



SEND Information Report

This report is based on the requirements set out in:

- [Schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#)
- [Paragraphs 6.2 and 6.79 to 6.81 of the SEND Code of Practice](#)
- [Section 69 of the Children and Families Act 2014](#)

Types of SEND provided for at Bright Futures School

Bright Futures School is an independent special school that provides education for children and young people with a diagnosis of autism who have an Education, Health and Care Plan. We can accept pupils with other related developmental difficulties if we feel we are able to meet their needs.

Admission arrangements for pupils

Bright Futures School is registered with the DfE for 15 pupils. Admission is by application to the management team either directly from a parent/guardian or from a Local Authority, as follows:

- The school's management team of 2 meet with the parent/guardian to discuss the child's strengths and challenges; give parents information about the school including a tour of the school; discuss the child's EHCP.
- The parent is invited to bring the child into school for an observation assessment.

If all parties agree that the school can meet needs and the management team is of the view that the prospective pupil will be a good fit with current pupils, then the parent asks their Local Authority to consult with the school for a placement.

When a Local Authority agrees a placement, the school then makes plans with the parent for a phased transition into school at a pace which meets the child's needs.

How we consult pupils and their parents/carers, and involve them in the education of the pupil

- The school has a Communication and meetings policy which governs how staff will communicate with parents.

The purpose of the policy is to set out the principles and practice that underpin all the school's communications, the expectations we set for ourselves and those who communicate with us, and the actions that may be taken if things go wrong.

The policy acknowledges that the school cannot operate successfully without effective communication and that the policy aims to promote effective and respectful communication that supports the school's vision, mission, and values.

- Parents are involved in annual reviews of their child's EHCP, which give them the opportunity to formally review what is working well for their child and what could be improved, as well as to review their child's progress in meeting the outcomes in the EHCP.
- The school has Meet the Mentor session every term. Parents meet with the team of Learning Mentors who work with their child to discuss progress and celebrate successes.
- Each pupil has a Home-school communication book where staff write a short description of each session for every pupil, so that parents are fully informed about their child's day. Parents are encouraged to comment and to pass any messages to staff about their child which staff may find useful e.g. if a child had had a difficult weekend, so that staff can be mindful of anything which may have upset the pupil and ready to offer support if appropriate.
- Phone calls and emails to parents are a regular feature of school life, helping to manage any situations that require immediate action e.g. if a pupil has forgotten their lunch, falls ill etc.
- Meetings with parents are always available by appointment as all parents know that managers have an 'open door' policy if there is anything they require more information about.
- Friends of Bright Futures School (FBFS) is the school's Parent-Teacher Association. All parents are encouraged to get involved, including being committee members.
- Home and School programme working on relationship development: subject to a funding agreement with the placing Local Authority, we can offer a home-and-school 'guiding' programme to parents who are interested in learning how to change their communication and interaction style to help their child to master developmental milestones that were missed when autism took them on a different developmental trajectory. Parents have fed back that this has been invaluable to them in helping them

to understand and support their child. Parents who have a Home and School programme in place work very closely with an Autism Consultant and with school staff.

How we assess and review pupil progress toward outcomes.

The Learning Mentor team review pupil outcomes each half term. This builds a picture of progress over time that is fully reviewed during our annual review process. This involves a pre-review meeting with all staff that work with that particular student. The annual review brings together the pupil, staff, parents and specialists to discuss whether the pupil is on track with each specific outcome or if any need amending.

All pre and post-annual review paperwork takes into account pupil and parent/carer views, as well as considering all professional reports. A person centred profile is created for each student by both parents/carers and school. An academic attainment report, created from our iASEND tracking system, also informs pupil progress towards outcomes.

How we support pupils to transition between phases of education and/or in preparation for adulthood and independent living.

We are a 'through school' taking students from five to sixteen years of age. Transition between key stages is seamless as we teach in accordance with a student's developmental stage not age.

We are developing a bespoke 'Pathways Curriculum' that is tailored to meet the needs of our young pupils. Our Pathways Curriculum, which begins in Y9, aims to prepare and develop our pupils so they may do their best in the world once they leave Bright Futures School at 16 years old.

Our tailored curriculum gives students the opportunity to access:

- Functional Skills

<https://qualifications.pearson.com/en/qualifications/edexcel-functional-skills.html#:~:text=Pearson%20Functional%20Skills%20are%20qualifications,all%20Apprenticeship%20standards%20in%20England.>

These are qualifications in English, Mathematics and Digital that are available in England only from Entry 1 to Level 2. Suitable for learners of all ages, they're also an accepted part of all Apprenticeship standards in England. Functional Skills are comprehensive qualifications that equip learners with the practical skills needed to live, learn and work successfully.

We are a member of the education charity ASDAN, an awarding organisation providing courses, accredited curriculum programmes and regulated qualifications. ASDAN's aim is to engage learners through relevant and motivating courses to achieve meaningful learning outcomes, which elevate them to progress to further education, training and work,

and empower them to take control of their lives. We currently deliver the following programmes, courses and qualifications:

- Key Steps

<https://www.asdan.org.uk/key-steps/>

- Personal Development Programme (Bronze, Silver, Gold)

<https://www.asdan.org.uk/personal-development-programmes/>

- Employability Skills Development

<https://www.asdan.org.uk/courses/employability-skills-development/>

- CoPE qualification.

<https://www.asdan.org.uk/courses/certificate-of-personal-effectiveness-level-1-and-2/>

Our post-16 transition program starts in year 9. Students have their own bespoke transition document taking them through personal steps towards their post-16 goal.

In line with the statutory requirement that every young person should have at least one appointment with a career's advisor, all our students receive this advice from Positive Steps. Positive Steps is a charitable trust, based in Oldham, that delivers a range of targeted and integrated services for young people, adults and families. The aim of the appointment is to help prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding.

Some of our students move on to attending specialist colleges such as PINC art college

<https://pinccollege.ac.uk/>

or specialist provisions that are work based such as Works 4U.

<https://works4u.org.uk/>

Our approach to teaching pupils with SEND, and the additional support that is available to them

We believe in the concept of lifelong learning and the notion that learning should be accessible, regardless of need, and a rewarding and enjoyable experience for everyone.

Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We have a strong focus on supporting our pupils to develop their social communication so that they can better understand others, take different perspectives and improve their emotional regulation.

Subject to a funding agreement with the placing Local Authority, we can offer a home-and-school 'guiding' programme to parents who are interested in learning how to change their communication and interaction style to help their child to master developmental milestones that were missed when autism took them on a different developmental trajectory. Parents have fed back that this has been invaluable to them in helping them to understand and support their child.

Pupils whose parents are not participating in a home-and-school guiding programme have a daily 'guiding' session from staff at school and whilst this is helpful, it cannot lead to the same outcomes when parents are not involved. This is borne out in the most recent emerging research (Green, 2016) into the developmental trajectory of autism which shows that altering the communication style of the parent/caregiver can alter the trajectory of their child's autism.

We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives and achieve their full potential both academically and socially.

Our curriculum and philosophies provide opportunities for academic and social development to enhance life opportunities. These include work experience and volunteering placements for older pupils and curriculum enhancement such as forest school, off site visits or trips and offsite PE sessions.

Pupils learn in very small groups according to their stage of development and teaching staff plan together to provide the very best learning experience through creative and innovative approaches which support a personalised learning journey.

Students follow a thematic approach that is underpinned by the National Curriculum and guided by our assessment tool iASEND. Each student has clear targets and next steps that they work towards.

How we evaluate the effectiveness of our provision for pupils with SEND

The effectiveness of our provision is evaluated and assessed through our iASsend system.

This tracks small steps of progress for pupils with SEND (special educational needs and disabilities). It magnifies the small steps of progress these pupils generally make into a positive result, to record the real progress being made, for teachers, pupils and parents.

The iASEND pupil tracking system focuses on their curriculum stage and not their age. Each stage of the National Curriculum has been carefully broken down into the small steps that pupils with SEND require. At each step of any particular part of "their" curriculum, the depth of learning is recorded, providing a valuable tool for planning and targeting the next steps to be tackled.

A full suite of pupil reports, flight paths and analysis support this SEND pupil tracking system.

The effectiveness of our provision is also assessed at pupils' annual reviews where we can evaluate to what degree a pupil has moved towards achieving their EHCP outcomes.

How we adapt the curriculum and learning environment for pupils with SEND

We have a core curriculum offer which is individualised according to need and this applies to all pupils. The core curriculum is taught in groups according to age and ability as far as possible.

All pupils are a member of a learning group and these vary in size depending upon age and stage of development. This approach embraces our vision through accommodating a broad range of age, ability and individual need. Some pupils are taught in discrete tutor groups to enable full-time specialist support for those requiring it.

We are continually adapting to meet the needs of the young people. Whilst our school is too small to provide specialist facilities, we do offer on site:

- A sensory room
- Forest School

Our offsite provision includes a rich PE curriculum developed in conjunction with Oldham Active as well as personalised offsite activities such as swimming, football, trampolining, table tennis, hockey and basketball.

Pupils have also participated in various enrichment opportunities such as horse-riding, regular library visits, the Adventure Farm Trust and community coffee mornings, as well as visits to museums, art galleries, aquariums, theatres and country parks. We have historically taken part in RSPB environment and conservation projects such as re-planting wildflower areas to encourage wildlife.

What facilities we provide to help pupils with other disabilities access the school

Our school is fully accessible to wheelchair users, and we review curriculum resources annually in line with timetabled projects.

What training and expertise our staff have to support pupils with SEND, and how we'll secure specialist expertise

We are highly committed to ongoing training of all staff. Our management team have responsibility for training and development at school. They track all staff training ensuring it is up to date and statutory duties are met.

We offer all staff an online training package with TES Educate that includes such training courses as ADHD awareness, adaptive teaching and speech, language and communication needs.

As well as the ongoing training that is required by statutory guidance, other training is specifically related to the needs of children in our school. In the past we have had specific

training on issues such as attachment issues; trauma; selective mutism to meet the needs of specific pupils.

Our school has a compulsory training package that all staff are required to undertake annually. This usually includes health and safety-based training elements such as epilepsy awareness, rescue medication, moving and handling, safeguarding, feeding and swallowing etc. In addition, there is a full programme of specialist training that staff can opt into such as gastrostomy, working with pupils with severe autism etc. Staff also receive specialist in-house training around behaviour support, supporting pupils with their emotional regulation and adapting their communication and interaction style so that it is non-directive.

All staff have regular supervision sessions with the Head of Development who can guide them with their development and personal goals.

How will we secure specialist expertise?

As an autism-specific special school we have an Autism Consultant who trains all staff members in how to use the 'guiding' approach to change our communication and interaction style in a way that takes the pressure off pupils and seeks to help pupils to master developmental milestones that they have missed.

The training includes each staff member recording fortnightly videos of themselves working on a 1-1 basis with a pupil using the 'guiding' approach to work on specific objectives identified by the Autism Consultant. The staff member then analyses whether and to what extent they have achieved the guiding objective and submits the video and the feedback to the Autism Consultant.

If further specialist support is needed for any pupil, the Head of Development ensures that funding for training is included in the funding agreement with the pupil's local authority.

How we involve other bodies to meet the needs of the pupil with SEND and to support their family, with contact details of support services including those for pursuing mediation

Our school is a very small school where staff work together in small groups to plan, evaluate and monitor the progress of their small group of pupils. These small staff groups will know any external practitioners who work with their pupils e.g., School Nurses, Speech and Language Therapists, Physiotherapists and Occupational Therapists.

Additionally, staff will identify when any additional support from external specialists is required for a pupil in their pupil group and will bring this to the attention of the Head of Development who will then work with the family to secure the appropriate input e.g. through a referral to Early Help or social care, or by supporting the family to secure a personal health budget.

How we enable pupils with SEND to engage in activities (including physical activities) with pupils who don't have SEND

Our curriculum focuses on outcomes and destinations, supporting young people into adulthood with consistently high expectations. This includes skills for independent living, community access, social inclusion, employability and preparation for higher and further education.

Our established partnerships with other local Primary schools and community projects enable us to give our pupils opportunities to work together with non-SEN pupils from mainstream settings e.g., during Saddleworth Art Trail, some of our pupils worked on an art project with pupils from a local primary school.

Our students take part in PE, employability, ASDAN and work experience sessions within the Oldham and wider community.

What support we offer pupils with SEND for their emotional, mental and social development, including extra pastoral support arrangements for listening to the views of pupils with SEND

Our School Council is well attended by pupils who use this opportunity to voice their views about all aspects of school life. This also gives our pupils the chance to take on different roles such as Chair, minute-taker, to practise working within agreed ground rules, and to practise making sure that the views of all pupils are heard.

Social and emotional development is a key cornerstone of our 'guiding' approach, which seeks to make specific alterations in a child's dyadic (paired) communication environment in order to improve the child's social communication, including social reciprocity, sense of self, cognitive flexibility/executive functioning and ability to regulate their emotions.

The main goal of 'guiding' is to remediate the core executive functioning, emotional regulation and self-actualisation difficulties of autism. Remediation is defined as addressing these difficulties until they are no longer obstacles in an individual's life. 'Guiding' affords young people (working with adult guides) the opportunities to experience competence in unpredictable situations of ongoing change where they are the ones making discoveries without direct prompting. As a result, they become increasingly curious and intrinsically motivated to expand these discoveries. They become more flexible in their thinking and adaptive in their behaviour, better able to manage uncertainty and unpredictability and therefore less anxious and increasingly confident in their ability to manage day to day challenges.

What anti-bullying measures we have in place

We have an anti-bullying policy which aims to ensure that all pupils are able to learn in a caring, supportive, safe and friendly environment without fear of being bullied.

As a school, we recognise our responsibility to prevent all forms of bullying in order to safeguard everyone and promote individual welfare. If bullying does occur, all pupils are able to tell a staff member or their parent/s and know that incidents will be dealt with promptly and effectively.

Bullying is discussed with pupils as part of our PHSE curriculum and as the subject arises during other learning sessions.

All reports of bullying are addressed, and the priority is to support those being bullied, ensuring the immediate safety and security of the pupil, and to stop the bullying. Staff record all bullying concerns on CPOMS. A clear account of the incident is recorded by the member of staff appropriate to the incident. Staff assess the seriousness of the bullying and determine the appropriate action that should be taken.

Staff keep the behaviour under review and with discussion with teams and senior leaders, restorative approaches are undertaken with all parties involved in order to achieve a resolution (see Behaviour management policy section on restorative justice).

Parents of all parties are kept informed either by phone or daily reports as appropriate. We expect that parents and carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school and that they will support us in helping us to meet our aims.

We expect parents and carers to contact the school if they know or suspect that their child is being bullied, and work in partnership with the school to bring an end to the bullying.

Support, guidance and information is offered to all parties through our staff and 1-1 interventions, and if necessary external agencies such as ChildLine and Parentline plus.

We work to help and support those responsible for the bullying to understand the impact of their actions and to change their behaviour.

We work with our pupils to ensure that they recognise that being a “bystander” is not acceptable, and to help them understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

Displays around school discourage bullying and emphasise support networks.

Pupils are supervised during unstructured times such as breaks and lunchtimes when pupils have access to safe havens and quiet space including the sensory room.

Where appropriate, natural consequences are used as necessary and in consultation with all parties concerned.

How parents/carers can complain about the school’s SEND provision and how complaints will be handled

Our complaints procedure and details of how complaints are handled is on our website.

Link to our local authorities' local offer or information on where it is published

The local offer for Oldham can be found here:

https://www.oldham.gov.uk/info/200368/children_and_young_people_with_send_local_offer

Who in the school parents/carers or pupils should contact if they have concerns

Our Communication and meetings policy states that our management team are the initial point of contact if parents or the young people have any concerns. The management team operate an 'open door' policy and will accommodate face-to-face meetings with parents wherever possible.

This report will be:

- Updated annually
- Updated as soon as possible throughout the year if any of the information changes