



## Cambian Brook View School

Specialist Education Services

- Mixed Gender • 8 - 19 years
- Up to 52 Weeks Residential • Day Placements



### Welcome

Welcome to Cambian Brook View School, as part of the family of SEN schools within the Cambian portfolio, we are committed to sharing outstanding practice within this wider group in order to create the best environment for the children in our care.

We are an independent specialist school providing a high standard of education and care for students aged 8 – 19 years old, offering 52 week residential provision for boys and girls with a diagnosis of Autism Spectrum Disorder and other related conditions. We support children and young people with a wide range of learning difficulties including those with behavioural, social, emotional, mental health and communication disorders.

We are situated in rural village of Ribchester, near Preston (accessible from major road and rail networks) and therefore benefit from some amazing open-air space where we develop our outdoor and horticultural skills, building the curriculum to include growing our own vegetables which we will be able to use to support our programmes of study.

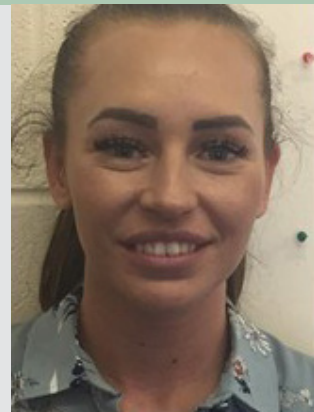
Our students will benefit from a variety of qualifications chosen through the bespoke package around each individual child. The qualifications are handpicked to stretch and challenge each student to enable them to grow and develop in to well-rounded participants in society. The qualifications include AQA Awards, Btec up to level 2, OCR and NCFE.

Cambian is committed to supporting children and young people with achieving their personal best ensuring that pupils receive the same learning and social opportunities as other children; which we achieve by providing excellent facilities and a creative curriculum tailored to meet their needs.

With dedicated staff, a unique approach and purpose built facilities; we provide a supportive, safe and happy environment where all young people make progress regardless of ability level.

*Rebekah Dennett*

Principal



Rebekah Dennett  
Principal

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# Location



We are situated in Ribchester, Preston Lancashire, which is in close proximity to an extensive network of public transport and within a short distance of the seaside towns Blackpool and Southport. The school site is situated within a rural community with a calendar of local Events such as farmers markets and craft fairs. The school enjoys a positive and friendly relationship with the neighbours within the local area, by hosting coffee mornings, local fund raising or taking part in the local events.



# Transition and Induction

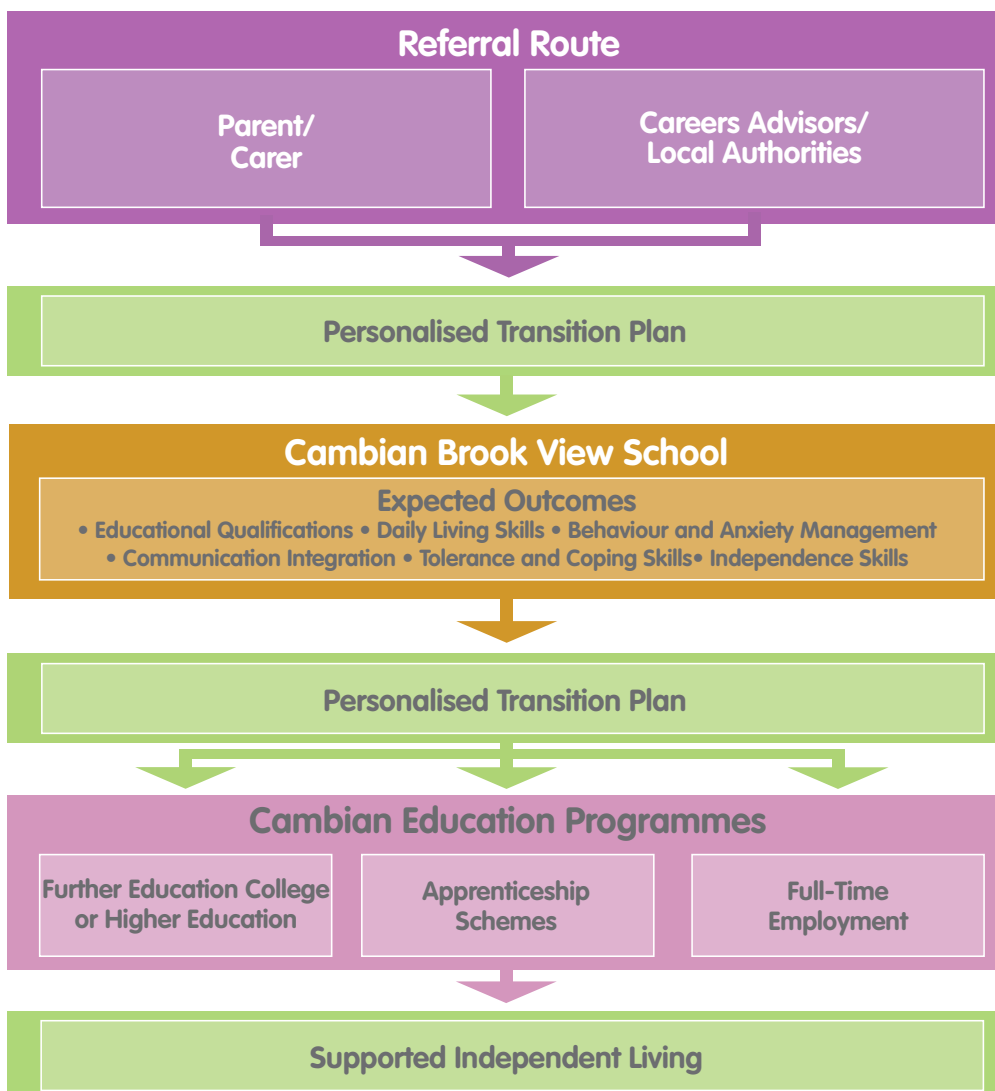


Many of the young people who come to Cambian Brook View School have been out of education for a period of time and/or have had negative experiences of school in the past. Our transition arrangements ensure that each young person and their parents or carers are given opportunities to visit the school and meet key members of staff before their formal admission.

We will have a comprehensive referral, assessment and transition process to ensure successful placements of students with a programme of study to meet their needs and bespoke package of care. To enable the students to develop and grow in to functional young people in society.

## Typical Student Presentation:

- Primary Diagnosis of Autism
- Complex Needs
- Challenging Behaviour
- Learning Difficulties
- History of placement breakdowns
- Has an Education, Health & Care Plan





## Helping achieve a personal best

Our focus on the Creative Curriculum has developed an innovative approach to the way we meet the special and often challenging needs of pupils. Our 'Visual Timetable' is typical of this approach, created to ensure pupils understand their daily routines.

Classrooms are equipped with state-of-the-art education technology such as interactive touch screens and iPads which you would expect to find in any modern school. Many of our specialist facilities support the sensory diet requirements of pupils, that is, sight, sound, touch and smell to develop their senses, co-ordination and communication, promoting interaction, concentration, calmness and confidence.

### Sensory Integration Room

Designed to stimulate and support the children's sensory needs and motor skills. The students can use the equipment to support their needs.

### Multisensory Light Room

It is designed to be calming and allows the young people to take sensory breaks.

### Soft Play Area

Provides a safe area for the young people to use up extra energy and a stimulating environment for play.

### Purpose Built Playground

Provides a large space for a variety of activities, games and therapy, this environment provides an area for the young people to interact with their peers.

## Focus on Recognising Achievements

We have a flexible approach to learning, personalising the curriculum and teaching groups to meet students' individual learning needs and abilities.

Cambian Brook View School supports pupils by providing them with the opportunity to learn and develop in a supportive and creative environment in which there is particular focus on recognising achievement and supporting progression.

In addition to the academic curriculum, individualised timetables provide opportunities for pupils to withdraw from some lessons to participate in therapy sessions with the Speech and Language Therapist or Occupational Therapy. The curriculum is enriched by educational trips and visits, local community links and opportunities within the timetable to engage with new experiences e.g. music workshops, gardening and educational visits.

### Our students benefit from a range of qualifications including:

- Arts Award
- ASDAN Literacy
- ASDAN Maths
- ASDAN Science
- AQA Personal Development
- AQA Entry Level qualifications
- AQA unit awards
- AQA Functional Skills – entry to level 1
- OCR Functional Skills – entry to level 1
- Btec up to level 2 – vocational skills
- Life skills entry / level 1
- Animal care – on site
- Employability skills entry/level 1
- Independent careers advice and work experience
- Dance with accreditation
- Food Technology
- ICT
- Music

### Facilities Include:

- Sensory Integration Room
- Multisensory Light Room
- Soft Play Area
- Purpose Built Playground
- Adapted Play Equipment
- Life Skills Room
- Music Room
- Interactive Floor
- Football Pitches



## Learning Environment

To complement our curriculum, we have new, purpose-built classrooms, teaching and playing spaces tailored to the requirements of our students, offering a wide variety of activities.

### The 'Outside In' classroom

'Outside In' allows young people to explore, relax, climb, and swing, whilst being multi-purpose and adaptive. The room can change to suit individual learners needs.

The room is named 'Outside In' is because of the choice of colours and textures and is designed for our learners to develop and work on their sensory based motor skills.

It is a space built with play in mind and focusses on non-directed play using movement, through the muscles and joints to get the most out of our vestibular, proprioceptive, visual, and tactile sensory systems to further develop skills such as core strength, balance, praxis, posture and motor control.

A climbing wall, a swedish climbing frame and a balance beam are the main features, whilst other equipment complements this space to provide a multi- sensory space for all to enjoy.

'Outside In' can also be used as a space for specialist and targeted therapy to take place, whilst the room can also form part of each young person's individual timetables.

The ambition is to build a bank of up to 100 activities to do in this space, which can be mixed and matched depending on the needs of each learner.

**Themed by colour, each of our classrooms are purpose built, with specific features for our learners.**

Below are two examples:

### Purple Classroom

In the Purple Classroom, we have areas where students can sit quietly to read, complete jigsaws, colour in and explore Mathematics through hands on play while taking part in fun learning activities.

The room features a sand pit, painting area and soft exercise equipment, providing plenty of activities for students to enjoy and fulfil their sensory needs.

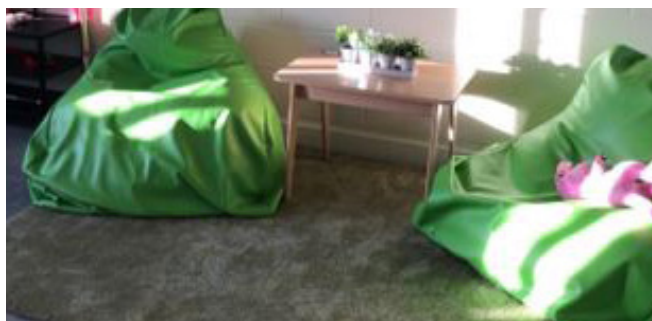


### Green Classroom

The Green Classroom is focused around learning through play. These include a water table and tower building table, with specific corners of the classroom designated for specific activities such as dressing up in character costumes.

The Green Classroom is a loving, nurturing environment in which students are offered a Holistic approach to support them in their learning journey.

Students are encouraged to work for small structured times to complete activities at a table and then learn through role-play, accessing the continuous provision areas. They are also encouraged to access outdoor learning such as swimming or climbing on the outdoor playground.





## Communication

We provide a structured, stimulating environment in which all children are valued, included and supported to reach their full potential. We are aware that every child is unique and all children develop at a different rate and have differing needs as they grow and meet the challenges of life outside the school.

At Brook View School we pride ourselves in transparent communication with parents, social care, CAMHS and other stakeholder agencies. We are part of the Cambian SEN family which supports the sharing of outstanding practice through regular meetings, training sessions, analysis, evaluations and Governance.

All students at Brook View school will be treated as individuals and the care/education package around each student will be tailored to their unique needs to enable them to achieve their personal best.

Following on from the initial referral, the potential students profile and the matching analysis, if suitable, a comprehensive and detailed assessment will be offered. This could include face to face or virtual meetings, evaluation of the paperwork by Education, care and

clinical, observations of the young person and discussions parents/ carers. If the school can meet the need a bespoke package of care, education and clinical will be offered once accepted a thorough transition plan will be put in place to welcome our newest family member to Brook View School.

Experienced staff at Brook View School will create an exciting and bespoke curriculum for each student. The programme of study will be well planned, monitored and consistent to compass all of the EHCP targets, needs and support requirements identified within the assessment for the students. Each student will have their own Individual educational Plan (IEP) and EHCP this will inform the care plan and the 24 wrap around curriculum using a seamless approach to the integrated model used on site.



## Curriculum

Following admission to school, all children and young people will be assessed, so that each learner will have a learning programme and targets that allows them to leave school, where possible, with well-developed social and communication skills and skills in English, Maths and ICT. Progress in learning and personal development will be frequently assessed so that targets and learning programmes can be regularly modified.

- All children and young people at Cambian Brook View School have an entitlement to access a broad, balanced and relevant curriculum. In most cases this will be defined by the National Curriculum framework but modified to accommodate the specific learning needs of the individual and afford the learner the opportunity to achieve their potential.
- Every child and young person, whatever their background or their circumstances, will have the support they need to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.
- There will be an emphasis on the personal growth and development of each individual learner to:
  - promote a sense of self-worth and personal identity;
  - enable them to relate well to others and form good relationships; raise self-awareness;
  - help them to deal well with their emotions; and
  - have secure beliefs and principles to distinguish right from wrong.
- The curriculum provides a range of enhanced learning experiences including where possible, outdoor education, work related learning, community activities and college links
- For some learners, in meeting their entitlement to access the curriculum the school will need to plan for, and provide, specialist learning resources and support as defined within their Education Health Care Plan.
- Learners are actively involved in the assessment of their progress and achievements so that they know how well they are doing, what they are aiming to achieve, how they can reach these goals and identify their next steps in learning. Progress is then recorded using behavior watch where appropriate.
- By the time they leave school, all children and young people will have been supported in making progress and gaining success so that they are able to continue with their next stages of education or have access to employment opportunities.



# Curriculum

## We also believe that learning:

- is a lifelong skill that goes far beyond school days and traditional classroom environments;
- can take place in a variety of settings;
- is more likely to take place when conditions for learning are best matched to a child's individual needs; and
- is more likely to be successful when the child/young person is involved in planning for his/ her learning and has some responsibility for it. However, we recognise that many children we care for have:
  - missed a lot of schooling and have significant gaps in their learning;
  - disengaged from some or all aspects of their learning or have become disaffected with it;
  - lost confidence in their ability to learn;
  - poor self image of themselves as learners; and are
- reluctant to return to some or all aspects of learning for a variety of reasons.

## Assessment and recording:

Assessment is incorporated into all curriculum planning. Pupils progress is shared at all review meetings and is included in the end of year school report. EPraise is used to reward academic learning and positive social interaction throughout the school day. This is a reward system that captures points gained within the school timetable and turns them in to data, which can be used to highlight patterns, trends and gaps in knowledge allowing for fine tuning of the IEP. Students can use the points gained to receive rewards in school.

Pupils are able to study for a wide range of accreditation.

## Guidance and Support

- Integrate different staff disciplines into a coherent service
- Introduce Quality of Life indicators (QoLi) across extended curriculum
- Develop training in teaching and learning for support staff
- Build and maintain staffs relationships with promoting active participation in choice about curricular and extracurricular activities

Having a focus on ASDAN accreditation within the Education department has opened an opportunity to involve support staff in construction of an extended curriculum for all pupils. This will require a comprehensive training effort to enable the effective participation of support staff in the curriculum. This work will be complemented by the introduction of a 'hybrid' learning/care mentor role acting as a bridge between care and education.

## Arrangements for Education Reviews

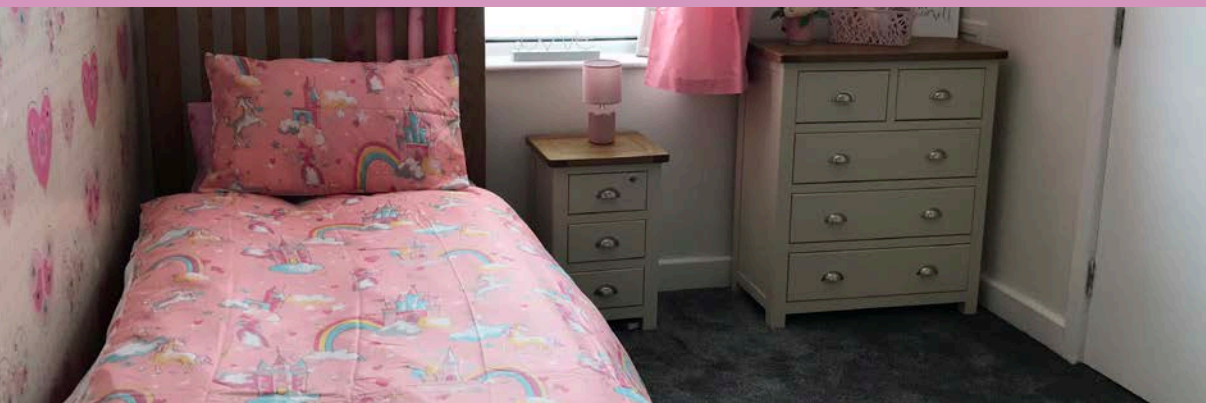
Annual EHCP reviews are a legal requirement and are held to

- to re-examine the Statement of Special Needs (where appropriate);
- to evaluate progress since the last review;
- and to plan for the next 12 months.
- From Y9, reviews will include Transition Planning.

Transitional reviews - are held for pupils in Year 9 and subsequent years to formulate a Transition Plan to help plan for future needs and again at the end of Y11.



# A Home Away from Home



We have a range of onsite accommodation including Brook View House, Brook View Lodge and Brook View Flats which cater for our post 16 students encouraging more independent living.

Our homes benefit from communal lounges and dining rooms providing a family environment where our young people feel safe and comfortable. Students are encouraged to personalise their own rooms to make them truly a 'home from home'.

Our homes and living areas are split into a number of residential units:

- Two 5 bedroom accommodations all with en-suite bathrooms. These homes consist of a lounge, quite / computer room, full wet room, kitchen and utility room
- A 2 storey accommodation with 5 bedrooms on each floor, all with en-suite bathrooms. These homes also consist of a lounge, quite computer room, full wet room, kitchen and utility room. Each floor also has the addition of a sensory room with a range of lights and sounds
- Two 2 bedroom homes with lounge, kitchen diner and shared bathroom
- A 2 bedroom flat with shared bathroom, lounge and kitchen diner
- A 1 bedroom self contained flat with bathroom, lounge and kitchen diner

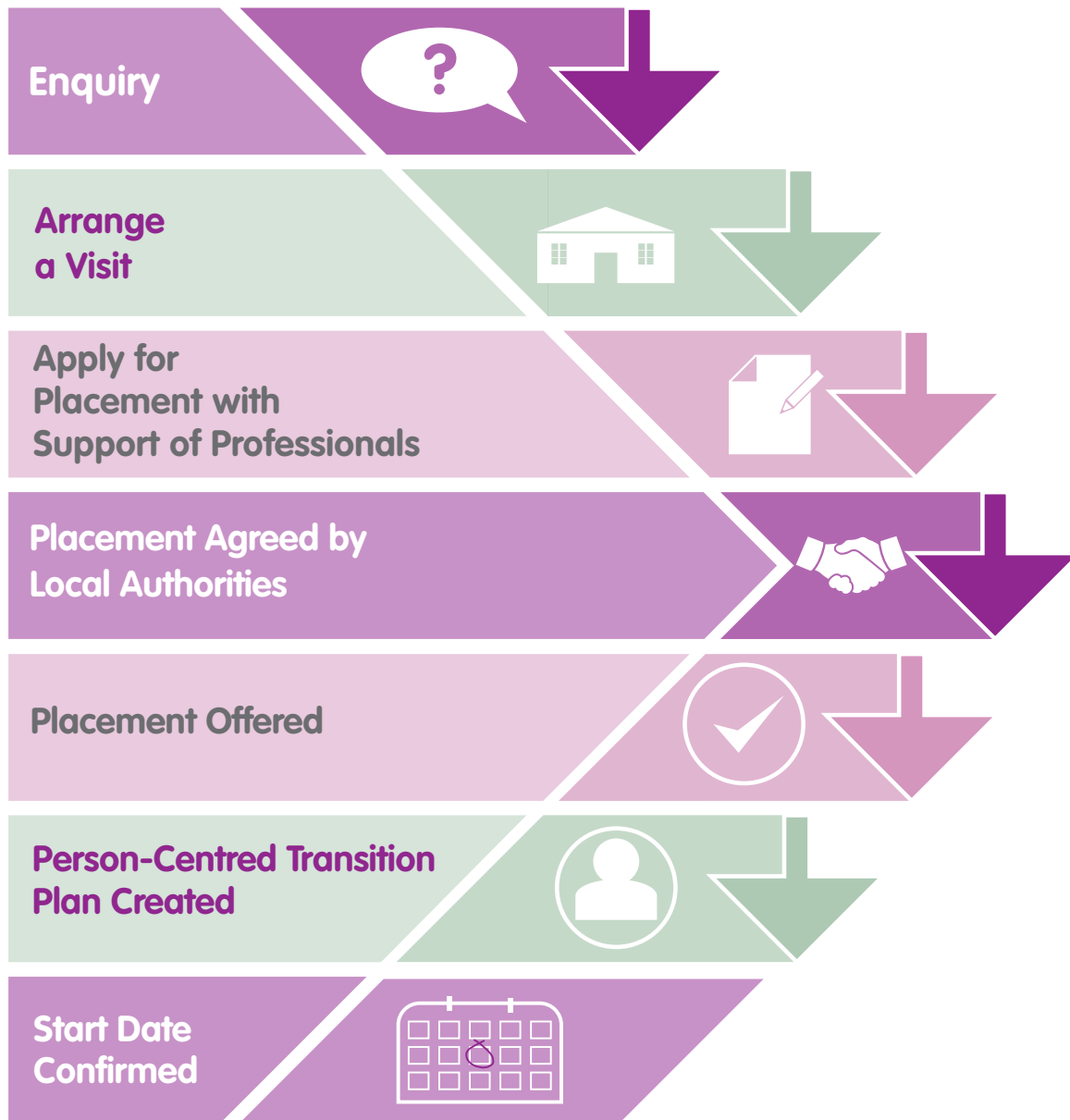
Outside there is a garden equipped with picnic benches and play equipment that is well maintained and a safe area for the young people to play. There is the opportunity for our young people to be involved in planting within a range of provided and adapted planters for all young people to access.

Welcome  
TO OUR HOME





## Next Steps



# Additional Information



## Complaints Procedures

We know there will be times when students, carers, parents or placing authorities will want to give us feedback about our School and we will always be happy to hear from you. If you feel that you would like to make a suggestion, let us know about something you were pleased with or tell us we did not meet your expectations, please contact the School via the contact details at the front of this prospectus.

A complaints procedure allows for both formal and informal complaints. Informal complaints will be dealt with quickly, while formal complaints can be made in writing.

Our full complaints policy is available from the School on request. This policy is designed to help you raise concerns and ensures your complaint will be listened to and dealt with fairly.

Should you wish to take your complaint further or feel you are unable to discuss the details with the School, please contact the director of education detailed below, especially if your complaint relates to the School leadership.

## The Proprietor

The proprietor of the school is Farouq Sheikh, Chair of the CareTech Board. The representative of the Proprietor of the school, whose address for correspondence during both term times and holidays, is:

Andrew Sutherland,  
Operations Director - Education,  
Metropolitan House,  
3 Darkes Lane,  
Potters Bar, Hertfordshire EN6 1AG.

The representative of the proprietor may be contacted at [Andrew.Sutherland@caretech-uk.com](mailto:Andrew.Sutherland@caretech-uk.com)