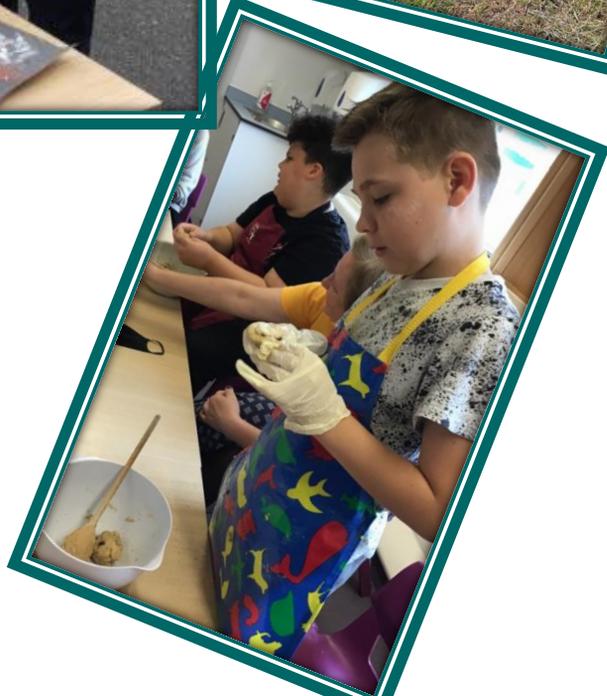


The Link Prospectus





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Welcome to The Link

Our vision and ethos

We believe every child deserves the right to succeed in all areas of life and the aim of The Link is to achieve the best outcomes for young people. We offer a safe, therapeutic and non-judgemental environment in which young people can begin to access their emotions and develop positive and real relationships with others. We help our students to develop self-awareness and provide suitable boundaries enabling them to flourish without fear. By following the principles of nurture and Choice Theory, we provide a caring and inclusive programme. We understand the individual needs of each child and we support them in developing essential skills for life and to take their place in society.

Our primary focus is to help children to develop social and emotional skills. The improvement of these skills has been known not only to improve wellbeing for students, but also the ability to achieve academically. The Primary Link has an excellent record of helping students to develop social and emotional skills during their time with us, and this is monitored through Boxall profile tracking.

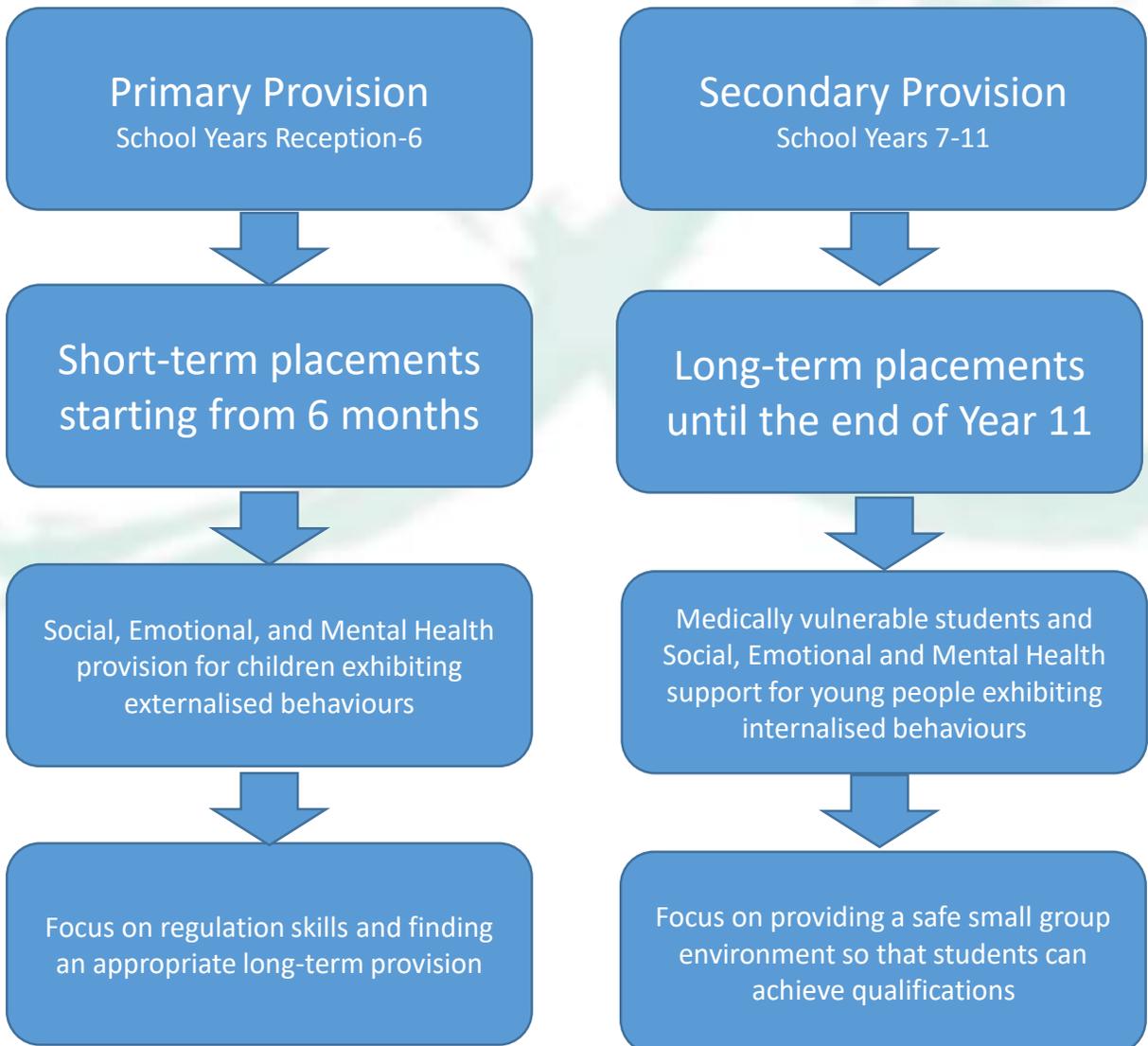
The aim of the Secondary Link is to re-engage students who are unable to access mainstream education due to medical vulnerability. We specialise in supporting young people suffering from anxiety, depression and other mental health needs including PTSD and gender identity. We successfully engage students who have not attended mainstream settings for long periods of time. We have a highly qualified team of staff who cater for the educational and mental health needs of vulnerable learners.

Independent careers support and guidance, plus intensive working with the family, ensure that strong transitional arrangements on to college placements or into other educational settings are very successful.

"I wish every school could be like this one because this school is amazing". Link parent

Based in Manor Green School, a Centre of Excellence and successful special school, we share their state of the art facilities in Maidenhead. The expertise of our combined staff provides Outreach across RBWM schools and into other local authorities.

Provision Overview



Admissions

Whilst most students who attend the Link will already have an EHCP in place, it is not a requirement for a placement. Students may be placed with us for assessment, to assist with a possible EHCP application. However, all applications to the Link should be made via the local authority. They will be able to give parents advice on the most appropriate setting for their child's needs.

Currently The Link does not have a separate DfE number, so all students will be required to dual-roll with another setting. Unfortunately, students at The Link are not able to dual-roll with Manor Green School. This arrangement will be agreed by the Local Authority as part of the placement.

Once we receive an application, we will carefully consider whether we can fully meet the child's needs. We may arrange to observe the child in their current school setting or invite them to meet us at The Link prior to offering a placement.

We know how important it is for parents to feel that a school is right for their child. We will always do our best to facilitate a visit to the school to help parents make an informed decision, but we are only able to consider visits where we know that we have a potential place to offer as our staffing and resources are targeted to give every child the best support and opportunities. Visits will be encouraged for all families where a place has been offered.

For any queries regarding a place at The Link please contact:

Mary Keenan

Email: mary.keenan@manorgreenschool.co.uk

Telephone: 07377 800291

Applications should be sent to:

admissions@manorgreenschool.co.uk

Please ensure they are clearly marked for The Link.

Education, Health and Care Plans

Applying for an EHCP

Having an EHCP is not a requirement for admission to The Link. It may be something that we can support an application for. We will work with the parents/carers, the young person, the dual-roll school and other professionals to collate information that can be used for an EHCP application. We can either support the writing of an EHCP application or we can write it on behalf of all professionals involved. If an application is successful, we will work with the local authority, parents, the young person and other professionals to review the draft plan.

The Link has an experienced SENCO who is the Associate Headteacher of Manor Green School. Our SENCO is able to offer advice to schools, parents and Local Authorities to help with the EHCP process.

Monitoring EHCPs

Every year we conduct annual reviews. We invite the parents, dual-roll school, SEN co-ordinator, and any other relevant professionals. Reports are available to all attending the meeting in advance. We have an EHCP Manager who oversees the EHCP paperwork and will lead on some of the annual review meetings. The annual review meetings will last for approximately one hour. During this time, we will discuss progress made against the targets and any changes that need to be made to the EHCP. We will also follow up on any previous actions from the last review. We ensure that paperwork is sent back to the local authority within the designated time frame.

Tracking and assessment of EHCPs

We use EHCP outcomes to inform our class targets for individual students. These are tracked every half-term and the progress on these is sent out to parents/carers and dual-roll schools as part of our reports. Progress towards all EHCP targets is commented on three times a year in our end of term reports. This information then informs the annual review pre-reports.

Primary Provision



Primary Provision

Short-Term Support

The Primary provision runs from Reception-aged students to Year 6 and we have two classes split by age, each with mixed year groups. Children that are eligible for a place have often been excluded or are at risk of permanent exclusion. These children often show externalised behaviours, such as throwing objects, making themselves and others unsafe, shouting out and disrupting others. We use our therapeutic expertise to try to unpick why the child is using these behaviours to communicate and how we can support them to communicate in other ways.

Placements in The Primary provision are short term, normally running between 6 to 12 months. Our priority is to work on PSHE and regulation skills with the students, so lessons and activities tend to run for no more than 30 minutes and are active where possible. We have combined a variety of interventions to support our students, such as 'MindUp', Nurture trained staff, Choice Theory trained staff, Theraplay based interventions and 'FRIENDS' programme. We have our own PSHE curriculum encompassing six key areas- relationships, physiology, myself, feelings, choices and relaxation. The Boxall Profile is used to track Social, Emotional, and Mental Health (SEMH) progress. Children will access at least three sessions a day working on their SEMH skills. They will also have access to weekly therapy, friendship clubs, and lunch clubs. Staff are also trained on how to repair incidents and de-escalate challenging situations. All children will have a regulation support plan which outlines needs and strategies.

When a child leaves our provision, we offer transition support to their next/returning placement school. This will be discussed and arranged with parents and the school.



Primary Provision Curriculum



Counselling Therapy

We have two counsellors in the Primary provision. They support students to develop their emotional wellbeing and work through tricky situations.



PSHE

PSHE is our primary focus. Students will have at least three 30 minute lessons a day linking to our PSHE curriculum.



Academic

Students will have the opportunity to continue to develop their academic skills. We run 30 minutes lessons of English and Maths at least 4 times a week. We have just started to introduce and adapt Read, Write, Inc. for our English lessons.



Sport

Our sports coach works with us two days a week. He runs whole class sessions and small group or individual sessions.



Cross-curricular

As well as English and Maths, we offer a broad topic-based curriculum. We run active learning sessions to help with engagement and cover a variety of topics in art, geography, history, food technology, science and more.



Additional Support

Additional support is offered to parents. We have access to an onsite Occupational Therapist and a Speech and Language Therapist. We also have a school therapy dog!

Primary Provision Transition

An important part of our therapeutic support for students is to prepare them for “moving on”. This initially starts when they join The Link from their current school and it continues when they move on at the end of their placement. This may be a return to mainstream school or to a long term specialist setting, depending on the outcome of the placement and the agreement of parents and professionals.

Our therapists work closely with the students and their families to support school visits and to plan their onward transition, based around the child’s individual needs. The therapists will work with the child to manage their questions and worries that may arise from the knowledge that they will be moving to a new school.

Staff from the existing or new setting are actively encouraged to visit the student at The Link to maintain the support bonds for the child, whilst Link staff will also support the child when they are off site at the new setting. Each transition is very carefully tailored to the needs of the child.



Secondary Provision



Secondary Provision

Long term support

Our Secondary Provision has placements for young people from year 7 to year 11. We have two classes split by age/ability and within these classes there are mixed year groups. We specialise in supporting young people suffering from anxiety, depression and other mental health needs who are unable to access mainstream education.

“We never thought we’d manage to get him back into full time every day school. Back to learning.” Link parent

Medically vulnerable students can often struggle with on-line learning, especially those students with very high anxiety. We believe that face-to-face teaching is far better as interacting with students and their families ensures a holistic approach and offers more positive reinforcement and support for highly anxious students. The provision caters for long-term KS3 and KS4 education and offers a variety of accessible qualifications which are offered based on the students' ability. Students study in small class groups of approximately 10 students although for core subjects they are generally split into smaller groups of 5-6.

Students have access to on-site counsellors and emotional progress is tracked using the Boxall Profile and YP core assessments.

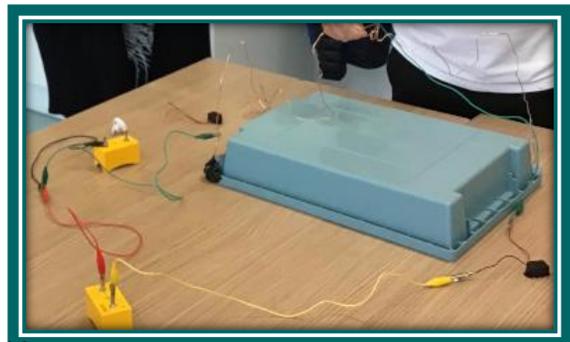
“This school made me feel better, made my depression feel better. Everything just seemed to fall in to place.” Alex, Year 11 student

Secondary Provision Qualifications

- English Language GCSE
- English Literature GCSE
- Maths GCSE
- History GCSE
- English Functional Skills – Levels 1 and 2
- Maths Functional Skills – Levels 1 and 2
- Science BTEC
- Home Cooking Skills BTEC
- RSE BTEC – Personal Growth and Wellbeing
- Arts Award – Bronze, Silver and Gold
- Sports Leaders
- LASER LEAP Award
- AQA Unit Awards
- ASDAN Personal Development Programme – Bronze, Silver and Gold
- ECDL – ICT Level 2
- Entry level Maths and English



A Post-16 provision is currently in development



Secondary Provision

Transition to Post-16

One of the key aims of the Secondary Link is to prepare our students for life after school. As well as teaching the students important life skills we understand the anxieties that next steps may present to our young people. With this in mind we offer key support and preparation for college or apprenticeships at Post-16. This involves regular sessions with our Independent Careers Advisor, visits to local colleges to build resilience and knowledge of their environment.

We help the students and families with choosing the right courses and subjects to study as well as supporting with college applications and interviews. Once the ongoing placement is identified we liaise with the new setting to arrange transition visits before the end of Year 11. We are also available at the start of the new Year 12 term to continue the transition support into college as required. Our therapists are available to offer support from the GCSE results day onwards should there be any change to the courses or placements.

Our dedicated Independent Careers Advisor at The Link offers the following:

- Completes skills and employability analysis of every student
- Conducts workshops on interview techniques
- Provides college liaison and arranges visits
- Explores apprenticeships
- Helps with CVs, college applications and takes students to open days/interviews.

A Post-16 provision is currently being developed at The Link.

Therapeutic Support

Therapy underpins everything that we do to support and progress our students. We are able to offer a range of therapeutic support options for students including counselling, play therapy, Occupational Therapy (OT) and Speech and Language Therapy (SALT). We also have a sports coach who runs both 1:1 and group sessions.

All students receive weekly 1:1 therapeutic interventions, the outcomes of which are fed back into the learning environment to ensure best engagement. Our OT and SALT work closely with the Link classes to observe the students and offer specific advice and tailored support. Where necessary they will work directly with parents to build on the strategies out of school. Individual support can be requested by the class teachers.

Therapy staff are trained on Nurture, Choice Theory, Lego therapy, Lego ABC, Theraplay approaches, Dyadic Developmental Psychotherapy approaches. The therapies team work closely with the class staff to ensure personalised support programmes are in place for all students, as well as conducting specialised training for staff.

We have specialist teacher who holds a Specific Learning Difficulties (SpLD) Assessment Practising Certificate who is able to carry out a range of detailed assessments with our students to identify learning needs. This helps us to tailor our teaching and implement required interventions.

We have also have two trained school dogs who support our students!

“You have a feeling when you come here – this is the place you can feel safe.”



Parent Support

Every child is unique and therefore each family & parent/carer will have different support needs. At The Link we are able to tailor parent/carer support to meet both individual and family needs. This is done on a voluntary basis and can include:

- Regular communication between all staff including management team, teachers and therapy staff and parents/carers to ensure parents/carers are kept informed of their child's progress both academic and social/emotional progress.
- Parents/carers will be kept informed of any safeguarding concerns.
- Termly reviews of child's progress within therapy and feedback to be offered on child's engagement with therapy.
- Therapeutic support/counselling on offer to parents.
- Parenting advice and guidance – including the offer of parenting programmes and evidence-based interventions. Tools can be offered to support parents in managing challenging behaviours. This can be done on an individual basis or occasionally within a group setting.
- Support for parents to understand any diagnosis their child may have been given, if required.
- Dyadic Developmental Psychotherapy principles are used to support and restore relationships between parent and child, if required.
- Video Interactive Guidance can be offered to parents/carers and children where there may be risk of relationship breakdown or attachment needs.
- Information and advice provided to parents in relation to on-going support and how to access this, signposting and referrals.

“All staff treat us like a family.”

Experience shows that positive change is only effective when a holistic approach is taken - this means that everyone is working together. For children to make the best possible progress, we ask that all parents/carers engage in support when their child arrives at The Link. This support is delivered by the Therapy team. Parents/carers commit to a 'parent pathway' which involves them engaging in regular contact with the Therapy team who offer the opportunity to work through challenges that families may be experiencing out of school.

We offer non-judgmental support to develop a trusting relationship enabling parents/carers to open up about difficulties at home. By doing this, parents/carers will be empowered to make changes for the benefit of the child and the family. We offer a 'change one thing' plan once parents/carers feel able to enact this.

Examples of 'change one thing' areas include:

- Boundaries
- Routines
- Meal times
- Communication
- Approach
- Timings
- Gaming /devices and their usage

Working with Professionals

Collaborative working with our mainstream schools is an important relationship since all our students have dual-roll status. We work closely with the partner school by:

- Providing weekly attendance data
- Providing student progress reports at the end of every half term
- Meeting virtually with the school every term
- Managing and leading Annual Reviews for students with an EHCP

We run an open-door policy for mainstream school professionals to visit their students who attend with us and we encourage the school relationships to be maintained to ensure that the students feel included at all times. Where decisions need to be taken about future placements, these will be taken alongside the main school setting.

In addition to working with our mainstream partners, we work closely with a range of other external professionals such as social workers, Educational Psychologists, therapists and advocates. We are happy to accommodate visits and meetings.

The Link works with Manor Green School to provide Outreach support across all schools in the Royal Borough of Windsor and Maidenhead and into other local authorities.

All enquiries for Outreach support should be emailed to:

Outreach@manorgreenschool.co.uk

Safeguarding

Here at The Link we promote safe working practices for everyone within the school community, whatever their role or reason to be here. The safety and protection of children and young people is of paramount importance to everyone in The Link; safeguarding is everyone's responsibility. Staff in our school take all welfare concerns seriously and encourage our students to communicate to us about anything that may worry them. We expect our visitors to share the same stance.

Where we have concerns that a young person may have been abused or neglected, or where behaviours in their community may place them at risk from exploitation, we have a statutory duty to inform relevant authorities. Where procedures allow us, we will always share our concerns with parents and carers.

Safeguarding and promoting the welfare of children is best defined as:

'Protecting children from maltreatment; preventing impairment of children's mental and physical health; ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes'.

We are committed to safeguarding and promoting the welfare of all children and take account of the information contained in the DfE documents (see links below) 'Working Together to Safeguard Children' (August 2018) and 'Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (Sep 2021), as well as the Multi Agency Children's Safeguarding Arrangements for RBWM as set out on the Multi Agency Safeguarding Partners for RWBM website.

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://rbwmsafeguardingpartnership.org.uk/>

The leadership team of The Link are all trained as safeguarding leads.

Any queries about safeguarding should be directed to:

Mary Keenan

Email: mary.keenan@manorgreenschool.co.uk

Telephone: 07377 800291

Key Information

Uniform

Because some of our students may only be with us short term, we do not have a specific uniform policy. We encourage students to wear clothes which are practical and comfortable for them, given that many students have sensory difficulties with clothing. We ask that clothing covers shoulders, stomach areas and is of a reasonable length. Make-up and jewelry for older students should be minimal.

School meals

We are able to offer a choice of hot meals daily. The cost of a school meal is currently £2.30 for primary and secondary aged students. Arrangements can be made for students requiring a special diet for health or religious reasons. Vegetarian meals are always available. If preferred, pupils may bring a packed lunch, which will be eaten in the appropriate dining area. All students entitled to free school meals will continue to receive these at The Link.

Full details of the menu can be found on the Manor Green website:

<https://www.manorgreenschool.co.uk/for-parents/catering-and-free-school-meals>

Transport

Free transport maybe available through your Local Authority and will usually be in the form of a minibus with driver and escort. In some cases, taxis will be used, although these will not always include an escort unless specifically needed.

For more information please contact the relevant local authority:

Bracknell Forest 01344 355228

Reading 0118 939 0542

Slough 01753 477240

Windsor & Maidenhead 01628 796179

Wokingham 0118 974 6280

Online Learning

Should it be necessary to close the class or The Link for any reason parents and carers will be notified via text message. We are able to offer remote online learning to all our students and we expect all students to be able to join in to the best of their ability. In the event that online learning is required, class staff will make direct contact with parents and carers to confirm arrangements.

Staff

Leadership Team

Head Teacher (Manor Green School)
Associate Head Teacher/ SENCO
Head of The Link – Academic
Head of The Link – Operational and Wellbeing/ DSL

Joolz Scarlett
Helen Hannam
Rachel Goymer
Mary Keenan

Therapies Team

Therapist / Counsellor
Therapist / Counsellor
Therapist / Counsellor
Occupational Therapist
Speech and Language Therapist
Sports Coach

Catherine Stewart
Leah Harris
Charmain Hartshorne
Amy-Jane Simmonds
Hope Phillip
Dennis O'Shea

Secondary Team

Lead Teacher
Class Teacher
Class Teacher
English Specialist Teacher
Maths Specialist Teacher
Maths Specialist Teacher
SEMH Specialist Teacher

James Addison
David Pedraza
Helen Horner
Hayley Jarvis
Tim Shepperd
Amelia Neilson
Vicky Lyall

Primary Team

Class Teacher
Class Teacher
Higher Level Teaching Assistant
Higher Level Teaching Assistant
Higher Level Teaching Assistant

Kan Bij
Victoria Costanza
Marie-Beatrice Akon
Phoebe Morgan
Katie Wood



The Link

Manor Green School

Elizabeth Hawkes Way

Maidenhead

SL6 3EQ

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