



LLS News

27/03/2026



Dear families

Thank you to everyone who supported last week's Red Nose Day. You raised £150 on our Just Giving page and staff added a further £135.88 by taking part in a Red Nose Day cooking competition and selling all of the delicious treats afterwards. Thank you to our Food Technology Department and our panel of amazing student judges for organising such a fun way to raise funds.

The Summer term dates are featured on this page and on the school's website: <https://www.lindenlodge.wandsworth.sch.uk/termdates>. The Summer menus can also be found on the school website: <https://www.lindenlodge.wandsworth.sch.uk/menu>

The Summer term starts on Monday 13th April at 9.50am.

Have a lovely Easter break.



SF1 enjoying Red Nose Day

Star of the Week



David - for amazing walking to and from class, also for walking outside around the playground while using his cane beautifully.

Events and dates to remember



Summer Term

Dates

First day for students

Monday 13th April 2026

May Day Bank Holiday

Monday 4th May 2026

Half-Term Holiday

Monday 25th May 2026-Friday 29th May 2026

Inset Day 5 (no students)

Monday 1st June 2026

Last day for students

Thursday 16th July 2026

Planning and Preparation Day

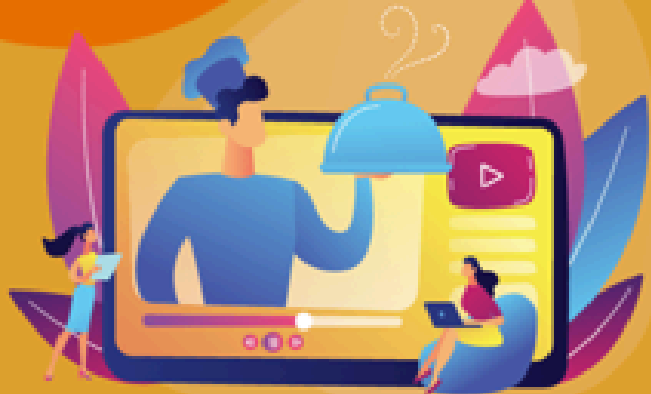
Friday 17th July 2026

Planning and Preparation Day

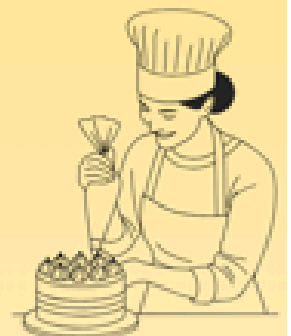
Monday 20th July 2026



CULINARY CAREERS SESSIONS



Minerva and Sixth Form students participated in a session that provided them with insight into a career as a chef as well as pathway information and support to give them an advantage when planning their next steps and looking for opportunities in the hospitality industry. They all enjoyed the session and discussed a variety of topics on the wider sector and different roles in the industry.



COMIC RELIEF

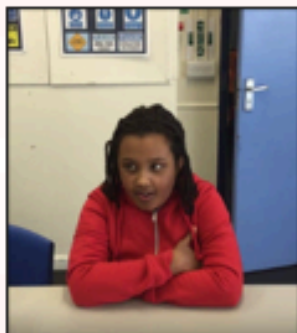
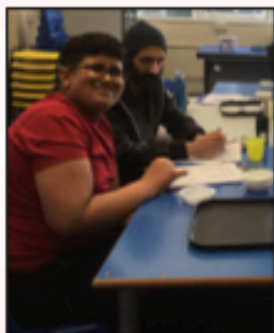


FUNDRAISING COMPETITION

A big thank you and well done to our student judges from Minerva who took part sampling food from entries for our Red Nose Day staff cooking competition.

They carefully analysed and scored the entries in sweet and savoury categories, based on specific criteria, to find the winners.

The bakes were then sold in Linden Lodge Café.



School Council Meeting Summary



Our Spring Term School Council meeting took place on 25th February. We had an impressive turn out with 18 pupils in attendance.

David Shaw shared some feedback from the last meeting with pupils and then Jackie Nolan discussed school uniform.

Jack Kirkby facilitated the gathering of nominations for the Jack Petchey Award, encouraging students to recognise and celebrate their peers' achievements.

We were honoured to welcome one of our school's governors, Kieran Travers, as a special guest. Kieran joined the meeting to answer any questions the pupils had.

Pupils raised that some of the Brailers need repairing, a few students requested musical books for their classrooms, different style of Braille books and culture themed lunch times.

Before concluding, students had the opportunity to express their thoughts on the new school lunch menu.



EYFS

Tambourine	Sadie	For becoming more consistent with her communication and showing us when she would like more of an activity she enjoys through using switches and body gestures.
Maracas	Khamani	For making excellent progress in his learning and particularly for his developed confidence in Phonics and Mathematics.

Primary

Guitar	Artie	For a fantastic term full of growth and enthusiasm. Artie has worked particularly hard in his therapies whether this be using his walker or specialist equipment like the eye gaze.
Harp	Yousef	For overcoming anxiety and developing a good connection with the horses during weekly horse-riding trips. Yousef has progressed with his measurement skills and in building strong relationships with people around him.
Violin	Elsa	For getting back on her smart platform and working with increasing intentionality for longer periods.
Ukulele	Kiara	For always trying her best and for being a kind, caring and helpful friend. Kiara is always eager to help others.

Secondary

Oboe	Mingso	For making excellent progress in his educational achievements, life skills and social achievements. Mingso has reduced aspects of challenging behaviour and has been engaging very nicely with the staff team.
Clarinet	Gabriella	For her increasing independence. Gabby has been working on walking during transitions to the bathroom instead of using her chair, and washing and drying her hands with minimal support. Well done!

Piano	Enea	For making outstanding progress across all areas. Enea is tolerating equipment for longer periods, using his voice more, initiating interactions with peers and staff and working hard in his therapy sessions!
Kalimba	Ema	For being engaged in all activities by searching for and locating objects, visually exploring them more actively with her hands.

Alba

Drum	Ben	For wearing his bone conductor for at least 15 minutes every day. This is only the beginning! Well done, Ben.
Tabla	Hooriyah	For making significant progress in engagement in learning activities, intensive interaction and independent living skills. Hooriyah is developing her stair-walking skills and is improving at feeding. Well done, Hooriyah.
Gamelan	Keira	For Keira's growing independence with toileting and transitions, calm communication of her needs, cooperative turn-taking in groups and impressive control and precision during her snacks and lunchtime.

Minerva

Flute	Jack	For working hard in all lessons. He is expanding his vocabulary to share his opinions in class and is starting to communicate with peers and adults socially. Keep it up!
Bassoon	Veselin	For contributing positively to his learning by enthusiastically engaging in his lessons and consistently being a role model to his peers. Well done!
Minerva 1	Royem	For adapting well to her new classroom. Her lovely smile is a positive contribution to the class. Well done for working hard every day!
Minerva 2	Ruby	Ruby is always focused, dedicated and hardworking. She displayed particular responsibility with the ducks during British Science Week.
Minerva 6th Form	Lily	For working consistently hard in her English GCSE lessons and across all her subjects. Lily is a role model to other students. Well done on your dedication and hard work!

Sixth Form

SF1	Asad	For working exceptionally hard during his work experience at St Mike's Café, where he developed his confidence and independence while practising his customer service skills outside of the school setting.
SF2	Drew	For developing her independent living skills and completing daily tasks with minimal support. Using a total communication approach, Drew thrives while interacting with people around her.
SF3	Farrah	For the successful start of her new way of communicating - using GRID on her iPad! Well done.
Trombone	Vilenka	For showing her wonderful personality to everyone and working hard in her music therapy sessions. Vilenka is becoming more independent and enjoys the company of others.

Residential

Ground Floor	Alice	For her engagement in music therapy sessions whilst boarding. Alice will follow sounds and smiles with enjoyment.
Middle Floor	Halima	For making a conscious effort in her independent cooking sessions. Halima is able to follow instructions and safety guidelines in making delicious sweet and savoury delights.

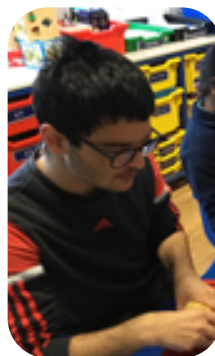


Curriculum Theme: Nature

Potato growing project

Some students across Minerva and Primary have been taking part in a project to grow our own potatoes.

Week 1– meet the group, learn about potatoes- explore peel and cook and complete chitting process.



Week 2– Check the growth and engage in potato printing.



Week 3– clear and prepare the soil then plant the seed potatoes.

Now its time to wait. We will be back to check the potatoes in June.

Learning@Linden Lodge

In recognition of this week's 'World Maths Day', here are some photographs of our recent work in Maths. World Maths Day is an international event dedicated to the celebration of mathematics. World Maths Day is celebrated annually in March and we joined the celebrations on Wednesday this week.



Bassoon and Flute classes are learning about measurement. Students are learning how to use a range of measuring equipment, including talking scales and talking jugs, to solve practical problems. We are also learning new measurement vocabulary.

CALLING ALL SIBLINGS

Are you interested in joining the SH@LL Committee?

What would you need to do?

- Join one zoom call per term (3 each year)
- Share your ideas for socials and help choose fun activities and themes!

Message espencer@lindenlodge.org.uk if you are interested in joining or have any questions!

Do you:

- Have great ideas?
- Want to meet other siblings?
- Want to help plan awesome socials?

SH@LL



SibSheep@LindenLodge



Join our school on Classlist

The parent app that brings you into the heart of our school community

- ✓ Get in touch with parents in our school
- ✓ See what's coming up for you and your child
- ✓ Find like-minded friends in our community
- ✓ Organise meet-ups and birthday parties
- ✓ Buy event tickets & RSVP to invitations

I'm in the loop with essential updates

I can ask the parents in my child's class questions

It helps me see who's who at my school and see who lives nearby



Now I know who my child is friends with, I can get in touch with their parents

I can buy and sell pre-loved clothing, books and household items

I can organise my child's birthday and see who's coming

Is Classlist moderated?

Yes! It's moderated by parents to keep our community friendly, welcoming and useful.

Is Classlist secure?

Yes! It's fully GDPR-compliant and private; only verified school parents can join.

How much information do I need to share?

You're in control of your profile info and notification settings!



Build amazing parent communities

Connect - Celebrate - Collaborate

This week we focus on supported decision-making and making decisions on behalf of others:

Supported decision-making

The law assumes adults have capacity to make their own decisions unless proven otherwise. In some situations, people need help to make these decisions through a process known as supported decision-making. This means that:

- Information must be provided in a format that is appropriate to the person. This includes pictures, symbols, videos, voice recordings, and more.
- The person is allowed extra time to process information.
- Big decisions may be broken down into smaller, more manageable decisions.
- Consideration is given to external factors which may affect a person's ability to make a decision, such as the time of day or their surroundings.
- The person does not need to answer verbally and can instead answer in any way that is appropriate to them, such as pointing, or directing their eyes.
- It is not necessary to understand every complex detail to make decisions.

Lasting Powers of Attorney (LPAs)

Some people feel more comfortable if people they trust make financial decisions on their behalf. In these cases, they can appoint others to act on their behalf through a Lasting Power of Attorney (LPA). People who appoint LPAs must be over 18 and have mental capacity. There are two types of LPA:

- Property and financial affairs: this grants the power to pay bills and manage bank accounts. This LPA can be used as soon as it is registered.
- Health and welfare: this grants the power to decide on daily life and medical treatment. This LPA can only be used if the person loses mental capacity.

Forms can be filled out online or on paper, but will need to be printed and signed by all parties.

Follow the below links to find the online or PDF forms:

<https://www.lastingpowerofattorney.service.gov.uk/home>

<https://www.gov.uk/government/publications/make-a-lasting-power-of-attorney>

LPAs must be registered with the Office of the Public Guardian (OPG). Application fees apply but some people are eligible for a reduction or exemption. Once fees are paid and forms are completed and signed, they should be posted to the OPG.

Please note that LPAs set up in England and Wales may not be accepted in Scotland or Northern Ireland.

What if my child doesn't have mental capacity?

Some people do not have capacity to make certain decisions themselves. They may not be able to:

- Understand the information or consequences of a decision.
- Remember the information long enough to make a decision.
- Communicate their decision through any means.

If this applies to your family member, ask their doctor or other medical professional to assess their mental capacity. If they do not have mental capacity, you may wish to apply to be their appointee or deputy.

Doctors may decide that someone has capacity to make some decisions but not others. Some people can make decisions about their day-to-day health, but cannot decide on long-term treatment.

Appointees

An appointee is responsible for managing the benefits only of someone who does not have the capacity to do so themselves. An appointee is responsible for:

- Making and maintaining benefit claims on the person's behalf.
- Keeping the relevant office informed of any changes in circumstance.
- Making sure the benefits are spent in the person's best interest.

If an application is made, the Department for Work and Pensions will visit to assess whether an appointee is needed. More information can be found here: <https://www.gov.uk/become-appointee-for-someone-claiming-benefits>

Deputies

Deputies are responsible for making decisions in the best interests of someone that cannot make certain decisions themselves. There are two types of deputyships, and applications must be made for each:

- Property and financial affairs
- Personal welfare: a personal welfare deputy makes decisions about medical treatment and how someone is looked after. A personal welfare deputy is usually only appointed for someone who requires regular welfare decisions.

You can apply to be one type of deputy, or both. If appointed, you will be sent a court order explaining what you can and cannot do. All deputies are supervised by the OPG, who may visit to ensure the deputyship is going well. Deputies must send a report to the OPG each year explaining their decisions. Application fees and annual supervision fees apply, but some people are eligible for exemptions or reductions. More information can be found here: <https://www.gov.uk/become-deputy>

Please note that deputyships set up in England and Wales may not be accepted in Scotland or Northern Ireland.

What happens if we choose not to appoint a deputy?

After your child reaches 18, you will not automatically be able to make health-related decisions or manage their funds without being appointed as a deputy or an LPA. For one-off decisions about your child's care, you can apply to the court: <https://www.gov.uk/oneoff-decision-personal-welfare>.

Decisions about medical treatment will be made by health professionals acting in the person's best interest, but they should listen to the views of you and your child before making a decision. Personal welfare deputies are appointed more rarely as the best interests process often works well. However, complex decisions or disagreements may need to go to court.

'Sixth Form Coffee Morning'
Friday, the 24th of April, 10.30-11.30pm



**Topic: Former students and families supporting new journeys!
Learning from the experience!**

We would like to invite you to our second transition coffee morning.

Following feedback from the first event, we have invited formal parents/carers and students to hear about their transition experience to different Post-19 settings after Linden Lodge. Sharing experiences and tips can empower families and students with their transition beyond Linden Lodge.

We would love to see you in person but there is also the opportunity to join us online!

Link: <https://teams.microsoft.com/dl/launcher/launcher.html?url=%2F%23%2Fmeet%2F37028676491653%3Fp%3DHTckYrsBr9rs82o1gc%26anon%3Dtrue&type=meet&deeplinkId=2fa21591-dfcd-473c-8017-143676ab7f23&directDI=true&msLaunch=true&enableMobilePage=true&suppressPrompt=true>

Meeting ID: 370 286 764 916 53

Passcode: CF7Gz26W

Simon, Educational Psychologist will be joining us.

Please contact Lina, one of our Sixth Form teachers, with any questions and to confirm your attendance: Itsianaka@lindenlodge.org.uk

April 2026 is World Autism Acceptance Month

https://nationalautisticsociety.cdn.prismic.io/nationalautisticsociety/aR8nwmGnmrmGqFD-101NAS_Info-for-parents_WAAM26.pdf



**World Autism
Acceptance Month**

April 2026

What are you doing this Autism Acceptance Month?

At least **one in every 100** people in the UK are autistic. That means:

- An average primary school has at least two to three autistic students.
- An average secondary school has at least ten autistic students.

This could be your child, or your child's friend or classmate.

As a parent or carer, there's a lot you can do to understand autism and help your child show up for their autistic classmates and friends.



Five simple steps to take

1. Learn about autism

Did you know? The autism spectrum is not a straight line between 'more' or 'less' autistic. Every autistic person is different, with a unique combination of characteristics, strengths and challenges.

An autistic child or young person may:

- find social situations difficult or confusing, need more time to process information, or use and understand words literally
- have a strong passion for a hobby or interest, an entertainment figure or series, or a favourite toy
- repeat movements or behaviours such as hand flapping, hair twirling, spinning around, or listening to something on repeat
- need to know what is going to happen, want rules to be the same for everyone, or need a routine or favourite toy to feel calm
- be much more or less sensitive to sound, light, smell, taste, touch and other senses for balance, spatial awareness and emotions.

Visit autism.org.uk to learn more.

2. Access e-learning and resources

Deepen your understanding with our e-learning modules, including:

- Understanding autism
- Women and girls on the autism spectrum
- Supporting young autistic people's mental health
- A guide to the mental health experiences and needs of autistic teenagers

www.autism.org.uk/what-we-do/autism-know-how/training/e-learning

Explore our **Know yourself** resources designed for teenagers at www.autism.org.uk/Knowyourself. These resources empower young autistic people to better understand themselves and their needs.

3. Talk about autism

Discuss autism at home, with family and among friends. Reflect on how you and your child can help make society more accepting and accessible for autistic people.



4. Show up for autistic people

Every autistic person is unique, so take the time to find out from someone you or your child knows, what you could do to be a better friend. Some examples of how you or your child can show up for your autistic friends are:

- Give time: Allow autistic friends more time to process information.
- Be clear: Use straightforward and unambiguous language.
- Be inclusive: Think about ways to make activities or events more comfortable. For example:
 - offering a quiet area at class parties
 - considering sensory needs when planning group activities.



5. Get involved

To learn more and take part in **Autism Acceptance Month** activities, visit: www.autism.org.uk/waam



The **Acorn** Group Practice
Patient Participation Group

Every 2nd Tuesday of
the month

**Families together
for our VI children**

WHEN

6-7pm - Tue 14th Apr, Tue 12th May, Tue 9th Jun 2026

WHERE

**Acorn Group Practice, 29-35 Holly Road,
Twickenham, TW1 4EA**

AGENDA

- 6:00-6:10pm: Welcome & Social Time
- 6:10-6:20pm: Community Spotlight
- 6:20-6:40pm: Main Topic or Guest Speaker
- 6:40-6:55pm: Group Announcements & Resource Sharing
- 6:55-7:00pm: Wrap-up & Closing

**SUPPORTED
BY:**



CONTACT

visavisinfotw@gmail.com



[https://www.facebook.com/
groups/1376781113746657](https://www.facebook.com/groups/1376781113746657)



[vis_a_vis_twickenham](#)

Children & Guide Dogs welcome

Join Our Community We would love to welcome more VI families to Vis-à-Vis Twickenham.

We meet every 2nd Tuesday of the month

Acorn Group Practice, 29-35 Holly Road, Twickenham, TW1 4EA

Parking is available in Holly Road Car Park (charges apply until 6.30pm).

We are a group of dedicated PPG volunteers, including one parent of a VI child, supported by our wonderful GP practice. Every session is warm, inclusive, and designed so that children, teens, and families feel empowered and connected.



Vis-à-vis: Highlights from January to June 2026

January — Celebrating World Braille Day

We began the year with a beautiful, intergenerational story shared by Anna Newson, QTVI. She introduced us to her father's journey as a blind child born in the 1930s. He was not evacuated during the war but instead attended the renowned Royal National College for the Blind in Hereford, where he learned to use a stylus — the very tool Anna brought for our families to explore.

Anna shared how her parents wrote love notes in Braille to one another, how her father mastered the Perkins Braille, and how he went on to become a Barrister and later a QC. One of her fondest memories is of him reading Braille bedtime stories — recalling just how big and heavy those books were. It was a moving reminder of resilience, love, and the power of accessible literacy.

February — Independent Living Skills

In February, Sarah Harvey, Habilitation Officer, joined us to talk about independence and daily living skills. She was accompanied by one of her students — and one of our own Vis-à-Vis teens — who shared the preparations they've been making together ahead of his move to university in September.

His stories of culinary experiments, chores, and growing confidence delighted everyone. It was inspiring to hear how far he has come and how ready he is for this next chapter.

March — Understanding EHCP Reform

March's session was led by Sarah, a parent of a VI child and one of our PPG members. She guided families through the newly proposed EHCP reforms and the consultation process closing in May.

To help everyone visualise the importance of their contributions, she likened the EHCP to a tree — with roots, branches, and leaves representing what matters most to each family. Together, we crafted our own "EHCP trees," sparking thoughtful conversations and creativity.

Our PPG member Haydn has created a video of the session, now available on our Vis-à-Vis Facebook Community and Instagram pages. It is fully accessible and well worth a watch.

April — SEND Parental Engagement

In April, we look forward to welcoming Sarah Pearce, SEND Parental Engagement Lead, who will speak about her role at Achieving for Children and how families can engage with local SEND services.

May — Social Media & Accessibility

May's session will explore social media and accessibility, helping families and young people navigate online spaces with confidence and independence.

June — Music, Inclusion & The Amber Trust

In June, we are delighted to be joined by Eleanor and Tim Stollery, Ambassadors for The Amber Trust, a charity offering musical instrument lessons and support for VI children. Their work opens doors to creativity and expression, and we can't wait to hear more.