



The Shared Learning Trust
THE LINDEN
ACADEMY



The Linden Academy

1st September 2017

The Linden Academy LOCAL OFFER

At The Linden Academy we believe that children should be provided with opportunities to reach their potential in every aspect of their development. We aim to meet the needs of each individual child through highly effective teaching and learning. A key feature of our setting is our small class size which allows more focused individual attention. There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.

We work to develop effective partnerships with children and their parents/carers. The SENDCo, teaching staff within the school and external professionals such as the educational psychology team, speech and language therapists, occupational therapists and child and adolescent mental health services (CAMHS) work together to ensure that the school can meet a broad range of special educational needs.

We undertake a thorough system of monitoring children's progress, supporting academic achievement and personal development by removing barriers to learning. We implement a range of strategies to foster a culture of positive enthusiasm for learning and independent learning skills for all children.

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1. How does the school identify and organise support for children with special educational needs?

Provision for children with special educational needs is a matter for the school as a whole. All members of staff have important day to day responsibilities to meet the needs of all children. All teachers are required to provide high quality teaching that is differentiated and personalised to meet the individual needs of all learners. Some pupils will be identified as having additional learning difficulties and their needs are identified by teaching staff as part of their monitoring and assessment processes.

We identify children who may have special educational needs through monitoring and formal tracking of progress against targets, pupil progress meetings with a member of the SLT, daily monitoring of learning through observation in lessons and marking of work.

Any concerns and barriers to learning identified are raised through the appropriate channels via our SENDCo and the Head of School. Strategies for support will be varied and based on individual needs. Support may take the form of sessions both in and out of the class, either on an individual or small group basis. Specialist external agencies may be called upon where required.

During the process, we communicate with parents and carers in order that such a positive working relationship helps secure the best possible outcome for the child.

2. Who are the key people in the school available to discuss parental/carer concerns about their child's difficulties? (e.g. Class Teacher, SENDCO, Inclusion Manager)

In addition to the class teacher the key adults in school are:

- Mrs Lesley Whittle Head of School
- Mrs Farida Manze SENDCo

Other staff are available in the absence of the above, including our Vice Principal, Assistant Vice Principal, Key Stage Leaders and the SEND Dept team (known at TLA as the Extended Learning Programme team or ELP).

In the first instance of a parent/ carer wishing to raise a concern, they do so via the child's class teacher as the adult working closest to the child. The teacher will then follow up this concern if judged necessary after monitoring with the Key Stage Leader,

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SENDCo and Head of School. Feedback will then be shared with the parent/ carer regarding the outcome of the monitoring to either reassure them that no further action is viewed as necessary or to share with them the course of action to be followed to support the child.

Parents of children on an IEP are invited to attend a meeting at the start of each academic term to be part of the evaluation of the previous targets and the setting of new targets, which are then documented, agreed and signed.

School reports will be issued twice a year; once at a mid-year point (April) and once towards the end of the summer term.

3. How will parents/carers be informed about a child's progress within the school and how will his/her progress be measured?

Informal communication between home and school can take the form of telephone conversations, e mails, letters or face to face contact. For less urgent enquiries, a note may be placed in the child's reading record (Year R and Key Stage 1) or homework diary (Key Stage 2).

A more formal form of parent/ teacher communication event will take place each half term either via a "book look" or a Parent Consultation evening. Should a parent wish to discuss any matter with the teacher on an impromptu basis, a meeting may be arranged at a mutually convenient time. The same will apply should the teacher wish to discuss a matter with the parent/ carer. Communication of any request may be by telephone call, letter or e mail.

The arrangements for support for children identified with SEN and/or disabilities will be overseen by the SENDCo and Head of School in liaison with the class teachers.

Progress will be monitored via half termly submission of assessment data in core subjects and termly submission of data in all subjects. Pupil progress meetings will be held between the Principal and the class teacher with the involvement of the SENDCo where needs are identified.

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4. What support will parents/carers receive if their child has been identified as having special educational needs?

The SENDCo is responsible for co-ordinating and monitoring the learning and progress of children with SEN. The SENDCo is supported by a team of assistants working with the children both in and out of class. The overall process of communication regarding the needs of pupils with SEN is shared by all school staff who may have contact with the child.

At The Linden Academy we value the input of all staff as well as that of parents/ carers to ensure the best possible outcomes for the children. We work closely with families to support them through the process of removing barriers to their child's learning with appreciation of the sensitivity such matters may require. We offer pastoral support in supporting families in their understanding of the child's needs.

As an inclusive school, all families are invited to regular curriculum related events designed to engage parents/ carers in their child's learning. Examples of such events may relate to the teaching of phonics, reading and mathematical skills.

We may suggest external organisations to support families where deemed appropriate.

5. What support is offered to ensure the wellbeing of children with special educational needs and disabilities?

All staff at TLA share in the responsibility of supporting our pupils in becoming well motivated, enthusiastic learners in their academic studies as well as in the development of their personal and social skills. We encourage courtesy and respect within and outside the school community, appreciating and celebrating the wealth of diversity of our pupil base.

All children are encouraged to be part of their own learning, identifying their personal targets alongside academic progress requirements. Our marking process identifies achievements and communicates next steps in their learning.

The Linden Academy upholds our five values of respect, caring, hardworking, understanding and honesty. Everyone in the school community appreciates the importance of following the values so that we can be kind, respectful and understanding members of the community.

We have clearly defined behavioural expectations defined by our behaviour policy and rewards and sanctions procedures. These are supported by each class agreeing their rights and responsibilities within their peer group. The anti-bullying policy ensures that

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students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

Our welfare support acknowledges that some pupils may occasionally require prescribed medication to be administered during the school day. This is done so with the written authorisation of the parent/ carer.

We promote good attendance levels as a vital part of the process of supporting good progress. Our Educational Welfare Officer will check pupil attendance and follow up any concerns as a legal requirement.

6. How will teaching be adapted to support the child with special educational needs?

In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This ensures that we recognise and support the needs of those children who have been identified as requiring additional support in their learning, including those with special educational needs or disabilities.

High quality teaching that is differentiated and personalised will be provided for every child. Our small class sizes enhance the ability of teaching staff to identify and provide a differentiated curriculum where judged appropriate to an individual child's learning needs. Where a child is identified as having a special educational need or disability, the class teacher will discuss this with relevant staff in school and with the child's family so that those needs are met. Outside agencies will be involved where deemed necessary.

The curriculum will be differentiated for the identified individuals according to their needs with targets being set and reviewed in communication with families. This will be recorded via the IEP.

Our pupils are taught in ability sets in Mathematics and Literacy from Year 1 upwards. This allows for particular focus to be given to individual needs with personal support provided by the teacher, a teaching assistant or a member of the ELP team.

7. What different types of support can the child receive in school? (e.g. small group or individual)

The type of support received in school by a child with an identified special educational need will depend on the individual need. It may take the form of support in or out of class on an individual or small group basis. Within class this may be provided by the class

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teacher, teaching assistant or ELP support assistant. This support will be closely monitored by the SENDCo, including observations made of the provision to ensure it is provided in the most appropriate way for the individual needs.

Where a child has a Statement of SEN/ EHC plan, 1:1 support will be provided as defined by the stated requirements.

Support will be provided for core subjects of Mathematics and Literacy as well as across the other curriculum subjects where required. This will be discussed by the SENDCo in liaison with the class teacher and the Head of School. Small group sessions for support for personal and social needs will also be provided where deemed appropriate. Other provision based on the child's needs may include support in development of attention and concentration skills, gross and fine motor skills or other needs to overcome barriers to learning.

8. How will the school support your child in unstructured times such as lunchtimes and playtimes and enable her/him to have access to after school clubs, school trips and journeys?

If a child with special educational needs or disabilities experiences difficulties at break times, a support plan may be put in place and monitored. All our pupils have access to a selection of extra-curricular activities at the choice of the child and their family, and subject to availability of a place dependent on numbers of pupils attending. Should we feel a child with special educational needs would benefit from the activities of a particular extra-curricular club, we will do our utmost to encourage the child's attendance.

School visits are available to all children with risk assessments being carried out and procedures put in place to ensure the safety of all pupils. Parent information is sent out to inform them of the objectives of the visit. There may be an occasion where it is judged that a child with special educational needs would not be able to comply with the conduct of the activities or the venue of the visit. In such circumstances we will liaise with families regarding an alternative provision to ensure the child has access to the same learning objectives. Parents may be asked to support the child if necessary or to agree specific staffing arrangements to enable the child to participate.

9. How does the school involve children in decisions that affect them?

Pupil voice is actively encouraged in our school for all pupils including those with special educational needs. Membership of the school council is open to all and is decided by each class voting from the individuals who choose to nominate themselves. This forum is accessible to all.

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The Head of School also conducts regular pupil questionnaires regarding a range of school issues. Support and clarification will be given where required with responses being reviewed with a view to any actions that may be required.

Pupils with special educational needs are involved in setting and review of their targets via their IEP. Those with a statement of SEN/ EHC plan are fully involved in the process and consulted about how their needs may be met.

10. How are the school's resources allocated to support children/young people with SEND?

The SEND budget is set each academic year by the Head of School. The money is used to provide additional support or resources (including human resources) dependent on individual needs. This includes the deployment of staff. Support for pupils with a statement of SEND or EHC plan will be provided in accordance with the details defined in the plan.

The responsibility for SEND provision mapping and evaluating its effectiveness lies with the SENDCo in close liaison with the Head of School. This is reviewed on an on-going basis according to identified needs.

11. What services external to the school can provide support to children with SEN?

Advice and guidance is sought from a range of external professionals as appropriate to the needs of individual children. They may be consulted by telephone or e mail, attend meetings, observe children, compile evidence reports and identify strategies which are recorded and reviewed.

The agencies that may be used include:

Educational Psychology

Speech and Language Therapy

Occupational Therapy

Edwin Lobo Development Centre (Paediatricians)

Schools Nursing Team

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Social Services

CAMHS (Mental Health Service)

Colleagues with relevant expertise within our sister academies

12. How are staff in the school supported to work with children with special educational needs and what training do they have?

Investment in staff CPD ensures that all our staff continue to learn and develop their own practice. We utilise the wealth of skills and knowledge in-house within school as well as through liaison with colleagues in our sister academies. We will also work closely as required with external agencies for advice and training opportunities to deliver effective and relevant training for staff.

Induction of new staff covers requirements for awareness of our SEN policy and procedures in the event of a concern about an individual child. It is a requirement for all our staff to complete an on-line equality and diversity package.

We also offer to support to pupils with a range of medical needs including asthma, epilepsy, mobility difficulties and allergies including those requiring epipens. As a result, many of our staff are trained in first aid at school and the awareness of requirements for administering medications.

13. How will the school support the child in moving on to another school or to the next key stage in their education or life?

We pride ourselves on our provision of support as pupils prepare to move to secondary school. We appreciate that this process can be challenging and of concern to pupils as well as their families, especially for a child with special educational needs.

Advance planning, transfer of information, liaison with staff at new schools and full involvement of the child and their family eases this transition process. Key staff from our school will visit new schools with pupils where required as well as facilitate meetings at our own site with the purpose of providing information to cascade historical information relating to the child's needs. Direct liaison with the SENDCo or their designated representative will ensure that information regarding the child's current support relating to their needs is passed on.

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When moving classes within our setting, information will be passed on to the new class teacher in advance via a transition document and a meeting between the staff members. All IEP's, statement of SEN/ EHC plans will be shared with the new teacher.

Where a child identified as having a special educational need or a statement of SEN/ EHC plan joins our school as an in-year admission, we will contact the previous school to ensure any arrangements or support are put in place as appropriate. We will ensure transition arrangements are fully discussed with the child's family.

14. How accessible is the school environment?

The main entry routes for pupils are wheelchair accessible in order that any such child or their family would not experience difficulties. Any equipment not required constantly during the school day by such a child will be stored in the most appropriate and convenient location.

Our site consists of access to two storeys for learning facilities with the upper floor accessible by use of a lift should the need arise for a pupil with a physical impairment preventing them from accessing the stairs. Consideration would be given to the most appropriate location of the child's classroom dependent on their mobility.

The site has specific toilet and changing areas on each floor for use by disabled members of our community. There is also a hygiene room.

We will access and provide equipment and resources when specific needs become apparent.

For pupils whose first language is not English, this information is recorded in order that all staff are aware. Difficulties in communication with the child will be dealt with as each individual case may arise. For communication with family members whose first language is not English, there may be a member of staff within our school or at one of our sister academies or another family within school who may be able to assist.

15. Who can parents/carers contact for further information at the school?

The first point of contact for the parent/ carer of any child attending our school will be the class teacher who will then address the concern with the relevant personnel in school and feedback will be given to the parent/ carer.

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As mentioned in an earlier section there are a range of external agencies whose services may be engaged dependent on individual needs to support the existing school staff knowledge and skills base.

Where a parent is considering making an application to our school they should contact our central admissions staff at Chalk Hills Academy (Part of the Shared Learning Trust).

Parents can view the Luton Local Authority offer at <http://directory.luton.gov.uk/kb5/luton/directory/family.page?familychannel=11>