



**Brookfield**  
School

## Year 6/7 Transition Booklet for Parents

Modified for 2025/26 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 6 years after previously teaching PE and being Pastoral Manager at a number of alternative provisions. Ellie is passionate about providing the pupils 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. Laura came to Brookfield School as a newly qualified teacher in 2007 and over time has developed a nurture-based style of teaching. 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 as well as those with SEMH. 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 a teacher, she enjoys teaching 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.

Making use of her experience and expertise, Laura has recently been appointed as an Assistant Head with responsibility of Whole School Teacher Development, CPD and Appraisal. She looks forward to fulfilling this new position whilst continuing to lead year 7 as Atlantic's form tutor.



Form tutor for Mediterranean is **Matthew Chadwick**.

Prior to his teaching career, Matthew worked as a Football/ PE coach 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 being a teacher because he thrives on seeing children succeed and make progress, with both their learning and personal targets. Matthew prides himself on building strong, nurturing relationships with the children in his class, so they feel safe,

comfortable and motivated to learn.

Matthew lives with his family in Cleveleys and has a daughter called Emilia, who is 19 months old. In his free time, he enjoys watching and playing football. Matthew is a season ticket holder at Blackpool F.C and leads Brookfield's school football team. He enjoys being outdoors and likes to take his two dogs on different walks every day. During half term's, you will find him visiting different places, especially food places!



**Jen Buckley** is an experienced LSA with HLTA (Higher Level Teaching Assistant) status. 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, current Year 7 SEMH group, leads First Aid lessons as part of the PSD (Personal, Social Education) lessons, and covers lessons when the class teacher is unavailable.

**Courtney McGowan** has been at Brookfield School since September 2020 and is currently the LSA for Y7 Pacific Class. Courtney had experience working with each year group on the Poulton site before she settled in Y7 three years ago. She completed her HLTA course in 2023, whilst working at Brookfield. Before she came to Brookfield, she was the SENCO at an Early Years setting that had children of varying abilities and backgrounds. Courtney's then 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 and ASD. 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-regulation 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 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 enrichment activities for pupils which are a great opportunity for pupils to celebrate their success whilst applying their social skills. 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**, Learning Support Assistant, has over 35 years of experience in various educational settings, including private nurseries, playgroups, primary schools, pupil referral units, and after-school clubs. This diverse background has sharpened her ability to connect with children and their families.

With a solid grasp of the National Curriculum and the Early Years Foundation Stage, Julie leads our intervention programme, supporting students who need extra help and enriching those ready for more challenge. Her methods include positive reinforcement, creative activities for refocusing, and building trusting relationships to create a nurturing learning environment either in the classroom environment or in targeted 1:1 sessions.

**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 school office. 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. Please do not hesitate to contact us if we can help we will.



Hi! I'm **Becky Hulme** and I've been working in the Brookfield School office for 5 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, next year Atlantic and Mediterranean. Atlantic is to be led by Laura Butterworth as form tutor and Mediterranean 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 adapted 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.

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.

<u>ATLANTIC</u>		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	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		LOTG
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			

Sample timetable (Suggested Autumn 2025)

## 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 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.

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.**

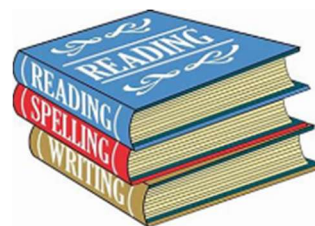
### Suggested 2025/6 Themes

- Getting to Know Me
- Water, Water Everywhere
- Africa Is Not a Country
- What The Victorians Did for Us
- Walk Like an Egyptian
- Living Through 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 into 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 – adapted & delivered in form groups

Topic includes both History & Geography objectives, skills and knowledge – again lessons are led by form tutors and staff Laura Butterworth, Jen Buckley and Matthew Chadwick & Courtney McGowan.

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.

## 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, and his department, including Dylan Jackson and Joe Morrell.

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.

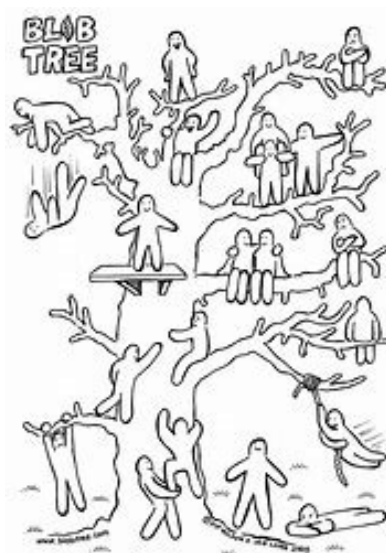
SaLT (Speech and Language Theory) is overseen by Laura Hatton and delivered by Laura Butterworth & LSA.



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.



### 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.



## 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 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 21<sup>st</sup> century.





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, 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.



	Last week	Difference	This week	Virtual money
	%	%	%	£

Form	Last week average	Difference	This week average
	%	%	%

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.

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

## **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

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

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](mailto: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 1.9.25.

### 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.  Veggie Burger.	Tagliatelle Carbonara	Potato Curry or Chicken Curry with Rice.	Sweet and sour Chicken. Or Vegetable sweet and sour. With Rice.	Pizza.
<b>Whole School</b>	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.
<b>Whole School</b>	Meat and Potato Pie.  Or  Cheese and onion pie.	Sausage and Mash  Or  Veg Soup	English Breakfast.	Penne Arrabiatta	Southern Fried Chicken and Fries.
<b>Daily</b>	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.
<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.

## 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 4<sup>th</sup> July** and the second **Friday 11<sup>th</sup> July**. During these days the only pupils on site will be those going through the year 6/7 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.

An email will soon be sent to you from [admissions@brookfield56.lancs.sch.uk](mailto:admissions@brookfield56.lancs.sch.uk) (please check your Junk folder). This email will contain a link that will take you to our Data Collection Form. We kindly ask you to complete this form at your earliest convenience. If you require assistance to complete the form, we will have staff available on the Transition Taster Days who will happily assist you in completing the form.

## Term Dates 2024/25

### AUTUMN TERM 2025

Re-open on – Monday 1st September 2025– **INSET day** – closed to pupils

Tuesday 2nd September 2025 – Parent review day

22nd, 23rd & 24th October 2025 – **INSET days** – closed to pupils

Mid Term Closure – Monday 27th October 2025 – Friday 31st October 2025 (inclusive)

Closure after school on Friday 19th December 2025

### SPRING TERM 2026

Re-open on – Monday 5th January 2026 – Parent Review Day

Mid Term Closure – Monday 16th February 2026 -Friday 20th February 2026 (inclusive)

Closure after school on – Friday, 27th March 2026

### SUMMER TERM 2026

Re-open on Monday 13th April 2026 – Parent review day

May Day Closure – Monday 4th May 2026

Mid Term Closure – Monday 25th -Friday 29th May 2026 (inclusive)

Closure after school – Friday 17th July 2025 (pupils)

Monday 20th July 2026 – **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](http://www.brookfieldschool.co.uk)

Facebook – Brookfield\_PLF

Direct queries linked to transition, admission and related admin  
[admissions@brookfield56.lancs.sch.uk](mailto:admissions@brookfield56.lancs.sch.uk)

Ellie Cash (Provision Lead) [cashe@brookfield56.lancs.sch.uk](mailto:cashe@brookfield56.lancs.sch.uk)

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

Laura Butterworth (Atlantic form tutor & year 7 lead)  
[seymourl@brookfield56.lancs.sch.uk](mailto:seymourl@brookfield56.lancs.sch.uk)

Matt Chadwick (Mediterranean form tutor)  
[chadwickm@brookfield56.lancs.sch.uk](mailto:chadwickm@brookfield56.lancs.sch.uk)

Monitored by SLT during holidays [staysafe@brookfieldschool.co.uk](mailto: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.

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

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



Anxiety/Fear

and can help keep us feeling good.



Anger



Sadness

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

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

[www.annafreud.org](http://www.annafreud.org)

### Quotes from parents

*"[I: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"