

# WELCOME TO BROOKFIELD

2025/26

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**OVERCOMING BARRIERS  
FOR A  
BRIGHTER FUTURE**

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# OUR AIMS

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**'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.**

## Year 7 at Brookfield

**'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.



# MEET OUR TEAM

ALL STAFF IN AT BROOKFIELD 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.

## Who we are

**Mr Brocklebank - Headteacher (DSL)**

**Miss Cash - KS3 Provision Lead (DSL)**

**Mr Leaver - Assistant Headteacher  
(PE Lead)**

**Miss Sharp - Assistant Headteacher  
(Science Lead, Personal Development and wellbeing).**

**Mrs Butterworth - Assistant Headteacher  
(Year 7 Lead)**

**Mr Elson - Assistant Headteacher (ICT  
Lead)**

**Mr Chadwick - Year 7 and forest schools  
teacher.**

**Miss Woods - Maths Lead**

**Miss Deacon - English and History Lead**

**Mrs Murphy - Science Teacher**

**Mr Birtill - Geography, Art, Media and  
Music Teacher.**

**Mr Turner - Outdoor ed instructor.**

## Who we are

**Mr Jackson - HLTA**

**Mrs Buckley - LSA**

**Mrs Wilson - LSA**

**Mrs Morley - LSA**

**Miss Dyson - LSA**

**Mr Morrall - LSA**

**Miss Ryan - LSA**

**Miss Wilson - LSA/Intervention.**

**Mrs Mackey - Pastoral Support Manager**

**Miss Irvine - Family Support Worker.**

# COHORT AND GROUPS

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At Brookfield, each year group is organised into two carefully structured classes. These groups are created by considering each pupil's predominant needs, social development, individual targets, and academic profile. This thoughtful placement ensures that every learner is supported in an environment where they can flourish.

Each year group includes two classes that cater for pupils with a range of needs, including Speech, Language and Communication Needs (SLCN), Autism Spectrum Disorder (ASD), and Social, Emotional and Mental Health (SEMH) needs. Grouping pupils with similar needs and compatible learning profiles enables staff to provide highly individualised and personalised support.

Every class is supported by a dedicated class teacher and a class LSA (Learning Support Assistant), ensuring consistent, high-quality adult support throughout the school day. To maintain a nurturing and focused learning environment, each class has no more than eight pupils.

Pupils remain in their designated group throughout their time at Brookfield, providing continuity, stability and strong relationships—key elements for emotional wellbeing and academic progress.

**RELATIONSHIPS  
AREN'T JUST A  
SUPPORT THEY  
ARE A BRIDGE  
TO LEARNING.**



# OUR SCHOOL DAY.

## 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. The transport lists are written over the summer so pupils & parents should be able to meet the driver(s), ahead of first pick-up, on the September Transition Day.  
(sample timetable)

|             |                     |           |          |         |          |
|-------------|---------------------|-----------|----------|---------|----------|
| 08:45-09:00 | Arrival & breakfast |           |          |         |          |
| 09:00-09:30 | 1                   | PSD       | Literacy | PSD     | Numeracy |
| 09:30-10:20 | 2                   | English   | Maths    | Science | PE       |
| 10:20-11:10 | 3                   | Maths     | English  | English |          |
| 11:10-11:25 | Break               |           |          |         |          |
| 11:25-12:15 | 4                   | ICT RE/JB | PE       | Maths   | English  |
| 12:15-13:00 | Lunch               |           |          |         |          |
| 13:00-13:15 | Intervention        |           |          |         |          |
| 13:15-13:45 | 5                   | Topic     | MFL      | Art     | Science  |
| 13:45-14:25 | 6                   |           | Nurture  |         | LOTC     |
| 14:25-14:30 | Dismissal           |           |          |         |          |
|             | Friday              |           |          |         |          |
| 08:45-09:00 | Arrival & breakfast |           |          |         |          |
| 09:00-09:30 | 1                   | PSD       |          |         |          |
| 09:30-10:20 | 2                   | Maths     |          |         |          |
| 10:20-11:10 | 3                   | Science   |          |         |          |
| 11:10-11:25 | Break               |           |          |         |          |
| 11:25-13:20 | Rewards             |           |          |         |          |

# CURRICULUM

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Pupils access a full and varied curriculum, focusing on need and stage rather than age related expectations. 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 and working walls 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.

## Graduated approach

Year 7 follows a primary-based model, offering pupils a smooth transition from their previous setting. They remain primarily with their class teacher, allowing staff to build strong relationships, establish routines and provide a stable, structured foundation for learning and social development.

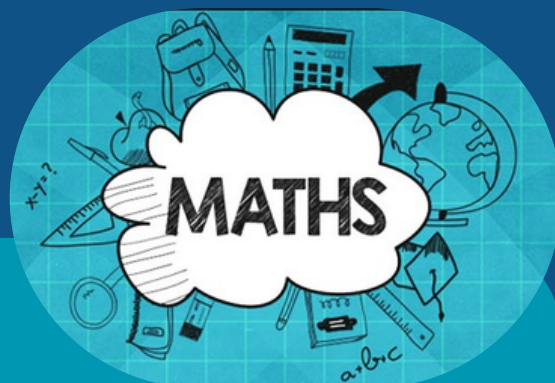
As pupils progress through KS3, Years 8 and 9 move towards a specialist teaching model. Pupils continue to learn within their small, needs-based class groups, but access a wider range of subject specialists. This approach broadens their curriculum experience while maintaining the consistency and support required to help them succeed.



A horizontal bar chart with two bars. The first bar is blue and the second bar is grey. The blue bar is significantly longer than the grey bar.

## English

preparation for KS4.



## Maths

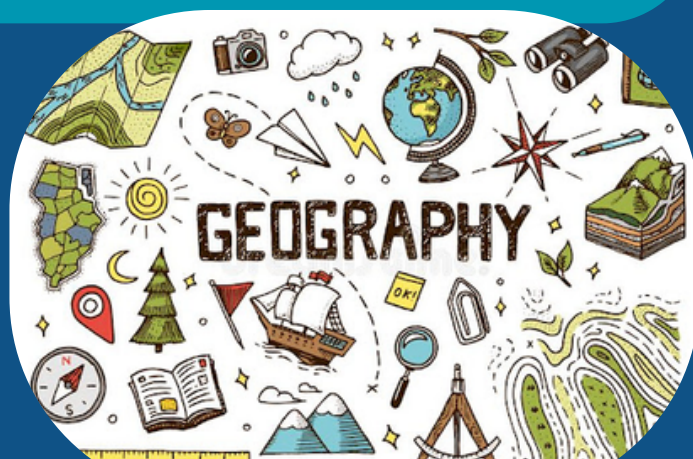
and strong foundations.



# CURRICULUM

## PSD (Personal and social development)

PSD is taught within form groups and incorporates SMSC, Citizenship, PSHE, RE and CEIAG through a holistic, whole-school approach. Sessions are delivered by form tutors during the first half hour of the day on Mondays and Wednesdays, with learning further enhanced by the KS3 assembly programme and weekly celebration assembly on Fridays..



## History, Geography and Topic.

In Year 7, pupils study History and Geography through topic-based learning linked to their termly theme. In Years 8 and 9, pupils access one lesson of each subject per week, following a skills-based curriculum designed to develop enquiry, understanding and analytical skills in preparation for KS4.

# CURRICULUM

## Science

Pupils have three Science lessons each week delivered by specialist Science teachers.

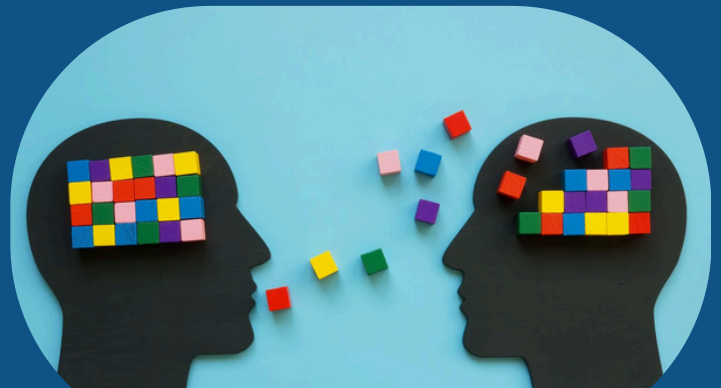
Our KS3 science lab provides opportunities for hands-on practical investigations to support theory knowledge, enabling pupils to develop scientific skills in an engaging, exploratory environment..



## Art and Design

Art and Design Technology are delivered through form groups and integrated across the wider curriculum. Lessons introduce a range of creative skills and techniques using different materials and processes, including research, design, prototype creation, final product development and evaluation.

A horizontal bar chart with a blue bar and a grey bar. The blue bar is significantly longer than the grey bar.



Pupils take part in weekly Social Communication and Nature sessions, following a curriculum planned by our Speech and Language Therapy (SALT) team. These sessions focus on developing communication skills, emotional understanding, interaction strategies, and confidence, using structured activities and nature-based learning to support pupils in applying these skills in real-life contexts.

# CURRICULUM

## Forest Schools

Pupils access Forest School sessions once a week, providing opportunities to learn outdoors through hands-on, nature-based activities. These sessions support the development of teamwork, resilience, creativity and environmental awareness.



## ICT and Media

Pupils access ICT once a week using school Chromebooks to support their learning.

The ICT curriculum focuses on developing essential digital skills, including online safety, using creative and productivity software, understanding how technology works, and becoming confident, responsible users of digital tools. ICT is an important part of preparing pupils for the modern world, helping them build the skills they need for everyday life, further education and future employment.

Pupils study Media once a week, exploring how information and messages are communicated through different formats. Lessons focus on building digital literacy, creativity and understanding of modern media platforms.

# 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.



## School Counsellor

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.



# EHCP TARGETS, POINTS AND VIRTUAL MONEY

## Targets, Points & Virtual Cash

Targets, adapted from EHCPs, 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 enrichment 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.

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.



# ASSESSMENT

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## 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

We are not a school that focuses only on academic success and progress, but also social. We assess and use EHCP targets to continually work with pupils and set targets to improve social understanding and communication.

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

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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.**

Payable by cash or card. Order by phone, in person or email Becky in the office

[hulmer@brookfield56.lancs.sch.uk](mailto:hulmer@brookfield56.lancs.sch.uk)





# CATERING

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 1.9.25.

Sample 3-week rotation menu

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

# HOW WE COMMUNICATE

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At Brookfield School, we pride ourselves on building positive and effective relationships with parents and carers. We believe that a holistic, wrap-around approach is key to helping every pupil reach their full potential. Form tutors maintain regular contact with families—either weekly or daily, depending on need—to celebrate successes and address any concerns promptly and constructively.

In addition, our dedicated Pastoral Manager and Family Support Workers are available to work closely with families during times of need, ensuring that support is timely, personalised and accessible. Through strong communication and a shared partnership, we create a supportive network around every child.

## School Website and Facebook Page

The school website [www.brookfieldschool.co.uk](http://www.brookfieldschool.co.uk) and our facebook page are kept up to date with all the information about what is going on in school.

Parents and carers can stay fully informed about their child's progress through our Class Charts system. By logging in at any time, families can view behaviour points, achievements, and how pupils are progressing towards their individual targets. Class Charts provides an easy and effective way to monitor school life, celebrate successes and stay connected with pupils' day-to-day learning.



# PARENT VOICE

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**“[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!”**

# PUPIL VOICE

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**“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”**



 [www.brookfieldschool.co.uk](http://www.brookfieldschool.co.uk)

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