



Best Futures School

Where Children Come First



Providing a Nurturing and Positive
Environment where every child matters.

**BEST FUTURES SCHOOL
PROSPECTUS**

Best Futures School

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DFE Registration Number 812/6004

Specialist School SEMH - Social, Emotional and Mental Health

Introduction

Best Futures Independent School is a specialist school which provides placements for primary aged children (5-11 years) in an environment where pupils with Educational and Health Care Plan, Social Emotional Mental Health (SEMH) difficulties can access a specialised and holistic education that aims to develop children in a healthy and balanced manner.

Mission Statement

Best Futures promotes positive learning and independence, engaging children in a broad and balanced curriculum combining academic and enrichment opportunities whilst providing specialist nurturing support with SEMH at its core.

Our Ethos

Engaging children in a nurturing environment, which addresses that a child's learning is understood developmentally. Developing the whole child, creating opportunities and experiences to positively impact our pupil's wellbeing through developing their confidence and self-esteem, learning to respect themselves and others, enhance communication skills, make and sustain friendships and to be successful learners.

Through our positive and calm approach, we encourage learning in a variety of ways, taking inspiration from nature and our peaceful countryside setting.

Our Objective

Formal curriculum with enrichment working consistently and over time significantly below age related expectations. Non-key stage specific so that pupils work at levels appropriate to their developmental stage.

The school's objective is, "to offer positive learning experiences within a safe and caring environment that will enable pupils to develop their full potential for social, emotional, intellectual and have better life chances".

Statement of Purpose

Best Futures School is a specialist Independent Social Emotional Mental Health (SEMH) focused primary school. We are a nurturing environment in the peaceful village of Aylesby, Lincolnshire.

Our school believes in providing a holistic education opportunity with the aim of positively developing our pupils through a combination of flexible curriculum design, regular assessment, accurate target setting and a curriculum delivered with a therapeutic approach. Our school aims to nurture interests, strengths and the individual needs of the pupils through providing a pupil-centred curriculum. We aim to encourage individuality and make learning motivating and fun. By providing a safe and therapeutic community which nurtures and develops the whole person, and a reflective ethos, young people are given the opportunity to thrive. Best Futures aims to reach each student's full potential academically, socially and vocationally but also develop needs specifically linked to individual diagnosis, which may include communication skills, social interactive skills, social imagination, living and life skills.

We believe that we will support our students to a greater level of independence and a better future quality of life.

We've designed our curriculum to reflect our ethos and offers pupils opportunities to develop new skills and knowledge through a variety of interesting contexts.

Our Aims

1. To recognise that all behaviour is a form of communication and to develop pupil's language skills as a vital tool of effective communication.
2. To provide a safe, caring and stimulating environment for learning and utilising our rural setting incorporating a variety of enrichment opportunities.
3. To provide opportunities of inspiration and engagement within a broad and balanced curriculum so that each child can develop a positive attitude to learning.
4. To nurture strong partnerships with parents, carers, schools and the wider community, recognising the importance of transitions in a child's life, thus creating a positive 'Team around the Family' approach.
5. To identify and celebrate success in each and every positive step throughout their development.
6. To value independence and equip our pupils with the personal skills to become responsible citizens and lifelong learners. Developing rounded individuals socially, emotionally, physically and creatively.

Curriculum Statement

Our curriculum is designed to give our pupils opportunities to develop new skills and knowledge through a through our school values of *unique, nurture, inclusive, fun, respect* and *independence*. This enables our pupils to, experience the challenge and enjoyment of learning, develop and demonstrate their creativity and learn within a coherent and progressive framework. Our curriculum is also designed to positively impact our pupils' well-being through developing their confidence and self-esteem, learning to respect themselves and others and recognising that people are good at different things.

These principles are at the heart of our curriculum, and we believe the best way to support this is through an engaging, sequential and aspirational project-based curriculum which ensures a progression of skills and knowledge. To develop long term memory and therefore the retention of information learnt, we utilise opportunities for retrieval practise, dual coding and knowledge organisers.

Best Futures have chosen the broad and balanced Cornerstones Curriculum. This covers a four-stage pedagogy to engage, develop, innovate, and express. The topics covered are carefully selected and in line with pupil interests and ages. Each topic has a subject focus - geography, history, music, art etc to provide coverage of the curriculum. The new Curriculum maestro allows for companion projects to run alongside called knowledge rich projects (KRP) and imaginative learning projects

(ILP). These focus on science, history, art, and design and allow for further depth of learning, bridging gaps within the curriculum plan. The Cornerstones curriculum covers EYFS, KS1 & KS2 and is planned into three phases: long-term planning, medium-term planning and short-term planning.

The long-term planning gives an overview of the topics to be covered across the academic year and runs on a four-year rolling cycle. The long-term plan is designed to ensure there is balance and sequence through the range of topics covered. Consultation with pupils also informs the design of the long-term plan.

The medium-term plan develops the long-term plan further by outlining the skills covered across the topic. The short-term plans are developed on a weekly basis, formatively assessed through PIVATs 5 and Cornerstones.

Additional opportunities for learning, improving outcomes and developing cultural capital are provided through enrichment activities, visits and visitors.

At Best Futures we promote a love for reading and value the importance of and ability to decode and read fluently to access all areas of the curriculum. From January 2022 we commenced the Read Write Inc. (RWI) systematic synthetic phonics programme across the whole school. Matched decodable books are read alongside the sounds being taught. This is to experience success and promote confidence and self-esteem. Re-reading and book discussion further supports increasing fluency of decoding. Half termly assessments are carried out to monitor and track progress, identifying any intervention required. Matched decodable books are also provided for home reading.

The PSED (Personal Social Emotional Development) of each pupil is closely monitored using PIVATs 5 (Performance Indicators for Valued Assessment and Targeted Learning). This assesses the pupils social, emotional, physical, and behavioural development. The PIVATs is used in various contexts including discreet SEMH sessions.

We use the Jigsaw Scheme of work to support the teaching of Personal, Social and Health Education (PSHE) including the statutory Relationships and Health Education, providing pupils with relevant learning experiences, emphasising emotional literacy, building resilience and nurturing mental and physical health. The programme is supplemented and personalised with identified needs and local areas of concern.

We follow the Early Years Foundation Stage (EYFS) framework, updated in September 2021, alongside the Development Matters guidance which provides an overall view of how children develop and learn but does not replace professional judgement. The framework runs alongside PIVATs 5.

Provision for Children with SEN

Our objectives and principles in making provision for children with special educational needs are as follows:

1. Each child is given a broad based and relevant curriculum.
2. The needs of each child that is identified in his/her Education and Health Care Plan are addressed, fully implemented to evidence for statutory reviews held regularly and completed in a thorough manner.

Individual Education Plan

All pupils have termly individual education plan reviews where a detailed report is produced assessing attitude, attainment and progress. The remediation of learning difficulties, whatever the cause, is facilitated by a supportive educational programme and intensive individual help.

Child Protection

Best Futures School has a comprehensive child protection policy and will take any reasonable steps to ensure the safety of our pupils. In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect or other forms of abuse, staff will follow North East Lincs Safeguarding Children Partnership child protection procedures and inform Best Futures CIC Company Directors and Social Services of the concern. Parents and carers of young people at Best Futures School will be sent the School Safeguarding Policy.

Anti-Bullying Policy

Best Futures School is totally opposed to bullying in any form and it will not be tolerated at any level. We are committed to providing a caring and safe environment for all pupils where they can develop both academically and as an individual. A comprehensive anti-bullying policy operates within the school along with a set of procedures to identify and deal with any incidents quickly and effectively. If you have any concerns regarding bullying or wish to discuss this area further, please do not hesitate to contact the school.

A group of Best Futures school pupils have collaborated to write their own Anti-Bullying policy for all of the pupils to adhere to and be aware of.

Religion/Cultural Education

Through Topic, pupils are given opportunities to gain knowledge of the diverse religions practised worldwide and to understand and respect those beliefs. All children take part in sessions which promotes opportunities for pupils to reflect upon and develop their self-knowledge, self-confidence and self-esteem. The children are encouraged to show respect to each other, to accept responsibility for their behaviour and improve social and friendship skills. Parents/carers have a right to withdraw their children from religious activities and religious instruction and any wishing to do so should discuss the matter with the teacher.

Before a child is offered a place at Best Futures School we will carefully consider how we will be able to meet their cultural, linguistic and religious needs. We feel strongly that children from differing cultures will be able to retain their cultural and religious beliefs. We can do this by researching background and aspects of cultural

identity and how we can facilitate this into day to day activities, menus and religious observance. We will consult with the family. We believe in broadening tolerance and understanding of all cultures and regularly have themed activities that reflect and celebrate a variety of cultural, seasonal and religious festivals and international sporting events.

Admissions Criteria

We accept referrals from Local Authorities, Schools and Academies. Parents are welcome to visit the school, will be provided with information about the school and are able to fund their own placements.

Admissions Procedure

Best Futures School strongly believes in finding the right school for the individual and in all communications will be honest with parents and the local authority in relation to this.

The school has two types of provision:

1. Provision for pupils with a SEN (Special Educational Need), EHCP (Education Health and Care Plan) or pupils who have identified SEMH (Social Emotional Mental Health).
2. Provision for pupils who require an assessment of their difficulties: for pupils referred by a local authority, with agreement from the Academy Trust, pupil's parents/carer and any person whose advice is to be sought in accordance with regulation 7 of the Education (Special Educational Needs) (England) (Consolidation) Regulations 2001.

When a placement is requested, a copy of the child/young person's Statutory Statement of SEN, EHCP and/or other relevant documents, such as previous school reports, pupil support plans etc., will be needed. This is in order to ascertain the suitability of the placement and to set up an education programme appropriate to the child/young person's needs.

School Uniform

All pupils must wear their school uniform whilst attending Best Futures. A Best Futures School sweatshirt will be provided upon admission. Uniforms can be ordered by contacted The Uniform Hut or Uniform Direct.

Uniform

Black/charcoal trousers
Black/charcoal skirt
White polo shirt
Best Futures sweatshirt / cardigan
Black/brown shoes

P.E.

All children have a sports bag with:
pair of black gym shoes/trainers
white polo/t-shirt
jogging bottoms/shorts
towel
swimming costume/trunks

Lunches

We encourage healthy diets to all pupils; they are welcome to join us for lunch in our kitchen where a range of healthy options are offered. Alternatively, the children are welcome to bring a pack up lunch from home.

Policies and Procedures

All policies and procedures are available on request and can be obtained from the School Principal. A selection of policies are available on the school website.

Equal Opportunities

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

Our Equality Policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at Best Futures School.

We recognise that there could be a potential impact that prejudice, discrimination and stigma can have on our pupil's mental health and wellbeing. We approach this in our positive and inclusive environment, offering non-discriminatory SEMH support to suit the child's needs.

To tackle, reduce and prevent the potential impact on pupils' mental health and wellbeing we have a variety of proactive work which takes place.

Exclusions

We work in partnership with parents/carers to ensure that expectations are clear and parents/carers can reinforce them with their children. This includes ensuring that parents/carers are kept informed about decisions made in response to a child's behaviour so that we can work together in the best interests of the pupils.

No exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation. Reasons for exclusion include; a serious breach of the school rules or policies, serious risk of harm to the education or welfare of the pupil or others in the school. This can either be a very serious incident or the repetition of serious incidents.

Any exclusion will be at the decision of the Principal, usually in consultation with other members of the senior leadership team (particularly if they were involved in investigating the incident).

Health and Safety

Best Futures School has comprehensive health and safety policy and procedures. The Policy/Procedures file is kept on school premises and is available to anyone at all times. Health and Safety policy is accessible on our website and copies are available on request from the school. Please call the School Office 01472 278978 or write directly to the school.

School Fees

- The academic year is 38 weeks divided into 3 terms.
- Fees will be charged on a weekly rate for 39 weeks of the year and will be invoiced on a termly basis for placement one term in advance.
- Should a child/young person leave without prior written notice or not as a result of a review, then 6 weeks (half a term) fees in lieu will be required.
- Notice to leave the school must be in writing and the 6 weeks (half a term) will be charged from the date of the letter of notice.

Visiting the school

Best Futures School is happy to welcome visitors and anyone interested in placing a child at Best Futures is encouraged to make an appointment to visit the school. Representatives from the N E Lincs Education and SEND department are encouraged to visit.

Complaints Procedure

It is important to us to build good relationships and encourage feedback on the services school provides. Feedback can help to improve services provided by the school. Encouraging feedback is one way to show those who work in partnership with school that their views are valued.

Occasionally feedback on difficulties and challenges that arise will be received and these will need to be addressed to ensure that the supportive partnership continues. In many cases issues can be resolved informally. However, where there is an issue that cannot be concluded informally a formal procedure is required that will attempt to resolve and reconcile all parties concerned.

Our Complaints policy and form is accessible on our school website and copies are available on request from the school. Please call the School Office 01472 278978 or write directly to the school. The Complaints policy and form includes the procedure of who to contact in such an event.

Transport

Transport will be provided by the local authority transport department. Please contact your local authority transport department for more information about applying for Home to School Transport.



JUST BECAUSE
MY PATH
IS DIFFERENT
DOESN'T MEAN
I'M LOST