

Cambian Linton School



Building our futures together

Welcome to Linton School

Opened in April 2018 as an independent specialist school who caters for children and young people with social, emotional and mental health needs. This prospectus is designed to give parents/carers/external agencies information about our school, its aims, ethos, policies, organisation and curriculum.

We have a strong staff team who are committed to providing a high-quality learning environment (specialising in outdoor education) where children and young people can achieve their full potential under a bespoke and enriching curriculum.

We are proud to be a part of a school that values children as individuals, recognising individual skills, interests and needs so that each child can achieve their potential.

From our recent Ofsted visit (June 2024), the inspector noted:

- “ Pupils thrive at this welcoming and happy school. They benefit from the exceptionally warm and friendly relationships that they enjoy with staff. Pupils, all of whom have special educational needs and/or disabilities (SEND), have experienced considerable disruption to their education prior to joining the school. New pupils settle very quickly because of the bespoke programmes put in place to support their transition to the school. ”
- “ Pupils flourish personally as well as academically. The school provides extensive opportunities for pupils to develop as confident individuals. For example, pupils make rapid gains in their self-esteem by taking part in exciting outdoor activities such as horse riding, archery and kayaking. They are also supported to participate in The Duke of Edinburgh’s Award. ”
- “ The school has an unwavering determination that pupils will achieve their very best. There is a shared commitment to ‘Building our futures, together’. This ambition is fully realised. The highly tailored curriculum that is in place for each pupil ensures that they achieve remarkably well. ”



Our Culture and Ethos

We are committed to providing a nurturing, safe and ambitious learning environment that supports every young person to achieve lifelong skills through a diverse learner centred curriculum.

Respectful and supportive relationships are at the heart of all we do; we value every member of the school community equally.

Through bespoke curriculums tailored towards each individual pupil's needs, experiences, interests and strengths we foster a love for learning and support our young people to achieve their full potential.

As an educational setting our main aim is to prepare our pupils to make a positive contribution towards society by giving our students the skills they need to be successful, resilient and inspirational young adults.

Linton schools' purpose is to improve the quality of life for our young people both now, and in the future, 'building our futures together'.

Our School

Linton School is an independent special school for young people with social, emotional and mental health difficulties for both boys and girls aged 8-18. The school is registered for up to 12 learners and consists of 4 small classes to provide a nurturing environment to develop and progress throughout their learning journey.

We are a trauma informed school that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.

Located in rural Preston, we therefore benefit from some amazing outdoor space where we develop our outdoor, equestrian/animal care and horticulture skills. All the staff at Linton School are committed to creating a setting which not only focuses on academic success, but also provides our learners opportunities to develop their social, communication and independent skills.

The Vision

Linton School provides a safe, nurturing learning environment to provide skills for lifelong opportunities, which gives the young people an ambitious outlook towards their future.

The vision drives everything we do and will be achieved through:

- Outdoor enrichment activities to promote life skills through play, nurture and teamwork.
- Promoting independence, patience and listening skills through animal care.
- Multi-disciplinary links from both internal and external companies to provide a bespoke, broad and balanced curriculum that develops the education of our pupils.
- Empowering each learner to achieve their personal goals and develop a lifelong love of learning.
- A positive and ambitious school environment that promotes learning for all.
- Offering a broad range of learning experiences within the curriculum that values academic attainment as well as developing social skills, experiences and resilience.



Our Values and Aims

Linton School provides a safe, nurturing learning environment to provide skills for lifelong opportunities, which gives the young people an ambitious outlook towards their future.

Our core values are those of **respect, curiosity, resilience** and **independence** with a willingness and want to learn.

1. We will treat others with the **respect** that they deserve.
2. We will endeavour to give each pupil the **curiosity** to explore and challenge themselves throughout their learning.
3. We will promote active learning and pupil choice in order to foster **individuality**.
4. We will strive to be a **resilient** learning community with a willingness and want to learn.

Our Aims:

- To create a stimulating environment which reflects our values and promotes a sense of self-worth and community.
- To build strong collaborative partnerships with families and the local community.
- To provide a broad, balanced and creative curriculum that combines excellence in teaching with enjoyment of learning.
- To recognise and plan for a range of learning styles and interests, to ensure all children have equal access to the curriculum enabling them to reach their full potential.
- To promote lifelong learning through high quality continual professional development for all staff and by developing a learning culture throughout the school.
- To promote social, cultural, moral and spiritual development, supporting pupils and staff to become confident and responsible members of society.
- To establish an atmosphere in which each child has a positive self-image and where individual achievements are valued by all.
- To include all members of the school community in the process of school improvement and selfevaluation.

“Linton School has literally changed all our lives, but especially Leon’s, he was really struggling with his education and life in general in mainstream school, he was down to two hours a day at school and falling further behind daily with his education. I remember taking Leon to have a look around and meeting staff and some pupils to see what they had to offer, we were literally blown away by how friendly and welcoming everyone was, so much so Leon decided immediately that’s where he wanted to be. We have never looked back, the staff here have been amazing, they constantly encourage their pupils to do the best they can by having such a positive attitude to learning and rewarding good and positive behaviour. He has just finished his GCSEs and has a college placement ready to start in September, he has completely turned his life around and that’s definitely down to sheer determination and great encouragement from the staff at Linton.”

- Parent/Carer view (July 2023)



Admissions

All referrals for Linton School should be made through the Headteacher - Sean Di Sora - sean.disora@lintonschool.co.uk as well as our Commissioning Manager - Joe Webster - joe.webster@cambiagroup.com

Where additional information is required, Local Authorities, parents, carers or external agencies can contact the Head Teacher.

Once all the paperwork required has been obtained, including an up-to-date EHCP, this information will then be passed on to the Head Teacher of Linton School. If it is deemed that the school could meet the needs of the young person then the parents/carers would be invited for a visit to the school. We would encourage the young people themselves to attend this visit along with any agencies that work closely with the family however, if this is not possible an alternative date can be arranged.

After the visit, the Head Teacher would contact the social worker/ SEND team where appropriate to discuss further the needs of the young person and/or family. All referrals will be discussed during the next SLT meeting. This meeting is attended by the Head Teacher, the Deputy Head Teacher, SENCo and the teachers involved in the visit. In the meeting the SLT will discuss the suitability of the referral and will decide as to whether or not a place can be offered at Linton School. All referral requests will be responded to within 10 working days.

Following the decision to offer a place, all the paperwork will be circulated with the SLT and the class teacher who will be able to use this to draw up an individual induction plan.

At this point the Head Teacher will send a copy of the School Prospectus and all statutory school policies and documentation as required by the Independent School Standards to the referring Local Authorities, parents, carers and other external agencies as required.

Induction to the School

In order to draw up the most suitable plan, the Head Teacher will contact the previous educational setting and the placing Local Authority to request the following documents:

- Outcomes from end of Key Stage testing in Year 2 and 6
- Education, Health and Care plan – if one exists
- Individual Education Plan (IEP)
- Personal Education Plan (PEP)
- School reports
- Educational Psychology reports
- SEN information especially regarding JCQ applications for access arrangements
- Courses and qualification pathways that the young person has begun in their previous setting
- Qualifications and awards already completed
- Risk Assessment completed in discussion with previous educational setting.



The Head Teacher will use this information to draw up an Induction Plan which will be shared with the teaching staff and the parents / carers. The Induction Plan will usually start with two planned visits to the school – these may take place outside school hours or at times when the school is quieter. The first visit is to introduce the young person to the staff and building; to share our expectations and as a first opportunity for the young person to ask questions. The second visit will usually be with the form tutor who will complete an Individual Pupil Interview. The interview takes up to 1 hour and aims to gain comprehensive background information. This process means that idiosyncratic detail often missing from formal assessment information comes to light and assists in informing the learner's profile.

The areas discussed in the interview are:

- Previous schooling – chronology and transitions;
- Educational experience – relationships, teachers and extracurricular;
- Difficulties and behaviour – triggers, patterns and solutions;
- Curriculum consideration – likes performance and qualifications;

Following these two meetings, the school staff will begin the process of gathering baseline assessment information. This will include information about the young person's academic and cognitive functioning particularly in reading, spelling and maths; and about their social and emotional needs using the Boxall Profile. This information will be gathered through formal assessment and informal teacher assessment. The baseline assessment data will be used to inform the targets for an Individual Education Plan and programme of study for the remainder of the placement at Linton School.

Linton School

Outcomes 2026

GCSE'S

4 x Mathematics

3 x English Language

1 x Art (Grade 6)

AQA UNIT AWARDS

8 x PHSE (Entry Level Certificate)

25 x DT (Entry Level Certificate)

3 x DT (Level 2)

19 x PSHE (Level 1)

5 x Life Skills (Level 1)

6 x DT (Level 1)

21 x Science (Level 1)

5 x RE (Level 1)

4 x Science (Entry Level)

18 x RE (Entry Level)

LOOKING TO THE FUTURE

Two Year 11 students moved onto college.

Curriculum

“ The school has designed a rich and aspirational curriculum for its pupils. This is carefully broken down into small, logical steps. Careful consideration is given to supporting pupils to build a secure understanding of the subjects that they study. ”

- Ofsted report June 2024

Our curriculum aims to:

1. Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
2. Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
3. Support pupils' spiritual, moral, social and cultural development
4. Support pupils' physical development and responsibility for their own health, and enable them to be active
5. Promote a positive attitude towards learning
6. Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
7. Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals through a bespoke and challenging curriculum
8. Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment
9. Create successful learners who enjoy learning, make good progress and achieve excellence



At Linton School we have a creative and bespoke way of delivering and organising our curriculum which takes into account the needs of all the young people.

We create, adapt and differentiate topics to promote engagement, foster a love for learning and enable young people to make accelerated progress from their starting points. The school is committed to providing a broad and balanced curriculum and blends the curriculum with opportunities for pupils to develop functional skills, independence skills and skills for working life.

Most subjects are taught discretely while others are covered through cross curricular activities. We aim to promote the spiritual, social, moral and cultural (SMSC) development of the pupils as well as giving pupils experience in English, mathematics, science, technology, human and social, physical and aesthetic and creative education.

We also have an extensive outdoor and enrichment curriculum at Linton School which is our school's specialism, this provides the young people with opportunities for educational visits, access to key speakers and real-life experiences all tailored to develop British Values and SMSC. We also ensure that pupils acquire, within their abilities, speaking, listening, literacy and numeracy skills.

Curriculum subjects are taught by baselining the young people upon entry, establishing their strengths and areas for development and creating a curriculum where bespoke, achievable and subject-specific targets are used to close the gaps in their learning and provide the young people with a basis on which they can make progression. Teachers at Linton School teach their specialist subjects and staff are provided with training to help support the teaching of these. Teaching assistants support the young people and they are the consistent figures within the classroom.

As the lessons change throughout the day, the teachers will visit classrooms, meaning that the students remain in a space that is familiar to them. Teachers plan yearly overviews which identify topics that the young people will find engaging, as well as topics that are needed to promote social, moral, cultural development and prepare the young people for a successful transition to further education and/or employment. From that, teachers use medium term planning to break the topics down into weekly sessions. This includes specific learning objectives, outcomes and detailing teaching activities with a focus on individual pupils. Teachers also create individual lesson plans for more bespoke learning aims.

Classes at Linton School are organised in a variety of ways, considering the Social, Emotional and Mental Health needs of our young people. All pupils are placed into a class group by identifying their main area of need and matching them to the currently cohort / class groups. Children might not be with peers in the same year group and with children both older and younger than themselves. However, these groups are created to promote social and emotional stability and ensure teaching can take place with minimal disruption. The timetable and curriculum are reviewed annually to ensure compliance with current legislation and guidance and taking into account best practice within special needs education.

We endeavour to provide opportunities for pupils who are identified as having a gift or talent to develop their skills and abilities in that area.



School Policies

Policies are available on the school website – www.cambianguroup.co.uk

If you would like a paper version of any of the documents,
please request them via email or at the school office.

Before attending the school, we invite you to look over some of our key policies:

**Anti-bullying • Behaviour and positive handling
Curriculum • Equality & Diversity • Health & Safety
Safeguarding and Child Protection**

Safeguarding

“The school is committed to transforming the life chances of each pupil. Pupils learn in a respectful and calm environment. They easily live up to the high expectations that the school has of their behaviour. The school carries out careful checks when pupils arrive. It accurately identifies any additional needs that they may have. Staff are extremely well trained and supported by the school to manage pupils’ behaviour effectively.”

- Ofsted report June 2024

Linton School and its staff are an important part of the wider safeguarding system for our children. Staff working with children are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child. No single practitioner can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes:

- Protecting children from maltreatment;
- Preventing impairment of children’s mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.

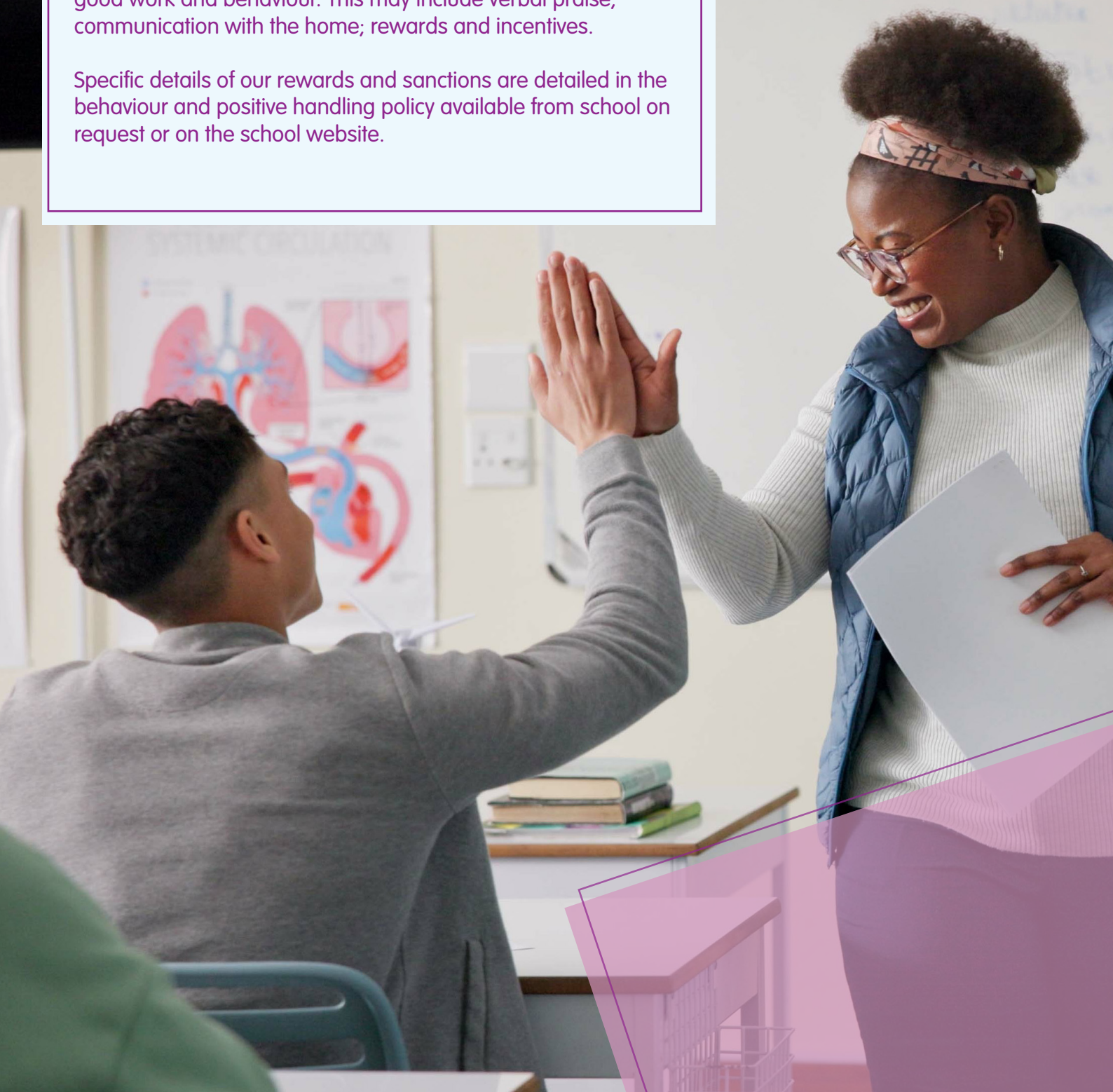
Further information can be found within our safeguarding policy which is accessible from the school website.

Rewards and Sanctions

We aim to assist our students to regain control over their lives. Clear and consistent positive and negative consequences will be calmly and systematically applied through Class Dojo, which parents/carers can have access to view their young person's achievements throughout the school day. Students learn to trust staff members because of these consistent responses. Students will be actively involved in identifying some of the behaviours they wish to change and receive informal feedback on a daily basis during reflection time.

At all times the school will celebrate success and reward good work and behaviour. This may include verbal praise, communication with the home; rewards and incentives.

Specific details of our rewards and sanctions are detailed in the behaviour and positive handling policy available from school on request or on the school website.



Staffing

Name: Sean Di Sora

Job role: Head Teacher

Qualifications: BA Hons Degree, Theatre in Education, DSL and safer recruitment trained, NPQSL

Start Date: September 2018

Background: After completing his Degree in 2009, he went on to work with an Educational Theatre Company using Drama and the Arts to teach across Schools, Young Offenders Institutes, Special Educational Schools and many other different settings. After travelling across the UK for 4 years with the company, he found a love in working in Special Educational Schools with the young people. Sean undertook a role as a Teaching Assistant in a Pupil Referral Unit to gain further experience before moving on to work as a Creative Practitioner in a Special Educational Needs school. Having worked in that environment using the Arts to teach and explore life skills, he picked up valuable knowledge and gained further experience surrounding the role. Sean applied for the job as Creative Lead at Mountwood Academy (ROC Northwest) in 2017 where he was successful and his role has developed across the years to Assistant Head, Deputy Head and to where he is today, also undertaking a teaching qualification in the process.

Name: Steph White

Job role: Class Teacher

Qualifications: Diploma in Careers Education, Cert Ed, QTLS

Start Date: December 2019

Background: Steph started out as a teaching assistant in 2003 in a challenging behaviour school, until the school closed. After 5 years as a teaching assistant she completed her diploma in Careers and she then took the role as PSHE and Careers teacher (unqualified). Steph was also the Maths teaching assistant for school. In 2013 Steph began her Cert Ed through UCLAN. She completed her course in July 2014 and passed having her graduation in the August of the same year. Steph then went onto to teach Maths to years 9, 10 and 11 and PSHE to all the school, she also taught careers to year 10 and 11. In October 2015 Steph started her QTLS training and completed it in the December of the same year. After 12 years at the same school Steph left and did a year as a care worker, she realised that she missed teaching and applied for the role of Class Teacher at Linton School. Now Steph teaches Maths, PSHE, Employability and Living Independently across the school and assists with the examinations.

Name: Andy Cavill

Job role: Deputy Head/SENCo

Qualifications: BA Hons in Primary Education with QTS, National Award for SENCo qualification, NPQSL

Start Date: September 2017

Background: Having decided to pursue a career in teaching later in my life, Andy set about studying for and gaining the qualifications needed. Before enrolling on teacher training he volunteered 1 day a week (alongside his full-time job as a builder) at a local primary school to gain experience and ensure that it was the right step for him, which quickly became apparent. Andy opted to study at Edgehill where he gained his Bachelor of Arts with Honours in Primary Education, majoring in English with History as a minor specialism. While studying Andy volunteered for numerous events within schools as well as volunteering for Wild Things Outdoors Forest School. With his qualifications complete, he took up his first role as an NQT within a mainstream school but soon came to realise that mainstream school was not quite for him and applied for a position with ROC Northwest. It was here that Andy decided that his future teaching career lay within the field of SEN. Originally working for ROC Northwest through an agency, Andy was fortunate enough to be offered a fulltime teaching role and he has never looked back. "My only regret is wishing that I had pursued this path sooner." Andy currently teaches English, History, and Geography across the school.

Name: Tracey Pinder

Job role: Teacher

Qualifications: QTS, CertEd, HLTA, Level 3 in Mathematics and Numeracy Teaching, Level 2 counselling qualification

Start Date: April 2019

Background: Tracey has 15 years' experience working in the National Probation Service, supporting adults and young people with rehabilitation and embedding a pro social lifestyle. Tracey joined Linton School in 2019 and has affirmed strong relations with all young people and staff alike. Tracey has a strong work ethic and wants to improve the lives and opportunities of our young people.

Teaching Assistants/HLTA:

Sally Tomlinson, Zoe Ashton (HLTA), Jennifer Heraty, Shameela Hussain, Asea Ramzan (HLTA), Rachel Bridge (HLTA), Marc Pilkington, Sarah Dickinson, Yazmin Ali.



Cambian

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School Information

Head Teacher:

Sean Di Sora –

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School Contact Number: 01772 957062

Proprietor Representatives:

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