

Local offer for Special Educational Needs and Disabilities

The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is available helps us to make informed decisions when choosing services and support packages.

This document outlines the provision available at The Linden Centre from September 2014 to July 2015. This document is updated annually.

The Linden Centre's Local Offer is written with due regard to the Special Educational Needs and Disability Act 2001 and the revised Code of Practice. The Linden Centre seeks to adhere to the principles of an inclusive education service as set out in the DfES/0774/2001 document on Inclusive Centring.

The Linden Centre's Local Offer is written with full regard to the United Nations Convention on the Rights of the Child:

Article 1

Everyone under 18 has these rights.

Article 2

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3

All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4

The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5

Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 15 You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16

You have the right to privacy.

Article 19

You have the right to be protected from being hurt and mistreated, in body or mind.

Aims

At the Linden Centre, we believe that every student, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages him or her to achieve his or her full potential.

The Linden Centre's Local Offer should be read in conjunction with the following:

- Anti-Bullying Policy
- Gender and Race Equality Policies
- Child Protection Policy
- Code of Conduct
- Whistleblowing Policy
- Safeguarding Statement
- Behaviour Policy

All Students

All students are encouraged to become aware of learning issues and the right for students with additional needs and disabilities to be treated equally and respectfully. We aim to foster an ethos of acceptance and positivity and encourage students to seek support from staff to identify and address personal learning gaps. We work closely with parents to inform and advise on the progress students are making. We celebrate success and encourage all efforts to learn, share and question.

We offer the following services:

- High and clear expectations for learning and behaviour
- Reward systems to support learning, behaviour and attendance
- Regular assessments of progress leading to interventions as needed
- Robust and prominent safe-guarding arrangements
- A broad and balanced curriculum
- Supported transition back into Centre or other provisions
- Careers information and guidance
- Multiagency working
- ICT facilities
- Supervision at unstructured times
- A safe site
- Centre/home links
- Students are targeted for specific interventions when learning needs are identified.

Physical Needs and Sensory Difficulties

We fully support students with physical and sensory needs at The Linden Centre. Most Teaching Assistants are very experienced in providing the level of support that enable students to feel supported yet independent. We offer full access to the curriculum and to all aspects of Centre life and here barriers are identified we strive to remove them.

Our building has been designed for wheelchair friendly access and we have a suit of rooms that includes Classrooms, Break Out Space, Office, Intervention Room, Calming room, Kitchen, Behaviour Reflection Tables. The Disabled Access Toilet with self-cleaning facility are also located at ground level near to the Centre entrance for ease of access.

The timetable is managed flexibly to ensure that all groups which include a disabled student are timetabled in an accessible classroom. This enables us to put the need of the student first. Appropriate adjustments are made for access to Physical Education and Trips.

We offer the following services:

Therapeutic Interventions

Nurse Advice services

Education Psychology

Alternative provision

Multiagency work

Adapted furniture

Staff trained in care needs

Personal emergency evacuation plans

Individual risk assessments

Equipment safety checks

Training for staff to ensure the needs of individual PD students are met.

Vulnerable Students

There may be times when an individual feels anxious, vulnerable or overwhelmed. This can happen at any time and there are many reasons that prompt a request for additional support. The Linden Centre ensures that at all times there is a safe, quiet place within Centre where students can access emotional support or respite. The aim is to build self-confidence, self-esteem and independence. The Linden Centre staff team have a great deal of experience in providing the right level of support. The training needs of the team are kept under review to ensure that we are equipped to assist the students who require the best additional support. The Linden Centre staff team to ensure that safeguarding needs are met and that additional provision from external agencies can be linked to the students individual support package.

Dyslexia and Dyscalculia

During transition students are screened for Dyslexia and Dyscalculia where reasonable cause for concern has been raised by parents or partnership Centres. We also screen as a follow up from Cognitive Ability Testing (CAT) test results and ensure that parents and carers are informed of the results. Screening does not provide a diagnosis, but it does give us a reasonable indication of needs that may benefit from additional support or specific interventions. Sometimes screening can indicate that testing needs to take place by British Dyslexia Association (BDA) qualified staff to enable Examination Access Arrangements to be made.

After screening individually tailored programmes of intervention are recommended and delivered from the following menu of programmes:

Ruth Miskin Fresh Start Access Learning Link Because We Are All Learning Together

Hickey Multisensory Language Course
Toe by Toe
Speed Up handwriting
SNIP Literacy Recovery
Lexia
Power of 2
Numbershark
Accelerated Reader
Touch Type read and spell programmes.

We offer the following services:

Badger and Barrington Stoke reading books program for dyslexic and reluctant readers.
Individual support packs that include colour overlays, paper, handwriting grips and other appropriate support tools
Adapted screens for ICT
ICT tools and programmes
Staff trained in Dyslexia support.
Dyslexia screening programme
Close working with LA specialist staff
Dyslexia awareness programme for students
Accelerated reading program

Students with Speech, Language and Communication Needs

We offer the following services:

Speech and Language Therapy (SALT) sessions with a trained Learning Support Assistant
Dedicated (HI) Hearing Impairment Learning Support Assistant
NHS Speech Therapist and Hearing Specialists guidance and monitoring.
One to one and small group interventions in improving communication
In class support if needed
On-going progress assessment
Support for staff on students' communication and needs
Regular communication with parents via telephone / letters and other professionals
Attending professionals meetings
Working closely with Occupational Therapist and Physiotherapist

Students with Behavioural Difficulties

Clear and consistent behaviour procedures are followed by all staff. They are displayed in every classroom and in student's Personal Study Diary (PSDs).

We have taken the advice of leading behaviour specialist and consultant Paul Dix in the development of our whole Centre approach to behaviour and regularly review our procedures for behaviour management. Access Learning Link Because We Are All Learning Together

Students understand the systems and consequently, behaviour in Centre is very good.

If behaviour becomes a specific or consistent cause for concern that extends beyond the support that can be offered by the pastoral team The SENDCo will work in partnership with the student, staff, parents and professionals and alternative curriculum pathways may be considered. Students may be recommended to engage in 'Wave Strategy' for behaviour improvement. Additional support may be delivered within the Behaviour Reflection Unit where therapeutic approaches such as Lego Build to Express are used in addition to other therapeutic and behaviour reflection activities.

We offer the following services:

Behaviour reflection unit inclusion

Contracts and incentives for behaviour improvement including "Golden Time"

Wave strategy behaviour support plans

Individual risk assessments

Restorative justice and reparation work

Counselling and anger management

Social skills tuition

Consequential thinking workshops

Staff trained in de-escalation

Family liaison

Multiagency working

"Volcano Card" Exit Strategy and follow up support

Working in partnership with parents and carers

Alternative pathways for learning

To provide support for students with significant behaviour needs the Access Learning Link team work with the Local Authority, Senior Leadership Team and SEN Link Governor. We draw upon additional services from The Telford and Wrekin Behaviour Advice Team and Fair Access Panel. We collaboratively provide short term managed move placements and short term diagnostic placements.

We develop bespoke curriculum offers that may include work experience, alternative qualification pathways and college placements.

Students with medical needs

We offer the following services:

Multi agency working

Emergency care plans

Central, secure computerised records for staff access

Medical register for easy reference

Accurate recording and permission arrangements

Secure storage and administration of medicines

Staff trained in asthma, epilepsy and diabetes needs

NHS staff advice re changes and legislation

Staff trained in Emergency First Aid, updated annually.

Staff trained in emergency evacuation procedures Access Learning Link Because We Are All Learning Together

Medical room / Therapy room
Centre nurse

Autistic Spectrum Disorders and Aspergers

Many students with high functioning conditions are able to succeed at Centre with a very light touch from Access Learning Link. Some may need initial guidance or support with organisation. For other students NEST becomes the consistent base where daily routines are reviewed and respite can be found from more noisy and busy aspects of Centre life. Supervised break and lunch clubs with games and homework support are offered every day. We support communication difficulties and can work through confusing or challenging situations to reduce anxiety.

Vulnerable Students

The Nurture Team identify and support students at transition and may step in to support pupils identified with Moderate Learning Difficulties in small intervention groups. For those who may be struggling to manage within the classroom we offer individual programs of study. By working with class teachers we develop appropriate pre-learning groups to build self-esteem and overlearning groups to build self-confidence. The Nurture program supports students to become independent within a supported framework. Key worker and organisational support is available to link routines between The NEST and in the classroom. The Nurture Group is a usually small special class that benefits from a safe and predictable structured environment. Through this we are able to give children opportunities to re-visit early missed 'nurturing' experiences. Additional support may also be provided through specific intervention packages and multi-agency working. Parents are consulted regularly and are encouraged to work in partnership with the Centre.

We offer the following services:

Small group social support
Social skills and circle time activities
Modified timetable offers
Lego Build To Express workshop
Therapeutic Story Writing
Nurture opportunities including working at our allotment garden.
Guidance in the development of organisation skills
Behaviour guidance and support
Learning to Learn qualifications from the NCFE
Supported primary to secondary transition
Supported transition post 16

Transition Access Learning Link Because We Are All Learning Together

By supporting primary transition we ensure that our new students and their additional needs are fully understood and can be planned for. We identify students with Statement of Special Needs / Education Health and Care Plan and begin our transition process by attending Annual Reviews while students are still in Year 6 and offer additional taster days. We attend CAF and TAC meetings in partnership with our feeder primaries and students with identified needs are transferred to the Burton Borough Provision Map. The NEST team are available to work with parents and pupils who may require additional support. This is a small part of a much bigger transition package provided by The Pastoral Team to ensure all our new students feel confident and are ready to join the Burton Borough community.

Intervention Groups

An intervention group provides us with a valuable opportunity to help close an identified learning gap. Students are withdrawn from subjects for a specific number of sessions to address a particular need and progress is closely monitored. We aim not to withdraw from core subjects but sometimes the need to address a specific learning gap outweighs the need to attend a particular lesson. Group sizes are small and finely focused personalised teaching is possible.

All interventions are monitored by The SENDCo. We endeavour not to withdraw students from the same lesson for more than six weeks. Intervention groups are run by trained Learning Support Assistants, Higher Level Teaching Assistants, The SENDCo or an external service provider like a Speech and Language Therapist who may have specialised knowledge of a particular need.

☒ Before intervention begins we will contact home to inform and seek permission to begin a program of study.

☒ If it is agreed that the support of an outside agency is required, you will be asked to give your permission for the Centre to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the Centre and yourself understand your child's particular needs better. The Educational Psychologist or Learning Support Advisory Teacher conduct testing to help us to better understand a student's learning needs and provide teaching strategies to support learning.

☒ When an intervention program is complete we inform parents and teaching staff about outcomes.

The Special Educational Needs & Disabilities Co-Ordinator (SENDCo) is responsible for:

☒ Coordinating all the support for students with additional educational needs (AEN) and or disabilities, and developing the Centre's SEND policy to make

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sure that all students get a consistent, high quality response to meeting their needs in Centre.

☑ Ensuring that you are:

- o Involved in supporting the students learning
- o Kept informed about the support offered and provided
- o Involved in reviewing progress
- o Part of planning and future transition needs

☑ Liaising with other people who may help to support learning e.g. Speech and Language Therapy, Educational Psychology etc...

☑ Updating the Centre's SEND provision map, (a system for ensuring all the special educational, physical and sensory needs of pupils of pupils at Burton Borough are known and understood)

☑ To provide specialist support for teachers and support staff in the Centre so that they can help all pupils with SEND to achieve their potential.

☑ Organise training for staff so that they are aware and confident about how to meet the needs of students with SEND in Centre.

☑ Deployment of (HLTAs) Higher Level Teaching Assistants and (LSAs) Learning Support Assistants

Mrs Clouter is the Centre's SENDCo

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Meeting Times are available during the Centre day on Tuesdays and Wednesdays.

After Centre appointments are available on Mondays and Tuesdays

Higher Level Teaching Assistants:

Jayne Owen Jones Numeracy HLTA

Lisa Corbishley Behaviour HLTA

T.B.C Literacy HLTA

Jayne Owen Jones Nurture HLTA

HLTA status is awarded by the Teacher Training Agency to Centre support staff who successfully demonstrates the agreed national professional standards through one of the HLTA assessment and training programmes.

Learning Support Assistants:

A Learning Support Assistant (LSA's) may be allocated to a pupil and named as a named Key Worker. Whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's **learning and progress** are directed to the SENDCo or HLTA team.

The Headteacher is responsible for:

☑ The day to day management of all aspects of the Centre, this includes the support for children with AEN and/or disabilities. Mr Hill gives responsibility to the SENDCo and class/subject teachers but is still responsible for ensuring that students needs are met.

Mr Hill must make sure that the Governing Body is kept up to date about any issues in the Centre relating to SEND.

The SEND Governor is responsible for:

☑ Making sure that the Centre has an up to date SEND Policy

☑ Making sure that the Centre has appropriate provision and has made necessary adaptations to meet the needs of all students in the Centre

☑ Making sure that the necessary support is made for any student who attends the Centre who has SEN and/or disabilities.

☑ Making visits to understand and monitor the support given to children with SEND in the Centre and being part of the process to ensure your child achieves his/her potential in Centre.

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