



The Linden Centre

SEND Information Report

Signed by:		
	Headteacher	Date:
	Chair of Management Committee	Date

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The Linden Centre is a multi-sited assessment and intervention provision working with primary and secondary age pupils referred from schools across Telford and Wrekin, promoting positive behaviour and providing a continuum of support for young people with behavioural, emotional and social difficulties.

As an aspirational group of provisions, we create the environment to enable each of our young people to lead an enriched, successful and happy life. Together, we focus on developing the skills, attitudes and qualities for each individual young person to move successfully along to the next stage of their life journey. This includes a fundamental commitment to accelerating academic outcomes that reflect the best of each student's ability but with the holistic focus on enabling sustained healthy relationships. We believe that these are essential for success, future employment and maintaining strong resilient mental wellbeing. We encourage and value healthy attitudes to keeping themselves and others safe and well. The wellbeing of everyone is an equal priority, as we model our provision around the highest principles to: Empower - Aspire - Achieve.

Our aim is to reduce the numbers of pupils who are Permanently Excluded from school by offering mainstream schools an alternative provision focusing on assessment and intervention. We offer a range of interventions so pupils can be supported, either within their mainstream school or at one of our provisions.

The following details The Linden Centre's Individual Local Offer (SEN Information Report as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Local Offer found set out in **Telford and Wrekin's Local Offer** telfordsend.org.uk which details the provision available within Telford and Wrekin to support children and young people with Special Educational Needs and Disabilities (SEND).

1) What are 'Special Educational Needs' (SEN) or a 'Disability'?

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.' (Special Educational Needs Code of Practice, 2014)

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

2) What kinds of SEND are catered for at The Linden Centre?

We provide for a wide range of Special Educational Needs and Disabilities, divided into four broad areas. We recognise that students often have needs that cut across these areas and their needs may change overtime:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and / or physical needs

The Linden Centre Primary and Secondary Sites are an established part of Telford and Wrekin's Behaviour Support Service for children and young people experiencing Social, Emotional, Mental Health and Behavioural difficulties that put them at risk of exclusion from their mainstream schools. The Linden Centre works with pupils in Key Stages One, Two and Three, their parents and carers, their schools, and staff supporting them through other local services.

Each site caters for 12 full time students (24 part time placements) who enter on a 12-week assessment and intervention program. Most students' families experience social and economic deprivation, many are known to Social Care Services and Child and Adolescent Mental Health Services, although relatively few are known to the Youth Offending Services. The majority of students have experienced multiple barriers to learning and use behaviour to hide underlying difficulties. The aim is to re-engage pupils in the process of learning, whilst providing a robust assessment of needs. Staff support the development of learning skills and work actively to tackle disaffection, low self-esteem and the multiple historic barriers that can lead to underperformance. We return most of our pupils to mainstream classrooms and communities better able to deal with the pressures and challenges of life. If this is not in their best interests, we work with our partners, in particular the Local Authority, to complete a more thorough needs analysis and identify more appropriate specialist provision.

The Linden Centre Mini School and Hub are specialist facilities designed to work with Key Stage One, Two and Three children who have an EHCP and will struggle to return to mainstream provisions following Permanent Exclusions. Mini School caters for 8 Key Stage 1 and 2 students whilst The Linden Hub caters for 12 Key Stage 3 students. The Primary area of Need for the majority of our students is Social, Emotional and Mental Health with Cognition and Learning following. The vast majority of students currently in attendance at our specialist settings have a diagnosis from CAMHS. As these are longer term provisions we aim to offer a broad and balanced curriculum with individualised plans to support those students who still struggle to cope.

3) How does The Linden Centre identify and assess students with SEND?

We have a clear approach to identifying and responding to SEND. All teachers at The Linden Centre are responsible for identifying students with SEND, and in collaboration with the SENCO, will ensure that those students requiring different or additional support are identified at an early stage.

- On entry every student's attainment is assessed in order to ensure continuity of learning. This may flag up students who require additional class-based interventions and/or further assessment.
- We have a welcome meeting with the student, parent and a representative of the mainstream school the student is transferring from. Information gained is used to shape the student's curriculum and intervention work in the first few weeks. This ensures that student provision is focused and meeting the aims of the placement from the beginning of their place with The Linden Centre.
- The Linden Centre regularly gathers information about every student's progress. Progress is the crucial factor in determining the need for additional support. Less than expected progress might:
 - Be significantly slower than that of their peers starting from the same baseline.
 - Fail to match or better the student's previous rate of progress.
 - Fail to close the attainment gap between the child and their peers
 - Widen the attainment gap.
 - Fail to address the aims of the placement.

- The SENCO is then responsible for investigating and where necessary assessing the student to determine if the student has Special Educational Needs, noting areas that are barriers to learning which may require support.
- For higher levels of need, the SENCO will draw on more specialised assessments from external agencies and professionals.

4) How does The Linden Centre meet the needs of students with SEND?

High Quality Teaching

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Teaching Assistants. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. High quality teaching of all students, including those with SEND, is a Whole school responsibility. This requirement has been strengthened in the SEND Code of Practice 2015. We understand that additional intervention and support cannot compensate for a lack of good quality teaching.

- All Linden Centre students have access to an individualised curriculum with Primary Specialist School and Secondary Specialist School students accessing a broad and balanced curriculum, with targets that are deliberately ambitious and for those with an EHCP in accordance with the outcomes of their EHCP.
- Teachers are able to access detailed advice on all students with SEND via the schools shared drive.
- There is regular advice given by the SENCO or other specialist SEND staff for colleagues at all levels. The aim of this advice is to improve teachers' understanding of the SEND most frequently encountered and to develop their skills in identifying students with particular barriers to learning. SEND colleagues are in a good position to be able to do this. They are highly skilled and well qualified: the SENCO is working towards the National SENCO qualification.
- Where necessary outside agencies deliver bespoke training.
- In spite of high quality, differentiated and highly supported teaching, it may become evident that some students need increased levels of provision and support.
- In consultation with the SENCO additional support and intervention services are agreed and implemented.
- The SENCO will support subject teachers in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

- The effectiveness of the support and interventions and their impact on the student's progress are reviewed in line with the agreed date. The views of the students and their parents are integral to this process. This is in line with the SEND Code of Practice.
- The SENCO working with all staff, may revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the student.
- If a student continues to make less than expected progress, despite support and intervention, the Linden Centre may involve specialists, both in-house and from outside agencies.
- The Linden Centre will provide an annual report for parents on their child's progress, as part of the normal reporting process. For those students with the highest level of need it may be appropriate for the SENCO to request an Educational Health and Care (EHC) Needs Assessment. Students and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents and the young person are fully included in the EHC assessment

process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

5) What provisions are available to meet the needs of students with SEND?

The Linden Centre will commission a range of services, including Speech and Language therapy, Educational Psychology, pastoral care and counselling services to support students:

Provision	Details	Target Students
SEMH interventions	We run a wide range of intervention programs designed to meet the main areas of concern identified by the student / their parents or their (previous) mainstream school. Students will work twice weekly 1:1 with trained staff.	Any student who is identified by parents, previous school or Linden staff or who self refers.
Literacy interventions	We run a wide range of literacy interventions aimed at students with significant reading, writing and comprehension difficulties. Progress is very closely monitored through regular assessments.	Each intervention has its own entry criteria based on the assessment of reading, spelling, academic progress data, and specialist literacy assessments.
Numeracy interventions	We run a range of numeracy interventions aimed at students who are struggling in numeracy / maths lessons. Progress is very closely monitored through regular assessments.	Each intervention has its own entry criteria based on the assessment.
Counselling Service	Offered by Recharge	Self-referral or identified by staff as requiring intervention.
Alternative Provision	We access a range of provisions all offering something different to meet needs of our students.	Any student identified by staff as requiring a more bespoke curriculum.
Educational Psychology	The Educational Psychology service offers a wide range of services that schools can use to better understand the needs of their students.	Any student referred to the service by the SENCo.
Learning Support Advisory Service	The Learning Support Advisory service offers a wide range of services that schools can use to positively impact the learning of their students.	Any student who is making significantly lower progress than would be expected and referred to the service by the SENCo.
Behaviour Support Advisory Service	The Behaviour Support Advisory service offers a wide	Any student with significant behavioural concerns or

	range of services that schools can use to positively impact the behaviour of their students. In addition the team will mentor students moving back into mainstream schools to ensure a positive transition.	moving back into mainstream education referred to the service by the Head Teacher.
ELSA	Individual or small groups run by ELSA trained Support Assistant	Any student identified by staff who would benefit
KS3 Nurture Provision	Specialist SEND teaching. Limited to no more than 6 students. Covers the entirety of their timetable, including tutorial sessions, with the exception of PE. In class support from an LSA.	Linden Secondary Specialist students with an EHCP who have a high level of need

Provisions are reviewed regularly by the Senior Leadership Team to establish whether they are contributing significantly to student progress and offer value for money. The SENCO is responsible for maintaining an individual provision map for each student with SEND. This clearly outlines the support put in place which is additional to or different from that which is offered through The Linden Centre's curriculum. The provision map also helps The Linden Centre maintain an overview of the programmes and interventions used with different students and provides a basis for monitoring the levels of intervention required.

6) What additional specialist services are accessed by The Linden Centre to meet the needs of students with SEND?

All pupils are assessed on entry so that we can ensure that the teaching and learning is tailored to their needs, and appropriate interventions are put into place. Where there is a need we work with external agencies such as:

- Education Welfare Officers
- Strengthening Families, Family Solutions and Social Services
- Youth Offending Team
- Substance Misuse Services
- CAMHS
- Educational Psychology
- School Nursing Team
- Speech and language team
- Occupational Therapy
- SEND team
- Learning Support Advisory Team
- Future Focus

Our staff are highly trained in the management of pupils with Social, Emotional and Behavioural problems. Each class is small, up to six pupils with a teacher, and a class support. Pupil Premium may be used to facilitate extra provisions.

When a student is ready to transition back into mainstream education The Behaviour Support Advisory Team can assign a Mentor to ensure the transition is as successful as possible.

7) How does The Linden Centre work with families of students with SEND?

The Linden Centre works in partnership with parents, in order to more effectively enable students with SEND to achieve good outcomes. We recognise that parents have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership. We have high aspirations for all our students, including those with SEND. Students with SEND are integral to the decision-making process affecting them. We recognise that young people are entitled to the same quality and level of information, advice and support as their parents / carers. Students' views, opinions, wishes and feelings are always considered. Subject teachers actively discuss and set academic targets with students on the SEND Register. For those students with a Statement or Educational Health Care (EHC) Plan their views will be sought before any Annual Review meetings and students will be invited to attend them. We aim to provide as much information and support as necessary to help students achieve the best possible outcomes, preparing them effectively for adulthood.

8) How will families know if students with SEND are making progress?

All parents can contact The Linden Centre at any time to request an informal update on their child's progress. All parents will be invited to parent consultation events at the end of Autumn and Spring Terms. In the summer term a full written report will be sent to parents. In addition to this, parents of students with a Statement or EHC Plan will have an Annual Review with the SENCO. Throughout the course of any academic year parents may well be requested to attend meetings to discuss progress; at times with multi agency professionals in attendance.

9) How does the Linden Centre support the transition of students with SEND to their next destination school?

We believe that a smooth, well organised transition to another school translates into success for all parties. Therefore, we put many strategies in place to ensure students with SEND are fully prepared for this change. These strategies include:

When a student is identified as ready to move on from The Linden Centre the SENCo will arrange for an Annual Review of the EHCP to take place with parents and SEND officer present.

Parents will be asked to name 3 schools they wish to consult with regarding a place. This will take place through the Local Authority.

The Linden Centre staff will prepare a thorough Transition Report for the new school with all key information required.

A transition package will be jointly developed by Linden Centre staff and staff at the receiving school. Transition visits will take place to ensure the student (and parent/carer) has developed a relationship with staff at the receiving school and is happy with the move.

10) What should parents / carers do if they have a concern their child may have underlying needs that have not been identified?

If you have a concern about your child please make an appointment to meet with our SENCo Mrs Haycock who will request the appropriate assessments / reports are completed

The decision as to whether a child has a Special Education Need will be made based on the individual pupil. Some of the factors that will be considered:

- The views of the child and their parents
- The child's progress academically, socially and emotionally
- The child's attainment
- Report's from other professionals (such as medical professionals, educational psychologists, advisory teachers etc).

11) What should parents / carers do if they have a compliment or complaint?

Should you be happy with the provision your child receives, there is nothing better than letting us know in person or over the phone. You can also respond to the Parent Voice Questionnaires or make comments during the review process.

If you are unhappy, it is best to speak to **Mr Lennon** or **Mrs Haycock** ASAP – we will do our best to rectify the problem, in partnership with you and your child. There is also a copy of the school's complaints procedure on the school's website should you feel you require it.

If parents remain dissatisfied with the outcome, the complaint can then be presented, via a letter, to the Chair of the Management Committee.

Support in the resolving of disagreements and complaints regarding provision for students with SEND is also provided by the Telford and Wrekin Council <https://www.telfordsend.org.uk/feedback>.

Information Advice Support Service (IASS) offers independent support and advice to parents. They can be reached on 01952 457176 or email info@iass.org.uk

Full details of disagreement resolution services, mediation, tribunals and making a complaint beyond the local area can be found in the SEND Code of Practice 2015, Section 11 'Resolving disagreements'.