

SEN Information Report

The Link Primary School is a special school for children with speech, language and communication needs including autistic spectrum conditions. We are part of the Orchard Hill College and Academy Trust.

Our Leaders and staff

Our highly experienced and qualified staff includes specialist teachers, special support assistants, speech and language therapists and occupational therapists. The names of the staff team can be viewed on our website at www.linkprim.org.uk

The Curriculum

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 is cross curricular based in order to help our children make strong learning connections between subjects. Topics are taken from the International Primary Curriculum (IPC) and are updated each year to ensure relevance to the class groups where children are placed according to their ability and learning need. Teachers further differentiate their planning to ensure topics are motivating to their group and to meet the individual needs of the pupils.

Literacy topics are carefully planned to match the cross curricular theme and to develop language and literacy skills through both fiction and non-fiction materials.

The curriculum is built and adapted to meet the needs of every individual pupil and therefore The Link Priority Curriculum covering the holistic needs of pupils through emotional, social, sensory and Independence skills is firmly embedded into everything that we do.

Therapy

A range of therapies is central to our integrated offer and helps us to meet our vision of “linking hands to ensure every child is understood so that they will reach their full potential” in order to “overcome barriers today so that children and parents can look forward to a bright future tomorrow”.

We employ the majority of our therapists directly and they are all fully qualified and experienced professionals who work collaboratively and seamlessly with teaching and support colleagues to maximise impact when overcoming barriers presented by the children’s main needs of communication, sensory integration and independence.

Our therapy offer includes:

Speech and Language Therapy (2 days of therapy per class group) - Speech and language therapy is concerned with the identification, assessment and support of speech, language and communication needs of pupils.

Occupational Therapy (1 day of therapy per class group) –The role of the Occupational Therapist is to work with pupils who for a variety of reasons have difficulty engaging in the curriculum and learning processes. The difficulties may be related to fine and gross motor difficulties, independence or sensory needs.

Drama Therapy (Bespoke support) – Drama therapy is provided by the “Roundabout” service – this offers a creative form of expression using drama techniques to facilitate a change of perspective / behaviour, adapt to disability, deal with difficult issues and promote personal growth and mental health.

Music Therapy (Bespoke support) - Music therapy is provided by the Nordoff Robbins service. This enables children to develop self- awareness, motivation, initiative and confidence. It helps children relate to others and build rewarding relationships as well as creating a means of expressing feelings that for whatever reason cannot be put into words.

We are also supported by a **behaviour consultant**. The behaviour consultant provides direction to front line staff and parents at The Link Primary School with pupils identified by the Principal as requiring additional provision to overcome their emotional health barriers over and above that provided by the school systems.

We work with a number of other agencies and seek to have a joined up, efficient and effective approach. This includes local authority SEND departments and case workers, NHS colleagues and social care teams.

Approach to behaviour

Many of our children have challenging behaviours resulting from their difficulties managing emotional and sensory regulation and have previously had these needs misunderstood. We aim as a priority to understand where behaviour originates so that effective strategies can be put into place and be implemented consistently. The focus is on developing positive self – esteem and on teaching appropriate behaviour so that as the children grow they can access and successfully be part of wider society. Each class group reflects upon and displays their vision and values for working successfully together and this drives and supports pro-active classroom management.

Pupil progress

Pupil progress is monitored and measured by:

- Termly academic and personal and social development assessments
- Termly target setting routines
- The annual review of each child’s Education, Health and Care Plan

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

Facilities

The school has undergone a period of improvement in terms of building and the surrounding school environment. The school is now more spacious and in addition to class rooms comprises of an OT room, assembly hall, computer room, cookery room and a number of smaller rooms used for individual or small group work.

The increased outside space has expanded and learning beyond the classroom in the form of a sensory garden and fruit and vegetable growing is now able to take place. The most recent addition to the outside learning environment is a large sunken trampoline which is used effectively for physical breaks and sensory diet needs.

Support for Families

Establishing and developing relationships with parents and carers is a central part of our philosophy and we have particular strategies to inform, engage and empower parents. Children learn best when school and parents work together.

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

Formal progress review meetings take place termly and thorough reports are prepared for the Annual Review of progress towards EHCP outcomes.

Complaints

The Link Primary School wishes to communicate effectively with our parents, pupils and wider community. However we accept that we can on occasion make mistakes or fail to communicate as well as we would wish.

We are 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.

You can get in touch with us in the following ways:

- By letter – The Link Primary School, 138 Croydon Road, Beddington, Surrey, CR0 4PG
- By email - office@linkprim.org.uk
- By telephone – 0208 688 5239
- Or in person, after making an appointment

If you remain dissatisfied, the school has a formal Complaints Policy which sets out a structure under which your complaint can be heard. You can access the policy on our website at www.linkprim.org.uk

In the first instance all complaints should be brought to the attention of the Principal, Mrs Sandy Turner **Tel:** 0208 688 5239 or **Email:** Sandy Turner via office@linkprim.org.uk

Or alternatively if the complaint is with reference to the Principal the complaint should be made to John Prior, Executive head (Quality and Development) / Deputy CEO, Orchard Hill College and Academy Trust, Quadrant House, 8th Floor The Quadrant, Sutton SM2 5AS

The Local Offer

We offer placements to a number of Local Authorities with pupils mainly coming from Sutton (our home borough), Surrey, Croydon and Merton. We are included on Local Offers as providers of specialist education and therapy for pupils with speech, language and communication needs including autistic spectrum conditions.

Contacting Us

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John Prior Executive head (Quality and Development) / Deputy CEO	Orchard Hill College and Academy Trust, Quadrant House, 8 th Floor The Quadrant, Sutton SM2 5AS