

Linden Primary School

SEND Information Report



Status

Statutory

Recommended

Good Practice

Purpose

We have a wide range of provision and work with many different professionals to make our school as inclusive as possible. This document details how we do this and how the SEND Policy is implemented at Linden Primary School.

This Policy and Guidance takes into consideration DfE guidance:

SEND Code of Practice

Equality Act

Consultation

Staff, parents and governors, where appropriate.

Links with other policies

Child Protection & Safeguarding Policy

Behaviour Policy

Special Needs Policy

Admissions Policy

Accessibility Policy

Local Offer

Monitoring and Evaluation

Annually Every 3 years Other _____

Headteacher Governing Body Other _____

Dates

Original Implementation March 2013

Reviewed September 2025

Next Review September 2026

Please read this report in conjunction with our SEND policy and Local Offer, available on our website: [Linden Primary School - Special Educational Needs and Disabilities \(SEND\)](#)

In addition to this, the Local Authority's Local Offer gives details on the provision that they can offer children with additional needs. This can be found on the Glos Families Directory site:

www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/home.page .

Head Teacher: Lucy Collins

Deputy Head Teacher: Sasha Davidson

Inclusion Lead and Special Educational Needs and Disabilities Co-ordinator (SENDCo): Megan Jenkins

Parent Support Adviser: Rozina Begum

SEND governor: Eileen Pegram

Definition of Special Educational Needs and Disabilities

According to the SEND Code of Practice, a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Had a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for other children of the same age in a mainstream school.

What kinds of special educational needs and disabilities might the children at Linden Primary School have?

The Code of Practice says that special educational needs can fall under four main areas:

- Communication and Interaction
- Physical and Sensory
- Social, Emotional and Mental Health
- Cognition and learning.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their

needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties." SEND Code of Practice: 0-25 years, 2015, p98 "Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

All definitions taken from the SEND Code of Practice (2014).

How do we identify needs?

At Linden Primary School we identify special educational needs and disabilities in a number of different ways, usually one of the following:

- Following the school Identification Flowchart, which links to Gloucestershire's Graduated Pathway

- Concerns raised by the class teacher or other school staff
- Concerns raised by parents
- Concerns raised by the pupil themselves
- Concerns raised by external professionals
- Lack of progress or working below age related expectations, as measured by our in-school assessments and by teacher judgement
- Further assessments carried out by the SENDCo
- Health diagnosis
- Liaison with previous educational settings

What should I do if I think my child has special educational needs?

If you have concerns about your child's progress or feel that they may have additional needs, you should talk to the class teacher about this initially. This can be done by contacting the office via email or phone call to arrange a meeting.

If you continue to have concerns that your child is not making progress or you would like to talk to a different member of staff about it, you can contact the office to arrange a meeting with Inclusion Lead and SENDCo (Meg Jenkins) or Head Teacher (Mrs Collins).

How will the school let me know if they have concerns about my child's progress in school?

If your child is identified as not making progress or we have concerns around their social, emotional and mental health needs, we will arrange to meet with you to discuss this with you in more detail. We will:

- Explain our concerns and what evidence we have.
- Plan any additional support that your child may need.
- Discuss referrals to outside agencies to access additional support.
- Listen to your concerns and gather your views.

What types of support are available for children with SEND at our school?

At Linden, we follow the Graduated Pathway and Gloucestershire's Intervention Guidance. As part of this, we offer different 'waves of support' which are detailed below:

- **Wave 1 (Universal Provision)** describes inclusive, quality first teaching, that considers the needs of all pupils and includes scaffolding and an inclusive learning environment.
- **Wave 2 (Targeted Provision)** describes specific, additional intervention or provision that are time limited and closely monitored. This support is aimed at pupils who need additional support to accelerate their progress to enable them to work at or above age-related expectations.
- **Wave 3 (Specialist Provision)** describes high levels of support for a minority of pupils who need individually tailored interventions and high levels of adult support/resources to accelerate progress or to help them reach their full potential.

The table below outlines what this support looks like at Linden Primary School.

Cognition and Learning Needs		
Wave 1 (Universal Provision)	Wave 2 (Targeted Provision)	Wave 3 (Specialist Provision)
	<i>In addition to Wave 1:</i>	<i>In addition to Wave 1 and 2:</i>
<ul style="list-style-type: none"> • Quality First Teaching- including a personalised curriculum that takes account of individual needs. • Scaffolding- separate scaffolding document available. • Adaptations to classrooms or school environments to make them accessible. • Focused, small group work and catch up groups. • Additional adult support when needed (teachers, LPs, volunteers). • Carefully planned classroom groupings and seating arrangements. • Use of Oracy to involve all children in lessons and to ensure they are accessible. • Visual timetables or now and next boards. • Use of Widgeo and other visuals. • Use of manipulatives and physical resources. • Learning mats e.g. word mats, hundred squares, number lines. • Writing frames • Task management boards. • Identify pupil strengths and needs and use this to inform teaching and provision. • Regular recall and spaced retrieval opportunities. 	<ul style="list-style-type: none"> • Pre-teaching e.g. vocabulary or key skills. • Structured interventions e.g. Numicon, Precision Teaching, Rising Stars On Track Reading and Writing. • Explicit teaching of learning behaviours and listening skills. • Additional Read, Write Inc sessions (either 1:1 or small group). • Use of visuals to support understanding and recall. • Instructions and content chunked and followed by regular check-ins to ensure understanding. • Adaptation of texts and materials to make them more accessible. • Staff training for those who are working with children with specific needs. • Use of Otto, dog mentor, to read to or as encouragement to complete work. • Modifications to the environment e.g. individual work stations. • Use of specialist IT equipment and software. • Increasingly individualised curriculum (linking whole class work to learning objectives appropriate to the child). 	<ul style="list-style-type: none"> • Personalised timetable • Built in sensory/movement breaks • Highly personalised/adapted resources to meet the needs of the pupil. • High levels of adult support. • Highly individualised curriculum and learning programme, informed by outside agencies.

<ul style="list-style-type: none"> • Clear modelling from the class teacher and examples of the expected outcome. 		
Communication and Interaction Needs		
Wave 1 (Universal Provision)	Wave 2 (Targeted Provision)	Wave 3 (Specialist Provision)
	<i>In addition to Wave 1:</i>	<i>In addition to Wave 1 and 2:</i>
<ul style="list-style-type: none"> • Quality First Teaching- including a personalised curriculum that takes account of individual needs. • Scaffolding- separate scaffolding document available. • Use of IT to support language and communication e.g. Widgit or Communication in Print. • Targeted small group work within class. • Personalised learning targets. • Some additional adult support to promote peer interactions and social skills. • Adaptations to in class group work, as needed. • Explicit teaching of oracy skills and an expectation that all pupils are able to take part. • Emphasis on language within planning and teaching. • Use of visual resources e.g. Widgit • Structured and predictable learning environments, including use of visual timetables, now and next boards. • Clear, simple instructions, supported by use of visuals, if needed. • Use of concrete resources and 	<ul style="list-style-type: none"> • Access to specific communication and interaction intervention e.g. Lego Therapy, Talk Boost, Language for Thinking. • Small group work within class. • Explicit teaching of vocabulary using strategies such as pre-teaching, visuals, key wording. • Adaptation of tasks to suit individual needs of the child e.g. preferred learning styles and interests. • Close links between home and school to help with reinforcement of strategies and skills. • Simplified verbal instructions, supported by visuals or resources, where necessary. • Access to the Nurture Room for children who need brain/sensory breaks and access to Calm Club for those who need social support during playtimes. • Individualised behaviour flowchart, shared with all adults who work with the pupil. • Additional support at playtimes to aid in appropriate play and social interactions. • Simplified and repeated instructions, to ensure understanding. • Visual approaches to understanding social 	<ul style="list-style-type: none"> • Sensory resources to support individual needs. • Use of the Nurture Room or another safe space. • Individual work station within the classroom or just outside. • Individual behaviour plans and risk assessments. • Individual reward and behaviour systems, in addition to the school systems. • Access to pastoral provision to support with social and emotional needs. • Individual/personalised visuals. • Staff training for individual children with complex communication and interaction needs. • High level of care and supervision. • Specialist provision deigned by speech and language therapists.

<p>manipulatives.</p> <ul style="list-style-type: none"> • Clear modelling by adults of communication/social skills and of learning. • Access to clubs outside of school hours to promote communication in a more informal setting. • Staff prepare children for changes to routine by pre-warning them and ensuring that they understand. • Modification of task presentation and chunking of tasks and instructions to make them more accessible and reduce anxiety. • Whole staff awareness of implications of communication and interaction needs. • Curriculum and environment adapted to take account of communication and interaction needs. • Access to ELSA groups to support with social interaction. • Play leaders and additional adult support at playtimes to support with social interactions. • Identify pupil strengths and needs and use this to inform teaching and provision. 	<p>situations e.g. comic strip conversations or social stories.</p> <ul style="list-style-type: none"> • Use of communication fans to support behaviour and choices. • Opportunities to work with a group outside the classroom for certain lessons, especially if noisy. 	
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Social, Emotional and Mental Health Needs

Wave 1 (Universal Provision)	Wave 2 (Targeted Provision)	Wave 3 (Specialist Provision)
<ul style="list-style-type: none"> • Quality First Teaching- including a personalised curriculum that takes account of individual needs. • Scaffolding- separate scaffolding 	<p style="text-align: center;"><i>In addition to Wave 1:</i></p> <ul style="list-style-type: none"> • Activities broken down into small, manageable tasks e.g. now and next board or task management board. • Safe space, in or outside the classroom. 	<p style="text-align: center;"><i>In addition to Wave 1 and 2:</i></p> <ul style="list-style-type: none"> • Access to councillors and therapists from external agencies e.g. TIC+, Young Minds Matter. • Play Therapy

document available.

- Personalised learning targets.
- Classroom/school environment takes account of SEMH needs e.g. Zones of Regulation, Calm Areas, Nurture Room, positive behaviour approach.
- Additional adult support in class.
- Behaviour expectations are clearly displayed and regularly referred to.
- Use of Emotion Coaching approach by all adults.
- Whole school approaches to developing social and emotional wellbeing e.g. PSHE curriculum, access to additional mental health resources through the Trailblazer programme, assemblies.
- Targeted teacher support in class.

- Individual calm or regulation activities within the classroom e.g. use of fidget toys.
- Learning/ movement breaks, as needed.
- Use of visual prompts to reinforce positive behaviours.
- Distraction free work area e.g. workstation or seating on the edge of the group.
- Opportunities to work with a group outside the classroom for certain lessons, especially if noisy.
- Regular communication with home to ensure consistency and to help with transitions.
- Adaptations to the classroom or school environment to take account of individual needs.
- Access to emotion, social and self-esteem-based interventions e.g. ELSA groups or 1:1 ELSA sessions, Volcano in My Tummy, Drawing and Talking, Applied Therapy, Play Therapy.
- Use of Otto, dog mentor, to help with emotional regulation and interactions.
- Additional support at playtimes or access to Calm Club, to support with positive social interactions.
- Use of the Nurture Room, for children who need a break or sensory resources, throughout the day.
- Access to wellbeing breakfast provision to help with the transition into school.

- Lego Therapy
- Applied Therapy
- Drawing and Talking
- Individual strategies/ programmes to manage behavioural and emotional needs throughout the day.
- Individual behaviour plans and risk assessments.
- Use of a transitional object.
- Staff trained in Team Teach (positive handling).
- Personalised/individual visual cues/prompts.
- Learning/ movement breaks, as needed.
- Sensory resources to support individual needs.
- Guidance and support from external agencies e.g. ATS, or EP.

Sensory and Physical/Medical Needs

Wave 1 (Universal Provision)	Wave 2 (Targeted Provision)	Wave 3 (Specialist Provision)
	<i>In addition to Wave 1:</i>	<i>In addition to Wave 1 and 2:</i>
<ul style="list-style-type: none"> • Quality First Teaching- including a personalised curriculum that takes account of individual needs. • Scaffolding- separate scaffolding document available. • Personalised learning targets. • Hygiene suite and disabled toilet. • School building on one level, with ramps to make all areas accessible. • Corridors and doorways are accessible for all pupils. • School environment and curriculum made accessible for all pupils and adapted where needed. • Careful planning of seating and classroom layout to ensure accessibility. 	<ul style="list-style-type: none"> • Personalised health care or personal care plan. • Information on staffroom medical board so that all staff are aware of needs. • Classrooms modified to meet individual need, if applicable. • Appropriate support to ensure equal access to school life, including after school opportunities and trips. • External agencies involved to support pupils and advise staff e.g. physio, OT, NHS, ATS. • Strategies to combat fatigue e.g. rest breaks. • Gross and fine motor interventions e.g. Smart Moves. • Provision to help the child navigate the school environment as safely and independently as possible. • Use of equipment to support with medical and physical needs e.g. writing slopes, pencil grips, wobble cushions. • Additional adult support, as needed. • Access to specialist IT equipment/ programmes and to a laptop/ iPad in school. 	<ul style="list-style-type: none"> • Personalised health care or personal care plan. • Information on staffroom medical board so that all staff are aware of needs. • A high level of adult support to manage physical, sensory or medical needs and to access the school environment. • Manual handling training for key staff (often carried out by two members of staff). • Support with personal care and continence, as well as any other primary needs. • Liaise closely with external agencies and ensure that advice and guidance is being followed. • Personalised physio or motor skills programme. • Access to specialist equipment provided by external agencies and support by staff in school to use. • Develop medical protocols and manage highly specialised individual health care. • Support children to carry out tasks that they are unable to do independently, due to physical, medical or motor difficulties.

If a child is receiving targeted or specialist support, this will usually be recorded and tracked using the Graduated Pathway, which follows the following structure:

a. Quality First Teaching/Additional Support Register

We ensure that all children are given access to quality first teaching that is adapted to suit their needs. Alongside this, we provide carefully planned scaffolding, to allow pupils to achieve the same objectives as their peers. Where pupils are requiring more support than this, a Cause for Concern form will be completed and they will be placed on an Additional Support Register, so that the class teacher and SENDCo can monitor their needs and progress and identify if they need to be put onto a My Plan. Parents will be informed of this and will be consulted throughout this process.

b. My Plan

If children are not making expected progress through the Universal Provision, and evidence based interventions have not been effective, a My Plan may be put in place. This will give the child specific targets to work on, within a specific timeframe (usually around 8 weeks). It will outline any additional support and resources that will be put in place to support that child in achieving the desired outcome. My Plans are reviewed regularly by the class teacher and are monitored closely by the SENDCo.

c. My Plan +

After 3 reviewed My Plans, if the child is still not making the desired progress against their targets, it may be necessary to put a My Plan + in place. A My Plan + is the same as a My Plan, however it follows a My Assessment being carried out and usually involves outside agencies. This will be reviewed at least three times a year in a Team Around the Child (TAC) meeting. This is where outside agencies, along with the parents, class teacher and SENDCo, meet to discuss the child's progress and what support and intervention will support the child further.

d. EHCP

If the child's additional needs are more complex and require specialist intervention and support, the SENDCo, in consultation with parents and other relevant agencies, will apply for an Education, Health and Care Plan (EHCP), from the local authority. This will ensure that funding and resources will be allocated to support the school in providing an appropriate and effective provision, to meet the child's needs. This funding and provision will be reviewed annually, at the Annual Review, in consultation with all agencies involved, the child, the parents, the class teacher and the SENDCo.

Before completing all three levels of support, the child will complete a My Profile, gathering their thoughts and feelings on school, home, the things that help them and the things that do not.

How is the curriculum and learning environment made accessible for children with SEND?

At Linden Primary School, we strive to remove as many barriers to learning as possible from our curriculum, in order to make it accessible for the majority of pupils. The same goes for our learning environments, which are designed to engage pupils and support them with their learning, without being overwhelming. As far as possible, our teachers scaffold learning so that pupils with SEND are able to achieve the same objectives as their peers. Where this is not possible, an alternative curriculum is put in place, in discussion with external agencies and parents.

Our aim is to maintain high expectations for all pupils, whilst also providing reasonable adjustments and scaffolding, to allow them to reach their full potential. The school works from a detailed document, showing what scaffolding should look like in each subject. Where pupils require further adaptations or support, the SENDCo will work with class teachers to put this in place. Pupils with SEND, where appropriate, are given the option of working in different environments or are able to have their environment adapted, for example through location in the classroom or type of seating. Teachers are also encouraged to be aware of the classroom environment as a whole, ensuring that it will not be overwhelming or inaccessible for pupils with SEND. Further information on creating an accessible learning environment is available in our Accessibility Policy.

Subject leaders work alongside the SENDCo and class teachers to monitor the provision and scaffolding within their subject. Where possible, subject leaders will identify the essential skills and knowledge that pupils need, so that those who struggle with recall can focus on key information. Knowledge organisers are used to show the essential learning/facts that must be retained, so that teachers know what to prioritise. Subject leads will use the scaffolding document to ensure that their subject is accessible and that pupils with SEND are supported to achieve the same objectives as their peers.

We ensure that children who may become more anxious about taking part in certain aspects of school life, are supported by additional adults or through the use of resources, such as social stories.

How is Linden accessible to children with physical or sensory needs?

- The school is fully compliant with the Disability Discrimination Act (DDA) and Equality Act 2010 requirements.
- The school is on one level, with ramps to make all areas accessible. Doorways and corridors are wide and accessible.
- We have a purpose-built hygiene suite and a separate disabled toilet.
- After school club and extra-curricular activities are made accessible for all children.
- Adaptations are made to allow all pupils to access all areas of the school safely and as independently as possible.
- When children with physical disabilities join our school, we immediately seek support from the relevant advisory teacher to gain a better understanding of the needs and to ensure the correct provision is put in place. We also work alongside occupational therapists and physios to make sure that we have access to all of the necessary equipment to allow each child to access the curriculum. This equipment may include wheelchairs, equipment for toileting, equipment for exercises or resources to help them with reading and writing.
- Learning partners who work alongside pupils with a physical disability receive regular training from relevant agencies to ensure that they are fully able to support the needs of the pupil. Examples include; moving and handling training and braille.

See the Accessibility Plan for more information.

How will we know if the provision is having an impact?

- By reviewing targets on the child's My Plan/My Plan + and class provision map.
- Through verbal feedback from the child, parents or school staff.
- Monitoring academic progress and attainment, against age related expectations.
- Through the child moving down or off the Graduated Pathway as they have made sustained progress.

How does the school monitor and track progress?

- Termly pupil progress meetings between class teachers and a member of the senior leadership team.
- Tracking progress against age-related expectations for each subject.
- Additional assessments for those identified as having specific or additional needs.
- Teachers continuously assess progress in lessons, using a variety of different methods. This allows them to identify areas where they have made progress and areas where they need more support.
- Subject leads monitor the progress of pupils with SEND as part of their monitoring cycles.

How are parents and pupils included in the reviewing process?

At Linden Primary School, we work hard to ensure that pupils and their families are kept at the centre of all provision. As part of this, we make sure that both pupils and their parents/carers are involved in the reviewing process, at all levels of SEND provision.

Team around the child meetings are held to inform annual reviews or EHCPs or termly reviews of My Plan + targets. Parents are invited to these meetings to contribute and to discuss their child's needs and progress with other professionals. As a school, we work hard to make this as comfortable and unthreatening as possible, so that parents feel valued and comfortable to express themselves. The school holds regular coffee mornings for parents of children with SEND, so that they can get to know the inclusion staff and become familiar with the school, so that it is less intimidating.

If appropriate, children are invited to attend meetings where their provision is being discussed, however if children are not able to or unwilling to contribute in this environment, their views are gained using an appropriate method, prior to the meeting. Each meeting begins by listening to and discussing the child's views, so that this can be kept at the centre throughout the process.

How are transitions between phases managed?

Transitions Within School

Pupils have the opportunity to meet their new teacher, along with any other adults who may support them, prior to starting in their new class. Additional visits to their new class will be offered if the child is more anxious or needs additional time to become familiar with things and adjust to change. The child will also be given a transition booklet, which uses images to prepare the child for their new classroom. Each transition is planned on an individual basis and is shared with parents and given to the child to take home over the summer holidays.

Teachers hold handover meetings, so that the previous class teacher has the opportunity to discuss My Plan, My Plan + and EHCP targets and pass on any other important information to the new class teacher. New teachers are also invited to attend review meetings, so that they can be involved in collaborative discussions about the child's needs and desired outcomes. The SENDCo will attend handover meetings for pupils with particularly complex or high levels of need.

In Year Admissions/New Pupils

When a new pupil starts at Linden, we contact the child's previous school to request copies of any SEN paperwork and discuss their needs with their previous teacher or SENDCo.

Parents are invited to have a tour of the school and a plan is devised for the child to start, which may include settling in sessions.

How do we, at Linden, prepare pupils for their next stage of education (secondary) and for adult life?

A transition plan is put in place for some children to ensure they are supported during the next stage of their education. Linden and the local secondary schools work closely with children, school staff and parents to share information and arrange additional visits for the children. Parents will be involved during this on-going process.

Where required, suitable activities are planned to support the learning of key life skills that children will need in later adult life, for example trips to Skill Zone or lessons on reading bus timetables.

Transition needs are represented on My Plan, My Plan + and EHCP documents.

New teachers/ SENDCos of transitioning pupils are invited to attend annual review meetings so that they can be involved in collaborative discussions about a child's needs and desired outcomes.

How are staff trained to support children with SEND?

The role of the SENDCo is to support class teachers in planning for children with SEND and to identify what training is needed to ensure that staff are adequately skilled to deliver the provision needed.

- Meg Jenkins (Inclusion Lead and SENDCo) has the National Award for SEND Coordination and a masters in Inclusive Education and Tarryn Wellington (SENDCo) is currently working towards her NASENCO Award.
- The school provides general training and support to enable staff to meet the needs of the pupils on the SEND register and to help them thrive.
- Staff attend training courses run by outside agencies, where they are relevant to the children they are working with.
- Learning Partners receive a range of training and CPD to meet the needs of the individual children that they work with.
- Staff also attend staff meetings throughout the year, which are linked to areas of development that have been identified by the SENDCo and Inclusion Lead.
- The SENDCo regularly attends SENDCo cluster meetings and other training opportunities to keep up to date with the latest developments in local and national policy and practice. In addition to this, the SENDCo is part of the GSP Best Practice Group for SENDCos.
- Training needs are also discussed during planning meetings with the advisory teaching service and educational psychologist and a plan is made for carrying out additional training. Where appropriate, external agencies will meet with teachers and learning partners to offer advice and guidance about specific children.

Which other agencies do we work with to support children with SEND?

We work closely with a range of agencies, including:

- The Advisory Teaching Service
- Educational Psychology Service
- Speech and Language Therapy Service
- Occupational Therapy Service

- Consultant Paediatrics
- Health Services
- Social Services
- Specialist teachers for hearing or visual impairments
- Specialist teachers for physical disabilities
- Mental health charities and organisations e.g. CAMHS and Young Minds Matter

What support will you receive as a parent of a child with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have. For longer conversations, you can arrange a meeting through the school office.
- The SENCOs are available to meet with you and discuss any questions or concerns you may have. This can be arranged through the school office or by emailing senco@linden.gloucs.sch.uk.
- My Plan and My Plan + documents will be shared at each review cycle, with comments on how your child is progressing against each of the targets.
- A home/school diary may be used, if it has been decided that this would be useful for you and your child.

For further, impartial advice, you can contact SENDIASS at www.sendiassglos.org.uk.