



Brookfield
School

Year 6/7 Transition Handbook for Parents

Modified for 2024/25 cohort.

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Aims

Brookfield School

'Overcoming barriers for a brighter future'

Brookfield School aims to offer all pupils an outstanding educational experience that understands specific needs and provides specialist support, challenge and intervention through the delivery of an inclusive, holistic and personalised approach.

Brookfield School in Year 7

'Underpinning foundations for a brighter future'

The aim of Year 7 at Brookfield is to build and develop pupil's social and emotional skills which are necessary to enhance learning and functioning for the rest of their academic career and beyond.

We aim to create and provide a calming atmosphere where all pupils feel safe and secure and are able to share experiences, create new opportunities and develop new relationships all within a culture of trust.



Key Staff

All staff in Year 7 are hardworking and caring individuals who take every opportunity to work with colleagues throughout the school to enhance child led learning opportunities both in the classroom and outside in the natural environment.

Ellie Cash is Brookfield's Key Stage 3 provision lead. Ellie has worked at Brookfield school for 5 years after previously teaching PE and being Pastoral Manager at Brookfield and other alternative provisions. Ellie is passionate about providing the pupil's at Brookfield the best opportunities to succeed and thrive on their own individual journey and get the best possible educational experience at Brookfield. Ellie also has a passion for the outdoors and loves paddleboarding and football!



Form tutor of Arctic and Lead within the department, Laura Butterworth, is an experienced teacher with over a decade and a half of experience at Brookfield School. Before she began her teaching career she worked at a breakfast, after school and holiday club with



KS1 & KS2 pupils of varying abilities and social backgrounds. Following this she moved to work as a teaching assistant in a well-established SEN department, supporting both KS3 and KS4 pupils across the curriculum in lessons and leading intervention groups.

Laura came to Brookfield School as an NQT and developed the nurture style of teaching throughout her first year and beyond. Her knowledge of creating

nurturing environments is extensive and over time she has developed a nurturing approach across all her teaching areas and has spent time extending her knowledge base to meet the needs of those on the Autistic Spectrum. She has developed a considerable knowledge of both social and emotional target setting along with activities and strategies to assist in the development of the pupils in the school. As an 'Outstanding' teacher, she teaches engaging and adapted lessons, across a range of subjects, which focus on bridging the gaps in pupils' learning and extending knowledge and understanding of the topics covered.



Form tutor for Pacific is Matthew Chadwick.

Prior to his teaching career, Matthew worked as a Sports/ PE coach for 5 years and has a degree in Sports Coaching and Development. Since qualifying as a teacher, Matthew has gained a vast amount of experience, working with children of all ages, different needs and abilities. Matthew loves teaching because he thrives on seeing children develop as people and make progress with their learning. Matthew prides himself on building strong, nurturing relationships with the children in his class, so they feel safe, comfortable and motivated to learn.

Matthew recently became a dad for the first time in October 2023 and now has a daughter called Emilia. Matthew lives with his family in Cleveleys. A big passion of Matthew's is football. Matthew is a season ticket holder at Blackpool F.C and coach of a junior football team. Matthew spends a lot of his free time watching football or experiencing the outdoors!

Jen Buckley is an experienced LSA who recently acquired her HLTA (Higher Level Teaching Assistant) qualification. Following fantastic work in the main area of school Jen moved across to the Year 7 department to cascade her experience and knowledge to the lower end of the school. Among other duties, Jen runs intervention groups, supports teaching and learning in Arctic group, and leads First Aid lessons as part of the PSD (Personal, Social Education) lessons.



Courtney has been at Brookfield since September 2020 and is currently the LSA for Pacific. She has recently completed her HLTA course. Courtney has had experience working with each year group on the Poulton site. Before she came to Brookfield, she was the SENCO at an Early Years setting that had children of varying abilities and backgrounds. Courtney's responsibilities were to put the correct support in place across the setting for children with any additional needs and to ensure other staff members understood the importance of early identification and were confident in reporting any first concerns in learning and development. Courtney is looking forward to continuing her journey with Brookfield School.

Year 7 pupils have access to **The Wave** which is overseen by Joanne Mackie, Pastoral Manager, who has an extensive experience of working with pupils who have EHCPs for a variety of needs including SEMH. The Wave is a place to support pupils when they are struggling to manage in class or a safe place for pupils in crisis. At Brookfield we encourage pupils to use strategies, self-regulate and use the Wave when they feel necessary so that they are able to build resilience and recognise themselves what they may be struggling with. This allows pupils to get back into class and continue learning as soon as they are able. Encouraging pupils to use



The Wave when needed enables pupils to understand their own and others emotions which allows pupils to empathise with others and build good relationships with pupils and staff.

Joanne supports pupils with their behaviour in school and helps pupils to manage how they react and respond to challenging situations.

Also involved within her role is facilitating and organising weekly and annual reward activities for pupils which are a great opportunity for pupils to celebrate their success. We believe it is important for all staff at Brookfield to see pupils succeed in education and give each individual the best possible opportunity to achieve. Her role at Brookfield plays a part in the holistic approach all staff have in supporting pupils so they can enjoy and succeed in their learning and develop as individuals.

Julie Wilson (LSA) has over thirty years experience within schools, in many different settings ranging from a private nursery, playgroup, and local primary school, Pupil Referral units and after school/holiday clubs, all of which have enhanced her ability to relate to the children within her care and their respective families. She has an excellent understanding of current National Curriculum



and the Early Years Foundation Stage statutory framework and has delivered many intervention groups. Julie leads our intervention programme in school, giving support to both those who are struggling in a particular area and those who we believe would benefit from extra stretch and challenge.

We also work closely with the rest of KS3 in school and often enjoy the support of established LSAs who bring with them a variety of talents, specialisms and qualities.

My name is Dawn Hill and I work in the office in reception. I am one of the staff who are the first point of contact when you visit/telephone Brookfield. We can help with all your queries regarding your child and making sure the right people are informed of any problems. Please do not hesitate to contact us. If we can help we will.



Hi! I'm Becky and I've been working in the Brookfield School office for 4 years. I take care of school dinners, uniforms and all things finance. I keep the school website up to date along with our Facebook page where we put regular updates and photos on of the activities going on in school.



Groups

There are two form groups in Year 7, this year Arctic and Pacific. Arctic is led by Laura Butterworth as form tutor and Pacific with Matthew Chadwick. Pupils are carefully selected for each form based on EHCPs, discussions with parents and primary schools and upon meeting the individuals during initial visits.

During Autumn 1 pupils are to be taught in form groups, mainly by the form tutor and LSA, as an assessment half term. If appropriate, pupils will then be setted for Maths and English to further develop the targeted learning and differentiated curriculum. Pupils will only be changed into different groups if it is deemed appropriate for the individual pupil and the groups as a whole.

There is a focus on the pupils' social and academic progress throughout their time at Brookfield and both are taken into account when setting and changing groups. Both form tutors have experience in adaptive teaching through mixed social and academic ability groups ensuring a high-quality provision at all times.



Times

Transport

As a school we have a transport manager and a fleet of school cars and minibuses. This means that we can transport the majority of our pupils with school staff. By doing this we can offer stability, routine and communication from pick-up to drop-off. The arrangement of transport is based on area with transport times depending on proximity to school and fellow pupils sharing the transport.

Transport aims to get pupils into school around 8:40am for the start of the school day at 9am.

Transport staff will aim to pick up around the same time every day and will wait for up to four minutes before setting off to the next pick up or school. School finishes at 2:30pm when pupils gather in the hall and are dismissed, Monday to Thursday, with a 1:30pm finish on Fridays.

Sample timetable (Taken from Spring 2023)

ATLANTIC		Monday	Tuesday	Wednesday	Thursday
08:45-09:00		Arrival & breakfast			
09:00-09:30	1	PSD	Literacy	PSD	Numeracy
09:30-10:20	2	English	Maths	Science FC/LB/JB	PE DL/JB
10:20-11:10	3	Maths	English	English	
11:10-11:25		Break			
11:25-12:15	4	Nurture	PE DL/DJC	Maths	Maths
12:15-13:00		Lunch			
13:00-13:15		Intervention			
13:15-13:45	5	Topic	Science	Art	LOTCLL/JB
13:45-14:25	6		ERIC		MFL
14:25-14:30		Dismissal			
		Friday			
08:45-09:00		Arrival & breakfast			
09:00-09:30	1	PSD			
09:30-10:20	2	English			
10:20-11:10	3	ICT RE/JB			
11:10-11:25		Break			
11:25-13:20		Rewards			

Routine

Although breakfast is provided in the hall in the mornings on arrival, some pupils may feel it too stressful to eat with the rest of the school or may prefer to play football or to talk with staff and other pupils.

Routine and stability are extremely important to Brookfield pupils, especially those on the Autistic Spectrum or showing traits associated with this. A timetable of lessons is displayed on the wall and read out each morning so that pupils are clear as to what to expect throughout the day. This is then displayed on the visual timetable for ease of accessibility. Any changes to the day are explained to the pupils and the alternative given at the earliest opportunity, including the whereabouts of their peers should they be absent or running late, a member of staff being booked on a course, a school trip or event that disrupts the usual routine.

Every morning pupils and staff discuss and share events from the previous evening, that morning or anything that may still be bothering them from the day before. This will allow both staff and pupils an insight into how each other are feeling and the best approach required for the day. Talking thoughts, feelings and events over with each other in a supportive environment also gives the opportunity for pupils to observe how others manage their own behaviour and feelings and staff can lead discussions on the best way to do this. Staff are always mindful that pupils may not be fully prepared to share events with the group and so are never pressured to contribute their experiences but are required to respectfully listen to their peers.



At the start of the year, cohort dependent, year 7 pupils also work towards Golden Time on a daily basis. This starts at 14:00 until the end of the school day for pupils who have completed all set work for the day. This encourages & rewards engagement in lessons whilst giving pupils daily catchup and reflection time if required.

Curriculum

Year 7 access a full and varied curriculum, focusing on need and stage rather than expected age. Historically, their learning may have been hindered by limited time in school and social development. The aim of the groups is to nurture the individual pupil and develop their social and emotional skills to prepare them for future learning.

All lessons are fully adapted to allow access and promote progression for each of the pupils. Learning mats are used to promote independence in many subjects, these may be generic for the topic being covered or individual depending on the complexity of the subject and the individual pupil.

Many of the subjects taught in Year 7 are done so thematically.

Due to the nature of the SEMH of the pupils at the school, long term plans included in this handbook are subject to change based on the circumstances and behaviours displayed around the time of the lessons. They are to be read with the understanding that some lessons will be expanded over more sessions if pupils require more detail to ensure understanding or show a particular interest in a topic and it is deemed beneficial to explore further. This may result with other, less relevant to that cohort, topics not being taught when initially planned.

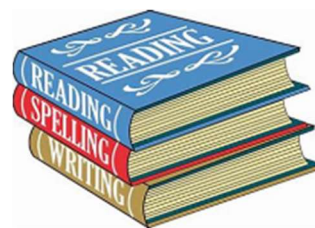
Suggested 2024/25 Themes

- Getting to Know Me
- Deep Sea Voyage
- Africa Is Not a Country
- What The Victorians Did for Us
- Walk Like an Egyptian
- WW2
- Welcome to the Jungle

English

English x 4 lessons per week – fully adapted & delivered in form groups

Forming a foundation for work later in the school English in Year 7 aims to upskill and fill gaps in previous learning whilst casting off the Golden Threads that lead through to KS4. English lessons are designed to be linked to the current theme in Topic. This thematic approach works to embed knowledge whilst increasing interest and engagement as many of our learners came to Brookfield with poor perceptions of English as a subject. Pupils access a variety of genres that promote a love of reading and writing for purpose. Lessons are planned to be engaging and stir imagination and passion for the subject alongside understanding language, broadening vocabulary, increasing SPAG skills and correct use of tense both written and verbally. A variety of teaching and learning tools are used including, but not limited to, videos; written and Chromebook recording; SMART board games; interactive lessons; individual, group and paired work; multisensory learning; music; internet-based learning.



Maths

Maths x 4 lessons per week – higher ability group staffed Laura Butterworth and Jen Buckley with the lower ability group staffed by Matthew Chadwick and LSA Courtney McGowan.



Year 7 Maths aims to underpin and prepare pupils for learning later in their Brookfield life.

Following a short assessment period during Autumn 1, Maths is split in to two set ability groups. These follow the White Rose Maths program of study at an appropriate level and all work is adapted to the students' needs of development and understanding. Pupils in the lower group are taught a bespoke SOW to upskill and fill gaps in previous learning from primary learning. The upper group follow the White Rose year 7 Maths programme with appropriate adaptation, scaffolding and extension where appropriate.

PSD – adapted & delivered in form groups

SMSC, CITIZENSHIP, PSHE, RE and CEIAG are delivered in a holistic way across the school in order to ensure coverage and sequential learning. The PSD curriculum underpins everything we do in Year 7 and at Brookfield as a whole.

PSD is delivered by form tutors in the first half hour of the day on Monday and Wednesday with and enhanced by KS3 assembly with celebration on Friday mornings.

Year 7 PSD curriculum underpins the skills and knowledge required for moving up the school and in later life. Year 7 PSHE aims to assist our pupils in preparing for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy

relationships. Through the lessons pupils will gain an insight into people, communities and cultures that make up modern Britain.

Topics covered are a reflection of EHCP targets, areas of concern and a reflection of current local and societal trends.

Brookfield pupils traditionally live lives that are inconsistent to the diversity of modern-day Britain. The curriculum aims to widen the horizon of pupils and give them opportunities to experience other cultures and traditions in a safe and secure learning environment. It aims to assist our pupils in preparing for adult life by supporting them through their physical, emotional and moral development, and



helping them to understand themselves, respect others and form and sustain healthy relationships under the overarching question of 'What does it mean to be human?'. Through the lessons pupils will gain an insight into people, communities and cultures that make up modern Britain.

Within the year the pupils will also experience cross-curricular learning which would traditionally take the form of PSHE, Citizenship, RE & SRE.

Topic – differentiated & delivered in form groups

Topic is taught as a double lesson and is to include History & Geography – again Arctic led by Laura Butterworth and Pacific by Matthew Chadwick.



As part of the broad and balanced curriculum offer, Year 7 are taught weekly Topic lessons as part of a cross-curricular, thematic pedagogy. Topic lessons supplement an immersive approach which has proved to be a great success in both engagement and progress made. The chosen theme underpins the theme in other curriculum subjects alongside being the focus for the Topic (Geography and History) sessions and trips. Topic themes are considered very carefully to ensure pupils access a breadth of learning and the National Curriculum, themes lend themselves to supplementing the



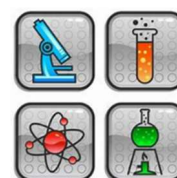
core subjects and have lead foundation subjects. Due to the SEMH nature of the school and pupil need, Topic is tailored to each cohort, providing KS2 catch up, pre-teaching and child-led creativity. This ensures that pupils have context and prior knowledge in their learning across all curriculum areas, boosting self-confidence

in our learners. Pupils are involved in various stages of the planning process, from suggesting topics of interest to identifying what they would like to learn and how this could be achieved, creating a sense of ownership over their learning.

Science

Science is taught in form groups by a specialist teacher and their form tutor supported by the Head of science, Rachel Sharp, to further enrich the curriculum and to link in with skills required on progression through the school.

This enables pupils access to a curriculum that is designed to support their later learning and qualifications higher up the school.



All lessons are planned and taught to make use of interactive devices and various teaching styles to engage and assist with pupil progress.

Lessons cover a variety of topics in Biology, Chemistry and Physics.



Music

Music is offered with a music specialist who works 1:1 or in small groups with pupils on their chosen instruments to develop skills and interests.

Art & Design Technology – adapted & delivered in form groups.

To be taught across all subject areas with specific lessons and linked to the topic. These sessions introduce a variety of skills and techniques using a variety of materials and forms with the processes of research & development, design, prototype building, final product making and evaluation.



Physical Education

Physical Education is led by subject specialist Dan Leaver.

PE in Brookfield is an inclusive environment in which each pupil is given the maximum opportunity to succeed within sport. PE looks to progress pupils on in a variety of areas, such as socially, emotionally and physically.

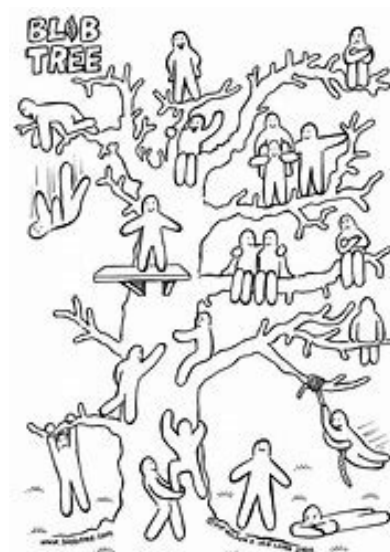
Nurture – adapted & delivered in form groups



Nurture x 1 lesson per week – staffed by experienced staff who know the group well. These lessons support the overarching themes of the school and encourage development of resilience and social skills.

SaLT (Speech and Language Theory) is overseen by Laura Hatton and delivered by Laura Butterworth & LSA.

At the start of each Nurture session pupils are asked to 'check in' using the visual SMART board chart or individual wipe boards. This enables staff and peers to know how the individual is feeling, why, and in time how they would prefer to be dealt with at such times.



The sessions address social skills, daily communications, friendship skills, self-awareness and self-esteem along with developing Emotional Literacy. These will all be embedded within the daily curriculum, alongside the specific and targeted sessions.

Schemes of Work are taken from a bank of units created to suit the needs of the individual pupils and the group as a whole. The length of the units may differ by running into the next half term or be shorter depending on the progress and learning that has taken place. The aim of the sessions is to improve social skills required for successful learning and interactions in school and the wider community.

Additional Services

Speech and Language

The group benefits from assessment and input from Laura Hatton, a highly specialised, qualified speech and language therapist with over 20 years' specialist experience working in the field of ASC, SEN, learning difficulties and challenging behaviour. Laura is registered with the Royal College of Speech and Language Therapists (RCSLT) and the Health Professions Council (HPC). Her extensive post graduate training including; TEACCH, SCERTS, Intensive Interaction, LAMP approach (AAC), social stories, Talkabout Social Skills programs, sensory strategies, positive behaviour support and MA in Autism Spectrum Conditions promotes the use of a wide range of approaches and therapy interventions to promote communication, social interaction and independence.



Counselling



Sarah Hudson is our very own Brookfield School Counsellor. Referrals can be made by staff, self-referral by individuals or through parental request. Her role is to provide pupils with a safe place to share their worries. Sarah has a long-standing link with the school, originating in 2015, when her son became a Brookfield pupil. This gives her a greater understanding of the issues met and shared by many of our pupils. Sarah was also our Parent Governor from 2016 till 2019 when her son left Brookfield to go onto college.

Environment

Pupils access the majority of their learning in one of the two Year 7 classrooms depending on the lesson and their set with minimal room changes and consistent staff. There is a maglock at the end of the corridor to the Year 7 department, this is to ensure pupils feel safe and secure in their learning as many are new to the school, in year seven or suffer from high anxiety.

The classrooms are to be a safe, secure and welcoming environment for the pupils. Work is displayed to encourage pupils to have pride in their work and praise from the other pupils.

Both classrooms have state-of-the-art SMART TVs where engaging and interactive learning is brought into the 21st century.



Arctic Form Room



The purpose designed classroom. There is no teacher's desk in this classroom, not only to maximise the space, but also to remove barriers that may hinder a pupil's progress both academically and socially due to previous experiences of not feeling

confident when approaching staff and adults about difficulties they may have.

There are mirrors and photographs of pupils partaking in lessons and activities on the wall to promote self-awareness. The purpose of the sofas being placed opposite the door are so that they are the first thing seen and used on entry to



the classroom. Here any problems, difficulties, celebrations or praise can be discussed to foster a sense of belonging to the group in a family like environment.



There is a 'fidget box' filled with sensory and fidget items, such as a weighted blanket, fidget feet, wobble cushions, putty, magnets and stress balls, which pupils have access to throughout the day. This enables pupils to develop self-managing techniques for feelings such as anger, restlessness and fear.

There is a projection screen on the wall where calming, low stimulus, visual scenes can be displayed. This year's favourite was an aquarium with colourful fish swimming around the water which linked to the first topic of the year Deep Sea Voyage.



Pupils are encouraged to work independently from the teacher where possible and so are often directed to the room's working wall, learning mats or previous learning in their books.

We believe it is extremely important to celebrate good effort and work and so pupils work is displayed on the wall in the classroom.



Targets, Points & Virtual Cash

Targets, taken from EHCPs and SNAP B data, are clearly displayed in the classroom and referred to at regular points throughout the school day. These targets help form the points system where percentages for the week result in rewards choice and virtual cash.



To encourage pupil engagement in lessons and in the points system there are various visual reminders in the classroom: alongside the targets are dials to show the running weekly percentage and the corresponding virtual cash that they are on track for; there is a chart with virtual money stuck to the wall to show how much has been earned that half term where pupils add their earnings every Friday morning; there are shooting stars on the wall with the running total, updated half termly after spending and fines have been deducted.

In addition to the daily phone calls/emails pupils may take home a 'Virtual Key' or note home to parent/carers, which is a daily percentage of points earned to reflect the days behaviour and effort.

On Friday mornings pupils are given a slip which details the previous weeks percentage, whether there has been an improvement or decline in the number of positive, green points earned and the percentage for that week. In addition to this there is the same information given about the forms average to encourage team spirit.

	Last week	Difference	This week	Virtual money
	%	%	%	£

Form	Last week average	Difference	This week average
	%	%	%

The slips are given with that week's virtual money for depositing on the wall.

Bills, to be taken out of virtual money, may also be given out for contributions towards costs of damage or taxi fares when school transport is refused.

Attendance and engagement at school is extremely important. A child can only therefore earn virtual money if they are at school, authorised illness and medical appointments aside.

95%	=	47 LESSONS MISSED EACH YEAR 8 days in total or 1 week and 3 days
90%	=	95 LESSONS MISSED EACH YEAR 16 days in total or 3 weeks and 1 day
85%	=	142 LESSONS MISSED EACH YEAR 24 days in total or 4 weeks and 4 days
80%	=	190 LESSONS MISSED EACH YEAR 32 days in total or 6 weeks and 2 days

ATTENDANCE MATTERS

**WHAT DO YOUR
ATTENDANCE
FIGURES
ACTUALLY MEAN?**

BE SMART BE THERE!

Percentages based on 190 academic days

Assessments

Academic

Onwards and Upwards allows Brookfield to track every aspect of learning, including engagement and individualised curricula throughout the pupil's time at school. The system enables us to see life skills, academic and non-subject specific learning, personalised learning plans, track EHCP targets, and report on linear, non-linear, or spiky progress.

This evidence can then be used to share with pupils, parents, carers, and other professionals added with marking and feedback produced by the teachers to see 'what went well' and 'even better if'. This flexibility and broad range of evidence capturing, ensures that all pupils benefit from a well-rounded and in-depth curriculum.

Onwards and Upwards creates the basis for progress reports that are sent out three times per year. These reports are measured against the 'Brookfield scales' in which pupils perform against a certain school year (for example B1 is year 1 grade). These range from B1 all the way to B11. Targets are then set for each subject and shared with pupils and parents to help them move to the next steps.

Social

On entry parents are requested to complete SNAP B assessment to establish a baseline from the parent's point of view and to identify any areas that they see as requiring improvements. These are three-part questionnaires where pupils and staff also answer similar questions to give an overall picture of the pupils social and emotional abilities. Staff, however, complete the assessments around half term once they have got to know the pupils' typical

behaviours. These assessments, along with EHCP targets then form the basis for the targets and Nurture programmes for the following term. These assessments are then repeated at key points throughout the year to track progress, identify areas of concern and target building.

In addition to the offer in school we have a Speech and Language Therapist who works with selected pupils weekly basis primarily focusing on social skills and group cohesion. Once the therapist has a good working relationship with individual pupils a comprehensive speech and language assessment is completed and individual profiles and programmes are written accordingly.

Uniform

At Brookfield we believe the uniform should be practical, smart and affordable. We have therefore kept it simple with only the hoodies being branded with the rest of the uniform being plain and generic. We understand that, due to sensory reasons, pupils may have specific needs when it comes to clothing and have designed it accordingly.

Daily uniform

School jumper - £12 hoodie available from the school office in various sizes.

Hoods are expected to be down when in the school building or on school trips

Plain polo top or t-shirt in navy blue with no logo or design

Trousers – plain black trousers or jogging bottoms with no visible labels or details



Shoes – Plain black shoes or trainers with no visible labels or coloured details

A coat is also advised but there are no restrictions on design

All stationery is provided by the school and so no pencil case or school bag is required unless preferred by the pupil

Any issues with purchasing uniform can be discussed with school and we will do what we can to help.

PE kit

We require pupils to change for PE out of their school uniform and back after for each practical PE lesson. We will hold stock in a variety of sizes in school which will be available for pupils wear during practical lessons. However, if you wish to purchase a PE kit, they are available for £28 from school.



Navy blue PE top with school logo



Navy blue shorts



Navy blue socks

Payable by cash or card. Order by phone, in person or email Becky in the office hulmer@brookfield56.lancs.sch.uk

Food

Brookfield is lucky to employ our very own experienced chef, Jon Reading. He provides toast and cereal for breakfast, which is served in the hall upon arrival in the morning, prepares fresh lunches each day and always offers a hot meal, vegetarian option or sandwich.

The cost of the meals is £2.50 per day/£12.50 per week and is payable weekly on a Monday. Payments can be made by cash or card over the phone.

If on FSM, please advise the office so we can contact Pupil Access and they will transfer the pupil to the Brookfield list on 1.9.24.

Current 3-week rotation menu

Week one	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Toast, tea cakes, cereal, fruit, crumpets. Juice, fruit cartons, biscuits.	Toast, tea cakes, cereal, fruit, crumpets. Juice, fruit cartons, biscuits.	Toast, tea cakes, cereal, fruit, crumpets. Juice, fruit cartons, biscuits.	Toast, tea cakes, cereal, fruit, crumpets. Juice, fruit cartons, biscuits.	Toast, tea cakes, cereal, fruit, crumpets. Juice, fruit cartons, biscuits.
Whole School	Beef burgers and fries. Veggie Burger.	Tagliatelle Carbonara	Potato Curry or Chicken Curry with Rice.	Sweet and sour Chicken. Or Vegetable sweet and sour. With Rice.	Pizza.
Daily	Sandwiches to order Fresh salad daily.	Sandwiches to order Fresh salad daily.	Sandwiches to order Fresh salad daily.	Sandwiches to order Fresh salad daily.	Sandwiches to order Fresh salad daily.
Pudding	Ice pops,/Choc ice yoghurts, ice cream.	Ice pops/choc ice, yoghurts, pudding baked.	Ice pops,/Choc ice yoghurts, pudding baked.	Ice pops,/Choc ice yoghurts, pudding baked.	Ice pops,/Choc ice yoghurts, ice cream.
Whole School	Hotdogs and potato tots. Jacket Potato	Lasagne Vegetable Lasagne	Toastie and Tomato and Herb Soup.	BBQ Chicken with potato and corn.	Fish and Chips Or Sausage and Chips.
Whole School	Meat and Potato Pie. Or Cheese and onion pie.	Sausage and Mash Or Veg Soup	English Breakfast.	Penne Arrabiatta	Southern Fried Chicken and Fries.

Transition Days

Designed as a soft introduction to the school, staff, building and routines 2 Transition Days have been planned for the Summer term. The first is **Friday 28th June** and the second **Friday 5th July**. During these days the only pupils on site will be those going through the year6/7 transition. Pupils will be split into 2 groups based on their EHCPs and conversations with primary schools and parents/carers. They will then be observed in the 2 groups and as a whole cohort to ensure the best positioning for their form groups in September. There will be interactions from key staff on the day and time spent with form tutors and LSAs.

Pupils should be brought into school for between 9:20am and 9:30am and picked up at 12:30pm and lunch will be provided.

Please return completed forms contained in this pack on the first Transition Day.

Term Dates 2024/25

AUTUMN TERM 2024

Re-open on – Monday 2nd September 2024– **INSET day** – closed to pupils

Tuesday 3rd September 2024 – Parent review day

Mid Term Closure – Monday 21st October 2024 – Friday 25th October 2024 (inclusive)

Monday 25th November 2024 – **INSET day** – closed to pupils

Closure after school on Friday 20th December 2024

SPRING TERM 2025

Re-open on – Monday 6th January 2025 – **INSET day** – closed to pupils

Tuesday 7th January 2025 – Parent review day

Mid Term Closure – Monday 17th February-Friday 21st February 2025 (inclusive)

Closure after school on – Friday 4th April 2025

SUMMER TERM 2025

Easter Monday – 21st April 2025

Re-open on Tuesday 22nd April 2025 – Parent review day

May Day Closure – Monday 5th May 2025

Mid Term Closure – Monday 26th -Friday 30th May 2025 (inclusive)

Closure after school – Friday 18th July 2025 (pupils)

Monday 21st & 22nd July 2025 – **INSET day** – closed to pupils

During Parent Review Days parents have designated appointment time with form tutors to discuss progress and steps for the future.

Communication

A good relationship with parents is extremely important. Such relationships will develop using telephones calls, emails and/or text messages on a regular basis to the main carer/influential family member and will consider split families to ensure a consistent message and free flow of information. These will be made by either the form tutor or class LSA. Both of whom will have a vast knowledge of the individual pupil and strategies employed to assist in them reaching their full potential. Parents and staff will then be able to discuss any issues, problems or celebrate successes on a regular basis.

Parents should feel comfortable in contacting school and receiving this contact as it forms an invaluable follow of information to optimise pupils learning of both an academic and social nature.

Once permission is gained from parents, photos of activities and work are regularly shared on our social media, Brookfield School PLF.



Contact Details

Phone – 01253 886895

Website – www.brookfieldschool.co.uk

Facebook – Brookfield_PLF

Direct queries linked to transition
transition@brookfieldschool.co.uk

Ellie Cash (Provision Lead)
cashe@brookfield56.lancs.sch.uk

Rebecca Hulme (Office)
hulmer@brookfield56.lancs.sch.uk

Laura Butterworth (Arctic form tutor & year 7 lead)
seymourl@brookfield56.lancs.sch.uk

Matt Chadwick (Pacific form tutor)
chadwickm@brookfield56.lancs.sch.uk

Monitored by SLT staysafe@brookfieldschool.co.uk

Dealing with Transition

Pupils deal with a mix of emotions during transition, and it is our job, as adults, to ensure the experience is as positive as possible. This is why we offer 2 transition days and key staff book appointments with primary provisions to see the pupils in their familiar environments the summer term before they start in the September. We are also available via phone or email to answer any questions that may arise.

Emotions we might expect children and young people to experience at times of transition or change:



Anxiety/Fear



Anger



Sadness

It's important to think about self-care, as self-care can help us to feel better if we're feeling down and can help keep us feeling good.

It's a great way to look after our own mental health and wellbeing.

<https://clearfear.stem4.org.uk/>

www.annafreud.org

Quotes from parents

"[Staff] have so much patience, I could never do [their] job!"

"Please thank your staff for the transition and welcome for my son."

"...it has been amazing!"

"I have noticed that he's able to come out of his meltdowns much quicker these days, so that's progress!"

"Thank you very much for your support."

"The staff at Brookfield have built [my son] up so much, that he's a completely different boy from the one he was before he started Brookfield."

"He manages his emotions so well now and a lot of that is down to you guys for looking after him, taking time to understand his worries and teaching him in a way he understands."

"I myself will never forget what you have done for my boy!"

"The school are amazing!"

Quotes from pupils

"The teachers are brilliant!"

"It has changed my life"

"I love this school. It has helped me on my way to be a
successful man"

"This school is amazing"

"I am so much better than I was last year because of this
school"

"I don't want to leave this school"

"Staff are very supportive of us and our families"

"All the teachers help me with my work and behaviour"