

Collingwood School and Media Arts College SEN Information Report

Collingwood School and Media Arts College occupies a large site on the outskirts of Morpeth, the County Town of Northumberland. The school and college are set within attractive grounds with views and we share the site with Stobhillgate First School and Benmar House. We have good relationships with all partners on site.

We currently employ 16 full time and 2 part time teachers including the Headteacher, 1 Business Leader, 26 full time and 2 part time Learning Support staff at different grades, 3 Lunchtime Supervisory staff, 1 Media Technician, 1 apprentice media technician, 1 ICT technician, 1 learning support apprentice, 1 receptionist, 4 administrative staff and 5 cleaners. The School is based in premises which have been substantially refurbished, through several building projects, over many years, to enable us to offer specialist, high quality facilities.

From September 2019 a number of new provisions were implemented including:

- An assessment and admissions centre “Stepping Stones”
- “Collingwood Connect” community teaching for Collingwood pupils who are unable to attend school due to long term absence
- A Personalised Learning Centre in 2020
- A Pupil Support Centre in 2020

Our sixth form students have access to a base at Collingwood and a number of offsite provisions (September 2020).

All classroom based staff have relevant teaching qualifications or other appropriate qualifications in education and childcare. A wide range of multi-professionals support the children’s/young people’s education and well-being at School.

The school offers a specialised learning environment with a range of extension rooms and areas to further support the SEN requirements of our young people. The school has a swimming pool, sensory room, life skills room (kitchen), a sensory garden, as well as adapted play equipment and a range of outdoor learning spaces to enrich our curriculum offer. The school also has 3 minibuses to support our learning curriculum as we regularly go on visits out into the community

Collingwood is popular with parents and there is a constant demand for places for pupils from outside of our defined catchment area. Pupils travel from all over Northumberland to attend, the majority travelling by minibus or taxi with only a few travelling independently.

At our last inspection in January 2020 we were rated Good overall, being judged Outstanding in the area of behaviour and attitudes and personal development. We have achieved many awards including the International Award for extending pupils knowledge and understanding of the issues surrounding global citizenship and through work with our European partner schools and the Healthy Schools Award in recognition of the strong emphasis we place upon the Personal Social and Health Education aspect of our curriculum.

The school supports inclusive practice and have worked closely with mainstream schools in a number

of partnerships within Northumberland. We have established a regional reputation for excellence and have contributed to numerous regional SEND initiatives.

We are particularly proud of the work we have done in the field of professional development and have been recognised as an Investor in People on a number of occasions. We hold the Gold award becoming one of the very few organisations in the country to be awarded this status.

We are committed to continuing to improve the work we do and welcome the support provided by parents, staff, governors and partners across the community and a range of services. We are proud of our achievements at Collingwood and the reputation we have gained for excellence in education.

What types of special education needs does the school meet?

Collingwood is designated to meet the needs of students aged 2-19 yrs. with speech, language and communication difficulties, autism and behaviour and emotional disorders.

Whilst it is impossible to identify the whole range of special needs we work with it is worth noting that we are particularly strong at meeting the needs of children with complex and multiple special educational needs, many specific medical conditions and syndromes, Autism, PDD, complex speech and language difficulties, physical disabilities and the needs of the emotionally vulnerable.

Mission Statement

We believe in and strive to provide a warm and secure learning environment of quality, based on shared ownership and sound financial management in which students, parents, and staff are valued and respected; where, in an atmosphere of mutual trust, honesty and fairness the potential of both pupils and staff can be fully realised.

Our Core Values

Every education system is based on **Values**

“The principles, standards or qualities that guide human actions”

We need to be clear about the values we communicate through every lesson and classroom activity if we want children to thrive.

Education should reflect the enduring values that contribute to personal development and equality of opportunity for all, a healthy and just democracy, a productive economy, and sustainable development. We want the curriculum to reflect the qualities and values we think are important.

At Collingwood School and Media Arts College we embrace the values in the National Curriculum guidance and have identified the following core values as unique to our school:

Emotional Literacy as being essential to our development as human beings; to understand our feelings and how they impact on others and the feelings of others as they impact on us; to have empathy with others and to be sensitive to one another

Creativity, Imagination and Curiosity allowing us to solve problems and sustain a sense of wonder and to take the chance to think outside of the box

Promotion of Potential by providing a wide variety of experience and opportunities together with high and achievable expectations so that we can all become independent thinkers

Trust and Respect through tolerance of others and the confident expression of what is important to us without put downs

Valuing Uniqueness and Diversity by involving staff and children in decision-making and embracing the different perspectives this brings

Humour and Fun to stop us taking ourselves too seriously and to make us smile

“We aspire to be a school where each child’s needs and strengths are addressed through the creation of individualised learning pathways. These pathways foster emotional literacy and the development of the personal learning and thinking skills that are central to human development and successful and happy lives.”

We believe that it is the process of learning and not the outcome that is the core of each child’s learning.

At Collingwood

- Pupils and staff are encouraged to **take risks** in how and what they learn, experiencing success and healthy failure.
- They will **develop resilience** by trying new things out and developing perseverance. They will

not be afraid to fail.

- We provide a **nurturing** environment.
- Pupils, parents and teachers **share a deep commitment** to each other and we provide a learning offer that meets the needs of every child.
- Pupils will experience learning approaches to foster and encourage deep learning Staff encourage **links across disciplines** to enable pupils to develop transfer skills.

Collingwood School and Media Arts College School:

- Has a positive learning environment where children develop new skills and learn how to apply them in a concrete and meaningful way
- Encourages, supports and challenges all pupils to achieve their full potential
- Embraces individual needs and promotes their self esteem
- Develops and supports children to be healthier and more able to understand their own personal difficulties and challenges
- Provides a caring, safe and secure environment where children are taught to understand their own place in their wider community and to overcome their own difficulties to ensure personal, individual success
- Promotes proactive working partnerships with parents, carers and external agencies and offers an integrated team working approach with NHS colleagues including the Children and Young People's Service (CYPS), Physiotherapy, Visual and Hearing Impairment teams, Speech and Language Therapy and Community Nursing.
- Works in a multi-disciplinary way to attend to the holistic needs of our young people and to support our children's families
- Teaches pupils to communicate effectively and to be independent and be able to make good choices
- Utilises the community to enhance the learning curriculum and to support pupils to practice and extend their social skills
- Develops pupils self-esteem, confidence and independence in preparation for their challenges ahead in adult life

All classes are fully inclusive and are determined by children's individual level of need and circumstances as opposed to age groupings/key stages. We have high levels of expectations for all our children and we aim to fully extend their academic and social development. High levels of staffing and individualised learning programmes ensure both the learning and social needs of each child are met within their class.

Throughout their time at Collingwood children may receive varying levels of support according to their changing needs and circumstances.

SEN Policy

Collingwood School is committed to providing an appropriate and high quality education to all the children on roll.

We believe that all children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

Collingwood is committed to inclusion and believes that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties, responding in ways which take account of their varied life experiences and needs.

A copy of the complete SEN policy is available from the general office upon request.

Range of Provision

The information provided is a guide to the 'typical' levels of provision and as such levels of support and provision will vary across time for individual children in response to their individual needs.

We have a Lower School, Upper School and 6th Form.

Within the Lower School, pupils are grouped according to their development stage and not their age. Three Learning Pathways have been identified for children - Green, Purple and Yellow. We also have a nurture group for identified pupils with a curriculum model bespoke to their identified needs.

Within the Upper School, pupils are grouped by Year Groups and follow three learning pathways.

The Green Learning Pathway is for those children who need higher levels of support. The Purple for those who are more independent in their ability to learn and the Yellow pathways is for those pupils that require a personalised curriculum.

The older children in school and where appropriate according to need, have specialist teachers and all pupils have access to the specialist teaching rooms.

How does a child get a place at Collingwood School and Media Arts College?

Parents are welcome to contact School to arrange to visit where they will be given the opportunity to view School and speak to us about our provision.

New admissions to our School must have an Education Health Care Plan or be undergoing the statutory process towards such. Northumberland County Council is the Admissions Authority for Collingwood School and parents interested in a place for their child should consult with the SEND Section at County Hall, Morpeth.

Collingwood School is not able to independently offer a place to any child/young person. If NCC agrees to offer a child/young person a place at Collingwood School NCC will contact Collingwood with the documentation to enquire if we are able to meet needs and to offer a place.

Prior to a child/young person starting a placement we will endeavour to visit them either, in their pre-school setting or at their current school. It is usual practice to have transition arrangements in place whereby school staff visit current settings and the child/young person enjoys some initial pre- planning, transition sessions with us to support a smooth start to school.

How much support will my child receive?

All children/young people are taught in small class groups with the average class size being 15 students with at least two adults in each room. In addition to a teacher/Lead Practitioner all classes are supported by qualified and experienced Teaching Assistants which helps to ensure that all pupils receive an appropriate balance of whole class, small-group and individual teaching.

The class teacher ensures that everyone who works with your child enjoys a positive relationship with them and staff meet regularly to ensure that they are using consistent and effective approaches at all times to further enhance learning experiences through fun and relaxed interactions which are focussed and purposeful to progress achievement.

If a child's/young person's needs are exceptional, even within the context of our special school setting the School Leadership Team will ensure that further support is available to them.

How accessible is the School?

Collingwood is fully accessible. The building is light and spacious with well-equipped classrooms and has a number of specialist teaching areas. Ramps are available to access all areas of the school; we have a lift to the upper floor and toilets for disabled access.

What resources are available at the school?

All classrooms have high quality ICT/media facilities to support learning which includes interactive LCD screens, desktop computers, laptops and ipads. Specialist rooms include an ICT suite, Media Suite, School Hall, Art, Science, Life Skills and Design Technology rooms. We also have a sensory room, sensory garden, specialist play areas, a junior swimming pool, extensive playing fields, gardens and an orchard. We have a cycle path for the delivery of cycle training this is also utilised as a trim trail/walking area. Key stage 4 students also access the local leisure centre for sport and leisure activities.

Swimming is provided to learners up to Year 7 according to need, initially in a smaller group to develop water confidence and skills which follows through into a larger group which focuses upon further developing stamina and technique

Horse riding/Equestrian skills lessons are provided through Pegasus group, and RDA at Throphill a small voluntary organisation which is supported by local charities who provide the use of their stables and outdoor areas. Access to these lessons is dependent upon the size of ponies available to the RDA and is organised on a rota basis.

The school has three mini-buses which are available to all class groups for environmental/social based learning within our local community, these lessons provide enriched practical opportunities to embed skills and further develop knowledge and concepts through optimising the rich natural and cultural resources available within our local area.

How do children travel to the School?

Some of the children/young people are eligible to free home to school transport which is provided and arranged by Northumberland County Council.

Those children that live fewer than three miles from the School are usually brought to School by a parent, and some young people who live close by walk to school, through successfully following an Independent Travel Plan. One young person currently does so using public transport.

Further details regarding home to school transport including eligibility can be obtained from the School Transport Section, County Hall, Morpeth Tel 01670 624076.

What specialist services are available at the School?

A number of professionals work in school each week to support the children's/young people's education, health, care and well-being these include:

- A Speech and Language Therapist
- A Specialist Teacher for the Hearing Impaired.
- Occupational therapist
- School Counsellor – provide by Kalmer Counselling

In addition some children/young people are supported by regular contact with: -

- A Specialist Teachers for the Visually Impaired
- A Community Nurse
- Person Centred Planners who supports with planning for post-school opportunities
- An IAG careers advisor who supports transition with post-school planning

In addition to the above, clinics held by Northumberland NHS staff are regularly held in School for children/young people and their families and these include:

- Medical appointments carried out by the Consultant Paediatricians and Consultant Psychiatrist from the Children and Young People's Service (CYPS)
- School Dentist
- School nursing team.

A range of others expertise supports learning in School and these include:

- Musicians
- Artists
- Additional Sports Coaches

What will my child learn at the School?

The school places a strong emphasis upon the development of thinking skills and was involved in a National Initiative to redesign a more imaginative curriculum better matched to the demands of the 21st century.

We have placed the development of **Emotional Literacy and Personal Learning and Thinking Skills at the core of our curriculum** and in the primary department we have organised traditional subjects into 5 areas.

- Personal, Social and Emotional Development incorporating PSHE and Citizenship
- Communication Language and Literacy; incorporating English and Drama
- Problem Solving Reasoning and Numeracy incorporating all aspects of Maths
- Knowledge and Understanding of the World; incorporating DT, History and Geography
- Physical Development incorporating PE and outdoor and adventurous activities.

The curriculum at Collingwood complies with the guidelines of the National Curriculum. However, it is designed to take into account each pupil's special needs and the pace at which he/she can learn. None of the pupils are currently dis-applied from the National Curriculum.

We pride ourselves on providing a personalised approach to the Curriculum and offer a wide range of accreditation.

Religious Education is taught in this school within the framework of the QCA Guidelines. Religious Education is delivered within the Humanities curriculum as part of a carousel of subjects per half term. Parents have statutory rights to withdraw children from religious education and assemblies and those wishing to do so should contact the Headteacher.

Personal, Social, Health and Economic Education (PSHE) is taught throughout the school. School follows the curriculum set by the PSHE Association. Key Stages 4 and 5 teach ASDAN units towards

an award or certificate in PSHE.

Citizenship is taught alongside PSHE.

Education about Relationships and Sex is taught within the PSHE programme at Key Stages 1 and 2 and questions which arise are dealt with as naturally as possible. At Key Stages 3 and 4 Relationships and Sex Education is taught in focused units within PSHE programme as directed by Government guidelines. Parents have statutory rights to withdraw children from Relationships and Sex Education and permission will be sought before teaching commences.

Parents are always kept informed about the Sex Education programme

Lower School

Approximately 20% of pupils at Collingwood are of primary school age and at present, are divided into three class groups called Giraffes, Zebras and Elephants.

Staff in Lower School are enthusiastic and highly skilled, and committed to the belief that the best learning occurs when learning is a creative process where there is a combination of high challenge and low stress.

Many of our children have very low self-esteem and one of our aims is to build self-confidence quickly by ensuring achievement through “small step” targets. Individual Education Plans are used to structure individual progress towards annual targets based on the objectives outlined in the child’s Statement. IEPs are reviewed each term. Structure is very important to our children, and each classroom has a “visual” timetable so that all pupils can clearly see the order of activities planned for each day.

Special effort and “good” behaviours are encouraged through positive reinforcement In Lower School there is an emphasis upon the development of pupils’ knowledge and understanding of the world through their own active involvement with people, materials and ideas.

Green Group Giraffes

The youngest children in school are in our Green Group, where the emphasis is upon nurture. The Green Group curriculum is based upon the QCA Foundation Stage Curriculum and the daily activities are underpinned by strong elements of creative play, exploration of the natural world and practical activity. Experiential, active learning, both outdoors as well as indoors, provides opportunities for pupils to make choices and to extend their vocabulary and language.

Staff have high expectations and promote positive behaviour, helping children to manage their behaviour and to develop the skills they need to work effectively with others.

Upper School

From Key Stage 3 the curriculum provides pupils with a wider experience of specialist teaching opportunities and increased resources. Students work with a number of staff in specialist teaching areas.

All students are actively encouraged to ask challenging questions to extend their learning. There are

“state of the art” specialist teaching facilities for Film and Media; Art and Design; ICT; Design Technology; and Science. PE is largely delivered off site at the Leisure Centre and at other specialist facilities.

In Key Stage 4, work begins on Entry Level accreditation in DT, ICT, Art and Design and Media within English. The curriculum continues to expand to meet the needs of all learners and gives students the opportunities to gain a number of nationally recognised qualifications if they are to access them these currently include:

GCSE Mathematics AQA Entry Level in Mathematics and Science WJEC Additional English WJEC Entry Pathways Qualification in Creative, Media and Performance Arts. Entry 2 and 3. Award Certificate and Diploma level.

BSE Level 1 E Safety WJEC IT Users Entry Level ASDAN PP Personal Progress ASDAN Bronze Award

NOCN Entry Level Award in Skills for Employment, Training and Personal Development (Entry 3)

Arts Award Discover/Bronze

Post 16 provision

At the end of Year 11 students are offered the opportunity to move into our 6th form provision following a personalised course of study.

We recognise that this isn't appropriate for all students and that for some moving on to college or into training or employment is a more appropriate choice. We support whatever decision the student and their parents make but for those who elect to continue their education with us we can provide a varied curriculum offer as shown on the opposite page

In addition to the choices outlined below, the sixth form provision also includes elements of real work experience; college links, recreational and leisure pursuits, study support and extended learning opportunities.

The curriculum available for students in Key Stage 5 is made up of a personalised combination of compulsory and optional units. We have attempted to accredit as much learning as we can and you will see a mix of awards. *Please note that this is not an extensive list.*

Courses Level

OCR and AQA Functional English Entry3, Level1 and Level 2 OCR and AQA Functional Mathematics Entry3, Level1 and Level 2 GCSE Maths Levels 1 - 9 GCSE Art Levels 1- 9 Computing Entry Level 1,2 and 3 and Level 1 Arts Award Bronze/Silver ASDAN Diploma in Life skills Inc. Horticulture, Hospitality Entry 1,2 and 3

ASDAN Employability Entry 1,2 and 3 ASDAN Life Skill Challenge (Study programme) Entry level 1 – level 3 NCFE Photography Entry 3 up to level 3

Entry NCFE Occupational Studies in the Workplace 3 and upward. (Food and Nutrition) NOCN Pathways to Adulthood Linked to EHCP targets

All students in Year 12 complete work placements. In Year 13 students have the opportunity to have an extended work experience placement, this could be one or two days per week.

Planning for Transition

During transition planning in Year 9 and beyond the school works in close partnership with parents, our transitions and guidance lead teacher and our IAG careers advisor.

We hold a range of information meetings for parents/carers and students in Years 10, 11 and 12 where parents and students are provided with information regarding possible transition pathways from a range of specialists. These include our own guidance and transition teacher, Independent Careers Advisor, Student Advocate, Department of Work and Pensions, EHCP NCC Officer and School Parent Support Officer.

How will I know what progress my child is making at the school?

Teachers assess pupil's attainment formally and these assessments are then moderated in school with colleagues to ensure that they are objective and accurate, further moderation follows through with our mainstream and Special School colleagues. All pupils have termly targets written into their Individual Education Plan (IEP), which are reviewed at the end of each term. Termly targets are shared with pupils; Maths and English targets are placed in the front of books and work folders including starting point information. All staff have an individual data file regularly updated as well as electronic access. School has established an IT based system to record each child's achievement in English, Maths, Science, ICT and PSD using National Curriculum assessment criteria. Learning gains are calculated annually for each pupil and new learning targets set. Pupils have a Learning Journey file with assessed samples of work to show progress over time.

Pupils access a range of individual assessments as appropriate to support baseline testing, teaching programmes, personalised learning approaches, check progression also to ensure appropriate stretch and challenge. Whole school reading assessments are carried out twice a year.

These processes allow us to closely monitor and challenge progress termly. Also annual progress for pupils gives us a yearly measurement of added value, which informs the setting of all learners' individual targets. Our Assessment Co-coordinator analyses the results and each year produces an annual report that highlights strengths and identifies key curriculum areas we may further wish to focus upon.

Pupil's progress is discussed with parents in detail at the EHCP Review meetings and parents evenings. We do operate an open door policy and strive to address any concerns parents may have as quickly as possible.

For some children/young people a Home-School Diary is used to communicate essential information between school and home.

How will my child's health and well-being be supported?

Children's emotional well-being is paramount to us. We take great care to ensure that all of our children/young people enjoy School and have positive learning experiences throughout their time with us. Considerable emphasis is put on the teaching of Personal Social and Health Education and pupils are given many and varied opportunities to enjoy a range of Spiritual Moral Social and Cultural experiences during their time at school.

Staff develop mutually respectful relationships with all the children/young people based upon trust and have high expectations of them. Much emphasis is placed upon developing confidence and self-esteem and ensuring that all feel valued. Our pupils are sensitively encouraged to try new experiences and broaden their horizons.

There is a positive learning environment at school. Staff provide excellent role models through positively phrased communication encouraging and nurturing motivation, engagement and achievement.

School has a number of qualified Emotional Literacy Support Assistants who work with individual pupils and specific groups. Staff have also undertaken training in THRIVE supporting the emotional well-being of our students.

Five members of staff have full first aid qualifications, and five members of staff are trained to issue medication.

For some children/young people who may express specific concerns regarding their well-being through consultation with parents and with parental agreement a referral for specific support to the Community Nursing Team and/or the Consultant Psychiatrist may be made.

Care Team meetings are organised by either the school or the Children and Young People's Team to coordinate care and provision when this additional support is identified by school, parents or multi-professionals as being essential to a child/young person's well-being.

What training do the staff at the school have?

Staff on appointment are already qualified as teachers. Teaching assistants are either experienced or qualified to at least level two in childcare and/or education. A comprehensive induction programme is in place for all staff. We have a broad continuing professional development programme which is accessed by all staff and our commitment as an "Investor in People" has been further enhanced by the awarding of the Gold standard.

All staff receive comprehensive and on-going statutory training in meeting the care and medical needs of our children/young people, including keeping them safe.

The five annual training days are used to further extend staff knowledge and expertise and to work collectively on areas of whole school improvement.

All teachers and teaching assistants undergo yearly appraisal procedures which celebrate their strengths and identify training opportunities which may be needed.

How does the school support families?

Collingwood operates an open door policy and will provide every opportunity for parents and carers to meet with staff. We endeavour to establish a relationship with parents prior to their child starting at Collingwood and we strive hard to ensure that this is a positive experience for parents and other family members. We employ a Family Support Worker who can support parents in many ways further information can be found on the website. Parents are encouraged to play an active role in their child's education at school. Information is communicated to parents through newsletters, informal discussions, home-school diaries and social networking (Twitter).

Special termly events are held regularly at school and we have two parents evenings each year.

We may also support families by suggesting that a referral to another professional may either be helpful to their child and/or to the family directly. Families themselves may wish to initiate discussions about such support which may include an Early Help Assessment, (EHA), a Care Team meeting and/or a specific medical or care professional.

For further information on support to families please access the following links:

Contact North East www.contact.org.uk Helpline 0808 808 3555

Autism North East www.dasine.org The database for families of children on the Autistic Spectrum who live in the North East of England

What activities are available to children outside of the school day?

School provides a number of After School Clubs each Wednesday, these include:

- Music club
- Media Club
- Cookery

Clubs are open to every child/young person. These sessions continue on from the end of the school day until 4.15 pm.

How will the School support my child at times of change?

Whenever possible, staff may visit children, at their school prior to their admission to Collingwood.

Time is spent talking with parents, as we respect that they know their child better than we ever could. These approaches enable our staff to gain as much information as is practical to support a child's admission to School.

When children move class within Collingwood this is supported through a planned transition for the child to the new class. This ensures that members of staff in the new class know the child well, as well as preparing the child/young person to be comfortable in their new setting.

Plans are put into place well before children/young people are due to leave school with visits arranged for them and their families to potential post-school placements including colleges and training providers. Key staff such as the IAG careers advisor, the transition teacher, Person Centred Planning with the Health Service, Child/Adult Social Workers, class tutor and support school staff are involved with planning meetings with the young person and their family.

What might my child do when they leave school?

The arrangements for opportunities on leaving school are made on an individual basis through visits to a range of colleges and providers supported by a IAG careers adviser and school staff. School and families make arrangements for this. Staff at Collingwood support this journey by arranging experiences on a transitional basis to ensure that the change onwards from school is as smooth as possible.

We realise that change can be unsettling and worrying for individuals. If not handled in a supportive and well-managed way, pupils' progress and attitude to learning can be adversely affected. We aim to promote continuity of experience for all our pupils to try and limit any anxiety or worry they may have.

We invest a lot of time into helping students prepare to transition on from school. This is carried out through a mixture of events, college visits and work with external training providers. School has a Transitions and Careers Lead. As part of the ongoing preparation for Adulthood year 9 begin a P4A folder that captures personal achievements, exam achievement, work experience, career/training research and regular opportunities to talk to form tutors and record thinking about future choices. This is shared with parents to support thinking and planning around this journey to secure strong outcomes in partnership with parents and the support of the Local Authority.

Events

Each year we access various events that are aimed at introducing students to the opportunities beyond school. These events are attended by most local training providers who show and discuss with students the types of courses and future pathways that they offer.

These events include:

Careers events at Alnwick Gardens

Northumberland School Careers Event at Woodhorn Museum, Northumberland

College Links

The links with the local colleges enable our students to develop a firmer idea about the courses and opportunities that are available to them. It gives them a chance to become more familiar with the settings and the work practices of studying in that institution. This is done through a mixture of visits, taster days and sessions delivered within school. We also encourage parents from key stage 4 onwards to visit the colleges and training providers to gain an insight into the local provision.

The colleges we have links with include:

Northumberland College (including Kirkley Hall)

Newcastle College

Gateshead College

Tyne Metropolitan College

Dilston College

Hedley's College

External Training Providers

We have developed links with a number of external training providers.

These include:

Buzz Learning

Azure

Skills4U

Engage

GetUStarted Training

What can a parent do if they feel that The Local offer is not being delivered or if their child's needs are not being met?

If a parent has concerns about the provision available to their child at Collingwood School we would appreciate the opportunity to discuss this as soon as the concerns arise to enable us to work together to resolve them. Initially contact may be made with the Tutor or the Headteacher; if a concern is not resolved the next step in the school's complaints procedure is to contact the Chair of the Governing Body, Mr Keith Faulkner.

How will The Local Offer be reviewed?

The Local Offer will be formally reviewed and updated on an annual basis each July to ensure that it is relevant for the following school year. Governors, parents, school staff, school council and multi-professionals will be invited to take part in this process.

Who can I contact for further information about the School?

If you require any further information about Collingwood School and Media Arts College please do not hesitate to contact.

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