

BRANTWOOD SPECIALIST SCHOOL LOCAL OFFER

Name of site	Brantwood Specialist School
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1. What does your service do?

Brantwood Specialist School is an independent specialist school for both boys and girls aged 7 to 19 years who require support for a variety of needs, predominately autistic spectrum conditions and anxiety. As a Ruskin Mill Trust school, our Steiner-inspired craft and outdoor curriculum (Practical Skills and Therapeutic Education or PSTE) offers a unique, therapeutic educational experience that sees our students develop as human beings in a very complex world.

We are a day school, with a residential home that offers up to four placements (38 or 52 weeks) with education at our school. Our students enjoy a caring, welcoming and relaxed, yet structured environment. This encourages them to develop within a range of craft and outdoor settings, re-imagining their own potential whilst being fostered into the world beyond their educational experience.

Brantwood offers an integrated package of Education, Care, and Therapy (including CAMHS) which means we can fully meet our students' wide range of needs.

The school also provides access to a wide range of activities including student council, work experience, social enterprise, and interests suited to each child, currently including Japanese and Latin.

2. How are decisions made about who can use your service?

Students are referred to Brantwood Specialist School via Local Authorities, social services, education departments and health departments. We offer full care, termly, weekly and day placements depending on individual needs.



3. How will our staff support the child?

Education provision is overseen by the senior leadership team with the full backing of our Trust's comprehensive and coordinated training and development. The school has fully qualified teachers who deliver a blend of PSTE and more traditional curriculum. We also have a team of tutors who deliver our craft and outdoor curriculum. Each class of no more than 5 students is supported by at least one teaching assistant, depending on the needs of the individual students.

4. How is the curriculum matched to the student's needs?

From admission, the needs of each young person are established from their Education, Health and Care Plan (EHCP), meetings with associated professionals and visits by appropriate staff. All staff are advised of the needs with an action plan devised to ensure that these needs are met. At assessment, the potential student experiences PSTE, class-based and therapeutic activities to help the school consider the student's likely response when admitted to the school. Once in school, a baseline assessment is carried out to ensure staff can differentiate their planning to meet individual needs, this process being supported by the therapeutic team.

Teachers and tutors differentiate for all students on an individual basis with timetables being used to match students to their needs, academic levels and interests. Qualifications range from Entry Levels to Higher Level GCSE. We use the OCN framework of qualifications to accredit our students' PSTE work from the age of 13 and all courses are validated independently by award boards. Our Preparation for Adulthood curriculum offers the range of PSHE, SMSC, FBV, E&D and Careers education. Students have access to work experience and local college provision.

5. Do you offer any therapeutic services?

Many students with behavioural, emotional and social development needs often have to wait for the availability of therapeutic input from an already overstretched local CAMHS team.

As part of the service available to students at Brantwood Specialist School, there is a developed, on-site therapeutic team that consists of:

- Consultant Advisory Psychiatrist
- Counselling Psychotherapist
- Speech and Language therapy
- Eurythmy (movement therapy)
- Art therapy
- Occupational Therapy with Sensory Integration



6. How will the parent or carer know how their child is doing and how will the school help the parent or carer to support their child's learning?

Parents and carers can ring school to discuss progress at any time and make an appointment to come into school. The school holds annual reviews to which they are invited to attend.

Progress reports are sent out regularly and staff ring and e-mail parents, foster carers or social workers to give regular progress reports. The reports are detailed assessments of progress in all areas both formative and summative, ongoing monitoring of progress being detailed throughout the year and formally recorded on a termly basis.

We track students' progress and assess whether they are making expected, below or above expected progress. This is reviewed through teacher meetings, analysis of data, lesson observations, learning walks and work scrutiny. We assess how well the student is engaging with the PSTE curriculum and what adjustments to the timetable may need making to maximise their success.

We also review progress toward the targets set either at the time of admission or at the previous review using our 7 Care Qualities as a foundation.

The child's parent or carer will be involved in the planning of the education for the student through ongoing discussion and review meetings, where targets are set.

7. What support will there be for the child's overall well-being?

All of the students at Brantwood Specialist School have special needs. Therefore, the support offered applies to them all.

Within education, a classroom teacher and teaching assistant team provides one to one and group support to students. This support enables them to access education and to learn. We also provide bespoke individualised programmes, especially when social, emotional or behavioural difficulties are preventing students from attending lessons on a full-time basis.

The residential care team are responsible for meeting the needs outlined on health plans. Where appropriate, students are registered with our local doctor and dentist and if necessary attend local hospitals. All other aspects of personal care are the responsibility of the pastoral and care teams.

Both the residential care and education teams work with students to enable them to improve their behaviour. They set targets with students and monitor progress.

All students have both a personal handling (One Page Profile) plan and risk assessment. These are updated and amended frequently, especially following an incident. Within school, the pastoral team is used to support students and to prevent exclusion. The care and education staff are also on hand to support attendance.



8. What specialist services, training and expertise are available at or accessed by the school?

All staff are trained in behaviour management strategies. Behaviour management plans are in place for all students and prescribe the best practice intervention, and is fully individualised.

The emphasis is fully placed upon de-escalation and staff are supported and trained in these skills. Training is regularly refreshed and any improvements and alterations to best practice are cascaded throughout the staff team.

After any incident, both staff and students alike are debriefed. This takes into account the feelings of the student and allows senior managers an effective review. The de-brief is incorporated into the updated risk assessment and behaviour management planning processes.

We are fully committed at all levels and in all areas to a restorative approach. After any incident of conflict, staff will support a restorative approach process and full details of this are recorded and kept for future reference.

The staff receive specialist training, for example this year this has included training on effective communication strategies, developing an effective and personalized outdoor curriculum through the senses, and (given the current global issue) supporting a remote curriculum.

9. How will children/students be included in activities outside the classroom and how does the school ensure that children with SEND are able to access leisure and residential activities?

Our students integrate into the community in a wide variety of ways including:

- Supporting local community projects
- Going to local cinemas, ice rinks and swimming pools
- Carrying out community activities that may be linked to Prince's Trust or Duke of Edinburgh

Depending on the age of the student, these will be accessed and either fully supervised, partially supervised or unsupervised.



10. Does your school offer any outreach?

Yes, we are developing outreach to mainstream schools. This is both to support our class teachers to standardise their work and to support an inclusive, challenging curriculum experience for our students.

11. How accessible is the school environment?

Brantwood's main building has wheelchair access for our downstairs science classroom, dining room and a wheelchair accessible toilet on the ground floor.

12. How do you prepare and support the child for transition to the school?

We prepare and support the child by:

- Visits to the school and by staff to the student in their current home/school
- Visit by parent/carer/social worker to the school
- Analysis of referral information
- Detailed impact risk assessment
- Consultation with current students
- Detailed discussion transition timetable planning with the student and parent / carer, including drawing out their wider interests
- Provision of information about the residential houses and education

13. How is the decision made about what type and how much support the child will receive?

This is determined through the requirements outlined on the Education, Health and Care Plan, close liaison with the therapeutic team and through referral information in the first instance. The level of staffing is determined by the risk assessment and level of needs it identifies.

Students can request additional support through class teacher meetings. Professional discussions during review meetings may identify additional support being required such as literacy or numeracy support, CAMHS involvement and educational psychology support. The parent or carer will be involved through review meetings and through telephone consultation.

Targets are set following admission and there is an ongoing assessment of progress against these targets. Progress is recorded and evidence collated. This could include a range of information including improved school attendance, reduced incidents/RPIs, positive contributions to school life, improved academic progress and increase in reading age.



14. Do you have a children's/young person's council?

The student council meets weekly on Monday morning during school time. All students have class-based discussions about the issues for the school every Friday morning, including going through the minutes of the student council and giving feedback for the following student council meeting.

15. How do you support students to move onto the next stage of their life?

The school provides specialist equipment where necessary. In addition, the Preparation for Adulthood, work experience placements in Ruskin Mill Trust social enterprises and external work placements are carefully arranged and managed. We have seen students excel in external placements allowing real-world experience. For many of our students, the Independent Living Skills course prepares them for self-leadership, looking after their own need beyond education.

16. Where do students go when they leave your service?

We are focused upon preparing our students for successful adult lives. In recent years, our students have transitioned to a variety of destinations including returning home, to their family or into foster care or post-16 provision, including college, university, and alternative provisions.

Get in touch

To make the process of referring a young person into Ruskin Mill Trust services as seamless as possible, or for further information about Brantwood Specialist School, please contact our dedicated enquiries team today on **0330 055 2653**

