



LINWOOD SCHOOL SETTING AND AIMS - Updated June 2015, reviewed June 2018, May 2021

The Setting

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.

Linwood Main Provision

Provides for pupils aged 3-19. All pupils have an identified learning difficulty that manifests itself through 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.
- *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.
- *Social, emotional and mental health needs*
- *Sensory and/or physical needs*

Springwood Campus

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

Summerwood Campus

Provides for students aged 16-19, who are high functioning and have a diagnosis of an autistic spectrum condition/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.

Littlewood Campus

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

Woodford Campus (based within Somerford Primary and then Twynham Primary from September 2021)



Provides for pupils aged 5 -11 with a range of special educational needs.

A Caring Environment

At Linwood we believe that parents are the primary educators of their children. We strive to build and maintain an atmosphere of mutual respect and dialogue in which the needs of the children are paramount.

At Linwood School, we foster an environment in which pupils feel part of the “family” by:

-Getting to know individual pupils and their families very well over our period of association with them.

-Building rewarding relationships with all pupils to encourage them to feel positive about themselves, others and the school as a whole.

-Each pupil’s class teacher acting as the first link in a chain of pastoral support, providing patience and understanding together with the time and opportunity to focus on pupils’ concerns, problems and emotional difficulties should these arise. The class teacher also acts as the principal liaison between home and school.

Professional Liaison

Linwood ensures a close working relationship with appropriate agencies, including the Educational Psychology Service, Education Welfare Service, Social Care, Health Service and Colleges.

Our Aims

- For all individuals to aspire to achieving their full potential and be the very best they can.
- To adopt a child/young person-centred approach to learning and development
- To provide a safe, secure, friendly, welcoming and supportive environment
- To encourage all individuals to make the right choices
- To promote a caring and happy community in which all pupils can thrive and feel valued, and to met our pupils’ academic, physical, emotional, and social needs.
- Through a motivating, accessible curriculum make learning a pleasurable experience, and offering an opportunity for all pupils to develop as high a standard of achievement as individually possible and to equip them with the basic skills.



- To promote a fully inclusive, total communication environment
- To assist pupils to develop a level of maturity, independence, individuality, self-confidence and self-esteem.
- To assist pupils to leave school prepared for further education/training, employment, leisure and lifelong learning.
- To assist pupils to lead as independent life as possible, to integrate socially and develop young people as good citizens.
- To foster a positive school/home partnership.

Values we promote

- Respect
- Trust
- Responsibility
- Harmony
- Excellence
- Support
- Inclusivity
- Positivity

Mission Statement

We aim to provide a centre of excellence in which individuals are valued and encouraged to give of their best.

Learning Environment

We aim to provide a learning environment which takes into consideration the diverse learning needs of our children and young people. From their earliest days with us, we work collaboratively to uphold high

aspirations and ensure that each individual has access to a relevant and meaningful curriculum pathway that effectively prepares them for a fulfilling and purposeful adult life. We strive to ensure that the input to each child's and young person's learning is the very best it can be so that the progress made, whatever that is, is the very best that the child or young person could have made. We aspire to meet the continually evolving challenges in education, ensuring that our practice is based on current developments in research and sound pedagogy.

In order to meet our vision, we:

- Promote a happy, caring, respectful community in which all children and young people feel valued and successes are celebrated.
- Aim for all learning opportunities to be motivating, engaging and inclusive.
- Facilitate dynamic, challenging and personalised learning pathways that build on prior learning and prepare children and young people for their lifelong learning journey.
- Build the attributes of effective learners and emphasise the importance of developing metacognition to equip our children and young people with the skills they need to be life-long learners.
- Provide an environment and resources that encourage curiosity and responsiveness, and opportunities for active learning through investigation and exploration.
- Equip our children and young people to be independent, responsible, respectful, active citizens who have a place in their community.
- Collaborate with education, health, social care and the voluntary sector to work within a culture of high expectations and a proactive drive to narrow the gaps in outcomes, attainment and progress.
- Promote values of inclusive education by ensuring that all learners have access to appropriate curriculum pathways to learning (Alma, Early Years, Semi Formal, Formal, P16).
- Embrace equality of opportunity and promote positive attitudes towards sexual, cultural, ethnic, religious and social diversity.
- Provide relevant, meaningful and purposeful learning opportunities, including through regular access to the local community.
- Deliver a strong commitment to developing skills of Literacy, Language, Number and ICT within a consistent Total Communication environment.
- Explore young people's ambitions, aspirations and goals with them, their families and carers; set young people on a learning pathway toward achieving their goals; and review their goals with them.
- Promote aspiration by setting ambitious, challenging and achievable targets and learning objectives that enable learners to make progress.
- Promote strong links with learners' families and carers, communicating them regularly about our curriculum and their children's learning.
- Refer to national models of expectation and progression, ensuring we deliver a broad and balanced curriculum.
- Keep abreast of new research, understanding and developments in educational practice and keep our practice under review.