

DATE: October 2022

REVIEW DATE: October 2023

Brookview School – Transition and Ethos

Learners new to Brookview School are invited to transition to the School environment with an enjoyable, informative and nurturing program of activities designed to remove the barriers to learning and participation that can hinder or exclude individual students, or groups of learners. This means that equality of opportunity must be a reality for all.

We call this 'Brookview BELIEF'

BELIEF

B	Belonging	We develop a sense of belonging, where we are all made to feel part of the Brook View family.
E	Esteem	Everyone is respected, admired and valued as an individual.
L	Loyalty	We are all committed to Brook View and work in harmony to ensure that trust, honesty and dedication to our work and school environment is evident.
I	Integrated	We all work collaboratively to achieve the best outcomes for all.
E	Enjoyment	Everyone is happy within the school community. Kindness and respect are fundamental qualities for all.
F	Fortitude	Everyone is encouraged to build up their inner strength and courage to overcome any problems and work together to ensure the wellbeing of all of the Brook View family.

Mission

Transitions into school are agreed in the best interests of the child. What may work for one child may not work for another. Whilst some children are able to manage immediate transition to Brook View School on a full time basis, others may need a much slower package of support.

In the event of a bespoke transition, a timetable will be agreed prior to the official start date and will be adapted as per the best interests of the child.

Transition from Brook View School is undertaken in a planned and structured manner. These are managed well in advance and actions are agreed and driven via meetings with parents/carers and the Annual Review process.

We plan for our young people to transition on to their next provision in a positive and purposeful way; this could be to a mainstream school, college, or other educational establishment or perhaps supported accommodation or a return back to the family home.

Within our i-Create Transitions programme along with other professionals, we expect all parties to be proactive in securing the best next steps for all of our children and young people and work positively with Social Workers to support them to undertake their responsibilities in relation to transitions.

Brook View School is not accountable for the sourcing of other placements; this is the responsibility of the Social Worker Local Authority, social care or SEN team to manage. The move should, wherever possible, be promoted as positive, progressive and in the young person's best interests. Any relevant documentation will be forwarded to the new establishment. The school and, if relevant, the Children's Home will be as supportive as possible throughout the process to ensure the best interests of the child are met.

iCREATE

The iCREATE Programme is a targeted induction programme for all our young people. Over a period of 6-12 weeks or less (depending on the individual), pupils will be supported to allow them to settle, familiarise themselves with their environment and expectations, build relationships with key staff and undertake a range of academic and therapeutic assessments in order to prepare them for learning. It's a multidisciplinary approach supported by trained teachers, therapists and clinicians. Placing the pupil's needs at the centre, we take this time to understand what is important to them, their parents and/or carers and how we can improve their quality of life. We want to know what they are interested in, what they are motivated by, how they want to be supported and crucially what they want to learn! We want to know if prior learning information is correct, if their EHCP targets are still appropriate and most importantly, if we can continue to meet their needs. A successful placement requires a level of commitment from both the school and the individual and therefore is imperative that this process gives us the right information to achieve the best possible outcomes for that young person. The final aim of this process is to ensure a young person transitions in to the most appropriate class, receives the correct support, access an appropriate yet challenging curriculum and is given the opportunity to succeed and reach their potential!

i	Introduction	Introduce the young person to the school, the programme and the i-create team. This will allow them to settle in to school at their own pace.
C	Child Centred	Every step of the programme is to be centred around the young person. Time taken to understand the child, what is important to them and their parents/carers.
R	Relationships	Building relationships with the young person to establish their interests, what motivates them and what they want to learn. Building their trust is a key element.
E	Evaluation	Establish whether prior learning information is correct and if their EHCP targets are still appropriate. Ensure that we have real time knowledge of the young person to ensure the best outcomes for them.
A	Appraisal	Review all the evidence and evaluate whether we can still meet the needs of the young person.
T	Timetable	Tailor a personalised timetable for the young person to ensure that they move to an appropriate class with the right support, curriculum offer and transition package.
E	Evolve	Help the young person to move to their new environment, ensuring that they know that they will be supported every step of the way so that they have every opportunity to succeed.

BKSB

BKSB is the UK's most popular online Functional skills assessment method that allows learners to assess their current levels in Maths, English and Information Technology.

Part of the transition and induction of new learners at Brookview School is to adhere to the intent of 'iCreate' by understanding our learners and swiftly acknowledging the current level of understanding of the core subjects. This enables the School to create an appropriate curriculum and timetable that meets the needs of both the learner and the School's responsibility to provide education that meets the National Curriculum while, at the same time, meet the needs of a learner's EHCP.

Vocational Opportunities

A major part of the School day is devoted to the employability and transferrable skills which learners are given the opportunity to develop. These opportunities may be in vocational areas in creative subjects such as Art, Design Technology, Music, Media Production or Performing Arts. Other subject which learner can choose from include: ICT, Horticulture, Animal Care or Forest School. Healthy living including Physical Education and activity is part of the educational offer at the School. All vocational subjects are led by industry practitioners and lead to recognised qualifications.

Learners have the opportunity to 'taste' many sessions to find which works best for them.

Extra-Curricular Activities, soft skills and Social Mobility

Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the normal school work.

Whole School Enrichment	Lunch Time /After School Activities	Community Engagement	Bespoke Interventions
<ul style="list-style-type: none"> • SLT and Class Assemblies • PSHE Themed days • Tutor Time • Cross – Curricular Activities • Outdoor Education • History Days • Enterprise Days • Theatre Visits • Art Workshops • Induction and Transition days to • Work Experience placements • Life skills and PSHE visits to / from the Fire service and or local amenities 	<ul style="list-style-type: none"> • ICT Club • Reading Club • Singing Club • Board Games and Lego Club • Football Club • Gardening Club • Arts and Craft Club • Music Club • Film Club • Dodgeball Club • Modelling Club 	<ul style="list-style-type: none"> • Parent tours • Parent visits • Celebratory assemblies • Showcases • Transition events • Work related learning links • Sports day • Local library visits • Leavers Graduation • Christmas lunch • Festival events • Church visits / services 	<ul style="list-style-type: none"> • OT • SALT • Literacy Interventions • Numeracy Interventions • Breakfast Club ** • Clinical Psychologist • CAMHS • Multi Agency partners • Student wellbeing • Social Stories support • Lego Therapy • Nurture sessions