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EDUCATION



Bright Fields School Prospectus



Welcome!

Bright Fields School is committed to and passionate about the learning and progress of our students. The staff team have high aspirations for our children and we aim to provide a high quality, relevant and balanced education for all our students that focuses on individual, personal and academic achievement.

Through strong partnerships with parents and collaboration with a range of other agencies, the school offers a caring and friendly learning environment in which students make outstanding progress.



Our Core Values

Individualised Approach

Specialised Teaching

Innovative Environment



STATEMENT OF PURPOSE:

Bright Fields School is committed to developing the academic and life skills of all its students and to enable them to lead safe, happy and purposeful lives, contributing economically and socially to society.

Bright Fields School actively seeks opportunities to develop sustainable partnerships with a broad range of groups within the local, regional and national community in order to better meet the needs of all its students, families and stakeholders.

To achieve our goals, our school:

- Strives to ensure students achieve high academic and social standards
- Create a personalised and enjoyable learning experience for each student
- Encourage creativity and enterprise
- Value the diversity of students, student learning and outcomes
- Embrace new technology and innovation
- Work in partnership with other agencies and organisations



THE PATHWAYS

Our curriculum has been mapped to three pathways so that everyone has a clear understanding of each student's journey. Our priority is to be unique to them and their needs, and will be informed by their EHCP.

Using pathways means that each student has access to an appropriate curriculum model, that is differentiated and ambitious. Each pathway follows the same core curriculum of subjects, so that students can move between them.

THE OAK PATHWAY

Students on this pathway will have most of their academic input within their timetable. Some of the students on this pathway will work towards GCSE level qualifications and will access our life skills curriculum where appropriate.

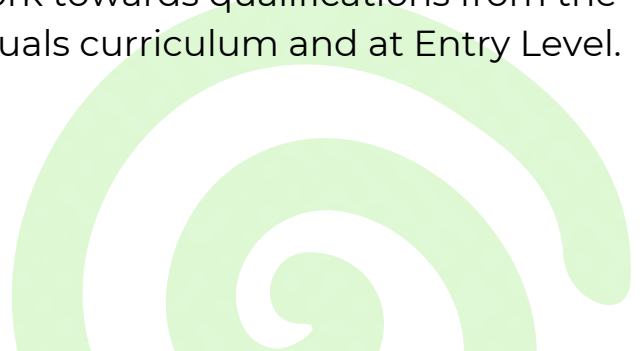


THE CEDAR PATHWAY

Students on this pathway require an equal amount of academic and life skills input. They will be working toward qualifications at Entry level but will also need support with areas such as self-regulation and managing their anxiety.

THE WILLOW PATHWAY

Students on this pathway follow a curriculum that focuses on learning the key skills for preparing for adulthood. The curriculum has a focus on independent living skills, learning Maths through a mastery approach and developing functional English skills. Students will work towards qualifications from the Equals curriculum and at Entry Level.



KEY STAGE 1:

In Key Stage 1, children begin to follow one of our pathways. Children are placed in the pathway that will best meet their needs. Each of our pathways follows a tailored curriculum that focuses on the individual needs of each student.

The curriculum is delivered in a variety of ways across our three pathways, to suit the learning styles of each pathway cohort. All learning is meaningful and is linked to life skills that our students need to acquire to become as confident and independent as possible.

Learning takes place both inside and outside of the classroom, with students continuing to develop independent skills during break and lunch time sessions, as well as learning taking place during outdoor sessions such as forest school and sports activities.

We have high aspirations of our students at Bright Fields and all learning is carefully planned to encourage and advocate the development of Preparation



for Adulthood skills, which are ingrained through our curriculum.

The development of reading is an academic focus of Key Stage 1 and is promoted through the use of sensory stories and literacy tasks for our more sensory learners, and through the use of reading and phonics scheme for our students in both Oak and Cedar pathways.

The development of language and communication skills is an area of need for all students at Bright Fields, across all pathways. The development of these skills are promoted through the use of Literacy activities and across the curriculum offer, in areas such as Sports where the ability to communicate is a fundamental part of the activities.



KEY STAGE 2:

Due to students at Bright Fields being grouped by need, as opposed to ability or age, students progress to Key Stage 2 and continue to consolidate, develop and build upon key knowledge and skills that were acquired during Key Stage 1.

As with our Key Stage 1 curriculum, students in Key Stage 2 follow a two-year rolling cycle which focuses on the development of both academic learning and independent life skills.

In Key Stage 2 our curriculum aims to facilitate the acquisition of knowledge, skills, qualifications and qualities which help our students to develop intellectually, emotionally, socially and physically and morally, so they may become independent, responsible, useful, confident and considerate members of the community.

Whilst learning is delivered in a variety of ways across our three pathways, to suit the learning styles of each pathway



cohort, all learning is meaningful and is linked to life skills that our students need to acquire to become as confident and independent as possible.

Learning takes place both inside and outside of the classroom, with students continuing to develop independent skills during snack and lunch time sessions, as well as learning taking place during outdoor sessions such as Forest School and Horticulture.

We have high aspirations for our students at Bright Fields and all learning is carefully planned to encourage and advocate the development of Preparation for Adulthood skills, which are ingrained curriculum.

Year 6 students are entered for KS2 SATS where appropriate.



KEY STAGE 3:

In Key Stage 3 (Years 7 and 8) students build on the skills and knowledge developed during the Primary phase. Some of our students also join the school for the first time in Year 7.

Students are usually in mixed age (Year 7 & 8) tutor groups. Tutor groups stay together with their main tutor for the majority of the week.

Teachers carefully consider all environmental factors and strategies in planning and organising classrooms to meet the needs of the students.

Developing communication skills is important in KS3. Students work on their communication and language skills in their tutor groups, working in partnership with external therapists as required.

There is an emphasis on independence at this stage. We recognise that for our students to become lifelong learners we need to develop and encourage



independence skills for everyone. Students are encouraged to look after themselves, their belongings and the school property. We work closely with students on developing their independent learning and thinking skills e.g. sequencing learning, asking questions, accepting help, assessing and self-correcting work.

We also focus heavily on developing social and emotional skills. We use a range of techniques to develop better emotional recognition and regulation e.g. through the use of zones of regulation.

We follow a broad and balance curriculum supplemented by a range of extra-curricular activities e.g. trips, walks in the community, shopping trips, social breaks to the local parks, swimming, Forest School activities and many more.



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KEY STAGE 4:



In Key Stage 4 (Years 9 to 11) students learn across a broad and balanced curriculum. Academic progress towards recognised qualifications runs alongside preparations for next steps in life.

Independence, confidence, resilience, social skills, emotional awareness, problem solving, team work and risk awareness are among areas of learning the curriculum is designed to support.

The curriculum includes opportunities for learning about next steps and future choices. It provides work experience in the school café and in the community. The curriculum allows for a wide range in academic ability with qualifications across the range including GCSE, Arts Award, BTEC, Entry Level and EQUALS qualifications.

In Key Stage 4, most students will select from options for three afternoons per week. This allows some further personalisation of timetables and promotes choices. The options are varied and include the Duke of Edinburgh Award, Creative Skills, Art, Life Skills, Personal Development, Hospitality, Land-Based Skills, Performing Arts, Design Technology, Hairy and Beauty, Digital Media and Sport for Fun.

The curriculum design is supported by carefully planned staffing to ensure high quality teaching for all learners. Subject specialist input and leadership is key in delivery across the curriculum which clear overviews and support for those delivering. Students are grouped in classes by their abilities and needs.

Teaching Assistants are deployed effectively across the Curriculum and use their expert understanding of the individuals and how to support them progress. The Curriculum in Key Stage 4 is full of opportunities and is purposeful. The Curriculum ensures there are challenges and support for best progress, to fulfil potential, and be ready for the next step.



QUALIFICATIONS:

All students at Bright Fields School have access to nationally accredited courses. We ensure that each student has a personalised combination that is right for them.

This list shows the current range of courses that are available. Where we identify additional or new accreditation is needed to support a student, it will be delivered as part of their personalised curriculum.

- AQA GCSE in English, Maths, Combined Science
- Home Cooking Skills Award (Level 1/Level 2)
- Entry Level Certificate in Maths, Science, Step Up Silver and Gold English, ICT User
- ASDAN L1 Award/Certificate in Personal Social Effectiveness
- BTEC Awards/Certificates in Vocational Studies
- BTEC Awards/Certificates Land Based Studies
- ASDAN Short courses in Beliefs and Values
- ASDAN Personal Development
- ASDAN L1 Employability
- Duke of Edinburgh Bronze/ Silver Award
- Functional Skills (Entry Level/L1/L2) Maths, ICT, English qualifications,
- AQA Unit Award Scheme
- EQUALS 'Moving On' in Creative Skills, Life Skills and Work Skills and Careers Awareness.
- L1/ L2 Certificate in Sports Leadership





POST-16



In our Post 16 provision, we challenge the students to be the best that they can be. Our goal is for each individual to leave us with the emotional, social, and academic skills to guide them through their next steps. Our curriculum is highly personalised for both the short and long- term outcomes of each individual and focuses on supporting students to become as independent as possible in all aspects of their lives.

The outcomes are taken directly from our 3 differentiated curriculum pathways: Oak, Cedar and Willow, and each student's individual education health and care plan (EHCP) which are reviewed annually. In post 16 we combine these by linking the subjects in our curriculum to the 4 key areas of the preparation for adulthood section of the EHCP: education and employment, community inclusion, independent living and health.

Employment and Training:

Students will have a personalised timetable of work experience during their time in post-16 and often access work experience opportunities daily. Placements vary widely and may include being involved in a class led business, supported placements internally or externally as well as independent placements in the community.

We offer a wide range of awards, accreditations and qualifications to best prepare students to pursue their chosen career path when moving on from Bright Fields School. Many of our students will also work towards a blend of QCF approved qualification while in Post 16. We use several exam boards and personalise the curriculum on a yearly basis to best meet the needs of the cohort. Students will work towards qualifications in areas such as employability, enterprise and independent living skills. Some students may undertake qualifications particular to a certain employment opportunity such as Level 2 in food hygiene.

All students will work towards Maths and English qualifications at a level suitable to their ability. Where appropriate, we encourage our students to prepare for functional skills accreditations or GCSEs. All classes take part in Enterprise which is an excellent opportunity for the students to develop skills required in adult life and the workplace.

Independent Living & Community Engagement:

Our curriculum promotes the development of independence at all levels and abilities. This may include teaching students to make their own choices, personal care skills, travel training, looking at the home, developing the skills to live independently later in life, and managing their own emotions. Students are regularly taught out in the local community, accessing local facilities and supported to become actively involved in their community.



CAREERS



Supporting all our students to understand about their next steps is very important to us at Bright Fields School. We believe that the more young people know, the better informed they are to make the right choices. We also believe it is equally important for parents and carers to understand the next steps in order to support their child in making decisions.

Students at Bright Fields follow a curriculum that links to the development of careers-based skills from Primary all the way through to Post-16.



Careers outcomes aren't just about jobs, working and further education; for some individuals, volunteering or supported living may be future outcomes.

It is vitally important for all our students that their independence skills are developed to ensure that, as adults, they are as independent as possible.

As part of our Information, Advice and Guidance (IAG) programme, Bright Fields School has a dedicated careers lead who facilitates a range of opportunities for our students. As part of our school's careers programme, all students are provided with the opportunity to meet with an independent careers adviser on a 1:1 basis, to discuss their preferences and opportunities for future employment, as well as the steps they could take to achieve it.

Our work experience programme offers students the chance to showcase their skills and attributes in the workplace. We have a very personalised approach to work experience and offer a range of internal and external placement opportunities.

Every student will have first-hand experiences of the workplace through work visits, work shadowing or work experience to help their exploration of career opportunities, and expand their expand networks. Students can take part in a combination of placements ranging from group placements within school, to an off-site placement with a local business.



EXTENDED CURRICULUM

Religious Education and Collective Worship:

- RE is covered across the school to ensure it is embedded across various learning experiences.
- RE forms part of the Humanities curriculum across the school.
- Aspects of RE are covered within Social, Moral, Spiritual and Cultural curriculum topics, whole school events, daily class celebrations and reflection and within weekly assemblies.
- There are opportunities for celebrations of progress and achievements within weekly assemblies and end of term awards events.

Homework:

Homework at Bright Fields encompasses a variety of activities and expectations matching the very broad range of ages and abilities of children attending the school.

Homework can include independence and social skills requiring parent/carer support.





Behaviour Policy:

At Bright Fields we:

- Expect high standards of behaviour and work at all times.
- We take a positive approach to behaviour and encourage students to show consideration to others.
- We have zero tolerance of bullying of any kind.
- We expect students to respect school property and the property of other students and staff.
- We recognise that students are to be supported as individuals, with behaviour management strategies specific to their needs.

Behaviour Support in School:

We offer a range of interventions that are tailored to support each student. These can come in the form of 1:1 work, group work or supporting class teams to implement new strategies. Interventions can focus on one area or may be a combination of things to assist the student with their learning and understanding. Our key focus is on supporting each student to develop their emotional intelligence and be able to effectively self-regulate.

Support provided includes:

- **ABA Strategies/Interventions**
- **Anxiety Management**
- **Anger Management**
- **Autism Strategies**
- **Play Skill development**
- **Positive Role Modelling**
- **School Refusal Support**
- **Thrive assessment and actions plans**

Pastoral Care:

- **All students have a class tutor and class Teaching Assistants**
- **Tutor time is built into the timetable**
- **The Head Teacher/Principal operates an “Open Door” policy**

PARENTAL INVOLVEMENT

We believe the best team is the child, the parent and the teacher working together. We like parents to visit Bright Fields and be part of the Bright Fields School community.

Parents are invited into school every other term to discuss their child's progress or review the Education Health Care Plan (EHCP). A home visit can be made at the request of parents or may be suggested by a member of staff.

There are several events during the year to which parents are invited and we are always grateful for your support.

We will always contact parents immediately if we are concerned about any aspect of their child's welfare, progress or behaviour. We hope that parents will let us know of any problems or anxieties which might affect their child, at an early stage



WELL-BEING & MENTAL HEALTH

We take the wellbeing and mental health of students and staff very seriously in Bright Fields School. We understand how important our mental health is for achieving positive long term outcomes. Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

Students in school are supported daily through several different approaches led by our teachers and teaching assistants. These include the use of zones of regulation, emotion coaching, active listening, focusing on our school values, positive and proactive behaviour management approaches, social and emotional learning, So Safe programme, mindfulness and yoga, and sensory diet provision, amongst many others.

We work closely with external agencies, when appropriate, to coordinate more specialist mental health provision for those of our students who need it.

We try to promote healthy ways of living, including approaches that support good mental health. We promote proactive approaches that are known to improve our mental health and help us stay healthy.

SAFEGUARDING POLICY

The safety of children is our number one priority, from security of the site to the welfare of each individual. We have very clear guidelines in place to ensure our safeguarding is robust. We ensure that all staff and volunteers have current DBS checks before working with children

Our Safeguarding policy is designed to create a safe environment where safeguarding concerns are managed appropriately. All staff attend mandatory Child Protection and Safeguarding training and have a professional role to identify and respond to the needs of children and report any concerns immediately.

Bright Fields School is a place where children and young people from diverse abilities, cultures, and ethnic backgrounds can learn and understand acceptable behaviour towards them. We ensure that children learn in a safe, caring, and enriching environment. They are taught how to keep themselves safe, develop positive and healthy relationships, and avoid situations where they might be at risk, including exploitation.

Our school has a statutory responsibility to share any concerns about a child in need of protection with other agencies, particularly the Nottinghamshire Multi Agency Safeguarding Hub (MASH), Police, Health Services and Social Care. Bright Fields School will always seek to work in partnership with parents and other agencies to ensure the best possible outcomes for the student and their family.

A copy of the Safeguarding Policy is available upon request from the School Office.





COMPLAINTS PROCEDURE



Bright Fields School takes their responsibility for children seriously. We value the support and partnership of parents and carers and staff. They try very hard to get things right. However, we recognise that despite everyone's best efforts, situations may arise which require further attention.

The vast majority of concerns can be resolved informally. There are many occasions where concerns are resolved straight away by the class teacher, office staff or the Principal, depending on whom the complainant first approaches. It is in everyone's best interest that complaints are resolved at the earliest possible stage.

Where a parent/carer/external professional wish to make a formal complaint, the procedure is set out in the Complaints Policy.

Complainants must feel able to raise concerns with members of staff without any formality, either in person, by telephone or in writing. This allows staff to establish whether a person is asking a question, expressing an opinion or making a complaint.

A Bright Fields School has a complaints policy, a copy of the school policy which can be obtained on request from the school office.

As well as complaints, we are also happy to hear any comments or compliments.



ANTI-BULLYING



We are committed to providing a caring, friendly and safe environment for all of our pupils, so they can learn in a relaxed and positive atmosphere free from oppression and abuse. Bullying is an anti social behaviour and affects everyone.

All types of bullying are unacceptable at our school and will not be tolerated. All pupils should feel able to tell and when bullying behaviour is brought to our attention, prompt and effective action will be taken.





POSITIVE HANDLING



All staff at Bright Fields School are trained in an approved positive handling technique called 'Team Teach'.

Team Teach provides a holistic approach to managing behaviour, focusing primarily on de-escalation and supporting the student to identify their own triggers and develop self-regulation strategies. Where there are significant safety concerns, physical intervention may be used as a last resort.

A copy of our Behaviour Policy is available upon request from the school office. We would encourage any parent/carers who may have concerns or wish to discuss positive handling further, to contact the Head Teacher/Principal directly.



E-SAFETY



The children have access to a range of hardware and software to support and enhance their learning.

E-safety is taught discretely throughout our computing curriculum, to ensure our children are safe and supported while accessing on-line content.

The school also offers opportunities to support parents and carers with the use of technology in the home and understanding how to keep children safe while on-line.



SCHOOL UNIFORM

We believe that school uniform helps us to create a community of students, who are proud to attend Bright Fields School.

We do not allow casual clothes to be worn in school in Primary and Secondary. Post-16 Students have a dress code rather than a uniform.

Further details will be available in the 'Welcome Pack' that will be sent to you before your child starts school.

SCHOOL MEALS

Bright Fields has its own canteen and kitchen and all meals are cooked on site. Our focus is on ensuring that students understand the need for healthy eating and can make appropriate choices.

Hydration is also key to ensuring our students are alert and ready to learn and drinking water is provided throughout the day, with juice and milk also provided during Breakfast Club and Lunchtimes.

We do recognise that some students may find meal times difficult and can create anxiety for a variety of reasons, including sensory needs and eating disorders. The care and support needed is provided by staff, to ensure these feelings are acknowledged with the student and they are actively engaged in finding different ways to manage these situations.

Special diets can be catered for. Further information on this will be made available in the 'Welcome Pack' that will be sent to you before your child starts school.





ADMISSIONS PROCEDURE



- Admissions are only available by arrangement with the Local Authority Placements Team
- Admissions may be made at any time during the year
- All students have an Education Health Care Plan (EHCP)

We accept children between the ages of 5 – 19 years of age (please note some students arrive to Bright Fields having been 'held back' a year at school). We advise that when they join us they are allocated to their actual year group. This is because our classes are based on need rather than age. If your child does remain in a year below their actual year group please note they will still be required to finish their schooling during the year in which they turn 19. This normally means they will only have a maximum of two years in our post 16 provision.

We accept children from the local area and other local education authorities

Visits from parents and carers are very welcome. Please make an appointment if you are a prospective parent by completing the digital enquiry form on the website or by contacting the School Office (office@brightfieldsschool.com or 0331 630 9044).

Frequently Asked Questions:

What do I have to do to have my child considered for admission to Bright Fields School?

You should contact your SEND Lead Practitioner, or SEND team at your local authority. They can initiate the process for you, or it can be done through the annual review of your child's EHCP.

Does my child have to have a specific diagnosis of a specific type of SEND to come to Bright Fields School?

No. We are what is referred to as a generic special school, which means there just needs to be an EHCP in place for your child to consult for admission. Due to the restrictions of the building, we are unable to cater for students with physical disabilities.

How large are class sizes?

This depends on the needs of students. The amount ranges from 4 to 8 students.

Do you have mixed year groups?

Yes, our classes are arranged in Pathways as described in the curriculum section and compatible groups of peers.

Is your Post-16 provision academic based?

Our Post-16 provision is life, independence, social and work skills orientated. We provide the opportunity for students to access GCSE Maths and English, or will follow functional skills Maths and English qualifications. We do not offer A-Levels or A/S level qualifications.



EQUAL OPPORTUNITIES



It is Bright Fields' intention to develop attitudes and ways of behaving which respect individuals regardless of their individual needs, ability, ethnicity, culture, religious beliefs, gender identity or social circumstances.

The school is unequivocally opposed to any form of discrimination and it seeks to form a partnership with students, staff, governors and parents to combat ignorance and prejudicial attitudes both in school and in the community as a whole.



TRANSITIONS



We want to make transition both to and within Bright Fields a positive and successful experience. This means finding out as much about the young person from them, their parents/carers, current teacher and any other professionals who can advise.

We carefully consider documentation such as EHCPs, Individual Care Plans and other assessments and reports available. All of this important information is used to ensure we find the right curriculum pathway and support each student to follow their Learning Journey and achieve their potential.

We devise bespoke transition plans for young people joining us from other schools, for those who may have been out of education and for moving between classes and phases within our school.

Various options to support with transition could include:

- Meeting key staff.
- Listening to your views and answering any questions you may have
- School visits when the school day is over and the site is quieter, but staff are still there to engage with and support.
- Visits after school hours (when school is quieter).
- Visits within the school day (this could be a tour and / or time in classrooms).
- Visits can be supported by parents / carers / current teaching assistants, teachers or other support such as a social worker.
- Visits to participate with lessons and join in with a class.
- Introductions which provide an opportunity for parents to visit their child's classroom and meet their teacher.
- Transition day for when we hope your child be ready will stay with us for a day and with what will be their new class. We can be flexible if less than a full day is more appropriate.

The transition plan is a bespoke design for each student and it is designed to ensure it reflects and supports their individual needs. The Headteacher will coordinate and agree the plan with you and also be your key point of contact.



THE SCHOOL DAY



BREAKFAST CLUB	09:00 - 09:30
<u>LESSON ONE</u>	<u>09:30 - 10:15</u>
<u>LESSON TWO</u>	<u>10:15 - 11:00</u>
BREAK TIME	11:00 - 11:20
<u>LESSON THREE</u>	<u>11:20 - 12:00</u>
LUNCH	12:00 - 12:30
<u>LESSON FOUR</u>	<u>12:30 - 13:30</u>
<u>LESSON FIVE</u>	<u>13:30 - 14:30</u>
TUTOR TIME	14:30 - 15:00



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