



2024-2025

Bushbury School Prospectus

Autism provision for pupils aged 7-19.

horizoncare.co.uk/schools


horizon

Young Lives, Bright Futures.

Thank you for your interest in Bushbury School.

Bushbury School is Horizon's first Autism specific school. The building is therapeutically designed to meet the needs of young people with autism and/or speech, language and communication needs.

Choosing the right school for your child is a critically important decision. Parents and carers seek not only high-quality education but also a nurturing environment where their child feels happy, safe, and secure while making meaningful progress. At Bushbury School, we believe we offer all these things and much more.

Our specialist education services at Horizon are renowned for supporting learners to achieve excellent educational outcomes and develop the skills and resilience needed for life beyond school. Our personalised, inclusive, and stimulating programs of learning are delivered by experienced and highly-qualified staff who are passionate about making a difference in the lives of young people.

We believe that education is the key to improving life chances, wellbeing, and personal development. With our broad and balanced curriculum spanning all Key Stages, we enable pupils to pursue both academic and vocational paths, fostering their growth and achievement.

At Horizon, we embody our core values and aim to create a strong sense of community where adults and young people work together and support each other to flourish. Our high standards and expectations in education are a testament to the dedication and hard work of both our staff and pupils. We value positive and collaborative relationships with commissioners and the communities where our schools are located, believing that strong partnerships with parents and carers are essential to our pupils' success.

We strive to ensure that our pupils' time in school is rewarding and fulfilling, enabling them to make progress that will benefit them in their future education or employment.

We are confident that choosing Bushbury School for your child's education will be a decision you won't regret. We look forward to meeting you soon.

If you have any queries or concerns, please do not hesitate to contact us at any time.

Andrew Kitterick
Managing Director - Education

Our 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.



Collaborative

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



Dependable

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



Horizon's Mission.

To deliver personalised, holistic education for young people with diverse learning needs, ensuring they receive the tailored support, comprehensive resources, and meaningful opportunities needed to thrive and succeed.

We are committed to:

Individualised Learning:

Tailoring 1:1 lessons to meet each student's unique needs and strengths.

Inclusive Environments:

Creating a safe, supportive, and welcoming space for all students, fostering a sense of belonging and community.

Empowerment through Skills:

Equipping students with academic, social, and life skills to enhance their independence and self-esteem.

Collaborative Partnerships:

Engaging families, educators, and the community in a collaborative effort to support and advocate for our students.

Continuous Improvement:

Committing to ongoing professional development and innovative practices to ensure the highest quality of education and care.

Through these efforts, we aim to inspire our students to dream big, achieve their goals, and become active, valued members of society.



Horizon's Vision.

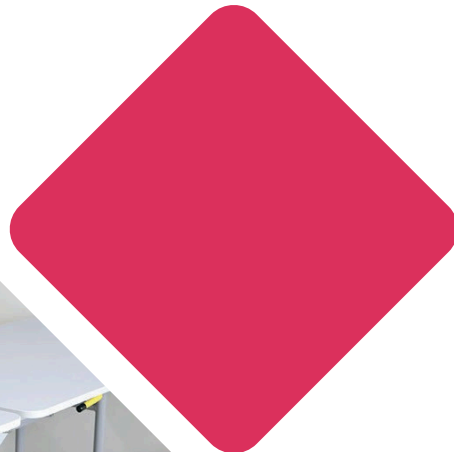
To be a leader in specialist education, where every student is empowered to reach their full potential in a therapeutic environment that fosters growth, resilience, and holistic development.

We envision a future where all learners, regardless of their challenges, are equipped with the skills and confidence to lead fulfilling lives and contribute meaningfully to society.



Pupils appreciate how their individual needs are at the centre of the school's decisions. Parents and carers speak highly of the positive difference that the school has made to their child's wellbeing.

– Ofsted



About **Bushbury School.**

Following a person-centred approach, prioritising the voice and needs of each young person in our care.

Based in Wolverhampton, **Bushbury School specialises in supporting pupils aged 7-19 with Autism, and Speech, Language, and Communication Needs (SLCN).**

At Bushbury School we are dedicated to creating a nurturing environment where every child can 'SHINE'. We celebrate neurodiversity, embracing the unique strengths and skills of all. We believe that every child has potential and deserves the opportunity to succeed and to lead a fulfilling life.

Our commitment is to provide a supportive and inclusive space where quality of life and personal growth are at the heart of our educational approach.

Our integrated therapy teams are instrumental in providing pupils with Autism and SLCN the comprehensive support they need to thrive academically, socially, and emotionally.

By integrating therapy services within our schools, we offer timely and holistic support that removes barriers to learning and addresses student's needs.

7 C's Framework.

At Horizon we use the 7 C's framework (©Judith Carter 2021) to support students with Special Educational Needs.

This strengths-based framework offers a shared language to assess barriers to learning, identify starting points, and engage in meaningful discussions with our students about their strengths and areas for development.

Curriculum

- Reading & Writing
- Spelling & Grammar
- Addition & Subtraction
- Shape, Space & Measures

Cognition

- Working Memory
- Speed of Processing
- Inference
- Anticipation
- Reflection
- Evaluation
- Analysis

Communication

- Expressive Vocabulary
- Articulation
- Language & Understanding
- Collaboration
- Conversation Listening
- Social Communication
- Social Interaction

Control

- Self Regulation
- Behaviour for Learning Anxiety Management
- Confidence
- Resilience
- Language of Emotions Independence

Compassion

- Friendships
- Turn Taking
- Empathy
- Sense of Justice
- Self Esteem & Wellbeing
- Self Efficacy
- Support for Others

Creativity

- Generate ideas
- Problem solving
- Attention
- Motivation
- Making things
- Courage
- Trust

Co-ordination

- Fine Motor Skills
- Gross Motor Skills
- Sensory
- Mobility
- Stability & Balance
- Posture
- Sensory Processing

The 7C's portfolio is completed at the beginning of the academic year and revisited termly, guiding our students in identifying their strengths and areas for development. These areas for development help shape the goals set within their action plans.

The 7C's portfolio and action plan are aligned with the needs specified in each student's EHCP. Together, these documents assist the SENCo in creating an Individual Classroom Plan, ensuring our students receive the support they need to achieve their goals.



Our Holistic Approach.

We recognise that each of our students are unique, bringing their own individual learning styles, abilities, talents, and interests.

At Horizon, we adopt a strength-based approach to support our students, aiming to identify and utilise their existing strengths to foster growth and development.

Our collaborative efforts ensure that the individual needs of all students are comprehensively understood. We employ a variety of methods including Education Health Care Plans (EHCPs), provision maps, 7C's assessments, professional reports, academic evaluations, observations, and, most importantly, building strong relationships with our students.

We address any barriers to learning through a non-labeling approach, working with each student to overcome challenges and enable them to make progress in their education.

Multidisciplinary Team

Across our schools, learners are supported by a highly skilled and experienced team of therapists who collaborate with staff to consistently provide specialised, individualised, person-centred support.

Their on-site presence ensures highly responsive clinical intervention and management.

Our multidisciplinary team, led by our Head of SEND, includes Occupational Therapists, Speech and Language Therapists, Educational Psychologists, and Psychotherapists.

This team conducts comprehensive screenings for every new student to identify the support needed for a smooth adjustment to their new environment.

Psychotherapy

Our psychotherapeutic services are provided by creative psychotherapy practitioners trained to the Master's level and registered with their professional body.

These therapists engage students creatively, using narrative, metaphor, movement, and play to explore individual experiences at the student's own pace. Creative psychotherapy incorporates play, art, movement, drama, and music to help students process difficult early experiences.

Tailored interventions build therapeutic relationships and support positive mental wellbeing. We offer both individual and group therapy sessions.

Occupational Therapy

Our Occupational Therapists support students in accessing education, self-care, and leisure activities through approaches focusing on participation, sensory and physical development, and activity analysis.

They help students master necessary skills, access adaptations for increased participation, gain confidence in their abilities, and improve their quality of life. Sensory interventions and strategies are used to support regulation, engagement, independence, and successful interaction with the world.

Speech and Language Therapy

Our Speech and Language Therapists provide insight into students' communication patterns, helping educational staff offer adaptations for optimal accessibility and delivering individualized therapeutic support.

Class-based group programs are designed to support development in working memory, social communication, and language comprehension, integrating interventions with play and learning.

Educational Psychology

Our Educational Psychologist offers consultation and assessment of the educational and psychological strengths and needs of young people, collaborating with other professionals as appropriate.

They work closely with parents, carers, and students to promote involvement and participation in the assessment process, providing direct and indirect support and advising on suitable interventions and strategies. Our Educational Psychologist can also assess and advise on some neurodiverse conditions such as dyslexia.

Assessment Packages

We offer therapy assessments covering various psychological, sensory, physical, and communication functions, and can create bespoke packages tailored to individual needs.

By integrating our specialised services, we ensure that each student receives the comprehensive, personalised support they need to thrive in their educational journey.



Our SHINE Therapeutic Model.

Supporting Healing In Nurturing Environments (SHINE).

Our unique SHINE (Supporting Healing In Nurturing Environments) Therapeutic Model allows our colleagues to practice using psychologically-informed, and trauma-responsive approaches to care, support, and education.

SHINE brings together current research and best practices for supporting young people who may have experienced trauma and adversity.

Dyadic Developmental Psychotherapy (DDP), developed by Psychologist **Dr Dan Hughesan**, underpins our SHINE Therapeutic Model.

DDP is an evidence-based, attachment-focused approach that helps professionals understand, work together, and effectively support young people to build positive relationships.

This is key to building trust and safe therapeutic environments for young people to achieve social, emotional, and academic success.

Within our homes, schools, and supported accommodation services, our therapists and psychologists draw from current neuropsychological research, particularly the work of **Bruce Perry, Daniel Siegel, and Bessel van der Kolk**.

This evidence-based approach allows us to clinically problem-solve and identify the necessary support to meet the needs of young people.

Supporting

We recognise the individuality of every young person, and our collaborative approach ensures they receive personalised care, education, and support to thrive.

Our teams work together to understand and meet their unique needs, enabling each young person to flourish.

Healing

We recognise that some young people we care for and educate may have experienced trauma or adversity. We understand the complexity of these experiences and their consequences. With empathy and patience, we support their healing and progress at their own pace. Using a DDP-informed approach and PACE principles, we consider the whole young person, not just their behaviours.

Nurturing

Across our homes, schools, and supported accommodation services, we nurture young people by helping them discover their strengths and build trusting relationships in safe environments.

Our dedicated colleagues cultivate warm, compassionate connections, offering safety and comfort. This reinforces the message that every young person is valued and can depend on us.

Environments

Across our services, we are committed to fostering safe and inclusive environments where young people feel comfortable and accepted.

Our spaces are thoughtfully designed to promote healing and nurture, taking into account sensory needs and the impact of trauma on self-regulation and sensory processing.



Our Curriculum.

At Bushbury School we believe everyone has skills and talents. With our broad and balanced curriculum, we seek to discover these skills and maximise learning potential. Pupils with Autism may have different learning patterns to their peers.

They may learn quickly in one area while finding other skills far more challenging. This is referred to as a spikey profile.

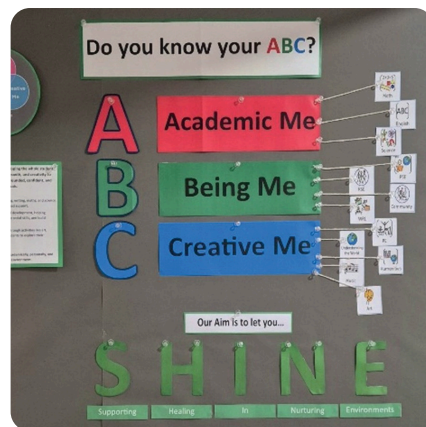
Our carefully sequenced 'ABC curriculum' gives all pupils the opportunity to celebrate success in an area of the curriculum.

Though there is a strong focus on core skills, especially social communication and participation, the curriculum is designed to discover and develop the skills of each individual. The three areas can be viewed together or as complete areas on their own.

The 'ABC' curriculum uses a spiral approach, which ensures that key concepts and skills are revisited, retrieved and reinforced. Each time a concept reappears, it is explored at a deeper level, building on prior knowledge and skills.

The approach allows students to continuously strengthen and expand their understanding, making connections between different topics and applying their learning in increasingly sophisticated ways.

It focuses on fostering positive attitudes such as curiosity, resilience and a love of learning.



A - Academic Me

This area of the curriculum focuses on the core skills of Reading, Communication, Maths and Science. A key text is at the centre of the thematic curriculum, helping to deliver transferable skills and critical thinking. Reading is taught through phonics. Our chosen phonics program is Abigail Steel at secondary level and Rocket Phonics for primary pupils.

B - Being Me

We are aware that young people with autism can sometimes experience challenges with the outside world. Our Quality-of-Life model looks to increase:

- Wellbeing: physical and emotional wellbeing and personal development
- Independence: employment, independent living and material wellbeing.
- Social participation: community and interpersonal relationships.

Our 7 C's Framework supports the assessment of barriers to learning and starts to engage pupils in thinking about their own strengths and areas they wish to explore further. Our therapeutic approach 'SHINE' offers support, healing, nurturing in a safe environment.

C - Creative Me

All our young people are given the opportunity to develop creative skills through, for example, Music, Art and Dance. We seek to increase curiosity and engagement by using pupil's own interests and exploring the World through Geography and History. This area of the curriculum is flexible and highly individualised to ensure that we are fulfilling the potential of all pupils.



The Broader Curriculum.

Our curriculum is designed to equip students with both academic knowledge and practical life skills, fostering independence and preparing them for life beyond school.

Functional Skills

Formal qualifications in functional Maths, English, and ICT are integral parts of our curriculum, ensuring that students acquire essential foundational skills for life beyond school. Our approach includes personalised development in reading, writing, speaking, and listening, tailored to each learner's specific needs following diagnostic assessment.

Creative Arts and Digital Media

Our creative arts and digital media lessons provide opportunities for students to explore their artistic talents and develop skills in visual arts, digital design, photography, and media production. Through these subjects, students foster creativity, innovation, and technical proficiency.

Music and Performing Arts

We encourage students to participate in music and performing arts lessons, where they can discover and cultivate their talents in music, drama, dance, and theatre. These subjects promote self-expression, build confidence, foster teamwork, and nurture an appreciation for the arts.

Life Skills and Independence

We focus on developing realistic and important daily living skills. Topics covered may include shopping, budgeting, cooking, community awareness, and independent travel skills fostering autonomy and self-reliance.



Enrichment and Social Skills

We emphasise enrichment activities that broaden students' horizons and enhance their social skills. These activities may include leadership, teamwork, and communication.

Fundraising and Community Engagement

We encourage students to actively participate in fundraising initiatives and community engagement projects.

These activities instil a sense of civic responsibility, empathy, and social awareness while teaching valuable communication and teamwork skills.

Our Sensory Garden

Our sensory garden features a peaceful area designed for relaxation, providing a safe and calming environment to help students unwind.

For pupils with Autism, access to outdoor spaces can be particularly beneficial, as these environments naturally support sensory integration, emotional regulation, and stress reduction.

In addition, the garden includes a range of equipment specifically chosen to encourage physical development and build motor skills, including climbing frames, a zip wire, and swing baskets.

These additions not only foster upper body strength and movement but are also valuable for developing spatial awareness and coordination.

Outdoor activities such as swinging, climbing, and zipping offer crucial vestibular and proprioceptive input, which can help to regulate sensory processing, reduce anxiety, and improve focus.

Engaging in these physical activities supports social and communication skills by encouraging turn-taking, cooperative play, and interaction in a relaxed, low-pressure setting.

Designed with Autism in mind, the sensory garden provides a holistic approach to learning and development, supporting pupils' physical, social, and emotional well-being.

Careers & Preparation for Adulthood.

Developing skills to promote work-based independence.

Across our schools, we are dedicated to preparing our students for successful futures through comprehensive career support programmes.

Our Head of Careers collaborates closely with our Curriculum Director and Head Teachers to seamlessly integrate the Gatsby Framework, ensuring comprehensive and impactful careers advice and guidance for young people.

Our aim is to equip students with essential skills that prepare them for adulthood, successful employment, and apprenticeships.

Our career support begins early, ensuring students explore a wide range of career pathways and develop the skills necessary for the workplace.

Career Planning

Our career advisors work closely with students to create personalised career plans, taking into account their interests, strengths, and aspirations.

Skill Development

Through workshops and practical activities, students enhance crucial skills such as communication, teamwork, problem-solving, and leadership.



Work Experience

We facilitate meaningful work experience opportunities that allow students to gain first-hand insights into various industries and professions.

Our career advisors provide guidance on apprenticeship opportunities, helping students navigate the application process and prepare for interviews.

For more information on our career support programmes or to discuss how we can assist in planning your future, please contact our Head of Careers.

Preparation for Adulthood

At Bushbury, we empower our children and families to reach their chosen destination.

Whether they aspire to enter further education, apprenticeships, career pathways, independent or supported accommodation, we provide expert guidance to support them.

Our comprehensive career support prepares them with the skills and confidence they need to succeed.

Career Advisors

To ensure our career guidance remains current and effective, our Head of Careers offers continuous professional development (CPD) sessions for our Career Advisors.

These sessions focus on the latest trends in industries, apprenticeships, and higher education, equipping our advisors with up-to-date knowledge and resources.



Our Commitment to Quality.

At Horizon, we are committed to maintaining the highest standards of special education and support for our students.

Our rigorous quality assurance cycle ensures continuous improvement and excellence across our network of schools, guaranteeing that our students make consistent progress and achieve high-quality outcomes.

We gather comprehensive reports and feedback from Local Authorities (LAs), parents, Board members, and Head Teachers to systematically identify areas for improvement and enrich our educational offerings.

School-Based Quality Assurance

Student Voice

We actively seek feedback from our students to understand their experiences and perspectives. This input is crucial in shaping our policies, practices, and the overall learning environment.

Work Scrutiny

Regular reviews of student work allow us to monitor academic progress, identify areas for improvement, and ensure consistency in marking and feedback. This process helps us maintain high standards and supports tailored interventions where needed.

Pupil Progress

We closely track the progress of each student through regular assessments and data analysis. This enables us to provide timely support and adjust learning plans to meet individual needs, ensuring that every student achieves their full potential.

Learning Walks

Frequent learning walks by senior leaders and staff provide insights into the quality of teaching and learning across the school. These informal observations help us identify good practices and areas for development, fostering a culture of continuous improvement.

Climate Checks

We periodically assess the school environment to ensure it is safe, welcoming, and conducive to learning. These checks help us address any issues promptly and maintain a positive, therapeutic atmosphere for both students and staff.

Subject Spotlight Reviews

In-depth reviews of specific subjects help us evaluate the effectiveness of our curriculum, teaching methods, and resources. These reviews involve examining student work, observing lessons, and gathering feedback from both students and teachers.

Group-Wide Quality Assurance

Our commitment to quality is further strengthened by our group-wide education review. This evaluation focuses on several key areas:

Subject Reviews

Our biannual reviews across our network of schools, led by our central Education Team and supported by subject specialists, rigorously assess our subject offerings to ensure they not only meet educational standards but also effectively support student learning.

Focus Days

Dedicated days are set aside to concentrate on specific areas for improvement, based on the findings of internal and external reviews. These focus days allow us to implement targeted strategies within a term/year and monitor their impact.

Progress and Leadership Evaluation

We assess the progress made in implementing improvement plans and evaluate the effectiveness of our leadership team, behaviour and attitudes, SEND provision, and overall quality of education.

By integrating these comprehensive internal and external review processes, we ensure that Horizon continually strives for excellence, providing our students with the highest quality education and support.



The Admission Process.

The academic year starts in September but we welcome applications all year round.

Our portfolio of schools accept referrals from Local Authorities (LAs), Social Services, health professionals and parents.

Whenever possible we gather EHCPs and information from relevant sources to identify the most appropriate educational site.

If you or someone you know would like more information about our schools, including Horizon Education Alternative Learning (HEAL), or if you wish to discuss making a referral, please feel free to contact our Business Development Team.

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