

The Linden Academy SEND Policy October 2017

Aims:

At The Linden Academy we aim to:

- Identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and the child reaches their full potential.
- Plan an effective curriculum to meet the needs of children with SEND.
- Work in close partnership with, and involve, parents/carers of children who have SEND.
- Ensure all working with the children are aware of the procedures for identifying their needs, supporting and teaching them.
- Work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have SEND.

Current Number of Pupils with SEND within school

SEND Stage 1	14 pupils
SEND Stage 2	22 pupils
EHCP	4 pupils
Overall	40 total

Kinds of Educational Needs Provision is made for at our school

The Linden Academy is an inclusive school, currently we provide for a range of needs:

- Autism/Asperger's
- Disorganised children (CAMH)
- ADHD
- Moderate learning difficulties
- Visual impairments
- Hearing impairments
- Emotional, mental health and well being
- Speech and language
- Behavioural
- Social and Emotional Difficulties
- Sensory Processing Disorder

How does The Linden Academy know if children need extra help and what should I do if I think my child has special educational needs?

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Children at The Linden Academy are identified as having special educational needs through a variety of ways. These can include:

- Children performing far below their chronological age
- Concerns raised by parents
- Concerns raised by teachers
- Concerns raised from teachers from previous schools
- Meetings with specialists outside of the school
- Medical and health diagnosis through doctors or hospitals

How will I raise concerns if I am worried about my child?

If you have any concerns at all about your child please come and see your child's class teacher in the first instance.

You can also speak to our:

Special Educational Needs and Disability Coordinator (SENDCO), Mrs F Manze

f.manze@thesharedlearningtrust.org.uk

Tel: 01582 211441

Family Support Worker: Mrs A Fright

a.fright1@thesharedlearningtrust.org.uk

Tel: 01582 211441

How will The Linden Academy support my child?

At The Linden Academy we have a wide range of support and intervention strategies available to any child who may need additional support. Our staff have a wealth of experience and training to support all children.

Support may include:

- Differentiated lessons, activities and support in class according to their specific needs.
- Intervention/catch up programs for reading, writing and maths
- Booster groups to move children to the next level and challenge gifted and talented children
- Social skills 1:1 and small number focus groups
- External support provided to us through the Local Authority – Educational Psychologists, Speech and Language Support teams, behavioural support team, Occupational Therapists
- Individually tailored curriculum

Budget Allocation

SEND funding has been allocated towards the payment for staffing for support for individual children, small group work both in and outside the classroom, and towards the purchase of resources to support the teaching and provision for children with SEND.

Who will oversee, plan, work with my child, evaluate the sessions and how often?

Class teachers will be responsible for any SEND children in their class. They will monitor the children's needs and plan for any extra support required. Learning Support Assistants will be directed by class teachers to support children in class and in intervention groups. The SEND coordinator will oversee the deployment of Learning Support Assistants, intervention groups and work provided within class to support your child. Every child identified on the SEND list will have an individual provision map detailing all of the information above. Termly, all support is reviewed and actions are taken to ensure all is effective. If a session is not effective, or is not having the desired outcomes, then alternative arrangements will be made to support your child's individual needs.

How will my child be assessed?

Every child in the school will be continuously assessed informally and formally at the end of every term; every half term for core subjects. Every child will be assessed in a way to suit their learning needs and to show their true potential and ability.

Who will explain to me what support/intervention is in place for my child?

Class teachers will meet with families at least once a term to discuss your child's needs, their IEP, the support being provided through interventions and their progress. Additional meetings or phone calls can be request via the school office or individual staff's emails. Further information the SENDCO can be contacted.

Types of intervention

The SENDCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- different learning materials or special equipment
- some group or individual support
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- staff development and training to introduce more effective strategies to support the child
- access to LEA support services for one-off or occasional advice on strategies or equipment

IEP/Provision Mapping

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan. The IEP will include information about:

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- what your child is doing well
- their attainment results over time
- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- Outcomes (to be recorded when IEP is reviewed).

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents.

The IEP will be reviewed at least termly and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets

Current interventions used in school to support SEND children

The Linden Academy plan a number of intervention programmes to support children with SEND. This year these have included:

Maths Catch up	a bespoke and structured intervention programme aimed to support children using the graduated approach.
SpaG Catch-Up	a bespoke and structured intervention programme aimed to support children using the graduated approach.
Reading Boosters	focusing on developing reading for meaning through a structured guided reading sessions.
Motor skills groups	a structured programme provided by external agencies to develop gross and fine motor skills
Social Communication skills groups	a structured programme developed by specialists to develop confidence in young/ reluctant speakers
Mentoring sessions	a bespoke and structured programme to support children with low self-esteem, social and emotional needs. This new intervention programme aims to develop children's energy through the use of competitive sports.
Self Esteem Nurture Groups	'Happy to be Me' intervention has been devised by specialist to address social issues and emotional literacy. A fun- filled interventions using a range of puppets.
Self esteem	A specialist intervention aimed at children with social and emotional needs resulting in challenging behaviour. This new intervention will allow our children to make links with Bedfordshire University where they will access a range of resources through targeted foci.
Nurture Groups	A fun-filled intervention to channel children's emotional and communication through food technology, Arts and Craft and gardening.



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Positive Play	Aims to provide children with anxiety a calm and multi-sensory intervention to help them feel at ease to communicate and access some aspects of the curriculum.
Lexia Reading Support	An interactive approach to help children make progress in reading comprehension.
IEP target sessions	These 1:1 sessions aim to provide children with an EHCP to focus on specific targets mentioned with a view to review and plan next steps.

Partnership with external agencies

The following agencies have supported children within school this year:

- Speech and Language Therapy
- Educational Psychology
- Occupational Therapy
- Hearing Impairment Team
- Visual Impairment Team
- Physiotherapy Service
- CAMHS
- Luton Behavioural Support Service

What training has the staff supporting children with SEND had, or is currently having?

- National Award for Special Educational Needs Coordination (NASC)
- BA (Hons) Early Childhood Studies
- BSc (Hons) Biological Science with Education
- BA (Hons) Educational Studies
- BA Hons Childhood and Youth
- Diploma level 3 in children's and young people's workforce
- Qualified Teacher Status
- NVQ L2/3 Childcare and Education
- NVQ level 3 CCLD (Child Care, Learning and Development)
- NVQ Level 2 in children's care and education.
- Sensory Processing Disorder
- Autism Awareness
- Mindfulness
- CAMHS Tier 3 well-being
- CHUMs well-being
- Level 3 mentoring
- Letters and Sounds Phonic Training
- Anger Management Training
- Restorative Justice Training

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- EAL Training and Awareness
- Dyslexia Awareness

How the Local Governing body involved and what are their responsibilities?

Each term a report is given by the principal and the SENDCO on the progress of SEND children and additional support and enrichment activities which have been provided. The SEND governor meets half termly with the Inclusion team to audit current provision and progress of pupils. The SEND governor will then share their report with the other governors and discuss salient points at the next meeting.

How will The Linden Academy involve me as a parent?

If your child has any SEND we invite you to one of our drop sessions held twice a week on a Tuesday morning and Thursday afternoon where you can meet with other parents, SENDCO and other support staff available. At least once a term you will also be invited to parents evenings to discuss your Child's progress and the support we have or can provide. When or if required we can also arrange additional meetings or phone calls to discuss each Child's individual needs and support them.

We are fortunate to have a full-time family support worker who is able to work with families to provide advice and support on a range of issues. Mrs Fright is available through the main office, 01582 211441 or via email a.fright1@thesharedlearningtrust.org.uk.

How will the school know how well my child is doing and how will they inform me about this?

Every child is monitored by their class teacher; head of subject, the SENDCO and the Senior Leadership team and progress is discussed regularly with interventions arranged to support children when needed. Targets will be set for the child based on their starting point. Children identified as having a SEND will be additionally monitored via an individual provision map which shows interventions, targets and their progress which will be sent home and discussion to be agreed by both the class teacher and the Child's family.

How is the decision made about what type and how much support my child will receive?

If your child is unable to access the curriculum, working below their peers or age-related expectations class teachers will be the first to advise what type and how much support a child should receive. Extra support and guidance will be given by the SENDCO.

How will my child be included in activities outside the classroom including school trips?

All children are included in all parts of the school curriculum including school trips. We are able to offer external trips for all needs using either our school minibus or hiring a suitable coach/taxi. Where required, individual pupils are risk assessed to ensure that a) the trip is appropriate for them and b) if additional support and provision is required.

How accessible is the school environment?

The academy site is fully wheelchair accessible including disabled toilets, ramps and a lift to access all areas of the building. We will do our best to cater for all needs within our school and would always suggest a meeting to tour the school and create an accessibility plan for each individual child with a disability.

How will The Linden Academy prepare and support my child when joining the school and transferring to a new school?

All new children and their family will need to visit our school prior to starting. Usually you will be shown around by a member of the senior leadership. During this meeting please share as much information as you can about your child. If your child has a SEND they may wish to visit more than once which we would warmly welcome, this would be an opportunity to meet their class teacher and our support staff. We also liaise with your child's previous schools to find out as much information as we can about your child to make sure we cater for any extra needs they may have. This liaison will also happen with future schools when your Child moves on from The Linden Academy.

Who should you contact if you have a complaint?

In the first instance the class teacher or SENDCO should be contacted via the office, 01582 211441. If you still have concerns please write to the chair of governors, Mrs E Badu and leave your letter in a sealed envelope at the main office.

Further information for families

If you require any extra information, please get in contact with the SENDCO or our Family Support Worker

SENDCO

Mrs F Manze f.manze@thesharedlearningtrust.org.uk

Family Support Worker

Mrs Anna Fright a.fright1@thesharedlearningtrust.org.uk

Additional Support Services:

Luton Borough Council Local Offer:

http://www.luton.gov.uk/education_and_learning/special_educational_needs/pages/default.aspx

Children Centres in Luton

www.flyingstartluton.com/childrenscentres/

Luton Borough Councils-Children's Services

https://www.luton.gov.uk/Health_and_social_care/children_and_family_services/childrens-services/Pages/default.aspx

