

## Linwood School SEND Information Report

### Mission Statement

*We aim to provide a centre of excellence in which individuals are valued and encouraged to give of their best. 'Entitlement plus Opportunity'*

Linwood is keenly focused on creating an environment that challenges its children and young people with high expectations. The school is in the privileged position of being able to acknowledge and respond sensitively to the needs of individuals and their varying circumstances, stages of development and abilities.

Our aims are to promote a caring and happy community in which all children and young people can thrive and feel valued, and to meet academic, physical, emotional, and social needs. We strive to make learning a pleasurable experience, whilst offering an opportunity for all children and young people to develop as high a standard of achievement as individually possible and equipping them with the basic skills to support lifelong learning. Our class sizes remain small in comparison to mainstream schools and the school enjoys an enhanced pupil/teacher ratio. Our teaching staff is a team of talented and highly motivated professionals who have a wealth of experience coupled with a genuine empathy for pupils with learning difficulties. The school also has a significant team of teaching assistants and support staff who complement and reinforce learning and care opportunities.

Linwood School is also a Teaching School and the Linwood Teaching School Alliance is a partnership of schools and institutions sharing skills, experience, talent and capacity to help improve learning and achievement in schools across Bournemouth, Christchurch, Poole and beyond.

School leaders within the Alliance and the schools they lead have exemplary records in leading successful school improvement, and improving outcomes for their learners by creating inclusive and successful partnerships between and beyond schools.

Our values are grounded in trust, investing in staff, giving all partners an equal voice in defining our aims and programmes, and ultimately improving outcomes for children of all abilities.

### Current Ofsted rating

Outstanding  
1999,2002,2005,2013, 2018 (January)

### School Location

Linwood School is a group 8, day special school which comprises of a number of campuses. We welcome pupils from a wide geographical area and support a comprehensive range of special educational needs.



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### **Linwood Campus including Post 16 The Link**

Provides for pupils aged 3-19, with a comprehensive range of special educational needs:

- *Speech, language and communication needs (SLCN)* including pupils with Autism and Asperger's
- *Cognition and learning needs* covering 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.
- *Complex learning difficulties and disabilities (CLDD)* where pupils have conditions which co-exist, overlapping and interlocking to create a complex profile.
- *Specific learning difficulties (SpLD)* which affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- *Sensory and/or physical needs*

### **Woodford Campus**

Provides for pupils aged 5-11 with a range of special educational needs. This satellite provision is based within Somerford Primary School, Christchurch.

### **Springwood Campus**

Provides for pupils aged 3-19, diagnosed with an autism spectrum condition and associated learning difficulties and also pupils with Asperger's Syndrome aged 7-16. The students may also have significant social communication difficulties, high anxiety and sensory needs that may impact on their behaviour.

### **Littlewood Campus**

Provides for pupils aged 3-5, diagnosed with an autistic spectrum condition and associated learning difficulties

### **Summerwood Campus**

Provides for students aged 16-19, who have a diagnosis of autism/Asperger's Syndrome.

### **CHI- Classroom in the Heart of the Industry based at Marsham Court Hotel and Tesco (Riverside).**

This is an industry programme to provide quality opportunities for young people to gain the skills they need for employment. It is a provision for students aged 16-19, predominately with more moderate learning needs.

### **Post 19 - Link Plus- based next to Linwood Campus**

Provides for pupils aged 19-25 with a range of special educational needs.

As a school we uphold the rights of our pupils' individuality to be seen first, not the level of their learning difficulty.



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### What is school's admission criteria?

All pupils must have an Education, Health and Care Plan (EHCP)  
 Admissions may be made at any time during the school year but the majority take place in September.  
 All admissions are made in accordance with the current legislation relating to pupils with special needs.  
 The Special Educational Needs Team at BCP Council administer all admissions.  
 Requests for out of Borough placement will, in the first instance, go through the Special Educational Needs Team.  
 There are no prescribed place numbers relating to the category of learning difficulty or Key Stage. Places are allocated on vacancies within cohorts rather than overall vacancies within the school.  
 Places are allocated through an admission planning process, which meets on a termly basis involving Linwood School and the Local Authority. There may be occasion when it is deemed necessary to make decisions outside of panel.  
 The school has a robust Equality Policy and no child will be discriminated against on grounds of sex, race or religion.

### What does the school offer in terms of Additional Curriculum/ Extended Provision?

Linwood offers a broad, balanced and highly differentiated, personalised curriculum relevant to the special educational needs of the pupils.

Whilst the children receive their entitlement to the subjects of the National Curriculum/ ALMA Curriculum/Vita (semi- formal) Curriculum/Post 16 Curriculum, a strong emphasis is also placed upon the specialist additional curriculum. e.g. physiotherapy, occupational health and speech and language therapy programmes, use of additional therapeutic methods e.g. aromatherapy, music therapy, reflexology, horse riding

There are opportunities for learning outside the classroom both on and offsite linked to the curriculum.

We are able to offer a wide range of extended services, based at Linwood and in partnership with local children and youth services.

### What is the school's policy for assessing and reviewing the progress of pupils?

Please refer to our ARR (Assessment, Recording, and Reporting) Policy for further information.

What is the purpose of assessment, recording and reporting in our School?

- To identify gaps in learning
- To help inform teacher planning and to support a high quality of teaching
- To promote continuity and progression in pupil learning



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- To support throughout the school the formation of valid and validated records of pupil achievement and personal development as well as attainment in the National Curriculum subject areas.
- To help monitor and evaluate the curriculum
- To inform parents, other teachers and external agencies about children's experiences, progress, achievement and attainment

What evidence do we keep to track progress?

- PLPs (Personalised Learning Programme)
- Progress files/Progress and Achievement books
- Early Years Foundation Stage are assessed against The Early Years Foundation Stage Assessment Document /Development Matters
- Early Years Learning Journals
- Tapestry (Early Years)
- Evidence for Learning (Alma and Vita)
- Classroom Monitor (NC)
- Engagement Scale
- 'I can' Steps
- Target folders
- Pupil work
- End of Key Stage Tests and Tasks
- Records of significant pupil responses to learning experiences on response sheets
- A range of External Accreditation programmes (see External Accreditation Policy)

#### **What is the school's approach for teaching pupils with SEND?**

We offer a differentiated, personalised approach to learning. Pupils access the curriculum at a level appropriate to meet their needs.

In addition to this we plan for and deliver intervention programmes.

We identify target groups of pupils within the Primary and Secondary Phase who would benefit from additional intervention over and above quality first teaching and also extending and responding to individual strengths.

Aims of intervention programmes

- To raise standards
- To further improve achievement
- To actively seek to address and overcome barriers to learning
- To provide appropriate access to all aspects of the National Curriculum through a personalised approach to learning
- To develop the full potential of every individual pupil
- To narrow the attainment gap between the highest and lowest performing pupils nationally
- To work in partnership with parents/carers

### Outcomes

- Improvements in speaking, listening, reading, writing, spelling and maths
- Extending and responding to individual strengths e.g. GCSE entry
- Improved memory skills
- Improved concentration
- Positive attitudes to learning
- Increased self esteem
- Learnt knowledge, skills and understanding are applied in all areas of the curriculum
- Improved parental engagement

The selection is based on the identification of our most vulnerable pupils who are not achieving as well as their peers relative to their starting points or those pupils who we need to extend further. Identification has been through one or a combination of:

- Analysis of progress and attainment – e.g. I can Steps data, Salford/York Reading Test results
- Issues/concerns raised by the class teacher, parent/carers
- Recommendations made by outside agencies
- Recommendations made through Annual Reviews/Person Centred Reviews

### Programmes followed at Linwood

- Personalised additional support in English and Maths
- Turnabout Programme which develops:
  - Working memory
  - Visual and auditory capability
  - Accurate recall
  - Information processing speed
  - Sequencing skills
- Self Esteem Groups
- Fischer Family Trust Wave 3 Reading Programme
- Therapeutic programmes – e.g. occupational therapy, music therapy, aromatherapy, reflexology, dance

### **What is the support available for improving the emotional and social development of pupils with SEND?**

Linwood works in partnership with the Learning Disabilities Team; supporting in developing and delivering self esteem and social skills programmes. Linwood has a School Nurse who works across all sites, working with pupils and parents/carers.

### **What equipment & facilities do you offer to support pupils with SEND?**

ICT suite, science lab, gym, outside gym, outdoor classroom, food technology room, large sports/playing field, outside interactive/sensory areas, sensory rooms, minibuses across all sites and 1 school car to support learning outside the classroom, Post 16/19 facility, sensory garden, allotment, library, polytunnel at Kings Park Nursery, Solardome.



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### How does the school work in partnership with parents/carers?

At Linwood we believe that we can best meet the needs of individual children and young people by working closely with parents/carers. We believe that good communication between the school and the home is essential. We aim to develop an effective and sustainable long-term partnership. We believe that an informed and supportive parent body will help raise standards and help children and young people achieve their full potential.

We aim to develop partnerships between parents/carers and staff which are based on mutual trust and respect and which promote the sharing of information and knowledge for the benefit of the children in our care.

We aim to work together collaboratively, with a shared agenda and common sense of purpose in order to improve outcomes for all children.

Effective communications enable us to share our aims and values through keeping parents/carers well informed about school life. This reinforces the crucial role that parents/carers play in supporting the school in educating their children.

We communicate through a range of different strategies. Some of our communications are a result of a statutory requirement, others reflect what we believe is important to our school.

#### **Before Starting at Linwood**

##### **We will:**

- ensure that there is a clear and effective system of communication between school and parents/carers when arranging a visit to the school.
- arrange a meeting with parents/carers before their child's admission, to discuss and finalise transition arrangements and to inform them about policies and procedures
- make every effort to ensure that information for parents/carers is made accessible to them e.g. Welcome Pack, Policies, website etc.
- ensure that any consent forms/agreements are completed.
- ensure that the required contact information is kept up to date.
- establish, where appropriate, the name of a child's legal guardian.
- keep an up-to-date record of any particular requirements/ needs of children. These records must be kept securely.
- ensure that arrangements for the children's arrival and collection are clear, and understood by all staff and parents/carers.
- establish a system in which only authorised adults can collect children, and create a plan that can be used in an emergency when the recognised adult cannot collect a child.
- ensure that information about children is treated as confidential, is held securely and is only shared with parents/carers and relevant personnel.
- we encourage parents/carers to contact the school if any issues arise regarding their



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child's progress or well-being.

- ensure that all staff, volunteers and students understand that information held on children and their families is confidential.

### **Sharing Information**

#### **Home-School Agreement**

We ask parents to sign the agreement when their child starts in our school. It explains the school's aims and values, the school's responsibility towards the children, the responsibilities of the parents, and what the school expects of the children.

#### **Curriculum Updates**

Parents/carers can access information through the school website. Phases also send out regular newsletters to parents/carers about what is happening in their child's class or phase.

#### **Annual Reports**

Each year, in the summer term, we provide a written report to parents/carers on each child's progress in the various areas of learning in the Early Years Foundation Stage, ALMA Curriculum, Semi- Formal Curriculum, National Curriculum and Post 16 curriculum subjects. This report also identifies areas of strength and areas for further development. We ask parents/carers to make comments regarding their child's progress.

#### **Consultation/Working in Partnership Evenings**

Parents/Carers have the opportunity to meet with class teachers in the autumn term and summer term to discuss progress, celebrate successes, and to identify how parents/carers can support their child at home. Parents are able to look at their child's work and Records of Achievement/Progress Files/Progress and Achievement Books during these meetings.

#### **Annual Review of EHCP-Person Centred Review**

This is a discussion to determine whether or not the EHCP should be maintained and remains appropriate. The pupil's progress against educational targets and outcomes is the principal criterion, which determines this and provides the basis for discussion about the provision required to meet the individual's needs.

#### **Newsletters/Letters/Texting service**

Parents are advised about visits/outings by newsletters/letters and are informed about the purpose of the visit. We have a texting service to notify parents/carers about key events.

#### **Day to Day Contact**

We encourage parents/carers to first discuss any concerns or issues about their children with the class teacher. The class teacher must discuss any issues that cannot be resolved with the Phase Leader. Parents can make contact via the home-school book or by telephone before and after school.

#### **Home –School Liaison Book**

This is sent home on a daily basis. These are designed to help ensure meaningful two-way communication about the day's events, behaviours, home learning etc. Comments should be positive as far as possible and the class teachers determine the frequency of completion.



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### **Celebrations/Festivals**

We encourage parents to attend coffee mornings, open days, performances and festivals to celebrate the good work of the children.

### **Parent Voice**

At Linwood we encourage parents to have a voice.

This is achieved through:

- Comments regarding school improvement can be forwarded to the school office and these will be forwarded to the Senior Management Team for discussion.
- Parent representation on the Governing Board
- Parent questionnaires
- Home -School Liaison book
- Parent Consultations
- Annual Reviews of Statement/EHCP
- Parent Coffee Mornings led by Family Support Worker
- Home Visits as appropriate including the School Nurse and/or Family Support Worker where appropriate

### **What is the school's Accessibility policy?**

Valuing diversity is central to achieving the overall aim of Linwood School and fully supports the spirit of our mission statement. At Linwood we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We recognise and welcome the proactive nature of the duty to promote disability equality and aim to further develop our culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. We are therefore committed to making reasonable adjustments to ensure that the school environment is as accessible as possible. In addition, all pupils have an entitlement to access a curriculum that is appropriate and differentiated to meet their needs.

At Linwood we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The following areas will be included in the Accessibility Plan:

- Increasing access for disabled students to the curriculum. This will include teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- Improving access to the physical environment of the school. This will include improvements to the physical environment of the school and covers the provision of specialist or auxiliary and physical aids to learning.
- Improving the delivery of written information to pupils, staff, parents and visitors with disabilities. This will include planning to make written information more accessible by taking into account the disabilities of recipients and their preferred formats.

### **Intended Outcomes:**

- Statutory requirements have been effectively adhered to
- Raised awareness of access for all



- The extent to which pupils with disabilities can effectively participate in the curriculum is maximised
- Physical access to the school premises is increased for all including pupils, staff, parents and visitors
- The delivery of information is improved and made increasingly accessible to a wider audience
- All maintenance and remedial work will show an awareness of equality/access issues
- Links to, and an awareness of and response to the Equality Act 2010 will be and demonstrated through an additional Equality Plan

**How do the governing body involve other agencies to meet the needs of pupils with SEND?**

At Linwood we are committed to working in partnership with a range of external agencies- e.g. Health, Social Care  
 Linwood holds monthly multi-disciplinary team meetings and Team Around the School meeting on a termly basis ( to commence Autumn 2020)  
 All agencies are encouraged to attend Annual Reviews.

**What are the school's arrangements for pupils with SEND transferring between education providers or preparing for adulthood and independent living?**

Preparation for leaving school officially starts at Transitional Reviews. Transition plans drawn up subsequent to the Review discussion form the focus for future steps to be taken. Students and parents/carers have access to Impartial Advice and Guidance as part of the preparation for transition.  
 Students can move onto to Further Education, the CHI Project (Classroom in the heart of the Industry), Summerwood Campus, employment with training or remain at Linwood within The Link Post 16 department and then The Link Plus Post 19 department.  
 Linwood has three Careers Education and Employment Support Co-coordinators.

**What arrangements are there for training staff in relation to children and young people with SEND and how do you secure specialist expertise?**

Robust induction programme of training.  
 In house and external training e.g. Signalong , Manual Handling , First Aid, PECS, Sensory differences, SOS (Sensory Oral Sequential)  
 Medical Needs – training led by School Nurse /Specialists  
 Opportunity to visit other specialist provision  
 Appraisal system to support the professional development of both teachers, teaching assistants and support staff.

**What and Who are the key points of contact?**

Linwood School Website - [www.linwood.bournemouth.sch.uk](http://www.linwood.bournemouth.sch.uk)  
 CHI website – [www.chi4training.co.uk](http://www.chi4training.co.uk)  
 Summerwood Campus website - [www.linwood.bournemouth.sch.uk](http://www.linwood.bournemouth.sch.uk)  
 Springwood Campus - [www.linwood.bournemouth.sch.uk](http://www.linwood.bournemouth.sch.uk)  
 Littlewood Campus - [www.linwood.bournemouth.sch.uk](http://www.linwood.bournemouth.sch.uk)

Linwood Teaching School Alliance Teaching School Website - [www.linwoodtsa.org.uk](http://www.linwoodtsa.org.uk)

Telephone – 01202 525107

Executive Headteacher – Julie Jeanes

Extended Services Leaders – Amanda Hook / Lorraine Little

Careers Education and Employment Support Co-ordinators – Adele Miller, Claire Barnett, Angela Fernandez

Family Support Worker/ Assistant Family Support Worker – Tina McGovern /Shan Evans

Safeguarding Designated Leads – Sue Bridle (Linwood/Woodford), Andy Maher (Springwood / Littlewood), Ash Wadland (Summerwood), Karen Taylor (CHI)

Director of Linwood Teaching School– Kate Tuck

**What future plans do your school have for developing its SEND provision?**

- Further development of the CHI Project model (Classroom in the Heart of the Industry) to develop a similar model into other aspects of industry e.g. manufacturing, horticulture, leisure
- Improved access to vocational learning opportunities
- Additional provision to meet the demand for places