



SEND Information Annual Report

Linton Village College 2025

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| Member of staff with responsibility for review: | Director of Inclusion and SEND |
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Linton Village College
The Special Educational Needs and Disability (SEND) Information Annual Report
October 2025

Linton Village College is a smaller than average secondary school with approximately 800 students on roll. The proportion of students with special educational needs is similar to that found nationally. We are proud of our inclusive approach and our ability to cater for all students in the local area, providing them with high quality education and effective personal development.

Our aim is to ensure that all students can participate fully in the work and life of the school as well as ensuring that all students can achieve to the best of their ability. We aim to provide the very best opportunities for all students. High quality teaching is vital for all students and is our first form of support for students with special educational needs. However, we recognise that some students will need additional support, provision and resources in order to make progress.

This report should be read alongside the following <https://lvc.org/policies/> available on the website:

LVC Admissions policy: [LVC-Admissions-Arrangements-2025-26.pdf](#)

SEND policy:

LVC Accessibility Plan: [CAMBRIDGESHIRE COUNTY COUNCIL \(lvc.org\)](#)

Our aims

- To ensure that all SEND students' safety and wellbeing is kept to the fore. Our Child Protection Policy highlights the need to protect and safeguard SEND students who are statistically more vulnerable than their non-SEND peers;
- To ensure that all students make at least expected progress in learning;
- To ensure that all students with Special Educational Needs and Disabilities (SEND) have their needs identified in order to support academic progression and continued wellbeing;
- To ensure all students can access a balanced curriculum, adapted and personalised where appropriate;
- To ensure that all students with SEND can fully access the curriculum by providing extra support or additional resources thereby removing barriers to learning;
- To ensure that all students with SEND are supported in transition and are well informed for the next stage of their learning and training.

The Special Educational Needs and Disability (SEND) Information Annual Report works in conjunction with Local Offers from Local Authorities. The Local Offers may be found on the following websites:

Cambridgeshire: <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>

Suffolk: [Home - Suffolk SEND Local Offer \(suffolklocaloffer.org.uk\)](#)

Essex: <https://send.essex.gov.uk/>

(SEND) Information Annual Report

Admission and Transition

The admission arrangements of all students, including students with SEND, are in accordance with national legislation. In order to ensure that students are well supported at Linton Village College, the following arrangements take place:

- All students are visited by the SENCo and Head of Year at their primary school base. This is to ensure that they feel comfortable with the rigours of secondary school life and familiarise themselves with key personnel;
- Meetings are held with the class teacher and primary school SENCo to ascertain progress and need;
- Extended transition is offered to those students who would benefit from more extensive arrangements. This is to ensure that students are less anxious when they begin in September.
- All appropriate secondary school staff are fully informed of the new intake in preparation for September.
- For those students with an Education, Health and Care Plans (EHCPs), the SENCo will aim to attend the final Annual Review.

In the event of a mid-year admission, and where appropriate, the Head of Year and SENCo will seek advice and guidance as to potential barriers to learning or additional needs. The SENCo will ensure that full information has been gathered from the previous school, that information has been communicated to teachers and that support is put into place from the outset.

The number of students designated with special educational needs at Linton Village College is indicated below:

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Total |
|---------------------|--------|--------|--------|---------|---------|-------|
| EHCP | 8 | 7 | 3 | 5 | 9 | 32 |
| SEN Support | 21 | 24 | 14 | 10 | 6 | 75 |
| Monitor | 9 | 17 | 25 | 26 | 17 | 94 |
| EHCP & K | 29 | 31 | 17 | 15 | 15 | 107 |
| Total | 38 | 48 | 42 | 41 | 32 | 201 |

The Wave Approach

To ensure that all students – including with special educational needs - receive the appropriate provision, Linton Village College employs a differentiated approach to support. Students on “The Wave Approach” are those students who require additional intervention of any kind. This intervention may be for a range of different reasons, including academic intervention, behavioural support, or student well-being.

Students are categorised into three different waves. A description of each stage is as follows:

Wave One - Those students who are making expected progress and whose needs can be catered for in the classroom without additional support or intervention (Monitor Level)

Wave Two - Those students who have – or who may need – short term, targeted support to ensure they are making expected progress (SEND Support)

Wave Three - Those students who require additional support - which is continuous throughout schooling – in order to make expected progress. *Those students with an Education, Health and Care Plan will feature as a Wave Three student.*

Identification and Monitoring of Students with Special Educational Needs

The SENCo and Learning Support Team make good use of baseline data to inform planning for all students including those with special educational needs. Teacher assessment and national assessment results are used to establish areas of need and intervention. As students progress through the school, good use is made of the Interim Reporting system to monitor students at all levels. Progress meetings with key school personnel after each report are used to identify areas of need that appropriate interventions are implemented.

A variety of factors are considered when identifying and assessing students with Special Educational Needs. In addition to the above, the following forms of identification may be considered:

- Close liaison with parents on transition to Linton Village College;
- Effective use of primary school progress data;
- Cognitive Ability Tests of all students at the start of Year 7;
- Reading ages at the beginning of Year 7;
- NGRT reading assessments at the beginning of Year 7;
- Liaison with subject staff, Form Tutors and Heads of Year;
- Liaison with outside agencies;
- Year 9 and Year 10 screening tests for Access Arrangements.

Teachers and support staff are aware and use the SEND Referral system. This is an online form which is completed when staff feel that there is a need to assess a student for potential additional needs. Within the referral, staff outline the provision they have put in place in light of the presentation of the student.

How is the school environment accessible for all students?

We strive to ensure that our school remains accessible to all regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We have worked hard with the Occupational Therapy team to make sure that the school is accessible to all and has ramps, handrails, ample number of disabled toilets, painted steps and lifts in the science block. There are also car parking spaces for those requiring disabled access.

How are all students included in all school activities?

All students are given full access to the curriculum, this includes extracurricular activities and enrichment opportunities including trips. We are committed to making enrichment successful and will organise additional meetings with parents and staff to provide assurance that all preparation is in place.

What is the provision for students with Special Educational Needs?

As mentioned previously, the first form of support for all students, including those students with special educational needs, is high quality teaching. Continuing Professional Development is provided to ensure that teachers are kept abreast of key strategies for support. This is linked clearly to lesson observations and Performance Management.

In addition to the above, the following provision is offered where appropriate:

- In class Learning Support Assistant support for identified students
- Programmes of study from specialist outside agencies
- Alternative methods of recording
- HLTA support in literacy and numeracy
- Lexonic Literacy Programmes
- Success@arithmetic programme
- Henry Morris Centre (HMC)
- Therapy Dog (Ralph)
- Sensory Room
- Break and lunchtime support for vulnerable students
- Nurture Groups

- Counselling from Centre 33
- Family Support Workers
- Educational Psychologist consultation
- Touch typing programmes
- Homework club
- Examination Access Arrangements assessments
- Social Skills programmes
- Handwriting programmes
- Forest School

The above list is not exhaustive and may not be offered to all students with special educational needs. Provision is offered as a result of identification and monitoring.

How does the school evaluate the quality of its provision for students?

Our provision is evaluated in the following ways:

- Outcomes for our students
- Students' attendance and engagement in lessons
- Suspension and isolation data
- Feedback from student and parent surveys
- Feedback from Parent Forums
- Annual Review process
- External evaluation e.g., Ofsted
- Trust Peer Reviews
- Learning Walks and Deep Dives

How will the school support the emotional well-being of students?

At LVC we are fortunate to invest in the pastoral support of our students by having small Form Classes. This enables the Form Tutor to have an excellent understanding of the members of their Form and to provide personalised pastoral support. Students with an EHCP also have an additional Key Worker who completes regular check-ins and keeps a close eye on any social challenges that students may face. Our HMC base also has its own Peer Postcards so we can support those who may wish to report or share a concern.

How does the school implement Examination Access Arrangements?

Staff at LVC is committed to ensuring that barriers to learning are identified and removed to improve student outcomes. This may be in the form of introducing and establishing an access arrangement for tests, assessments and exams. In Key Stage 3 the school gathers evidence for students who are demonstrating that they need an adaptation for their assessments.

As students move into their GCSE years, there may be a need for consultation to ascertain whether additional arrangements in assessments and examinations are necessary. Referrals may come from a variety of means, including concerns from students, parents, teachers and support staff. Formal applications to Joint Council for Qualifications (JCQ) can only be made from the end of year 9 onwards.

If appropriate, students will be put forward to be assessed by the Specialist Assessor who works alongside the SENCo and the Learning Support Team. The findings from these assessments will be used to make a formal application to the JCQ. It is assumed that all applications will be made and formalised by the beginning of Year 11. This is to ensure that appropriate arrangements may be made in all formal assessments and examinations, including mock examinations. Parents and students will be informed of the process and the findings.

Working in Partnership

Linton Village College is committed to working in partnership with students and parents. We believe in a Pupil Centred Approach and are committed to ensuring the need of the student is at the heart of what we do. The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff including the SENCo throughout the year for any reason.

The school has also really benefited from the feedback gathered in Parent Forums (for parents of children with additional needs). The learning support team also publish a newsletter which shares useful information, current events and student success.

Parents will be informed of their child's progress through the following means:

- Annual Review meetings for identified students (Education, Health and Care Plans);
- Team around the Family style meetings with identified students;
- One to one discussion with SENCo, classroom teachers, form tutors and Learning Support Assistants;
- Telephone and email consultations;
- Formal Progress Reports.

How does the school involve other bodies and organisation in providing support for students and families including health and social care bodies, local authority support services and voluntary sector organisations?

Linton Village College liaises with outside support services whenever expertise helps to meet the needs of students and families effectively. LVC has a tradition of working collaboratively with professionals such as (SEND) Information Annual Report

Educational Psychologists, Attendance and Inclusion Officers, SEND Case workers, Occupational Therapists, SLCN therapists and Paediatric teams. The school also shares relevant and supportive information about outside agencies and voluntary bodies for example; SENDIASS, IPSEA, PinPoint, Younited and Centre 33.

How do I make a complaint?

We aim to listen and act on the feedback we receive from students and parents. We invite parents to contact their child's class teacher or Form Tutor if they have any concerns. If this has not reached a satisfactory outcome, we advise parents to use our complaints process <https://lvc.org/wp-content/uploads/2023/05/AL-Complaints-Policy-v4.0-May-2023.pdf>.

Contacts and further information

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Dr Oliver Marston - Examination Access Arrangements Coordinator.

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The SEND Governor can be contacted via lsanford@lintonvc.org