# Social Value Policy

## POLICY APPROVAL

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| **Approval Required** | Indicate with a tick (✓) | | **Annual Review Required** | Indicate with a tick (✓) | |
| | Yes ✓ | No | | Yes ✓ | No |
| **Approval Panel** | Loren Janes | | | | |
| **Approved by** | Name:<br>Loren Janes | | Signature:<br> | Date: December 25 | |
| **Policy Review Date** | December 2026 | | | | |
| **Policy Writer/s:** | Charlotte Manford | | | | |

## Commitment Statement

Futures Changing Ltd is committed to delivering meaningful and measurable social value through every aspect of our provision. As an Alternative Provider working with young people—including those with SEND, EOTAS referrals and additional needs; we recognise our responsibility to positively influence learners, families, local communities, and wider society.
We will ensure our programmes, partnerships and internal operations contribute to long-term improvements in education, wellbeing, community engagement, inclusion, environmental responsibility and economic benefit.

Social value is embedded within our strategic priorities and operational practices. This includes the expectation that social value impact is reviewed and evidenced at every monthly operations meeting, ensuring sustained accountability, continuous improvement, and transparent reporting to commissioning bodies, including Essex County Council (ECC).

## Purpose of the Policy

This policy sets out how Futures Changing Ltd defines, delivers, measures and reports social value across our organisation. It ensures:

- Compliance with commissioning requirements including ECC Social Value Framework
- Alignment with statutory guidance relevant to our sector (KCSIE 2025, AP Improvement Framework, SEND Code of Practice)
- A structured and consistent approach to evidencing the positive difference we make

## Strategic Objectives for Social Value

### Education, Skills and Personal Development

We aim to improve outcomes for all learners by:

- Providing high-quality, personalised learning that builds confidence, resilience and lifelong skills.
- Offering enrichment activities that broaden horizons, support wellbeing and increase participation.
- Embedding employability, life skills and personal development within daily provision.
- Helping learners achieve accredited qualifications and experience meaningful progression pathways.

### Community Engagement and Contribution

We will seek to strengthen community ties through:

- Encouraging learners to participate in local initiatives, volunteering, positive citizenship or community projects where appropriate.
- Developing partnerships with community groups, charities, employers and local services.
- Contributing to the local community through resource sharing, collaboration and supportive outreach.

### Inclusion, Equality and Accessibility

We will promote fairness and inclusion by:

- Providing accessible learning environments that meet diverse needs, including SEND and SEMH.
- Removing barriers to participation and progression.
- Ensuring our provision supports vulnerable learners to re-engage confidently with education.
- Upholding a culture that values diversity and actively tackles discrimination.

## Wellbeing & Safeguarding Impact

We enhance wellbeing through:

- A trauma-informed approach to teaching and behaviour support.
- Strong safeguarding practice, early help pathways and multi-agency collaboration.
- Tracking and improving learner voice, attendance, engagement and emotional regulation.

## Environmental Responsibility

We aim to operate sustainably by:

- Reducing waste, energy use and environmental impact within our settings.
- Encouraging eco-awareness and sustainable habits among staff and learners.
- Exploring opportunities for involvement in local environmental initiatives.

## Economic and Employment Value

We support local economic value by:

- Employing local staff wherever possible.
- Buying goods and services from local suppliers.
- Helping learners gain skills that improve long-term employability.
- Contributing to a stronger, more skilled local workforce.

## Delivering Social Value

We deliver social value through:

### High-Quality Provision

Robust curriculum planning, personalised learning plans, behaviour support, and statutory compliance underpin our impact.

### Stakeholder Collaboration

We work closely with schools, ECC, families, community groups, and external specialists to maximise shared outcomes.

### Learner Voice

Learners influence the environment, curriculum, and support through feedback, learner surveys, progress discussions and structured “You Said, We Did” responses.

### Staff Training and Culture

All staff are trained to deliver inclusive, value-driven support. Social value sits within induction, supervision and CPD priorities.

## Monitoring Technology

Use of systems such as CPOMS, My Concern, attendance trackers, engagement logs, wellbeing metrics and safeguarding trends contribute to strong data-driven social value reporting.

## Monthly Monitoring and Reporting Arrangements

To ensure accountability and continuous improvement, Social Value is a standing item on the monthly operations meeting agenda. Each month we will review:

### Social Value Metrics

- Learner progress and achievement
- Attendance and engagement improvements
- Wellbeing data and tutor interventions
- Behaviour, safety and regulation trends
- Learner feedback themes
- Parent/carer engagement levels
- Community contributions and partnerships

### Evidence Collection

Each month we will gather:

- Case studies demonstrating impact
- Session feedback summaries
- Staff reflections on progress
- Reports from safeguarding systems
- Examples of learner work or enrichment
- Community participation records

### Performance Against Tender Commitments

We will assess whether we are meeting or exceeding agreed social value commitments set by ECC or other contract holders.

### Quarterly Deep-Dive

Every quarter, a fuller review will examine:

- Patterns and trends
- Areas of strong impact
- Areas requiring targeted improvement
- Upcoming opportunities for added social value

### Annual Reporting

We will produce an annual Social Value Impact Report that includes:

- A summary of achievements and outcomes
- Data analysis and learner progress evidence
- Qualitative impact (case studies, learner stories)
- Community and partnership outcomes
- Environmental actions taken
- Progress against social value targets
- Plans for further enhancement

This report can be shared with commissioning authorities, stakeholders, partners and Ofsted where required.

## Roles and Responsibilities

### Managing Director/ Head of People, Quality & Compliance

- Provide strategic leadership for social value delivery.
- Review monthly reporting and ensure tender compliance.
- Approve annual impact reports.

### Managing Director/Centre Manager

- Lead monthly social value discussion and data gathering.
- Monitor progress against objectives and KPIs.
- Coordinate evidence collection across staff teams.

### DSL / Social Value Lead

- Feed safeguarding, wellbeing and pastoral data into social value reporting.
- Identify patterns or needs that influence wider social value impact.

### Teaching Staff

- Deliver learning that contributes to social value outcomes.
- Collect learner feedback and monitor engagement indicators.

### Administrative Team

- Maintain accurate records, metrics and evidence for reporting.

## Continuous Improvement

Futures Changing Ltd commits to reviewing this policy annually or sooner if required by:

- Legislative updates such as KCSIE
- Changes in local authority frameworks
- Tender specifications
- Best practice guidance for AP and SEND provision

Feedback from learners, parents, staff and stakeholders will directly inform policy updates and strategic planning.