

The background of the entire page is a photograph of the exterior of Brewwood School. It is a red brick building with white-framed windows and a central glass entrance door. A green sign above the door reads 'BREWOOD SCHOOL'. To the right of the door, a white sign with green text says 'RECEPTION'. The sky is overcast. The image is decorated with numerous colorful confetti pieces and long, flowing streamers in shades of purple, pink, orange, red, yellow, green, and blue. A large green banner at the top contains the text 'Welcome to'. Below it, a dark blue banner contains the text 'Brewwood School' in large white letters. At the bottom, there is a solid green bar containing the school's motto and logo.

Welcome to **Brewwood School**

**Young Lives,
Bright Futures.**


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Young Lives, Bright Futures

We understand that choosing the right education provider for any child is vitally important. Parents and carers want high-quality education for their child, but they also want them to be happy, safe and secure and to make progress. At Horizon, we believe we offer all these things and much more.

Horizon specialist education services are well known for supporting learners to secure sound educational outcomes and have the skills and resilience to succeed in life beyond school. Our personalised, inclusive, and stimulating programmes of learning are delivered by experienced, suitably qualified teams of staff who are passionate about making a difference to the lives of young people.

At Horizon, we believe education is key to improving life chances, wellbeing, and individual development. With our broad and balanced curriculum across all Key Stages, we enable pupils to pursue both academic and vocational paths to help them grow and achieve.

Across our schools, we embrace our core values of being compassionate, inspiring, dependable, and collaborative, and aim to develop a sense of community where adults and young people work together and support each other to flourish.

Our high expectations and standards of education are a credit to the hard work of both our staff and pupils. We value positive and collaborative relationships with commissioners and the communities where our schools are located and believe that relationships with parents and carers is key to our young people's success. We believe that our pupils time in school should be rewarding and fulfilling and that they should make progress that will benefit them in their next stages of education or employment. Should you choose to send your child to one of our schools or alternative provision, we are confident that you will have made the right decision.

We look forward to meeting you soon and if you have any queries or concerns, please contact us at any time.

Andrew Kitterick
Managing Director Education Services



Brewood School

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Headteacher's Welcome

Welcome to Brewood School. We look forward to working with you!

We educate children, aged 11-19, who have social, emotional and mental health difficulties and a range of other needs, including ADHD and autism. All of our pupils have an EHCP.

The staff at Brewood are experienced, well-qualified and highly trained individuals who are committed to helping pupils develop and achieve their full potential. All pupils at Brewood are valued as individuals and our aim is to provide a holistic and therapeutically informed approach towards your child's education.

Our approach towards our curriculum is creative, innovative and flexible, which allows our pupils to experience a broad and balanced curriculum through which they acquire the skills and knowledge required to make progress commensurate with their ability.

Our aim is to provide pupils with opportunities to develop and learn and then to celebrate all of their achievements, no matter how big or small.

Dr Kathy Butterworth
Headteacher



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Our Values

Across all of our schools, homes and supported accommodation settings, we fully embrace and embody our group's core values:



Compassionate

We listen, care and support with sincerity, empathy and kindness.



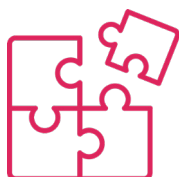
Inspiring

We promote a culture which is high in expectation, enabling our young people and colleagues to achieve their potential.



Dependable

We are reliable and trustworthy, creating safe environments where young people can flourish and colleagues can grow, and we always keep our word.



Collaborative

We value our partnerships and work together to create innovative and sustainable solutions for young people.

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Our Mission

Our aim is to create a nurturing environment that aims to educate, motivate, and re-engage pupils in a creative curriculum that meets their needs. Our mission at Brewwood is to promote the academic, social, emotional and physical development of all our pupils. We do this by:



Creating and providing a happy, positive and secure learning environment in which all members of the school community feel invested in and valued.

Meeting every young person's needs by understanding them as an individual, and through the creation of positive staff/pupil relationships.

Creating individualised programmes of learning that support a broad, balanced and relevant curriculum.

Working closely with parents and carers in a sensitive and positive manner; and liaising closely with other professionals.

Being life-long learners ourselves, engaging with continuous professional development and training opportunities to better support our pupils' learning and development.

All school policies are available on request from the Headteacher, School Office and on our website www.horizoncare.co.uk.

"I want to thank you all for your support and help in turning J's life around. Your positivity about his achievements impacts on his wellbeing and his future. You're truly an amazing school."

- Family Support Worker



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Curriculum

Our curriculum is designed to engage students in academic learning and develop their life skills. We are an inclusive school and all our teaching focuses on providing intensive support for students as individuals who have individual strengths and weaknesses.

We offer a range of qualifications and bespoke educational programmes that give every student the opportunity to attain. One-to-one support is provided when appropriate and we are always flexible. We also try to have fun. We aim to put our young people at the centre of their own learning and place great emphasis on nurturing skills and attitudes such as resourcefulness, resilience, and cooperation.

The curriculum at Brewwood is individualised, creative, innovative and flexible, allowing for the needs of each pupil to be met. We promote the social, moral, spiritual and cultural development of our pupils as well as their intellectual and physical development. We provide a broad, balanced and relevant curriculum. Some subjects are taught discretely while others are covered via our alternative curriculum approach.

Brewwood also has strong community links with Chequers Cookery School, The Astor Theatre, Carmel Mechanics, MY-PT and Fishing for Schools.

Key Stage 3: ASDAN Key Steps

Key Stage 4: Entry Levels 1-3, Functional Skills Levels 1 & 2, ADSAN Life Skills, Gateway Qualifications, GCSE's, Duke of Edinburgh Awards

Key Stage 5: Entry Levels 1-3, Functional Skills Levels 1 & 2, ADSAN Personal Development, Gateway Qualifications, GCSEs, Duke of Edinburgh Awards

Learning journeys are personalised for each individual and Pupil Learning Plans are in place for all. These summarise assessments, needs, interventions and targets. These are shared termly at progress afternoons and in an end of year report.



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Curriculum (Cont.)

Core Subjects

- Literacy and English
- Numeracy and Mathematics
- Science
- Personal, Social & Health Education
- ICT
- Physical Education

Optional Subjects

- Food Technology
- Art
- Geography
- History
- Vocational Studies

Education and Health Care Plans

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

- Each child is given a broad, balanced and relevant curriculum.
- The special needs of each young person, as identified in their EHCP, are addressed, with statutory reviews held regularly and completed in a thorough manner.
- A behaviour management programme is in place and is continually reviewed. We provide continuous professional development and training for staff in the management of young people with SEMH.

The school has a team approach - Teachers, teaching assistants, therapists, social workers, parents, and other professionals are all involved in monitoring pupil progress using individual Education, Health and Care plans supervised by the school SENDCO.



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Individual Education and Behaviour Planning

Individual education and behaviour planning work is carefully differentiated to meet the individual needs of children, and regular assessment ensures continuity and progression.

Each young person has individually tailored positive expectations for achievement recorded in a Pupil Learning Plan. All young people will complete a baseline assessment for numeracy and literacy. This ensures they are stretched and challenged appropriately and experience success frequently.

Targets for literacy and numeracy skills are set through educational reviews and the Pupil Learning Plan. Progress is assessed carefully and frequently with pupils setting regular goals and targets for social and academic achievements.

The remediation of learning difficulties, whatever the cause, is facilitated by a supportive educational programme and intensive individual help. Assessments are thorough and highlight the learning and emotional needs of each pupil. Individual behavioural targets are discussed with the young person, and are monitored, reviewed, and recorded daily. All pupils have annual reviews where a detailed report is produced assessing attitude, attainment, and progress.

SENCO

The school SENCO is a designated teacher for looked after children and coordinates the information needed by each local authority to support the PEP process termly.

The school is aware of the issues that children who are looked after are particularly vulnerable to. We are committed to 'bridging the gap' to help support these individuals to achieve at a similar level to their peers and continue positive journeys to further education, training or work.



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Integrated Therapeutic Services in Education

Our qualified and experienced Therapeutic Services team provide outstanding levels of integrated therapeutic support across Horizon, to enable every young person to achieve social, emotional and academic success.

Our unique SHINE (Supporting Healing In Nurturing Environments) Therapeutic Model allows our Therapeutic Services team to practice using a psychologically informed, and trauma responsive approach to care, support and education. SHINE brings together up-to-date research and approaches which have been found to be essential when supporting young people who have experienced trauma and adversity.

Dyadic Developmental Psychotherapy, an evidence-based attachment-focused approach for working with young people incorporating Playfulness, Acceptance, Curiosity and Empathy (PACE), underpins our SHINE model. In addition, we also draw from current neuropsychological evidence, notably the work of Bruce Perry, Daniel Siegel and Bessel van der Kolk.

Our Therapeutic Services team is led by the Group Director of Therapeutic Services/Consultant Forensic Psychologist, with support from two Therapeutic Services Managers, a Principal Forensic Psychologist and Education Therapy Lead/Occupational Therapist.

We also have Senior Forensic, Clinical and Counselling Psychologists, Forensic Psychologists in Training, Occupational Therapists (OTs), Speech and Language Therapists (SALTs) and Psychotherapists.



Supporting



Healing



Nurturing



Environments

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Admissions

Our specialist independent schools offer unrivalled opportunities, securing sound educational outcomes with personalised, inclusive, and stimulating programmes of learning.

If you wish to discuss making a referral, please contact **Jacqui Smith** for further support. Initial enquiries are always welcome, and we are committed to supporting our pupils, parents, carers and local authorities throughout the admission process.

Dr Kathy Butterworth

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