2025 Special Educational Needs and Disabilities (SEND) Information Report

What kinds of SEND do we provide for?

We provide support for a wide range of SEND needs, this evolves on an almost daily basis and can include the following: ASD, ADHD, Dyslexia, Dyscalculia, Dyspraxia, SEMH, Medical needs, Sensory needs.

How do we identify children and young people with SEND and assess their needs?

We communicate with the lower school SENDCOs and teachers about students coming up to Year 5 so we are fully aware of new students' needs. If we have a student with a request for an in year transfer we would also take the time to meet with SENCO from their school. We also run our own baseline assessments in September for Year 5 to ensure that we fully understand the academic picture. All students are assessed throughout the academic year this then gives us a good understanding of the strengths and difficulties of individual students. Students who are on our SEND register all have a Learning Journey profile which identifies their needs and suggests strategies to support them in and out of the classroom. This is shared with teachers and teaching assistants to enable those students to be catered for appropriately within their learning environment. Our tracking system also allows us to identify any students who are not currently on the SEND register who may need to be as it will inform us of any potential needs and concerns.

How do we consult with and involve parents and pupils?

Parents/carers who have concerns about their child's learning needs should contact the school, where we will be happy to discuss these with them. Regular communication is made via their class teachers with parents about their child and their progress. Gathering students and parents' voices is an integral part of evidence gathering SEND information. The SENDCo is also available to speak to at our Parents Evenings throughout the year.

How do we assess and review pupils' progress towards outcomes?

Quality First Teaching (QFT) strategies and the school assessment protocols which are appropriate to the child's needs are used to assess and review progress. Evaluations of students' progress by a child's key worker are recorded to aid planning and provide evidence should it be needed to support any external agencies. Pupils on the SEND register are reviewed termly in regards to their needs and QFT strategies.

How do we support pupils moving between phases and preparing for adulthood?

Transition programmes take place between Lower/Middle and Middle/Upper and are used fully to help all pupils prepare for their next steps.

SENCO visits all of the lower and middle schools to meet prospective SEND students and their parents.

Enhanced transition is offered to pupils who will need additional support with moving into different year groups.

Our PSHE Curriculum covers careers and adult life skills alongside statutory topics.

Students learning journeys consider their views on the future and how best we can support them.

What is our approach to teaching pupils with SEND?

QFT strategies alongside appropriate reasonable adjustments that are made according to pupil need.

Learning walks by the SENDCO ensure reasonable adjustments are being made and QFT is in place.

Additional adult support is added where appropriate to complement the work of the teacher.

Personalised teaching strategy cards are shared with all staff for all of our pupils on the SEND register.

Additional support and interventions are put in place where appropriate through targeted, time limited provision.

External agencies may also be contacted to provide the school, students with SEND, and their parents with advice and support.

We use the school tracking system to closely monitor pupils.

SEND has a separate section in the T&L Platform to cascade down key ideas and strategies to ensure progress for our SEN pupils; this is regularly updated to reflect new strategies and ideas within SEND provision.

How have we adapted the curriculum and the learning environment?

The use of pathways and clear targets based on baseline assessments ensures all students can make progress and have realistic but challenging targets.

TAs attend department meetings to feedback on CPD sessions that they have attended.

SEND pupils are considered within departmental curriculum mapping and all levels of whole school planning.

What additional support for learning is provided?

Sensory room

TA support in lessons

Short term Intervention groups

1:1 advice and mentoring

Academic mentoring

Nurture group

Social skills group

Raising self-esteem/ increasing confidence

Raising resilience

Break time and lunchtime social club & HW Club

Sensory Circuits

Read Write Inc.

Nessy

Dyslexia Screener

Handwriting intervention

What is the expertise of staff and how do we train staff?

The TAs are a highly skilled group who have all focussed on an area of expertise within SEND. They regularly attend CPD to remain updated with new ideas and research within their chosen area of need.

The SENCo has completed the SENCO National Award with Bath Spa University

The Deputy SENCo coordinates referrals and transition into Year Five.

Involvement with CLT will enable us to access an increased pool of knowledge and expertise.

The SENCo attends LC2 collaborative meetings to share ideas across Leighton Buzzard

How does the school's equipment and facilities support pupils?

Linslade School has an accessibility plan in place which is reviewed regularly. The school is accessible for wheelchair users. There are ramps and electric external doors, and a lift to enable students to access first floor classrooms. There is a disabled changing and toilet facility. Linslade School will make any reasonable adjustments to accessibility depending on the needs of the individuals concerned. Linslade School has a sensory room which is specially designed to allow pupils who have become heightened emotionally a place of calm that they can feel safe and secure in.

How do we evaluate the effectiveness of our provision for pupils?

Student progress is assessed half termly across all departments and allows SEND to evaluate the effectiveness of interventions and QFT strategies. Progress within all lessons is monitored by the TAs and quality assured by the SENCo.

What do we do to ensure that pupils with SEND have equal access to all activities available to all pupils in school?

All of our clubs and activities are inclusive

TAs attend after school clubs to support our SEND pupils

SEND pupils are supported on school trips and actively encouraged to participate.

SEND participation in all school activities is high

The PE Department participate in all school sports festivals aimed at different learner groups

What support is in place for improving the emotional and social development of our pupils?

At Linslade The Retreat and SSC liaise with the SEND team to support SEMH needs through our Pastoral Team.

Students can access support whenever they feel they need it.

CAHMS MHST - CAHMS are working with the school and parents directly to enable students to be prioritised and receive targeted intervention. This programme has been running effectively for three years

The school accesses a qualified Play Therapist who works with pupils weekly on a referral basis.

How do we involve other agencies in meeting pupils' needs and how do we support families?

We access the following external services: Educational Psychology, ASD Advisory Service, Jigsaw, Outreach, CHUMS, CAMHS, TACTIC, RELATE, Brooke, hearing and visual impairment services, Speech and Language Therapy, Occupational Health, Edwin Lobo and other relevant services.

If appropriate , we will engage a trained counsellor to come into the school to work with particular children.

We fully inform families of the external agencies that we can access to support pupils and we help support them as families access that help and attend meetings to support their voice.

What arrangements are in place for handling complaints regarding SEND provision?

All complaints will be dealt with via the school complaints policy (see website for details).

Who can you speak to with regards to SEND at Linslade School?

Mrs Parry - SENCo

Contact details of support services for parents of pupils with SEND:

Edwin Lobo Centre:
https://www.cambscommunityservices.nhs.uk/contact-find-us/our-sites/edwin-lobo-ce

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Child and Adolescent Mental Health Services (CAMHS): https://camhs.elft.nhs.uk/

The Local Authority Offer:

https://www.centralbedfordshire.gov.uk/info/15/special_educational_needs_and_disability_-_local_offer