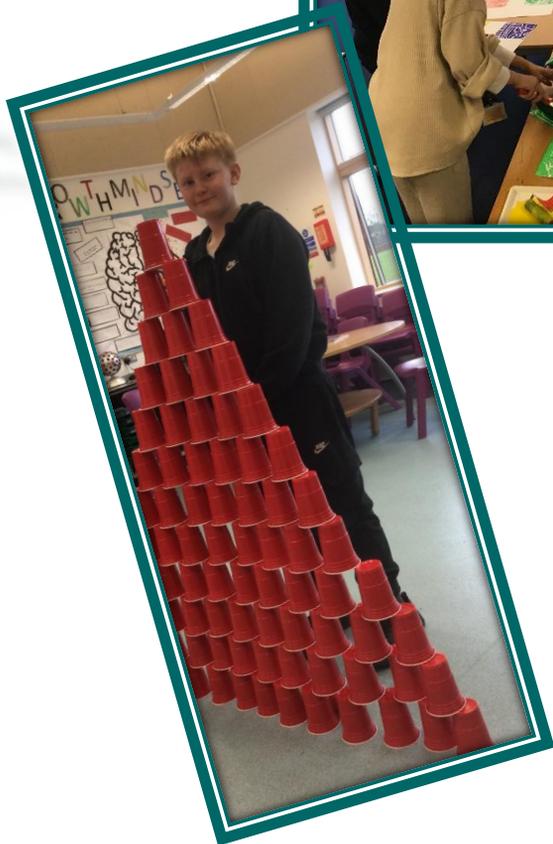


The Link Prospectus





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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 Link Thrive setting aims to provide a tailored learning experience for young people with moderate learning difficulties, who have been unable to keep up with learning in a mainstream environment. Our small class sizes and caring, highly trained staff allow us to tailor learning to each child, helping them build confidence, independence, and important life skills at their own pace.

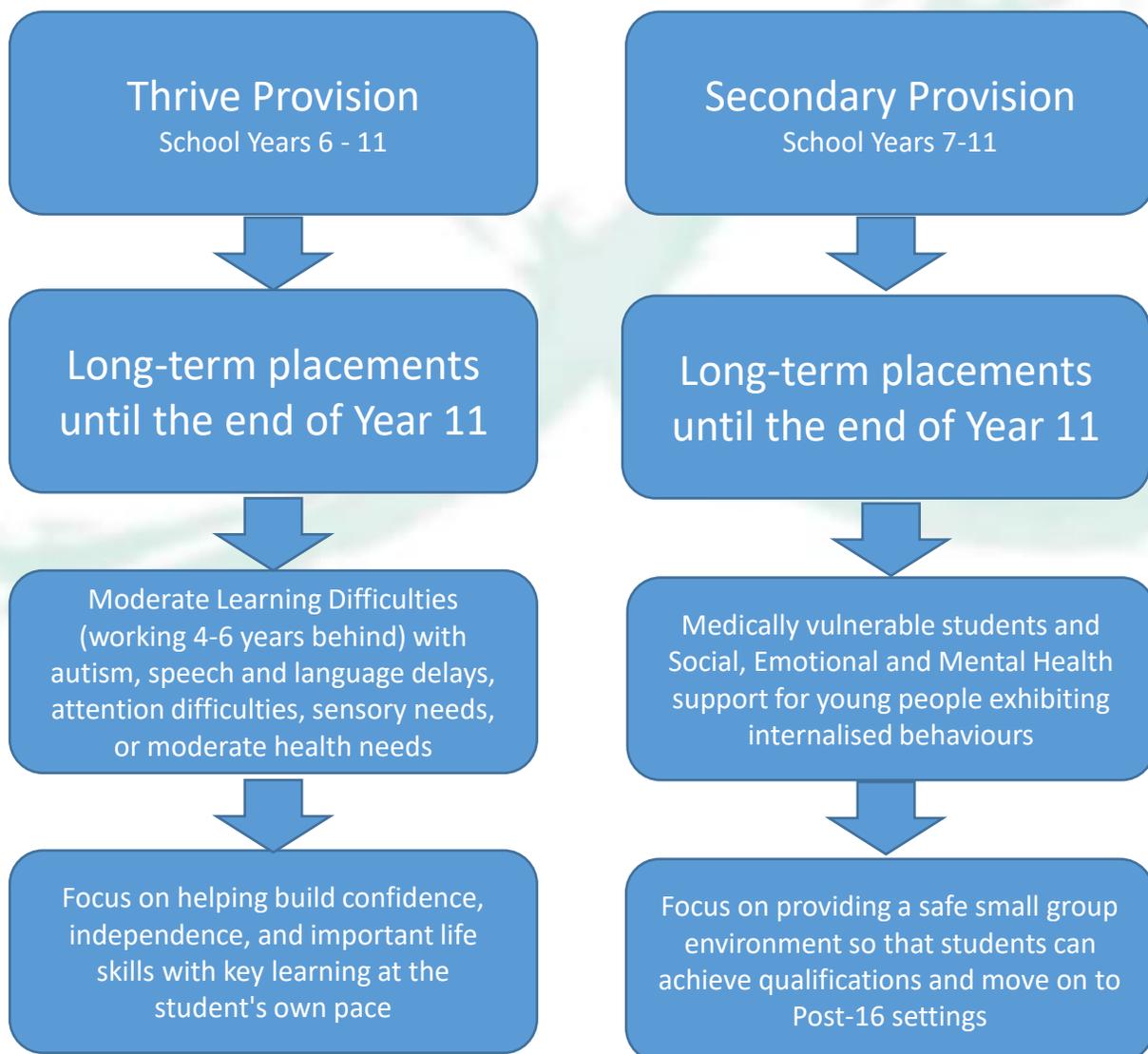
The aim of the Secondary Link is to re-engage students who are unable to access mainstream education due to medical vulnerability. We specialise in supporting young people suffering from anxiety, depression and other mental health needs including PTSD and gender identity. We successfully engage students 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

Our Link Thrive provision is based in Manor Green School, a Centre of Excellence and successful special school, whilst our Secondary Link students are based at our site in Chiltern Road. Students from both provisions are able to share the state of the art facilities at Manor Green. 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 is being considered or 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:
LinkAdmissions@manorgreenschool.co.uk

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 Headteacher of Manor Green School. We are 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.

Thrive Provision



Thrive Provision

Years 6-11

Our Thrive provision is designed to support children and young people with Moderate Learning Difficulties (MLD) who are working below age-related expectations, often by four to six years. Many of our students also have additional needs, such as autism, speech and language delays, attention difficulties, sensory needs, or moderate health needs.

We know that every child learns differently. That's why our small class sizes and caring, highly trained staff allow us to tailor learning to each child, helping them build confidence, independence, and important life skills at their own pace.



Thrive Provision

How We Support Your Child

Individualised Learning

Learning is carefully adapted to meet your child's needs. We focus on practical skills, independence, and confidence alongside reading, writing, and maths.

Small, Supportive Classes

Classes usually have no more than nine pupils and are supported by at least three members of staff. This means your child gets plenty of individual attention in a calm and structured environment.

A Nurturing Environment

Our school is a safe, welcoming place where children feel valued, understood, and encouraged. We celebrate every achievement, no matter how small, and help children feel proud of their progress.

Multi-Sensory Teaching

Lessons are broken into manageable steps and use hands-on, visual, and sensory approaches to help children understand and remember what they are learning.

Thrive Provision

Specialist Support Available

Therapies on Site

Children can access specialist support such as Speech and Language Therapy*, Occupational Therapy*, and Music Therapy to help with communication, movement, and emotional wellbeing.

Support for Additional Needs

We have experience supporting children with autism, ADHD, sensory processing needs, and related challenges.

Working Together

Every child has an individual support plan that is reviewed regularly to make sure they are getting the right support at the right time. Our staff know the children very well and adapt learning and routines to help each child thrive.

We believe working closely with parents and carers is essential. We value your knowledge of your child and aim to build strong, open partnerships to support progress both at school and at home.

** Please note: due to NHS commissioning arrangements, therapy support may be provided by external services for children living outside the Berkshire Local Authorities.*

Thrive Provision Curriculum



Cross-curricular

In Thrive 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. An additional focus is life skills including travel training and being in the community.



PSHE

We support students with developing self-esteem, building positive relationships and setting goals for themselves. The MindUp curriculum is used to develop mindfulness and an understanding of how our brains work. Targeted interventions will be place to support individual needs as required.



Core Subjects

Students have lessons that support the development of their skills in English and Maths. Initial baseline testing ensures students' learning will be tailored to their needs. Academic interventions will be put in place as required.



Sports and Outdoor Learning

We have a designated sports coach as well as a teacher who leads on outdoor learning. These sessions allow students to develop their physical abilities and to explore the natural world. Students also have the opportunity to go swimming regularly. From Year 9, students may progress to working towards the Duke of Edinburgh Award.



Qualifications and Careers

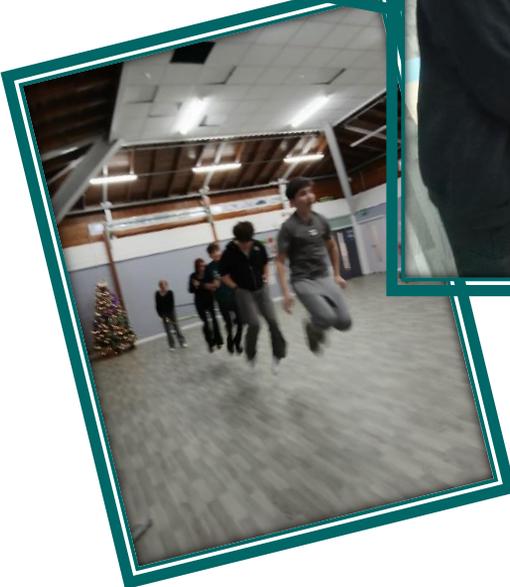
Students will have the opportunity to access a range of qualifications in KS4 (as outlined in our Secondary Link Qualifications section). All students will be supported to develop transferable skills that they can use in the workplace or to support with moving on to college.



Additional Support

We ensure that identified therapy plans are incorporated into the student's daily routine and teaching. We work closely with Speech and Language Therapists and Occupational Therapy teams as needed, and students have access to our own designated counsellor.

Secondary Provision



Secondary Provision

Long term support

Our Secondary Provision offers placements for young people from year 7 to year 11. We have our own site at Chiltern Road in Maidenhead. Our classes are 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

- Students will study a combination of the following:

- English Language GCSE
- English Literature GCSE
- Maths GCSE
- Chemistry GCSE
- Biology GCSE
- History GCSE
- Geography GCSE
- Sociology GCSE
- English Functional Skills – Levels 1 and 2
- Maths Functional Skills – Levels 1 and 2
- Science BTEC - Level 1
- Home Cooking Skills BTEC - Level 1
- Catering BTEC – Levels 1 and 2
- Construction BTEC – Levels 1 and 2
- Travel and Tourism BTEC – Level 1
- RSE – Personal Growth and Wellbeing BTEC - Levels 1 and 2
- ASDAN Personal Development Programme – Bronze, Silver and Gold
- Introductory Award in Business BTEC – Level 1
- IT Skills BTEC – Levels 1 and 2
- Arts Award – Bronze, Silver and Gold
- LASER LEAP Award
- AQA Unit Awards
- Entry level Maths and English



All students are required to study Maths and English to their highest accessible level. All other subjects will be agreed individually and may be a mix of Vocational and/or Academic options.



Transition to Post-16

One of the key aims of all Link provision 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, supported internships 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 exams 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.

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 a 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.
- 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' (2023) and 'Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (2025)', 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

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 (at least mid-thigh). 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. Arrangements can be made for students requiring a special diet for health or religious reasons. Vegetarian meals are always available. If preferred, students 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
Buckinghamshire
Reading 0118 939 0542
Slough 01753 477240
Windsor & Maidenhead 01628 796179
Wokingham 0118 974 6280

Online Learning

Should it be necessary to close a 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 and Principal (Manor Green School)
Deputy Principal (Manor Green School)
Asst Headteacher / Head of The Link – Academic
Head of The Link – Operational and Wellbeing/ DSL
Education Leader

Helen Hannam
Warren Griffiths
Rachel Goymer
Mary Keenan
James Addison

Therapies Team

Therapist / Counsellor
Therapist / Counsellor
Sports Coach

Charmain Hartshorne
Catherine Stewart
Dennis O'Shea

Secondary Team

Teacher – KS3 and Arts Award
Teacher - Science
Teacher - English Language and Literature
Teacher - English Literature and Sociology
Teacher - Maths
Teacher – Humanities and Sport
Teacher – Humanities
Teacher – IT

Helen Horner
Sangeeta B
Hayley J
Kan Bij
Lorna Harris
Lee Vernon
James Addison
Alex Goddard

Thrive Team

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

Larissa Yapi
Oliver Cranfield
Marie-Beatrice Akon
Jorden Lewis



**The Link
(Thrive)**

**Manor Green School
Elizabeth Hawkes Way
Maidenhead
SL6 3EQ**

**The Link
(Secondary)**

**The Link Careers Hub
Chiltern Road
Maidenhead
SL6 1XA**

Telephone: 07852 168073 or 07377 800291

Email: MGSLink@manorgreenschool.co.uk