



Education and Skills



**Bracken School  
Prospectus 2020 • 2021**



# Welcome to Bracken School

Bracken School was established in 2010 and runs alongside Bracken Lodge children's home. The school is independent, registered for five pupils aged 11 to 16 who are resident in the home and caters for pupils with emotional and behavioural difficulties.

The school is small and welcoming and provides a nurturing and stimulating educational environment; it can cater for 1:1, small and larger group teaching.

The school has computer facilities in class and

ample space for small Science experiments and Art and Design. Food Preparation and Nutrition is run in conjunction with the home (Bracken Lodge), with access to their kitchen.

The school offers pupils a high quality, well rounded education in a highly supportive environment. Pupils attend school on the same site as their home, benefiting from continuity in environment and avoiding traveling long distances to reach school.



Sean Nayler  
Headteacher

## Values and Beliefs

We believe that every student has the right to the appropriate and relevant educational provision that allows them to achieve their full potential.

All students have the right to a learning environment which provides:

- a fresh start
- empathetic supportive staff
- a structured, academic, vocational and activity focused curriculum which can develop:
  - i. a sense of belonging
  - ii. experience of personal success
  - iii. empowerment: taking increased responsibility for activities, learning, self and others
  - iv. personal skills, including social and emotional well being
  - v. purpose towards employment.

All the students have the right to a key mentor who:

- a. has a positive regard for their student and treats them with respect.
- b. has high expectations concerning their student's achievements coupled with realism

and honesty.

- c. shows a continuing commitment to high quality.
- d. will develop a relationship of trust and mutual respect, with time set aside to pay attention to the progress and achievement of each individual.
- e. contributes to the well being and safeguarding of students.

Students are actively engaged as partners, conveying a sense of mutuality about their work. The treatment of both students and mentors exemplifies good equal opportunities practice.

We believe that there is a virtuous circle of learning, which for so many students has been conspicuous by its absence. The intention is to replace a downward spiral of educational failure with a cycle of achievement, building on and reinforcing self-esteem.



Our mission...

## Teaching, learning and achieving in a specialised nurturing environment

The school works hard to help pupils build positive social interactions and form positive relationships with other pupils and staff. We also have access to a quiet room where if a pupil is struggling to manage their behaviour, they can go and read, reflect and with staff input return in a more positive frame of mind.

As many pupils come to Bracken School having missed several years of education, we deem it important to focus specifically on raising Literacy and Numeracy attainment and provide individualised programmes of study to facilitate this. Our classes operate on a small group basis as this builds up self-esteem and increases academic achievement, enabling pupils to move on positively to reach their full potential. Pupils with specific literacy and numeracy difficulties receive one to one tuition.

We offer the full National Curriculum with a wide range of accreditation differentiated to meet the needs of individual pupils. We offer work experience from year 10, liaise closely with UR Potential in Blackpool, have visits from the Connexions Service and have strong links with both Preston's College and Blackpool and The Fylde College for Year 11 programmes and post-16 courses. We provide an extensive PE curriculum both on-site and utilising local sports centres and have previously introduced horse riding lessons.

In addition to the educational provision, we also work in partnership with The Keys Group therapists who visit Bracken on a weekly basis to provide individual support for the young people and consult with the staff team.

The school works hard to help pupils build positive social interactions and form positive relationships with other pupils and staff.



“ Our philosophy reflects the view that these young people are often confused and angry - with themselves and their world. ”

## Statement of Purpose

The young people who attend Bracken School may be vulnerable to abuse, exploitation, self-harm, absconding or may have particular therapeutic needs associated with recovery from trauma or abuse. In most cases, the young people accommodated may have a history of multiple failed placements and associated attachment.

Our philosophy reflects the view that these young people are often confused and angry - with themselves and their world. Their behaviours are not viewed as having to do with manipulation and power but rather as a form of self-protection.

In addition to their previous life experiences, many of the young people who come to Bracken have also been diagnosed with conditions such as Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia and Moderate Learning Difficulties.

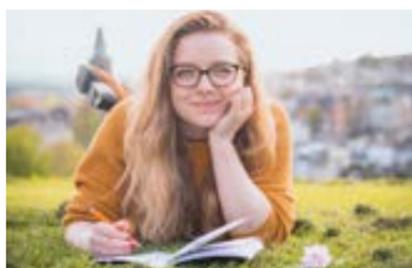
As a result of conditions such as these and other emotional and behavioural difficulties, they have experienced significant difficulties in mainstream schools. They have begun

to associate school with feelings of fear, frustration and failure. Some have already given up trying to learn.

At Bracken our first and primary approach to young people with emotional and behavioural difficulties is to address their feelings about themselves. The raising of self-esteem is a pre-requisite to any changes in behaviour and only then will any progress in learning be possible.

We aim to ensure that the children and young people who attend Bracken are given an holistic education that will provide them with learning opportunities, which target their specific individual education needs. This will help them identify and focus on their academic, personal and social successes and will teach them how to conduct themselves so that they may relate to others in a socially acceptable way.

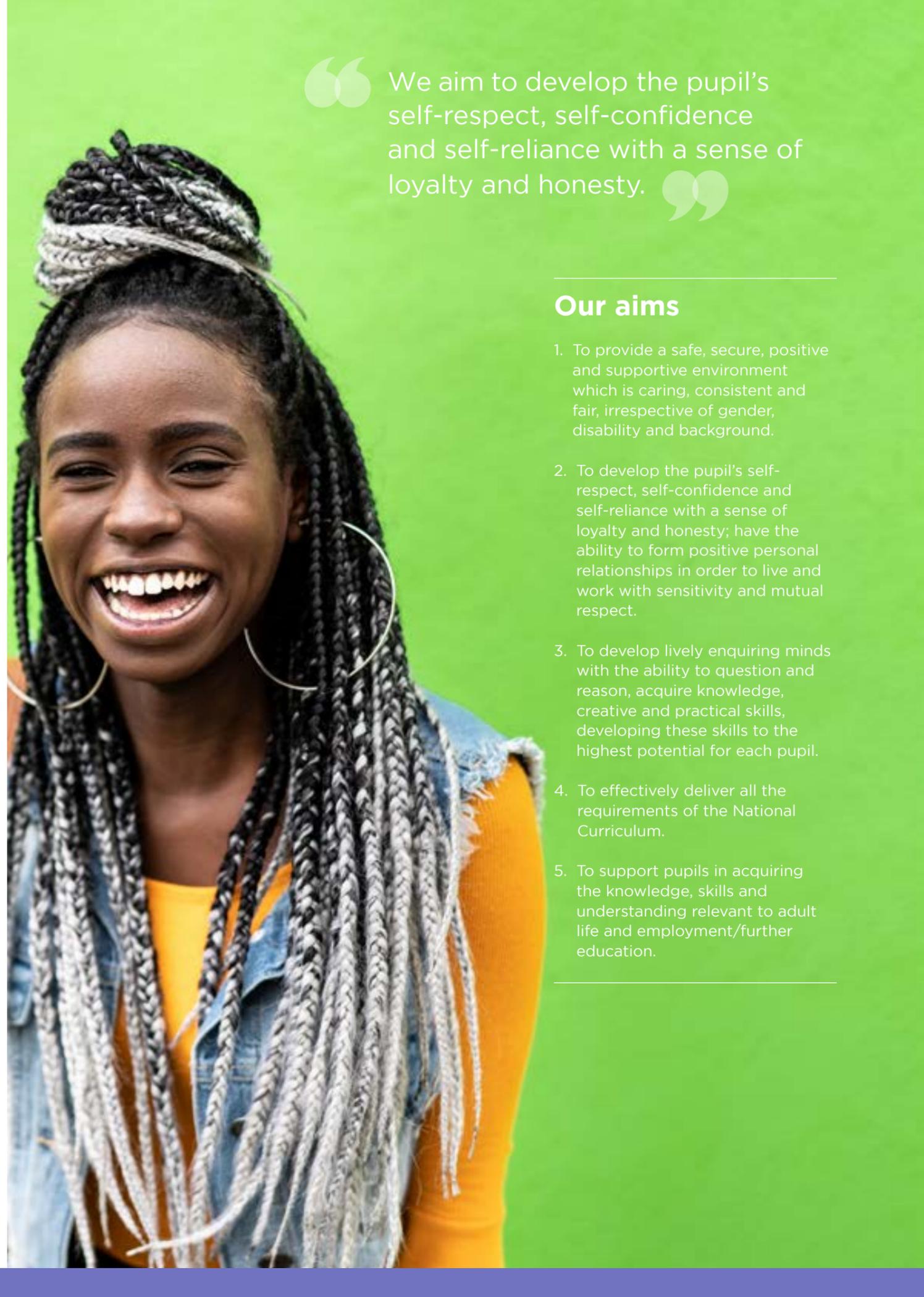
Our challenge is to help these children and young people to achieve their academic and personal potential and thus equip them with the skills they need to enjoy a full, well integrated and satisfying life.



“ We aim to develop the pupil’s self-respect, self-confidence and self-reliance with a sense of loyalty and honesty. ”

## Our aims

1. To provide a safe, secure, positive and supportive environment which is caring, consistent and fair, irrespective of gender, disability and background.
2. To develop the pupil’s self-respect, self-confidence and self-reliance with a sense of loyalty and honesty; have the ability to form positive personal relationships in order to live and work with sensitivity and mutual respect.
3. To develop lively enquiring minds with the ability to question and reason, acquire knowledge, creative and practical skills, developing these skills to the highest potential for each pupil.
4. To effectively deliver all the requirements of the National Curriculum.
5. To support pupils in acquiring the knowledge, skills and understanding relevant to adult life and employment/further education.



# The School

Bracken introduces the pupils to a wide range of knowledge, skills and experiences - linguistic, literary, mathematical, scientific, technological, moral, physical, aesthetic, creative and social.

The school has clear, positive expectations for behaviour and well-established and successful positive reinforcement strategies that are reviewed regularly. Every child and young person has individual education targets relating to both academic and behavioural achievements that are reviewed regularly to ensure positive progress is being made.

Bracken School fundamentally operates within two main principles:

1. All young people, without exception, are to be valued as unique and productive members of society.
2. All young people can succeed and should be encouraged towards ever-greater appropriate challenges in all areas of their learning.

## The Curriculum

Pupils arrive at Bracken School with a history of disrupted schooling. We seek to re-establish the concept of learning as a positive and enjoyable experience and ensure each pupil reaches their true potential.

The Curriculum provided is broad based to ensure that each pupil takes part in the full National Curriculum, which is differentiated to meet individual needs. We aim to introduce pupils to a wide range of knowledge, skills and experience.

The Curriculum emphasises the need to acquire basic skills in literacy and numeracy, and Maths and English Schemes of work are planned to ensure full coverage of the National Curriculum at a level appropriate to the pupil's ability.

We currently offer single AQA unit Awards, Entry Level Qualifications, Functional Skills Entry Level 3, Levels 1 and 2 and GCSEs. There is also some provision for external college courses in PE, Hair and Beauty, Health and Social Care and others.

### The Curriculum includes:

English Language	Modern Foreign Languages	Careers
English Literature	Science/Biology	Citizenship/PHSE
Maths	Physical Education	Sociology
History	Art and Design	Health and Social Care
Geography	ICT	Independent Work/Life Skills
R.E.	Food Preparation and Nutrition	Music (external tutors)

“ We seek to re-establish the concept of learning as a positive and enjoyable experience and ensure each pupil reaches their true potential. ”

Any or all of these subjects can be tailored to fit with the individual needs of any pupil.

Over the last few years, the pupils have sat various GCSEs, amongst other qualifications.

In addition to the above, pupils are also able to

access an outdoor education programme and external college courses where appropriate.

Planning in all subject areas follows the guidelines issued in the National Curriculum programmes of study.

## Wider Curriculum Activities

We aim to offer all pupils a rounded curriculum in which, irrespective of academic ability, they can achieve high levels of success. In response to this we offer a variety of practical wider curriculum activities off site.

To date this has included:

- Trips to cities/places of interest
- Plays - e.g. to The Lowry Theatre, Salford.
- Team Building Exercises
- Art Exhibitions/Galleries
- Horse Riding/Working at stables
- Leisure centres/Gyms/Ice Rinks
- Trampoline Centres etc
- Animal Sanctuaries
- Map reading and Orienteering
- Shopping (Resources, PSHE trips etc.)

## Examination Results 2019/20

Total Number of learners	2	Number entered	Percentage	Number Achieved	Percentage
GCSE Maths		2	100	1	50
GCSE English		2	100	1	50
GCSE Sociology		1	50	1	100
GCSE Geography		1	50	1	100
BTEC First Health and Social Care		1	50	1	100
Functional Skills Level 2 Maths		2	100	2	100
Functional Skills Level 2 English		2	100	2	100
Arts Award Level 1 Bronze		1	100	1	100



### Individual education and behaviour plans

Work is carefully differentiated in order to meet the individual needs of pupils and regular assessment ensures continuity and progression. Each young person has individually tailored positive expectations for achievement. This ensures they are challenged appropriately and experience success frequently.

Termly targets for literacy and numeracy skills are set and progress assessed carefully and

frequently. The remediation of learning difficulties, whatever the cause, is facilitated by a supportive educational programme and intensive individual help.

Individual behaviour targets are discussed with the young person on a daily basis and are monitored, reviewed and revised regularly. All pupils have Annual Reviews where a detailed report is produced assessing attitude, attainment and progress.

### Provision for young people with education health care plans (EHCP)

Our objectives and principles in making provision for children with special educational needs are as follows:

1. Each young person is given a broad based and relevant curriculum.
2. The special needs of each young person, as identified in their Special Education Needs Statement/Education Health Care Plan (EHCP) are addressed and statutory reviews are held regularly as well as yearly.

3. A behaviour management programme is in place and is continually reviewed; staff training in the management of young people with Emotional and Behavioural Difficulties is ongoing.

The school has a team approach. Teachers, Teaching Assistants, Therapists, Residential Carers, Social Workers and other professionals are all involved in monitoring pupil progress using individual education and behaviour plans.

### Identity/cultural diversity

Bracken School has a strong commitment to value a pupil's cultural and religious heritage and respect individuality in terms of age, race and gender. During R.E. lessons, pupils are given opportunities to gain knowledge of the diverse religions practised worldwide and to understand and respect those beliefs.

In Citizenship we aim to blend this religious knowledge with ideas on race, ethnicity, colour and culture. Pupils for whom English is a second/alternative language will be treated with respect and care. A supportive education programme will be provided and advice sought as appropriate.

### Careers guidance/further education

Bracken has developed positive links with the local Connexions service, UR Potential in Blackpool and has organised careers meetings and interviews for all KS4 pupils.

Bracken also co-ordinates and monitors work experience placements for all Key Stage 4 pupils, giving them an invaluable insight into working life.

We have also developed positive links with colleges in and around the local area and have supported pupils to secure places on pre- and post-16 further education courses.

It is our aim to support all of our pupils in achieving a positive work or college placement at the end of Year 11.

### Safeguarding

Bracken (as part of The Keys Group) has a comprehensive Safeguarding policy and will take any reasonable steps to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect or other forms of abuse, staff will follow Lancashire County's

Safeguarding procedures and inform both Keys Group's Company Directors and Social Services of the concern.

The Safeguarding policy is kept on school premises at all times - copies are available on request in hard copy and email format. It is also available on the school's website.

### Anti-bullying policy

Bracken School is totally opposed to bullying in any form and it will not be tolerated at any level. We are committed to providing a caring and safe environment for all pupils where they can develop both academically and as an individual.

A comprehensive anti-bullying policy operates within the school along with a set of procedures

to identify and deal with any incidents quickly and effectively. Bullying complaint forms are available.

If you have any concerns regarding bullying or wish to discuss this area further, please do not hesitate to contact the Headteacher. Copies of the anti-bullying policy is available on request in hard copy and via email.

### Health and safety

Bracken School (as part of The Keys Group) has comprehensive health and safety policies and procedures. The Policy/Procedures file is

kept on school premises. The policy is available on request in hard copy and email format.

### Complaints procedure

It is important to pupils' sense of security and personal confidence that they have a means of "being heard", in the event of having a complaint.

For this purpose we ensure every young person is made aware of the suggestions and complaints procedure and will assist and support them in the event that they feel the need to use it. The policy is available on request in hard copy and email formats.

Pupils can share their complaint with their keyworker or the Headteacher. If they are still unhappy they can telephone (0121 728 7800) to speak to Nicola Kelly (Education Director) who will arrange to see them. If they feel they cannot talk to any of these people, then they can telephone NYAS (0800 808 1001) or Childline (0800 1111).

These calls are free and confidential. Keys Group also has a visiting advocacy service to their children's homes provided by NYAS on a monthly basis.

Parents, carers or representatives from the Local Education Authority or S.S.D. (Social Services Department) who are concerned about the quality of education offered at Bracken School should contact the school's management immediately. Any complaint will be given prompt, serious consideration.

**Number of complaints during previous school year: None**

## Philosophy and expectations

Policy and practice at Bracken school reflects the belief that disruptive and challenging behaviour has underlying causes and effects. Young people with low self-esteem cannot tolerate anything that increases their negative feelings about themselves and therefore try to reduce the chances of being hurt any more.

They often refuse to recognise their own achievements, resent other people's successes, can delight in upsetting others, reject praise, humiliate others or refuse to respond to those around them at all.

A particularly destructive characteristic of young people with low self-esteem is that by shutting off from the negative, these young people also shut off from the positive. They cannot feel 'good feelings'. They struggle to hear praise or receive 'good' information.

Our challenge is to reach beyond the young person's defensive shell and help them believe that their teacher is really there for them and that they can trust their teachers. The foundation of our work concerns establishing positive relationships based on mutual respect.

We prefer to talk about behaviour being consequential rather than of sanctions.

Sanctions are used sparingly and after all other alternatives have been considered. Discussion will take place with the Residential Manager before a decision is taken regarding an appropriate sanction. Sanctions usually involve some form of reparation (tidying, cleaning and helping) but sometimes may involve the loss of a privilege or a restriction in a particular activity for a defined period of time (e.g. loss of break time privileges).

Should a young person's behaviour escalate to a point that they are likely to cause harm to themselves, other people, or cause serious damage to property, then physical intervention will be used. Pupils are always given the opportunity to reflect on the incident and talk through it with a member of staff. The form and method which this takes is clearly identified in the Keys Group's Physical Intervention Policy.

All staff are fully trained in the Keys' method of physical intervention. Placing authorities are informed of our physical intervention policy. Any incident requiring physical intervention is recorded in detail, with access to relevant parties made fully available.

## Exclusions

We acknowledge that the young people placed at Bracken School have had previous negative educational and social experiences and as such will present challenging behaviours.

It is our aim therefore to provide a quality education for even the most challenging pupils. Permanent exclusion from education is not an alternative.

However, if a young person's placement in school is seriously preventing the 'effective

education' of other pupils or they are presenting a significant risk to themselves or others within the school, additional support may be sought or an alternative education package may be provided.

Any 'Education Intervention Plan' will be reviewed regularly and steps taken to reintegrate the pupil back into normal school provision will be clearly defined.

## Behaviour management programme

We aim to overcome the previous negative experiences of education that our pupils have lived through and eliminate the negative images they have both of the school environment and of themselves as learners.

We operate a clear behaviour management reward system that enables pupils to achieve a range of rewards for meeting their individual behaviour targets, both on a short and long term basis e.g. Friday afternoon reward time includes trips out and sports activities. In addition to this we also operate a range of sanctions which include catch-up sessions during morning and lunch break for work missed/inappropriate behaviours, withdrawal from the class group for 1-1 teaching following violent or extremely disruptive behaviours and behaviour planning

meetings with parents and carers.

Our behaviour management system uses the pupil's Individual Education Plan as a basis for setting a weekly behaviour target.

The recording and monitoring of pupils' behaviour can, if required, be via an individual target sheet which is completed with each pupil at the end of every lesson and then reviewed during Tutor time at the end of each day. This target sheet is available for Carers/Parents, Social Services Department (S.S.D.) on request.

Parents/Carers/Social Workers will also be given daily updates as to pupils' behaviour via the Home-School Communication sheet and via telephone if required/requested.

## Documentation

All of our Policies are available for inspection on request with copies provided in both hard copy and email format:

- Admissions
- Assessment
- Behaviour
- Bullying
- Safeguarding
- Complaints
- Computer/Internet

- Curriculum
- Equal Opportunities
- Exclusion
- First Aid
- Health & Safety
- Homework
- Off-site Risk Assessment
- Racial Equality
- Smoking
- Whistle Blowing

## Admission

Pupils attend the school on a referral basis and are residents of Bracken Lodge Home.

# General Information

## What are the start and finish times?

The educational programmes start at 9.15am and finish at 2.45pm.

## What arrangements have been made for the lunch break?

A cooked lunch is provided for all pupils.

## How will I get to know what progress my child is making?

Each pupil will have an Individual Educational Plan (IEP) as well as an Individual Behaviour Plan, setting out clear aims and objectives for learning and behaviour. Feedback is provided in Looked after Children (LAC) and Personal Education Plan (PEP) Meetings, as well as through end of year reports.

## Who should absence be reported to?

Pupils reside at Bracken Lodge, with support staff there informing the school of any absences.

## How will my child's attendance be monitored?

Formal attendance records are kept and any concerns are addressed in close liaison with pupils, staff, parents/carers and Local Authority and Children's Services professionals.

## Do pupils have to wear a uniform?

Yes, pupils are expected to wear a dark top and leggings.

## School term dates 2020 - 2021

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### Autumn Term 2020

**Term 1:** Thursday 3rd September to Friday 23rd October

**Half term:** Monday 26th October to Friday 30th October

**Term 2:** Monday 2nd November to Thursday 18th December

**Bank Holidays:** Friday 25th December  
Monday 28th December

### Spring Term 2021

**Term 3:** Monday 4th January to Friday 12th

**February Half term:** Monday 15th February to Friday 19th February

**February Term 4:** Monday 22nd February to Friday 26th March

**Bank Holidays:** Friday 1st January  
Friday 2nd April  
Monday 5th April

### Summer Term 2021

**Term 5:** Monday 12th April to Friday 28th May

**Half term:** Monday 31st May to Friday 4th June

**Term 6:** Monday 7th June to Tuesday 20th July

**Bank Holidays:** Monday 3rd May  
Monday 31st May

### Staff training days:

1st September 2020  
2nd September 2020

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#### Bracken School

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#### Chief Executive

David Manson  
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#### Chair of Governors:

Nicola Kelly  
0121 728 7800

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**Proprietor:** Keys Group

**Proprietor Representative:**

Nicola Kelly

**DfE No:** 888/6112



[www.keys-group.co.uk](http://www.keys-group.co.uk)

Inspiring and supporting young  
people to live happy, healthy  
and successful lives.



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