

Ellen Tinkham School



ETS

# PROSPECTUS

PART OF THE



# Foreword



**JACQUI WARNE, EXECUTIVE HEAD**

On behalf of our pupils, staff and associates, I would like to welcome you to Ellen Tinkham School. Ellen Tinkham is part of the Learn to Live Federation consisting of two special schools in Devon.

We are very proud of our school and constantly strive towards providing a stimulating and challenging environment for all our pupils to “be the best that they can be”. Our approach is very clear – the voice of each pupil and their family is key. Learn to Live supports this ethos and provides opportunities for families and professionals to engage and provide meaningful outcomes for our students.

We look forward to welcoming you and your family to our outstanding provision.



**KATE MYTHEN, CHAIR OF GOVERNORS, LEARN TO LIVE FEDERATION**

Welcome to Ellen Tinkham School! As Governors, we understand how important it is for parents and families to feel happy and confident when choosing a school for a child. The pupils here at Ellen Tinkham are educated and supported by a very dedicated team of staff who work closely to ensure everyone realises their potential.

Our Governing Body consists of individuals from a plethora of professional backgrounds. As any good Governing Body should be, we are engaged in shaping the strategic direction and development of the Federation and are constantly monitoring and evaluating ways to move forward for the benefit of the school.

We too are proud of our students and staff. Thank you for your interest in our school community.



**MEMBER OF THE STUDENT COUNCIL**

We think our school is great. We work hard and have lots of fun. The staff are brilliant they help us, they are honest with us and help us learn to be independent. Definitely come and have a look around. We think you'll love it.



**CHAIR OF THE PTFA**

We, as an organisation and a School want all the pupils to have great experiences and great facilities. Ellen Tinkham School is a school where the need will very often outweigh the available funds and this is where fundraising is important. The PTFA endeavours to raise money and support the school with a multitude of projects. The PTFA is an organisation that has been a part of Ellen Tinkham School for many years and hopefully with continued support the PTFA will be able to help make a difference to our pupils' lives for many more years to come.

# Introduction

Ellen Tinkham School is a local authority funded special school near Exeter in Devon, with 196 pupils ranging from age 3-19. All have either severe or profound learning difficulties. Many also have physical, sensory or behavioural additional needs. In June 2014 we federated with Bidwell Brook, a special school in Dartington.

The Learn to Live 19-25 Community Interest Company is located at Wayside Crescent with their own separate entrance and suite of rooms. The company was started in September 2016 to provide a personalised programme based on individual needs to continue a young person's journey into adulthood. The focus is on community inclusion, life skills, work placements, enterprise and therapy and health.

## Our Core Values:

- **Everyone will be the best they can be**
- **Everyone has a voice**
- **No-one is excluded**



*“Extremely successful with pupils needs driving improvements through a well-developed, person-centred approach.” - OFSTED*

# Our Values



Ellen Tinkham School aims to create and maintain a learning community in which:

- We are committed to high achievement, effective teaching and learning, and good relationships.
- We listen to each other, celebrate each other's strengths, acknowledge weaknesses, and foster a climate of kindness and co-operation.
- Our pupils are empowered and given opportunities to participate in a more inclusive school, and in the wider community.
- Staff present a broad and balanced curriculum which promotes pupils' holistic development and enhances their self-esteem.
- All staff support and manage pupils effectively and with caring, and expect and achieve high standards of work, discipline and courtesy.
- Parents, guardians and carers are offered an effective partnership with the school and are kept fully informed about their child's achievements and activities, so that their child's progress can be supported and assisted at home.
- All agencies link together effectively, and have mutual respect and interdependence for the benefit of the pupils.



# Admission

Admission to the School is usually dependent upon completion of a statutory assessment resulting in an Education, Health and Care Plan (EHCP). This identifies the education, health and care needs of the young person. Prospective pupils' EHCPs are sent to the School for consultation by the SEN 0-25 Team. Consideration is given to the child's own needs and the needs of others in the School and the potential impact upon them. The School aims not to exclude. When a place has been confirmed, the admissions process is as follows:-

- Class identified.
- Deputy Head for Admissions and Induction makes contact with family.
- Home visit offered, from multi-disciplinary team.
- Communication passport and information sheets are completed.
- Pupil is offered a series of 2-3 'taster' days in the School.
- Welcome letter is sent to the family.

Pupils will have full-time places. Parents of younger children may prefer to agree a staged move towards full-time attendance. They will need to be in full-time attendance the term after their fifth birthday.

Transport is arranged directly with parents by Education Transport and is separate to the School.



# Teaching & Learning

All children are unique and valued. We acknowledge that all children learn in different ways and that all children have the right to be taught in a way that maximises their learning potential. We work closely with pupils, their families and other professionals to provide a holistic approach to learning.



Children are taught in inclusive classrooms where learning environments are adapted according to each class group. Incorporated into each class is a multi-sensory space for focused sensory work. We aim for every child to be fully engaged with their learning.

Pupils are assessed by their class teacher and Person-centred reviews of an individual's EHCP take place annually. Individual termly targets are then set as part of their **Home School Agreement**. Parent/teacher meetings are held each term so that their child's progress and supporting strategies can be discussed.

## HOME SCHOOL AGREEMENTS

Home School agreements are individualised targets agreed with families/carers and therapists where appropriate. In the lower school, Targets are categorised into the Federation 6 Key Skill Areas of 'Daily Living Skills' 'Improving my Own Performance' 'Working with Others' 'Problem Solving & Communication' 'Therapy & Help with my Health' and 'Physical Orientation & Mobility' In the upper school those target headings are categorised into the 4 areas of the preparing for adulthood documentation of Education & Employment, Good Health, Community Inclusion and Independent living. Pupils are set targets in areas that are pertinent to the individual and do not have to have targets in each area.

Our Foundation Stage & Key Stage One classes have adapted and developed their curriculum from the six areas of learning for the Foundation Stage. Individual subject leaders ensure their subjects are effectively and appropriately adapted and that they offer good progression through to Senior Class/Key Stage 4.

The Further Education Department focuses on skills for life and living, work experience as well as regular literacy and numeracy lessons. Our commitment to a person-centred approach ensures personalised learning and individualised programmes. The curriculum is linked to the 'Preparing for Adulthood' Framework, with student outcomes centred around:

- Education and Employment
- Independence
- Community Inclusion
- Health.

At the heart of Ellen Tinkham School is our commitment to putting the young people at the core of everything we do, through our holistic approach to education. We know young people learn best when they are in an environment that is responsive to their needs. Our school is able to meet these needs, providing a positive and stimulating experience that is unique to each individual as well as fulfilling their full educational entitlement.

## **NATIONAL CURRICULUM**

All of our pupils are disapplied from national tests, but do receive the full range of National Curriculum subjects and content. The school ensures all lessons are appropriate for our pupils. The most important aspect of this is ensuring that all pupils can communicate; that they each have their right to be listened to, to make choices, and to be respected and supported.

*“The curriculum is very well matched to each student and is seamlessly integrated with the care needs, support and clear targets from person-centred planning processes.” - OFSTED*



# Class Structure

Pupils are divided into classes according to their age. The only exception to the rule being for a small number of pupils who follow individual programmes due to the complexity of their individual needs. Classes are grouped into two departments: Lower School, and Upper School/Post 16, which are spread across two sites in Exeter.



*“Lessons are typified by carefully planned appropriate experiences to ensure all pupils access learning .”*

- OFSTED

# Early Years & Key Stage 1

In line with Early Years Foundation Stage (EYFS) documentation, the Early Years curriculum inspires children, provides development and learning opportunities, ensures learning takes place, develops key relationships, and makes sure children feel secure. There are seven areas of the EYFS curriculum, divided into three prime areas:



- Communication and Language
- PSED
- Physical Development

and four specific areas

- Maths
- Literacy
- Expressive Arts and Design
- Understanding the World

We recognise that young children are active learners and they learn through their senses. Through exploration, investigation, experimentation, listening & watching as well as through play. It is important that our pupils have opportunities to interpret their environment, learn to make choices for themselves and grow in confidence understanding their value in our school community.

Within our continuous child initiated and child and teacher led provision, we provide play based learning opportunities aimed to fascinate, inspire, motivate and engage children. This also allows us to work towards building and developing relationships and enables us to assess their individual learning styles to prepare children for life-long learning.



# Key Stage 2

The curriculum at KS2 develops independence; builds on prior learning to ensure a firm foundation from which to progress and supports pupils to discover their own identity; to find their voice, make it heard and be understood, continuing our emphasis on developing communication, personal and social skills. The needs of each pupil are taken into consideration when planning exciting learning opportunities. Individual Home School Agreement Targets are an integral part of our learning provision.

Through the use of appropriate and varied resources, we aim to encourage our pupils to be independent learners, using a small steps approach to build on prior learning. Our core subjects of Maths, English and PSHE are taught across the week through discrete sessions tailored to individual needs and interests. Foundation subjects of history, geography, creative arts, science, information and communication technology (ICT), music and Physical education (PE) are covered throughout the academic year and delivered through termly topics. Topics may be based on National Curriculum programmes of study, current events or pupil motivation with core texts being utilised each half term. The foundation subjects enrich the curriculum and offer opportunities for pupils to acquire knowledge and provide a context for learning. This allows us to provide a creative curriculum responsive to individual needs in a stimulating and accessible environment.



# Key Stage 3

At KS3 pupils enter as children in year 7 and leave in year 8 as young adults. The curriculum at KS3 builds on prior learning so that pupils reach their optimum potential in core subjects; supports pupils to make decisions and build confidence by accessing and evaluating a wide range of learning opportunities and further develops independence and problem solving skills.

All Pupils access core National Curriculum subjects of Maths, English and Science through discrete sessions tailored to individual needs and interests. Some pupils that are excelling in Maths, English or Science can access lessons taught in KS4 to further develop their skills and knowledge. Foundation subjects (History, Geography, Art, Music, Drama, ICT, D+T, R.E.) provide a context for learning and are taught in themed blocks or sessions throughout the year to allow pupils to use and apply knowledge and skills developed in the core subjects. PE and swimming are taught throughout the year in individual, group and/or inclusion sessions.

PSHE and Citizenship provide an opportunity for pupils to think about themselves, their future and any vocations that they may wish to pursue, looking ahead to KS4 where they can choose their options. Some of our pupils experience job related learning within school such as working with the nursing team or assisting in a primary class.



# Key Stage 4

## Key Stage 4

Key Stage 4 has a functional curriculum that supports students to utilise the skills that they have acquired as they have progressed through the school and apply them in practical, real life situations.

All students have a core curriculum that includes ICT; Maths; English; Science and PE or physiotherapy. Foundation subjects are covered during enrichment weeks at the end of each term.

During the first two weeks of the autumn term students experience subjects that will be available as options, and these vary from year to year. Students receive appropriate support to make their decisions, but with the help of person centred processes the ultimate decision is left to the student wherever possible.

All subjects are based on either the Edexcel or BTEC suite of qualifications and the units followed are taken from the functional skills and entry pathways. Students may be entered for external moderation and accreditation if appropriate.

Pupils may also undertake work related learning and — where appropriate — work experience placements.

All Key Stage 4 students are supported to take part in a range of enrichment activities as appropriate to the individual. These may include:

- The Duke of Edinburgh Award
- Dance clubs
- Residential opportunities
- The Jubilee Challenge



# Gold & Star Class

Gold Class and Star Class are very specialist provisions for children and young people who find it difficult to access their learning within the main Ellen Tinkham classrooms due to their complex needs.



The classes support all young people 1:1 with the capability of 2:1 or 3:1 support, when required, within the school environment or off site. The staff team are experienced in positive person-centred pedagogy and practice ensuring an intense level of creative personalisation for each pupil.

Engagement is the curriculum and individual learning programmes reflect the strengths and interests of the young person and may include a sensory diet (provided by the Occupational Therapist) linked with regular physical activity throughout the school day. Both classes are nurturing environments and recognise the importance of



the development of emotional wellbeing and appropriate communication. Effective communication is a priority and developing a pupils' ability to communicate is at the heart of their individual learning programme. The students across both classes have the opportunity to develop appropriate peer interactions.

Our pupils can be sensitive to subtle changes in their health and well-being which often lead to changes in communication and behaviour. The individual programmes and the classroom organisation have in-built flexibility which allows for discrete changes to occur in order to perpetuate pupil engagement. The outdoor classroom area, with direct access from the indoor classroom, increases the opportunities for independent learning and self regulation by students.

# Further Education

In Key Stage 5, students access a curriculum linked to the DFE **Preparing for Adulthood** framework. The curriculum is personalised to the needs and aspirations of each young person, working towards desired future outcomes, which are identified through Student Voice and Advocacy, Transition planning, information from 'Listen to Me' Reviews and any Health or Sensory needs. We provide real life learning opportunities that prepare young people for a meaningful, happy and safe life beyond school and as such the curriculum is purposeful, reflective and responsive to individual needs and delivered through specific learning objectives identified for each of the Preparing for Adulthood key areas of Education & Employment; Independent Living; Community Inclusion and Health.

Personal, Social and Emotional learning opportunities develop confidence, build self-esteem and resilience in our young people so that they develop their identity as an adult and are able to develop and use critical thinking and problem solving skills in real life situations.

Throughout their time in FE, students are supported, enabled and encouraged to be as independent as possible, to make choices and lead their own learning, building on individual achievement and next steps to maximise progress.





The FE curriculum also includes opportunities for students to achieve accredited qualifications which are relevant to their personalised future outcomes. There is a strong emphasis on Work Experience and work related learning within the Department, working towards potential employment opportunities as a future outcome wherever possible. Students are provided with opportunities to access the community safely and as independently as possible. They are also supported to learn new skills which they can then transfer to wider contexts and settings. Enrichment activities are also embedded throughout the curriculum. These may include:

- Accredited Arts Award scheme
- The Duke of Edinburgh Award scheme
- Residential opportunities
- Film making and animation
- Music and drumming
- Rural skills
- Outdoor education (cycling, horse riding, swimming, themed visits).
- Enterprise projects
- Leisure/social opportunities
- Global citizenship

# Physical Education



A progressive, broad and balanced PE curriculum is offered to pupils at Ellen Tinkham School. There are close links with the Therapy department, ensuring that all pupils take part in groups in which their needs for physical activity and exercise are best met.

In PE sessions in Lower School, emphasis is placed on developing fundamental movement skills and practising these through a range of games, dance, gymnastics and athletic activities. Pupils are enabled to develop confidence and increased awareness to manage themselves and their bodies within a variety of movement situations. In addition, many pupils in KS2 have regular swimming sessions at a local pool, where water confidence and swimming ability is developed.



In Upper School PE, as well as continuing with dance and gymnastics in KS3, pupils develop skills for a range of individual and team sports. They are given the opportunity to use these skills in modified games between class groups and against other schools. Many pupils in Upper School continue to benefit from swimming sessions at a local pool.

In addition to timetabled class PE sessions, a number of pupils access additional physical activities such as apparatus circuits sessions, walking groups, specialist gym club, learning to cycle sessions, dance clubs and an inclusive sports club.



Our recently opened fitness gym provides students in Upper School the opportunity for regular physical exercise as they complete individualised fitness programmes.

In the summer term everyone takes part in the annual school sports day when there are traditional races as well as co-operative games and rebound activities.

We regularly take teams to compete in inter-school sporting events to play sports such as football, goalball, boccia, and to have a go at tennis, badminton, cycling, etc. These include the Devon School Games and Devon Ability Games. We regularly participate in the County boccia and table cricket tournaments, and we also support pupils who show particular sporting prowess by entering South West Regional competitions in sports such as athletics.

# Rural Skills

Rural Skills aims to provide an alternative and holistic means of engaging students in learning outside the traditional classroom setting:

- to engage students in meaningful sessions outside of the traditional classroom setting through a wide range of practical activities including woodcraft, ceramics, outdoor cooking, story-telling, horticulture, bushcraft, etc.
- to increase experience, enrichment and opportunities for the learning and development of skills.

Since its launch in September 2011, the Rural Skills Department has grown in size and diversity and now features a timber framed roundhouse shelter which is used as an outdoor classroom, complete with cob oven and fire-pit. Other facilities include an allotment with raised beds and poly-tunnel, and a green woodworking shop complete with pole-lathe, a potters kick-wheel, and wool spinning and weaving equipment. In addition to this, we have a number of chickens and goats, all of which are located within a wildlife friendly site on the school grounds.

Students are referred to the project leader on a case by case basis and timetables are then tailored by class teachers and Rural Skills staff to meet individual needs.



Many of our students find traditional classroom environments particularly challenging. By tapping into the wealth of opportunities that can be found in nature, we offer young people the chance to benefit from a far greater breadth of learning experience and enrichment.

Interacting with and caring for animals, growing flowers and vegetables, and working with their hands on innumerable different projects means that we can anticipate a wide variety of outcomes such as:

- Engagement with the outside world.
- Showing an interest in the world in which they live.
- Learning about the needs of living things.
- Understanding that the owner has a responsibility to meet the needs of domesticated animals so they remain healthy and happy.
- Showing care and concern for living things and the environment.
- Links with the science curriculum (esp. biology).



# Outdoor Education

We offer a wide range of residential experiences/trips for our students from Key Stage 3 upwards. For many of our students, these trips will be the first time away from home and can be a scary thought for students and families. But with a highly experienced and dedicated staff team, the trips are greatly received by all. The students have fantastic, positive experiences and ask to go again!

Previous trips have included:

- Exmoor Bunkhouse, working alongside the National Trust.
- Freshwater Holiday Park in Dorset, with other groups of people from around the country with additional needs.
- Paris, offering cultural experiences.
- Winter sports including ski-ing and sledging in France.
- Holton Lee, in Poole, Dorset, offering purpose built barn accommodation with great facilities in Poole, Dorset.
- The Duke of Edinburgh Scheme which includes overnight camping.
- The Jubilee Challenge which is part of Ten Tors.
- The National Junior Wheelchair games at Stoke Mandeville.

We are always looking for new exciting opportunities for our students.

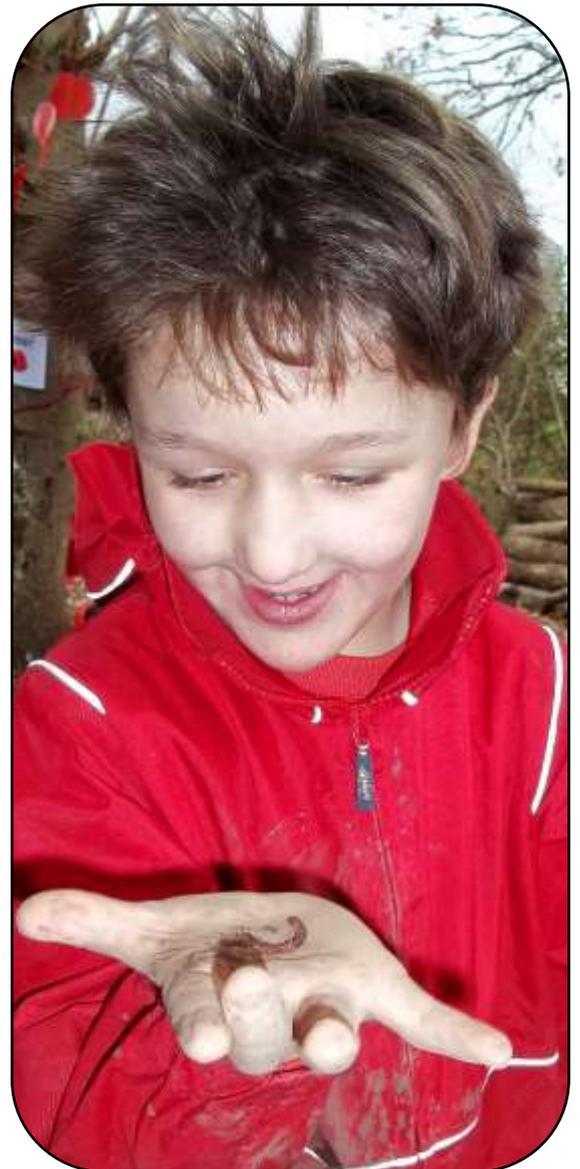




# Inclusion

Ellen Tinkham School works closely with a large number of schools, including Forest Schools, to provide some of our students with positive inclusion placements with their mainstream peers. Where possible, the inclusion school will be the school local to their home and where their siblings attend. The placements enhance students place in their community along with their academic and social skills. Some students may be able to study for qualifications such as a GCSE as part of the placement. Timetables are carefully planned to ensure placements are purposeful and meaningful, each one being closely monitored.

Dedicated staff members support the students with their placements and the Inclusion Manager has regular contact with students, parents/carers, schools and staff. We encourage inclusive opportunities for mainstream pupils at Ellen Tinkham: our mainstream friends have enjoyed visiting to watch shows and join in with our fetes.



Just as in the outside world itself, the use of ICT underpins everything we do. Every class has access to a PC and an iPad, and we use assistive technology such as touch screens, switches, trackballs and joysticks to help give access to students with more complex needs. Students have a range of age- and ability-appropriate software at their disposal, including Inclusive Technology titles like *Big Bang*, *Switch Skills* and *Switch IT Maker*. Staff use Widgit's *In Print 2* to produce symbolised materials which work in conjunction with the Makaton sign language that many of our students rely upon for communication.

We also provide the Welsh Joint Education Committee (WJEC) ICT Functional Skills course for those young people for whom it is appropriate, and this can result in a national recognised qualification which is the equivalent of a GCSE. We have a fully equipped ICT Suite, which includes a 65" HD touch screen and five PCs for group work. We run a number of bespoke sessions centred around ICT and students have produced a variety of work including animations and short films, which link in with their literacy curriculum.



# Special Therapeutic Facilities

## REBOUND THERAPY

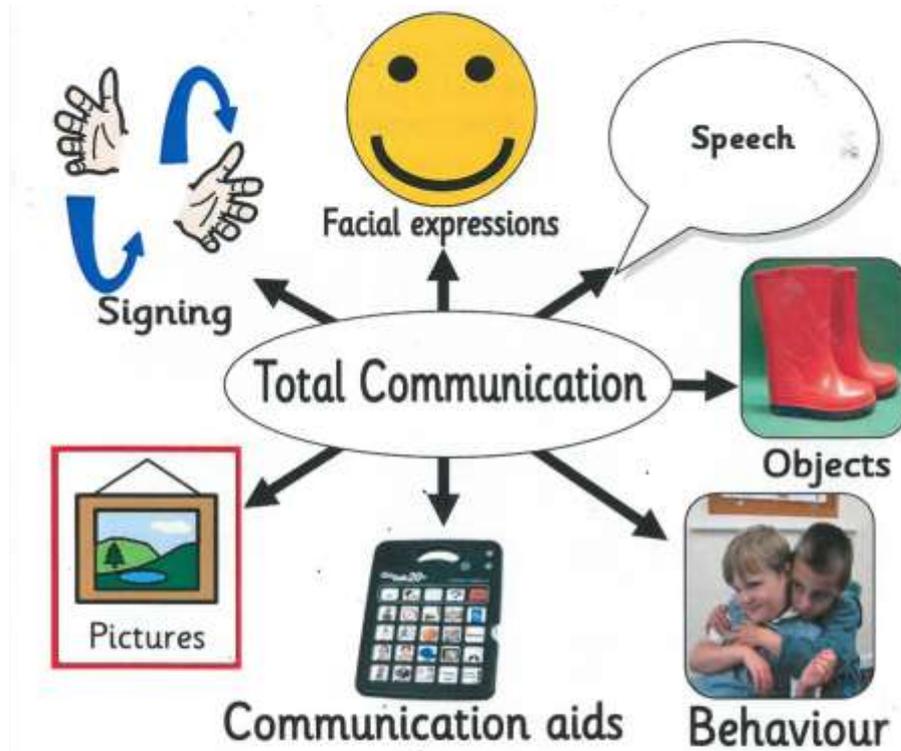
Rebound therapy uses a trampoline to facilitate movement, to promote balance and sensory integration, to increase or decrease muscle tone, and to improve communication skills and general fitness.

## HYDROTHERAPY

Hydrotherapy is a form of therapeutic exercise carried out in a specially heated pool. The heat and buoyancy of the water provide a relaxing medium that assists in stretching out tight muscles.

## COMMUNICATION & DECISION MAKING

We are a Total Communication school dedicated to ensuring that "no-one is excluded, everyone has a voice and everyone will be the best they can be".



## BEHAVIOUR SUPPORT

Our aim is to promote safe, respectful and responsible behaviour right across the school community. By responding to behaviour as communication, we are able to provide support for those communicating primarily through their behaviours. We enable students to access and use more socially appropriate methods of communication. Students may be anxious, under stress or emotionally vulnerable and need individual support pathways. These pathways can re-establish, or indeed establish, that interaction with another person can be a positive thing.

## **COMMUNICATION**

The school is supported by a Speech and Language Therapist and Assistants whose role is to support classes in providing a Total Communication environment in which our students learn. We also provide advice and support for the students to help develop their communication skills.

The Speech and Language Therapist works as part of the school's multi-disciplinary team, alongside the Behaviour Support team, Advocacy Lead, Visual Access Lead, teachers, families, Physiotherapist and Occupational Therapist, to ensure a holistic approach to supporting our students.

## **MUSIC THERAPY**

Every child needs to be heard. Every child has something to say. But how does someone express themselves if they don't have the words?

Through the musical interaction created in Music Therapy, a child can learn how to interact and communicate more effectively, explore their own emotions, be listened to and above all, know that they are being understood. Many children blossom in Music Therapy, finding new confidence, developing ways to express themselves and all using the (easily-accessible) medium of music.

Every child should be heard.

## **ADVOCACY**

The advocacy team works in many different ways across the school, adopting a flexible approach to both individual and group sessions. The aim of the advocacy team is to ensure that the voice of the students is being heard and responded to daily, as well as in bigger changes. We support students to have a voice in decisions which affect them and to have an impact on their own lives.

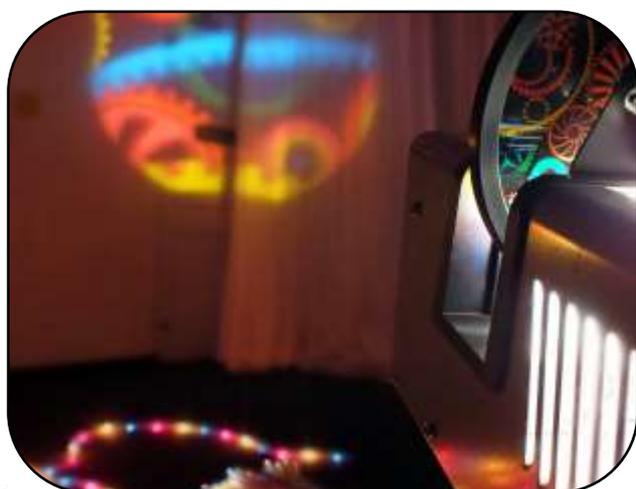
We work together regularly to ensure we understand our students' needs, seeking additional, external support where necessary, to support them to have an impact on their own lives through communication. This will ensure their voice is heard, they can have a say in their own futures and they will be the best they can be.

# Visual Impairment

Within the school teaching team is a Visual Access Leader who is additionally qualified in Visual Impairment. The Visual Access Leader will assess functional vision in a variety of environments, set appropriate visual stimulation programmes, advise on access to the curriculum, and provide advice on teaching programmes and individual targets.

Within the school environment, pupils with a severe visual impairment have access to the light/darkroom. This is a valuable resource that is used to teach structured visual programmes aimed at developing and maintaining visual skills. In addition, ICT resources are used to deliver structured individualised visual programmes.

The school adopts an holistic approach and therefore the Visual Access Leader works collaboratively with the Rehabilitation Officer for Visually Impaired Children, the advisory teacher for VI, the therapy team, the school team and parents.



# Children's Services & Medical

## CHILDREN'S SERVICES

We have a team to act as liaison between the school staff, families and all other agencies such as social services, educational psychologists, Careers South West and many more. The team also sets up and administrates the Annual Review of Statement meetings for all pupils in the school.

As a school, we have strong links with the Integrated Children's Services and Adult Social Services teams who work with our pupils and their families. The Support Services team can advise you on what services are available to your child.

## MEDICAL

The school has a Specialist Community Public Health Nurse and a Nursing Assistant. They work closely with parents, carers and staff to assist in promoting the health and well-being of our pupils with complex nursing needs. We also have visiting specialists such as the Orthoptist who looks after the childrens' eyes. Children who may have additional sensory impairments will receive input from the Authority's peripatetic services for the Hearing Impaired (HI) and Visually Impaired (VI).

We also work closely with other professionals such as paediatricians, bladder and bowel specialists, dentists and the Immunisation Team who all run clinics at the school.

*"The team approach and hard work of the school ensure pupils have a real voice, with the development of high quality advocacy that is used to good effect throughout the processes in the school."* - **OFSTED**

# Safeguarding

Everyone has a responsibility for safeguarding children and young people. **Keeping children safe in education** (statutory updated guidance for schools and colleges) makes the link between safeguarding and the curriculum:

We support our children and young people to have a voice and to use their voices, and we are embedding the skills within the school community to listen and respond appropriately and effectively. It is vital that our students are at the heart of any choice or decision making that is about them and we believe that this is the best way to safeguard them and ensure their welfare.

Our PSE curriculum covers all areas of Safeguarding. We are sensitive in our teaching and recognise that some more sensitive subjects need to be taught at an age appropriate level, or at a small group or 1:1 level where a more urgent need arises.

Effective leadership is in place around safeguarding. All staff members are DBS checked and the single central record is up to date and monitored regularly by the lead governor. References are always taken up for new staff. Every interview panel includes at least one person with safer recruitment training. There is an e-safety policy and e-safety committee in place. There are links on the website to CEOP and other related sites where families can get more information.

There are good security procedures in place for visitors, staff and pupils. The school has a signing in App, iPad security system and all adults are expected to wear identity badges which clearly displays their photograph and their name. All new visitors to the school are given a safeguarding leaflet. Learners have been known to challenge people they don't know who are not wearing a visitor's badge.

Safeguarding is not just about protecting young people from deliberate harm. For our school it includes such things as child safety, bullying, racist abuse and harassment, visits, intimate care, internet safety, etc.

It is the responsibility of the Designated Safeguarding Lead to ensure that all safeguarding issues raised in school are effectively responded to, recorded and referred to the appropriate agency.

*"There is a strong culture of safety across the school." (Health & Safety Audit 2016).*

# Learn to Live



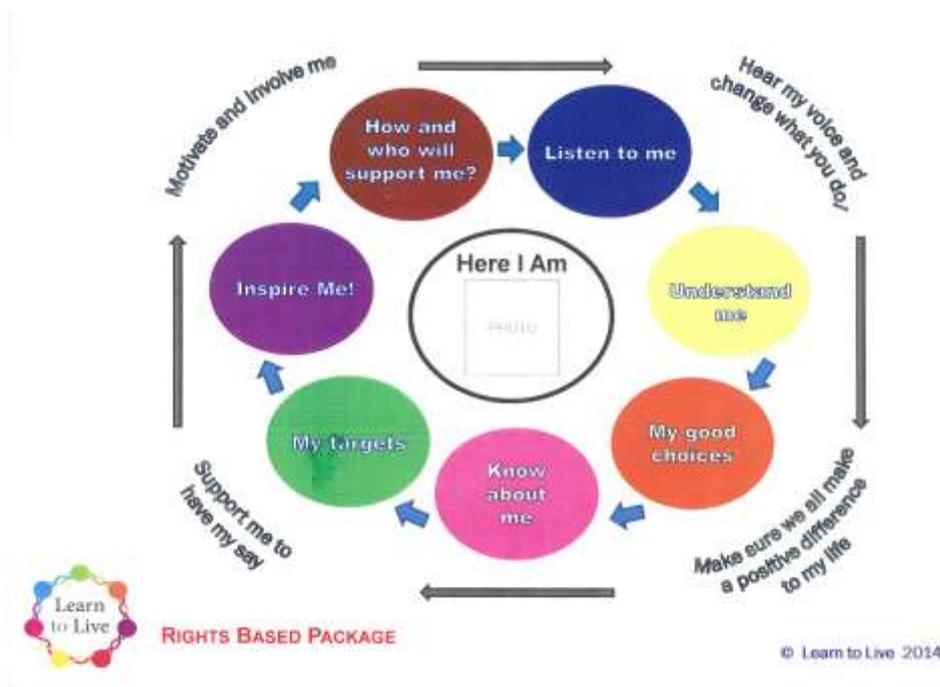
Learn to Live is a model of person-centred education which puts the student at the centre of everything and through effective advocacy provides an individual, targeted plan. It is a collaborative movement which is not for profit but for the benefit of children, young people and their families.

Development is now led by a collaboration of primary, secondary and special schools working with families and staff.

The Learn to Live model provides a way of gathering both day to day and strategic information to ensure that the school's services and developments are built around the needs and ambitions of children, young people and their families. This means, for example, the school uses feedback from the pupils to create the school development plan.

The school developed the ideas of Helen Sanderson and worked with Simon Duffy of *The Centre of Welfare Reform* and Pippa Murray of IBK to form Learn to Live. In 2011 the school decided that the development was too good to keep to itself and that it needed to work with others for Learn to Live to reach its full potential.

The Learn to Live model means you will have a Parents Evening every term and a meaningful Home-School Agreement. It has also led to a personalised curriculum in FE.









## Ellen Tinkham School

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Ellen Tinkham School Exeter



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