

## **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 on a shared site with Stobhillgate First School and Benmar House. We have good relationships with all partners on site.

We currently employ 27 full time and 3 part time teachers including the Headteacher, 1 Business Leader, 29 full time and 5 part time Learning Support staff at different grades, 1 Lunchtime Supervisory staff, 1 Media Lead, 2 Media technicians, 1 IT technician, 1 receptionist, 5 administrative staff, 1 site manager 3 cleaners and 1 minibus driver. 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.

### **What do we provide?**

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 consists of three sites (Collingwood main site, Outdoor Learning and Vocational Centre – The Woodlands, 6<sup>th</sup> form college at the FUSE in Prudhoe), a community teaching service (two mobile classrooms) and Personal Education Centre.

### **Collingwood main site**

The site is extensive and has specialist teaching facilities plus a swimming pool, Forest school with Roundhouse, Creative Arts Hub, Media Suite, Sensory rooms, Outdoor play equipment and a conference lodge. It also has a therapies hub and well-being centre. The **Pupil support Centre** which is a pastoral hub to support Families and Pupils is based within the main site. **Collingwood Crumbs** community café is also situated at the main site.

There are 4 mini buses on site.

**Personal Education Centre** is based at Collingwood main site and also has **Stepping Stones** assessment and intervention centre. Pupils who access the personal education centre have the highest levels of anxiety. They will most likely have been admitted to Collingwood via Collingwood Connect the school's community teaching service. As part of their admission journey they will also have access to Stepping Stones.

### **Collingwood outdoor learning and vocational centre – The Woodlands.**

The centre is due to open in September 2023. It is based at Hepscoth Park and provides educational provision for 40 pupils. In addition, there is also a vocational centre on site and an outdoor learning centre. Pupils who attend the Woodlands have smaller class sizes and follow a semi-formal curriculum with an emphasis on vocational and outdoor learning. They have therapeutic support within the provision delivered by the team from Collingwood main site.

## **The 6<sup>th</sup> Form@ the FUSE**

The 6<sup>th</sup> Form is based at the FUSE in Prudhoe. They have access to a College environment, with specialist teaching and all students in the 6<sup>th</sup> form follow a personalised curriculum. There is a dedicated team of staff and specialist staff from Collingwood main site deliver courses depending on the requirements of the students.

There is a mini bus on site and the 6<sup>th</sup> form students have access to a range of enrichment and community experiences within the local area and Newcastle.

## **Collingwood Connect – Community teaching**

Collingwood Connect provides community teaching for pupils who are not yet ready to access education at one of the various sites. There is a dedicated team of community teachers and two mobile classrooms.

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.

Pupils travel from all over Northumberland to attend Collingwood, 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 areas 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 we 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 are committed to continuing to improve the work we do and welcome the support provided by parents, staff, governors and partners across the community. 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. We want to create an atmosphere of mutual trust, honesty and fairness so that 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:

**Humanity**, which incorporates emotional literacy, is 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.

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

**Heroism**, allowing pupils to solve problems and sustain a sense of wondering, to take risks and think outside the box.

**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

**“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 age and/or the child's individual level of need and circumstances. 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 an 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 school 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.

### **Curriculum model**

All pupils across all provisions follow the same curriculum model.

We have three pathways;

- **Formal curriculum – Purple pathway; designed for pupils who are more academically able.**
- **Semi-formal – Green pathway; designed to be more vocational with additional therapies.**
- **Personalised / bespoke – Yellow pathway.**
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We embed therapeutic interventions within the curriculum and offer a wide range of accreditation.

**All pupils / students have an EHCP.**

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

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

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 Northumberland County Council agrees to offer a child/young person a place at Collingwood School the council will contact Collingwood with the documentation to enquire if we are able to meet needs and 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 all classes are supported by qualified and/or 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, Forest School,

woodland area and an orchard. We have a cycle path for the delivery of cycle training this is also utilised as a trim trail/walking area. 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 organised on a rota basis and pupils attend a local centre. Access to these lessons is dependent upon the size of ponies available to the stable and is organised on a rota basis.

The school has four 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
- Play Therapist
- Music Therapist
- Art Therapist
- Story Therapist
- Drama Therapist
- Counselling



## **Well-being Centre and Therapeutic interventions**

Well-being centre – Based within Collingwood main site the well-being centre serves all three sites of the school. There is a dedicated team of staff – Well-being and mental Health instructor, Well-being Teaching assistant, Medicines and First Aid lead.

Therapy hub – based at Collingwood main site but within a separate building. All therapies are coordinated by a Therapy lead across all three sites.

### **Therapies offered;**

- Equine
- Animal assisted
- Lego
- Speech and Language
- OT
- Horticulture
- Drama
- Music
- Art
- Play
- Dance
- Dyslexia support
- Emotional Literacy
- ASD support
- Nurture
- Counselling

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

- A Specialist Teachers for the Visually Impaired
- A Community Nurse
- A trained 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

## **Collingwood child**

We devised and coordinate a pilot integrated multi agency intervention programme with Early Help and various other professionals, called the Collingwood Child. This is a multi-agency approach to identifying early help and additional support for the pupils / students and their families. This consists of a weekly meeting to discuss identified pupils / students through a robust referral system, to discuss with Early Help, Health, Psychology services and various other professionals the needs of the young person and the services available for support.

### **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.

**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.

Parents are always kept informed about the Sex Education programme

## **Primary**

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.

Primary staff 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 Primary 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.

## **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.

In Key Stage 4, work begins on accreditation. 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, these currently include:

- GCSE
  - Mathematics (AQA)
  - English (AQA)
  - Biology (AQA)
  - Art (AQA)
  - Geography (AQA)
  - Engineering (AQA)\*\*\*
  - Computing (OCR)

- BTEC (Pearson)
  - Creative Media Skills (Level 2)
  - Work Skills (Entry Level 3)
  - Construction Level 1 Introductory Award (Level 1)
  
- Functional Skills (Level 1/2, EL1,2,3) - (Edexcel/Pearson)
  - Mathematics
  - English
  
- WJEC Qualifications (Entry Level)
  - Entry Level Creative Arts & Media (Art & Design)
  - Entry Pathways Media Studies
  - IT Users (Entry Level 1-3)
  - Health & Safety (Entry Level 3)
  
- ASDAN
  - Science
  - History Short Course
  - Geography Short Course
  - RE Short Course
  - Life Skills Challenge
  
- Sports Leaders
  - Community Sports Leadership (level 2)
  
- Duke of Edinburgh Award
- John Muir Award
- Art 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**

- GCSE
  - Mathematics (AQA)
  - English (AQA)
  - Biology (AQA)
  - Geography (AQA)
  - Engineering (AQA)\*\*\*
  - Computing (OCR)
  
- BTEC (Pearson)
  - Work Skills (Entry Level 3/Level 2)
  - Construction Level 1 Introductory Award (Level 1)
  
- Functional Skills (Level 1/2, EL1,2,3) - (Edexcel/Pearson)
  - Mathematics
  - English
  
- ASDAN
  - Life Skills Challenge
  
- NCFE
  - Entry Level Award in Occupational Studies & the Workplace (Entry Level 3)
  
- Art Award Discover/Bronze/Silver

All students gain work experience via a placement at least one day a week.

## **Planning for Transition**

Careers is taught from Year 7. From Year 9 we prepare the pupils for transition beyond school. We work in close partnership with parents, the local authority, external providers and our 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, Independent Careers Advice, Student Advocate, Department of Work and Pensions, Person Centred Planning and EHCP NCC 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.

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. We analyse the results and each year we produce 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.

In our Wellbeing Centre pupils have access to a qualified THRIVE practitioner and Mental Health First Aider.

Three members of staff have full first aid qualifications, and four members of staff are trained to issue medication, two of whom have accessed additional training.

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. 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, social networking (Twitter and School Comms) and the school website.

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](http://www.contact.org.uk) **Helpline** 0808 808 3555

Autism North East [www.dasne.org](http://www.dasne.org) The database for families of children on the Autistic Spectrum who live in the North East of England

## **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 careers advisor, 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 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 Careers Lead. As part of the ongoing preparation for Adulthood we use Xello to capture 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 provided by Northumberland County Council

Northumberland School Careers Event



## 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

Buzz Learning

Azure Charitable Enterprises

## External Training Providers

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

These include:

Buzz Learning

Azure

Skills4U

Engage

GetUStarted Training

## **Collingwood partners**

We work with over 100 partners who actively support the school in providing enrichment opportunities,

work placements, Curriculum support, therapeutic interventions and more. There is an annual partners' conference hosted by NUFC foundation.

### **Action based research projects**

The school is actively involved in action based research.

- Voices project with Children North East and Newcastle University
- Scrapbook soft skills tracker
- AV1 pilot
- BBC Young Reporter
- LEP case study
- Nurture curriculum
- Northumberland Zoo – animal assisted therapy and SEND
- Clark's Bog – outdoor learning and impact on SEND
- Belsay Hall and Gardens – establishment of an outdoor classroom and learning experience.
- Music plan
- Collingwood Connect evaluation
- Various media projects

### **Collingwood Foundation**

This is the charity which was formed from the previous PTA. The charity raises funds for other charities and also for the pupils / students of the school. The foundation website details our various fundraising initiatives and also hosts the online shop

### **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.

Gillian Linkleter  
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Northumberland NE61 2HA  
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E mail: [admin@collingwood.northumberland.sch.uk](mailto:admin@collingwood.northumberland.sch.uk)

Updated June 2023