

The Links Primary School



School Offer



Contact Details:

School SENCo – Mrs R Jones

lprjones@thelinksprimary.org.uk

Head Teacher – Miss C Briston

Lpcarly.briston@thelinksprimary.org.uk

School Office: 01642 785950

School Website: [The Links Primary – The Links Primary](#)

About Our School

The Links Primary School is part of The Vision Academy Learning Trust, who promote an inclusive ethos, in which diversity of need and ability is acknowledged and nurtured. Located in Eaglescliffe, Stockton, we aim to ensure your child, regardless of need, thrives at The Links in a happy and safe environment that promotes fun and success in all areas of learning. To achieve this, we take many steps in supporting children on their learning journey with us. For some children there are occasions when further additional support may be needed to help them to make the best possible progress in school.

Working within the Code of Practice guidance we will assess, identify and plan an individualised support plan which aims to meet the needs of each child.



How do we identify SEND?

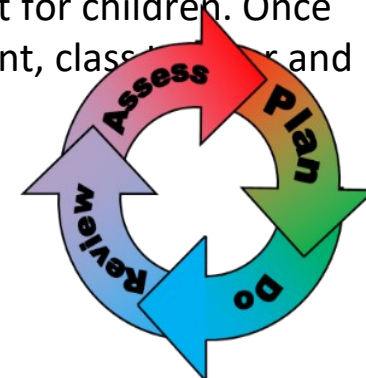
Early identification of need is key in being able to the correct provide support for children. Once a need has been identified, communication will take place between the parent, class teacher and SENDCo to discuss next steps and an action plan in moving forward.

There are four broad categories of need, these are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Difficulties

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child
- Limited progress is being made
- There is a change in the pupil's behaviour or progress



How do we work with and support parents and children/young people?

A support plan will be written and agreed by the class teacher, parents and pupil. The plan will outline the child's needs and will consist of SMART targets for the child. These are reviewed termly and monitored by the SENDCo.

Each pupil's educational provision will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. Depending on the need, support can vary but may look like one of the following:

- Additional general support by the teacher or teaching assistant in the classroom (small group work)
- Recommended, specific equipment to support learning, such as writing aids, seat wedges, handwriting slopes, coloured overlays/paper, fidget toys etc
- Referrals to outside agencies, with parental consent
- Keyworker assigned to the child to provide emotional or pastoral care
- Targeted intervention if the need is related to more specific areas of learning, such as spelling, handwriting, numeracy and literacy skills etc.

The length of time an intervention will run can vary according to need, but will be reviewed to find out if it has been effective and inform next steps. Miss Relton, the school's SENDCo, receives regular updates from class teachers about the progress of pupils. In addition to in house support, we work closely with the following outside agencies:

| Name of Service | Contact details | Website |
|---|-----------------|--|
| CAMHS (Child and Adolescent Mental Health Service) | 01642 368400 | Community mental health services in Teesside for children and young people - Tees Esk and Wear Valley NHS Foundation Trust (tewv.nhs.uk) |
| Speech and Language Therapy (NHS) | 01429 522717 | https://www.nth.nhs.uk/services/speech-language-therapy/children/ |
| Occupational Therapy (NHS) | 01642 624879 | https://www.nth.nhs.uk/services/childrens-occupational-therapy/ |
| Physiotherapy (NHS) | 01642 624895 | https://www.nth.nhs.uk/services/childrens-physiotherapy/ |
| Growing Healthy Team | 0333 3202 302 | Growing Healthy Stockton-on-Tees - Harrogate and District NHS Foundation Trust (hdft.nhs.uk) |

As a school we also use Symphony Psychology to provide assessments with an Educational Psychologist.

In addition, we work with private companies in supporting individual children. If you would like more information on this, please speak to the SENDCo.

How do we meet the needs of all children?

All children have access to the full national curriculum. Each teacher is skilled in providing 'Quality First Teaching'. This means that teachers will assess, plan and teach all children at the level which allows them to make progress with their learning.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class
- Work is differentiated to meet the pupils ability
- That all teaching is built on what children have previous learnt
- Varied teaching pedagogies are implemented to allow for fully immersive learning opportunities
- Small group work supported by a teacher or a teaching assistant (TA)
- A provision map will be created detailing the support children receive in particular lessons/parts of the day
- Recommendations from outside agencies and the SENDCo are in place to support individual children
- Your child's teacher will carefully monitor your child's progress
- The Links has a varied programme of after-school clubs and residential trips for all pupils to access. Support will be given discussed for children who require additional support.

For children with learning needs that are severe, complex and lifelong more intensive support may be required. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of support from a range of professionals and will detail the provision that is required.

For further information in how we meet the needs of children in the four areas of need, please see the school offer (See link below).

How do we know if SEND provision is effective?

For every child identified as having SEND, including those on SEND support, progress will be closely monitored by their class teacher. The SENCo also oversees and analyses the data from assessments to monitor academic progress. The termly support plan meetings between parents, children and class teachers will monitor the child's progress and inform target setting and reviews.

At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

Regular book scrutinise and lesson observations will be carried out by the SENDCo, other members of the Senior Management Team and subject co-ordinators to ensure that the needs of all children are met and that the quality of teaching and learning is high in all lessons.

Children who are targeted for interventions will have their progress assessed at the beginning of a programme, which is then compared to their end assessment data. Their identified progress will then be assessed to identify next steps.

For children who have an Education, Health and Care Plan (EHCP) their progress will be formally reviewed at an Annual Review with all adults involved with the child's education in attendance or providing up to date information reports.

Joining the school and moving on

We recognize that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- Your child will be able to visit our school and stay for a taster session, if this is appropriate
- The SENDCo and/or class teacher will liaise with the previous school in preparation for transfer
- All relevant documents will be obtained to give school and staff a full overview of the child and their needs
- The SENDCo will meet with parents to discuss needs, create a pupil profile and identify an action plan for next steps

If your child is moving to another school:

- We will contact the school SENDCo and ensure they are aware of any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo and/or school representative from the new school
- We will make sure that all records about your child are passed on

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Support plans and pupil profiles will be shared with the new teacher.
- For children who require an enhanced transition, when we know the new staffing structure, we can build in visits to the new class teacher before the break for summer.
- The SENDCo will ensure the new class teacher has read/given a copy of all relevant paperwork, including EHCPs.
- Children have a transition day before the end of the school year where they meet their new teacher, where possible with new staff starting school, as well as meeting their class. We aim to transition children in the new classroom they will be in to give them advance notice of where their new class will be within school.

In Year 6:

- The SENDCo and transition lead will discuss the specific needs of your child with the SENDCo or representative of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENDCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- We are included in the Stockton Transition Guarantee.

How are children and young people with SEND helped to access activities outside of the classroom?

Activities and school trips are available to all.

Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required a member of staff will be assigned to the child. This will be discussed with parents.

Residential trips, which are available to Year 6, are accessed by all. Meetings will be held prior to the trips to ensure the child is fully supported and their needs are met away from school and home. In some cases, 1:1 support may be required which will be provided.

Who to contact to make a complaint about your child's SEND provision

If you are unhappy about something regarding your child's schooling, please contact the school office to arrange a meeting with the Head Teacher, class teacher or the SENDCo.

For any formal complaints regarding SEND within school, please follow the Trusts Complaints Policy. This can be found on our school website.

Support for the four Areas of Need

| Cognition and Learning | Communication and Interaction | Social, Emotional and Mental Health | Sensory and/or Physical |
|---|---|--|--|
| Lexia Toe by Toe Sound Linkage Reading pen SNIPs Coloured overlays/paper Visual prompts – writing frames, times table grids iPads to record written work 123 Maths Dragon speak Nessy DoodleMaths Curriculum adaptations Chunking instructions/work Educational Psychologist assessment Small group work Practical resources Seating plan considerations | Social Stories Now and Next boards Visual Timetables Visual prompts PECs Speech and language interventions informed by speech and language therapists Access to quiet areas Blast Time to Talk Additional support for unstructured social times Buddy systems Chunking instructions/work Simplifying language Language rich environments | Emotion pictures cues Buddy systems Lunch/break support Social/games clubs Individual work areas PSHE curriculum Counselling services – outside agency providers Behaviour policy | Chew toys Fidget toys Pencil grips Coloured overlays/paper Quiet areas Therapy programmes informed by therapists Physical aids recommended by physio or occupational therapists Support for personal care School nurse Adapted curriculum eg PE, recording work Medical Care plans |

Further Support

You can find a wide range of information and support for families of children and young people with SEND at Stockton-on-Tees Borough Council's Local Offer.

[Special Educational Needs and Disabilities 0-25 | Stockton Information Directory](#)

