



The Southfield Trust

The Lindfield School Prospectus



Introduction

The Lindfield School is a Special Secondary School for students aged 11 to 16 years of age. The Lindfield is a day school with specialist equipment and staffing to provide education for students with a wide range of special educational needs including speech and language disorders, autism and learning difficulties. Some students also have associated emotional/behavioural difficulties.

The Lindfield School is part of the Southfield Trust with South Downs School, which also serves as our main feeder school and Hazel Court secondary and FE schools. The Lindfield School is located in the Hampden Park area of Eastbourne, on the East Sussex coast. The Trust will open a new Free School: Summerdown School in Eastbourne in September 2021. The Trust will then work across four schools and six sites in Eastbourne.

The Lindfield School focuses on inclusion for all students and offers equal access to all curricular activities. Our work with students is enhanced by our excellent facilities including a mini bus and a people carrier enabling learning outside the classroom through a wide range of educational off-site activities.

All Lindfield students have an Educational and Health Care Plan and are referred to the school for admission by ESCC Children's Services. Prospective parents/carers are invited to view the school as early as possible before potential placement.

This information booklet gives an overview of our school. You can find out more on our website <http://www.thesouthfieldtrust.com>

School prospectus information can be made available in large print or other formats if requested. The school will endeavour to meet access requests from staff, parents/carers and others where this is reasonably practicable.



The Southfield Trust

Core Aspirations:

We want all of our young people to:

- Build positive relationships
- Make choices
- Be independent
- Make a contribution to society
- Move successfully to the next stage in their lives
- Be safe and well in the world
- Achieve their potential

The Lindfield School

Core Aspirations:

- To learn the skills to communicate confidently and effectively
- To form and maintain appropriate positive relationships
- To pursue a love of learning into adult life
- To develop students' independence in order to succeed in adult life
- To enable students to promote their own physical and emotional health & well-being

Safeguarding Statement

Please read our safeguarding policy which is available on our website. Please be aware that it is the school's legal duty to investigate any safeguarding concerns. We would appreciate parents/carers sharing information about their child's welfare. We will work with parents and carers to build an understanding of the schools' responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

Pupils at The Lindfield are at times required to use internet and email as a part of their curriculum requirements. At The Lindfield we use a filtered Internet Service Provider.

The procedures set out in our Safeguarding and Child Protection policies apply to all staff, members, trustees, governors and volunteers and are consistent with those of the Local Safeguarding Children Board.

- All staff are trained in the principles of protecting our pupils from harm
- All staff have been checked with the Disclosure and Barring Service (DBS) and all new staff will have rigorous checks on their backgrounds, qualifications and records before they are allowed to work with our students
- There are several Designated Safeguarding Leads across the Trust
- We have a pupil/student support manager who has Trust responsibility for the safeguarding and wellbeing of all pupils/students at our schools
- We have an open ethos that ensures any actions that might harm our students are reported and investigated
- To further protect our students, we work closely with other agencies such as the police, Social Services and Health Authorities to deliver a multi-agency approach to child protection

Organisation

Classes are arranged in mixed groupings. We operate a Secondary circuit timetable, with students being taught in specialist curriculum bases by subject specialist teachers. ICT compliments teaching and learning throughout the curriculum.

Admissions

Students may be admitted at any time during the school year, following an assessment and agreement by East Sussex Children's Services, in consultation with the Executive Headteacher and agreement with the Trustees. All students at The Lindfield School have or will have an Education, Health and Care Plan (EHCP) in accordance with the 1993 Education Act.

Prospective parents/carers are able to visit the school by making an appointment with the Head of School or a senior member of staff. The admission arrangements for our pupils can be found on our Trust website within the admissions policy.

School Terms and Holidays

The school currently operates on a 6 term year. Dates for the forthcoming year are circulated to parents/carers in the Summer Term as an annual diary, reminders sent out on Head of School flyers, and further copies are available on request.

During the school year there are five teacher in-service days for training when school is closed to all students following approval from the Governing Body. All parents /carers and the school transport department are given advanced notification.

Meeting our Students' Special Educational Needs

The School's Special Educational Needs policy conforms to the requirements of the 1993 Education Act. All students have equal opportunity of access to a broad and balanced curriculum which is modified to their particular needs to enable them to reach their full potential. They have opportunities for learning through first-hand experience, and participating at their own level and speed. Each student's work is valued and high standards are expected of both work and behaviour. All students have opportunities to develop independence and

organisational skills through classroom management and curriculum development.

Individual education plans are in place to plan for each student's special needs as defined in their ECHP. Students' progress is recorded through individual social and education plans and termly targets are set in consultation with students and parent/carers. All ECHPs are reviewed annually.

The Executive Headteacher and staff monitor all students and for those who have special needs created by specific and identifiable problems, and, where it is deemed appropriate, bring in extra resources in terms of support staff to benefit the student. The full Special Educational Needs policy is available for inspection on request from the school.

Close liaison is maintained with health workers, the education welfare service, educational psychologists and social services. Many professionals work closely with the school, giving additional support to students when needed. These include: School Nurse; Physiotherapist; Speech and Language Therapists, and the Community Police Officer.

Curriculum

A broad and relevant curriculum is followed at an appropriate level. Each parent/carer receives half termly, curriculum outlines for each subject so they are aware of the programmes of study their child is following. The plans clearly state the intended learning intentions, the key vocabulary and ideas for homework/extended learning. It is important that curriculum and assessment work together, and that those assessments inform planning.

We ensure a broad and balanced curriculum is being achieved through:

- Incorporating Literacy and Numeracy across the curriculum
- embracing Spiritual, Moral, Social & Cultural development
- embracing the UNICEF 'Rights respecting schools' agenda
- providing rich and progressive learning outside the classroom opportunities
- a timetable which adheres, as closely as possible, to recommended teaching times in each Key Stage
- assessment and tracking procedures and teaching/learning policies, and developing students' self-assessment of work
- monitoring the curriculum to ensure continuity

- an on-going audit of staff training (INSET) and subject resources

We as a school recognise that language forms the basis of learning in all other subjects, and language development extends across all subject areas.

The Lindfield School adopts a total communication approach and staff are trained in basic Makaton and use of Communication in print.



Learning outside the classroom (LOtC) forms a part of the curriculum for all subjects and benefits students in the following ways:

- Consolidating learning through real life, practical activities
- Aiding transition to new places and situations
- Increasing motivation and willingness to learn
- Developing confidence and self-awareness
- Developing social and communication skills
- Growing through challenge and becoming more independent
- Demonstrating achievement – through awards, displays and presentations

Opportunities for Accreditation

GCSE's or equivalent: English, Science, Maths, ICT, Art, Textiles, Food Tech, Performing Arts & Music

Entry level's: English, Science, Maths, ICT, History, P.E.

Additional qualifications and curriculum areas include:

1. BTEC performing arts
2. BTEC IT users
3. Arts award bronze and Silver
4. ASDAN personal progress (With complex ASD group)
5. Btec Photography
6. Vocational Options – non accredited



Subject Information

Art and Design Technology

At The Lindfield School, Art and Design lessons are a vehicle for students to develop and utilise their visual imagination and technical skills in an atmosphere of enjoyment and achievement. Students take part in a range of art and design projects with other schools and we exhibit our work at local art galleries. In **Art** we focus on *Investigating and Making*, *3D Model Making* and *Knowledge and Understanding*. In **Design Technology** we focus on modules designed to encourage student's responses to the man-made world. Projects include textiles, resistant materials, clocks, jewellery, soft toys and food technology design.

Careers Education, Information Advice and Guidance (CEIAG)

Careers Education, Information Advice and Guidance makes a major contribution to preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood.

Consultations with parents/carers, students, teachers and the SEN PA form part of the Transition Plan, to ensure that the right decisions are made for the future and the transition from school to post 16 placements is well supported. Work experience is provided for Years 10 and 11 and this includes transition visits and Health and Safety training. We gained the full Investors in Careers award in September 2019.

English

Students follow the National Literacy Framework for Years 7 – 11. All components of literacy (reading, writing, phonics, spellings, vocabulary, grammar and comprehension) are delivered. Students in Key-stage 3 access a wide range of fiction and non-fiction texts from both British and wider cultural traditions.

Students in Key Stage 4 work on preparing a portfolio of work for the Entry Level in English or for dual entry assessment towards GCSE.

Modern Foreign Languages

MFL is taught at Key Stage 3 only and includes French, Spanish and German as well as significant languages in the geographical areas studied e.g. Arabic and Swahili. Students learn not only the language, but also about the diversity of culture in countries where the language is spoken. MFL is delivered in partnership with Geography & RE and takes on a more cross-curricular/thematic approach.

Humanities

In teaching **Geography** we help students to develop an informed concern about the quality of the environment and the future of the human habitat and thereby enhance their sense of responsibility for the care of the earth and its people. This is further developed as part of our UNICEF 'Rights respecting schools' work. In teaching **History** we offer opportunities for the students to see the diversity of human experience and through this, understand more about themselves. Students will handle artefacts, examine evidence and draw conclusions.

Computer Science

ICT is used extensively throughout the school as both an aid to learning and a means of communication. The school has a well-equipped ICT suite and in addition, each subject base has its own computer/s, internet access, an interactive white board and multi-media projector. E-Safety is of high importance. We have a school VLE (Virtual Learning Environment) that is accessible by all students, staff, parents/carers and governors.

Mathematics

Maths provides students with the experience to think logically and deal with abstract concepts and skills that can be used across the whole curriculum. Students will improve development of thinking skills through mental and oral work, and development of mental strategies through questioning. Students at all levels cover the areas of Shape and Space, Measurement, Number, Data Handling and Problem Solving.

Spiritual, Moral, Social and Cultural Development & Equal Opportunities

Spiritual

Spirituality is developed through collective worship, assemblies, RE, curriculum subjects and a range of wider school activities including regular reflection time in tutor groups.

Moral

Students develop an understanding of society's shared and agreed values and developing an opinion about different views. At the Lindfield we work on four common values: respect, honesty, kindness and friendship.

Cultural

We recognise and value that our country is an ethnically and culturally diverse nation and prepare students for life in a multicultural society.

Social

Social education is a key element in our approach to teaching and learning including the ability to communicate. This includes society's institutions, roles and responsibilities and life as a citizen. Students have social targets as well as academic ones in each curriculum area.

Equal Opportunities

The whole ethos of the school contributes to a general awareness of equal opportunities and a multicultural society. We teach our students to recognise, challenge and deal with any form of discrimination. We ensure that within our school, we will not use practices that have a negative impact upon minority groups, nor perpetuate racial and sexual stereotypes and myths. We hold the UNICEF Rights Respecting Schools Award Level 1.

Music

Music is taught by a music specialist in a well-equipped music room with two adjoining practice rooms, essential for project work. Students take part in a range of performances within and outside of the school. The school also has a visiting percussion, keyboard and guitar teacher, who under the County Music Service Provision provides further music making opportunities.

Performing Arts

The Performing Arts Department is run by a qualified drama specialist who delivers a variety of Theatre Arts, sensory sessions and the Jump Ahead Programme. The Drama room is fully equipped with blacked out windows, mixture of lighting, soft flooring, puppets and puppet theatre, masks and a full costume and props cupboard.

Personal, Social and Health Education & Citizenship

A holistic PSHE curriculum is carried out throughout the school. PSHE topics include Safety Issues, Good Health, Relationships, Personal Hygiene, Emotions, You and the Law, Teenage Years, Drugs, Smoking and Alcohol and Human Rights. Sex Education is taught as part of PSHE. As required by the 1986 Act the Governors have prepared the following written policy on Sex Education: 'Sex education forms an element of the school curriculum and the Governors are happy for this to continue within the broader programme of Personal, Social, Health Education. The physical aspects of sexual behaviour will not be dealt with in isolation, nor will they be dealt with in a manner which distances them from issues of personal relationships and responsibilities, parenthood and family life.'

Physical Education

In our delivery of PE, there is an emphasis on recognising and identifying the need of all students to develop and improve personal motor co-ordination. Our physical education curriculum offers a broad and balanced range of activities to all students including games, dance, gymnastics, swimming, athletics and fitness activities. Year 11 have a residential trip at a PGL centre. Students develop team work through activities such as zip wire, climbing wall, abseiling and archery. The PE specialist liaises with the physiotherapist at Eastbourne District General Hospital and supports students on their specific exercise programmes.

Religious Education & Collective Worship

We present a broad and balanced RE curriculum integrated within the PSHE curriculum to promote the spiritual, moral, cultural and social development of all students. We hold a whole school gathering to celebrate successes on Fridays in which merit certificates are awarded. Our weekly assemblies have a reflective focus which is followed up in tutor group time. We also hold longer assemblies to reflect on key religious feasts (Easter, Christmas, Remembrance etc) at key points throughout the year. Where assemblies of a general Christian nature are delivered, parents/carers whose beliefs differ are able to request their child is withdrawn from these sessions.

Science

We aim to develop each student's ability to use different methods of investigation and to develop understanding and knowledge of scientific ideas. The National Curriculum Programmes of Study help to provide the students with a broad and balanced experience of science with an emphasis on realistic and relevant study areas, which will be of use to the students in their life after school. There is emphasis on the local environment, protecting the planet, use of the school grounds and educational visits. In 2015 we received an Eco-Award for our work towards sustainability.

Life Curriculum

We have recently further developed our L.I.F.E (Life Skills, Independence, Friendships and Enterprise) curriculum, which focuses on preparation for adult life through PSHE, Work Related Learning, options and work experience. As most of our students move on to local colleges, we have developed close links with these providers. Our Year 11 students attend taster sessions to prepare them for this transition. At The Lindfield School we understand the importance and value of developing independence and confidence in our students. We therefore, encourage our Year 11 students to take part in an annual residential experience.

The Leavers Programme (Year 11)

The Leavers Programme aims to prepare students for their post 16 placement and offers a range of opportunities to further develop independence and social skills in a wide range of settings. Within school, Year 11 students are given more responsibility and as many privileges as possible. Where appropriate, students who live within easy access to the school are encouraged to travel independently and a travel training programme is available. Where this is not appropriate, opportunities are provided, with parental consent, for students to make paired and ultimately independent trips to town. Transition opportunities for Post 16 placements are provided.

Assessment

The National Curriculum Programmes of Study are followed at an appropriate level. Each parent/carer receives half termly, curriculum outlines for each subject so they are aware of the programmes of study their child is following. The plans clearly state the intended learning intentions, the key vocabulary and ideas for homework/extended learning. It is important that curriculum and assessment work together, and that those assessments inform planning.

Our Assessment Vision:

- To ensure that assessment is **consistently** delivered across all and within subjects in a **common format** and framework
- Common language for all to understand that is familiar in both special and a mainstream environment
- To incorporate the monitoring and evaluation of social progress
- To use Classroom Monitor as an assessment tool from 2016-17 and beyond to ensure that assessment genuinely supports progressive learning in all subjects
- To ensure that assessment is based upon whole-school and subject-specific criteria
- To ensure that assessment feeds directly into the school's tracking system and that additional support is given to the correct pupils
- To best support pupils' progress, "enabling them to understand how well they are doing and what they need to do to improve." (OFSTED)
- To set high expectations for each year group so we know for example "what a Year 7 pupil looks like" in each subject
- To identify pathways for progress for low, middle and higher pupils



Sex and Relationships Education (SRE)

At The Lindfield School we uphold Sex and Relationship Education as an entitlement for all our students. We recognise the need to work with parents/carers to ensure a shared understanding of SRE and to deliver an effective programme that meets the needs of all our students.

The presentation of factual information and the development of an understanding of it, will be the primary part of the programme. The students will be encouraged to develop personal skills and clarify their own beliefs and attitudes, which will help them to develop satisfactory relationships throughout life. We aim to introduce specific aspects of the programme at the relevant age and maturity of the young people whenever possible. However, given the nature of the school, it must be realized that some students will relate to those facts that are relevant to them only at the time. Therefore it will be beneficial to repeat the programme again if deemed necessary. The students, through the programme, will develop an understanding of biological, emotional, social, legal and moral aspects of sex and sexuality.

Parents/carers of the relevant year group will be informed when the SRE unit is being taught as part of the PSHE curriculum. Parents/carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in the statutory National Curriculum. For example National Curriculum Science KS2 includes reproduction.

Working with Families

We believe very strongly that we can only achieve the best for our students by close co-operation between home and school. We aim to encourage parents/carers as active partners in the development of their child's skills. We know that as parents /carers, you will know your child best, but we also know that we have knowledge, expertise and experience which will ensure every child makes progress. Parents/carers are welcomed into the school and are encouraged to maintain links and take part in school life through attending meetings and involving themselves at school functions and productions. We promote on-line learning and encourage students to use our school VLE (virtual learning environment). There are many educational activities to support classroom learning at home and extended learning activities (homework activities) are provided termly for parents/carers for each curriculum area.

Equality

The Equality Policy for the Southfield Trust brings together all previous policies, schemes and action plans around equality including Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are committed to the development of cohesive communities both within our schools' physical boundaries and within our local, national and global environments. Our Trust embraces the aim of working together with others to improve children's educational and wellbeing outcomes.

The overall aims of our Equality Policy are:

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our schools and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.

Behaviour for Learning

The school's policy is to provide a secure and friendly atmosphere for all. This can only be effective if everyone in the school knows the rules and regulations, and the consequences if these are broken. Reasonable conduct, language and behaviour are expected at all times and students are always encouraged to think of the consequences of their actions. To help reinforce good behaviour throughout the school there are reward systems in operation with a good range of prizes to choose from. Students' behaviour is scored on a daily tracking sheet daily tracking sheet. Students who do not reach the desired score spend time at the end of the week reflecting on their behaviour. Staff issue break detentions for students who misbehave or fail to work to the best of their ability in their lessons. If no improvement is seen, an after-school detention with a member of staff is issued, in consultation with parents/carers. Persistent negative behaviour may result in a Saturday detention. Every case is treated individually as family circumstances may not lend themselves to this sanction. Parents/carers are invited in to school to discuss such issues with a senior member of staff so that positive strategies can be discussed and implemented. The Head of School will continue to deal with any serious transgressions. The Executive Headteacher can resort to further sanctions, including fixed term exclusions, over and above those mentioned above.

Uniform Details

It is policy at the Lindfield School that all pupils wear school uniform. The Staff, Governors and Parents/carers are all working together to raise standards. If we are to achieve high standards it is essential that we all have high expectations. The appearance of our work, dress and environment help us to achieve this.

Compulsory Embroidered Uniform

- Royal blue v-neck jumper (Years 7-10)
- Black v-neck jumper (Year 11 only)
- Black blazer
- School Tie (can only be purchased directly from school)

You can order embroidered uniform items with the school emblem from www.myclothing.com

Other compulsory plain uniform:

- Black / dark grey full length trousers
- Black / dark grey skirt
- White shirt (long or short sleeve)
- Black opaque tights /white socks
- Plain black flat shoes that cover toes without markings or logos (trainers are not permitted)
- Plain 'T' shirt, shorts and socks, trainers and a towel for PE.

Emphasis will be placed on appearance and neatness. Extreme hairstyles are not permitted. All footwear and clothing should be labelled with the wearer's name. The school cannot accept responsibility for personal monies and valuables brought into school. Any Blazers, Ties or jumpers not labelled at the start of term will be labelled with fabric pens by the form tutors.

What not to bring to school

Anything that is against the law or might be of danger to others will be taken away and returned at the end of the term, directly to parents/carers. It is forbidden to bring chewing gum, expensive toys, radios and electrical or electronic equipment to school.

The Lindfield School: Home School Agreement

The Parents/Carers/Guardians shall try to:

- see that my child goes to school regularly, and on time
- see that my child wears the correct uniform (including appropriate hairstyles) and is properly equipped
- make the school aware of any concerns or problems in the home/school that might affect my child's work or behaviour
- inform the school of any absences
- support my child in extended learning (homework) and other opportunities for home-learning (Extended learning booklets are sent home termly)
- attend parents/carers' evenings and discussions about my child's progress
- get to know about my child's life at the school

The Lindfield School will:

- provide a balanced curriculum and meet the needs of your child
- achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility
- ensure your child achieves his/her full potential as a valued member of the school community
- care for your child's safety and happiness
- keep you informed about general school matters and about your child's progress in particular
- be open and welcoming at all times and offer opportunities to you to become involved in the daily life of the school