SEND POLICY AND INFORMATION REPORT

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Agreed by Governors	March 24
Date of next review:	March 25

SEND policy and information report

AIMS

As a specialist provider, teaching students with SEND is the core business of The Link school. We structure our approach to the individual needs as set out in the Education Health and Care Plan (EHCP) through a pathway model in school.

All students at The Link will have an EHCP with identified needs, provision stated and goals/outcomes outlined. Any changes to this will be identified by the classroom teacher or tutor and then conveyed to the SENDCo/LA as appropriate. Annual reviews will action statutory changes.

We will aim to:

- Ensure that all students at the school receive appropriate teaching and support which takes into account their SEND.
- Ensure that tasks and activity are well-matched and differentiated where necessary and that teaching methods and practice are regularly reviewed to ensure that they remain appropriate and relevant to the needs of the individual.
- Involve students and families in decisions regarding education and the meeting of the students' needs, to support them to promote learning and development and planning for their future.
- Ensure that resources available to the school (including financial, staffing, technical and advisory) are deployed appropriately and effectively to meet students' needs.
- Liaise effectively with individuals and organisations who have an interest in, or are able to make a positive contribution towards students' lives.
- Work with OHC&AT to ensure that staff are able to access a programme of specialised continuing professional development (CPD) appropriate to their role and career pathway and ensure that staff participate in such training and development in order to enhance and update their skills in meeting the needs of students with SEND.
- Ensure that the obligations of the school are met in respect of the Children and Families Act 2014 in accordance with the SEND Code of Practice.
- Work collaboratively with the multidisciplinary team such as therapists and medical professionals and agencies to support the development and wellbeing of the whole person.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs/disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils/students with SEND

The Link Ethos and Vision

Our school value all our learners equally, recognising their individual strengths, barriers, and aspirations. As a school team we are driven by our school vision

"**digging deep to aim high**" wanting our learners to **overcome their barriers** and **reach their potential**. This means that the team around the children and young people work together to ensure **every learner is understood**. We seek to **overcome barriers today** so that young people and parents can look forward to **a bright future tomorrow**.

Generalising learning into community settings, work, and leisure opportunities as well as **quality relationships** is seen as a priority as we help our young people develop **positive self-esteem** and greater independence. The four key strands of our vision for all learners is to achieve optimum

- **Communication**
- **Wellbeing – physical, emotional, and social**
- **Independence**
- **Achievement**

Our shared ethos and vision enable us to think about and plan for the future of our children and young people with imagination and wisdom.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice specifically section 6, and the following legislation:

- *Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils/students with SEN and disabilities, and with specific reference to section 69 of this legislation*
- *Regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report*
- *Paragraph 3 of schedule 10 to the Equality Act 2010 which sets out the duty on schools to prepare and enact an accessibility plan.*

This policy also complies with our funding agreement and articles of association.

DEFINITIONS

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

ROLES AND RESPONSIBILITIES

The Link school is a special school. Every teacher is considered to be a teacher of Special Educational Needs and Disabilities (SEND), whose role is to plan and develop the curriculum to take account of individual differences and secure good progress.

Similarly, while we operate a portfolio governance system, every governor on our Local Governing Body (LGB) is considered to be a governor of SEND and is therefore expected to work with the school leadership to ensure that every student is supported to achieve their maximum potential. Responsibility for oversight of SEND within The Link school sits within the Teaching and Learning portfolio. More information about our governors can be found on the Governance page of the school website.

Specific responsibilities are listed below.

The SENDCO

The SENDCO at the Secondary site is a shared role between Sarah Draycott and Sian Jones. The SENCO role at the Primary site and Satellite site is covered by the senior leadership team, Sandy Turner, Sue Denman, Anita Clay and Nic Andrews.
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They will:

- Work with the Principal and Teaching and Learning governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all students with SEND up to date.

The Local Governing Body

Governors will:

- Collectively ensure a continued focus on SEND at LGB meetings and within their respective portfolio activities, in order to provide assurance that students are receiving a broad, balanced and relevant curriculum, well-matched and appropriately differentiated to their individual needs and underpinned by specialist approaches and strategies to address those needs.

The Teaching and Learning governor will:

- Monitor the quality and effectiveness of SEND provision within the school and update the LGB on this.
- Work with the Principal, senior leads and SENDCOs to determine the strategic development of the SEN policy and provision in the school.

The Principal

The Principal will:

- Work with the SENDCO/Senior Leadership Team and Teaching and Learning governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for ensuring that students are receiving a broad, balanced and relevant curriculum, well-matched and appropriately differentiated to their individual needs and underpinned by specialist approaches and strategies to address those needs.

Class teachers/ tutors

Each class teacher/ tutor is responsible for:

- The progress and development of every student in their class or tutor group.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO/Senior Leadership Team to review each student's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

SEN INFORMATION REPORT

The kinds of SEN that are provided for

The school caters for up to 150 children and young people. All the students attending The Link have an EHCP within which the student's primary need has been identified as a Speech Language and Communication Need.

As well as SLCN, we cater for students with Autism Spectrum Disorder ('ASD'). We also cater for students with a range of other needs, but these are always secondary to the speech and language and communication need. Increasingly children and

young people accepted at the school have a dual diagnosis with both diagnoses presenting as significant barriers to their learning. The school have also developed a flagship provision for learners with ASD with a demand avoidant profile or Pathological Demand Avoidance (PDA).

Learners work in small classes with a high ratio of adults. We have eighteen classes or tutor groups where children and young people are grouped by learning style and ability. This ensures learners work within a suitable peer group and that work is differentiated consistently to enable sustained progress.

Consulting and involving pupils/students and parents/carers

Local Authorities send the relevant documentation to all of the schools they feel would meet the needs of the young person. Once our admissions team receive the referral via the email address on the website they forward it to the Principal who reviews the documents. When considering a potential placement for a student, the Principal looks closely at the needs of the student. This will take into account the following criteria:

Young people should present with a primary or significant delay or disorder in speech, language and communication. The speech, language and communication impairment and additional needs will be significant enough to prevent the young person from learning in a mainstream setting.

All young people must have an Education, Health and Care Plan (EHCP) or be in the process of an assessment for an EHCP.

Any other need such as hearing impairment, physical disability or emotional and behavioural disorder will be secondary to the language and communication impairment and will not be acute.

Arrangements for admission of children with additional disabilities to their main SEN need will be considered in relation to the Equality Act. The school will take steps to prevent disabled pupils being treated less favourably than others. This may include ensuring reasonable adjustments are made to the inside or outside of the school environment or that additional equipment is purchased to enable equal access to the curriculum or school activities.

All young people will require an education programme delivered in a structured environment in which language and communication development forms an integral part.

All young people will require speech and language therapy intervention delivered through a variety of forms such as whole school approaches, small groups and / or one to one therapy.

On the Primary site pupils may range from learners who require one to one support for learning to pupils who can work in pairs or small groups for the majority of the

curriculum. On the Secondary site all young people are expected to work independently for a short time within the small classroom setting.

On the Primary site pupils may require support with basis self-help and toileting programmes. By Secondary age all young people will be independent in basic self-care skills.

The satellite site caters for pupils with demand avoidant behaviour who have had challenges working in traditional learning groups, whether this has been in a mainstream setting or special school setting. Many of the children have a dual diagnosis of ASD and Attention deficit/ Hyperactivity needs. This site is appropriate for children who require a nurture-based setting with a highly individualise learning programme.

Any placement at The Link will be as a result of careful consideration of the young person's needs, how effectively the needs can be met and whether they can be met without detriment to other students already in the provision.

If it is felt that more information is needed, the Principal will go back to the referring borough and request clarification. If the paperwork suggest that the school can meet need and there are places available then the school will offer a face-to-face assessment morning or day depending on the age of the student or if the student appears suitable for the Satellite site an outreach worker will conduct an assessment in the student's current setting. If it is felt that The Link is able to meet the needs of the young person after the assessment, an offer is made in writing to the Local Authority who will make a decision based on the feedback received from each of the schools they have consulted. They may decide to name another school and they will be named on the EHCP.

If The Link feel that they cannot meet the needs of the young person, they will respond to the Local Authority following the requirements outlined in the SEND Code of Practice 2015.

Once The Link is named on your child's EHCP, a member of staff will contact you to schedule a meeting to complete the admissions paperwork. This will include medical information, permission to administer medication (if needed), permission to attend off site activities, eligibility for free school meals etc. We will also discuss your child's start date and class groups.

Assessing and reviewing students' progress towards outcomes

Assessing children

How does the school know how well my child is doing?

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.
The school uses an assessment system called SOLAR which is designed around the need to not only track attainment but also for the identification of targets and next

steps for the learners.

Therapists work in partnership with the students, teachers and staff, parents/carers, the school counsellor and external agencies to provide an informed and accurate picture of the learners' strengths and difficulties and how best to maximise their potential.

Updates on progress
How regularly will I be updated on my child's progress?

Formal and informal information sharing methods are used on a regular basis. We recognise the need for home schoolbooks or diaries, and these are used in addition to Parent Mail across the school to inform parents/carers of day-to-day events. Bespoke support packages are in place for parents who want or would benefit from a more individualised approach to supporting their child's needs.

On the Primary and Satellite site formal progress review meetings take place termly and thorough reports are prepared for the Annual Review of progress towards EHCP outcomes.

On the Secondary site there are three parent evening consultations each year, at which teachers and therapists are present and where student progress and attainment is discussed. Progress reports are sent home three times a year. The termly parent meetings give those closely involved with the young person opportunity to talk through the reports, strategies that are having the most impact and any additional interventions that may be needed.

SLT reports and assessments, OT reports, as well as reports from any additional therapy input, such as counselling and other therapies, are produced for annual review and EHCP meetings.

If a child is not making progress
Will I know if my child is not making progress and what will happen?

Rigorous monitoring and evaluation take place in order to review the effectiveness of every learner's plan. If a child or young person is not making the progress they should then programmes are reviewed and specialised interventions put into place in a timely way to ensure that learners overcome any additional barriers so they begin to make at least the progress that would be expected.

Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents/carers and students which information will be shared as part of this. When a young person moves on from the school, therapists provide a detailed account of the student's needs and the type of provision required to meet those needs. Where possible a member of staff from the new placement will be invited to the student's annual review meeting or will have opportunity to visit the

student in their current placement to speak with school staff and review assessment documentation.

Our approach to teaching pupils/students with SEND

We will aim to:

- Ensure that all students at the Link receive appropriate teaching and support which takes into account their SEND.
- Ensure that tasks and activities are well-matched and differentiated where necessary and that teaching methods and practice are regularly reviewed to ensure that they remain appropriate and relevant to the needs of the individual.
- Involve students and families in decisions regarding education and the meeting of the students' needs, to support them to promote learning and development and planning for their future.
- Ensure that resources available to the Link (including financial, staffing, technical and advisory) are deployed appropriately and effectively to meet students' needs.
- Liaise effectively with individuals and organisations who have an interest in, or are able to make a positive contribution towards, students' lives.
- Work with OHC&AT to ensure that staff are able to access a programme of specialised continuing professional development (CPD) appropriate to their role and career pathway and ensure that staff participate in such training and development in order to enhance and update their skills in meeting the needs of students with SEND.
- Ensure that the obligations of the Link are met in respect of the Children and Families Act 2014 in accordance with the SEND Code of Practice.
- Work collaboratively with the multidisciplinary team such as therapists and medical professionals and agencies to support the development and wellbeing of the whole person.

Teachers are responsible and accountable for the progress and development of all the students in their class. Learners work in small classes with a high ratio of adults. We have eighteen classes or tutor groups where children and young people are grouped by learning style and ability. This ensures learners work within a suitable peer group and that work is differentiated consistently to enable sustained progress.

High-quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students. Our school vision statement 'Digging deep to aim high' embodies what we believe as a school which is that collaborative practice and additional support results in a quality offer where "young people overcome barriers today so that they and their parents can look forward to a bright future tomorrow".
The Link provides a curriculum that is tailored to meet the academic, social and emotional needs of all the learners. Evidence based approaches are familiar to all staff, such as blank levels, colourful semantics, social stories, comic strip conversations and zones of regulation.

Learners are provided with regular, planned opportunities to use and apply their skills across all subjects and settings. Children and young people have regular planned access to community environments so that they can generalise their skills and learning.

As the young people progress through the school the Curriculum strategies extends to include, travel training, enterprise activities, work-related learning, independence and self-help skills, FE link courses and work experience.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

Primary Site

We believe that children learn best when they enjoy and value coming into school to participate in an exciting, practical and relevant learning curriculum. Lessons and activities are planned to give children new experiences and to help them embed learning through hands-on approaches.

We offer a lively and vibrant curriculum which studies core discrete subjects as well as cross curricular based topics in conjunction with individual educational outcomes from EHCP's. Our spiral Relationship and Health Education (RHE) Curriculum offers discrete topics which help our pupils develop their social skills and emotional regulation at their appropriate levels. A Curriculum of additional priorities called "The Link Priorities" underpin the National Curriculum offer. The use of child centred planning from individuals' EHCP long term targets help tailor the goals that we believe will make a difference to our pupils achieving their full potential.

Secondary Site

Obtaining the best possible outcomes for students is one of our highest priorities. We have developed a pathway system that lets us support the whole range of needs and talents that our students display. Every student has a timetable that reflects their specific requirements, with sessions delivered by subject specialist teachers and therapists.

Regardless of Key Stage, our students' curriculum will be based on three elements:

Formal (English, Maths, ICT, Science)– followed by all students

Physical / Expressive (PE, Art, Humanities, D.T., Projects)– accessed by the majority of students

Access and Link Priority Curriculum– therapy programmes to support and develop language, learning, life and social skills.

Satellite Site

“Backdoor learning” and nurture approaches prove the most effective system for our pupils, and we offer 3 curriculum pathways for our learners on the satellite site (informal, semi formal and formal). We do not have set topics of study but instead use learner motivations alongside assessment criteria to plan the curriculum offer. Our learner's journey is individualised to them to promote the best outcomes. Students who wish to gain qualifications on the formal pathway study appropriate topics for the qualification.

We deliver a range of national curriculum subjects within all our learning approaches. Backdoor learning forms the main approach for our learners, however as learners’ anxieties reduce class teachers are able to increase more traditional learning resources and styles, often referred to by students as ‘daily challenges’.

Alongside the academic subjects we recognise the significant and important social and regulatory skills that our learners need to develop in order to maintain successful skills within their social and academic worlds. These areas are as much a focus as the national curriculum subjects. All learners work upon building their skills in relation to the satellite site Link Priorities and termly IEPS related to outcomes in their EHCP.

Additional support for learning and other agencies

A collaborative team including Teacher, Speech and Language Therapist, OT and Support Staff devises a learning pathway for every learner.

All staff are experienced in teaching students with Speech, Language and Communication impairment and or Autistic Spectrum Disorder.

We have a number of teaching assistants who are trained to deliver interventions such as ELSA, dyslexia interventions and phonics interventions.

Speech and Language Therapy and Occupational Therapy are integrated into all aspects of the curriculum. Therapists work closely with students, parents/carers, class teachers, support assistants and external agencies to provide a whole school approach to ensuring the students achieve their full potential both at school and in their life beyond school.

A high level of visual support is offered including pictures and symbols to support concepts and understanding. Social stories and visual timetables are used regularly to help the students cope with changes to daily routines and other more significant events.

The school works closely with a variety of external agencies across different Local Authorities including physiotherapists, the visual and hearing impairment service, a behaviour consultant, CAMHS and parent in partnership or independent charities such as IPSEA.

Specialist services and expertise

- Special support assistants
- Local Authority SEND caseworkers
- Sensory processing support
- Speech, language communication support
- Autism spectrum disorder support
- Occupational therapy support
- School nursing services
- Access to Child and Adolescent Mental Health Service
- Protocols for informing, engaging and empowering parents/carers
- Music Therapy - Nordoff Robins
- Drama Therapy - Roundabout
- Canine Assisted Learning
- Yoga and Dance
- RDA Horse riding

Expertise and training of staff

The Link operates a dedicated staff training programme with CPD linked to identified individual and organisational priorities, including SEND-specific training. Additionally, staff benefit from OHC&AT's whole organisational CPD and development offer which includes:

- In-house training focused on specific areas of SEND, developed and delivered by experienced senior staff;
- Access to bespoke in-house training, delivered by qualified and experienced OHC&AT staff, around specific areas of SEND as well as other relevant areas e.g. Team Teach, Positive Behaviour Support, First Aid for Mental Health.
- Access to professional and specialist staff networks, enabling peer support and the sharing of best practice around effectively supporting pupils/students with SEND;
- For staff wishing to become qualified teachers, the SEND-specific Diploma in Education & Training pathway, delivered in partnership with Canterbury Christ Church University or training and apprenticeship options, through National Organizations, such as TES Straight to Teach

The Teachers at the Link School are fully qualified teachers. They have a range of additional qualifications that include: B Ed, MA, NPQH, Cert: Ed, Diploma SEN, Diploma in Education and Training, Diplomas ASD ASE.

We employ five Occupational Therapists and nine Speech and Language Therapists qualified at Degree level and registered with the College of OT or Royal College of

Speech and Language Therapy. Two Therapists are additionally qualified in Sensory Integration Therapy.

Staff receive an ongoing plan of weekly training either through after school twilights or breakfast meetings. This training includes a rolling programme of evidence-based SEN strategies as well as new learning related to school developments.

Some staff have advanced first aid training sessions on the administration of medication for conditions such as epilepsy.

All of our support staff are trained in basic first aid and the school meet Health and Safety requirements in terms of first aid personnel.

Securing equipment and facilities

The school site has developed over time, expanding as demand for places has increased.

The school has undergone a period of improvement in terms of building and the surrounding school environment. The Primary and Secondary site consist of a number of classrooms, an assembly hall, computer room, food technology room and a number of smaller rooms used for individual or small group work.

On the Primary site children are able to expand learning beyond the classroom, outside in the form of a sensory garden for regulation needs as well as a horticulture area with raised beds where fruit and vegetable growing is able to take place. The children benefit from a large sunken trampoline in the outside environment as well as an internal sensory diet room with specialist equipment. The Primary site is on two floors. The new build is fully accessible by lift. The second floor in the older part of the building is accessible only by a staircase and is not suitable for children with complex physical needs.

On the Secondary site there is a modern teaching block, over three floors, which is fully accessible by stairs and a lift.
The entrance to the school has fully accessible sliding doors with ramp access from the car park.
The older part of the building houses our therapy block, specialist classrooms, hall, office and admin facilities. There are some parts of the old build that are not easily accessible to students who require walker or wheelchair access. The playground has recently had an upgrade and is now fully accessible to wheelchair users.
The Satellite site is situated just over a mile away from the other buildings on the site of Wallington Primary Academy which is part of the Cirrus trust. The Satellite site is separate from WPA with its own large expanse of outdoor space, play area with playground equipment as well 4 large working spaces and a separate building for therapy and food technology.

Equipment and facilities are maintained well through Academy SEND placement funding and through an agreed placement funding formula with Sutton Local Authority taken from the High Needs Funding block.

Evaluating the effectiveness of SEND provision
The Link is a special school; therefore, all students will have an EHCP.
We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their academic goals each term
- Reviewing the impact of interventions termly
- Using student questionnaires
- Monitoring by the teachers, therapists, senior leads and SENDCO
- Termly monitoring by the LGB and the Academy Trust Executive Leadership team
- Holding annual reviews for students with EHC plans

Removing barriers to participation

All of our extra-curricular activities and school visits are available to all our students, including our lunch time clubs and after-school clubs.

All students are encouraged to take part in all of the activities arranged by the school such as:

- Enrichment
- Rewards
- Work experience
- Academic off-site trips

No student is ever excluded from taking part in these activities because of their SEND or disability.

The Link is fully committed to the ideal of maximising the potential of our students by meeting their individual needs. We adhere to the following principles:

- Students are entitled to have access to a relevant curriculum. The curriculum is well-matched and appropriately differentiated to the student's individual needs and underpinned by specialist approaches and strategies to address those needs.
- Students must have free access to the school buildings and facilities so that they can be treated equitably irrespective of their disabilities. Further information on this can be found in our Accessibility Plan on our website.
- Students within the Link are regarded and treated as unique individuals who must be given the opportunity to excel and experience achievement, which will be recognised and celebrated.
- Students benefit most when their individual needs and starting points are clearly identified in a proactive manner, so that programmes of intervention can be effectively planned implemented, monitored and reviewed.
- The personal development and academic areas of the curriculum are managed in such a way as to ensure that the participation of students in their own learning is maximised and to enable them to fully achieve their potential.
- Working in partnership with parents, carers and families is key to supporting the needs of pupils/students.

- A multi-disciplinary and inter-agency approach involving the expertise and resources of outside partners is essential when working with students whose individual needs are additional and complex.

Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students are encouraged to be part of the school council and to engage with class reps to get involved in school developments, local projects and fund raising activities.
- Students are encouraged to take active roles in supporting each other, with guidance from staff. They are encouraged to report any concerns to a member of staff or via our Worries and Concerns facility on our website.
- We have an emphasis on whole person learning. We see difficulties and barriers as opportunities. We focus on developing quality relationships that will help us build resilience. Self -regulation of emotional and sensory needs is a priority area of personal development. The Zones of Regulation ® framework is embedded across the school and has impact with supporting children and young people to manage their emotional regulation well.
- Students have access to individual well-being plans that are updated on a termly basis to ensure the most effective bespoke strategies are used in their emotional development.
- Every site has a Link Priority Personal Development Curriculum that underpins the National Curriculum offer and ensures personal priorities are a focus of every lesson and unstructured learning opportunity.
- On the Secondary site, The Life Skills Curriculum ensures that the following statutory topics are covered throughout both KS3 and KS4: Mental Health, Extremism and Radicalisation, Careers, E-Safety, Relationship Education, Bullying and Healthy Living. The programme and long-term targets are updated annually to meet the needs of the school population and this ensures that sensitive topics are covered in a way that are meaningful to the learners. A varied food technology curriculum is taught to all students. Students study nutrition and healthy eating and learn how to prepare a range of dishes covering many different cultures.
- For those students who are ready for increased independent community access the school teaches safer travelling through TfL initiatives on the trams and buses locally.
- If necessary, referrals are made to CAMHS to request more intensive support.

For further information, please refer to our Safeguarding and Wellbeing offer, on our website.

The Link School is fully committed to preventing and tackling bullying. We have a positive behaviour policy which recognises that successful management of challenging behaviour is wholly dependent upon our school ethos of creating a culture that values and supports each learner and member of staff by promoting an understanding of behaviour with clear communication, good mental and physical

wellbeing for all. Clear boundaries, guidelines and strategies, which are regularly reviewed, help positive behaviour to flourish. We recognise that challenging behaviour, however it manifests itself, is usually an impediment to accessing the curriculum effectively and that positive behaviour is a necessary prerequisite to effective teaching and learning.
Please see our Wellbeing and anti- bullying policies on the school website for more detail.

Complaints about SEND provision

The Link is committed to dealing with complaints promptly, fairly and carefully. We encourage parents, carers and other members of the school community to raise (on an informal basis) any concerns they have at the earliest opportunity. In most instances, this will involve speaking directly with the member of staff concerned, who will try to resolve the issue as quickly as possible.

Where resolution is not possible, the school has a formal Complaints Policy which sets out a structure under which complaints will be heard. This is available from the school website or a hard copy can be obtained from the school office.

The parents/carers of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents/carers of students with SEND

We publish a weekly school newsletter on the website under the parent section. The last page of the newsletter signposts parents /carers to local services and social and play opportunities for children and young people with SEND.

There is also a section on the website that signposts parents to local organisations that support various different aspects of SEND as well as organisations that support parents, and young people with their mental health and wellbeing.

Contact details for raising concerns

We encourage parents and carers of students to enter into constructive discussions with the school in order to positively resolve any problems or complaints. Parents/carers can contact the school by telephone, email, via the contact form on the website, and are always welcome to discuss concerns with school staff in person. The Complaints Policy is available via the relevant website or from the school office. Where parents/carers need support to raise a concern or make a complaint about their child's provision, we will work responsively with them to facilitate communication.

Primary: office@thelinkschool.co.uk

Secondary: admin@thelinkschool.co.uk

Satellite: enquiries@thelinkschool.co.uk

The local authority local offer

Our contribution to the local offer and our local authority's local offer is published on our website.

MONITORING ARRANGEMENTS

This policy and information report will be reviewed by the Principal and/or SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Local Governing Body (LGB) at least annually or whenever the policy is updated.

RELATED POLICIES AND DOCUMENTS

Accessibility Plan
Admissions Policy
Wellbeing and behaviour Policy
Child Protection, Adult Protection & Safeguarding Policy
Complaints Policy and Procedure
Equality, Diversity & Inclusion Policy
Equality information and objectives
Mental Capacity and Consent Policy (Academies)
Personal and Intimate Care Policy (Academies)
Relationships and Sex Education Policy and Procedure
Safeguarding and Wellbeing Offer
Student Mental Wealth, Health & Wellbeing Policy
Supporting Students with Medical Conditions in Education Policy