



**BROOKTHORPE  
HALL SCHOOL**

Creating Brighter Futures

*This policy is linked to and derived from the overarching curriculum policy. This policy has been reviewed by the SMT to ensure it does not undermine British Values of Democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs*

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**BROOKTHORPE HALL SCHOOL**

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**SEN POLICY**

**Policy Review Date: March  
2025**

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**ACADEMIC YEAR 2024 – 2025**

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## **Introduction**

The Education Act 1996 says that a young person has Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them. A learning difficulty means that the young person either:

- a) Has significantly greater difficulty in learning than the majority of young people of the same age;
- b) Has a disability, which either prevents or hinders the young person from making use of the educational facilities, which are provided for young people of the same age in a mainstream school.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for young people of the same age in a mainstream school. Everyone at Brookthorpe Hall School is committed to providing the conditions and opportunities to enable any young person with SEN to be included fully in all aspects of school life.

The Special Needs policy at Brookthorpe Hall School supports the stated ethos of the school that:

*Brookthorpe Hall School adopts a holistic, child centred approach to the development of our young people, taking into account current theories and methods of teaching. Many of our students have significant barriers to learning due to their complex needs and associated behaviour where it arises out of these needs. Our role is to help and support our young people to come to terms with, and overcome, these difficulties. The social, emotional, communication and behavioural needs require specific attention if appropriate learning and educational progress is to occur. Specialist support for the children and young people, through both the delivery of the programs of study and personalised learning programs, will be integrated into the curriculum and into teaching and learning. Support may be in the form of Speech and Language Therapy, Occupational Therapy or Psychotherapy.*

## **Aims**

In order to meet the special educational needs of our young people at Brookthorpe Hall School, our aims are:

- Ensure that all students have access to a broad and balanced curriculum appropriate to their individual needs;
- Ensure the curriculum is successfully designed, adapted and developed to be ambitious to meet the needs of all students who have SEND
- Ensure all staff have a clear understanding of the needs of all students;
- Provide a differentiated curriculum appropriate to the individual needs, ability and interests of each student;
- Ensure that all students take as full a part as possible in all school activities;

<b>Version</b>	<b>Date</b>	<b>Updated By</b>
2.1	March 2024	J Bell
2.0	March 2023	J. Price-Bish & L Brazier



- Ensure that parents/carers of all students are kept fully informed of their child's progress and attainment;
- Ensure that all students are involved, where practicable, in decisions affecting their future provision;
- Ensure that all students are prepared for life beyond Brookthorpe Hall School and their future aspirations;
- Ensure all students who have SEN achieve their best possible outcomes;
- Develop students' knowledge, skills and abilities to apply what they know and can do with increased fluency and independence;
- Provide students with the knowledge and cultural capital they need to succeed in British Society;
- Develop, implement and monitor appropriate programmes for young people;
- Provide intervention at a suitable level when a young person is identified as not making sufficient progress;
- Provide additional therapeutic support based on individual needs;
- Work with outside agencies who provide specialist support and teaching for young people with SEN;
- Inform and involve the parents/carers of young people with SEN so that we can work together to support our young people;
- Encourage active involvement by the young people themselves in meeting their needs;
- Provide on-going training for all staff working with young people with SEN.

### **Roles & Responsibilities**

Provision for the students is a matter for the school as a whole. The Head teacher and all other members of staff have important day-to-day responsibilities. The Head teacher has responsibility for the day to day management of all aspects of the school's work.

All education staff are involved in the development of the school's policy and are aware of the school's procedures for making SEN provision, and monitoring and reviewing that provision in line with the guidance in the Code of Practice.

The Assistant Headteacher/SENCO Lucy Brazier is responsible for the arrangements for SEN provision throughout the school, that includes:

- Responsibility for the day to day operation of the SEN policy;
- Maintaining a register of young people with SEN and ensures that the records on young people with SEN are up-to-date and supports the school's clinical team in conducting assessments for young people with SEN;
- Working closely with the Headteacher, the Senior Leadership Team and the teaching and support staff in co-ordinating provision for our young people;
- Liaising with the staff in school who have responsibility for Child Protection;

<b>Version</b>	<b>Date</b>	<b>Updated By</b>
2.1	March 2024	J Bell
2.0	March 2023	J. Price-Bish & L Brazier



**BROOKTHORPE  
HALL SCHOOL**

Creating Brighter Futures

- Working closely with the parents/carers of young people with SEN;
- Liaising with outside agencies, following consultation with the Headteacher to gain advice and support for young people with SEN;
- Contributes to in-service training for staff on SEN issues and training and development needs.

**Access to the Curriculum**

The provision at Brookthorpe Hall School encompasses:

- Setting suitable learning targets;
- Responding to young people’s diverse learning needs;
- Overcoming potential barriers to learning.

All Class Teachers, the SENCo and other internal professionals take part in an on-going process of assessment, planning and review that recognises each young person’s strengths as well as areas for improvement. A rigorous tracking system is in place to identify young people who are not making the required level of progress. Strategies which are used to enable access for all young people to the curriculum are:

- Differentiation of the curriculum to match tasks to ability;
- Support for communication;
- Support for accessibility;
- Ensuring tasks are differentiated according to student need as laid out in the student’s profile;
- Use of Support Staff to provide additional support;
- Small group and 1:1 teaching;
- Accessibility to resources;
- Alternative means of accessing the curriculum through ICT, and use of specialist equipment;
- Use of positive behaviour strategies within the classroom and as part of the whole school Behaviour Policy;
- Access to the social life of the school;
- In-Service training for all staff on the needs of young people with SEN.

**Identification and Assessment**

All young people who attend Brookthorpe Hall School have SEN. Their needs are assessed on admission and on an on-going basis as detailed in the school’s assessment policy. All students hold an EHCP (Education and Health Care Plan).

**Admissions**

Brookthorpe Hall School admits students who have a range of complex needs that may include a diagnosis of autism or demonstrate behaviours associated with autism.

<b>Version</b>	<b>Date</b>	<b>Updated By</b>
2.1	March 2024	J Bell
2.0	March 2023	J. Price-Bish & L Brazier



**BROOKTHORPE  
HALL SCHOOL**

Creating Brighter Futures

Brookthorpe Hall School believes that the admissions criteria should not discriminate against students with SEN and has due regard for the practice advocated in the Code of Practice, in that all schools should admit students with already identified special educational needs. Please refer to our Admissions Policy for more information.

### **Access to Information**

Information about the school and its various activities can be provided in a range of formats, on request, for students and prospective students who may have problems accessing it in written form, e.g. by reading aloud, overhead projections and use of symbols, signing, photographs, diagrams and pictures. Information about the school is available to all on the school's own website.

### **Liaison within the School**

The SENCO shares information about students with SEN with:

- Education Team as appropriate;
- The Senior Leadership Team;
- Additional Stakeholders including local authorities

### **Partnership with Parents and Carers**

Brookthorpe Hall School firmly believes that partnership with parents/carers plays a key role in promoting a culture of cooperation between parents, schools, Local Authorities and others. This is important in enabling our students to achieve their potential. Parents should be supported so as to be able and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education;
- Have knowledge of their child's entitlement within the SEN framework;
- Make their views known about how their child is educated;
- Have access to information, advice and support during assessment and any related decision-making processes about special education provision.

Parents/carers of young people are kept fully informed of the provision that is being made for their children and young people. Parents/carers are invited to review progress towards their young person's targets at the parental meetings as required but primarily at annual review and educational progress meetings.

### **Monitoring the Success of the SEN Policy**

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for young people with SEN will be shown by:

- On-going staff observations of the young person in the school setting;

<b>Version</b>	<b>Date</b>	<b>Updated By</b>
2.1	March 2024	J Bell
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- Differentiated planning by the Teacher to meet the young person's needs;
- Records and evidence of the young person's work showing progress towards curriculum objectives;
- Evidence of progress towards targets at student progress reviews;
- Developing age-appropriate scoring on standardised assessments;
- Records and evidence of the young person's progress towards improving behaviour and working towards personal development targets;
- Discussion at an appropriate level with the young person about their progress;
- Discussion with parents about the young person's progress;
- Discussion with outside agencies about the young person's progress;
- Successful requests for additional funding at EHC plan level.

### **Evaluating the Success of the SEN Policy**

The success of the policy will result in the needs of all young people with SEN being met by:

- Having the systems in place to identify young people with SEN as early as possible;
- Making use of good practice in planning for, teaching and assessing young people with SEN;
- Regularly reviewing of the young person's progress against targets set within the EHCP;
- Providing additional intervention if progress is not adequate;
- Considering the wishes of the young person at an appropriate level;
- Having a positive and effective partnership with parents/carers;
- Encouraging a multi-agency approach whenever possible.

### **Annual Review**

All Education Health and Care Plans (EHCPs) are reviewed at least annually. These reviews focus on what the student has achieved as well as on any difficulties that need to be resolved. The Annual Review aims are to:

- assess progress towards meeting the objectives specified in the EHCP;
- review any special provision;
- provide a profile of current steps of attainment in English, Maths and a summary of progress achieved in other areas of the curriculum;
- consider the continuing appropriateness of the EHCP;
- set new targets for the coming year.

The Assistant Headteacher/SENCO initiates the review process upon receipt of the termly list of annual reviews for the Local Authority. The Head teacher can delegate to a qualified teacher at the school any or all of the duties and functions given to them in the regulations.

<b>Version</b>	<b>Date</b>	<b>Updated By</b>
2.1	March 2024	J Bell
2.0	March 2023	J. Price-Bish & L Brazier



**BROOKTHORPE  
HALL SCHOOL**

Creating Brighter Futures

In preparing for the review meeting, the Assistant Headteacher/SENCO must request written advice from:

- Student parents/carers;
- Anyone specified by the authorities;
- Anyone else the Head teacher considers appropriate.

The Assistant Headteacher/SENCO must also circulate a copy of all advice received to all those invited to the review meeting at least two weeks before the date of the meeting, inviting additional comments, including comments from those unable to attend the review meeting. The Annual Review meeting is chaired by the SENCO (Designated Teacher.).

The SENCo provides the Local Authority with a report following each Annual Review meeting before the end of the term, or 10 school days after the meeting takes place if that is any earlier. The report summarises the outcome of the review meeting, setting out the assessment of the main issues discussed at the meeting, the recommendations about educational targets for the coming year and any other steps that ought to be taken.

### **SEN Local Offer**

#### **How does the school know that young people need extra help? What should I do if I think that my young person may have special needs?**

Brookthorpe Hall School is an independent special school. We provide specialist day education for young people aged 7 to 16, who have a range of complex needs that may include a diagnosis of autism or demonstrate behaviours associated with autism.

Our students, who may also have a range of complex learning needs and or communication difficulties, and whose local authority is unable to provide specifically for their

Education, Health and Care Plan (EHCP), require specialist support and intervention. Before joining our school and as a result of their specific learning needs many of our young people will have been unable to access an educational curriculum effectively. Brookthorpe Hall School is committed to raising achievement and enabling students to recognise their potential and supporting them through a personalised, engaging curriculum. Our priority is to develop the foundation knowledge and skills required to make a manageable and smooth transition to the next life stage. We will offer a supportive environment where our young people accept responsibility for their actions, make positive decisions and display pro-social behaviour.

All students who attend Brookthorpe Hall School have an EHCP which identifies the school as the most appropriate provision for the young person. The EHCP will identify the young person's primary and additional needs. These needs are reviewed annually through the Annual Review of the EHCP.

<b>Version</b>	<b>Date</b>	<b>Updated By</b>
2.1	March 2024	J Bell
2.0	March 2023	J. Price-Bish & L Brazier



**BROOKTHORPE  
HALL SCHOOL**

Creating Brighter Futures

The academic progress together with the progress made against the students' individual objectives written into the EHCP, is monitored regularly by the Headteacher and the Assistant Headteacher / SENCO. Where students are not making expected progress, staff work together to design, implement and evaluate specific, personalised interventions to remedy the situation. The school will communicate with parents/carers and placing authorities about interventions, and will work collaboratively with parents/carers to enable them to support learning at home. Brookthorpe Hall School is committed to providing an appropriate and high quality education for children and young people with special educational needs. We believe that all our students, have a common entitlement to a broad and ambitious education, which is accessible to them, and fully includes all aspects of school life. We believe that all our students should be equally valued in school and we strive to eliminate prejudice and discrimination, and to develop an environment where all our students can flourish and feel safe.

At Brookthorpe Hall School we are committed to inclusion. We aim to improve and develop cultures, policies and practices that include all of our students. We aim to engender a sense of community and belonging, and to offer new opportunities to students who may have experienced previous difficulties. This does not mean that we treat all students in the same way, but that we respond to students in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all students, whatever their age, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of students:

- Students from minority ethnic and faith groups, Travellers, asylum seekers and refugees;
- Students who need support to learn English as an additional language (EAL);
- Students with special educational needs;
- Students who are looked after by the local authority;
- Students who have significant gaps in their education and learning experiences as a result of disrupted schooling;
- Students who are young carers and those who are in families under stress;
- Students who are at risk of disaffection and exclusion.

We recognise that students learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

At Brookthorpe Hall School, we aim to address and meet the EHCP objectives and provide teaching and learning contexts, which enable every student to achieve their full potential.

<b>Version</b>	<b>Date</b>	<b>Updated By</b>
2.1	March 2024	J Bell
2.0	March 2023	J. Price-Bish & L Brazier





**BROOKTHORPE  
HALL SCHOOL**

Creating Brighter Futures

### **How will school staff support my young person?**

All students at Brookthorpe Hall School have an EHCP. This document outlines the needs of each child and recommends the provision, resources, approaches and multi-agency involvement required to meet those needs. The overall objectives of the EHCP are broken down into smaller targets. Targets are set and the progress made is reviewed each term through their individual support plan. All subject staff who teach your child are working on enabling your child to meet their targets. These are regularly reviewed and all evidence is recorded.

We use continual teacher assessment to identify how well students are making in both their personal development and academic progress. We use this information to tailor learning to any identified areas of development. At Brookthorpe Hall School, we work closely with other professionals wherever possible to ensure that all of the needs outlined in the EHCP are met.

Students have daily contact with their tutor; this is the first point of contact for parents and carers through **daily/weekly** email or phone contact. The Regional Director for Education/Chair of Governors, holds responsibility to ensure that all procedures and school systems are robust, and that policies are in place, and are working effectively.

Skilled staff will be able to use individual student documentation and differentiation in a variety of ways to support the individual needs of each student. This practice may involve modifying the learning environment, learning objectives, teaching styles and access strategies. The needs of each individual will be provided within the whole class planning frameworks and individual target setting.

Monitoring of progress will be carried out by the form/subject teacher and used to inform future planning within whole class planning. Student progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

All students are encouraged to create a personal learning profile that contributes to their pupil passport and Individual support plan. Students are given the autonomy to share their own perceived strengths and difficulties within education and suggest ways that we can best support them in the classroom and the wider school community.

### **How will the curriculum be matched to my young person's needs?**

All students at Brookthorpe Hall School have access to a broad and ambitious curriculum. At the School, we believe that the word 'curriculum' should be interpreted in its widest meaning. It is part of every planned learning experience the students have as a member of the school, both learnt formally within a lesson or informally outside the classroom throughout the whole School day. It is

<b>Version</b>	<b>Date</b>	<b>Updated By</b>
2.1	March 2024	J Bell
2.0	March 2023	J. Price-Bish & L Brazier



**BROOKTHORPE  
HALL SCHOOL**

Creating Brighter Futures

all the planned activities that we organise in order to promote learning, personal growth and development. Teachers, support staff and instructors structure these experiences to ensure that they have the most positive effect on the attainment, progress and personal development of all students.

The overall aim of the curriculum is to enable all the young people at Brookthorpe Hall School to become **Successful Learners, Confident Individuals** and **Responsible members of society**. We aim to achieve this by supporting the following key principles:

### **Student Entitlement**

As a Special Needs School, providing for the needs of students who have a range of complex needs that may include a diagnosis of autism or demonstrate behaviours associated with autism.

We are committed to the principle that all students, regardless of ability, race, cultural background or gender, have a right to the highest quality of education we can provide. This means that we seek to ensure; breadth and balance for all; appropriate levels of expectation and genuine challenge and relevance; continuity and progression in learning.

### **Addressing Special Educational Needs**

As part of the admissions process and after a place has been confirmed, a range of data and information is forwarded to education staff prior to the young person arriving. This information will include education, social and medical history, attendance, safeguarding issues and involvement of other agencies. The EHCP will provide further information relating to current attainment as a minimum in core subjects.

### **Personalised to meet Individual Needs**

On admission to the school each young person will complete a full baseline assessment. Data from this assessment will be distributed to education staff and will reflect current cognitive ability. Where the EHCP indicates, or where the generic baseline assessment indicates, there will be further targeted screening, where necessary with specialist and therapeutic support. The baseline data is used to set realistic targets for progress across the curriculum and in relation to the key learning needs of the individual. The targets form a key part of individual plans including education plans, behaviour plans, positive handling plans and individual risk assessments. Students start to make choices about their learning in Key Stage 3 where we introduce an options programme to support learning in the core subject areas, this follows into Key Stage 4 to allow every opportunity for students to further personalise their learning and their timetable.

<b>Version</b>	<b>Date</b>	<b>Updated By</b>
2.1	March 2024	J Bell
2.0	March 2023	J. Price-Bish & L Brazier



**BROOKTHORPE  
HALL SCHOOL**

Creating Brighter Futures

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse. Staff will work in a way to avoid the isolation of students, and will encourage peer working and collaborative learning. Differentiation takes a variety of forms within teacher planning. Learning objectives are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording are planned for where this is appropriate.

The school will ensure that the curriculum and extracurricular activities are barrier free and do not exclude any students.

### **How will both you and I know how my young person is doing and how will you help me to support my young person's needs?**

All students at Brookthorpe Hall School have an EHCP. This document outlines the needs of your child and recommend the provision, resources, approaches and multi-agency involvement required to meet those needs. The overall objectives of the EHCP are broken down into smaller targets. Individual targets are set and the progress made is reviewed each term. All subject staff who teach your child are working on enabling your child to meet their targets. These are reviewed regularly and parents/carers are regularly informed of any progress against these.

Annual Review meetings are held once a year and parents/carers are invited to attend these. We also hold an end of year celebration of success day, again there is a full invitation for all parents and carers to attend to help celebrate the wide range of success and achievements of our students.

If you are at all worried about your child's progress, then please do contact their Tutor in the first instance or feel free to make an appointment to come and talk to the Headteacher.

### **What support will there be for a young person's overall well-being?**

We are committed to multi agency working to ensure that the needs of the young person are met. Our work with other agencies is frequent, sustained and responsive to student and family needs. At Brookthorpe Hall our students have regular access to our in-house Speech and Language Therapy and Occupational Therapy as well as Professionals from other agencies such as Psychotherapy, Education Psychologist, CAMHS, Social Care, and Health support the work of the school on a regular basis. These agencies work with us to support students, to devise strategies and offer training and advice whenever necessary.

The multi-disciplinary Pastoral team, meet weekly to discuss pastoral provision across the school.

We encourage students to use their student voice to raise any concerns or issues that they have through the School Council, which meet regularly and reflect and review our school processes.

<b>Version</b>	<b>Date</b>	<b>Updated By</b>
2.1	March 2024	J Bell
2.0	March 2023	J. Price-Bish & L Brazier



**BROOKTHORPE  
HALL SCHOOL**

Creating Brighter Futures

Students are also involved in planning for their individual targets through Annual Reviews and in selecting their individual learning targets.

The primary aim of the curriculum that is offered at Brookthorpe Hall School is to maximise the personal development and well-being of each individual, to become Successful Learners, Confident Individuals and Responsible Citizens with a fundamental understanding of British values including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. The two areas of Education and Therapy work holistically to support the individual needs and well-being of each student. Personal and social development is at the centre of a therapeutic community in all settings. In all that the school offers, the key is to provide for the support and challenge that meet individual interests and aspirations. In terms of delivery, the key features of personal and social development are covered in the Key Stage 2 curriculum through elements of the PSHE curriculum. In the Key Stage 3 and 4 curriculum through both timetabled Citizenship, PSHE including Sex and Relationship and Citizenship lessons to reflect statutory requirements of the National Curriculum with a clear focus on the development of Life Skills. The School strives to ensure that young people leave equipped with the knowledge, understanding, skills and attitudes to cope with life in the wider world. In particular, to establish positive relationships, meet the demands of employers and to be able to live safe and healthy lifestyles. Delivery of the Core 14 – 18 Curriculum provides for student personal development through, ASDAN, Careers Education and Guidance and a Tutor support programme. These planned tutorials take place regularly and include input from all staff who work alongside the students.

### **What specialist services and expertise are available at or accessed by the school?**

All of our educational staff have undertaken specialist training and have access to a full professional development programme. All staff follow an in depth, tailored induction program when they join Brookthorpe Hall School.

In addition to teachers on site, we also have instructors, support staff, pastoral workers, an administration and facilities team.

We also work closely with other agencies to meet students' needs:

- Social Workers
- Wider CAMHS professionals
- Services for Children and Young People - Children's Social Work
- Education Welfare Service
- Therapists
- Education Psychologist

### **What training are the staff supporting children and young people with SEND had or are having?**

<b>Version</b>	<b>Date</b>	<b>Updated By</b>
2.1	March 2024	J Bell
2.0	March 2023	J. Price-Bish & L Brazier



**BROOKTHORPE  
HALL SCHOOL**

Creating Brighter Futures

All education staff receive a wide range of SEN specific training delivered by our wider group, inhouse by specialists, clinicians and the wider therapeutic team and external providers. As part of our on-going continued professional development programme, we have worked with and receive regular training from professionals, including therapeutic parenting, Autism; Safeguarding, ADHD, Attachment Disorders and other specific/relevant needs and disorders.

Regular meetings will be timetabled to update and revise developments in Special Needs Education and Inclusion. Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan along with In-Service training and individual professional development.

All staff have access to professional development opportunities and can apply for SEN or Inclusion training where a need is identified. Support staff, such as TA's are encouraged to extend their own professional development and the Senior Leadership Team will ensure training is offered where this is appropriate.

We also have a daily staff de-brief meeting for all staff where we discuss best approaches and strategies for meeting the needs of the students.

Designated Staff (Headteacher and Deputy DSLs) receive regular, statutory training (Level 2) regarding safeguarding, and all school staff receive Safeguarding (Level 1/Intermediate) refresher training every year.

### **How will my young person be included in the activities outside the classroom including school trips?**

Our off site visits are designed to enhance curricular and recreational opportunities for all of our students. Off site visits are also designed to create opportunities for developing independence, communication and self-management skills, and to promote positive self-esteem. We have a rigorous in-house health and safety screening for all of our offsite education and work placements. This will involve working with each placement to make them aware of individual student needs and targets for the duration of the work placement and ensuring that those involved in teaching our students offsite are also aware of specific SEN, through detailed student profiles and lesson visits. All visits and off site activities are risk assessed to ensure they are appropriate and can be managed to suit individual needs.

Planned, structured experiences for learners outside of the classroom and school environment add to each individual's overall learning experience. Intrinsic to these opportunities will be a thoughtful focus on personal development and are considered to be a very important area of the whole school curriculum. Examples of these additional learning experiences include; Outdoor Educational trips and also Curriculum related visits and activities. These also feature as part of the educational

<b>Version</b>	<b>Date</b>	<b>Updated By</b>
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2.0	March 2023	J. Price-Bish & L Brazier



**BROOKTHORPE  
HALL SCHOOL**

Creating Brighter Futures

experience through all learning phases and are supported by English, History, Science and Geography departments and also through the delivery of Life Skills and the vocational programme.

## **Outdoor Learning**

It is our belief at Brookthorpe Hall School that there should be ample opportunity to take learning outside of the classroom. When this takes place, our students may attain higher levels of knowledge and skills, improve their physical health and increase their motor abilities, socialise and interact in new and different ways with their peers and adults, show improved attention and enhanced self-concept, self-esteem and mental health and change their environmental behaviours and their values and attitudes. The outdoors can provide space and freedom for a type of learning that is difficult to replicate indoors. All students have the right to experience the unique and special nature of being outdoors.

## **How accessible is the school environment?**

Brookthorpe Hall School is a single site school; the main school is built on two levels with stairs from ground floor to the first floor. Entrance to the building is through the main lobby. Classrooms are accessed by a main staircase. There is a lift available for wheel chair access. There are currently clearly identified male and female toilets for students and adults.

We have made sure that there is good lighting and safety arrangements (for example, markings on steps) for all. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (carpeting, blinds, and quiet areas).

## **How will the school prepare and support my young person to join the school, transfer to college or the next stage of education and life?**

We work closely with the Local Authority to ensure that the child is offered provision that can meet their needs. As part of our admissions process, prospective parents can meet the Headteacher and see the school in action. Parents and carers can express a preference for Brookthorpe Hall School and this is usually through close working partnership with placing officers working for the local authority. All places are decided at a LA panel comprising of Headteachers, Educational Psychologists and Local Authority Officers.

At the early stages of the admissions process we work closely with parents and carers, children and their current schools (if currently attending) throughout the transition stage to create bespoke transition packages that meet individual needs. This will involve an initial school visit, a taster day then a planned transition usually starting with half days building to full days depending on individual need.

<b>Version</b>	<b>Date</b>	<b>Updated By</b>
2.1	March 2024	J Bell
2.0	March 2023	J. Price-Bish & L Brazier



**BROOKTHORPE  
HALL SCHOOL**

Creating Brighter Futures

Careers Education and transition planning is an important part of the Annual Review process from Year 7 onwards. Students meet with their LA designated careers advisor regularly from Year 9 to discuss ideas about college training or employment choices. Transition plans, where necessary, are completed for all students and this process starts in year 10.

### **Vocational and Careers Guidance**

Brookthorpe Hall School endeavours to provide all students with a range of opportunities to participate in a vocational environment. A clear vocational philosophy exists at Key Stage 4 as careers and guidance is encouraged as part of a whole school approach from Y7. Emphasis on vocational opportunities are being developed in Key Stage 4 with the planned inclusion of the practical skills required for their desired career. Enterprise is encouraged in all areas of the curriculum and is taught discretely as an option and through whole school charity events and charity activities planned and led by KS4 students. Careers education and guidance are taught through timetabled Careers Lessons, ICT based careers information programme, Citizenship and Life Skills.

In Key Stage 4 and beyond, an emphasis is placed on the world of work, opportunity awareness, college and work experience. All 14+ students are interviewed by Local Authority support services to give guidance and encourage participation in College programmes. This process also provides the specific information required to create individual transition plans. Students who are ready for work experience are supported with a suitable work placement as guided through appropriate outside agencies.

Personalised learning is supported by Individual Support Plans to encourage students to pursue areas of interest and gain experience. Teachers, instructors and learning support staff provide valuable support and guidance as they support the individual student needs. Further extensive careers support and guidance are available through: planned visits and discussions and advice from Local Authority support services (school and personal), outside agencies and parent/carer involvement as opportunities are provided for students' individual needs and future transitions.

It is the aim of the school that all students should leave the school with a suitable placement matching the individual's ability and aspirations. The aim is for all Year 11 students to actively apply for sixth form, college placements, apprenticeships or jobs whilst in their final year. The rationale for college placements is to provide extended learning opportunities and personal development, to encourage new relationships and friendships, to experience new learning environments, to gain appropriate learning for individual needs and to encourage lifelong learning. All KS4 students have further opportunities to develop personal interest through college placements according to personal maturity and individual chosen pathways. We work closely with a number of colleges across the county and neighbouring Local Authorities, regularly discussing courses on offer and respective entry requirements. Students in Year 10 and 11 have the opportunity to study vocational courses at a local

<b>Version</b>	<b>Date</b>	<b>Updated By</b>
2.1	March 2024	J Bell
2.0	March 2023	J. Price-Bish & L Brazier



**BROOKTHORPE  
HALL SCHOOL**

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college each week, to familiarise themselves with a college setting. We work closely with other providers to ensure that the transition to post 16 is as smooth as possible.

### **How is the school's learning environment and resources matched to young people's special educational needs?**

The school is aware that a purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of students' work, stimulus materials and appropriate resources are very important in setting standards and raising expectations. All departments, class teachers and tutors are expected to manage their display areas effectively and to contribute to displays in public areas of the school. The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. Whilst this is left to individual teachers and departments, it is expected that classrooms and learning areas are orderly environments where students can work effectively, comfortably and most importantly of all – safely. It is crucial that adequate resources are provided and are accessible, and that students treat classrooms, workshops and any other learning environments with respect.

At Brookthorpe Hall School, we believe that the development of capability in the safe use of ICT is an essential requirement of the students' education and that they have an entitlement to IT resources and teaching of the highest possible quality development of ICT. The School is guided by the following principles:

- All students have an entitlement to the safe use of ICT throughout all Key Stages. They are expected to develop both understanding and practical expertise. Students develop their skills through specific teaching in ICT/Computing lessons, and as a result of the use of ICT in subject areas. All students will be taught how to use the internet safely and will be expected to follow the school's safety guidelines;
- ICT resources are planned and deployed within the context of Brookthorpe Hall School as a therapeutic community. We seek to ensure that resources of the highest quality, and an appropriate type are provided to meet the needs of all users;
- Staff are encouraged to make full use of opportunities for professional development in ICT. Practical workshops are to be held on a regular basis as part of the school-based INSET programme, and there are also opportunities to attend external courses.

All of our classrooms are provided with resources to ensure the delivery of a personalised curriculum. Where additional resources are required to enable a student to fully access the curriculum, advice is provided by appropriate professionals including the therapy team, consultants and educational psychologists.

### **How is the decision made about what type and how much support my child will receive?**

<b>Version</b>	<b>Date</b>	<b>Updated By</b>
2.1	March 2024	J Bell
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HALL SCHOOL**

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Your child's EHCP identifies the level of support required to meet your child's needs. This is agreed through discussion between the School and your Local Authority. We plan provision to achieve the objectives outlined in the EHCP for each individual student.

### **How are parents involved in the school? How can I be involved?**

At Brookthorpe Hall School we believe in working in partnership with parents and carers to achieve the very best outcomes for students. We communicate regularly with parents/carers, through daily /weekly phone calls/emails from Form tutors; face to face meetings, educational progress meetings and Annual Reviews. We also communicate with parents and carers via termly reports and news updates.

It is our hope that parents/carers can be actively involved at all stages of the education planning process. At Annual Review meetings with parents/carers we aim to ensure that the student's strengths as well as areas for development are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

Parents/carers are always invited to contribute their views to the review process. All reviews will be copied and sent to parents/carers after meetings. Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.

As a school we welcome contact from parents/carers and would encourage parents to contact us, via the school office, if there are any questions or concerns.

### **Who can I contact for further information?**

Jon Bell (Headteacher): [jonathan.bell@optionsautism.co.uk](mailto:jonathan.bell@optionsautism.co.uk)

Sabrina Chowdhury (Assistant Headteacher/SENCO):  
[sabrina.chowdhury@brookthorpehallschool.co.uk](mailto:sabrina.chowdhury@brookthorpehallschool.co.uk)

School office: [jacqui.ingram@brookthorpehallschool.co.uk](mailto:jacqui.ingram@brookthorpehallschool.co.uk)

School website: [www.brookthorpehallschool.co.uk](http://www.brookthorpehallschool.co.uk)

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