

## **Learning and teaching**

The children are at the heart of Linden Road and learning and teaching strategies are matched to their individual needs. We are highly inclusive of all children irrespective of their needs and ability and continuously assess to inform our planning to ensure teaching and learning meets pupils needs through high level differentiation. All pupils have highly focused next step learning targets which pupils work towards achieving, in all areas of the curriculum. We expect children to be actively involved in their learning, therefore value their opinion. This is gained through pupil voice/ consultation. The curriculum at Linden Road offers progression in skills and towards the end of a key stage equipping children with the skills they need to move through transition into the next stage of their education.

All pupils in school receive quality first teaching and we ensure appropriate classroom learning environments, match the needs of the pupils. Staff are highly trained and skilled in working with children with a wide range of learning difficulties and disabilities. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs. We offer a differentiated curriculum which is matched to the needs of all of our learners. All our classes are supported by teaching assistants and pupils are also offered additional one to one tuition, small group work or catch up programmes where needed. Linden Road has a fabulous outside learning area, Linden Woods. Learning is constantly being moved from inside the classroom to outside.

At Linden Road the progress and attainment of all pupils is reviewed every half term by the Senior Leadership Team at which time provision may be adjusted to meet identified needs. The provision of highly specialist teaching and learning strategies and breadth of resources are matched to the individual needs of all learners. You would normally be informed about your child's general progress and targets through the twice yearly Parent's Evenings and annual report. Six weekly targets cards are sent home, where parents are informed about the progress their child has made and the new targets for the next half term. If a child continues to have difficulty after intervention or has a high level of difficulty when they join us, they may be considered to have special educational needs (SEN) and placed on the SEN register. Parents will be informed of this. We carry out twice yearly pupil consultation days, where children have an opportunity to be involved in setting their own targets and discussing the teaching and learning in their class. Our children's thoughts, feelings and opinions on their learning and progress is the key focus in these meetings.

We have consistent implementation of total communication strategies, that is, use of British Sign Language, symbols and communication technology in addition to the spoken word. Regular advice and support is received from a wide range of therapists including speech and language, physiotherapists, occupational therapists, teachers of the deaf and visually impaired teachers.

In our Ofsted inspection of July 2013,  
'Disabled pupils and those with special educational needs make similar progress to their peers and sometimes make good progress. This is also an improving picture from previous years, particularly in reading and writing. Hearing impaired pupils achieve well. They are very effectively supported by skilled staff who know their individual needs and encourage them to tackle activities as independently as possible.'

## **Annual reviews**

Pupil reviews at Linden Road are held once a year for pupils in year 1 upwards, and twice a year for pupils under 5. These dates are set in early, and involve a member of the leadership team, admin staff, teachers, key workers, school nurse, parents and carers, representatives from the Local Authority, other multi agency staff, including support staff, who are involved with the child, and of course, the pupil. These meetings are informative, inviting and helpful to all staff involved, parents and carers. Our children's thoughts, feelings and opinions on their learning and progress the a key focus in these meetings. Parents are invited via letter to these reviews at least 2/3 weeks prior to the meeting. The SENCo will contact parents/carers to remind them of this, and support in thinking about questions they may wish to ask and discuss any issues that may arise. All professionals working with the child will be invited to the annual review. If they cannot attend, it is anticipated that they will forward a report that can be shared at the meeting. Each child is invited to join the review and share their pupil voice presentation that includes what they like/dislike about school, what they have learnt so

far, what they have enjoyed learning, what they would like to learn in the future and how they learn best, to name a few. These are differentiated to accommodate the child's level of ability.

Parents and carers are invited to contact school via the SENCo, at any time, if they need advice or support in regard to their child' education.

## Keeping our children safe

**Risk assessments** are planned for every event to keep children safe they include:

- Individual Pupil Risk Assessments for Behaviour
- Individual Pupil Risk Assessments for Moving and Handling and other Health Care Plans
- Curriculum Risk Assessments for PE, DT and Science
- Risk Assessments for Offsite Educational Visits
- Disclosure and Barring Checks are carried out on all staff appointed to the school; as well as ensuring visitors, volunteers and students have check as well
- Risk assessments for the school premises are carried out regularly including fire safety, moving and handling, electrical supply etc.

Risk assessments are carried out in accordance with statutory requirement and in line with school policies on a regular basis; the school also carries out dynamic risk assessments to meet changing needs. Staff are trained in accordance with their roles and responsibilities across the school, to be able to carry out assessments of risk and plan to reduce and manage the risk; staff with key responsibilities are named in respective policies. School carried out yearly accessibility audits, where any issues are resolved.

**Parking areas for pick up and drop offs** – parking is at the front of the school premises for vehicles bringing children to school, is managed in a safe way.

**Supervision of children during breaks and lunchtimes** – Break time arrangements are managed by teachers and support staff in each class according to pupil needs; pupils are supervised throughout this time.

During lunchtimes we have a team of lunchtime organisers who join each class to ensure there is a smooth transition between the morning and afternoon teaching times; ensuring the children eat their lunches, have some recreation time and return to their class ready to learn in the afternoon. Teachers and teaching assistants take their lunch breaks during this time when the lunchtime organiser continues to supervise the children. Arrangements are made depending on pupils' individual needs and class need.

### Safety outside the classroom.

Risk assessments are a carried out where there are increased risks in particular subjects, including when pupils are offsite. Subject risk assessments are carried out by subject leaders, offsite visits risk assessments are carried out by teachers and teaching assistants at level 3 and above depending on who is taking the lead responsibility for the visit. Risk assessments for offsite visits are verified by the Headteacher or Deputy Headteacher and a Governor.

**Anti-bullying Policy** – the schools policy for anti-bullying is included within the 'Behaviour Management Policy'; parent governors are consulted on the policy in line with the school's policy review cycle; information leaflets are sent to parent/carers and there is information on the schools website and in the school brochure. Parents/carers are welcome to request the policy in full.

In our Ofsted inspection of July 2013, Behaviour and safety was judged as Good. Self evaluation says behaviour and safety is Outstanding.

Policy links:

[Health and Safety Policy](#)  
[Educational Visit Policy](#)  
[Linden Wood Risk Assessment](#)  
[Accessibility Policy](#)  
[Anti Bullying Policy](#)  
[Equality Scheme](#)

## Health

The academy's policy on the **administration of medication** follows the guidance laid down in 'Managing Medicines in Schools and Early Years Settings' 2005. The management and administration of medication is managed by the Headteacher in close liaison and consultation with the school nurse. Consent for the administration of medication is given by parents and the Headteacher consents to ensure the procedures are followed. Staff are trained by the school nurse on an annual basis on medical needs relevant at that point. Named staff are trained to administer emergency rescue medication for pupils requiring it when on the school premises or when offsite.

**Medical emergencies** are dealt with in a calm sensitive manner, staff are informed of pupils' health needs and know when and how to call for assistance. Each classroom and public areas in the school has a telephone, to call for assistance immediately.

**Health and Therapy Services** – the school works closely with all health and therapy services; There are other visiting health professionals who come into school regularly including orthoptist, audiologist etc. The academy works closely with visiting therapists including physiotherapists, speech and language therapist, occupational therapist and a play therapist.

### Healthy eating

Children are encouraged to eat healthier, this is done through the curriculum, cookery club and PSHE sessions. Our school dinners are excellent and are sourced using only fresh local ingredients. They are nutritionally well balanced and we have a salad bar and large fruit selection each day.

### Emotional Wellbeing

Some children also need support at break/lunchtime– our Nurture group supports a small number of children who need different provision at lunchtimes. Support is provided so our extra- curricular activities are inclusive.

Policy links:

[Medicine in school management policy](#)

## Home-school communication



Parents / carers can contact us in a range of ways including:

- By telephone
- By email
- Through a face to face meeting
- Home-school diaries

During the pre admission meeting pupils, parents/carers are invited to visit school again and meet relevant staff. Relevant information is passed at this point, from the parent/carer and other involved professionals to the school staff, including the school nurse, who use this information to ensure a smooth transition and maximize the pupils learning, health and wellbeing.

The academy has an ‘open door’ policy and parents and carers are welcome to drop in although an appointment is advised if they wish to speak to someone in particular to ensure they are available to meet. This policy carries on in the classrooms, where the head teacher will visit classrooms at any time.

Parents and carers are kept up to date with their child’s progress through target cards, teacher discussions, annual reviews, CAFs, LAC and PEP meetings and twice yearly parent/carer evenings. Parents can ring school and discuss progress at any other time. Six weekly targets cards are sent home, where parents are informed about the progress their child has made and the new targets for the next half term

Annual school reports are sent out in July. These clearly show the child’s progress level to date, and share examples of wonderful learning experiences.

Each class sends out a weekly newsletter – informing parents and carer’s what each class have been doing that week and what they will be learning about the following week.

Special events that are held in school are well attended by parents and carers, such as Christmas Concerts, Year 6 Leavers celebration, award assemblies and events put on by the PTFA. These are sent to parents via letter and are also promoted via the school website.

Parents and carers are asked annually for their views/feedback in regards to matters such as communication between home/school, school meetings, events in school, reports/information on your child, behaviour of the children, and views of the school. This information is collected and collated then shared with all parents carers and staff.

## Working together

As a child enters school, they (if appropriate) and their parents are made aware of the home/school contract.

This states clearly what is expected from school and home -

- Academy -Be proud to provide a broad, balanced relevant curriculum within which children can develop their full potential.
- Provide a safe, secure and caring environment in which your child can enjoy learning.
- Treat your child with care and compassion and ensure he/she is happy and safe within school and home to support pupil progress.
- Home - To make sure that my child attends the academy every day, and is on time for academy transport, if appropriate.
- Work with the academy to support my child by attending all school appointments, reviews and medicals.  
Support us in the positive way the academy works in all aspects e.g good behaviour , anti bulling and equal opportunities.

It also states what is expected from all pupils –

- come to the academy, follow school rules, do my best.
- Each child is encouraged to be as independent at home as possible, dressing themselves, getting their own bag ready, completing homework with an adult etc. Ways of developing independence are shared at every meeting, including the pre admission meeting.

Within our academy we have a very strong pupil Student Leadership Team. This is made up of a pupil representative from each class. They are fully involved in academy life and help to make important decisions such as how funds are raised and spent, to taking part in teacher interviews and conducting learning walks.

Parent and carer's are encouraged and invited to become more involved in their child's education. During all annual reviews, and any other teacher/parent/carer meetings, parental views are always sought and listened too.

Parents are also asked their views about school and their child's education every summer through the parents/carers questionnaire.

Parents are encouraged to be proactive in whole school life. For example, parents support class trips, parents attend workshops, parents support fundraising events, supporting reading sessions during world book week and attending whole school events.

Parents are encouraged to be part of the Governing body, when vacancies occur. This information will sent via letter to all parents and will also be on the academy website.

'I love going to whole school events in school. I attend as many as I can. The whole academy community is very inspiring and the children's enthusiasm and zest for life is moving.' Quote taken from Parents/carers questionnaire Summer 2013

## Help for families

- Parents are welcome to contact the academy in relation to any support or advice they may need. The SENCo will be able to signpost parents and carers to relevant advice and support when requested. We have a parent's information area where information leaflets are freely available. This includes advice in regards to Parent Partnership, school meals, behaviour, attendance, diet, and Autism, to name a few.
- The academy works closely with children families and social care, complex families and family intervention support staff where there are safeguarding or child protection concerns. Families will be signposted to appropriate service and support including assessments for short breaks.

## Transition to high school

Transition to high school can be a difficult time for both our pupils and their families. For this reason, we work closely with our partner high schools and have developed a comprehensive package to support transition including:

- Discussion with families from year 5 at annual reviews and an opportunity to meet with the headteacher/ SENCos of local high schools where pupils are likely transfer to.
- Work with the children in the classroom about 'changes' as part of our work on Social and emotional aspects of learning (SEAL)
- A programme of planned visits by the pupil to their high school during the summer term in year 6 supported by staff who know them well (where needed additional visits are added for pupils who need additional support)
- Visits are planned to ensure children are with their friends, and may be placed in a class with pupils who they know from the year before. Pupils who may require further support may be paired up with older friends/buddies.
- The further use of specialist resources if needed, for example, social stories and portable schedules.

## Extra curricular activities

We run an after school club everyday. The clubs are ran and fully staffed by Tameside Sports Coaches who are highly skilled and familiar with and able to meet the full range of the individual needs of all the children who attend. The clubs are very popular. There are also a range of lunch time activities including yoga, art and organised games in the play ground.

For information regarding Tameside Council's Local Offer click on the link [Tameside's Local Offer \(External Link\)](#)

## SEND Information Report

Linden Road Academy is proud to be an inclusive school.

In the document below you can read about our provision and how we support those children who have special educational needs or disabilities and their families. The report has been developed with the support of parents. Please click the link below to view the report.

## Local Groups

Please find below information regarding local groups and national groups to help support parents of children with special educational needs and disabilities.

**HOPE** - Based at jubilee Gardens contact 08719963185 for enquires about Hope for Paediatric Epilepsy  
[www.hopetameside.org.uk](http://www.hopetameside.org.uk)

**TASCA** - Tameside Action for Social Communication and Autism Support Based at Jubilee Gardens contact 07754873480 [www.tasca.org.uk](http://www.tasca.org.uk)

**T21** - T21 Network provides information, advice and a friendly face to parents, carers, families and friends of people who have Down Syndrome in the Tameside & East Manchester area.

**FACT** - Families of Autistic Children Together. Fact is a charity aimed specifically at autistic children who require special care, attention and therapy on a daily basis. [07837584424](http://07837584424) [www.factautism.org.uk](http://www.factautism.org.uk)

**ADHD Support Group** - Information and advice available.

**ADD/ADHD Family support group** - information and advice available to support families.

<http://www.cafamily.org.uk> Family contact for disabled children - support for families with a disabled child.

**OKE** - Offering support, information and activities to families with special needs children in Tameside and the surrounding area.[www.ourkidseyes.org](http://www.ourkidseyes.org) 0161 371 2084/2087  
Email:[ourkidseyes@ourkidseyes.org](mailto:ourkidseyes@ourkidseyes.org)

All the support groups/charity's are based at Jubilee Gardens, Gardenfold Way, Droylsden M43 7XU. All the groups have a Facebook page except, TASCA

**Genie Family Centre** is a registered Charity providing information, guidance and social care support for people who are deaf or hard of hearing and their families in the Greater Manchester area.

Our services are for all ages and provide families with opportunities to meet, share interests, information and experiences. You contact the Genie Team via facebook, twitter or visit the website [www.genienetworks.org.uk](http://www.genienetworks.org.uk) Phone/text: 07853 917332  
Email: [information@genienetworks.org.uk](mailto:information@genienetworks.org.uk)

**SENDIASS** - Tameside Special Educational Needs and Disability (SEND) Information Advice and Support (IAS) Service - the service provide information, advice and support to children and young people with SEND and their parents. They aim to develop partnerships between children, parents, local authority, schools and other partners who are involved in working to identify, assess and meet the needs of children and young people  
Phone 01613423383  
email: [sendiass@tameside.gov.uk](mailto:sendiass@tameside.gov.uk)  
[www.tameside.gov.uk/sendiass](http://www.tameside.gov.uk/sendiass)