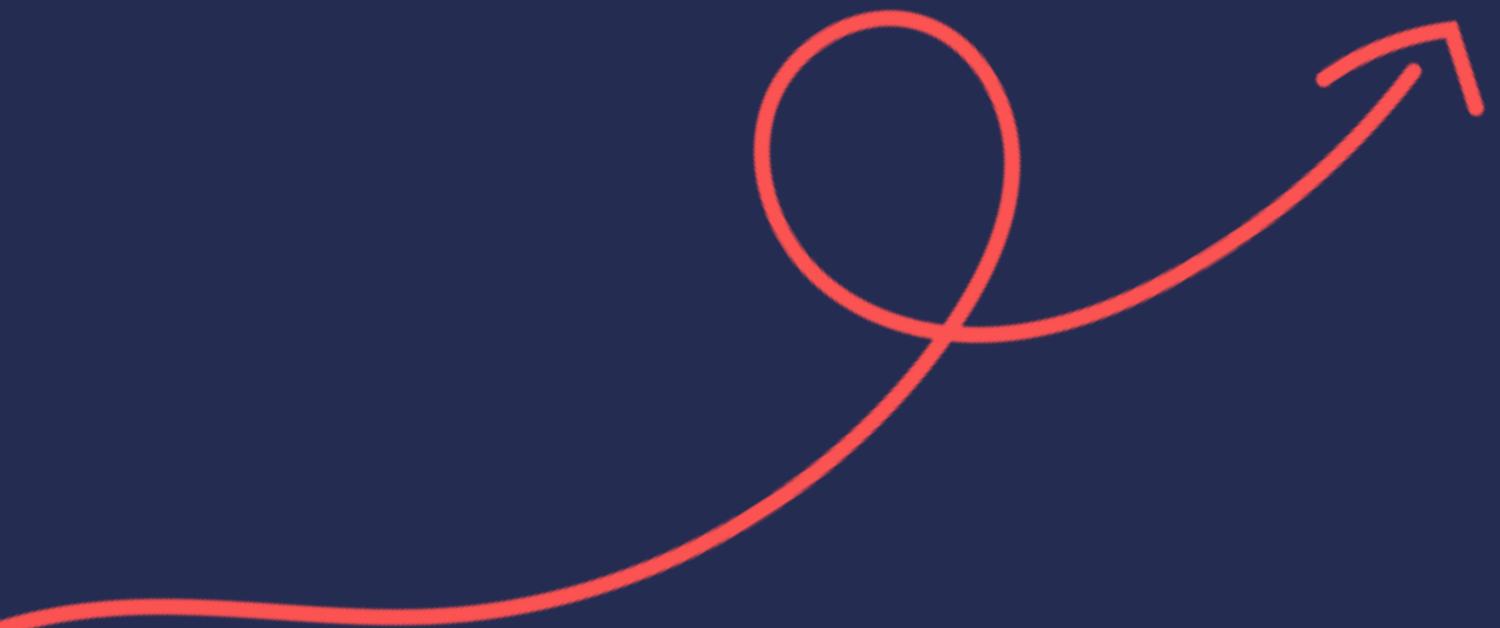




Bright Futures



**Willow Tree Park
School 2025/2026
Prospectus**



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Welcome to Willow Tree Park!

I'm delighted to welcome you to our school community. Here at Willow Tree Park, we pride ourselves on being more than just a school. Our goal is to create a warm, nurturing environment where your child feels supported, understood, and inspired to reach their full potential.

We understand that every child is unique, with their own strengths, needs, and ambitions. That's why we take a highly personalised approach to education, ensuring that each student has the opportunity to thrive academically, socially, and emotionally. Whether it's through our tailored learning plans, engaging activities, or the dedicated care of our team, we are here to help your child grow in confidence and ability.

At Willow Tree Park, we believe in celebrating the small victories just as much as the big ones. It's our mission to foster a sense of achievement in every student, helping them develop not only the skills they need for the future but also the self-belief that will carry them through life.

I'm incredibly proud of the strong, supportive community we've built here and the bright futures we're helping to shape. I look forward to welcoming you to Willow Tree Park and working together to support your child on their journey.

You should find all the information that you need about our school in this prospectus and we hope to see you at Willow Tree Park soon!

Alicia Highton, Headteacher



Who we are

Willow Tree Park offers specialist education and support for up to 80 vulnerable young people with complex needs who have an Education, Health and Care Plan (EHCP) or are undergoing assessment. Our trained teams support a wide range of additional needs, including Autism, Fragile X, learning difficulties, and complex neurological conditions.

We recognise that students may join us during a period of crisis, may be demonstrating unsafe behaviour or may have spent long periods of time out of education. We provide personalised, all-round support in a safe environment designed to fully meet EHCP needs and help each student reach their developmental potential. Our protective framework offers peace of mind to families, carers, and placing authorities, regardless of a young person's vulnerabilities or behaviours.

We also provide assessment services that identify future educational, healthcare, and social care needs. Each student receives a broad, balanced, and individualised curriculum, inclusive of college transitions and work-based placements, to maximise their ability to reach their full educational potential.



“Awakening Potential – Our Vision is to provide the highest quality education services which are personalised and achievement-driven to ensure our students can reach their full potential and achieve the best possible life chances.”



Positive Behaviour Support

Willow Tree Park prioritises Positive Behaviour Support, adopting a positive and person-centered approach when managing behaviour of concern or unsafe behaviour, with access to Bright Future's designated Positive Behaviour Support Team. We recognise the challenges that our young people face and take a holistic approach in understanding the individual, their autism and their specific needs.

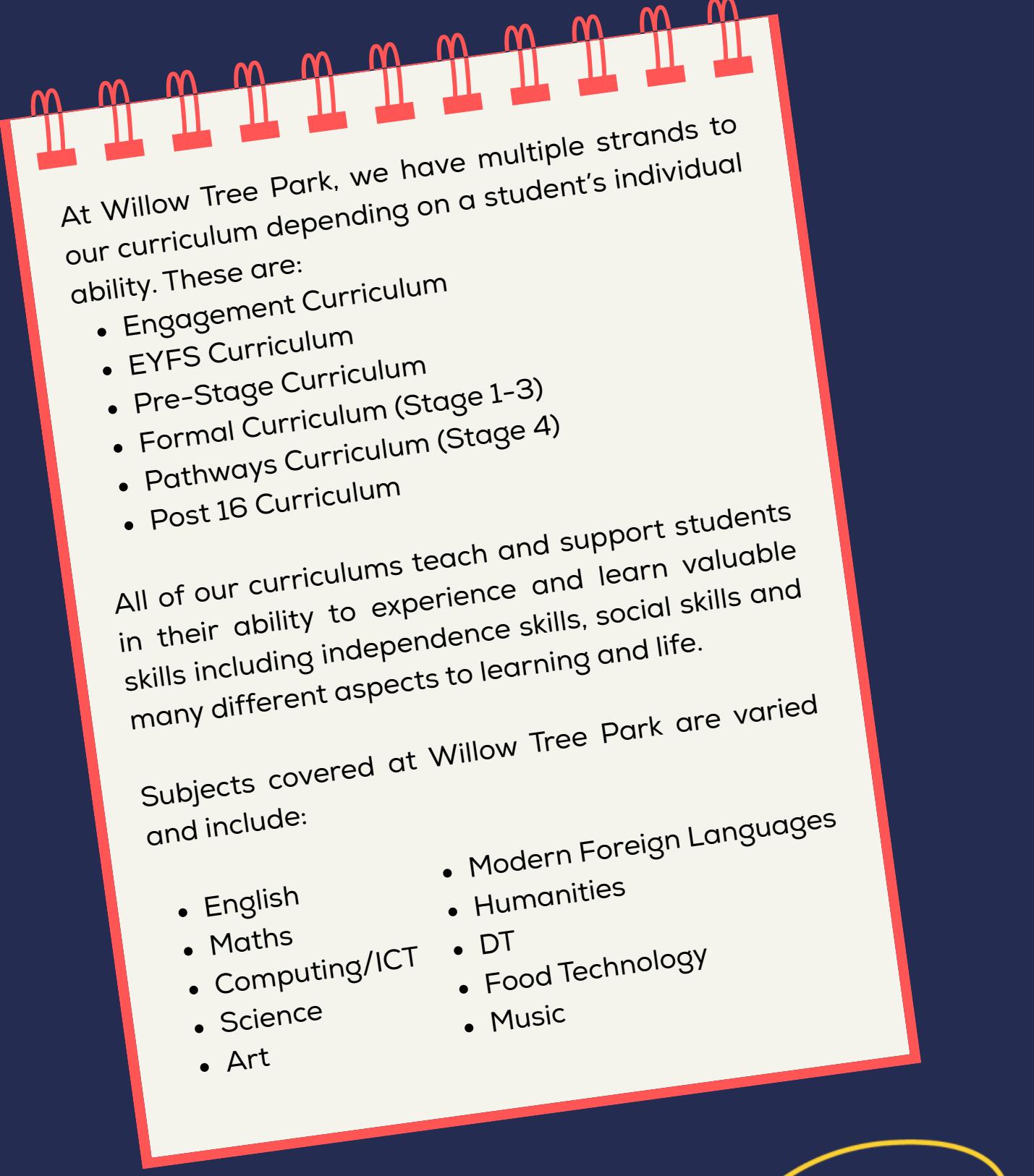
We promote positive behaviour by fostering a nurturing environment built on role modelling, careful matching of students and colleagues to the school and shared behavioural expectations. Celebrating students' achievements and positive behaviour plays a central role in supporting their social, emotional, and community development.

Each student has an individualised Behaviour Support Plan outlining both teaching and reactive strategies to ensure safety and development. We have established positive handling strategies that are planned, systematic, and as non-intrusive as possible to support students in making informed behavioural choices and begin taking control of their behaviour.

Regular assessments ensure behaviour and education plans are continuously updated to reflect the evolving needs of each student so they are able to thrive both academically and socially.



Our Curriculum



At Willow Tree Park, we have multiple strands to our curriculum depending on a student's individual ability. These are:

- Engagement Curriculum
- EYFS Curriculum
- Pre-Stage Curriculum
- Formal Curriculum (Stage 1-3)
- Pathways Curriculum (Stage 4)
- Post 16 Curriculum

All of our curriculums teach and support students in their ability to experience and learn valuable skills including independence skills, social skills and many different aspects to learning and life.

Subjects covered at Willow Tree Park are varied and include:

- English
- Maths
- Computing/ICT
- Science
- Art
- Modern Foreign Languages
- Humanities
- DT
- Food Technology
- Music

Engagement Curriculum

The Engagement Curriculum offers our students a range of approaches to learning including:

- Communication
- Independence
- Structured and Sensory Free Play/Leisure Time
- Physical Wellbeing
- Outdoor School
- Creativity (including Drama, Art and Music)



As part of our Engagement Curriculum, we have adapted the EQUALS semi-formal curriculum to suit the needs of our students with Autism and/or Learning Disabilities who may require a more indirect and creative approach to learning. The curriculum is developmental in nature and can be personalised.

The Engagement Curriculum is not directly related to either age or stage and we recognise that some students may stay in this stage for a significant amount of time, though there are clear, personalised progression routes whether this be a full or partial transition into National Curriculum learning.

The aim is to ensure all learning is completely personalised and bespoke to meet individual needs.

Stage 1 & 2

All of our students follow a curriculum which incorporates the foundation subjects and where suitable, may also link to the core subjects and the national curriculum at a level that is appropriate to the age and developmental stage.

This is further enriched through specialist provision such as art tutors and sports coaches. At Stage 1, students will engage with subjects like Modern Foreign Languages through music, food, dance and colour. A range of subjects are taught across this stage including:

- English/Phonics/Communication
- Maths
- Science
- ICT
- PSHE
- Humanities
- Modern Foreign Languages
- Art/DT
- Food Technology
- Music
- Sport
- Sensory Hub Curriculum Visits
- Swimming
- Options - one afternoon a week students will choose from a range of activities



Stage 3

Stage 3 provides a basis for more independent learning. Students continue to receive a broad, balanced and differentiated curriculum.

Educational visits are an integral part of Stage 3, encouraging students to link learning and transfer skills from the classroom to community situations such as using skills from a maths lesson to pay for their swimming lesson.

Subjects taught at Stage 3 are the same as Stage 2 but also include:

- Drama
- Swimming
- Equals 'Moving On' (5-year accredited course for 14+ year olds)
- Enrichment and Careers
- Relationships, Health and Sex Education





Pathway (Stage 4)

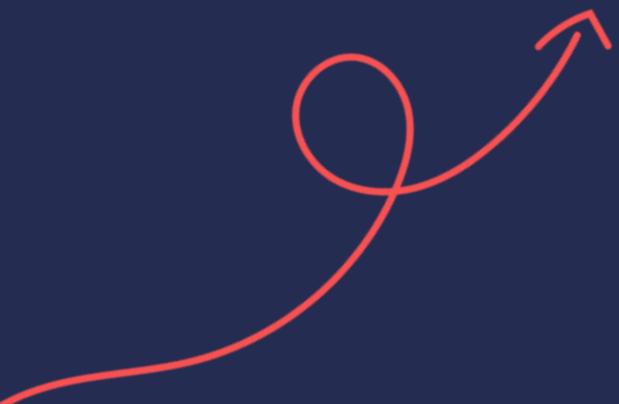
Our Stage 4 students receive a progressive work-related learning programme alongside their curriculum. There is a focus on enrichment and work experience which takes place both within in the school and in the local community. Students are able to look at different industries such as hair and beauty, nursing, teaching or astronomy etc. to discover where they would like to continue their studies. Our Pathways curriculum prepares students for a transition into mainstream education, work experience, employment or a college provision. Students may partake in a full or bespoke, partial transition into mainstream education.

Students are encouraged to take part in academic competitions and display their work for example through Young Writers and sports competitions or art exhibitions at local and national galleries.

At Stage 4, students will follow the Stage 3 curriculum with the addition of:

- English ASDAN
- Maths ASDAN
- ICT ASDAN
- Individual interests related qualifications if appropriate.





Post-16 Education

Willow Tree Park offers education for students up to 25 years of age and is also home to XXX College which offers post-16 education. Our Record of Achievement framework enables students to plan and manage their own learning & development and assists with post-16 planning.



Our Post-16 Curriculum promotes independence and life skills preparing them for their transition into engagement with the wider community.





Community Outreach

All students are encouraged to take part in activities outside of their studies and our curriculum is supported with community activities related to the theme that term.

At Willow Tree Park, we are deeply committed to giving back to our local community and nurturing active citizenship in our students. Our Student Council leads community service projects such as creating dementia fiddle pads for nursing homes and kitting items for the local neonatal unit, empowering students to make a difference. These efforts foster a lifelong sense of compassion, leadership and service while supporting those in need.

As well as our student council, students have the opportunity to explore our Allotment which grows and harvests a variety of fruit and vegetables for the local foodbank. We also sponsor an animal each year from a local petting zoo and offer a Community Book Swap Box.

There are a range of lunchtime clubs for students to get involved in, most of which have been suggested by the students.

Willow Tree Park is also home to Bright Futures' therapy dog - Polly! Polly is cared for and trained by the students and supports them during times of anxiety or distress.





Continuous Development

Students will benefit from a range of additional learning experiences at Willow Tree Park. As well as their curriculum, students are able to partake in school trips, receive career guidance and develop both personally and academically.

Our students at Year 7 age and older will work with Careers Connect who support students as careers advisors at a level that is appropriate to their needs, aspirations and levels of independence. Here they will learn about opportunities for training, education and occupations beyond school.



Students will also receive Spiritual, Moral, Social and Cultural (SMSC) development. We aim to nurture well-rounded individuals who are reflective, respectful and active members of the community. Our SMSC programme encourages students to respect different faiths, feelings and values as well as exploring their own. Students will engage in discussions on moral and ethical issues to appreciate different viewpoints and further understand the law and consequences. Students will develop their social skills in diverse contexts, participating in community settings, volunteering and conflict resolution. They will learn to understand and respect diverse cultures within the school community and beyond and develop their understanding of British Values such as democracy.

A high priority is also placed on PSHE 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 as well as anti-bullying..

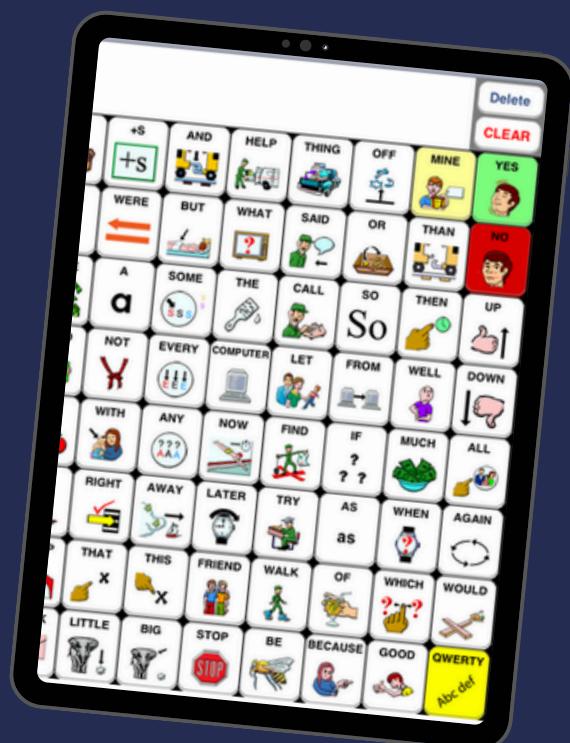
Total Communication Approach



We adopt a Total Communication Approach and commission Shine Therapy Services who assess the speech, language and sensory needs of our students and work with our teachers to develop plans that are bespoke to individual needs. Our approach aims to create strategies, resources and stimulating environments to develop non-verbal and verbal communication abilities, facilitate social interaction, attention and understanding and support emotional development.



Shine Therapy offer thorough Speech and Language assessments and Occupational Therapy assessments to each student. Therapists work closely with all education and residential teams to develop a total communication approach which will fully support the young person in all settings. Our teams are highly skilled in utilising a range of communication methods to support students to access the curriculum including Makaton, Objects of Reference, Sensory Cues, Social Stories, Prompts and Alternative Augmentative Communication Aids.





School Uniform

Students (not including Post-16) are required to wear a school uniform during the academic day.

This consists of:



- Bright Futures navy polo shirt
- Bright Futures blue sweatshirt
- Dark grey trousers, skirt or pinafore or a blue gingham summer dress
- Black shoes
- Bright Futures pale blue PE top, navy shorts and pumps
- Bright Future blue book bag
- Bright Futures blue PE bag

Bright Futures polo shirts, sweatshirts, PE tops and bags are available at the school office.



We fully understand that some students have sensory regulation needs that may impact their ability to tolerate materials in certain clothing.

In these situations, we will work closely with families and care teams that students wear clothing that makes them feel comfortable and safe. We will then work on addressing their tolerance levels at a pace that does not cause any increased anxiety.



Referrals Process

The majority of students may be facing a period of crisis in education prior to joining the school. They may have faced tensions, mental health problems or even school exclusion. A referral will be made for a specialist provision which includes Bright Futures.

Admission to the school is a 3-stage process:

- Initial referral either by a parent or local authority
- School and/or home-based assessment
- Transition into school

Before a planned placement is offered at Willow Tree Park, the student will be visited in their home/placement environment. Once it is agreed that our school 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 behaviour support plans. A bespoke transition plan will be formulated with the school, family and support teams to ensure a smooth, seamless transition.

On admission, a full educational baseline assessment is undertaken. Education teams provide reports based on academic ability, developmental progress and behaviour.

An annual update of each student's EHCP is held with placing authorities, education representatives and parents, reviewing targets for the preceding setting and new ones for the coming year.

Our full admissions policy and criteria can be found on the Bright Futures website.



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Governance: rachelle.russell@brightfuturescare.co.uk

Willow Tree Park School is owned by Bright Futures Care Ltd

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Number of complaints for 2024-2025 academic year: 0

