



Welcome to

Bright Minds Creative Academy

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



Bright Minds Creative Academy
01543 520 742
educationreferrals@horizoncare.co.uk

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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.



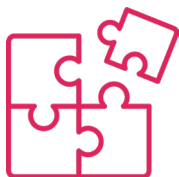
Inspiring

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 Academy



Key Stage 4 Site



DT Project



Our new kitchen



Common Room



A safe space



Key Stage 3 Site

Co-regulation rooms are safe spaces where students can self-regulate and work through their emotions and challenges.

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Our Mission

At Bright Minds Creative Academy, our mission is to provide excellent support and guidance to SEND students so that they can excel in academic and vocational qualifications and become successful citizens.

Access to learning starts with a nurturing environment and a therapeutic approach to learning that addresses the social, emotional, and mental health needs of our students.

Our vision is to provide all pupils with the skills, knowledge, and life changing experiences to succeed in everyday life, and we strongly believe in advantage over disadvantage. We believe our pupils deserve a curriculum that does not narrow their life chances but enables them to make positive choices and have greater opportunities. Therefore, we provide our students, with the right support, so that they can achieve excellence in any area that they choose.

Our Aims

We believe that a successful curriculum should be delivered in innovative ways that excites and engages our pupils while also providing appropriate stretch and challenge. Thus, empowering our pupils to have ownership in their learning. Pupils are encouraged to aim high.

We believe that exceptional results (whether they be academic, creative, or social achievements) is the focused outcomes for our students. Our overarching belief is that having a special need or disability, does not mean we have low expectations or hinder pupils' progress; instead, it is the expectation that all staff will provide the appropriate support to ensure that our pupils become independent citizens.

It is our aim to furnish each child with the appropriate resources needed to develop our students academically and vocationally.



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The logo for Horizon Care, featuring a stylized heart icon above the word "horizon" in a lowercase, sans-serif font.



Our Curriculum

Students at Bright Minds Creative Academy join us at varying stages in their education journey, often bringing with them a range of personal challenges and significant gaps in their education.

Students that join our Academy have an Educational Health Care Plan (EHCP) and are likely to have a diagnosed neurodevelopmental condition (e.g. Autism or ADHD), sensory processing difficulties, social communication difficulties or a diagnosed mental health condition. Due to these diagnoses or difficulties, they may not be able to thrive in mainstream provision, Pupil Referral Units or alternative provision.

Our curriculum is designed to meet the diverse needs of pupils aged 11-19 years and our flexible approach to teaching is designed to engage students in academic learning to promote resilience, self-regulation, and independence.

We plan each young person's education carefully and cohesively, shaping their provision around their EHCP and agreed developmental goals. To meet the needs of our learners, we adapt the curriculum and learning environment for our pupils. We have a range of approaches to support the pupil's learning and progress, and to break down any barriers they face. We cater for our pupils' individual needs and support them to make continuing progress. Within lessons, learning is adapted for each individual or group and where pupils need additional support, Teaching Assistants or additional resources are provided.

We offer a range of qualifications and bespoke educational programmes that give every student the opportunity to attain. Many students receive a personalised learning programme and one-to-one support from a member of staff. 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 Bright Minds Creative Academy covers all required areas of learning including religious education to ensure pupils are taught about a range of different religions, faiths and cultures. For our core curriculum, pupils that are ready for formal subject-led learning will follow a programme driven by the National Curriculum.



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Our Curriculum (Cont.)

Key Stage 3 Compulsory Subjects

Literacy and English, Numeracy and Mathematics, Science, Personal, Social & Health Education (PSHE) this includes Relationships and Sex Education (RSE), ICT, Physical Education, Science, Art (including the Arts Award qualification), Humanities (Termly Carousel-Geography, History and RE), Careers, Food Technology and Design and Technology.

Key Stage 4 Compulsory Subjects

Entry Levels 1-3, Functional Skills Levels 1 & 2, and GCSE English, GCSE Maths, Art (including the Arts Award qualification), Personal, Social & Health Education (PSHE) this includes Relationships and Sex Education (RSE), ICT, and Physical Education.

Key Stage 4 Optional Subjects

Food Technology, Design and Technology, A Humanities Subject, Media Studies, Music, and Sports.

Our curriculum extends to meet the social, moral, spiritual, and cultural needs of our students, with a clear focus on developing vocational skills, emotional well-being, and behaviour to enable our students to flourish beyond school. A fun and enriching programme of extracurricular clubs, therapies and educational outings are also planned to support our student's personal development.



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Individual Education and Behaviour Planning

Each young person has a tailored set of 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 is facilitated by a supportive educational programme and intensive, one-to-one support.

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 to assess attitude, attainment, and progress.

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 Special Educational Needs Coordinator (SENCo).



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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.


shine



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.

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