

Local Offer

Name of School	The Link Primary School
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Contact to discuss child needs Who will I contact to discuss the concerns or needs of my child?	Sandy Turner, Principal Susan Denman, Deputy Headteacher Nicola Andrews, Assistant Headteacher
About the school	The Link Primary School is an outstanding primary school (Ofsted 2019) and is part of The Orchard Hill College and Academy trust. It is a small school with 57 pupils on roll. The school provides education for pupils mainly with speech, language and communication needs. A growing number of pupils have social communication difficulties due to their autism spectrum conditions. All pupils have a statement of special educational needs or an EHCP. Pupils mainly present with a primary and significant delay or disorder in speech, language and communication. The speech, language and communication impairment will usually be the primary concern. Any other difficulty such as hearing impairment, sensory integration needs or emotional and behavioural difficulties will be secondary to the language and communication impairment. Increasingly children accepted at the school have a dual diagnosis with both diagnoses presenting as significant barriers to their learning. Priority for entry depends on the child's Education, Health and Care Plan and initial assessment.

	<p>As a specialist school for children with speech, language and communication difficulties there are small classes with a high ratio of adults to children. We have seven classes, the majority of which have mixed ages and are grouped by learning style and ability. This ensures children work within a suitable peer group and that work is differentiated consistently to enable sustained progress.</p> <p>A teaching block with facilities for enhanced occupational therapy was completed in 2015. This facility provides the children with larger classrooms and additional outdoor learning opportunities.</p>
<p>Assessing children How does the school know how well my child is doing?</p>	<p>Following a baseline assessment a schedule of on-going assessment takes place throughout the year. A highly differentiated curriculum is delivered with opportunities to over learn and re-visit areas of the curriculum to ensure consolidation. IEP targets are linked to EHCP outcomes and are planned, monitored and reviewed by the school's multi-disciplinary team. In addition short term curriculum 'next steps' are planned and monitored by the whole team. Partnership working between teachers, parents, carers, speech and language therapists, occupational therapists and external agencies provide an informed and accurate picture of the children's strengths, difficulties and progress. Parents, teachers and therapists contribute to the children's Individual Education Plans ensuring that aspirational goals are incorporated into their targets and reports on progress towards meeting targets are discussed.</p>
<p>Informing parents and carers How will I be kept informed about how well my child is doing?</p>	<p>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. Bespoke support packages are in place for parents who want or would benefit from a more individualised approach to supporting their child's needs.</p> <p>Formal progress review meetings take place termly and thorough reports are prepared for the Annual Review of progress towards EHCP outcomes.</p> <p>Ofsted 2019 reported: Parents and carers appreciate the approach the approachable staff and the way in which the curriculum is planned to meet pupils' needs. Parents are real partners in their children's education at school and leaders work closely with them to ensure the best for all pupils. Parents are very happy with this relationship and with the school.</p>
<p>Updates on progress How regularly will I be updated on my child's progress?</p>	<p>Termly progress meetings that may include IEP or Annual review monitoring take place for each child to discuss progress towards meeting their EHCP outcomes. Informal meetings and telephone contact can be made at the convenience of staff and parents. Parents will receive IEPs/class teacher/speech and language therapy</p>

	and, where relevant, occupational therapy/music therapy and or drama therapy reports.
<p>If a child is not making progress Will I know if my child is not making progress and what will happen?</p>	<p>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.</p>
<p>Curriculum What is the curriculum and how is it taught?</p>	<p>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.</p> <p>The curriculum offer supports the vision of the school “Linking hands to reach every child’s potential” by giving pupils the opportunity to learn and develop with the support of collaborative team practice. 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.</p> <p>OFSTED 2019 reported: Leaders have well-designed plans for how subjects are taught so that the needs of all are met. As a result, pupils achieve well. Leaders show clear ambition and vision for the school. Staff are relentless in ensuring that pupils achieve their potential.</p>
<p>Adapting for child needs How will the curriculum be adapted to meet the needs of my child?</p>	<p>An individual learning pathway is devised by a collaborative team including teacher, speech and language therapist, occupational therapist and support staff. All staff are experienced in teaching pupils with speech, language and communication impairment and/or autistic spectrum condition.</p> <p>Therapists work closely with children, parents, class teachers, occupational therapists, learning support assistants and external professionals to provide a whole school approach to improving the children’s communication skills. A high level of visual support is offered including symbols and signs. These methods support concepts and understanding.</p>

<p>Teacher flexibility on child needs How flexible can teachers be in meeting the needs of my child?</p>	<p>At interview teachers, therapists and teaching assistants take part in tasks to establish their understanding of personalised learning so that anyone employed by the school has this as an integral part of their educational pedagogy. All new staff receive training on the schools child centred approach to learning as part of their induction package. This ensures that children receive highly individualised and skilled approaches at each transition point and throughout their time in the school.</p>
<p>Additional support Is there any additional support available to help my child reach his/her expected outcomes?</p>	<p>EHCP documents are personalised at every annual update to ensure the most appropriate provision is in place to help children overcome their main learning barriers. Monitoring of progress and achievement is timely and rigorous. This means that children who are not meeting their expected outcomes are identified early and specialist interventions put into place to assist. This can be through additional individual or small group therapy or additional teacher or teaching assistant support.</p>
<p>Learning strategies Are there any special features or strategies to help children learn?</p>	<p>Small classes and high staff ratios mean that all children have a high level of individual support. Our school vision statement ‘Linking Hands to Reach Each Child’s Potential’ embodies what we believe as a school which is that collaborative practice and additional support results in a quality offer where “children overcome barriers today so that they and their parents can look forward to a bright future tomorrow”. Language therapy is integrated into all aspects of the curriculum. Therapists work closely with children, parents, class teachers, occupational therapists, learning support assistants and external professionals to provide a whole school approach to improving the children’s communication skills and attitudes that prepare them for the future.</p> <p>A high level of visual support is offered including pictures and signing to support concepts and understanding. Blank levels and colourful semantics are understood and used widely across the school. Pupils are provided with regular, planned opportunities to use and apply their skills across all subjects and settings. Children have regular planned access to community environments so that they can generalise their skills and learning.</p> <p>Ofsted 2019 reports: Staff promote all pupils’ personal development exceptionally well through a variety of additional activities and opportunities. Leaders firmly believe in the importance of pupils’ understanding and experiencing life in the wider community as this helps them educationally and to learn how to keep safe.</p>
<p>Meeting child needs</p>	<p>The school has a wide expertise in a range of different learning needs, genetic conditions and syndromes. All staff are trained to use</p>

<p>How do I know my child's particular need will be met?</p>	<p>practitioner research as a model for tackling more complex or less well known needs. Every child is equally and highly valued. When faced with an unknown diagnosis or need staff naturally use practitioner research as a way of making discoveries and finding a workable solution to a new presenting need.</p>
<p>Access to exams What arrangements are available for pupils to access tests and assessments?</p>	<p>Every child is assessed by their class teacher against pre – key stage or National Curriculum standards at the end of each key stage. Every pupil is considered for their suitability for phonics screening or SATs testing at the appropriate age and if applicable has access to these national assessments.</p>
<p>Additional support or time for exams How will I know if my child qualifies for additional support or time to access tests?</p>	<p>All pupils at the school have an EHCP and therefore are entitled to additional time and support when sitting tests.</p>
<p>Comfort, safety and socialising How does the school help my child to feel comfortable and safe and manage social situations?</p>	<p>Ofsted 2019 reports: There is strong culture of safeguarding in the school. Leaders make sure that all safeguarding checks are carried out efficiently and in a timely manner. Staff are trained well and kept up-to-date with the latest information about how to keep pupils safe. Staff demonstrate awareness and understanding of safeguarding around the school. All staff are vigilant about keeping pupils safe. Staff use all opportunities to teach pupils how to stay safe. Staff know what to do if they have a concern about a pupil.</p>
<p>Developing social & emotional skills How does the school help develop my child's social and emotional skills?</p>	<p>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 to manage their emotional regulation well.</p> <p>Ofsted 2019 reports: Pupils behave well at this school. Classrooms are calm. Staff ensure that day to day routines are clear and easy to understand, so pupils know exactly what they need to do. This clear communication helps pupils behave well and reduces any anxiety.</p>
<p>Early Help Support in the</p>	<p>The school have an effective contextualised well- being policy that can be viewed from the school website. This outlines a range of</p>

<p>Community (Tier 2) Examples : please include any ELSA (Emotional Literacy Support Assistant), counselling, Talk and draw, parent groups, support groups for parents and children e.g. Self Esteem and social skills, Clinical Psychology paid for by the school, Mentoring, Anger management / Feelings work.</p>	<p>universal, targeted and specialist provision available to parents, families and pupils giving high quality Tier 2 support. Targeted provision may include:</p> <ul style="list-style-type: none"> • Drama and Music Therapy • Support for pupils, staff and families from attached behaviour support consultant • Child centred planning meetings to include parents and professionals to outline the key barriers to a child’s learning and development • Home visits (either Therapy based of joint Education and Therapy) • Access to school made training videos • Practical training IEP meetings • Support to complete forms related to pupils education, care or special needs <p>Specialist provision may include:</p> <ul style="list-style-type: none"> • Early Help referrals • Team around the family (TAF) meetings or Child in need (CIN) meetings with relevant professionals and parents • CAMH’s referrals • Monitoring of impact of Early help / TAF action plans and CAMH’s support • One to one support, coaching or training sessions from education staff, therapists or behaviour consultant • Specific support programmes e.g. selective mutism programme or parent / child interaction therapy/ PANDA support group for families effected by PDA
<p>Bullying What is the school’s policy on bullying?</p>	<p>Please see Behaviour policy (see link to website in Policies section below)</p>
<p>Disability support What facilities are in the school to assist children with disabilities move around the building and take part in lessons?</p>	<p>The school has undergone a period of improvement in terms of building and the surrounding school environment. The school is now more spacious and comprises of an OT room, assembly hall, sensory room, 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 children benefit from two large sunken trampolines in the outside environment. There are a number of small classroom areas for pupils who experience high levels of anxiety and require an individual curriculum offer.</p>
<p>Who we work with</p>	<p>The local authority caseworkers and EP services are also involved in children’s education.</p>

<p>Who does the school work with?</p>	<p>Additional support services external to the school include physiotherapists, the visual and hearing impairment service, a behaviour consultant, CAMHS and SENDIAS or independent charities such as IPSEA.</p>
<p>Working with other agencies How does the school work with other agencies?</p>	<ul style="list-style-type: none"> • Special support assistants • 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 • Drama Therapy • Yoga and Dance • RDA Horse riding <p>Ofsted 2019 reports: Pupils gain valuable knowledge and experience of the wider world. They take part in an excellent range of activities. They learn through real life experiences such as local visits or specialist sessions like horse-riding. These activities promote pupils' increasing confidence and self-esteem.</p>
<p>Informing parents and carers How will I be informed?</p>	<p>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. 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.</p> <p>Ofsted 2019 reported: Parents and carers appreciate the approach the approachable staff and the way in which the curriculum is planned to meet pupils' needs. Parents are real partners in their children's education at school and leaders work closely with them to ensure the best for all pupils. Parents are very happy with this relationship and with the school.</p>
<p>Helping your child settle with confidence How will the school help my child settle with</p>	<p>The school has an induction programme for new pupils and parents including a transition morning for parents and opportunity for pupils to spend time with their new class group, teachers and support staff. Social stories are available for pupils that benefit from these to enable them to reflect on information they will need before starting.</p>

<p>confidence and manage change as they move between schools and year groups?</p>	<p>Protocols for gathering information from previous schools and those that know the child well are used to ensure that the professionals working with the children have the right equipment and strategies in place before the child starts. Time is given every year to teachers and therapists to ensure vital and relevant information is transferred at class transition points. Twice weekly training is given to the whole staff team with an emphasis on pupil knowledge, strengths, barriers and changes. This ensures a strong school wide understanding of need.</p>
<p>Extended School Day What additional facilities do you offer?e.g. Breakfast club; After school clubs; walking train to after school care</p>	<p>School clubs run twice weekly on a Tuesday and Thursday evening. These are open to approximately 10 pupils at any one time. Clubs range from sporting activities, dance and film club to practical learning activities such as cooking. Parents or a parent representative is required to pick up a child when the club has finished.</p>
<p>Policies Please ensure the link works! Add any relevant web links to things like policies here, e.g. SEN policy, Behaviour policy, Equalities policy, Access Plan</p>	<p>https://linkprim.org.uk/key-information/policies/</p>
<p>Keywords</p>	<p style="text-align: center;">Our Vision</p> <p style="text-align: center;">We link hands to ensure every child is understood so that they will achieve their full potential.</p> <p style="text-align: center;">We overcome barriers today so that children and parents can look forward to a bright future tomorrow.</p> <p style="text-align: center;">Our Values Child centred, Nurturing, Ambitious, Team-working.</p>

Our logo

