

Bright Futures School Offer 2016 -2017

Bright Futures is a specialist School supporting young people with Autism and Learning Difficulties, inclusive of complex communication, sensory and behavioural needs to access meaningful education and community living experiences. We have a day school and residential care settings located in Cheshire, offering integrated therapeutic support and bespoke learning programmes.

We work with families and local authorities from across the country to develop shared hope, vision and ambitions for our young people which will enable them to achieve their social, emotional, academic and life skills potential. The key purpose of our school is to provide the highest quality education services which are personalised and achievement driven to ensure our students are supported to reach their full potential and achieve the best possible life chances.

Bright Futures School is rated by OFSTED (March 2014) as 'Outstanding', *'Teaching is outstanding and, as a result, all pupils achieve exceptionally well and make rapid and sustained progress. Teachers convey consistently high expectations to pupils. They check pupils' understanding throughout lessons systematically and effectively, usually revising the topic from different angles to ensure that pupils fully understand what they are learning.'* Ofsted, March 2014.



School Offer by Areas of Need

| Universal Core Provision and Quality First Inclusive Teaching | |
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| Cognition and Learning | Communication and Interaction |
| <ul style="list-style-type: none"> ▪ High quality teaching is differentiated throughout the curriculum for students according to their level of cognition and learning needs ▪ Regular tracking and assessment of outcomes for all core subjects and PHSCEE ▪ 'Working Walls' present in all classrooms ▪ Easy access to classroom resources to support learning e.g. ICT equipment, dictionaries, computer, practical resources ▪ Targets shared with care staff and parents on a regular basis ▪ Multi-sensory teaching according to individual need ▪ Reward systems for effort, achievement and behaviour ▪ Individual Education Plan (IEP) targets are addressed daily through basic skills sessions and are updated at least every half term ▪ Access to full time Teaching Assistants in every class ▪ Availability of additional / differentiated resources to support learning e.g. Intel-Keys Software (writing), Numicon (maths) and RM maths (online programme to develop independent skills) ▪ TEACCH approach adopted according to individual needs ▪ Access to Specialist Teacher / Agency support services via referral with parental consent e.g. Educational Psychologist (EP) | <ul style="list-style-type: none"> ▪ High quality teaching is differentiated throughout the curriculum for students according to communication development and individual needs ▪ Consistent implementation of total communication strategies, that is, use of signing, Picture Exchange Communication Systems (PECS), symbols and augmentative communication technology (IPad with Speak for Yourself Application) in addition to the spoken word. ▪ SCERTS assessment and implementation across a 24-hour curriculum. ▪ Regular assessment, advice and support from Shine Therapy Services, including speech and language, physiotherapists and occupational therapists. ▪ IEP's include targets to address communication needs that are included in 'Basic Skills' sessions each day ▪ Education Passports for every student that highlight individual Communication, sensory regulation and Interaction needs ▪ Structured school and classroom routines ▪ Visual timetables to support day to day routines ▪ 'Now – Next' systems to assist students to manage transitions between activities ▪ Access to full time SEN Teaching Assistant in all class groups ▪ Regular tracking and assessment of outcomes for all communication and Speech and Language targets |

| Social and Emotional Development | Physical / Sensory |
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| <ul style="list-style-type: none"> ▪ High quality teaching is differentiated throughout the curriculum for students according to their level of social and emotional needs ▪ Behaviour policy that is transparent to students, carers and parents ▪ Strategies to support/ modify behaviour including Social Stories and emotions boards ▪ All staff are positive and nurturing ▪ Classroom rules and expectations clearly displayed ▪ Weekly Aspiration Assembly with focused theme for week linked to Social and Emotional Aspects of Learning lesson (SEAL) ▪ Weekly Celebration Assembly linked to focused theme for week ▪ Access to multi-sensory teaching and resources ▪ Head Teacher's Award – monthly award ▪ Reward systems for class time and break time ▪ Circle time and PSHCEE discrete lessons - SEAL ▪ Regular tracking and assessment of outcomes for SEAL ▪ Access to Special Teacher / Agency support services via referral with parental consent e.g. Educational Psychologist (EP), CAMHS (Child and Mental Health Service) ▪ Accredited courses for all students including those working within the P Levels ▪ A range of Extra-Curricular activities based on personal interests e.g. Media club, sensory club, multi-sports club | <ul style="list-style-type: none"> ▪ High quality teaching is differentiated throughout the curriculum for students according to their physical development and sensory needs ▪ Flexible arrangements made to the environment e.g. specific seating plan, displays, large beanbags for relaxation ▪ Differentiated curriculum delivery and output, sensory den ▪ Staff have formal training to develop skills and an awareness in the implications of sensory and physical impairments ▪ Availability of support resources e.g. pencil grips, triangular pencils, fiddle toys, sensory putty ▪ Therapeutic intervention such as Raiki, Tapping, Tac Pac ▪ Regular tracking and assessment of outcomes for sensory and physical needs ▪ Use of identified specific resources to overcome barriers to learning e.g. hearing loop, visual orientation and mobility (sight lines around school and on interior and exterior steps), posture (physiotherapy chair) ▪ Pre-handwriting / fine motor control programmes (OT “Fine/ Gross Motor” programme) ▪ Availability of additional / differentiated resources to promote independence and success e.g. Intel-Key Software (writing), Sensory Box and TAC PAC (sensory integration) ▪ Access to educational agency support services and health professionals e.g. Physiotherapy, Occupational therapy (OT) for further advice and recommendations ▪ Additional support for dietary needs where necessary ▪ Additional support for personal hygiene needs where necessary and access to disabled facilities |

| Planning and assessment | Keeping our students safe |
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| <p>A rigorous Assessment Policy is in place to ensure that the planning, monitoring and assessment process is flawless.</p> <ul style="list-style-type: none"> ▪ Bespoke Education, Health & Care Plan formulated in liaison with the student's placing authority ▪ Baseline ongoing assessment - PIVATS Assessment Tool ▪ SCERTS assessment – 24-hour curriculum ▪ Entry into National Data for comparative analysis ▪ Equals Curriculum P Levels ▪ Full access to the National Curriculum regardless of ability or SEND ▪ Equals 'Moving On' 14 – 19 curriculum ▪ AQA Entry Level ▪ GCSE – A range of core and foundation curriculum subjects ▪ Annual Reviews – involving multi-agency support ▪ Individual Education Plans – Updated every half term ▪ Personal Education Plans – Updated every 6 months ▪ Positive Handling Plans ▪ Transition Plans ▪ Bespoke Life Plans ▪ Education Passports in place for every student that highlight the student's academic level, progression from previous year and a challenging target level for the forthcoming year | <p>Risk assessments are planned for very specific reasons to keep children safe they include:</p> <ul style="list-style-type: none"> ▪ Individual Student Risk Assessments for Behaviour ▪ Individual Risk Assessments for Physical Intervention and other Health Care Plans ▪ Curriculum Risk Assessments for all subject areas ▪ Risk Assessments for all Offsite Educational Visits ▪ Disclosure and Barring Checks are carried out on all staff appointed to the school; as well as ensuring regular visitors are checked and wear identification at all times. ▪ Risk assessments for the school premises are carried out regularly including fire safety, moving and handling, electrical supply etc. ▪ High level of supervision during unstructured times such as break time and lunch time ▪ Staff are trained in the administration of medication e.g. Epipen, Dysphasia training ▪ All staff have first aid training ▪ Medical Room and facilities on site <p>Rigorous policies area in place to ensure that our students are safe at all times including:</p> <ul style="list-style-type: none"> ▪ Anti-bullying Policy ▪ Supervision Policy ▪ Transport Policy ▪ Fire Safety Policy ▪ Health and Safety Policy ▪ Child Protection Policy |