



Vision and values

The Linden Education Centre (LEC) is situated in South Farnborough, providing an alternative education environment to a wide range of students who are not able to access the curriculum in a mainstream school setting.

The LEC is a Hampshire Children's Services educational provision whose primary aim is to provide a relevant and continuing education for students with emotional, medical and behavioural needs.

Students can be referred to the Centre for many reasons. Some students who attend the Centre may be in danger of being permanently excluded from school, whilst others have been referred because of emotional and behavioural difficulties. The Centre also offers support to students referred through GPs or CAMHS or who are considered to be emotionally vulnerable. An increasing amount of intervention is provided by our outreach service which supports students attending any of the partnership schools which includes:

- The Wavell School
- Courtmoor
- Calthorpe Park
- Cove Secondary
- Yateley School
- Bohunt
- The Connaught
- Fernhill
- Robert Mays
- Frogmore Community College
- Amery Hill
- The Petersfield School
- Mill Chase

The main aim of the LEC is to re-integrate students successfully back into school at the earliest opportunity or, if this is not appropriate, to prepare them fully for post-16 opportunities. During the time they attend here they are taught by experienced staff and are provided with a caring, happy and secure environment, which promotes high expectations both in behaviour and in academic performance. Success is rewarded through a number of incentive and recognition schemes.

All Key Stage 3 and 4 students are offered a programme according to their individual needs. Most students attend between the hours of 8.45am to 2.35pm. Constant review of the suitability of the education on offer means that students' timetables and groupings will change from time to time.

The ethos of the LEC is underpinned by its 'working in partnership' approach. The initial partnership of student, carers and the Centre is further extended by the wider agencies who work with us to ensure that every student aspires to achieve their full potential academically and socially.

Every Child Deserves Another Chance

The kinds of SEN provided for

The majority of students referred to us have Social, Emotional and Mental Health needs. In addition, they may have communication and interaction difficulties such as Autistic Spectrum Conditions (ASC) or speech and language difficulties. Some have specific learning difficulties such as dyslexia, dyspraxia, Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder ADHD. Some students have learning difficulties which may hinder their progress. Some students have acute or chronic medical conditions. All new students have their needs discussed with parent/carers and themselves at an initial interview. This provides the opportunity to discuss support requirements.

How will we know if your child has a special educational need? Identification, assessment and review of student need

Students' special educational needs are identified through:

- Entry assessment data (all students do cognitive ability testing and reading assessments on entry to The Centre).
- Liaison with parents and previous school
- Review of specialist reports
- Referral by teacher, student or parents to the SEN Co-ordinator (SENCo).

Students are referred to The Centre by their home school which provides information about the student's progress and behavior. It includes steps already taken to meet the student's individual needs through SEN Support or an Education Health and Care Plan as well as information from health and social services and other relevant agencies such as The Locality Team, CAMHS and Educational Psychology Service. Once provision has been offered to a new student, a period of assessment will commence which can vary in length according to the needs of the student and the reasons for their provision at the Centre. Diagnostic assessments using a variety of standardised tests are used, including measuring cognitive ability and reading. The results are available to all staff and will be used to inform planning.

The SENCo at The Linden Centre is Jill Corfield and who is contactable by ringing the school.

How do we know if your child is making progress towards their targets? Arrangements for consulting parents, students and involving them in their education

Students referred to The Centre are invited in for a meeting with parent/carer and a member of the Senior Leadership Team. This is an opportunity for all parties to discuss support needs and desirable outcomes during their time with us. We see the role of the parent/carer to be vitally important in the education of their child. Our aim is to encourage and support students to return to a mainstream

setting, although in rare cases this may not be appropriate. New students are transitioned in to their new tutor group over several days and with support. Students agree learning and behavior targets with their tutors and these are reviewed by ongoing assessment. Tutors and teachers will regularly contact parents/carers. Data is shared with the student's home school every half-term. Parents/carers are invited to The Centre at the beginning of each term for Pupil Progress days to review their child's progress. Parents/carers are welcome to contact The Centre at any time in order to discuss concerns or to share information pertinent to their child. A message can be left with the office staff which can be circulated to all staff if appropriate. Where parents/carers would like to talk to a tutor, staff will attempt to make contact the same day where practicable.

Students are expected to attend tutor times twice a day, at the beginning of morning and afternoon school. During these times, tutors will discuss targets, encourage their tutees and praise effort as well as support students to talk through difficulties and encourage them to problem solve independently. Students are also encouraged to raise any concerns and to talk through ways forward.

Arrangements for assessing and reviewing progress towards outcomes

Students' needs are reviewed as an ongoing process. The progress of individuals is monitored by Heads of Department and through the sampling and regular meetings where pupils are discussed. Pupil Profiles are written with tutors and reviewed daily during tutor times and termly with parents at Pupil Progress days. All staff meet daily to discuss each student individually. Evidence is garnered towards targets. Parents/carers may be contacted if any concerns are raised. Contact is made too if the student has done particularly well. The school also uses a postcard system to send positive feedback home.

How will we ensure that your child has a successful transfer from our school to their next provision? Arrangements for supporting students moving between educational phases, including adulthood

Transition arrangements in to The Centre are detailed above. Transition arrangements out of The Centre are planned on an individual basis and dependent on where the student is moving on to. Transitions are always carefully planned and supported. Consideration is given to what individual students and their parent/carers want as well as the support the new placement thinks is necessary .

What support do we give pupils in the classroom? Approaches to teaching students with SEND

All students, regardless of individual differences share a common entitlement to a broad and balanced curriculum. All students will have lessons in English, maths and science and may have opportunities to do humanities, hair and beauty, floristry, construction and catering BTEC modules. All students are taught in groups of approximately six students, sometimes with additional support. The Centre promotes a high quality of teaching. Quality First principles form the basis of personalised learning with the key characteristics as follows:

- Well planned lessons, with high expectations of pupil participation.
- Focused lesson objectives, shared with students.
- Repeated reference to students' flight path to aspirations; both in short, medium and long term time frames. This alongside an expectation that pupils will accept responsibility for their own learning.
- Excellent use of questioning, modelling and explanation.
- An emphasis on doing things in alternative and flexible ways in order to engage and motivate students who are sometimes disaffected with education.
- Frequent opportunities for pupils to learn through dialogue.
- Meaningful feedback.

Staff teach using a variety of strategies in order to engage students such as media, access to ICT and multi-sensory activities. They build in many chances of success to build self-esteem.

Expertise and training of staff who support CYP including how specialist support will be secured

Staff development is ongoing; staff are supported on an ongoing basis to meet specific needs. All members of staff have additional experience in supporting students with additional needs. Strategies used to support pupils in classes include short thirty-five minute lessons which are further broken down to smaller chunks of achievable activities. Staff will use a variety of strategies to engage pupils and to support them to remain on task. There is a high staff to pupil ratio which allows pupils to be taught in flexible ways to meet their needs and to support their pathways to aspiration. Staff are particularly skilled in building and maintaining relationships with pupils. Effort and participation is recognized as well as achievement. Staff work hard to develop pupils' resilience and self-control. It is commonly recognized that adolescence itself can be a difficult time for young people and learning to manage feelings is an important part of this.

Evaluating effectiveness of provision for SEN

The SEN Coordinator is responsible for:

- The development and day-to-day management of the SEN policy and completion of SEN the SEND Information Report.

- Making arrangements and co-coordinating the identification assessment and review of students referred to The Centre.
- Ensuring communication with parents is ongoing.
- Liaison with other schools and outside agencies.
- Contributing to staff development.
- Evaluating impact with the Management Committee.

Our pupils are successful and outcomes are measured in a variety of ways, for example, attendance data, half-termly data drops, GCSE and BTEC results.

How our students with SEN are enabled to engage in activities with those who do not have SEN

Our students participate in activities in the community as part of our off-site provision.

Our Alternative Provision Programme includes:

- Outdoor learning and survival skills (Releasing Potential)
- Bespoke personalised programmes of education (Inclusion Hampshire)
- Military Preparation College
- Outdoor learning and BTECH vocational skills (Explore Activity Centre)
- Anger management and BTECH vocational skills (Pulse Premier Futures)
- Healthy living and sport coaching (3D Rugby)
- Fitness and Yoga (Maximus Gym)
- Caving, low ropes and team building (Runways End)
- Art therapy and construction (Skillways)

Integration and Inclusion

The school aims to ensure that all activities are inclusive and therefore open to all students. Where students have a special need or disability, a risk assessment enables staff to gauge the appropriateness of the activity for that individual. Wherever possible, staff endeavour to make reasonable adjustments so that the activity is accessible.

Support for improving emotional and social development, including pastoral support for listening to the views of children and young people is ongoing. The twice daily tutor sessions enable our students to form trusting relationships with staff. The Designated Safeguarding Lead (DSL) is Anna Bagley. There are five deputy safeguarding leads who are Urmilla Choubae, Julie Thomason, Jill Corfield, Sharon Seymour and Tanya Gray.

The school works with other agencies as appropriate for individual pupils.

Bullying

The Linden Education Centre's "positive response" to bullying policy has been developed, following a series of training days and meetings in collaboration with the staff, students, parents, the EP service and EIS, and embraces The Hampshire County Council anti-bullying guidelines. The key elements in the process were to facilitate communication amongst all members of the Centre community and to harness their collective resources in combating bullying. This policy is distributed to all parents and students upon acceptance of a placement at the Centre, and will be reviewed annually to reflect the differing needs of each client group.

How do we secure additional services and experts to work with us?

The Centre works closely with students' home schools and any arrangements in place can be facilitated with their agreement. Examples include a variety of children's services, Child and Mental Health Service, Youth Offending Teams and Social Services.

Pupil Premium

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

The Pupil Premium was introduced in April 2011, and is paid by means of a specific grant for pupils registered as eligible for Free School Meals within the last 6 years. The Pupil Premium is also paid for children who:

- Have been looked after for 1 day or more
- Are adopted
- Leave care under a Special Guardianship Order, a Residence Order or Child Arrangements Order
- Where the parent self-declares their child's status to the school, providing supporting evidence (e.g. an
- Where the school records on the January School Census that it has a child on roll who meets the above criteria.

The Department for Education acknowledges that it is for schools to make these determinations as they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

What the Linden Education Centre does to support Pupil Premium and LAC pupils to succeed

Termly Excite in Education events working with parents/ guardians, pupils and outside agencies

Pupil profiles so that pupils can express their views and know their targets

- Small class groups with Learning Support in most classes
- Extra Literacy and Numeracy support 1:1
- Offsite activities, including work experience, with clothes and equipment provided if necessary
- Ticket for year 11 Prom
- Year 10 residential trip to help build relationships between staff and pupils and to get pupils ready for year 11.

The Linden Education Centre can use the money how they feel would best support the child.

This document is to be read alongside The Linden Education Centre's Policy for Special Educational Needs and Disability (SEND) available on the school's web-site.