

Brookfield School Key Stage 4 Brochure

Welcome to Key Stage 4 at Brookfield School. Our dedicated curriculum and supportive structure are designed to ensure every pupil achieves their academic potential, develops essential life skills, and successfully transitions into post-16 education or employment. We are committed to providing a safe, nurturing, and professional environment where pupils can flourish.

Seamless Transition to Key Stage 4

At Brookfield school, we ensure that the transition from Key Stage 3 to Key Stage 4 is smooth and allows pupils to continue to excel and progress. The transition period begins in the **summer term** and includes familiarisation visits and taster sessions linked to Key Stage 4 options. A more in-depth transition occurs at the end of the summer term and includes a period of relationship and team building activities. The development of positive staff-pupil relationships is fundamental, and for many pupils, it gives them a sense of safety and security that acts as a springboard for future confidence, resilience, and success. The programme of activities allows for positive experiences to be had by all pupils and enables the development of these relationships, as well as the relationships they develop with their peers. This in turn helps to foster a greater sense of team and school community amongst all. This programme of activities runs alongside a **gradual increase** in the daily structure and routines that pupils will typically experience when fully enrolled at Key Stage 4. This dual process ensures a gradual introduction to life at Key Stage 4 that allows for the familiarisation of new settings in a controlled and supported manner. This helps to reduce anxiety and ensures that when pupils finish in summer, they are confident and comfortable about the environment, setting, and staff that they will experience, come the start of Year 10. There is now also an increased focus on cross-site activities throughout the year prior to improve familiarity and the development of positive relationships. The whole emphasis is on making pupils feel **safe and secure** and parents informed as to their pupils ongoing education.

Robust Supportive Structures

Communication across sites ensures that all staff at Key Stage 4 have the relevant personal and academic information that they require to best support pupils and meet need. There is a period of observation and assessments to allow for effective planning of structure, support, and intervention. A series of academic assessments and data gathering from prior Key Stage 3 information, information on pupils' strengths and needs, and information about what learning will support post-16 aspirations takes

place. There is also an initial **mock exam series** to allow for real-time live and accurate assessment data. This allows for a robust target setting process that underpins projected outcomes which helps to inform planning, assessment and support strategies, and ensures a clear and progressive plan for pupil achievement and attainment. This process also allows for **individualised pupil curricula** where pupils are enrolled onto specific academic and vocational pathways.

Information gathered from Key Stage 3 and early observations of peer interactions and social communications allow school to best place pupils into groupings and structures that allow them to feel confident and flourish. The school has structures in place where pupils have distinct areas of ownership in parts of the building to allow for peers to be matched in a way that supports their social and emotional needs and reduces incidents of peer conflict and disharmony. The systems ensure structure, consistency, and routine, and provides the conditions needed for pupils to overcome previous barriers and to learn in an environment that caters for their needs.

Integrated Pastoral Support

School has highly trained, skilled, and experienced pastoral staff who provide an additional layer of support for pupils in enabling them to be successful. Knowledge and information about pupil behaviour, arousal levels, known behavioural triggers, subtle behaviours that indicate an additional need for support, and an overall in-depth knowledge of each pupils' needs is constantly monitored. Pastoral staff transfer this information to all staff and advise strategies to ensure need is met and pupils remain regulated. On occasion, a strategy employed could be for a pupil to leave the classroom to receive some additional support from a pastoral leader. This may involve dealing with a crisis, reflecting on an incident, providing a pupil with guidance and advise, allowing a pupil a suitable forum to express themselves, or simply providing a distractive technique to allow a pupil to re-enter the learning environment in a more ready-to-learn frame of mind. This pastoral support is key in ensuring several pupils feel supported, remain focused and motivated, and apply themselves in a manner that is conducive to learning and pro social towards staff and peers. This also provides an opportunity to reflect on any incidents in lessons, discuss ways to improve in the future, discuss ways of how the pupil will re-enter the lesson, or provide an alternative learning space if the pupil is not in the correct mind frame to return to that lesson. The emphasis is always on resolving the issue and then getting the pupil to engage with that lessons work.

PDSI and Family Support

In addition to daily support and intervention, senior staff review each pupil on a weekly basis (Pupil Development, Safeguarding, and Intervention - PDSI). Factors such as pupil behaviour, attendance, personal impacting factors, safeguarding issues, and anything else relevant are reviewed. Pupils are given a score for each area. If a pupil reaches a certain number of points across a number of areas, they will be highlighted as a concern. These pupils will be placed onto an action plan for discussion at weekly SLT. During this meeting, the pupils' issues will be discussed and ways to intervene and support the pupil will be decided upon. This ranges from engaging with parents to starting attendance logs, making referrals to outside agencies, using school's counselling services, modifying pupil timetables, seeking support from the local authority, and a whole host of other strategies that support the pupil and often the family. The information from these meetings is cascaded to staff and it is often then the school's dedicated **family support worker and pastoral manager** who ensures actions from the meetings are implemented.

When there are additional issues that have been identified by PDSI, or within pupil voice, or just general concerns in school that have arisen, measures are put in place to educate pupils on these issues. This includes Woman Aid Fylde Coast, JJ Knife Crime, the YMCA, and other relevant services. The idea is to discuss any taboo issues or concerns and to provide pupils with the knowledge they need in these areas.

SALT and School Counsellor

To effectively meet the diverse needs of our pupils, the inclusion of both a Speech and Language Therapist (SALT) and a School Counsellor provides a holistic, tiered approach to support pupils' social, emotional, and academic development .

The school adopts a **tiered model of provision** that ensures targeted and timely interventions for all pupils. This includes information from PDSI, as well as the use of emotional well-being screenings and pupil well-being questionnaires. This system allows for a clear flow of information and ensures that support is coordinated and consistent. At the universal level, the school implements whole-school strategies that embed emotional literacy, communication-friendly practices, and positive behaviour approaches in every classroom. At the targeted level, small-group interventions are delivered to develop social communication, emotional regulation, and resilience. For pupils requiring more intensive support, specialist one-to-one interventions are provided, ensuring that every pupil receives help proportionate to their needs.

The role of the **SALT therapist** is central to supporting pupils who experience communication difficulties that may contribute to frustration, social misunderstandings, and behavioural challenges. Through assessment, therapy, and staff training, the SALT therapist helps pupils to develop their receptive and expressive language skills, strengthen social communication, and improve interaction with peers and adults. This enables pupils to express themselves more effectively, build positive relationships, and participate more confidently in their learning.

The **School Counsellor** complements this work by addressing the emotional and psychological aspects of pupils' development. They provide individual and group counselling sessions that help pupils manage anxiety, trauma, and self-regulation difficulties. The counsellor also works closely with staff to embed emotional literacy and wellbeing strategies into everyday practice, creating a safe and supportive environment where pupils can reflect, build trust, and develop resilience.

Together, the combined expertise of the SALT therapist and School Counsellor ensures that both the communication and emotional needs of pupils are met in a cohesive and integrated way. This approach leads to significant benefits, including improved self-expression, emotional regulation, and social interaction. Pupils become more engaged and confident, which in turn enhances their academic progress and overall readiness to learn. By embedding this dual therapeutic model within a structured tiered framework, the school ensures that every pupil is supported to thrive socially, emotionally, and academically. This integrated approach not only addresses the root causes of behavioural and learning challenges but also equips pupils with the essential communication and emotional skills needed for lifelong success and wellbeing.

Parent Review Days

At the start of each term, parents and pupils are invited into school to discuss everything related to school and to each specific pupil. This is an opportunity to fully immerse parents and carers into the education of their child and to give them the information they need to be able to support school and support their child's education. This is also the point at which pupils, parents and teachers discuss the most relevant educational pathway at the start of Year 10. It is an opportunity to review progress; to discuss future aspirations and targets, and to identify ways in which school can support pupils and parents and ways parents can support school and their child. This is also the point at which progress is discussed, and any specific interventions are put in place. This is a positive experience and serves to motivate pupils going forward and also strengthens relationships between parents/carers and school so that as a collective we can all better support each pupil's education.

Timetabling and Curriculum

The timetabling of the school week is carefully structured to meet the diverse needs and pathways of all our pupils, providing a broad, balanced, and personalised educational experience. Our curriculum ensures that every pupil has full access to the **core subjects** of Maths, English, BTEC Science, PE, PSD, Workskills, CIAEG, and Outdoor Education.

In addition to these core areas, pupils have opportunities to access a range of **additional subjects** based on their individual interests and previous options. These include Cooking, Construction, Music, Art, GCSE History, GCSE Geography, and GCSE Science. This combination of core and optional subjects supports both academic and vocational development, enabling pupils to pursue routes that align with their personal goals and post-16 aspirations.

The timetable also includes dedicated time for **CIAEG (Careers, Information, Advice, and Guidance)** and **Workskills**, ensuring all pupils are well-prepared for future education, training, and employment. **Outdoor Education** and other experiential learning opportunities are also embedded throughout the week, promoting social, emotional, and personal growth. Morning sessions have been specifically adapted to place a strong emphasis on **literacy, numeracy, and PSD**, recognising these as key foundations that help pupils to succeed across the wider curriculum. The design of the week allows flexibility and maximises opportunities for academic progress, personal development, and wellbeing for every pupil. Further details of individual curriculum subjects are available on the school website.

Assessment

GCSE

In GCSE-style subjects, assessment is primarily through externally set examinations, supported by internal assessments such as mock exams, class tests, and coursework. Teachers evaluate students' current work against national grade descriptors (9–1 scale) and compare this to each student's **target grade**, which is set using prior attainment, mock data, and contextual information. Progress is therefore measured by how well students' current performance meets the expectations for their target grade and how far they are developing the required knowledge, skills, and understanding to reach it.

This system reflects the external and nationally standardised nature of GCSEs. Because the outcome is awarded through external exams, our focus is on the **quality and**

trajectory of student work toward those standards. Tracking progress in this way ensures early identification of students who may be falling behind, allowing teachers to plan targeted support and intervention where needed to help them reach or exceed expectations.

BTEC

In vocational and technical subjects such as BTECs, assessment is structured around **units** with defined learning outcomes, rather than a single end-of-course exam. Each unit is assessed internally through assignments or projects and externally through tasks set by the awarding body. Progress is tracked by monitoring which units and outcomes have been completed and at what standard.

This model aligns with the design and requirements of Pearson and Ofqual, which emphasise the demonstration of competence through practical work. Because BTECs are cumulative qualifications, tracking unit completion provides a clear and accurate measure of progress. It also supports the centre's quality assurance responsibilities, ensuring all assessments are valid, verified, and consistent.

Progress Checks and Intervention

Across both GCSE and BTEC pathways, Brookfield conducts **half-termly progress checks**. Teachers review assessment evidence, update progress data, and identify any students not meeting expected progress. Following each progress check, targeted interventions—such as catch-up sessions, mentoring, or focused support—are implemented to help students close gaps and stay on track for successful outcomes.

Why We Use two systems

Brookfield operates two distinct assessment systems because GCSEs and BTECs have different structures, purposes, and regulatory requirements: **GCSEs** are academic and externally examined; monitoring progress through grade trajectories ensures alignment with national benchmarks and accountability measures (such as Progress 8). **BTECs** are vocational and skills-based; progress is best measured through the **completion of units and achievement of outcomes** rather than incremental grade movement. By tailoring assessment and tracking to the nature of each qualification, Brookfield ensures that progress monitoring is valid, transparent, and meaningful. This dual approach supports effective teaching, timely intervention, and accurate reporting for students across both academic and vocational pathways.

School Day

Arrival

All pupils are transported into school in school vehicles by a trusted member of school staff. This allows for a calm journey into school and for positive interactions between pupils and staff and amongst peers to occur. There is opportunity for home-school liaison on pick-ups where appropriate, and pupils can discuss any issues or concerns they may have before getting to school. This allows staff to address these prior to arrival or inform school ahead of time if any additional support will be needed on arrival. It is an effective system in creating a positive and consistent start to the day.

Pupils arrive at 8:45 AM and have access to a variety of different breakfast items. Pupils are educated on the benefits of eating a breakfast and are also encouraged to make healthy food choices. Pupils are encouraged to make their own breakfast in a supported way and to tidy up after themselves, subtly developing independence, maturity, and collective ownership of school. During breakfast, positive social interaction is modelled by staff and encouraged amongst pupils. At 9:00 AM, pupils complete either a session in **Literacy, PSD, or Numeracy**. This is additional to the core offer, the emphasis is on learning but also a gradual introduction to the day that allows pupils to settle, regulate, and be ready to learn for the upcoming 'main' lessons they will engage in. There is also a weekly assembly conducted that focuses on an area of school or communicates key messages or learning relevant to our pupils. This is also the time where we celebrate pupil achievement, this is an interactive process in which pupils take part and fully engage. It provides an opportunity for school cohesion and community.

Lessons

Pupils have two lessons and then a break, followed by two lessons before dinner time. There is then an extended afternoon session focusing on specific academic and vocational options, additional sessions and interventions in subjects where improved grades are essential, such as English and Maths. PE also occurs on a rotation during this slot.

Break Time

There is a 20-minute break in the morning. Some pupils use this time to interact with staff and peers, and there is often a variety of different activities that helps to support this. The emphasis during this time is on social development but also teaching pupils to effectively regulate and manage behaviour during unstructured times. Pupils are also given specific responsibilities to empower them, make them feel valued, and give them a sense of purpose.

Dinner Time and Rewards System

There are two separate dinner sittings that take place to ensure a structured, calm, and orderly dinner time. This also allows for pupils to be placed with more preferable peer

groups in relation to social cohesion. Group 1 will eat dinner whilst Group 2 will be on their dinner time break. This then rotates. During dinnertime, staff and pupils eat together, and staff model positive social interaction, food etiquette, and pro social conduct. Eating together strengthens the school community, and the development of pro social behaviour in this environment is beneficial to the personal development of our pupils. As part of developing greater independence, Year 11 pupils are granted the opportunity to walk to the shop. Pupils sign an agreement stating the parameters they can venture to and asserting that they will conduct themselves in a positive and responsible manner.

Year 10 pupils source and run a tuck shop as part of their dinner break. This allows for entrepreneurship, learning of organisation, stock taking, and a number of other vital key life skills. In order to earn this privilege, pupils are awarded points throughout the day for positive behaviour, classwork, and achieving personal targets. The awarding of this pound is dependent on the achievement of a set number of points. The system is motivational throughout the day for pupils and teaches pupils that positive behaviour and work ethic will be rewarded. The achievement of points is linked to pupils' targets during lessons and all other times in school. Targets are linked to EHCP's but are constantly reviewed, monitored, and changed to reflect a pupil's current stage of social, emotional, and academic development. This is done by the pastoral manager in collaboration with pupils and parents; form tutors also contribute to this process to ensure accurate, relevant, and challenging targets that enable pupils to progress.

Options Lessons - P5

This is the predominant opportunity for pupils to follow their preferred academic or vocational option, which has been previously discussed and decided upon with pupils and parents based on assessment information and information about the pupil. This is an extended session, and the design and staffing of it allows for smaller groups in which pupils are afforded greater attention and support and to allow for accelerated progress.

Departure

Pupils gather in the dining room in their specific form tables. Pupils are informed of any relevant information that has happened that day or for the following day. Pupils are dismissed in a calm and orderly manner to allow them to feel calm before departing on what can be a long journey. They are dismissed with the travelling staff member to ensure a consistent journey home and also to provide opportunities for reflecting on positives and areas for development within the school day.

Debrief

During debrief, staff members review the day and discuss positives, negatives, and share good practice. Fine details of each pupil are discussed, and staff devise ways to

reinforce, encourage, and enhance positives a pupils may have had. There are discussions on any issues and a collective approach to deciding the best strategy and approach to rectify this with each pupil. Other areas of school are discussed, and ways to improve outlined. There is discussion as to whether further pastoral support is needed, groupings, routines or structures that may need tweaking, and whether or not parental support in certain instances may be beneficial. It is an essential forum where professionals discuss every detail of a pupil's education and constantly strive to ensure that the education a pupil receives the next day is the best it possibly can be. There is regular and often daily contact with parents that supports this and strengthens the home-school bond. The importance of this home-school relationship is a key element in allowing pupils to thrive in school as it allows for a joined-up and supportive approach where both school and home work together in the best interest of the pupil to allow them to flourish whilst in school.

Conduct and Learning in Lessons and the Wider School

The development of strong relationships with staff and the experiences of success and confidence that this brings to pupils allows school and the staff within it to influence and project positive ideals, morals, and principles onto our pupils. Pupils are encouraged to have **high expectations** of themselves at all times and to reflect this in all areas of their school life. As such, pupils are encouraged to be hardworking and take pride in their academic efforts, encouraged to show manners, respect, and decency to staff and their peers and in the community, to challenge themselves, and to do things outside of their comfort zone with predeveloped resilience and support from staff relationships in the knowledge they can succeed. The whole emphasis of school is to provide an experience where pupils are aspirational in terms of how pupils conduct themselves and in what pupils can achieve whilst at school and beyond.

There are set structures and routines that help to support this consistent messaging. There are clear expectations at the start of lessons in that pupils are expected to put mobile phones away, remove coats and hats, and be ready to learn. Pupils have individualised targets and work towards the achievement of every lesson; these are reinforced and discussed at the end of each lesson. Pupils are expected to attempt all learning activities to the best of their ability and adhere to classroom expectations that centre on respecting one another and conducting oneself in a mature, responsible, and studious manner. At the end of every lesson, pupils are given feedback on progress and the achievement of points against their targets. This is followed with praise or reflection on how improvements can be made in future lessons. Staff have the expertise, knowledge of pupils, and emotional intelligence to be able to adapt and modify these expectations based on a given pupil or situation. We aim for pupils to be stretched and challenged and to fulfil potential, but also have the flexibility and know-how to be able to manage challenges and difficult situations with pupils in a way that builds resilience

and supports pupils to self-reflect and continuously improve. As mentioned, the core motivator in promoting positive behaviour and effective behaviour for learning is the consistent messaging of positivity, maturity, and pupils taking responsibility for their own behaviour. Support structures are in place to assist pupils, but there is a large emphasis on pupils wanting to do well for their own self-confidence and own sense of pride and achievement. This is a subtle shift from doing things because pupils have to, to doing things because pupils want to because the ethos instilled centres on **greater independence** and taking personal responsibility for one's actions.

Rewards

School has an extensive rewards system that acts as a consistent motivator in promoting positive behaviour and academic achievement. Pupils have individual and group targets linked to classwork and their own specific needs and development. Pupils acquire points during every aspect of the school day and are consistently reminded of what they are trying to achieve and advised on ways to achieve this. Every Friday, a pupil's points total is collated, and pupils complete a reflection activity on what they have done well in and how they can potentially improve. These points act as **daily motivation** to earn £1 by dinnertime each day.

There is **weekly motivation** to earn the opportunity to participate in an enrichment activity on a Friday afternoon by achieving a certain percentage of points across the week. There is also a strong emphasis on attendance and rewards are given based upon this. There is a **half-termly motivator** by rewarding pupils with a more elaborate enrichment activity if they have earned a certain percentage number of points across a half term. There is a constant and **longer-term motivator** by which pupils consistently earn virtual money as they earn points and also earn points for their attendance. This money is saved up over a period of time, and pupils then have the opportunity to visit a local city centre at Christmas and before the summer holidays. This allows pupils to set themselves longer-term goals and teaches them that greater rewards are attained through resilience and longer-term perseverance and tries to guide them away from the constant need for instant gratification. The shopping experience also provides an opportunity for learning about budgeting and gives them an experience of learning how to conduct oneself in a different social setting, how to navigate independently, and how to compromise and conduct oneself with a team of pupils in a socially cohesive manner.

School Council and Pupil Voice

The School Council plays a vital role in empowering pupils and ensuring their voices are heard within our school community. In an SEMH (Social, Emotional, and Mental Health) setting, it is particularly important that pupils feel valued, listened to, and able to contribute to the decisions that shape their learning and wellbeing. The School Council

provides a structured and supportive platform for pupils to express their views, share their experiences, and influence positive change within the school. Through participation in the School Council, pupils develop key life skills such as communication, leadership, teamwork, and confidence. They learn how to sit in and conduct meetings, share ideas respectfully, listen to others' opinions, and reach collaborative decisions. These skills are transferable and support pupils' personal development, preparing them for life beyond school.

Our commitment to **pupil voice** extends beyond the council meetings. We conduct regular pupil questionnaires that explore a wide range of areas including pastoral care, academic progress, safety, emotional wellbeing, and mental health. The outcomes of these surveys are carefully analysed by the Assistant Headteacher responsible for pupil wellbeing. This information is then shared with school leaders and pastoral managers to identify strengths, address concerns, and inform future action. Responses are acted upon through a range of support systems and interventions such as SALT, pastoral support, PDSI, counselling, form tutor engagement, and parental involvement. We also conduct parent surveys to understand and reflect the experiences of families, ensuring we are working collaboratively to help every pupil thrive. In this way, the School Council—along with our wider systems of pupil and parent feedback—helps to create a school culture that is inclusive, reflective, and responsive to the needs of all learners. It ensures that every pupil has the opportunity to be heard, to influence their environment, and to flourish academically, socially, and emotionally.

Independence

At Key Stage 4, the school's ethos proactively encourages **independence** and looks to facilitate every opportunity for experiences of independence. We carefully design activities and experiences and incorporate them into a curriculum that focuses on independence, CAIEG, cultural knowledge, social mobility, health and well-being, community cohesion, and personal development. Pupils access these both within the main body of the curriculum and through stand-alone experiences. There is also a large emphasis on experiential learning, and the development of routines and activities that promote self-confidence and independence within the daily structure of a pupil's educational experience.

Following transition from KS3 to KS4, pupils are given the opportunity to select their own suitable attire to wear to school to foster the development of a sense of identity, choice, and as an opening gesture to an increased independence and an introduction to one of the choices they will be making post-16 and beyond. More specifically, there are areas of the curriculum in which opportunities arise to directly expose pupils to tasks and activities that foster and develop independence and autonomy. For example, in Cooking, pupils will be given the opportunity to research a recipe, devise an ingredients list, and then be trusted to venture to the local shops to purchase the ingredients with

cash and return the change and receipts, a task that is essential to the daily lives of functioning citizens.

Similarly, pupils will source materials for Construction and complete projects that have been designed independently. In Construction, pupils also have the opportunity to go out into the community with a staff member, look at a job we may have been given to aid someone in the community, and get the specifications of what is required to complete the job. Pupils then devise a plan, source materials, and actually go out and complete the job, often receiving token payment in return. This process allows pupils to make a positive contribution to the community, experience a real-life job situation, conduct themselves in a hardworking and productive fashion, and receive reward as they would in the workplace. All of which have a significant impact on confidence levels, esteem, resilience, and future independence. Through the earning of rewards, pupils get numerous opportunities to visit various public places such as restaurants, museums, and leisure facilities. In these, positive behaviour is modelled by staff, pupils are educated and supported, and pupils quickly learn how to behave as responsible, independent, young adults in social, public settings.

Preparing for Success: Independence, Resilience, and Transition

At Brookfield School, our curriculum extends far beyond the classroom, focusing intently on developing the essential life skills and personal attributes necessary for a productive life beyond our walls.

Empowering Futures: Work Experience and CIAEG

We are deeply committed to ensuring every pupil secures a successful post-16 destination through robust guidance and real-world exposure. For pupils who are ready and eager to enter the workplace, we actively foster local business links to provide regular, meaningful **work placements**. This is a fully supported process where pupils gain invaluable, independent experience, developing immeasurable confidence and essential workplace skills fundamental for life after Brookfield.

Further supporting this workplace learning and post-16 transition is our extensive **Careers Information, Advice, and Guidance (CIAEG)** curriculum. All pupils follow a dedicated Work Skills programme designed to enhance their career knowledge and job readiness. Crucially, each pupil has dedicated access to a specialist careers advisor who assists in devising a tailored **Post-16 Action Plan**. Key staff diligently monitor the progression of this plan, ensuring all milestones are met. Pupils benefit from comprehensive exposure, including visits to colleges, tours of real workplaces like construction sites, attendance at talks from various professionals, and practical support with college and apprenticeship applications, often attending taster days semi-

independently. This rigorous and monitored process guarantees that **all pupils secure an informed and supported post-16 destination** prior to leaving Brookfield. We take immense pride in the diverse and successful careers our former pupils go on to pursue.

Developing Resilience: Outdoor Education & DofE

Outdoor Education is a cornerstone of our curriculum, explicitly designed to cultivate independence, perseverance, and resilience. Significant emphasis is placed on collaborative teamwork and problem-solving, applying perseverance, and developing the resilience required to achieve a goal—all critical traits for productive individuals. Pupils are taught innovative skills and exposed to learning that plays a significant role in their personal development.

At Key Stage 4, pupils have the opportunity to undertake the challenging and rewarding **Duke of Edinburgh (DofE) Award** scheme. Particularly during the expedition section, the focus is on working as a team but operating **as independently as possible** from supervising staff. This requires pupils to make crucial decisions, enabling them to navigate challenges and manage situations collaboratively. Undertaking the DofE programme develops the maturity, confidence, and resilience that are highly valued by colleges, universities, and future employers, helping to set the tone for a lifetime of achievement.

The Annual Review Process: Ensuring Progress

The **Annual Review** is the essential mechanism that drives and directs every pupil's personalised educational experience at Brookfield. This robust process involves detailed input from all professionals working with the pupil, measuring success against specific, detailed targets. The process is inherently **two-way**, ensuring pupils, parents, and carers have a direct and valued input into reviewing the past year and planning the subsequent direction. Together, we conduct a detailed discussion and analysis to identify areas of success and any further needs. Strategies to address these needs are then implemented, and targets are set to monitor the successful achievement of goals. This structured approach ensures a comprehensive review of the pupil's educational experience and its impact on their development, resulting in a detailed plan of actions. This plan guides and directs their ongoing education, ensuring they have access to exactly what they need to continue to excel and progress. Any necessary changes or amendments are communicated with the Local Authority to update the pupil's Education, Health and Care Plan (EHCP).

