

Introduction

The Linnet Independent Learning Centre is an independent special school for pupils with behavioural, emotional and social difficulties. The majority of our students have significant attachment disorders. All of our students are taught on a 1:1 basis throughout the school week to enable them to develop effective working relationships. The school caters for boys between the ages of seven and sixteen. Most students stay with us until the age of sixteen. After that, most students move onto a college placement, or onto special school sixth form provision. There are places for 13 students at the school. There are currently 13 boys on roll. However, this number varies from time to time since few of our pupils join us at the normal entry dates.

We offer a blend of therapeutic education and care for students who have experienced difficulties within mainstream and often also within other special educational provision. At The Linnet the focus is on empowering students to realize their intellectual and social potential by presenting mainstream curriculum and community responsibilities in a manner that enables individuals to understand that their experiences are relevant, their feelings validated and their contributions important. The school motto: "Well-being, Involvement, Support and Challenge" illustrates well the school's emphasis upon development of the 'whole person', within a context that promotes learning independence.

Our school has strong multi-agency and community links and responds with enthusiasm to the Government Strategy "Every Child Matters". We work hard to ensure that students see the relevance of what they learn in the classroom to real-life through visits and visitors that are part of each student's weekly learning entitlement. The curriculum is based upon the National Curriculum, but is adapted to meet the particular needs of young people who, in most cases, are operating well below age-related expectations.

Aims:

The Linnet Independent Learning Centre aims to:

1. Promote students as independent and successful learners (Enjoying and Achieving)
2. Encourage students to be proactive learners who acquire a sense of satisfaction and enjoyment from their achievements (Enjoying and Achieving)
3. Challenge students to be the best they can be, to make good progress in all aspects of their learning and development and to make a positive contribution to the learning communities of which they are a part (Positive Contribution).
4. Provide an experiential learning environment that reflects the specific needs of each individual student, supporting their interests, promoting their engagement and raising their expectations. (Enjoying and Achieving; Positive Contribution)
5. Create a learning community in which students can learn comfortable alongside and with other children and adults in meaningful contacts and real-life situations (Enjoying and Achieving; Positive Contribution).
6. Promote healthy living and healthy lifestyles (Being Healthy)
7. Provide a safe and secure environment in which all students feel able to take sensible risks to further their learning development (Keeping Safe)
8. Encourage students to take responsibility for their own health, safety and welfare within a secure and supportive environment that gives each student the opportunity to develop a sense of belonging and collective responsibilities (Being Healthy; Keeping Safe)

9. Broaden students' knowledge and understanding of their world, so that they can begin to aspire to roles and responsibilities that will secure their future personal, social and economic well-being (Economic Well-being).
10. Promote in all students a respect for self and others, an appreciation for diversity and a recognition of and tolerance for others' needs and interests. (Being Healthy; Keeping Safe; Positive Contribution)

Students are offered a wide and varied curriculum that reflects an individual's particular needs and interests and builds upon each pupil's preferred learning styles. Within a selection of practical workshop areas, students are encouraged to be active learners and to investigate, explore, experiment and research. Timetables are flexible and introduce new experiences and new ways of learning as well as new information and skills. Literacy and numeracy are given emphasis through activities that have relevance and meaning in real-life situations.

Achievements

In July 2013 we achieved the Inclusion Quality Mark and the Centre of Excellence. We successfully re-gained Centre of Excellence in July 2014 and 2015. In 2015 we achieved the 'Learning Outside the Classroom' (LOtC) Silver Award and also the Forestry School Bronze Award.



We achieved the International School Award in August 2014.



We have also achieved some Fair Trade kitemarks.



We also have these kitemarks.



Leavers achievements over the last three years

Student 1

Qualification	Subject	Level	Academic Year achieved	NC Year
Certificate	Adult Literacy	1	2011 - 12	9
Certificate	Adult Literacy	1	2011 - 12	9
Entry Level	History	Entry 3	2011 - 12	9
Entry Level	Science	Entry 3	2011 - 12	9
Entry Level	Art and Design	Entry 3	2011 - 12	9
Certificate	Adult Literacy	2	2012 - 13	10
Certificate	Adult Numeracy	2	2012 - 13	10
Entry Level	Geography	Entry 3	2012 - 13	10
Asdan	Bronze	Equivalent Level 1	2013 - 14	11
Asdan	Silver	Equivalent Level 2	2013 - 14	11
Foundation Course	Professional Cookery		2013 - 14	11

Student 2

Qualification	Subject	Level	Academic Year achieved	NC Year
Entry Level	German	Entry 3	2011 - 12	8
Entry Level	Science	Entry 3	2011 - 12	8
Certificate	Adult Literacy	1	2012 - 13	9
Certificate	Adult Literacy	1	2012 - 13	9
Functional Skills	English	1	2013 - 14	10
Functional Skills	Maths	1	2013 - 14	10
City and Guilds 6218	Construction Studies - Foundation Course. Brickwork units	Level 1	2013 - 15	10/ 11
Functional Skills	English	Level 2	2014 - 2015	11
Functional Skills	Maths	Level 2	2014 - 2015	11
Functional Skills	ICT	Entry 3	2014 - 2015	11

Asdan	Bronze	Equivalent Level 1	2014 - 15	11
Asdan	Silver	Equivalent Level 2	2014 - 15	11
Asdan	SHRE	Short Course	2014 - 2015	11

Student 3 (this student left the school Autumn Term in Year 10)

Qualification	Subject	Level	Academic Year achieved	NC Year
Functional Skills	English	1	2013 - 14	9
Functional Skills	Maths	1	2013 - 14	9