

NEWSLETTER

Primary Site office@thelinkschool.co.uk
Secondary Site admin@thelinkschool.co.uk
Satellite Site enquiries@thelinkschool.co.uk

020 8688 5239
020 8688 7691
020 8176 9440

Dates for your Diary

Tuesday, 29th November -
9.30am

Parent Information & Coffee Morning -
Supporting Parents' Wellbeing Part 2

Parents from all sites are welcome - being held at the primary site.

Wednesday, 7th December
PARENTS' EVENING -
Secondary Site

Saturday, 10th December
12.00pm - 3.00pm

Link Association Christmas Fair
being held at the secondary site

Wednesday, 14th December
LINK SCHOOL CAROL
CONCERT - details to follow

Friday, 16th December
Last day of Autumn term -
early closure

Tuesday, 3rd January
Spring Term begins

13th - 17th February
HALF TERM

Preparations are underway for a very busy end of term.

All sites have sent out letters to their parents and carers detailing information of important dates for your diary.

The Link Association are already working hard to ensure our Christmas Fair is another one to remember. If you are able to help in the run-up or on the day, don't forget to let your school office know or contact Sally directly on hotmay69@yahoo.com

The second part of our Supporting Parents' Wellbeing session is being held next Tuesday, 29th November - 9.30am at the primary site. Even if you were unable to come along to the first coffee morning, it could still provide valuable advice and information. Also, it's sometimes simply comforting to realise that others share the same problems and concerns - you are not alone!

A problem shared is a problem halved.

This week, our focus is on ensuring parents from our secondary site understand our Link priorities, SOLAR and the written reports we produce.

Hannah Wallwork, Deputy Headteacher - secondary site gives an explanation below.

Understanding Secondary Site Link Priorities, SOLAR and written reports

As we approach the end of the first term of the academic year we wanted to remind everyone of how our assessment and reporting process works.

Last year we re-wrote the entire Link Steps framework assessment criteria on our assessment tracking program- SOLAR. This meant that our assessment criteria statements would be far more accurate and therefore give a much better picture of progress and in turn create far more relevant and accessible targets.

This year, we expect more students to fall into the 'expected progress' or the 'on or slightly above' categories as the targets will be better tailored to each individual based on their previous progress. This means that the end of year

may show a decline in the 'above expected progress' category but this is actually a positive thing as it will show that our target setting process is working well.

Every student comes under one of the following categories:

- Supported - requiring higher levels of support
- Guided - requiring medium levels of support
- Independent - requiring lower levels of support

Every term, an update is added to SOLAR to show progress and is colour coded into red, amber, green and blue depending on whether it is below, expected, on or slightly above or exceeding the expectation for that point in the year.

On pages 3 and 4, I have included some images which explain how to read our SOLAR reports and Link Priorities reports.

These are then summarised with a personalised comment from tutors to say how your children are progressing over the course of the term or year. These will be sent home alongside our intervention reports and therapy reports.

Your child's level at the start of the year

Your child's level now

Your child's target for the end of this term

Subjects

	Baseline	Year Start	09/12/2021	Target:
The New Link Steps 2021 English	LS6	LS6 + 89%	LS6 + 96% LS7 + 3%	Target: LS7 + 3%
The New Link Steps 2021 Food Tech	LS5	LS6 + 56%	LS6 + 74% Target: LS6 + 69%	
The New Link Steps 2021 Humanities	LS7	LS7 + 33%	LS7 + 52% Target: LS7 + 45%	
The New Link Steps 2021 Life Skills	LS8	LS8 + 90%	LS8 + 97% Target: LS9 + 6%	
The New Link Steps 2021 Maths	LS6	LS6 + 71%	LS6 + 81% Target: LS6 + 84%	
The New Link Steps 2021 PE	LS5	LS6 + 0%	LS6 + 62% Target: LS6 + 12%	
The New Link Steps 2021 Science	LS6	LS6 + 19%	LS6 + 33% Target: LS6 + 30%	

Red = below target
 Amber = near to target
 Green = on or slightly above target
 Blue = exceeding target

PROGRESS CHART – THE LINK PRIORITIES

Student [REDACTED] Class YATES Academic Year 2020/2021

KEY: SKILLS LOST = RED SKILLS SAME = ORANGE NEW SKILLS LEARNT = GREEN NEW SKILLS LEARNT AND GENERALIZED = DARK GREEN NON-APPLICABLE = N/A

THE LINK PRIORITY	AUTUMN	SPRING	SUMMER
1. Friendships – able to form and maintain positive relationships with peers.	Skills Same	New skills learnt	New skills learnt
2. Friendships – able to resolve conflict with others and move forward in relationships successfully	Skills Same	Skills Same	New skills learnt
3. Readiness to learn – able to focus and attend to adult led activities	New skills learnt	New skills learnt	Skills Same
4. Learning to learn – be able to accept and apply different strategies in their learning	Skills Same	New skills learnt	New skills learnt
5. Learning to learn – able to use strategies that enable them to learn independently	Skills Same	New skills learnt	New skills learnt
6. Communication – Functional- able to independently communicate important information to get their needs met and to get help	New skills learnt and generalized	Skills Lost	New skills learnt
7. Communication –Social- able to enjoy and take part in reciprocal communication with known adults and peers	Skills Same	New skills learnt	New skills learnt
8. Communication – Formal- able to communicate effectively and appropriately with less familiar people in a more formal setting	Skills Same	New skills learnt	New skills learnt
9. Communication – Literacy- able to use their favoured form of written communication effectively	Skills Same	Skills Same	New skills learnt
10. Transfer and generalise skills – able to apply knowledge and skills they learn at school to different activities and environments	Skills Same	Skills Same	Skills Same
11. Emotional Development – able to recognise and communicate their emotions and implement effective strategies to support self- regulation	Skills Same	Skills Same	Skills Same
12. Emotional Development – able to recognise and value their own abilities and barriers– leading to a more positive self-esteem	Skills Same	Skills Same	Skills Same
13. Emotional Development – Theory of Mind – able to see a situation from another person’s perspective and adjust their behaviour to support others	Skills Same	Skills Same	Skills Same
14. Personal safety – able to see hidden risks by recognising less obvious intentions of others- making safe choices	Skills Same	Skills Same	Skills Same
15. Social expectations– able to have a good understanding of expected behaviour in difficult contexts both in and outside of school	New skills learnt	New skills learnt	Skills Same
16. Problem solving – able to find solutions to different sized problems	Skills Same	Skills Same	Skills Same
17. Time and leisure –able to participate in and enjoy a range of leisure and social activities	New skills learnt	Skills Same	Skills Same
18. Healthy lifestyle – Physical – knows how to keep well physically and is pro-active in putting these strategies into practice	New skills learnt	New skills learnt	New skills learnt
19. Healthy lifestyle – Mental Health – knows how to have good mental health and is able to fill their “emotional tank”	Skills Same	New skills learnt	New skills learnt
20. Sensory processing - Can recognise their sensory processing difficulties and actively engage in activities that help them address these	New skills learnt and generalized	Skills Same	Skills Same

Termly Totals by category	Autumn Term				Spring Term				Summer Term			
Total number rated	0	14	4	2	0	1	10	9	0	0	10	10
Termly Totals %	20	20	20	20	20	20	20	20	20	20	20	20
	0%	70%	20%	10%	5%	50%	45%	0%	0%	50%	50%	0%
				N/A				N/A				N/A
Skills Lost	1											
Skills Same		34					23			2		
New Skills												
Generalized												
N/A												
Annual Score												
Annual Score %												

The Link Priorities report is based on our non-academic curriculum which is followed by the whole school. All students are observed closely by all staff who then feedback into a full school audit identifying common and unusual barriers to learning. This is then streamlined into twenty statements which all students work towards at all times whether structured or unstructured. All staff promote these priorities and model good practice to ensure they are fully embedded. Every term the tutor teams comprising of the teacher, SSA and therapist work together to assess each student’s progress towards these statements. This is reported by way of stating if each priority has seen:

- Skills lost
- Skills same
- New skills learnt
- New skills learnt and generalised

Each student is monitored for anything which may be an area for development and intervention is put in place where required; either as a specific focus in lessons, or in therapy sessions.

The [Secondary Site Link Priorities](#) are as follows:

1. **Friendships** - able to form and maintain positive relationships with peers.
2. **Friendships** - able to resolve conflict with others and move forward in relationships in a successful way.
3. **Readiness to learn** - able to focus and attend to adult led activities.
4. **Learning to learn** - able to accept and apply different strategies in their learning.
5. **Learning to learn** - able to use strategies that enable them to learn independently.
6. **Communication - Functional** - able to independently communicate important information to get their needs met and get help.
7. **Communication - Social**- able to enjoy and take part in reciprocal communication with known adults and peers.
8. **Communication - Formal** - able to communicate effectively and appropriately with less familiar people in a more formal setting.
9. **Communication - Literacy** - able to use their favoured form of written communication effectively.

10. **Transfer and generalise skills** - able to apply knowledge and skills they learn at school to different activities and environments.

11. **Emotional Development** - able to recognise and communicate their emotions and implement effective strategies to support self-regulation.

12. **Emotional Development** - able to recognise and value their own abilities and barriers- leading to a positive self-esteem.

13. **Emotional Development** - Theory of Mind - able to see a situation from another person's perspective and adjust their behaviour to support others.

14. **Personal safety** - able to see hidden risks by recognising less obvious intentions of others- making safe choices.

15. **Social expectations** - able to have a good understanding of expected behaviour in difficult contexts both in and outside of school.

16. **Problem solving** - able to find solutions to different sized problems.

17. **Time and leisure** - able to participate in and enjoy a range of leisure and social activities.

18. **Healthy lifestyle** - Physical - knows how to keep well physically and is pro-active in putting these strategies into practice.

19. **Healthy lifestyle** - Mental Health - knows how to have good

mental health and is able to fill their "emotional tank".

20. **Sensory processing** - Can recognise their sensory processing difficulties and actively engage in activities that help them address their sensory processing needs.

This is reported alongside the SOLAR report to show academic progress as well as ongoing regular conversations, updates and narratives in the form of parents' evenings, EHCP reviews, tutor contact and all post card or behaviour updates.

WHAT'S BEEN HAPPENING AT THE PRIMARY SITE?

Beech Class have been taking advantage of the periods of dry weather to participate in some local trips, embedding their social skills.



Small group visits were taken to a local café, where they all enjoyed a drink in the sunshine.



Later in the week, the class visited Oaks Park. Travelling on the mini-bus, they enjoyed buying a small snack each to enjoy in the café.

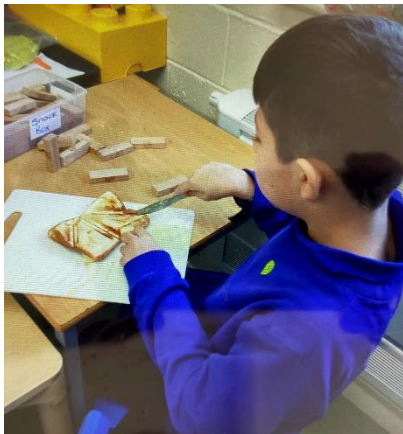


Beech Class' creative juices have gone into overdrive too. Matilda was so happy to complete her project she has been working on, making a home for Pixie our therapy dog and was very keen to show everyone the finished product. A thumbs up from all of us too!



Willow Class are working hard to work together and help others. Their team building exercises during indoor PE sessions are commendable.

Hazel Class enjoyed making French toasties during their cookery sessions this week. We hear they enjoyed eating even more! Bon appetit Hazel Class.



WHAT'S HAPPENING AROUND AND ABOUT?

The cost of living crisis is hitting everyone at present, but there is help available for those who need it.

Sutton Borough are offering lots of support in the community. For more information call them on 0208 770 5000, visit sutton.gov.uk/support or visit your local library or the civic offices.

