

What type of support is available for my child?

- Small teaching groups
- Quality First Teaching
- Appropriate and accessible curriculum
- Bespoke timetables designed with learners
- Pastoral Manager support
- Individual Learning Plan (ILP)
- One-to-one catch up lessons
- Annual reviews
- Holistic planning involving all those important to your child
- Key staff member
- Exam access arrangements

How does the school support my child with transition?

On entry - Home visits, parent/carer meetings, school visits, induction process, creation of Individual Learning Plan (ILP)

On exit - Personalised transition plans, regular transition sessions in school, home school / Post-16 setting visits, Travel Training, EHCP Referrals

How does the school communicate with me?

- Regular phone calls
- Website
- Parent/carer meetings
- Person Centred Reviews
- EHCP Annual Review process
- Meetings with outside agencies
- Written reports
- Emails and texts
- Letters and postcards
- Exhibitions
- Parental feedback surveys

Who do I talk to about my child's needs or if I have any concerns?

Head Teacher: Sally Swann
Head of School:
Kim Charlesworth
SENCO: Emma Osborne
Pastoral Manager:
Fe Dunachie



SEND Information
Report Summary

Lindbergh Campus 2019

What support will there be for my child's wellbeing?

- Mentoring
- Life skills development
- School Nurse support
- Monitoring attendance
- Home visits
- Anti-bullying
- Risk assessments
- 1:1 Time with key staff
- Positive Behaviour Certificates
- Activities - music/art clubs
- 1:1 Gym
- Chaplain
- PCSO

How does the school identify and assess students with needs?

- Information from parents/carers
- Information from teachers (review meetings)
- Information from students (questionnaires, regular discussions with staff)
- Information from outside agencies
- Information from assessments and previous settings
- Observations
- EHCP (Education, Health & Care Plan)

How does the school meet my child's needs?

- Detailed baseline assessments on entry
- Communication and interaction - social times activities, social skills development embedded as part of curriculum, ELKLAN strategies, visual timetables & resources
- Cognition and learning needs - targeted literacy & numeracy intervention programmes, Dyslexia friendly approach, ICT resources for accessing / recording information, small teaching groups, vocational learning activities
- Social, emotional & mental health - THRIVE Assessment & Action Planning, social skills activities, PSHE curriculum, resilience building activities
- Sensory &/or physical - disabled toilet, Irlen friendly lighting, coloured paper/overlays, sensory resources, Gym lessons, occupational health input
- Referral to specialist agencies as appropriate - Speech and Language, Educational Psychology, Occupational Therapy, Dyslexia Outreach
- Staff receive regular training to update their knowledge regarding SEND
- Every child's needs are considered on an individual basis