



Bright Futures

School Prospectus

Aims of Bright Futures School

To ensure and celebrate high standards of achievement for all students, including personal and social development by:

- having high expectations;
- target setting and continuous assessment;
- celebrating achievements and enhancing self-confidence and self-esteem through praise and reward;
- using individual planning and monitoring progress;
- using internal and external accreditation at the individual level of each student.

To ensure each student's knowledge, skills and understanding are developed by:

- offering a broad, balanced, relevant and differentiated curriculum;
- regular assessment, target setting and review, including choice, decision making and independence.

To respect the rights of students by providing a safe, secure and healthy environment through:

- following the requirements for safe recruitment;
- implementing rigorous policies and procedures for health and safety;
- acting on the outcomes from monitoring processes, including implementing dynamic risk assessments;
- recognising that students have a right to privacy and dignity.

To ensure equality of access and opportunity by:

- using in-class support for each student ensuring all planning is individual and regularly reviewed.

To facilitate transition to adulthood by:

- developing self-advocacy skills through improving the young person's communication;
- developing independence and independent living skills;
- providing every student with a transition plan in conjunction with the Placing Authority;
- working with the local Careers Service, Colleges and other agencies on the transition plan from when the student is 14 years old.

To build and foster partnership with parents/carers, external agencies and the local community by:

- maintaining a regular dialogue with parents/carers;
- holding multi-disciplinary educational annual reviews;
- attending and contributing to statutory child care reviews.

To continually improve the quality of education through:

- the monitoring and self-evaluation of systems, procedures and outcomes for students exceeding minimum standards for education and care.

Information for Parents/Colleagues

Bright Futures School is a specialist independent provider supporting vulnerable young people with complex needs. Young people may have been diagnosed with Autistic Spectrum Disorder including Asperger's Syndrome, Fragile X, Learning Difficulties and / or Complex Neurological Conditions. They may be receiving ongoing CAMHS (Child and Adolescent Mental Health Services) support, or be awaiting multi-agency assessment.

At the time of referral, it is probable that the young person will be in a crisis situation, and may be presenting with behaviours which place themselves and those around them at risk.

Bright Futures will provide each young person with all-round support. We will provide a safe environment where their educational, health and social care needs will be met in full and they will receive the opportunity to achieve their developmental potential.

We provide a protective framework for young people, which ensures that parents and placing authorities have peace of mind when commissioning placements regardless of the young person's vulnerabilities or presenting behaviours.

Bright Futures can provide assessment services which identify future need, inclusive of educational provision, healthcare and social care. Using evidence based practice and accessing regional and national resources, we are able to provide each young person with a broad, balanced and differentiated and personalised curriculum, inclusive of college and work-based placements, which maximise a young person's ability to reach their full educational potential.

The school is registered with the Department of Education (Independent Schools) No: 8776001.

If you require any further information then please contact Ruth Clifford, our Head Teacher on 01925 750249 or 07540 014868

Age range of students	5 - 25 years
Registered for	50 students
Annual fees from (day pupils)	£46,436
Annual fees (boarders, 52 weeks)	£179,400

Education Mission Statement

“Awakening Potential - Our Vision 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.”

“Pupils achieve exceptionally well and make outstanding progress as a result of the outstanding teaching and curriculum... Pupils play a dynamic role in their learning; they offer ideas and respond to challenges with great enthusiasm. Pupils are exceptionally well prepared for the next stage in their lives.
(OFSTED 2014)

The school offers a broad range of opportunities for students to achieve their potential with academic study, personal relationships and community integration. The school can offer placements to young people with a variety of needs and diagnoses, including Autistic Spectrum Disorders, CAMHS Intervention and Learning Difficulties.

The comprehensive education programme offered to each student, is personalised to meet their individual need, and address in full all recommendations as set out in their Education and Health Care Plan (EHCP).

The school provides full access to the National Curriculum, modified and tailored to meet the specific learning needs of all students. It is delivered and monitored by highly experienced teachers and teaching assistants.

How will we Achieve our Mission?

Admissions Policy

Bright Futures is a National Resource accessed by local education authorities, social services and health services who require an integrated package of education and care or school day placements. Placements are offered to young people who the placing authority and Bright Futures assess as requiring close supervision and support. We are registered for up to 50 places for boys and girls, aged 5 – 25, which includes day placements.

Referral Process

Before a planned placement is offered at Bright Futures, the student is visited in their home/placement environment. Once it is agreed that Bright Futures can meet the needs of the young person, a pre-admission review meeting will take place, to finalise the details of individual care, education and behavioural plans. Careful consideration will be given in the event of an emergency referral.

Partnership, Safeguarding and Staffing

There are many partners in the process of educating and caring for our children, therefore we aim: -

- To foster close partnership working with Local Authorities.
- To work together, in close co-operation with parents, keeping them fully informed on the progress of their children and life of the school.
- To provide home/school books, parents workshops, coffee mornings and open days in order to offer a support and information service for families.
- To visit the homes of our students, as necessary, to provide an extension and consistency of support in their education.
- To provide support and advice on strategies which may be introduced into the home to support family life.
- To maintain the fullest possible links with our local schools and colleges.
- To work closely as a multi-disciplinary team with other associated agencies e.g. therapists, psychologists, social workers, careers officers etc.

Safeguarding Children/Vulnerable Adults

Parents/carers should be aware that the school will take any reasonable action to ensure the safety of its students. In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect or any other form of abuse, staff have no choice but to follow procedures and inform social care.

The designated person for Child Protection/Safeguarding at Bright Futures School is:
Eddie Jackson, Safeguarding Lead.

In order to create a happy, caring environment we strive to provide a capable, caring and enthusiastic staff, therefore we aim: -

- To work together as an effective team within which each member is recognised and valued as an important part of the school community.
- To involve staff in the decision making processes of the school.
- To offer a programme of induction, in-service training and staff development that will enable all staff to develop and extend their skills.

All staff are rigorously checked against Criminal Records prior to employment and regularly rechecked. Safeguarding training is provided both at induction and at regular intervals during their employment.

Copies of all school policies are available to parents, social workers and LEA representatives from the school office on request.

Our policy on Safeguarding is available to download from the school website or upon request from the school office.

Behaviour Support

Bright Futures School has a positive approach to managing challenging and inappropriate behaviour. We recognise the challenges that face our young people and take a holistic approach to understanding the individual, their autism and their specific needs. Positively managing behaviour begins with the analysis of the function of challenging or inappropriate behaviour and continues with the design of a proactive strategy to help the individual develop skills to manage their own behaviour. We use a number of different strategies to support the individual including teaching coping strategies and relaxation techniques, supporting the individual to substitute more appropriate behaviour and rewarding desirable behaviour by praise and the use of positive reinforcement. Each student will have an individualised Behaviour Support Plan to support their behaviour which will outline proactive teaching strategies and reactive strategies to ensure the individual's safety. Bright Futures School has adopted the 'Team-Teach' approach using de-escalation and positive management techniques. This approach provides us with positive handling strategies enabling planned, systematic and graded strategies that are effective, safe and the least intrusive as possible. We believe that the Team Teach Approach helps individuals to learn to make choices and to begin to take control of their behaviour. Further details of Team Teach may be obtained from the Foundation.

A copy of the school's Physical Intervention Policy is available to all parents, social workers and LEA representatives from the school office on request.

Measurement and Celebration of Progress

At Bright Futures School we have high expectations of our students in all areas of their learning and lives. We celebrate their achievements and progress in a multitude of ways to help build each individual's self-esteem and sense of achievement. In recent years, our students have had Poetry and short stories published in a Young Writer's Anthology and Artwork exhibited in a gallery in London. As a school we strive to ensure that their work receives recognition regardless of ability but with a focus on effort and self-actualisation.

Each individual has an Individual Education Plan (IEP), a SCERTS target plan and a Behaviour Support Plan (BSP). A number of assessments support the ongoing recording of progress and contribute to person centred planning including PIVATS and baseline sensory and academic assessment methods. Learning goals and achievements are celebrated and supported for each individual through National Accreditation including the EQUALS Award schemes and other relevant award bodies. Every year, at Bright Futures, we hold an Awards Ceremony and end of year Prom on the school grounds where students receive awards for recognition of their excellent achievements in both academic and social progress.

Bullying

Our School provides a nurturing environment where students and staff members are encouraged to respect each other's beliefs, choices, personal space and privacy. This allows everybody to feel safe and comfortable when interacting both inside and outside of the School.

To sustain our nurturing ethos and environment we encourage positive behaviour through role modelling, careful matching of young people and staff to the School and by promoting a shared set of standards and expectations of behaviour. Celebrating our student's positive behaviour and achievements remains our primary means of promoting their social and emotional development and community inclusion.

It is very important that our students can communicate their concerns or anxieties regarding the behaviour of others, in particular any incidence of bullying. We therefore, ensure that staffing arrangements are in place to deter bullying from occurring in the School and to ensure that no incidence of bullying could go unnoticed or unchallenged. We therefore, ensure that each student has effective communication skills and contact points, both internal and external to the School to support their concerns and promote a sustainable culture of positive behaviour within our School.

We regard every behaviour and situation as a positive learning opportunity for students and those supporting them. We do not use any sanction or reparation which is designed to punish or achieve compliance from students at any time. It is of primary importance that any consequences in place to support behaviours including bullying are sensitive to our student's age, level of understanding and personal dignity.

Where the behaviour of a student compromises the safety and well-being of others, then we will look to identify strategies, support and resources that can help them to continue with their school studies, community activities and daily routines in a positive way.

Risk Assessment

Bright Futures recognise that to effectively control risks and prevent harm to people, Health & Safety needs to be managed to the highest of standards. Visible and active leadership promotes a positive Health & Safety culture and active participation from all staff encourages success. All students have individual risk assessments, the information of which is used to plan educational visits. Risk assessments for visits are put in place as appropriate and additional risks are monitored by staff throughout.

Exclusions

The school does not exclude students from education. Should a student cause a concern in terms of safety to themselves and / or others, or become excessively anxious in a group situation, then they can be taught in an alternative classroom. This is monitored and targets for reintegration in the class situation are set. If a placement is deemed to have become unsuitable for a young person then a review with outside agencies and the placing authorities is requested. The policy on exclusions is available from Bright Futures School Office.

Procedure for Making Complaints

If a student, parent or any other adult involved with our students should need to make a complaint, representations can be made to a Designated Safeguarding Officer at Bright Futures School or Bright Futures Safeguarding Manager. Facilities exist for both formal and informal complaints to be processed within the school's complaints procedure. Further information is provided within Bright Futures' Complaints and Representations Policy which is available on request from the school office.

As many of our young people experience communication difficulties, strategies have been developed to communicate any celebrations, grievance or concerns our students may have, e.g. a weekly feedback sheet, Review reports and complaint forms. All forms produced are available in written or PECS (Picture Exchange Communication System) format.

In the Academic Year 2016 - 2017 no formal or informal complaints were made by pupils, parents, or others connected with Bright Futures School.

School Uniform

Students in Key Stage 1 - 3 are required to wear school uniform during the academic day. The uniform consists of: -

- **light blue polo shirt (available from the school office),**
- **navy sweatshirt (available from the school office),**
- **navy coat (available from the school office),**
- **dark grey trousers/ skirt or pinafore, and**
- **black shoes.**
- **PE t-shirts (available from the school office) and black shorts and pumps.**

Key Stage 4 students are able to choose their own clothes to wear (smart dress and shoes). A navy coat is provided for all student with the school emblem embroidered on the front for clear identification.

Organisation of the School Day

School Hours

Key Stage 1 & 2

Morning: 9.15 am to 12-15pm (including morning break)

Afternoon: 1-30pm to 3-00pm (including afternoon break)

Key Stage 3, 4 and 5

Morning: 9.30 am to 12-30 pm

Afternoon: 1-30pm to 3-15pm

Spiritual, Moral, Social and Cultural Development of the Students

Economic and personal wellbeing is effectively promoted throughout the curriculum within PHSEE lessons and structures themed assemblies. Students are encouraged to take up responsibilities within the school, such as peer mentoring/ student council, and to develop independence. Relationships with peers and adults are enhanced by highly effective role modelling. Within the curriculum students study our country, a diverse range of faiths and cultures, and are encouraged to be tolerant of others' points of view. Students are encouraged to consider how best to communicate effectively and positively and also comprehend the impact of any adverse actions.

Total Communication Approach

Bright Futures School utilises a 'Total Communication' approach with the aim of creating strategies, resources and stimulating environments which will develop individuals' non-verbal and verbal communication abilities, facilitate social interaction, attention and understanding and support emotional development such as self-esteem and self-assertiveness. Total Communication strategies address both receptive and expressive communication and are individualised according to needs. These strategies include the Picture Exchange Communication System (PECS), objects of reference, Makaton signing, voice output devices such as iPad with corresponding Speak for Yourself Application, social stories, visual strategies, physical, gestural and verbal prompts.

Key Stages One & Two (5 - 11 years)

Key Stages One & Two provide a primary setting for younger students. They offer a very structured, consistent and caring approach to ensure that students can experience an environment in which they can learn and make mistakes. This may be achieved by using visual cues such as Picture Exchange Communication Systems (PECS), individual work-stations and visual timetables to support verbal instruction. Many of our teaching methods are based on the TEACCH model (Treatment and Education of Autistic and Communication related Handicapped Children).

Subjects follow the National Curriculum, and are differentiated to meet the needs of students, many of whom are making progress through the P-Levels (working towards

Level 1 of the National Curriculum). Learning is broken down into small, achievable steps to ensure success and promote further development. All achievements are celebrated weekly, during our 'Celebration Assembly' meetings.

As a teaching staff we have decided to teach some areas of the curriculum at Key Stages 1, 2 & 3 through a thematic approach. This approach has a number of potential advantages:

- Reduced pressure on the timetable to allow more time for the Core Curriculum areas.
- Child-centred focus.
- Will help generalise skills.
- Children will enjoy it more.
- Increased flexibility.
- Learning will be more practical.
- It can be a powerful vehicle to promote cross-curricular skills including independence and the key skill areas of ICT, communication, problem solving (resilience), teamwork and improving own performance & learning.

The following subjects are taught at Key Stage 1 & 2:

- **English**
- **Mathematics**
- **Science**
- **ICT**
- **PHSCEE Drama**
- **Humanities**
- **Modern Foreign Languages**
- **Art / CDT**
- **Music**
- **Sport**
- **Swimming**
- **Options – one afternoon a week, students are given the opportunity to choose between a range of activities.**

Key Stage Three (11 - 14 years)

Key Stage Three promotes an ethos that provides a basis for more independent learning. The students receive a broad, balanced, relevant, differentiated curriculum which promotes academic, social and emotional growth.

Educational visits are an integral part of the curriculum as most of our students are kinaesthetic / visual learners.

The following subjects are taught at Key Stage 3:

- **English**
- **Mathematics**
- **Science**
- **ICT**
- **PHSEE Drama**
- **Humanities**
- **Modern Foreign Languages**
- **Art / CDT**
- **Music**
- **Sport**
- **Swimming**
- **Equals 'Moving On' (Nationally Accredited 5 year course 14-19 yrs)**
- **Options – one day per week students are given the opportunity to choose between a range of activities.**
- **Transition planning takes place later in Year 9 in conjunction with Careers Education Services who advise on relevant courses, work experience and future work-based training, including College placements.**

Key Stage Four/Five (14 - 19 years)

In Key Stage Four / Five, students are provided with appropriate courses dedicated to improving their basic skills in communication, numeracy and information technology, which they can then utilise in everyday life. They are also provided with the opportunity in each subject area to take external examinations at an appropriate level which include GCSE courses, AQA Entry Level Courses, WJEC Entry Level Pathways and Equals accredited courses.

The following subjects are taught at Key Stage 4:

- **English**
- **Mathematics**
- **Science**
- **ICT**
- **PHSCEE Equals 'Moving On'**
- **Functional and core skills**
- **Individual Life Skills Programme**
- **Work Experience**
- **Careers Advice**
- **Health and Nutrition**

At the start of Key Stage Four, an individualised learning programme is devised with each student that suits their abilities, careers interests and individual needs. The main aim of the school at Key Stage Four, is to provide students with access to appropriate life skills and examination opportunities, and also achieve a smooth transition through to further education, work based training or employment.

All students are given the opportunity to meet with a Careers Advisor and take part in work experience that is relevant and meaningful to the individual.

Education staff work collectively to help students to achieve their potential and re-integrate successfully into their home, the community and wider society. If a student is deemed to be capable of benefiting from local mainstream or special education schooling, then a phased programme of re-integration (with support) will be agreed between the Head teacher, parents / guardians, placing authority, receiving school and other agencies through the annual review process.

Adult Education (19-25 years)

Our post 19 students follow learning programmes that are tailored to their individual needs, education and employment goals.

The overarching elements within the programmes include:

- Pathway to Employment
- Pathway to Housing
- Pathway to Health
- Pathway to Friends and Relationships

These pathways include learning functional skills in Maths and English, alongside a range of other training to prepare our young people for their adult lives. Other elements of learning could include meaningful work experience, travel training and independent living and personal skills.

Meeting Special Educational Needs

All education staff are specialist teachers and teaching assistants who are experienced in differentiating the National Curriculum for students with special needs. Instructions given are always simple and clear, and the learning environment is calm, safe and secure.

Each student has an Individual Education Plan (IEP) which is a working document, reviewed and updated regularly. The IEP includes small steps towards specific but achievable targets, with opportunities for students to repeat work as necessary and experience recognised success.

The Curriculum

The school provides access to the National Curriculum for all students.

Sensory

Many of our students have sensory impairment so they need specialist intervention to develop each of their senses individually and in combination. We aim to provide a stimulating multi-sensory curriculum for all students who will benefit from this approach, to encourage more visual, auditory and tactile experiences. The sensory curriculum is extended and integrated throughout the national curriculum and the individual's waking day.

English

All staff regard good literacy skills as a fundamental requirement for students achieving their full potential. For young people to learn effectively, staff ensure that work is inspiring, challenging and appropriate to individual need.

At Bright Futures, all staff monitor literacy across the curriculum, as we believe it is the key to:

- **improving students' communication and learning skills;**
- **improving students' performance with reading, writing and speaking and listening skills;**
- **improving students' independent learning skills.**

The school uses ongoing PIVATs assessment against 'P' levels and NC levels. Our assessment data is benchmarked with National Cohorts and analysed on an annual basis.

Mathematics

Mathematics is an important part of everyday life and functional numeracy is at the forefront of all mathematics teaching. It is taught to students to equip them with a powerful set of tools, including logical reasoning, problem solving and the ability to think in abstract ways.

The scheme of work taught to students at Bright Futures is dependent on individual specific educational needs. This in turn dictates the rate of learning, topics, resources to be used and the teaching methods to be employed.

Mathematical experiences involve individual / group work and incorporate a variety of problem solving activities and resources, including books, calculators and mathematical equipment. Students learn to record their work in different forms, dependent on the mathematical activity. These help focus students' thoughts and provide a means of communicating with others.

Science

Small group work and individual teaching allows us to develop each student individually. Science work is based on the National Curriculum and we aim to engage in topics using investigations which require the students to predict and form hypotheses based on their knowledge and abilities.

We are able to use the environment, the internet, visit exhibitions and places which link topics to augment practical work in class.

Art and Craft

Art provides students with a wide range of experiences to develop their practical skills and to develop their awareness of various types of art work. In each Key Stage, students undertake activities which provide a range of visual, tactile and sensory experiences, and allow students to experiment using different media. At Bright Futures we want Art to encourage freedom of self-expression, enhance self-esteem and provide a cultural base by studying individual artists and genres. Our highly successful Art groups have entered prestigious competitions and were selected to exhibit their work at a Gallery in London, where one of our students won fourth prize. We pride ourselves on the inclusive nature of our work and adopt a person-centred approach in all Art groups.

Information Communication Technology (ICT)

Students are encouraged to use Information Communication Technology to enhance their learning and motivation. The school is wholly committed to the use of computers across the curriculum and provides students with the opportunity to use the Internet and full multi-media PC equipment including iPads to complement learning.

In each Key Stage, ICT is approached in a practical child-centred manner. The study of ICT enables our students to extend their knowledge and understanding of the world by being actively involved in experiencing, investigating and manipulating information in a variety of forms.

Personal, Social, Health, Citizenship & Economic Education (PSHCEE)

A high priority is placed on PSHCEE to include the acquisition of independent living skills to maximise opportunities for self-confidence, social interaction, personal autonomy, self-empowerment, economic well-being, self-advocacy and to enhance life chances. It includes aspects of Health Education including Sex & Relationship Education.

In addition to PSHCEE, students have access via Individualised Educational Programmes to the following curriculum areas. School policy documents are available to parents, Local Authorities and their representatives on request. The school's curriculum and schemes of work are a dynamic resource and will be continually revised and updated.

Modern Foreign Languages

Modern Foreign Languages is taught in Key Stages 1, 2, 3 and 4, by both discrete teaching sessions and additional themed week. Students are introduced to foreign languages using a variety of teaching styles, communication techniques and media, encompassing geographical awareness, cultural similarities and differences, and food technology, with basic vocabulary.

Humanities - History and Geography

History and Geography are delivered under the umbrella of Humanities through a structured thematic approach. Our History curriculum encourages students to ask and answer questions about past and present events. In Geography, we teach students about the world they live in and the significance of global issues.

Design and Technology and Food Technology

Both subject areas are delivered within an afternoon activity programme and during our structured theme weeks. Students investigate, design and make a range of functional items from given briefs that are related to real situations. Every student will experience the satisfaction of planning, developing and realising a finished product.

Music

Our students are exposed to music from different cultures through both listening and hands on experience. These experiences are provided via talks and visits, instrument workshops, sensory experiences and discreet lessons. In Key Stage One & Two, music is integrated into the daily lessons, where students sing as a group and are introduced to new topics through song. We aim to encourage an understanding and enjoyment of music through delivery of the subject.

Religion, Culture and Ethnicity

Students within all Key Stages study and develop an awareness of differing religions from around the world with a focus on 'Calendar of Culture' which encompasses a wide range of celebrations. Classes visit local places of worship to extend their knowledge of other beliefs and guest speakers are invited in to share their experiences with the students. As many young people placed at Bright Futures have diverse cultural and ethnic backgrounds, it is important to investigate and attain an understanding of the multi-cultural and ethnic society in which we live. Studies encompass local and global diversity, including issues of disability and social inclusion.

Record of Achievement

Through the Record of Achievement, the school provides a framework to enable students to plan and manage their own learning and personal development.

The Record of Achievement File is a useful tool to assist young people with post 16 planning. It incorporates:

- **material that helps young people think about their achievement;**
- **a professional file to store qualifications, achievements and experiences;**

- **a 'presenter' that can be used to take selected evidence to an interview;**
- **photographs of seminal moments and experiences.**

At Bright Futures School, we constantly encourage our students to engage with others and celebrate their achievements. We strive to include students in the decision-making process and self-assessment which, in turn, improves their self-confidence and esteem.

Assessment, Reporting and Recording

Assessment

At Bright Futures school, the curriculum is based on interactive, individualised programmes and monitored to maximise individual progress. We regularly assess and track each student's progress using PIVATS assessment, which ranges from P Level to Level 5 of the National Curriculum. The teaching breaks down tasks into a series of small steps, each step preparing the way for the next. Success is reinforced using consistent praise and rewards to motivate students, so that segments of learning build into a meaningful 'whole'. This involves:

- **specialised classroom organisation (workstations, visual symbols);**
- **individual learning that addresses deficits and builds on skills;**
- **breaking down tasks into achievable elements;**
- **a structured and consistent learning environment;**
- **a high level of 1:1 teaching;**
- **positive reinforcement of correct responses;**
- **Individual Communication Strategies;**
- **staff experienced in dealing with autistic behaviours;**
- **strategies including TEACCH model (Treatment and Education of Autistic and Communication related Handicapped Children);**
- **Individual Support Plans;**
- **Personal Education Plans;**
- **the use of Social Stories.**

Reporting and Recording

On admission, a full educational baseline assessment is undertaken. Education staff provide reports based on academic ability, developmental progress and behaviour. Education reports are completed at the end of each term and a more extensive report is completed at the end of each year in July.

PIVATS reports are updated each half term (a National Curriculum assessment tool, ranging from P Level 1 to National Curriculum Level 5), and inform teachers of the progress each student has made and future planning. The data is fed into PIVATS in order to analyse progress and identify any areas for improvement. Formative testing is carried out regularly to test the core subject areas.

An annual update of each student's Education, Health, Care Plan (formerly Statement of Educational Need) is held with placing authorities, education representatives and parents, reviewing targets for the preceding and setting new ones for the coming year. These reports form an integral part of the LAC (Looked After Children) review process.

Reviews

A full education report is provided for each review, including Assessment data, Curriculum Map for the term, IEP, Speech and Language report and a 'My Voice' education sheet completed by the student which expresses their views on their education.

Therapy Assessments

Each student has a thorough Speech and Language assessment and Occupational Therapy assessment carried out by Shine Therapy Specialists, who are commissioned to work with Bright Futures for a number of days per week. The therapists work closely with staff throughout the education and residential settings to develop a total communication approach which will fully support the young person in all settings.

The aim is to create strategies, resources and stimulating environments which will develop students' non-verbal and verbal communication abilities, facilitate social interaction, attention and understanding and support emotional development such as self-esteem and self-assertiveness.

The Therapists work in consultation with families, educational and residential staff to provide individualised communication programmes for each young person. Augmentative Devices, Picture Exchange Communication System (PECS), Makaton, Objects of Reference, Photographs and Visual Schedules are all used to support and encourage students to communicate at their most sophisticated level.

SCERTS

SCERTS® is an innovative educational model for working with young people with autism and their families and care teams. It provides specific guidelines for helping a young person become a competent and confident social communicator, while preventing problem behaviors that interfere with learning and the development of relationships.

The acronym “SCERTS” refers to the focus on:

“Sc” – Social Communication — the development of spontaneous, functional communication, emotional expression, and secure and trusting relationships with young people and adults;

“ER” – Emotional Regulation — the development of the ability to maintain a well-regulated emotional state to cope with everyday stress, and to be most available for learning and interacting;

— Transactional Support— the development and implementation of supports to help partners respond to the young person's needs and interests, modify and adapt the environment, and provide tools to enhance learning (e.g., picture communication, written schedules, and sensory supports).

The SCERTS model targets the most significant challenges faced by students at Bright Futures School through family-professional partnerships (family-centered care), and by prioritising the abilities and supports that will lead to the most positive long-term outcomes as indicated by the National Research Council (2001; Educating Children with Autism). As such, this model enables us to provide family members and the care and educational teams with a plan for implementing a comprehensive and evidence-based program that will improve quality of life for the young people and their families.

Holiday Club

During the main school holidays our Holiday Club Co-ordinator organises activities for the students to take part in, so that they continue to have an element of structure and consistency to their day. The Holiday Club offer a range of activities including:

Swimming	Arts & Crafts	Parachute Games	Sand / Water play
Music	Sports Hall Games	Orienteering	Cycling
Sensory Room	Outside Team Games	Sensory Programme	Computers
Art/ Crafts	Cooking	Drama	Themed Days
Trips out	Picnic	PlayStation	Badminton
Archery / Wall climbing	Treasure Hunt	Wii	Singing/Action Rhymes
Mini Olympics	Karaoke	Beach trips	Messy Play
DVD Day	Books / Magazines	Sports Day	Treasure Hunt

Extra-curricular Activities (After school and lunchtime)

Students are encouraged to choose from a range of lunchtime and after school clubs to add some structure to their free time. Most of the clubs have been suggested by the students and are regularly added to, depending on individual requests.

Outreach Service

Bright Futures School is part of a much wider community. As part of education service we offer our day students and their families an Outreach programme which is designed to offer extra-curricular activities that are of particular interest to the student. The Outreach programme is an extension of school activities and is designed to further enrich their lives in the community and support families by providing opportunities for young people to develop social skills in and around the local community.

School Staffing 2017 – 2018

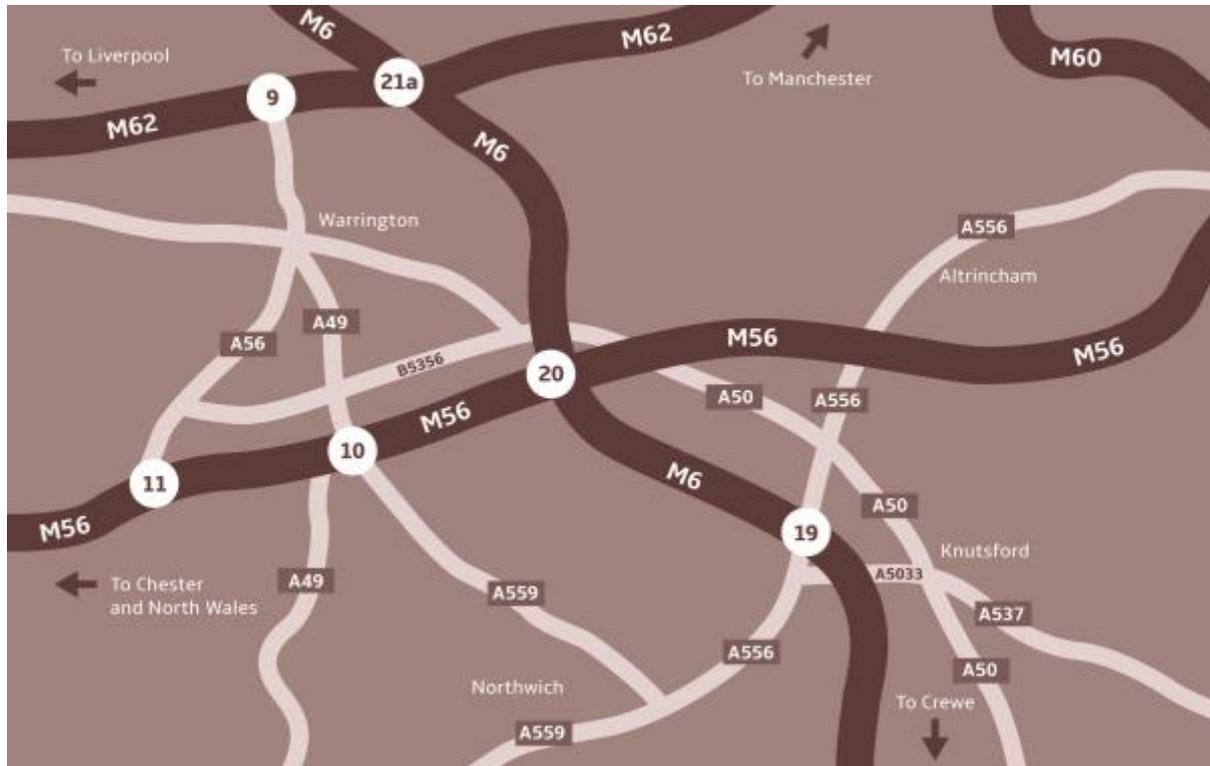
Name	Role	Qualifications and Experience	Employment Start Date
Ruth Clifford	Head Teacher	Bachelor of Ed (Hons) Masters of Education (Autism)	January 2012
Rebecca Bird	Teacher	BA Tourism, Leisure and Spanish (Hons) PGCE Modern Languages	November 2013
Simon ALEX Buxton	Teacher	BA Hons Textiles PGCE in Secondary Art Masters of Art	May 2016
George Chambers	Teaching Assistant	Degree in Teaching & Learning in Education	August 2014
Amie Clarkson	Teaching Assistant	Teaching & Learning Support NVQ Level 2.	April 2016
Jenny Dunbobbin	Higher Teaching Assistant	HLTA Level 4 Qualification	Sept 2014
Nathan Fernyhough	Teaching Assistant	Degree of Bachelor of Science with Honours Approved programme of study in Sport and Exercise Science	Sept 2015
Tom Floyd	Teaching Assistant	Level 3 Diploma for Children & Young People's Workforce.	April 2016
Sarah Grant	Teaching Assistant	Level 3 Early Years Care & Education	October 2016
Daniel Griffiths	Teaching Assistant	Level 3 Diploma for Children & Young People	July 2012
Jake Halliday	Teaching Assistant	Level 3 Diploma for Children & Young People	Dec 2013

Catherine Hancock	Teacher	Diploma in Teaching in the Lifelong Sector. Recently completed BA Hons Education & Professional Development.	Sept 2014
Laura Hornby	Learning Support Assistant	Currently studying BA Hons in Teaching, Learning and Mentoring Practice.	Sept 2014
John Hyland	Art Tutor	City and Guilds 7307 - Teaching Competence Certificate of Education (Adult Further & Higher)	July 2012
Anthony Joyce	Teaching Assistant	CACHE Level 2 Cert in Supporting Teaching & Learning. Previous experience in Schools.	Sept 2016
Alicia Keats	Teaching Assistant	Currently studying Open University – Education Degree. Previous care experience.	Sept 2016
Matthew Lawton	Teaching Assistant	BA Hons in Drama	April 2016
Lisa Maidment	Higher Teaching Assistant	Foundation Degree in Early Years.	May 2017
Gemma Marshall	Teaching Assistant	BA with Hons in Physical Education & School Sport.	Sept 2017
Lucy McChrystal Plimmer	Teacher	Post Graduate Diploma in Education, BA Hons Degree Embroidery (Art & Design).	Oct 2016
Peter McCole	Learning Support Assistant	NVQ 2 Children's' Care, Learning & Development. PTLLS (Preparing to teach in the Life Long Learning Sector).	September 2012
Helen Millington	Teaching Assistant	BA Hons in Physical Education & School Sport. Previous voluntary work in a Nursery & Playability.	Jan 2016
Amy Nesbitt	Teaching Assistant	Teaching Assistant Level 3	Sept 2015

Jean Nicholson	Education Co-ordinator	NVQ2 Teaching Assistant NVQ3 Children & Young People Level 2 NVQ Certificate in Team Leading.	May 2008
Emma O'Brien	Teaching Assistant	Nursery Nursing Diploma NNEB Diploma in Nursing.	Jan 2016
Steven O'Brien	Teaching Assistant	Previous experience as a Technician in a school, assisting teachers and pupils.	April 2016
Rachael Pack	Teacher	BA Hons Leisure Management PGCE Food Technology/Textiles	June 2016
Susan Pemberton	School Administrator	Level 4 Diploma in Theory & Practice of Counselling Level 5 Cert in Human Resource Management	Sept 2004
Harry Roe	Teaching Assistant	No previous experience in a school but very keen to take on a new challenge.	Sept 2015
Lucy Seddon	Teacher	BA Special Needs	March 2009
Laura Taylor	Teacher	BA Film & Literature. PGCE Primary NQT with previous experience in tutoring and care	October 2016
Vicky Tijani	Deputy Head	BTEC National Diploma, Childhood Studies Level 2 NVQ Cert in Team Leading	November 2003
Hannah Wood	Teaching Assistant	BTEC Higher National Diploma in Health & Social Care NVQ Level 2 in Support, Learning & Teaching.	Sept 2014
Lisa Hamer	Specialist Occupational Therapist	BSc (Hons) Occupational Therapy - Advanced Practitioner in Sensory Integration	2009
Jade Hassall	Speech & Language Therapist	BSc (Hons) Speech & Language Previously worked as a Healthcare Assistant and a Teaching Assistant	2015

Contact Bright Futures School

Bright Futures school is situated in the picturesque village of Lymm, approximately 3 miles south of Warrington Town Centre. The school is 1 mile from the intersection of the M6 / M56 motorway system and easily accessible from any part of the North West region. Bright Futures School is ideally located to access the facilities of a large urban area whilst enjoying the benefits of nearby rural locations.



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