



Linwood School SEND Information Report

Linwood School Vision Statement

"Our vision is to create a community where everyone achieves and thrives so that all our students succeed through their education years and beyond. Everyone is valued within a safe and nurturing environment. All our students have full and equal access to an ambitious curriculum, rich learning experiences and high-quality personalised support." All our policies, processes and practices are reflective of this vision.

Our teaching staff is a team of talented and highly motivated professionals who have a wealth of experience coupled with a genuine empathy for students 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 also runs the Linwood Training, Support & Advice service and supports many other schools and professional bodies locally, sharing skills, experience, talent and capacity to help improve learning and achievement in schools across Bournemouth, Christchurch, Poole and beyond.

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 all students.

Current Ofsted rating

Ofsted made the following judgements following a whole school inspection in January 2025:

Quality of education: **Outstanding**

Behaviour and attitudes: **Outstanding**

Personal development: **Outstanding**

Leadership and management: **Outstanding**

Early years provision: **Outstanding**

Sixth form provision: **Outstanding**

School Location

Linwood School is a group 8, day special school which comprises of a number of campuses.

We welcome students from a wide geographical area and support a comprehensive range of special educational needs.

Linwood School is proud to offer high quality, supportive and well-matched education for children and young people with Special Educational Needs and Disabilities. The school has seven sites:



The school welcomes students from a wide geographical area and supports a comprehensive range of Special Educational Needs. Students aged 3-19 who attend **Linwood Campus** benefit from being part of a diverse community of individuals with a wide range of needs. Students follow the right curriculum pathway appropriate for their needs which will support them to achieve the best outcomes. Curriculum pathways are – EYFS, Alma, Vita, LUMOS and Post 16. Each curriculum pathway is designed to ensure that each individual has access to a relevant and meaningful curriculum.

Littlewood Campus provides an excellent environment for up to 30 children aged 3-8. There are two cohorts of children, those with Autism as a Primary need who require a highly specialist Autism specific environment and approach and those who may have a range of needs and can be supported effectively in slightly larger groups. All children are working on the EYFS framework and developing those early skills in communication & interaction, independence and learning to learn.

All students who benefit from our purpose-built provision at **Springwood Campus** are aged 5-16 and have a diagnosis of Autism. There are 13 classes for children who also have a learning difficulty or global developmental delay. These students follow either the EYFS or Vita curriculum and good Autism practice is embedded to ensure they are able to access the learning opportunities provided.

Summerwood Campus is a small provision providing education and support for students age 15-19 who have a diagnosis of Autism. This bespoke environment enables young people to focus on their academic studies as well as learning employability skills to support their journey into adulthood.

Woodford Campus has capacity to support up to 30 children with a range of SEND who benefit from being educated within a mainstream school and the inclusion opportunities this provides them. Our Woodford students are 6-11 and have three well designed and equipped classrooms within Twynham Primary School. They follow our Vita curriculum pathway which ensures their learning opportunities are well matched to their individual needs.



We are extremely proud of the outcomes for our students who attend our **CHI (Classroom in the Heart of Industry)** programme. CHI is an employment and education training programme for 16-19-year-olds. It is a unique opportunity to undertake on-the-job training whilst working towards recognised qualifications that will enhance future prospects. The course acts as a gateway to employment by providing a blend of classroom based learning and practical supported real-life experiences in a range of workplace settings.

The Skills Centre relocated from Linwood Campus to a fantastic new building in 2025. This provision, located in Parkstone has an ideal location for enhancing the curriculum offer which has a focus on pre-employability skills, as well as social and life skills. The cohort of 16-19 year olds also consolidate their previous learning through a skills-based programme and a focus on community based learning.

What is school's admission criteria?

The Admissions Policy sets out clearly admissions criteria and process for different campuses.
 All students 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 students 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 at BCP.
 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, with regular communications between Linwood and BCP Council.
 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 students.

Whilst the students receive their entitlement to the subjects of the National Curriculum, a strong emphasis is also placed upon the specialist additional curriculum. e.g. physiotherapy, occupational therapy programmes and sensory diets, speech and language therapy programmes and use of additional therapeutic methods. These approaches vary by student to meet the needs and provisions outlined in their EHCP and also by Curriculum pathway. The Curriculum pathways each have a detailed handbook with



further information on the curriculum offer – these can be found on the school's website <https://linwood.bournemouth.sch.uk/our-curriculum>. This offer is also enhanced by a team of therapists and clinical staff commissioned from other organisations. These colleagues support education staff to understand and implement therapeutic and medical plans as appropriate to meet the students' needs.

There are opportunities for learning outside the classroom both on and offsite linked to the curriculum, including Duke of Edinburgh Awards, Opt Award, residential trips, and a variety of trips into the local community to enhance classroom learning and the development of life and social skills. There is also an extensive Careers programme which is enhanced by visits from employers and trips to local colleges/further education providers and potential employment routes.

Linwood also offers After School Club and Holiday Club which is funded on an individual basis by Children's Social Care.

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

Please refer to our Progress, Attainment and Achievement 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 student learning
- To support throughout the school the formation of valid and validated records of student 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 student's experiences, progress, achievement and attainment

What evidence do we keep to track progress?

- PLPs (Personalised Learning Programme)
- Personalised Assessment Profiles
- Early Years Foundation Stage are assessed against The Early Years Foundation Stage Assessment Document /Development Matters
- Evidence for Learning
- Student work
- End of Key Stage Tests and Tasks
- Records of significant student responses to learning experiences on response sheets
- A range of external accreditation programmes (see Examinations Policy)

What is the school's approach for teaching students with SEND?

As all students at Linwood have an EHCP, we offer a differentiated, personalised approach to learning. The curriculum offer is organised into pathways and students are assessed and educated in classes according to the most appropriate and suitable curriculum pathway for their individual needs. Class sizes vary from 6 to 14 depending on the needs of the students and the most appropriate class size and staff ratio.

All students have a Personalised Learning Plan, created from their EHCP targets which they work on alongside the planned curriculum offer.

The equipment, facilities and resources used to deliver the equipment varies from site to site and according to the needs of the students. For example, at our Summerwood site there is a Science Lab and prep room to support Science education to GCSE level, at our Linwood site there is Eye Gaze technology to support our students who use this to aid their communication. On the school's website there is a video which shows the different campuses and some of the facilities at each site.

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

At Linwood we believe that we can best meet the needs of individual students by working closely with parents/carers and families. We believe that good communication between the school and 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 students 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 students 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 students.

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 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. Classes/curriculum pathways 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. 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 spring 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 during these meetings.

Annual Review of EHCP

This is a discussion to determine whether or not the EHCP should be maintained and remains appropriate. The student'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 Curriculum Pathway Leader or other appropriate senior leader. Parents can make contact via e-mail or by telephone before and after school. Some students have a home/school book which can also be used for daily communication.

Celebrations/Festivals

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

Family Support Team

We have a family support team who provide a vital service for our parents and families. They undertake a variety of activities to support families including, running well being and social groups, parenting workshops and courses, support with practical strategies and signposting to other services, advocating for families in complex meetings, support with form-filling and access to benefits.

Parent Voice

At Linwood we encourage families to use their voice, hearing their thoughts and opinions is vital in our ongoing school improvement.

This is achieved through:

- Parent/carer representation on the Governing Board
- Parent/carer questionnaires
- Home -School Liaison book or e-mails
- Parent/carer Consultations
- Annual Reviews of EHCP
- Events and activities led by Family Support Workers
- Home Visits as appropriate including the Family Support Workers 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 vision statement.

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

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 students have an entitlement to access a curriculum that is appropriate and differentiated to meet their needs.

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 students, 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 students with disabilities can effectively participate in the curriculum is maximised
- Physical access to the school premises is increased for all including students, 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 students with SEND?
At Linwood we are committed to working in partnership with a range of external agencies including Health & Social Care. All agencies involved with a student are encouraged to attend Annual Reviews.
What are the school's arrangements for students with SEND transferring between education providers or preparing for adulthood and independent living?
Preparation for leaving school officially starts at Transitional Reviews although independence, self-advocacy and preparation for adulthood are key themes throughout the curriculum, starting in the Early Years. 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. Within Linwood students can move onto to Further Education, the CHI Project (Classroom in the Heart of the Industry), Summerwood Campus, or the Skills Centre. Linwood has a CEIAG team and Employment Support/work placement Co-ordinators who provide highly specialist advice and support to develop and prepare students for their future pathway.
What arrangements are there for training staff in relation to children and young people with SEND and how do you secure specialist expertise?
Linwood operates a robust and highly regarded induction programme of training. We have in house specialists running a variety of training courses and events in order to equip the staff team with the skills and knowledge required to effectively support our students. The Director of Linwood Training, Support and Advice Service, along with our HR Manager, leads the CPD working party who review training requests and secure external training or source trainers to bring expert and specialist training opportunities in to the school. We also have a robust Appraisal system to support the professional development of teachers, teaching assistants and support staff colleagues.
What and Who are the key points of contact?
Linwood School Website www.linwood.bournemouth.sch.uk Key contacts for each area of the school can be found on the school website.