****

**Parental Information Sheet**

**September 2024**

|  |  |
| --- | --- |
| **Head Office** | Outcomes First Group  Atria  Spa Road  Bolton  BL1 4RG |
| **School Address** | Brick Lane School  Bacon road  London  E2 6DY |
| **Chair of Proprietorial Board** | Richard Power |
| **Chair of Governors /**  **Regional Director** | Lorna Davies-Bailey [lorna.davies-bailey@hmschool.org.uk](mailto:lorna.davies-bailey@hmschool.org.uk) |
| **Headteacher** | Joedy Franssen |
| **Deputy Headteacher** | TBC |

*Brick Lane School is operated by Options Autism (7) Ltd and is owned by Outcomes First Group (proprietorial body), a provider of children’s services in the UK. The Chairperson of the proprietorial body is Richard Power (COO).*

*Brick Lane School has its own dedicated management team, under the leadership of Joedy Franssen, Headteacher. Oversight of school management is provided by the Regional Director for Options Autism, responsible to the Managing Director and Chief Operating Officer.*

*Key decisions are referred to the Outcomes First Group’s Board of Directors. In addition, the group extends its robust governance through local governing committees, a national education performance board and an independent Safeguarding and Quality Committee with three independent members.*

1. **Our Vision**

“Building positive futures for everyone in our community”

1. **Our Approach**

Brick Lane School is part of the Outcomes First Group – Options. We are committed to providing a happy, welcoming and motivating learning environment where the whole school enjoy their learning experiences and are encouraged to achieve their full potential.

Brick Lane School opened in April 2022 to provide co-educational schooling for up to 76 students between the ages of 5 and 18 years with autistic spectrum conditions, Asperger’s syndrome

and associated communication and behavioural disorders. We are an independent co-educational, mixed day special school for students in Key Stages 1 to 5. Students at Brick Lane School will primarily have needs associated with autism spectrum condition (ASC), complex educational needs, communication difficulties and challenging behaviours. A number of our students have experienced failure in previous educational placements and have often been out of school for long periods. On-entry assessment demonstrates that the attainment of students when they join us is often below age related expectations.

1. **Our Aims**

• Provide a broad and balanced personalised curriculum leading to appropriate accreditation

and outstanding pupil progress

• To build self-esteem and encourage social communication

• Ensure that behaviour management is efficient and interventions are advised by the clinical

team

• Establish positive relationships with all partners and stakeholders

• Prepare our students for independent living in a way that is appropriate to their needs

• Ensure that staff are valued and given the opportunity to develop in a way that best supports

pupil progress

1. **Admission**

The school will review all relevant and recent reports. This will usually include:

• Recent Education, Health and Care Plan (EHCP)

• Last school’s report

• Social history and any relevant reports

• Psychology reports

• Psychiatric report (if any) and diagnosis of special needs

• Other factors i.e. OCD, ODD, PDA, etc.

1. **Referrals**

We accept referrals from local authorities and are able to give parents information regarding our assessment and admission process. We encourage parents to engage in dialogue with their local authority and make a joint application.

1. **Initial Assessment**

Once a referral has been received, the case will be assessed and considered by the school. If it is felt

that Brick Lane School may be suitable, an initial visit will be arranged. If successful, students will be invited to attend the school for a period of placed suitability assessment. These placements will be evaluated and a final decision on suitability of placement made by the Headteacher in collaboration with the clinical team.

1. **Policies**

Copies of the below policies are available on our website:

|  |  |
| --- | --- |
| * Accessibility Policy * Admissions Policy * Anti-Bullying Policy * Careers Policy * Child on Child Abuse * Code of Conduct for Parents, Carers and Visitors * Complaints Procedure * Curriculum Policy * English as an Additional Language (EAL) Policy * Exclusion and Suspension Policy | * First Aid Policy * Health Safety Policy Statement * Neurodivergent Affirmative Behaviour Policy * Neurodivergent Behaviour Policy – Best Practice * Online Safety Policy * Pupil Attendance Policy * Pupil Premium statement * RSE Policy * Safeguarding Policy * SEND Policy |

1. **Safeguarding**

The best interests of the children and their right to protection drives all decision making within the school. High standards are set for all aspects of safeguarding, with students’ safety and well-being central to all school practice. Information is shared with the Local Children’s Safeguarding Board and Local Authority Designated Officer, working jointly with services involved in the protection and safety of children.

Training in safeguarding is given high priority. Staff undertake a comprehensive range of training promoting commitment to a child centred approach to safety. Staffing structures are designed so that safeguarding responsibilities are clearly defined and understood, with accountability clearly established.

1. **Behaviour for Learning**

Brick Lane School aims to promote a strength-based, person-centred, acceptance-focused inclusive community where all our students experience a true sense of belonging. Brick Lane School promotes high standards of behaviour to maintain a safe and supportive environment for all the pupils. We acknowledge the importance of using every opportunity throughout the day to not only extend pupils’ knowledge and skills but support their readiness to learn and overall wellbeing. We recognise that access to the curriculum can be significantly impacted when pupils are unhappy, dysregulated, and display behaviours that challenge. Nonetheless, we believe that all behaviours serve a function and can often be an expression of unmet need. We aim to holistically understand our pupils and the function of their expressed behaviours. We intend to continue upskilling and strengthen our understanding of behaviour using evidence-based frameworks with one compelling goal in mind; to improve the quality of life for al and their families.

1. **Provision for students with an EHCP**

As a team, we are committed to neurodiverse affirming, trauma-informed and evidence-based approaches. Our practice aligns with the standards and competencies of the Health and Care Professions Council (HCPC), and our individual professional bodies such as compliance with our Code of Ethics, attending supervision, and continual professional development.

Outcomes First Group have developed a Neurodiversity Strategy called Ask, Accept, Develop (AAD) to strengthen and continually progress our approach to the provision of care, education and clinical services to autistic individuals in an environment which is conducive to their strength and needs

There are three tiers of therapeutic approaches available at Brick Lane School: Universal, Enhanced and Specialist. All tiers of input are designed to support students to access education and develop independence.

Universal Offer: This universal offer is provided to all students and supported by all staff at Brick Lane School. All levels of therapeutic input is consistently overseen by the clinical team.

Enhanced Offer: The enhanced offer is additional targeted input for specific pupils or specific needs (e.g., toilet training). Input is provided by trained education staff with training and monitoring from the clinical team. Clinical input may include: further assessment of need, consultation, role modelling of strategies, tailored training, development of programmes, regular observation and ongoing review. Pupils who require enhanced input are identified through their Education, Health, and Care (EHC) Plan, MDT referrals, or through the initial clinical assessment. Pupils receive a package of care or programme that is embedded into their daily school lives. Regular feedback and training will be provided by the clinical team.

Specialist Offer: The specialist offer is when pupils’ needs are more complex than what can be supported by the wider staff team, environment, and curriculum. This level of intervention is provided directly by the clinical team through additional assessment, bespoke 1:1 or group sessions, observations, liaison with families and external agencies, referrals to external agencies, MDTs, pupil progress reviews, and input into EHCP/ARM documentation Pupils who require specialist input are identified through their Education, Health, and Care (EHC) Plan, MDT referrals, or through the initial clinical assessment. The class team will also be trained, coached and supported to use these therapeutic strategies. Following a block of specialist input, pupils may move to an enhanced or universal offer as we recognise that skill development requires frequent practice (strengthening) and to be occurring across multiple contexts (generalisation). We also recognise the impact of therapy fatigue on skill development and adherence; therefore, pupils will be provided breaks from specialist input based on the needs being addressed. The clinical team will directly liaise with parents around how many sessions will be included in a block of therapeutic intervention. Pupils will be able to re-engage in specialist intervention following a break whether to continue building on skills or to address other needs. This could either be delivered by the same clinician or a different clinician.

1. **Education, Health and Care Plan (EHCP)**

The EHCP is shared with all members of staff who work with the pupil. The EHCP will be reviewed at least annually, usually during the annual review process: this is to ensure that the education provided supports the specific needs of the individual. The Headteacher is responsible for ensuring that all staff are aware of the contents within the Education, Health and Care Plan.

1. **Complaints**

Brick Lane School is committed to working in close partnership with parents in the provision of a high-quality education, within a secure and supportive environment. Whilst we strive to achieve the very best for the welfare and education of all students, it is appreciated that there may be occasions when concerns may be raised regarding a young person’s education or about a particular incident at school. Brick Lane School takes such expressions of concern seriously and will follow up on concerns courteously and promptly.

The school’s Complaints Procedure is available on our website. This gives clear timescales for the management of any complaints.

|  |  |
| --- | --- |
| 2023 – 2024: | 0 |
| 2024 – 2025 | 1 |

**13. Exam Results**

Brick Lane School students are yet to access exams. Results will be published yearly.

1. **Pupil Destination Data**

No pupils have left Brick Lane School for further education. This data will be published yearly

1. **Academic performance**

Available upon request.