



Longdon Hall
School



Longdon Hall School
Brochure

Welcome to Longdon Hall School



Thank you so much for your interest in our school. We lead a great team of professionals who are committed to providing a caring, structured learning environment in which all pupils can develop academically, socially, emotionally and morally to their full potential.

Our staff have a relentless determination to help every child who comes through the doors to succeed. We tell our children that it's not what they've done in the past, but what they'll do in the future that's important. Our expectations are very high for both behavior and achievement, because we know that we can help children make much more progress than they would within a mainstream school environment.

With this in mind, we recognise that for many of our children the journey of education so far has been far from easy, which is why we think creatively about our approach to learning. We know each child well enough to be able to set ambitious, realistic targets and put in place a personalised education plan and support that is right for them.

We love nothing more than celebrating the achievements of our young people and take time to acknowledge the progress they make. We are delighted that 100 per cent of students who leave us after Year 11 go on to further education, with many exceeding their own expectations.

I hope this brochure will give you an overview of what life is like here at Longdon Hall. If you'd like to come and visit us and see our students in action, then we'd be delighted to welcome you.

Suzanne Whiston

**Headteacher
Longdon Hall**





Our Approach

Personalised Support

Children come to us with a range of complex needs and experiences. We take time to understand their unique situations so we can identify gaps in their learning and development and provide tailored support. Any plan we put together will include support from our clinical and well-being team who work with children on a one-to-one basis when needed. We set clear targets which actively support the academic and personal progress of each child and help our staff to continually assess each student's progress.

Relevant Education

Our aim is to bring education to life for our children and we use plenty of creative initiatives to put learning into context. We are fortunate to have extensive grounds including a horticultural area, woodland and playing fields where you will often find children practically solving maths problems, learning about science or gaining skills in motor mechanics. We always look to bring the topics our children are studying to life by drawing on the expertise of outside speakers, taking children on field trips and to the theatre. Through a range of techniques our aim is to instill in our children a sense of purpose and a passion for lifelong learning.

Collaborative Support

Through daily communication with parents and carers, we involve families in every detail of their children's education. Having constant contact ensures a greater continuity of care at home and at school, which is really important in a child's development. Extending help outside the classroom is vital for our children, because we know that when life at home is stable, children do much better in school. To help us, we have a family liaison worker who supports families who have additional needs by providing advice, practical help and liaising with any external agencies who may be involved. In many cases families simply appreciate having someone they can trust and confide in.



Teacher and Students

When you walk through the doors at Longdon Hall, you'll notice the great rapport between staff and students. Our teachers take time to understand what makes our children tick, so we can engage them not only within the classroom, but also on a social level too through a range of extracurricular activities. Every morning, students and staff share breakfast so they can catch up on anything that's happened at home and get off to the right start. Our team are always on hand to support students. The atmosphere between the teaching team and the children is very relaxed and the children know we are interested in them as individuals and not just in their educational performance.





Nurture Groups

Many of our children are particularly vulnerable and have not developed at the same social or emotional pace as their peers. These children benefit from the more focused curriculum provided by our Nurture Groups. Each group has a slightly different approach, but all focus on helping children develop core capabilities with enhanced social and emotional support. Our aim is always to help the children in our nurture groups to successfully transition into the classroom environment with their peers.

Integrated Support

Our children generally follow the main curriculum during the morning and then choose from a wide variety of options in the afternoon. Within the time table we also schedule one-to-one interventions for children who need additional support alongside therapeutic and clinical interventions. Students may hold a personalised timetable which is focused on wrapping care around their individual needs. This holistic approach is integrated throughout the school as our therapists work closely with classroom teachers to ensure there is continuity of care across the board. It is so important that the children we care for not only gain recognised qualifications but have an opportunity to explore and grow they own skills, interests and talents, too.



Outdoor Learning

We have a number of teachers who deliver learning at our woodland site to bring learning to life for our children. In our horticulture area children can learn practically about science, nature and the environment. Our students love getting their hands dirty and take great pride in seeing the vegetables they have grown on their dinner plates. Through our design and technology classes, they have made many of the benches around school and have even made and sold wooden reindeer at Christmas.

A photograph of two young men in a laboratory setting. The student on the left is wearing a white polo shirt with a red and blue logo and safety goggles. He is holding a test tube over a Bunsen burner. The student on the right is wearing a dark sweater over a white collared shirt and safety goggles. He is also holding a test tube. The Bunsen burner is lit, and there are various lab equipment and containers on the table. A red banner is overlaid on the top right of the image.

Education

Education

The curriculum offer is holistic and personalised for pupils' needs and interests. We establish prior knowledge and skills and build a pathway that ensures talents are nurtured, opportunities are experienced and that learning leads to positive outcomes that are right for each individual. We ensure that students are able to pursue subjects they wish to study with a focus on life skills throughout the curriculum where supporting personal development runs alongside everything that we do.



The creative and calming environment promotes inquisitive minds with a developed pastoral area that offers purposeful break out, sensory and individual learning spaces. There is a holistic approach, embedding our therapeutic input, supporting social and emotional well-being. Our curriculum is engaging, practical with a broad offer that meets the National Curriculum requirements.

Qualifications

Our team works closely with students to recognise their skills and interests, supporting them in selecting qualifications that will help progression into a further destination and a fulfilling career. A wide range of qualifications are available, including Functional Skills, Entry Level Awards, ASDAN, BTEC and GCSEs.

Further Education

We are delighted that 100 per cent of the children who study with us progress to further education, be it to study a vocational subject, A-levels or to start an apprenticeship scheme. We have exceptionally good links with a variety of local colleges in the area, which helps to smooth the transition for our children. As they approach the end of their time at Longdon Hall we prepare our children well for the next stage of their life, by accompanying them to careers fairs, work experience and taking them for taster days at local colleges. We have had students go on to study a wide range of topics including electrical engineering, art, motor mechanics and finance.





School Life

Behaviour

Our students understand the high expectations we have of them in terms of their behaviour. Our clear and consistent approach to managing behaviour means that children understand what is expected of them and are encouraged to take responsibility for their actions. Each child has an individual support plan which helps staff to anticipate when a child is feeling anxious or stressed and ways to intervene to resolve the situation. The calm environment supports our student's behaviour and the great relationship the teachers build with the children helps them to develop a sense of self-worth that is then reflected in the way they conduct themselves. We are delighted with the progress our children make from their individual starting points.

Celebrate Achievement

We love to celebrate the progress our children make. Each week we take time during assembly to recognise those who have shown kindness to their friends, performed well in class and achieved full attendance. Children who meet our expectations each week also have the opportunity to participate in a variety of curriculum enrichment activities on a Friday afternoon, which include anything from going swimming and trampolining to mountain biking or cooking. Many of our children suffer with low self-esteem, so it means so much when we can celebrate the progress they are making.



Community Participation

We strive for our children to understand the important difference they can make within the school community and further afield. The school has supported a range of charities through school events. External speakers visit the school which include theatre groups, local police community support officers and we also love welcoming authors for our book week activities. We operate a peer mentoring system, where children in Key Stages 3 and 4 are encouraged to look out for younger children within the school and there is a tangible sense of camaraderie between the students.

School Participation

We love inspiring children to develop their individual passions and interests. If our children express an interest in a particular subject, we will do our best to accommodate it. Many students take a keen interest in sport and, in addition to our football team, we have a boxing coach that visits each week and a gym where students can choose to spend time before school or during their lunch break.



Building Confidence

On a day-to-day basis, you'll often see students listening to each other read and some of our older children helping with young ones in the classroom. The benefits of such collaboration are felt throughout the school. It is wonderful to watch our students grow in self-esteem and develop a portfolio of expertise and experience through initiatives such as the Duke of Edinburgh's Award. For many of our children, our trips are a real highlight where they are encouraged to try a whole range of outdoor pursuits. It's a great way to help children broaden their horizons and to boost their self-confidence and self-esteem.

School Council

All our children have a voice within the school and through regular school council meetings they have the opportunity to shape the way the school is run. Democratically selected students from every class join the council that is chaired by one of the more senior students. Through the council, all pupils can raise concerns and questions and the team have been instrumental in bringing about changes in the school menu; organising special events, such as Chinese New Year celebrations; helping to design the new school fleece; and conducting student satisfaction questionnaires. Being on the council is a responsibility that the young people take seriously and the team certainly see themselves as role models for their peers.





Meet Connor

Connor* is a talented footballer studying Art and Design at Derby College, but there was a time when the future looked uncertain for this young man.

When Connor joined Longdon Hall in May 2013, school was the last place he wanted to be. He had struggled to cope with the busyness and noise of a mainstream classroom environment. He also displayed emotional and behavioural difficulties as a result of trauma he experienced in his early childhood. These issues, coupled with the fact that he has significant learning difficulties, meant Connor fell further and further behind. Before he transferred to Longdon Hall, Connor was spending just three days a week at school where he was taught away from his peers in an internal exclusion room.

Engaged Learning

Within his first week with us at Longdon Hall, we identified that he had very low confidence levels and would require immediate support help him re-engage him in an accessible timetable. Through small, focused classes and additional support we were able to develop a unique timetable to help Connor make good progress in his studies.

Our dedicated teachers looked for opportunities to use Connor's wider interests in mythical creatures and Harry Potter, to engage him in learning. He also received literacy intervention to support him with his dyslexia, to build his confidence in the subject area and build trust and attachment to his English teachers.

Promising Future

It was amazing to see Connor make progress, not just in his educational studies, but in his personal development too. He is a talented footballer and was selected to play for Stoke City in their disability academy after being scouted at LHS. Members of staff took him to the weekly training sessions, where his confidence and self-esteem grew no end.

Connor made fantastic progress across the curriculum and received a number of GCSE qualifications, some of these were above his predicted grades. His aim was to study Art and Design at college, and, with this new confidence and determination, Connor really impressed during his interview at Derby College. We are so proud of all this young man has achieved and can't wait to see what he will go on to do in the future.

*We have used a different name to protect his identity.





Meet Ashton

Ashton's* early experiences of school had been far from positive. He found it difficult to learn in a mainstream environment and struggled to make friends and fit in.

Over time his frustration developed into aggression and Ashton's unpredictable behaviour was difficult for teachers to control. By the time he arrived at Longdon Hall, he had been excluded from a number of schools and his self-esteem was at rock bottom.

Our team always focus on what is ahead and use past experiences to plan a brighter future for our children. Although Ashton was reluctant even to engage in conversation, we persisted in developing an accessible timetable that would engage him in all aspects of his learning. In a small highly focused classroom, his tutor and teaching assistant were able to identify when he was feeling anxious or frustrated and developed techniques to help him manage these emotions.

Great Progress

Ashton made great progress during his first year at Longdon Hall, where he immersed himself sports clubs and social activities alongside his education. To help prepare him for the transition to college, we arranged for Ashton to attend college one day a week to study mechanics. He embraced this opportunity to broaden his experience and also joined the school on a number of residential trips, including a skiing trip, where he grew in self-confidence and self-esteem.

Having gained a number of GCSE qualifications, some of where were above his predicted grades, Ashton is now studying to be an electrician at college. He is almost unrecognisable from the frustrated and angry young man he was when he began his education with us at Longdon Hall.

*We have used a different name to protect his identity.



Longdon Hall at a Glance



How old are the children at Longdon Hall?

We support up to 74 boys and girls between the ages of 7-16.

How long are the school terms?

We follow the regular 38-week school calendar.

What special needs do children at Longdon Hall have?

The school supports children who have a wide range of complex social, emotional and mental health issues. Many of our children have a diagnosis on the autistic spectrum and additional learning difficulties.

How far do children travel to attend?

Our catchment area includes 10 local authorities within an hour's drive from the school.

What extra support is provided?

The work of our highly-skilled classroom teachers is supplemented by a wider team including a family liaison worker, speech and language therapist, occupational therapist and movement therapist as well as counsellors who work on an individual basis to support the children.

What facilities are available onsite?

Longdon Hall is set in beautiful grounds very close to Lichfield and easily accessible from Birmingham, Stoke-on-Trent and Derby. We have spacious classrooms, including a well-equipped science lab, home technology room, art and computer rooms as well as a horticulture area, football pitch and woodland.



How to get in touch

If you are interested in visiting Longdon Hall, or finding out more about the support we provide, please call **01543 491 051** or email admin@longdonhallschool.co.uk



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