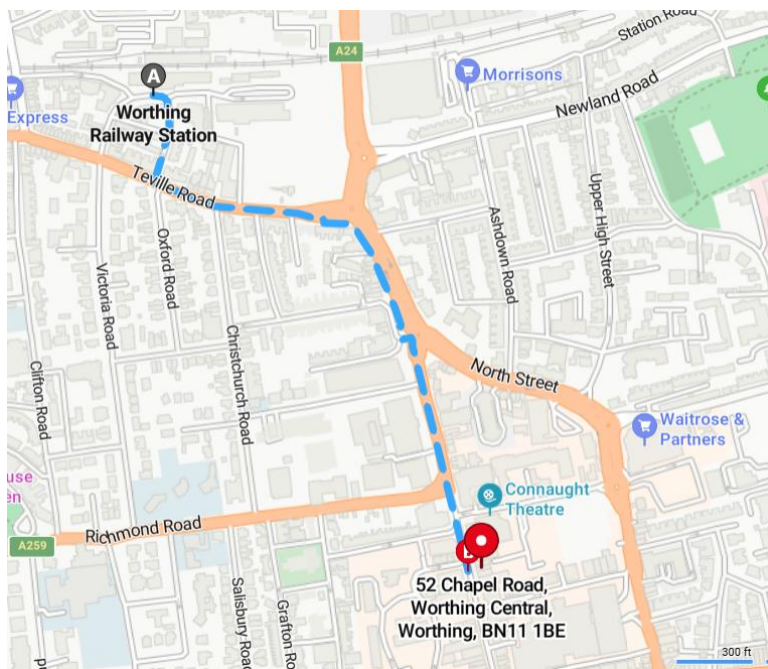
- ❑ Initial meeting with the AP Directors and key staff
- ❑ Parent and Carer Connection – Ruth Hughes is available at the provision via phone daily from 09:30 – 10:30 or bookable outside of these times. This is to discuss any worries or concerns that you may have which affect the student.
- ❑ Student Connection – Nicky Byrne will be available at dedicated times to support students.
- ❑ Contact as frequently as daily with your young person's class tutor by email or phone.
- ❑ 3 Designated IEP days per year to discuss IEP and progress.
- ❑ Half termly summary of progress provided for all students.
- ❑ Annual Reviews
- ❑ Annual reports communicated home yearly.
- ❑ Website to showcase key events and celebrate students achievements.

Getting to *Futures*

You can reach Futures by train or bus. The bus depot is just a few minutes' walk from Futures.

From the Train Station:

1. Head east on Railway Approach towards Oxford Road (46 ft)
2. Bear right onto Oxford Road (348 ft)
3. Turn left onto A2031 / Teville Road (0.1 mi)
4. Turn right (125 ft)
5. Turn left onto Teville Road (98 ft)
6. Continue onto Chapel Road (387 ft)
7. Keep straight to stay on the path (75 ft)
8. Turn right, then immediately turn left onto Wenban Road (105 ft)
9. At the roundabout, take the 1st exit onto A259 / Chapel Road (0.1 mi)
10. Keep straight to stay on Chapel Road (328 ft)
11. Arrive at Chapel Road, *Futures*

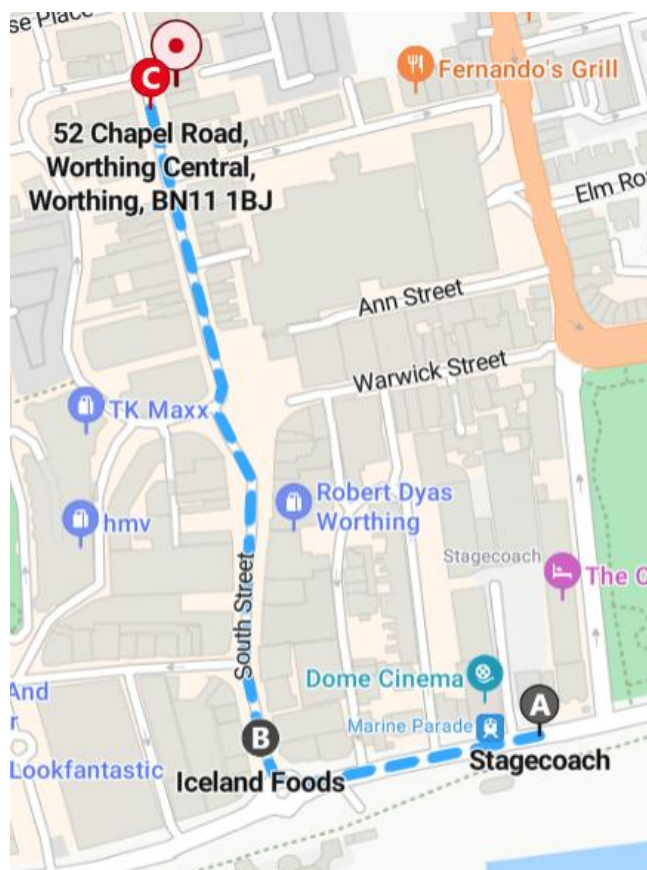


From the Bus Depot:

1. Head west on Marine Parade towards Library Place (443 ft)
2. At the roundabout, take the 1st exit onto South Street (118 ft)
3. Arrive at South Street
(If you reach Montague Street, you have gone too far.)
4. Head north on South Street towards Montague Street (0.1 mi)
5. Turn right onto Chapel Road (0.1 mi)
6. Arrive at Chapel Road, *Futures*

If you reach Liverpool Gardens, you have gone too far.

The last junction before your destination is Chatsworth Road. If you reach Liverpool Gardens, you have gone too far.

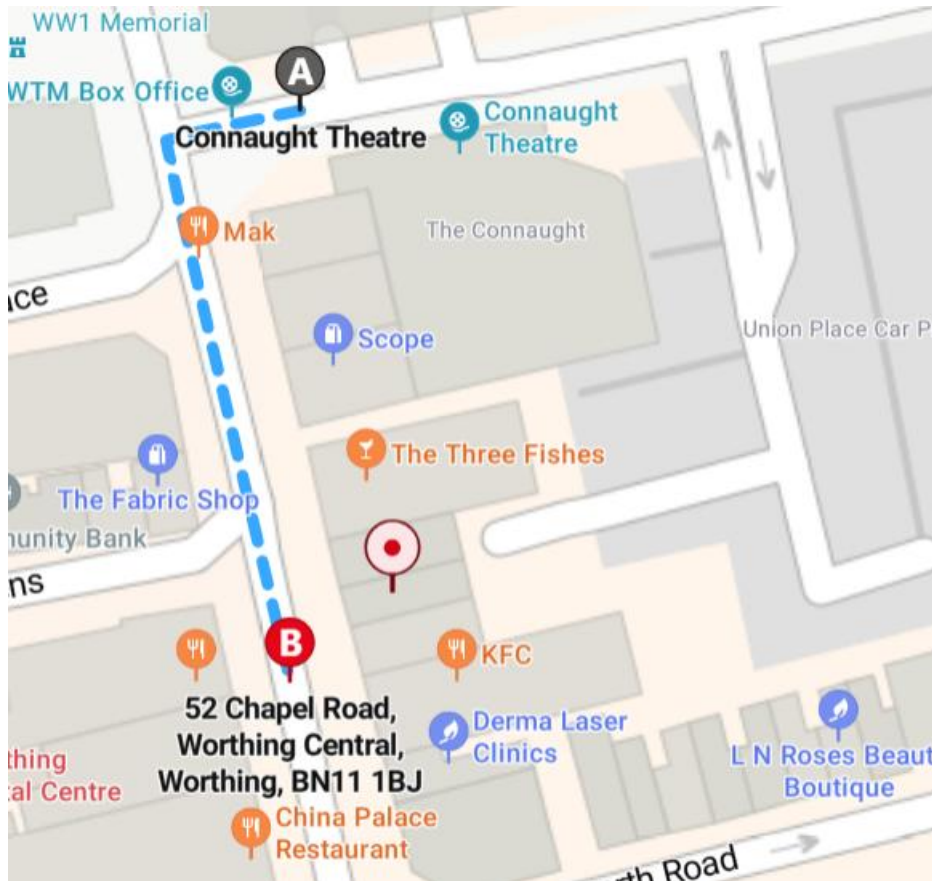


Provided Transport

Some students have transport provided by the local authority. Taxis will drop off and pick up at the Connaught on Union Place.

1. Head west on Union Place towards Chapel Road (62 ft)
2. Turn left onto Chapel Road (249 ft)
3. Arrive at Chapel Road, *Futures*

The last junction before your destination is Liverpool Gardens. If you reach Chatsworth Road, you have gone too far.



There is Bike racks located in the yard for staff and students I a secure location.

Channels of communication

Absence

If you are unable to attend due to illness or other circumstance, you will need to contact the office either by phone or telephone. You will need to provide the office with the reason you are absent, if its illness, you will need to inform the office every morning you will be off.



If you are absent due to appointments or meetings, the office may need to see proof of the appointment, so this does not affect your attendance.

The office contact details:

Email: office@educateufutures.co.uk

Phone: 01903 323415

Futures will monitor attendance closely and take proactive measures to address high absent.

Support beyond *Futures*

Anxiety UK

03444 775 774

07537 416 905 (textline)

anxietyuk.org.uk

Advice, support and information for people who experience anxiety.

Barnardo's

barnardos.org.uk

Practical information and emotional support for:

Young people

Young people leaving care

Young carers

Provides local services for further support in some regions.

FRANK

0300 123 6600

82111 (textline)

talktofrank.com

Confidential support, advice and information about drugs, their effects and the law.

Local Minds

mind.org.uk/about-us/local-minds

Local mental health services across England and Wales. Offers talking therapies, peer support and advocacy. Check to see if there is a Local Mind near you and what it can offer young people.

Mencap

0808 808 1111 (Learning Disability Helpline)

mencap.org.uk

Information and advice for people with a learning disability, their families and carers. Services include an online community.

Shout

85258 (textline)

giveusashout.org

Shout is a confidential and anonymous 24/7 text support service for struggling to cope. It is free to text Shout from all major mobile networks in the UK. To speak to a trained volunteer, text SHOUT to 85258.



Stonewall

0800 050 2020 (information line)

stonewall.org.uk

Information and advice for LGBTQIA+ people on a range of issues, like coming out and hate crimes. Provides an information phoneline for people and their families.

Young Minds

youngminds.org.uk

Mental health support for young people, parents and carers. Includes information about mental health problems and medication.

If you're feeling overwhelmed and like you can't cope, you can:

Ring HOPELINEUK on 0800 068 4141 or the Samaritans on 116 123

Text SHOUT to Shout's textline on 85258

Are you ready?



- ☐ Tour of **Futures**
- ☐ Meet the team
- ☐ New student starter forms completed, signed, and returned to the office
- ☐ Student handbook read and understood
- ☐ Timetable received
- ☐ **Futures** Student ID card received
- ☐ **Futures** Email account set up
- ☐ My first day letter received

At **Futures**, we recognize that transitioning into adulthood can be challenging. We are thrilled to embark on this journey alongside you and are committed to assisting you as you navigate this pivotal phase of your life. Our goal is to provide support tailored to your needs, whether it's through in-person assistance, email correspondence, or communication with your parents or cares. We're dedicated to working in partnership with you to support your learning and facilitate a smooth transition into this new chapter of your life. Please don't hesitate to reach out to us – we're here to help every step of the way.