



**Bramfield House  
School**



**Independent Day and Boarding School for boys aged 7-16  
With Social, Emotional and Mental Health Difficulties**

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**Headteacher: Mrs D Jennings**

**School Prospectus  
2018/2019**

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## Introduction

The Headteacher, staff and pupils would like to welcome you to Bramfield House School. If you have not yet visited us please feel more than welcome to do so. Simply telephone the school to make an appointment. Our number is 01986 784235.

This prospectus provides general information about the school. Paper or electronic copies of the prospectus are available from the school upon request. If you require more detailed information or have any questions please do not hesitate to contact us by telephone. We are a school dedicated to working closely with parents/carers and Local Authorities to provide for the individual needs of our pupils and we therefore welcome contact with anyone who has an interest in the school.

Bramfield House School is situated in a rural setting on the outskirts of the small village of Bramfield in Suffolk. The School premises include the Main House (residential area for Years 6 – 11 and the main offices), Ibstock House (residential area for Years 3 – 5) and a range of separate buildings used for teaching and recreation. The school is set in 10 acres of grounds which are used for recreation and learning. The school also has its own swimming pool.

Bramfield House School is part of the National Fostering Agency (NFA) Group. David Leatherbarrow is Group CEO. He can be contacted via the Acorn Care and Education Head Office: 1 Merchant's Place, River Street, Bolton, BL2 1BX. The telephone number is 01204 558 038.

## Statement of Purpose

At Bramfield House School we believe that every pupil must be provided with opportunities to develop socially, emotionally, academically and physically to achieve the highest possible standards. We are an inclusive learning community that is forward thinking, innovative and confident and committed to ensuring that all pupils are happy, enthusiastic and purposeful learners.

### Aims

We are working together to:

- Raise achievement through a commitment to high standards and expectations
- Enable every child to succeed as an independent, enthusiastic and confident learner
- Provide active, co-operative and independent learning through dynamic and high quality teaching
- Create an atmosphere where each child is valued as an individual, enabling them to develop a positive self-image, self discipline and respect for others
- Ensure equality of opportunity at all times, so that each child is given appropriate support and enrichment
- Create an inclusive learning community which challenges and enables every learner to flourish, prosper and develop aspirations for a successful future
- Provide a welcoming, secure, stimulating and enriched learning environment
- Provide an innovative, creative and integrated curriculum which inspires and motivates children to learn and which takes account of different learning styles
- Work in partnership with parents, children and the wider community

Aims of the School Improvement Plan:

- To set challenging targets in the curriculum and whole school environment to raise achievement and attainment for all pupils
- To raise expectations and standards of learning and teaching
- To provide high quality resources throughout the school ensuring quality and appropriate provision at all stages of children's development
- To provide staff with appropriate resources and training to enable them to improve their practice and carry out teaching more effectively
- To provide inclusive and fully integrated 24 hour curricular provision to enable children to fulfil their potential
- To provide a safe and secure learning environment which enables children to continue to treat others with understanding & respect

Leadership and School Organisation:

- To continue to provide strong, cohesive and effective leadership with a clear direction on improving standards, provision and achievement across the school
- To enable staff with leadership responsibilities to be accountable for high standards and achievement

- To increase involvement of parent and carers in children's learning

#### Staff Development:

- To ensure performance management and review is effective in supporting professional development for all staff
- To ensure that all staff continue to have opportunities for the professional review of their work

#### Values

The success of each individual is founded on our core values of respect, dignity, trust and well-being, a commitment to realising the potential of each child and young person through a broad and enriching curriculum, growing independence and widening the opportunities for continued learning and work.

#### Objectives

The School will ensure that the welfare of our children and young people will be safeguarded, and their personal and academic growth secured, by ensuring that:

- We focus on continuous improvement, quality assurance, external evaluation, the continual professional development of our staff and partnership working with local authorities and other agencies.
- All staff are suitable and have the appropriate skills and qualifications to work with children and young people and are provided with professional and personal development to keep up to date with theory and practice and to provide the highest standards of education and care. A list of relevant qualifications is to be found within the school's Central Register and its Prospectus.
- We offer a pleasant, clean, attractive and safe environment, which is geared to the needs of the pupils and enables them to live a full life; and gives a firm structure and sense of order to the lives of pupils, through which they can develop and be educated;
- We have sound procedures for investigations, recording and disclosure ensuring effective handling of any matters of concern and specifically any allegations of physical, emotional and sexual abuse. Our designated members of staff for Safeguarding are Brian Ridley (Deputy Headteacher), Catherine Fox (Head of Education) and Ross Sindell (Team Leader – Care).
- There is clarity in the standards of behaviour expected, how they are to be maintained and how unacceptable behaviour is to be tackled;
- We are responsive and flexible to the needs and potential of individuals
- We maintain an atmosphere within which pupils feel confident and able to express their views and take a full and active part in the processes of decision making around them;
- Pupils learn to develop self-control, confidence and a sense of responsibility for their own lives and behaviour;
- Relationships are warm, supportive and capable of responding to problems and dealing with disciplinary matters fairly, sensibly and with sensitivity;
- All pupils are provided with a range of learning opportunities based on the QCA guidance, the National Curriculum framework, Vocational Pathways in which subject specific aims sit alongside the priority of spiritual, moral, social and cultural development. Further learning and development is encouraged through the 24 hour curriculum and the contribution of the pupil support team.

- Learning programmes are paced, personalised, delivered flexibly to small class groups and based on teaching styles that combine personal support and informal counselling with effective classroom teaching
- Initial assessment takes account of referring authority requirements, family/carer expectations and includes care and education plans brought together in a multi elemental plan;
- Recording and reviewing of progress and behaviour, takes place on a regular basis and informs individual development as well as supporting effective relationships with authorities, parents and carers.
- Education and Pupil Support staff work closely together to assess support and guide learners; in a spirit of care, encouragement, tolerance and thoughtfulness;
- We promote and facilitate cooperative work between the school and other professional agencies;
- We engage with families and carers, local authorities and agencies to support and strengthen the child's place within his family and community; we place a particular emphasis upon the role of parents or carers and the relationship they have with us;

Bramfield House School upholds the values of Acorn Care & Education which strives towards achieving equality of opportunity in all of its service provision and employment practices. This is especially important given the discrimination and difficulties that the majority of the children, young people and their families will have experienced. We aim to eliminate inadvertent and unlawful discrimination practices in order to enable all our young people and employees to have access to opportunities to realise their own potential. Our aim is to build a diverse and socially inclusive environment that is responsive and appropriate to all.

This statement of purpose is reviewed regularly as a part of the ongoing dialogue between the school and Acorn Care and Education.

# Admission of pupil's

## Introduction

The policy supports the school statement of intent that every pupil should achieve his potential and develop an understanding of and respect for himself and others.

## Rationale

Bramfield House School has a history of admitting pupils with severe social, emotional and mental health difficulties and an Education, health and care plan (EHCP) or statement of special educational needs which notes the nature of these difficulties. Such difficulties are often the cause or the result of other special educational needs. They may arrive out of difficult life experiences, be the result of some medical condition or a combination of factors. Some of the pupils have a long history of disturbed, difficult or delinquent behaviour of a serious kind that may include violence towards peers and/or adults. Therefore, the school acknowledges that our pupils may, from time to time, exhibit challenging behaviours that vary both in intensity and duration.

The range and nature of both the difficulties and needs our pupils' exhibit, have and continue to become more complex as does the assessment of these. Thus, it is important that the school seeks to ensure that the admission process accurately identifies the needs of pupils and whether it is possible for the school to meet these both effectively and efficiently.

## Aim

The aim of this policy is to ensure that the school admits, as far as is possible, those pupils whose special educational needs can be met effectively and in doing so ensure progress in all aspects of their development.

## Objectives

The objectives of the policy are that

- all concerned will have a clear understanding of the criteria used in assessing the appropriateness of a placement for individual pupils at Bramfield House School
- All concerned will have a clear understanding of the processes of judging the appropriateness of that placement
- Parents/carers, each pupil and representatives of Local Authority's (LA's), social service departments and other interested professionals have a clear understanding of the opportunities on offer at Bramfield House School
- Parents/Carers, each pupil and representatives of LA's, social services departments and other interested professionals understand all key aspects of school life at Bramfield House School and are prepared to play their part in ensuring the success of any placement.

## Admissions process

### *Stage 1*

Referrals made to Bramfield House School will normally be made by LA's. A range of detailed information concerning that pupil should accompany these referrals. Where this is not the case, the school will seek access to such information. Senior staff will analyse all available information on the pupil to assess whether the pupil meets the admission criteria for the school (See below). Where this is the case, arrangements will be made with the LA and parents/carers for the Headteacher to visit the pupil at home.

### *Stage 2*

The home visit will include:

- Verbal information about the school
- Photographs of the school
- Detailed discussion (if appropriate) of previous problems encountered in educational establishments
- Information of any medical issues and/or medication taken
- Discussion about life at the school including physical intervention, complaints procedure, and any other issues of interest/concern.

The Headteacher will assess whether or not the school can meet the pupils needs and if so, arrange for a visit to the school.

### *Stage 3*

The visit will include:

- a tour of the school
- an introduction to key staff
- a discussion with senior staff concerning such issues as:
  - the school curriculum
  - the content of key school policies, including the school expectations for good behaviour and discipline and the Care and Control of pupils.
- A demonstration of the preferred forms of physical intervention with pupils, were this to prove necessary.
- An opportunity for each visitor to ask any questions they may have.

### *Stage 4*

If, following these visits, all concerned are agreed that the pupil's needs can be met at the school and that the pupil and parents/carers are committed to the placement, the school will write to the LA offering a place, and arrangements will be made for admission.

The Headteacher will often arrange to visit the pupil at home again to formalise the placement and complete paperwork, such as parental consent forms for various activities/events.

### **Admission Criteria**

- The pupil will be male and aged between 7 and 16 years of age.
- The pupil will have a EHCP/statement of special educational needs
- The EHCP/statement will specify that the pupil has emotional, behavioural and/or mental health issues
- The pupil will normally have been assessed as within the average ability range of educational functioning. (In some cases, pupil's levels of ability as measured using psychometric tests may prove difficult. In these cases the school will base its judgements on its ability to meet needs).
- The pupil may have learning difficulties and/or low attainment that are associated with their emotional, behavioural and mental health difficulties.
- The pupil may have one or more specific learning difficulties
- The pupil will express a commitment to the placement
- The pupil's parents/carers will express a commitment to the placement.



- For all “Children in Care” (CIC), there must be permanently named carers and a permanent home base for the pupil, available at any time throughout the year. The school cannot be the main residence for any child.

*The LA will:*

- Provide the school with all current advice and information concerning the pupil
- Nominate Bramfield House School in the EHCP or section IV of the statement
- 
- Agree contractual arrangements for transporting the pupil to and from school
- Make any arrangements for transporting the pupil to and from school.

## Pastoral Support

The progress of pupils in all Year Groups will be monitored by the Head of Education in discussion with Key stage leader, Form Teacher, Teaching Assistant and allocated Key Workers. This will include the pupils' academic attainment, their behaviour and their attendance. There is close liaison with the Senior Leadership Team, the Team Leaders and the child's parents/carers. They provide individual support aimed at improving pupils' behaviour and encouraging them to fulfil their potential in the classroom. They come to know their pupils exceptionally well and have a vital role to play in ensuring that pupils make the most of their time at Bramfield House School.

## Behaviour, Assessment and Improvement

### Expectations for Behaviour and Learning

Expectations for behaviour and learning at Bramfield House are based on the SEAL programme. Pupils at Bramfield House School are encouraged to approach learning and social relationships with:

- Confidence
- Persistence
- Organisation
- Cooperation
- Resilience

The school has a policy on pupils' behaviour. The policy is published on the school website [www.bramfieldhouse.co.uk](http://www.bramfieldhouse.co.uk) . Printed copies of the policy are available on request. Issues relating to the policy are discussed with prospective pupils and parents/carers at the interview.

The school aims to provide a high standard of education to its pupils within a caring environment. To enable pupils to meet their potential the school helps and encourages them to improve their behaviour and social skills so that they can take the best advantage of the educational opportunities the school offers. Socially acceptable behaviour is encouraged through a positive reward system based on earning points.

### Rewards and Sanctions

Rewards and sanctions should be used in a sequential and graded manner.

Rewards should be used to increase motivation, the desire to succeed and to build self-esteem through the recognition of such things as the achievement of high standards of work, good behaviour and attendance. The reason for and the nature of the rewards should be clear to both staff and pupils and should be awarded as soon after the event as possible.

Pupils who have not met the school's standards of behaviour either in or out of class, lose the privileges of break/lunchtime activities. Serious disruption will lead to loss of evening privileges (for boarding pupils) or internal exclusion.

There may be some occasions where despite the best efforts of staff a pupil's behaviour is seen as likely to endanger themselves, other pupils or staff or to cause major damage to property.

On these occasions it may be necessary for the staff to ensure the safety of all concerned by the use of agreed 'Team Teach' physical management techniques.

#### **PLEASE NOTE**

- Physical management techniques will only be used by staff appropriately trained.
- Physical management techniques will only be used as a last resort.
- Physical management techniques will only be used with minimum force necessary and with maximum concern for safety.
- The methods used will be demonstrated and discussed at interviews with both parents/carers and prospective pupils.
- Parents/carers and LAs will be kept informed of any incidents involving physical management.

#### **Exclusions**

The school has a policy on exclusions, which can be seen on request. The decision to exclude a pupil either for a fixed term or on a permanent basis is serious and will normally only be the final step in a range of strategies employed by the school. Exclusion will generally only be used when these strategies have been unsuccessful.

Only the Headteacher or, in her absence, the Deputy Headteacher can exclude a pupil from school for a fixed term period. No pupil is to be permanently excluded without the express agreement of the Headteacher.

#### ***Criteria for the exclusion of pupils from school***

- 1 Pupils may be excluded for a fixed term period or an indefinite period until parents and LAs can be consulted. This would be as a consequence of:
  - deliberate physical assault on another pupil
  - deliberate physical assault of a member of staff
  - persistent refusal to comply with the school's behaviour system
  - excessive damage to property
  - dealing illegal substances in school or in school transport
  - extreme racial/sexual abuse
  - extreme bullying
  - extreme threatening behaviour and/or verbal abuse towards staff or other pupils

The exact length of period of exclusion will depend upon the severity of the incident/s. The final responsibility for determining the period of exclusion rests with the Headteacher.

Persistently repeated offences or significant accumulation of repeated offences may lead to a permanent exclusion.

In all cases the school will discuss the issues surrounding the exclusion with parents/carers and other relevant agencies and where necessary will arrange meetings to discuss these issues and what action is necessary to address them.

If a pupil is excluded for more than one day, work will be provided for him to complete at home during his absence from school.

#### **Bullying and Harassment**

Bullying behaviour is unacceptable in school and is never ignored. Bullying is behaviour which is deliberately hurtful and frightening and can include both physical and verbal forms. If

bullying is suspected or reported it is investigated immediately. It is dealt with appropriately and followed up later to ensure that it has not resumed. Incidents of bullying and how they have been dealt with are recorded in the pupils' personal files

### **Racism and Sexism**

Racist and sexist incidents and comments are not acceptable in school and are very firmly dealt with.

## **SPECIAL EDUCATIONAL NEEDS and INCLUSION**

All pupils attending Bramfield House School have social, emotional and mental health difficulties, which have proved too severe to have been successfully addressed within mainstream schools. The school makes every effort to identify and assess pupils with special educational needs to provide effective support and a suitably differentiated curriculum, enabling them to progress and succeed to the best of their ability.

### **Aims**

- To support all pupils' special educational needs, to assess the extent of their difficulties and to plan appropriate strategies and programmes to meet their needs
- To ensure that all staff are aware of pupils' difficulties and provide strategies and individual programmes to use with those identified pupils
- To monitor and review the progress across the academic and 24-hour curriculum (boarding pupils only) of pupils with learning difficulties and disabilities, and provide an intervention program where appropriate.

Every pupil has a baseline assessment in reading, spelling and maths twice-yearly (October and March). A Multi-elemental Plan (MEP) is prepared for all pupils that incorporates specific strategies to support pupils' special educational needs and progress in the academic and 24-hour (boarding pupils) curriculum. A review of this progress is undertaken by staff at the end of each term. An IEP is prepared for each pupil outlining specific short term educational targets. This is reviewed termly by the education staff.

### **English as an Additional Language (EAL)**

There are currently no pupils on roll who have English as an additional language. Prior to the admission of any such pupils the school would make the necessary arrangements to support the pupils learning with the curriculum and the development of spoken English and literacy.

# The Curriculum

## ***The nature of the learners at the school***

The nature of the learners who attend Bramfield House School is what principally influences the design and development of the curriculum offered.

All pupils who attend Bramfield House School have an Education, Health and Care Plan or a statement of special education needs and exhibit a wide range of social, emotional and mental health difficulties that have proved too severe to have been successfully addressed within mainstream schools. A significant proportion of our pupils also have other learning difficulties, particularly with literacy and numeracy, which contributes significantly to their confidence and self-esteem in accessing learning in the classroom.

Students arrive having experienced disruption and discontinuity in their education, often having missed long periods in formal education/schooling as a result of exclusions, changes in care arrangements etc.

Some of our students are children, responsibilities of the local authority and in care of foster families or care homes.

Many pupils and their families have a negative attitude towards school due to previous experiences, and this can impact upon their willingness to participate in learning.

## ***Curriculum Vision***

The school's statement of purpose to provide high quality education and care supports the three main aims of the National Curriculum (2014) to enable all young people to become:

- Successful learners
- Confident individuals
- Responsible citizens

Pupils are encouraged to learn by being provided a curriculum that meets their special education needs. There is a focus on functional skills, life skills and practical subjects to engage and motivate our learners. A creative and flexible approach to the broad and balanced curriculum is welcomed to reengage pupils and stimulate interest in learning, and address deficiencies in basic knowledge and understanding.

Pupils' spiritual, moral, social and cultural development is supported through a broad and balanced 24 hour curriculum and fostering positive relationships within the school community.

Communication, modelling and specific teaching of the school expectations for behaviour and learning are an emphasis for working with students both in the classroom and in the house environment. Students at Bramfield are encouraged and supported to be confident, persistent, organised and resilient, and get along with others.

Every pupil at BHS has a Multi-element Plan (MEP) that is reviewed on a termly basis by allocated education and care staff. The MEP contains strategies for behaviour management

and individual education targets and strategies, informing the way all staff work with the pupil. Each pupil also has an IEP with SMART targets. These are reviewed termly by the education staff.

#### *Overview*

The curriculum is delivered in years 3 – 11 across 3 key stages at Bramfield House School – Year 3,4, 5 and 6 (KS 2); Year 7, 8 and 9 (KS 3); Year 10 and 11 (KS 4).

Standardised semi-annual testing in reading, spelling and maths is administered to all pupils and is utilised to provide baseline and standardised data for tracking progress, as well as identifying pupils for further diagnostic testing. Intervention for pupils in need of additional support is delivered based on these test results and teacher referrals. These pupils will receive one-to-one and/or small group intervention to support their learning. Reading and numeracy intervention is offered through the Catch-up literacy programme by trained staff; In KS2 we also offer booster classes for Maths and English.

#### *Key Stage 2*

Our youngest learners are also newest to the school, and often returning to education for the first time after significant periods out of school and other learning settings. Core subject catch-up, and learning to learn and social skills development are emphasised in the Lower school. Daily Circle Time is a feature to encourage self-reflection and peer support. Pupils have Maths and English on a daily basis whilst other subjects such as Science, Humanities, Art, DT, PSHE, RE are taught discretely, PE is taught by a specialist teacher. Intervention for literacy and numeracy is also available for pupils identified as significantly below the nationally expected level.

#### *Key Stage 3*

In Years 7, 8 and 9, a broad and balanced curriculum is delivered; pupils study Maths, English Science, RE, Geography, History, DT, Art, Food technology, PE, PSHE, Computing and ASDAN, there is also the opportunity to take part in Horticulture.

Some accreditation is offered in Year 9, including Entry level certificates in DT, and literacy and numeracy where appropriate.

Year 9 transition annual education reviews offer students the opportunity to plan an education pathway based on their interests and strengths for KS4 and beyond.

#### *Key Stage 4*

Students in Year 10 and 11 undertake an education pathway to best meet their needs and achieve accreditation in Literacy/English, Numeracy/Maths, ICT, DT, Art and Science.

Other accreditation options for students include ASDAN Bronze, Silver Awards, Sport's Leader Award, RHS Level 1 award in Practical Horticulture, Duke of Edinburgh Bronze Award.

All subject areas in Key Stage 4 are taught by subject specialists.

Vocational education opportunities are provided to pupils during KS4. They include a careers education programme, work place visits, and access to an independent careers advisor. Work experience placements are arranged for some students in Year 11. This is provided suitable

placements can be found and their individual interests and needs can be catered for. For a particular interest, students may attend a local college for a day a week to study, eg. this year we have a student studying Land-based studies at Easton College in Norwich.

### **Ibstock House**

Ibstock House opened in September 2009. It is a residential provision for our residential KS2 pupils, with dedicated staff and opportunities to extend the school day into the 24-hour curriculum.

### **24 Hour Curriculum Opportunities**

The school offers a range of activities and experiences as part of the 24 hour curriculum. Presently, pupils can access a range of activities that develop their wider social experiences, facilitate access to the community and opportunities to learn new skills (e.g. skiing, horse riding, swimming) as well as cookery and music. This opportunity is largely for boarding pupils.

### **Special Educational Needs**

All students at Bramfield House have an Education, health and care plan or statement of special education needs. Many students have specific learning difficulties, diagnosed disorders and disabilities which have specific targets that need to be addressed. All staff are aware of pupils' identified needs. Pupil statements and information from their Annual Education Reviews inform the development of their Multi-element plan (MEP) and IEP's. Pupils' EHCP/statements are audited annually so that school-wide trends can be highlighted to identify required resources, deploy staff appropriately and provide relevant staff training as inset or CPD. This data also informs wider strategic development at school level, including the School Improvement Plan and the SIEF.

Curriculum programmes are designed to address pupils' academic needs with an emphasis on differentiation and catering for different learning styles. Pupil progress is identified through formative assessment, regular standardised testing as well as diagnostic testing as per the school's assessment framework.

### **Assessment and Accreditation**

#### *Assessment*

Teacher assessments of all pupils are carried out in core and specialist subject areas each half term, which is recorded on Classroom Monitor.

Standardised assessment of all pupils in reading, spelling and maths occurs in Term 1a, and by the middle of Term 3. Results of these measures inform the need for further diagnostic testing for some students.

#### *Accreditation*

The curriculum is accredited in KS3 and KS4. In KS3, if appropriate, students are entered into Entry Level Certificate in Literacy and Numeracy and DT. The ASDAN award has also been introduced from Year 7.

In KS4, after the Year 9 transition review meeting, students may undertake GCSEs in Maths, English, Science, Art, and DT, alongside Entry Level Literacy and Numeracy, Functional Skills ICT



is accredited from Entry Level to Level 1. For certain students the curriculum may be modified, for example a student may study GCSE statistics instead of taking the Sports Leaders Award.

Sport's Leader Award is available.

## **Other Curriculum Opportunities**

### **Assemblies**

Pupils meet as a group before class each day and after each break. The morning meeting is to welcome pupils and give out any notices. The end of school day meeting is for boarding pupils to start the evening programme arranged by Residential Care Staff. These meetings enhance opportunities for information to be shared between staff to ensure a coordinated 'one team' approach to supporting our pupils. Each half term, the Friday lunchtime assembly recognises achievement for pupils in the different key stages, Academic awards and certificates for qualifications are handed out at this time and at the end of each term.

### **Religious Education**

The school is non-denominational. RE is timetabled in KS2 and 3 and is taught discretely in context where relevant to topics covered in PSHE, Citizenship and Integrated Units, and in response to issues raised by pupils in KS4.

### **Careers Education and Guidance at Bramfield School**

Bramfield School endeavours to provide for its pupils' needs and abilities and this is particularly relevant in its provision of Careers Education and Guidance.

The school has in place a careers programme that starts at Year 8, continuing through to Year 11 culminating in preparation for post-16 options. In addition to this, the school has arranged for an independent careers advisor to visit termly to deliver careers advice for years 8 to 11.

In Key Stage 4 emphasis is placed on the world of work, opportunity awareness, handling careers information, work experience and C.V.'s. Visits to work places and colleges are undertaken in Year 11. Work experience is organised using Connect Education and Business ([https://connecteb.work-experience.co.uk/mod\\_admin/Default.aspx](https://connecteb.work-experience.co.uk/mod_admin/Default.aspx)). An additional GCSE is offered - AQA Short Course entitled "Preparation for working life".

It is the aim of the school that all pupils should leave the school with a suitable post-school placement; therefore all Year 11 pupils are supported to apply for either college placements, training schemes or jobs whilst in their final year. KS4 staff support students to establish work experience placements and arrange visits to college open evenings when possible.

## **REVIEWS AND REPORTS**

### **Annual Reviews**

Every pupil has an Annual Review of the Education health and care plan/statement. The pupil, his parents/carers, the LA and any other agencies with a contribution to make are all invited to the review. At the review, the pupil's academic, social and behavioural progress during the previous year is discussed, targets set at the previous review are examined, and new ones are set. The review meeting is an opportunity for recognition of a pupil's progress and for ideas to be shared if there are any problems that need to be addressed. If it is considered appropriate for the pupil to return to mainstream school, this is the meeting at which discussions are had and plans for a return can be made. Adjustments to the pupils' EHCP/Statement of SEN are also proposed at this meeting. If the need arises, an Annual Review meeting can be convened earlier than usual.

Before a pupil's Annual Review, all teachers and Head of Education collate information on the pupil's academic attainment and progress and on their social and behavioural development. This information is sent to all parties involved in the Review no later than 2 weeks prior to the meeting and provides the main source of information on which discussion is based.

### **CIC Reviews**

Children in Care who attend Bramfield House have six-monthly LAC review meetings. These meetings are chaired by Social Services and supported by the school. Teachers prepare summaries of their academic progress. Termly PEP (Personal Education Plan) meetings are attended by Social Workers, carers and Head of Education/Key Stage leaders to record academic progress and discuss any issues with learning or SEN.

### **Reports**

Pupils' academic and personal progress is assessed every half-term. This information is recorded and reports to parents/carers are sent out termly.

### **Multi-element Plans**

Each pupil has a Multi-element Plan (MEP) that is reviewed and updated termly. The MEP is posted to parents and added to their Central and Working Files.

## **CHILD PROTECTION**

The school follows the Suffolk Child Protection procedures. There are three trained Designated Senior Persons in the school who are responsible for Child Protection issues. All staff are trained by Suffolk Child Protection Officers and the training is updated at least annually. The school has a Child Protection and Safeguarding Policy, which is published on the school website ([www.bramfieldhouse.co.uk](http://www.bramfieldhouse.co.uk)) and is available from the school on request.

## **HEALTH AND SAFETY**

The school has a Health and Safety policy, which ensures the safety and well being of all pupils, staff and visitors. Health and Safety is an important issue that is regularly reviewed internally and monitored by external representatives. There is an ongoing programme of maintenance throughout the school to keep the standards of living, learning and working environments at a high level. The policy is available on request from the school.

## **COMPLAINTS PROCEDURE**

The school has a comprehensive complaints procedure which is available to all parents and discussed prior to admission to school. This includes complaints from pupils as well as complaints from Parents/carers or other interested parties.

## Summary Data

### **School attendance from September 2017 to July 2018**

Number of pupils on roll: **74**

% Attendance: **87.83%**

% Authorised Absence: **6.71%**

% Unauthorised Absence: **5.46%**

### **Details of routes taken by pupils over 16**

Number of pupils aged 15 or above on roll as at 1<sup>st</sup> September 2017: **8**

% who have since commenced:-

- a. A course at any school or any course of further education: **75%**
- b. Employment: **12.5%**
- c. Other training: **0%**
- d. Other: **12.5%**

Qualification	Number of Passes
GCSE English (Lang)	5
GCSE English (Lit)	1
GCSE Maths	4
GCSE Science	3
GCSE Design & Technology	1
GCSE Art & Design (Short course)	3
Entry Level Certificate - English EL3	3
FSMQ Money, Data or Space	8
Entry Level Certificate - Maths EL3	7
Entry Level Certificate - Science EL3	3
Entry Level Certificate - DT EL3	4
Entry Level Certificate - ICT EL3	4
Entry Level Certificate - Food Hygiene Level 2	8
Level 1 Literacy	3
Preparation for Working Life Level 1	3
Prep for working life GCSE	4
ASDAN Personal Finance – Silver Award	4
ASDAN Personal Finance – Bronze Award	3
GCSE Statistics	4

The school received **0** formal complaints in 2017-18

## STAFF LIST

Headteacher:	Dee Jennings	
Deputy Headteacher:	Brian Ridley	
Head of Education:	Catherine Fox	
Principal Team Leader:	Adam Richardson	
Team Leader- Pupil Support:	Russell Palmer Ross Sindell Perry Smith	
Deputy Team Leader- Pupil Support:	Barry Austin Sam Bedwell	
Pupil Support Workers:	Sue Barbrook Richard Brown Garry Friend Jack Gardener Lee Hanlon Molly Head Darren Mann Gary McEvoy Kirsty Pallant Jodi Pewter Jackson Jessica Thomson Harriet Vaughan	
Night Waking Watch:	Graeme Archer Colin Greengrass William Tyson	
Behaviour Leader:	Paul Westgate	
School Nurse:	Elizabeth Hart	
SENCO:	Mark Jeffries	ECA – 15hrs per week
Key Stage 2 Leader:	Leigh Bailey	
Key Stage 3 Leader:	Christopher Faiers	
Key Stage 4 Leader:	Nicholas Ridley	ECA – 15hrs per week
Teachers:	William Bacon Louise Double Rosalind Ellis James Hoyle Zahra Jones Stacey King Deborah Rowles Ashley Sonnex Lucille Thacker Alice Trenchard Paul Turner	0.8 FTE  ECA – 5hrs per week  0.4 FTE 0.4 FTE

Teaching Assistants:	Deborah Bedwell	
	Raynor Croll	0.6 FTE
	Amelia Doyle	
	Kyle Durrant	
	Jeanette Harris	
	Jessica Harris	
	Emma Hewitt	
	Dianne Kett	0.6 FTE
	Sarah Kett	
	Haleana Knights	FTC until 19/12/2018
	Jacqueline Long	
	Tina McFaul	
	Karon Midson	
	James Moran	
	Amanda Pearce	0.8 FTE
	Angela Pointer	
School Administrator:	Jo Jeffries	
Administrator/ Education Review Coordinator:	Keely McMaster	0.9 FTE
Finance Manager:	Paula Potter	0.7 FTE
Receptionist:	Michelle Woolnough	
Estate Manager:	Martin Steadman	
Maintenance:	Andrew Pringle	0.4 FTE
	Edward Parker-Jervis	0.6 FTE
	Kelvin Spall	0.6 FTE
School Cook:	Tommy McGee	
Kitchen Assistants:	Hugh Atkinson	
	Sandra Francis	
	Sharon Taylor	
Teatime Assistant:	Maureen Spall	
Housekeeper/Cook – Ibstock House:	Gillian Ridley	0.7 FTE
	Jodie Raymond	0.4 FTE
Domestic Cleaners:	Sarah McKeever	
	Elaine Newson	
	Jodie Raymond	0.2 FTE
	Sue Rogers	
	Maureen Spall	
	Chloe Taylor	
Laundry:	Helen Kerridge	
Independent Music Instructor:	Matthew Shepherd	

Examinations Officer:

Nicholas Ridley

Bank Worker (Teacher):

Tim Ackerley

## Staff Qualifications Summary

<b>Senior Leadership Team</b>		
<b>Name</b>	<b>Job Title</b>	<b>Qualification</b>
Dee Jennings	Headteacher	B.Ed
Brian Ridley	Deputy Headteacher	Cert Ed
Catherine Fox	Head of Education	B.Ed
<b>Education Team</b>		
<b>Job Title</b>	<b>Total Number</b>	<b>Summary of Qualifications</b>
SENCO	1	Bachelor of Arts with Honours Class I in Inclusive Practice and Integrated Working
Teacher	8	BA Hons; B.Ed; BA with Second Class Honours; STA Level 2 Award in Swimming Pool Water Treatment (QCF); PGCE in Education; Bachelor of Science with Second Class Honours (2nd Division); Postgraduate Certificate in Education in Secondary Science; BA in Primary Studies with Second Class Honours, Division 2; BTEC National certificate in Aerospace Studies, NVQ Level 3 in Installing and commissioning equipment and machinery (aircraft fitting), NVQ Level 2 in Basic Engineering, Key Skills in Communications, Information Technology, Working with Numbers, Working with Others and Improving own learning; National Certificate in Engineering; BTEC in Engineering; NVQ Level 3 Installing and Commissioning Machinery and Equipment; NVQ Level 2 Engineering Manufacture (Foundation); Certificate in Education; PGCE in Education; BA with honours in Educations (Health Education) and movement studies; BA Degree in Teaching Studies



		<p>and English with Subsidiary Science (with Qualified Teacher Status); BA Hons Sociology; Bachelor of Arts with Honours (Upper Second Class) - Primary Initial Teacher Education with Early Years; Postgraduate Certificate in Education; CACHE Level 3 Diploma for the Children and Young People's Workforce (QCF); CACHE Level 2 Key Skills in Communication; CACHE Level 2 Award in Employment Rights and Responsibilities in Health, Social Care or Children and Young People's Settings (QCF); CACHE Level 2 Key Skills in Application of Number;</p>
Unqualified Teacher	6	<p>BA Open; BA (Honours) Open; Diploma in Pre-School Practice; Level 2 Certificate in Adult Numeracy; Level 2 Certificate in Adult Literacy; Higher Level Teaching Assistant Status; Specialist Teacher Assistant Certificate; Advanced Level Apprenticeship in Children and Young People's Social Care; Functional Skills Qualification in Information and Communication Technology (ICT) Level 2; Level 3 NVQ in Health &amp; Social Care (Children and Young People); Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services; Certificate of Higher Education; Foundation Studies (Art and Design); Award in Social and Therapeutic Horticulture; RHS Level 3 Diploma in Horticulture; Advanced Certificate in Horticulture; General Examination in Horticulture; National Certificate in Horticulture with Distinction Specialising</p>

		in Garden Design and Construction; Garden Design - National Certificate; Bachelor of Arts with First Class Honours in Fine Art.
Teaching Assistant	16	EDI Level 4 Award in Preparing to Teach in the Lifelong Learning Sector; Psychology General Certificate in Design & Technology: Resistant Materials Technology; Level 2 BTEC Intermediate Certificate in ICS LTD; CACHE Level 2 Award in Employment Rights and Responsibilities in Health, Social Care or Children & Young People's Settings (QCF); CACHE Level 2 Key Skills in Communication; CACHE Level 2 Key Skills in Application of Number; CACHE Level 2 Certificate for Teaching Assistants; Sure Start Diploma in Nursery Care; Counselling Diploma; Training in Makaton; BTEC National Diploma in Children's Care, Learning and Development; Bachelor of Arts (Honours) Second Class (Lower Division) in Three Dimensional Design – Ceramics; Foundation Degree of Arts (with merit) in Landscape and Garden Design; Level 2 Certificate in Adult Numeracy; Level 2 Certificate in Adult Literacy; Level 3 Award in Preparing to Teach in the Lifelong Learning Sector; Certificate in Education (Lifelong Learning Sector); Bachelor of Science Open;
<b>Pupil Support Team</b>		
Principal Team Leader	1	EDI Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (Children and Young People's Residential

		Management) (QCF); CACHE Level 3 NVQ in Health & Social Care (Children and Young People);
Team Leader- Pupil Support	3	Level 4 NVQ in Leadership and Management for Care Services; Level 4 Health & Social Care (Children & Young People); Level 4 Health & Social Care (Adults); NVQ Level 3 Caring for Children and Young People; Level 3 Diploma for Residential Childcare.
Deputy Team Leader – Pupil Support	2	CACHE Level 3 NVQ in Health & Social Care (Children and Young People); Level 3 Diploma for Residential Childcare.
Behaviour Leader	1	Degree in Social Science & Social Policy
Pupil Support Worker	12	Level 3 NVQ in Playwork; Level 1 Award in Sports Leadership; Level 2 Award in Community Sports Leadership; NOCN Level 3 Certificate in Youth Work; Advanced Level Apprenticeship in Children and Young People’s Social Care; EDI Level 2 Award in Employment Responsibilities and Rights in Health, Social Care and Children and Young People’s Settings; Pearson EDI Level 3 Diploma for the Children and Young People’s Workforce (Social Care)(QCF); EDI Functional Skills Qualification in Information and Communication Technology at Level 2; CACHE Level 3 NVQ in Health & Social Care (Children & Young People); Level 2 NVQ in Health & Social Care; Sports Leader UK Level 1 Award in Community Sports Leadership; IAO Level 3 NVQ Diploma in Hospitality Supervision and Leadership; IAO Level 3 Award in Hospitality Supervision and Leadership Principles; Intermediate Level

		<p>Apprenticeship in Retail (Specialist); BTEC Level 3 Extended Diploma in Health &amp; Social Care (QCF); BTEC Level 3 Subsidiary Diploma in Health &amp; Social Care (QCF); Pearson BTEC Level 3 Extended Diploma in Health and Social Care (Health Studies) (QCF) with the Triple Grade Distinction Distinction Merit; Edexcel BTEC Level 3 Subsidiary Diploma in Health and Social Care (QCF) with Grade Distinction*; Intermediate Level Apprenticeship in Activity Leadership; Level 2 Certificate in Supporting Learning in Physical Education and School Sport (QCF); Level 2 NVQ Certificate in Activity Leadership (QCF); Level 2 Award in Employment Awareness in Active Leisure and Learning (QCF); Level 2 Certificate in Coaching Football (QCF); Apprenticeship in Active Leisure and Activity Leadership; Level 2 Certificate in Industry and Organisational Awareness for the Active Leisure and Learning Industry; Level 2 NVQ in Activity Leadership; Level 3 Diploma in Health and Social Care (Adults) for England (Adults with Learning Disabilities);</p>
<b>Residential Night Staff</b>		
Waking Night Staff	3	CACHE Level 3 NVQ in Health & Social Care (Children & Young People); BA in English History
<b>Admin/Premises Staff</b>		
Finance Manager	1	FMAAT,ILCA dip
Admin Staff	3	Level 3 NVQ in Business & Administration; Text

		Processing; Typewriting; Word Processing; Communication Skills (Wordpower) Level 1;
Nurse	1	Registered Nurse of Mental Health with Dip HE Nursing with Advanced Studies; Registered Nurse of Learning Disabilities;
Estate Manager	1	Higher Certificate in Building Engineering Services (H.V. and A.C.)
Maintenance	3	

Members of staff who work directly with pupils have all undertaken Team Teach training, or do so soon after appointment.

There are currently 9 staff with First Aid at Work training.

38 Education and Care staff hold valid First Aid certificates.

Kitchen and Domestic staff have appropriate qualifications in Food Hygiene and COSHH (Control of Substances Hazardous to Health).