



**LINKS**  
**ACADEMY**  
MULTI ACADEMY TRUST

EXCITING OPPORTUNITIES • WIDER HORIZONS • SUCCESSFUL FUTURES

# SEND School Offer Information Report

September 2025

LINKS MULTI ACADEMY TRUST  
1 Hixberry Lane  
St Albans  
Hertfordshire  
AL4 0TZ

Tel: 01727 836150  
Fax 01727 790530  
Email: [admin@linksacademy.herts.sch.uk](mailto:admin@linksacademy.herts.sch.uk)

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## SEND School Offer and Information Report September 2025

Author: [REDACTED]  
Co-ordinator: SENDCO  
Committee: Academy Academic Improvement Committee (AAIC)  
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### Amendments

Periodically the Senior Leadership Team and Board of Trustees will add to or revise the content within this policy. Any revision made are noted below.

| Edition | Date     | Revision made by | Content revised                                                                                                                                                                                                                                                                                         |
|---------|----------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.0     | 01.09.20 | [REDACTED]       | Updated to MAT format. No other changes made from the previous policy (September 2019)                                                                                                                                                                                                                  |
| 2.0     | 01.09.20 | [REDACTED]       | No significant changes                                                                                                                                                                                                                                                                                  |
| 3.0     | 16.09.22 | [REDACTED]       | No significant changes                                                                                                                                                                                                                                                                                  |
| 4.0     | 15.09.23 | [REDACTED]       | No significant changes                                                                                                                                                                                                                                                                                  |
| 5.0     | 16.09.24 | [REDACTED]       | No significant changes                                                                                                                                                                                                                                                                                  |
| 6.0     | 03.09.35 | [REDACTED]       | Pge 5/6 additional external agencies added. Transferred from MHST practitioner to a SEND MHST Practitioner<br>Pge 7 add reference to termly reports<br>Pge 8 add mentor information<br>Pge 9 add information regarding working with local community<br>Pge 10 add work experience placement information |

*Please note that for the purpose of this policy, the following terminology will apply:*

|             |                                                                                 |
|-------------|---------------------------------------------------------------------------------|
| Headteacher | Executive Head, Head of School,<br>Headteacher                                  |
| Trust       | Links Multi Academy Trust                                                       |
| School      | Links Academy St Albans, Links Academy<br>Hatfield and Cedars                   |
| Parent      | Parent means the person with parental<br>responsibility and could be the carer. |

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## The Links Academy – School offer

### Who are we?

We are an Education Support Centre (ESC) for children in school years 7 – 11 at risk of or permanent exclusion from school – the majority of the children educated here arrive with some barriers to learning.

We also have a Primary Support Base, which provides support to all primary schools in St Albans and Harpenden with children who are at risk of permanent exclusion or those that have been excluded-these children are in Yr1 to Yr6. We also provide an Outreach service to Primary schools in DSPL 7 and Secondary in DSPL 5, 6 and 7. Children are referred to us through mainstream provisions or through Hertfordshire County Council.

Links Academy work towards raising the achievement of all our children and ensure equality of opportunity for all regardless of gender, race, SEND, background and sexual orientation. Our aim is to provide all children with strategies for dealing with their needs in a supportive environment and to give them meaningful access to learning regardless of their special educational needs/disability.

### The team

We have a diverse team, including Senior Leadership, Administration, Teaching Staff, Pastoral Leaders and Support Assistants who are here to help support children in achieving their own personal best.

Our SEND leaders are:

- Miss Nash (St Albans)
- Miss Bruce and Mrs Radmore-Welch (Hatfield)

Our SEND Trustee is:

- Mrs Hundal

The staff team have experience in a range of settings and undergo frequent training to enable the best possible support for the children.

### Assessment

Home schools and families provide us with background information and key data. On entry all children undertake a range of initial assessments. Baseline data including academic data allow us to plan teaching and support strategies that are reviewed frequently so that appropriate interventions are in place for each young person. As part of the Trust's admission arrangements, there is an Induction meeting with parents/carers and the young person to discuss any specific needs and share information.

## Parental involvement

The parents, carers and children are invited in for an induction meeting with a member of the Senior Leadership Team to provide them with a clear idea of what to expect at school. This is also an opportunity to sign paperwork and ask any questions that parents/carers/children may have.

The Links encourages contact with parents or carers. Three times a year we formally invite parents/carers to meet with form tutors, which provides an opportunity for parents/carers to explore progress, celebrate success and to discuss any concerns or issues. Every child has their own Baseline document and Arbor profile and are used to inform next steps and support. Strategies and interventions are identified, and referrals made where appropriate to outside agencies.

Progress is reported half-termly with a full school report generated every term. We have a team of Pastoral Leaders that are in touch with parents frequently and can be contacted by parents/carers for support by phone/email or face-to-face. The Pastoral Leaders alongside tutors provide support for the children.

We actively encourage parents and carers to become involved in school life, working closely with us.

## Meeting children's needs

As we are an interim education provision, we plan for the next educational placement for our children. If appropriate, we will support an application for an Education Health and Care Plan (EHCP) and support the transition in to the next school. Parents/carers are included in all areas of discussion about key developments.

Each child has specific targets that focus on learning and behaviour. These are reviewed every half term and strategies are put in place for each individual.

Children have the benefit of very small class groups. Each child is taught by subject staff and may also be supported by a teaching assistant. Support staff are used flexibly to meet children's needs.

The school work closely with external agencies to provide extra support for the children if required. These are listed below:

- Healthy lifestyle lead
- Educational Psychology Team
- Specialist Adolescent Support Hertfordshire (SASH)
- Education Support Team for Medical Absence
- Intensive Families Support team
- CAMHS
- Youth Offending Team (YOT)

- CCE Prevention and Diversion Team (Herts Police)
- Speech and Language Therapists (NHS)
- Integrated Services for Learning (ISL)

Children are guided by Services for Young People in preparation for next steps-where appropriate work experience can be arranged.

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### How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

- The requirement of additional support is identified through thorough and individualised assessment of the children, including dialogue and discussion with previous settings, observation, regular teacher assessment, and baseline assessment.
- On arrival to the Trust children go through a process of induction. Referral forms from previous settings will provide initial key SEND information which is shared with all staff. The Induction process occurs over a 10-day period for two hours daily. The time is spent completing Core Subject baseline assessments supported and guided, completion of CATS and standardised assessments such as the NGRT and NGST. Time is also given to support integration into lessons and social times. This data is then analysed by the SENCo and shared with subject teachers which will allow the best possible support and strategies to be put in place to support any need identified. The SENCO and Mentoring Team lead will also provide a time to gain an insight into the young person's views and identify an appropriate Mentor within school.
- We will communicate any concerns and consult with all stakeholders through: Children Progress Meetings, Parent's Evening Meetings, Form Tutor Review Meetings, target setting with children and individual children support meetings.
- We will monitor the progress of all children during the year and intervene whenever the progress of a child is below expectation.
- If you have any concerns or questions, please contact the Pastoral Leader in the first instance or the SENCO.

### How will school staff support my child?

- Subject teachers adapt resources to meet individual needs.
- TAs – class based and specialist to work on specific learning/social development interventions.
- Adapted resources e.g. practical resources, displays, visual timetables.
- Support for children and parents from SENCo and Pastoral Team.
- Personalised support, based on assessment.
- Mentoring scheme
- Support from Outside Agencies (direct working and advice for staff).
- Healthy lifestyle lead intervention

- SEND Mental Health Support Team Practitioner (1:1 sessions/group work/parental support)

### How will I know how my child is doing?

- On arrival into Links, all children undertake baseline assessment.
- We use appropriate, intervention-specific assessment tools when children have taken part in an evidence-based intervention. You will be informed regularly regarding your child's progress.
- Children progress, attitude to learning and any concerns are recorded, and parents/carers are regularly informed of progress.
- We hold Children Progress Review Meetings (SPRD), involving the Form Tutor, during which we review the progress of children with SEND.
- Individual children support meetings are held with staff and parents/carers, along with the school Parent Children Review Meetings; we work closely with parents to obtain their views and help shape provisions for children.
- Termly reports are sent home to Parents/Carers with updates on attitude to learning, assessment data and feedback from subject teachers.
- All children with SEND are actively encouraged to review their performance, identifying strengths and areas for development.

### How will the learning and development provision be matched to my child's needs?

- Children with SEND are inclusively educated within a very small or in some cases one to one classroom environment.
- Teaching and resources are differentiated within the classroom to ensure children are able to achieve objectives and access the curriculum.
- The learning environment within the classroom and tailored teaching styles support the children's journey towards independence.
- If additional support is identified children take part in planning, evidence-based intervention, as necessary.
- Support is personalised and targeted.
- Adults working with a child with SEND communicate regularly to ensure a consistent approach to teaching and learning.

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

- The Outreach Team and school staff work with children on a 1-1 basis and in groups to develop social and emotional skills.
- All Extra-curricular activities are targeted to develop and enhance well-being.

- Specific interventions include, amongst others, social skills and PSHE programme covers a range of areas to promote well-being.
- The SENCo and Pastoral Leader facilitates communication to ensure all those working with the children, including the children themselves and the family, are aware of the support being implemented.
- The Pastoral Team supports parents and/or children as needed.
- Children are educated for the vast majority of the day in their class with peers, including opportunities for mixed-ability collaboration.
- Key adults are identified for children who need access to 1-1 emotional support.
- All children are provided with a Mentor and have weekly 1:1 session (30 minutes) to support emotional wellbeing.
- The Pastoral Team, key workers and form tutors are available for parents/carers to respond to queries, concerns and, on the rare occasion, any crisis.

### What specialist services and expertise are available at or accessed by the school?

- We seek advice from the Advisory Support Team, SpLD base, Speech and Language therapist, Educational Psychologist and medical professionals, counselling and bereavement support, as required.

### What training have the staff, supporting children and young people with SEND, had or are having?

- A robust CPD cycle, which is generated with needs of cohort at the forefront.
- Support from Outside Agencies to deliver whole staff training e.g. SpLD training from specialist teacher, SLT, visits and advice given.
- All staff have Therapeutic Thinking training annually- a therapeutic approach to behaviour management is embedded within our practice
- All staff, teaching and support, have annual refresher training in Level 1 Safeguarding.
- Weekly team meetings which are child focussed and led by SENCo.
- Targeted training to meet individual specific needs, as required.
- A lead practitioner for Autism and Mental Health within the setting delivers training and support to staff.
- All staff have had Attachment and Trauma training
- All staff have specific advice about strategies to support each child.

### How will you help me to support my child's learning?

- Termly Parent Children Review Meetings.
- Individual children support parental consultations for young people identified as having a Special Educational Need; we work closely with parents and the young person to obtain their views and help shape their individual provision.
- Dedicated Pastoral Team who work with parents and children.
- 'Open-door' policy.

- Relevant information about how parents can support their child at home is shared at regular intervals, via email, website, letter and face to face sessions/workshops in school.
- Termly full reports to parents and half termly data reports.

### How will I be involved in discussions about and planning for my child's education?

- You will be invited to Children Parent Review meetings with the teachers once a term.
- There will be individual parental consultations for children identified as having SEND, and you will be encouraged to help shape provision for your child.
- You will be able to contact a member of the Pastoral Team or SENCo if you have any concerns/queries or questions.

### How will my child be included in activities outside the classroom including school trips?

- School trips and rewards visits are part of our school offer for all children at The Links throughout the year. We also encourage working and supporting our local community which leads to children being offered experiences at Local Farms, Forest school type activities and also individual or small group experiences that are led by the children and their interests.

### How accessible is the school environment?

- We meet the statutory requirements of the Disability Discrimination Act (DDA), 1995. See Accessibility Plan for additional information.
- We meet the statutory requirements of the Equalities Act (2010) see Equality and Diversity Policy and Accessibility Plan.
- Resources and teaching are differentiated according to individual children needs.
- We access support from outside agencies, such as advisory teachers, CAMHS, Educational Psychologist, and Step two amongst many others.
- Appropriate members of staff regularly take part in training and disseminate this as required.

### Who can I contact for further information?

- Miss Nash - SENCo (St Albans)
- Ms Wallace - Pastoral Team Leader (St Albans)
- Ms Bruce/Mrs Radmore-Welch - SENCo (Hatfield)
- Miss Brown - Pastoral Team Leader (Hatfield)

## How will the school prepare and support my child to join the school, transfer to a mainstream school or the next stage of education and life?

- We liaise with home and schools and offer additional meetings, visits, preparation and Outreach for children to transition to and from The Links.
- Our children take part in taster days at colleges, meetings about apprenticeships with additional support to attend interview.
- Through discussions with the children and parents/carers and Connexions advisors we identify short-, medium- and long-term desired outcomes and consider the long term aspiration of young people.
- We incorporate the teaching of basic key skills necessary for a successful educational career and future adult life.
- We offer social skill interventions for children who need additional support for transition.
- We work closely with outside agencies to ensure that children leaving The Links are well prepared for their next placement and life beyond our school community.
- KS4 children are offered Work experience placements throughout the academic year and also have opportunities to meet a range of people from different work environments such as the Department of Work and Pensions and The Navy.

## How are the school's resources allocated and matched to children's special educational needs?

- Resources are allocated based on a child's rate of progress and level of need.
- Class work is differentiated in small groups and individually.
- As required, class-based TAs work alongside the class teacher to support children with SEN.
- Children's provision, targets and outcomes are evaluated regularly, and resources are deployed accordingly to ensure the best possible outcomes for all young people.
- Staff are regularly advised on the best strategies to use per children to maximise progress.

## How is the decision made about how much support my child will receive?

- The level of support will depend upon the children's level of need and will be agreed in consultation with the young person, parents and/or carers. The support will also be reviewed and adapted to meet needs.

## Policy Review – SEND School Offer and Information Report 2025

This policy will be reviewed in full by the Academy Academic Improvement Committee (AAIC) every **1** year but may be reviewed and updated more frequently if necessary.

The policy was last reviewed and agreed by the Academy Academic and Improvement Committee and the Trustees in September 2025.

It is due for review in September 2026.

Signature



**Executive Headteacher**

Date

Signature



**Chair of Trustees**

Date