

The Lindfield School

Local Offer

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1. How does the school know if children/young people need extra help and what should I do if I think my young person may have special educational needs?

The Lindfield School takes pupils aged 11 to 16 who are identified as having a range of special educational needs, and primarily learning difficulties, including autism. All pupils who attend the school have a statement of special educational needs that sets out each pupil's individual needs and outlines the provision and support required to meet those needs. In addition to this the school undertakes a broad range of formal and informal assessments to enable us to constantly review the needs of our pupils and respond accordingly. We have excellent systems in place to discuss progress with parents and carers that allow any emerging issues to be discussed promptly and where necessary change support or provision within the school.

2. How will school staff support my young person?

Classes have a maximum of twelve pupils and meet for registration and pastoral activities with their class tutor each day. Classes are taught by subject specialists and move around the school to access a range of specialist rooms. We have several mixed age classes for Years 7 and 8 and Years 9 and 10. Our Year 11 is not mixed with other groups. We have a small group of Year 12 students who are based at Sussex Downs College. We also have a small autistic spectrum disorder (ASD) facility for students who are mainly taught by their class tutor with some input from subject specialists. In lessons, each class is allocated a teacher and teaching assistant and this allows for a high level of support for learning within the classroom.

The class teacher is responsible for each pupil's individual learning plan. Personal learning and social targets are set and reviewed regularly throughout the year. Staff formally assess pupil progress three times a year. The school's governing body is actively involved in the life of the school and receive reports on all aspects of pupil progress and whole school performance.

Our main judgement on the effectiveness of our school comes from Ofsted inspections and accreditation inspections from the National Autistic Society. The school also commissions independent inspections and continually works to gain quality award marks from external agencies.

3. How will the curriculum be matched to my young person's needs?

Our pupils have a very wide range of academic levels, and we mix our classes according to ability. Our subject specialist teachers plan their lessons to enable all learners to make progress and to be challenged. This includes planning different tasks for pupils of differing abilities, allocating increasing amounts of support or setting open ended tasks and allowing pupils to respond according to their level of understanding.

There is an emphasis on learning outside the classroom and pupils participate in a broad range of activities that take them into the local community and beyond in order to develop their learning.

While much of the curriculum is compulsory for all pupils, there is an element of increasing choice as pupils move through the school. College taster courses, work experience and Foundation Learning pathways ensure that the curriculum offer is, as far as possible, matched to pupils' needs, abilities and interests.

Pupils are offered a range of accreditation options within subjects including Entry Levels, BTECs and GCSEs.

4. How will both you and I know how my young person is doing and how will you help me to support my young person's learning?

We make judgements about pupils' progress based on a range of indicators including national expectations of progress for pupils of the same age, prior learning and progress as well as progress made in specific areas requiring additional help and support:

- In term 6 of Year 6 we have moderation activities as part of our transitional work with our new intake.
- In term 1 Year 7 pupils are baseline assessed and given a national curriculum/P-level and end of year targets in all subjects
- In term 2 Years 8-12 are assessed and given a national curriculum/P-level and end of year targets
- In term 3 all pupils are assessed again
- In term 6 all pupils have their third annual assessment and are given a final NC/P level for the year.

At the end of terms 2, 3, 4 and 5 all pupils are monitored to see if they are exceeding expectations, working as expected, or underperforming and needing support strategies. Once this process is complete we analyse different groups including those that are most vulnerable and pupils are discussed in weekly pupil progress meetings.

Our reporting to parents and carers includes:

- annual review reports each year
- parents consultation in term 1 & term 6
- annual written report to parents in term 6
- termly achievement letters to parents for those pupils exceeding expectations or underperforming

Parents and carers are strongly encouraged to attend annual reviews where each pupil's progress is discussed with input or reports from external specialists such as speech and language therapists and educational psychologists. The SEN Personal Adviser attends annual reviews from Year 9 onwards and will suggest and support post 16 education choices and careers pathways.

We hold regular coffee mornings to help you support your child's learning at home which include advice on e-safety and reading workshops. We also send termly extended learning suggestions for each subject which are fun, practical optional homework activities.

You can contact the school at any time to make an appointment to see your child's class or subject teacher if you have any concerns.

5. What support will there be for my young person's overall well-being?

The Lindfield School has a very strong ethos based on our core values of respect, honesty, kindness and friendship. We have strong pastoral systems in place and we promote self-belief and encourage aspirational personal achievements. We have a whole school achievement assembly every Friday where individual success is celebrated including values such as kindness and honesty as well as academic attainment.

We recognise the importance of spiritual, social, moral and cultural education and there are many opportunities for this in the curriculum as well as in special assemblies and reflection times.

Parents and carers are invited to a range of concerts and performances throughout the year which show case social skills and performing arts. We also hold a range of charity events throughout the year and a school fete where pupils can show and sell items they have created as a part of our Young Enterprise projects.

A member of staff with a current first aid certificate will administer medication as long as it has been prescribed by a GP and is sent into school in the original packaging. Most staff are trained in basic first aid. Medical protocols are written for pupils with complex medical needs.

Social education is embedded into all of our lessons and activities. We have a rigorous lesson observation structure that is focused on the learning of individual pupils and includes social targets.

We have a clear behaviour policy and use a range of strategies including visual clues to help pupils understand it. Pupils are taught to take responsibility for their behaviour and there are clear consequences if behaviour is detrimental to their own learning or that of other pupils. If this happens pupils may be asked to complete work missed in detention time. Pupils are encouraged to reflect on their behaviour and consider alternative strategies to better manage themselves.

All non-attendance is followed up on a daily basis and we work very closely with our pupils, parents and carers to ensure high attendance is maintained and celebrated and that any emerging attendance issues are dealt with promptly.

Pupils are asked to contribute their views on a range of subjects through the school council. We also conduct annual happiness and feeling safe pupil surveys. Pupil's views on their future aspirations are sought at annual reviews through one-to-one discussions with class tutors and/or the SEN Personal Adviser. At the end of year 11 each pupil makes a video diary reflecting on work experience, young enterprise, and foundation learning and this information is used to plan the programme for the following year.

6. What specialist services and expertise are available at, or accessed by, the school?

We are federated with the South Downs Community Special School (primary).

The Lindfield School works in partnership with a broad range of services and agencies in order to meet the needs of our pupils. Our Head of School co-ordinates the intervention of specialist services that are accessed by pupils and these can include speech and language, occupational health, child and adolescent mental health services, school nurse, counselling services and social care.

7. What training are the staff supporting young people with SEND had or are having?

Staff across the South Downs and Lindfield Schools Federation share best practice and there are opportunities for all staff to develop their expertise in response to pupil's learning, social and behaviour needs.

All staff access regular professional development through our 'in-house' programmes; this provides staff with the opportunity to keep their practice fresh and up-to-date. Subject areas include disability awareness, health and safety, approaches to reading, teaching phonics and careers education.

We also commission specialists to provide additional training in specific areas such as approaches to autism, speech, language, communication, literacy, dyslexia, hearing impairment and specific behaviour needs. All staff have regular access to training in behaviour management, child protection, positive handling and first aid.

8. How will my young person be included in activities outside the classroom including school trips?

The Lindfield School offers pupils in all age groups ample opportunity to learn outside the classroom. This can include access to local facilities such as sports centres and libraries, or going further afield to visit other places of interest such as museums, art galleries and historical/religious buildings. We make excellent use of the school grounds and offer a BTEC in horticulture. In Years 11 and 12 pupils are able to take part in a programme of outdoor pursuits as a part of a residential trip to a PGL activity centre.

We have links with a special school in Germany and we are developing a programme of exchange visits for both staff and students. We hold whole school and small group SKYPE communications with the German school. We are planning a similar venture with a school in Uganda.

All off-site activities are planned well in advance in consultation with our Education Visits Coordinator and this give parents and carers opportunity to consult with us on any issues that arise. Our expectation is for all learners at The Lindfield School to access all learning outside the classroom opportunities.

9. How accessible is the school environment?

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The Lindfield School comprises: one single story building, one external hut and one teaching room based on Sussex Downs College campus, Eastbourne site. The main Lindfield building has been significantly altered and adapted and include two disabled toilets with integrated Varimatt units and two separate disabled shower rooms. All subject areas and classrooms have height adjustable tables. The school has two tail lift 17-seater minibuses. The Year 12 facility at Sussex Downs College has height adjustable furniture and specialist ICT equipment. There is access to disabled toilets on site.

Specialist equipment is kept in rooms with movement sensitive intruder alarms. We also have several large lockable security cupboards.

Where parents or carers do not have English as their first language it is not considered appropriate to ask pupils to interpret for them. If interpretation services are required we commission these from local authority approved providers.

10. How will the school prepare and support my young person to join the school, transfer to a new school or college, or the next stage of education and life?

Transition into the next phase of education can be a traumatic time for young people, and is often associated with high levels of anxiety. Therefore pupils at the Lindfield School are supported during all transitions by the use of visual support, visits to new environments and staff liaison. There are thorough Year 6 to Year 7 and post 16 transition programmes which include taster lessons, new parent meetings, individual transition booklets and school and college familiarisation activities.

Securing transition to post 16 education or training is extremely important and we plan carefully for this with each pupil according to their needs and their destination route. Support for this transition starts early and we encourage pupils, parents and carers to visit open events at local colleges and providers to work with our SEN Personal Adviser to explore what is on offer. We can help with this process and can give advice about the range of courses, apprenticeships and training and the level of support you can expect for your child as they move on to post 16 education or training. Our Year 11 students take part in taster courses at local colleges. We also provide pupils with independent travel training to help them familiarise themselves with local public transport services and to develop confidence in planning routes to different destinations.

Where appropriate we support pupils to return to mainstream education. This is planned with great care and always in collaboration with pupils, parents and carers and the receiving school. Pupils who are able to return to mainstream education are supported by The Lindfield School staff during their transition period. We share relevant information and strategies with the receiving school to ensure pupils experience a smooth and successful transition to their new mainstream school

11. How are the school's resources allocated and matched to young people's special educational needs?

The Lindfield School is funded according to the number of pupils that we have on role, and this is called base funding. In addition each pupil will be allocated funds from the Local Authority special education needs budget and according to a banding system which reflects their needs.

12. How is the decision made about what type and how much support my young person will receive?

We use a comprehensive range of assessment data to ensure all aspects of your child's progress are carefully monitored on a regular basis throughout the year. Decisions about the type and amount of support your child needs will be primarily based on their rates of progress and how we can best meet their needs within our school environment.

Support may be delivered by school staff within the class on an individual basis or in small group setting, or may be delivered by specialist staff who visit the school. We will consult with you about how we support your child if we need to access expertise that is not already in the school. If your child accesses additional support from a specialist, we will agree specific targets to measure the success of the extra support. Following this, regular reviews are held to ensure that progress is being made and to judge whether the intervention should continue.

13. How are parents involved in the setting / school / college? How can I be involved?

As a parent or carer you have a tremendous influence on your child's education; we value this and welcome your involvement to help secure the best possible educational outcomes for them. While many pupils attending The Lindfield School live outside the immediate location of the school this does not limit the opportunities we offer for you to be included and informed about school life. We have regular parent and carer consultation afternoons/evenings to keep you informed about your child's progress and achievements. There are regular newsletters and we host a range of annual events, including concerts, charity events and sports day, where parents and carers are warmly invited. Pupils take great pride in sharing their work and thoroughly enjoy showing their parents and carers around their school. We will give you as much notice of events as possible so you can plan ahead. If there are any transport related issues that may hinder your attendance to any school event, we will do our best to help you resolve these.

14. Who can I contact for further information?

As a parent or carer, the first point of contact for you would be with your child's class tutor. Even if your enquiry is about a specific subject area we advise you to talk through any enquiries or concerns with the tutor first. This will keep them up-to-date with all the information about your child and their education. Specialist staff such as curriculum co-ordinators and the Head of School, Kirsty McIlhargey, will make contact with you if the tutor is not able to help you with your initial enquiry.

If there are issues you would rather discuss in person you can make an appointment to see a member of staff in school. Please speak to us if there is anything you are unclear about or if you have any worries about your child's education. All enquiries should come through Reception on the school's main number. While many staff will be teaching we do aim to return calls on the same day. All personal information about pupils is treated carefully. If you have urgent information to pass on about your child, this can be shared in the strictest of confidence with a member of our Reception team.

If you are a parent of a child with a statement, who is not yet at the school but may be considering it as an option, you can call to arrange a visit to the school to see what we offer.

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This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

An invite for feedback

This offer is intended to give you clear, accurate and accessible information.

If you would like to comment on the content of the offer, or make suggestions to improve the information, please email office@lindfield.e-sussex.sch.uk

