



Bramley Hill
School

School Prospectus 2025 / 2026

Education

Therapy

Futures



Proprietor Details

Witherslack Group

Lupton Tower

Lupton

Cumbria

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Head Teacher's Name and Contact Details

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Bramley Hill School

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Holiday Contact Details

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Tel: 01483 912 080

Our Ethos

Bramley Hill School is an independent, specialist day school for boys and girls aged 7 – 16. Based in Surrey, the school meets the needs of pupils with a diagnosis of Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Social Emotional and Mental Health needs and Speech Language and Communication needs. The school is part of the Witherslack Group who have provided inspirational education and care to children and young people, resulting in life-changing experiences and countless stories of success since 1972

We aim to ensure that pupils can thrive and reach their full potential. A child's journey with us will be flexible and grow with them to ensure they leave with the best outcomes secured for whatever pathway they move onto after primary or secondary school.

Bramley Hill School provides an inspirational education that places the pupil at the heart of each, and every decision, taking into consideration the challenges they live with but not allowing them to be defined by them.

Our vision is for each pupil to trust they belong, discover a love of learning and to find his or her sense of self-worth.

Our Aims

We aim to have made a positive difference so that when children are ready to move on to their next stage of learning they:

1. Are resilient and able to overcome the challenges of life.
2. Have the skills to form and make positive choices.
3. Understand how to protect themselves and keep themselves safe in an ever-changing world.
4. Have a passion for the natural world so that they are prepared to make a lifetime of sustainable choices.
5. Know how they learn best, be independent, and have solid foundations for a lifelong love of learning.
6. Are able to read, write and have good numeracy and ICT skills.
7. Have an understanding of all those who are different to themselves. They are respectful of those who are of a different gender, age, sexual orientation, race, have a disability, or those who have a different religion or beliefs to their own. They will have enjoyed many rich cultural experiences and are well prepared to make a meaningful contribution in a multicultural, modern United Kingdom.
8. Have developed their individual special talents and enjoyed experiences exploring the arts, sport, and other areas of interest.

Details Regarding Admission Process

Initial enquiries and informal visits are always welcome. We would be delighted to welcome you to the school to meet our inspiring children and see for yourself our very special environment.

Referrals are sent to the school by local authorities and all admissions are carefully considered by our admissions team. Following this visit, a place may be offered to pupils whose needs can be fully addressed by the school. Fees and contracts will then be agreed with local authorities.

There will be an assessment period followed by a post admission review after 12 weeks. Referrals can be made at any point throughout the academic year.

If you wish to discuss any aspect of our school or to make a referral, please contact Sian Gloder (Local Authority Partnership Manager) on 07939 457059 or by email.

sian.gloder@witherslackgroup.co.uk

The school's Admissions Policy is available on request.

Details For Consideration of Pupils/ Parents Whose First Language Is Not English

Appropriate provision is established prior to the child's start date. Additional support from a bi-lingual support assistant can be provided if this is an identified requirement.

Our Curriculum

Bramley Hill School recognises that many of our pupils will not be working at age related expectations. As a result, we provide a unique and personalised curriculum model that ensures academic success, individualised development and preparation for adulthood. This is underpinned by our Clinical, 3 Waves model.,

We want children to enjoy coming to school and enjoy learning. Creating a positive learning experience and growing personal development are at the heart of our school's curriculum. The 'curriculum' is a wide term we use to describe all the experiences children have in school, which make them feel prepared for their next steps in life.

We aim to meet the academic, social, emotional and mental health needs of our children reflecting their starting points, Special Educational Needs and life experiences, including Adverse Childhood Experiences. We strive to be inclusive and want all children to access full time learning. We teach children how to contribute in a meaningful way to our school, their communities and the wider world.

Many of our children have come from a background of partial timetables, inconsistent attendance, high numbers of suspensions and have not accessed an appropriate, broad and balanced curriculum. Pupils will have access to our clinical team at the school and all staff are trained in our Therapeutic Parenting model.

The curriculum provides opportunities for all pupils to learn and achieve, irrespective of social background, culture, race, gender, differences in ability and disabilities as defined as protected characteristics in the Equality Act 2010. We differentiate and support pupils through adapted resources, level of adult support, scaffolding and personalised learning.

We celebrate differences in order for children to gain an understanding and rounded view of the world around them. We strive to promote culture opportunities as well as teaching children about fundamental British Values and Social, Moral, Spiritual and Cultural (SMSC). We focus on developing basic skills so that when children transition to their next schools they can read, write, and use number and ICT in their everyday lives. We intend for children to move through the reading book bands, if possible being free readers by the time they leave. We encourage children to develop a love of reading.

We teach children how to communicate effectively with others, developing social skills and essential employability skills. This includes developing skills of listening, responding appropriately, turn taking, sharing and developing their own personal interests and talents. These opportunities build a sense of character and personal development and build children's self-esteem.

We offer children opportunities such as Forest School, Life Skills Trips and adventurous sporting activities. We aim to give children aspirations for their future careers. We teach children about issues relating to mental health and self-care, developing coping strategies that can be used throughout their lives. We give all pupils a holistic understanding of achievement. Our current Key Stage 4 offer is a mix of GCSE, vocational and functional skills qualifications, from Entry Level to GCSE, depending on pupils' level of attainment. In Year 10 and Year 11, pupils follow a core curriculum of English, Mathematics, Science, PE, PSHE/Career (including Relationships, Sex and Health Education), Food Technology, Personal Development and Enrichment.

Parents' right to withdraw- Relationship and Sex Education and Religion and World Views

All our pupils will receive age and stage appropriate sex education on an annual basis. We feel this is a really important part of giving children the knowledge they need to keep themselves safe as they grow older. Parents/Carers are able to withdraw their children from these lessons. Where a parent/carers has a concern, we would urge a conversation with the subject leader to discuss further.

Parents/carers have the right to withdraw children from Religion and World Views lessons. However, we would encourage any parent/carers who may have strong views to discuss their concerns with the Head Teacher. We have designed a broad and varied Religion and World Views curriculum and feel that it represents the modern world. It is vital that children develop knowledge and understanding that will help prepare them to live in a multicultural world.

Details Of Our Approach to Behaviour Support

Children who develop and maintain positive behaviour patterns are more likely to experience improved outcomes and have a better quality of life. We have a thorough understanding of trauma and attachment and the impact of Adverse Childhood Experiences (ACEs), as well as an understanding of Autism and other developmental differences, which may impact a children's ability to manage their behaviour.

At Bramley Hill School we want our pupils to

- Trust they belong by respecting themselves, respecting others and respecting their school community
- Discover a love of learning
- Find their self-worth

We understand that all behaviour is a form of communication. Because of this, we deal with behaviours that challenge with understanding, empathy and care.

All behaviour support is underpinned by 'Positive Behaviour Support' (PBS), Dan Hughes' PACE approach and Emotion Coaching. These approaches are founded on the basis that positive relationships and co-regulation (supporting alongside) are the strongest ways of creating capable environments that improve the quality of life of our children. We teach and develop coping skills. The approach of Positive Behaviour Support (PBS) provides the right support for a person and their family to help people lead a meaningful life.

Behaviours that challenge usually happens for a reason. It may be the child's only way of communicating an unmet need or processing previous trauma. Positive Behaviour Support helps us to understand the reason for the behaviour, so we can better meet children's needs, enhance their quality of life and reduce the likelihood that the behaviour will happen. With the right support at the right time, the likelihood of behaviours that challenge is reduced.

'Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.' The Gottman Institute.

At times when children or young people are placing themselves, or others, at risk of harm, staff may need to use physical intervention in order to reduce the level of risk. In order to maintain the safety and welfare of all our children, reasonable force is permitted by law. Section 93 of the Education and Inspections Act 2006 enables all school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Injury to others, or likely to cause injury to others.
- Engaging, or likely to engage, in any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.

- Causing injury to self or likely to cause injury to self.

This is used within strict guidelines, where other forms of de-escalation have failed. Staff have been trained to use the BILD accredited framework PRICE (Protecting Rights in a Caring Environment). The school does not encourage the use of restrictive physical intervention and actively aims to reduce it. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the staff members supporting the child at the time. The degree of force used will be the minimum amount needed to achieve the desired result in order to reduce the risk to the child and others.

Internal Team Around the Child (ITAC)

The school offers more than academic and pastoral support. The educational psychologist, occupational therapists, speech and language therapists, expert support and guidance that directly supports pupils' development. The personalised support pupils receive is often underpinned by detailed assessment information that the clinical team provides. The addition of the clinical team is invaluable (Ofsted 2023).

The 'Internal Team Around the Child' (ITAC) is led by the class teacher and consists of the Teaching Assistants, the Pastoral team and any members of the Clinical team who are involved in your child's care.

Pupil and parent voice is a very important part of the ITAC process. We actively encourage Parents/Carers to attend these meetings and pupil voice is shared before the meeting. The ITAC team meet to discuss each child every term or more frequently when they first join the school. The frequency can also be increased if additional support is required.

We hold a pre-admission ITAC meeting before the child joins the school. At this meeting we ensure information is shared with key staff so that they are able to best support each child from their very first visit. This will include information from the EHCP, previous clinical reports, our observations from the previous setting and the home visit, and any information gathered from the previous school.

Clinical Services Team

Essential to the Witherslack Group Therapeutic Model are our Clinical Services Team who work alongside the wider multidisciplinary team to provide an integrated provision of therapeutic intervention, care and education.

Each class is supported by a designated and bespoke team of clinicians which may include: Therapists, Psychologists, Speech & Language Therapists, Occupational Therapists and Assistant Psychologists.

Our children, young people and the staff supporting them also have access to other specialist clinicians within the wider group including our Consultant Child & Adolescent Psychiatrist.

All our practising clinicians are registered practitioners with The Health and Care Professions Council or their appropriate designated regulatory bodies such as The British Association of Counselling Psychotherapists, British Association of Play Therapists, and the United Kingdom Council for Psychotherapy, and all receive supervision from other senior clinicians within the group or from externally commissioned specialists within their field.

Line management for the clinicians is provided by senior clinical colleagues and the Regional Director Clinical, who in turn is line managed by the group's Clinical Director.

All clinicians are supported to maintain their registrations through Continuing Professional Development opportunities; many being supported by the group to develop specialisms such as Sensory Integration Therapy and Trauma Informed Communication Approaches.

Clinical Governance is the responsibility of the Clinical Director who chairs the quarterly Witherslack Group Clinical Governance Board; attended by external advisors and internal Directors.

Provision for Education, Health Care Plans (EHCP)

An Education, Health and Care plan (EHCP) is a legal document which describes a child or young person's special educational needs, the support they need and the outcomes that the children are working towards.

Every year we review a child's EHC plan to see how they are progressing towards achieving the outcomes specified in the plan. This meeting is known as the Annual Review. We invite the following people to the meeting: the child's parent/carer, the young person, the class teacher, a local authority SEN officer, a health service representative and a social care representative to the meeting (where applicable) giving them at least a month's notice of the date and longer where possible. Other individuals relevant to the review will also be invited. Our in-house clinical team also attend. We will seek advice and information about the child prior to the meeting from all parties involved and send any advice and information gathered to all those invited before the meeting via secure email. Children and Parents will be supported to engage fully in the review meeting.

Our Annual Reviews are child centred, and the child and parents/carers always give their views first. Everyone working with the child discusses any changes or amendments that might be needed, to best support the child. We prepare and return the updated paperwork to the Local Education Authority within the agreed timescales.

Within four weeks of the review meeting, the local authority must decide whether it proposes to keep the plan as it is, amend the plan, or cease to maintain the plan. They will notify the child's Parents/Carers. If amendments are agreed, the plan will be updated and a draft version of the EHCP will be sent to Parents/carer. This creates a further opportunity to make any additional changes before you agree to the updated EHC plan. If the local authority decides not to amend the plan, or decides to cease to maintain it, they must notify the child's parent/carer of their right to appeal that decision.

Each child accesses a broad and balanced, relevant and personalised curriculum and any necessary additional support or interventions as stated in the provision for each EHC plan outcome. Each child has individually tailored positive expectations for achievement, which ensures that they are challenged appropriately and experience success frequently. Termly learning targets are agreed and reviewed regularly.

Details of Our Complaints Procedure

We want to know, and we want to help. Communication is the key to resolving any issues.

Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure. Bramley Hill School takes concerns seriously and will make every effort to resolve the matter as quickly as possible, before the need for a complaint. We aim to be able to resolve your concern quickly however if you still feel that your concern has not been resolved, we have a procedure to escalate your concerns to Miss Pam Ridgwell, Head Teacher. Miss Ridgwell will acknowledge receipt of the complaint in writing (either by letter or email) within two school days.

We have a detailed complaints policy on our website and can provide a paper copy on request.

In accordance with the Children's Act 1989, all children at Bramley Hill School have access to a Complaints Procedure.

Our website address is <https://www.witherslackgroup.co.uk/our-locations/our-schools/bramley-hill-school/>

Safeguarding

Bramley Hill School is committed to safeguarding and promoting the welfare and safety of our children. All staff members are regularly trained in safeguarding and receive regular updates in order to identify possible safeguarding concerns and knowing how respond to these concerns. Where there is evidence to suggest that a child may have suffered significant harm, we have a statutory duty to make a referral to relevant agencies. Where local procedures allow, we will inform the Parent[s]/Carer[s] of the referral. The school will share any information relevant to the referral with those agencies and will contribute to any assessments being undertaken.

Oxana Puscau is our Designated Safeguarding Lead (DSL).

Our Child Protection Policy is available on our website.

If you require further support on safeguarding matters, please contact

Oxana Puscau – Designated Safeguarding Lead: 01483 912 080

Brinley Kelleher - Regional Director: 07824 090 030

Promoting General Welfare

Uniform & Equipment

Uniform is important as it is a symbol that everyone is a key part of the Bramley Hill School community. It also helps prepare children for life as an adult when they may have to wear a uniform at work. We provide each child with two T-shirts and a sweatshirt. These are provided free of charge.

Children must bring a warm coat in colder months. It would be a great help if you could ensure your child's clothes have name labels.

Personal Property

Bramley Hill School does not accept any liability or responsibility for the loss or damage of personal property. Children do not need to bring any personal possessions to school. Where personal items help to reduce the child's level of anxiety, we ask that these items are kept to a minimal amount.

To aid with transition and transport, before and after school, pupils are allowed to bring electronic items. This is for their own personal use once inside the vehicle. These items must be placed in the 'keep safe' box on arrival to school. Children are not allowed to access their personal items during the school day. Pupils will be given their items back at the end of the day when their taxis arrive.

Children are allowed to wear a watch. For health and safety reasons, jewelry is not permitted with the exception of a small, plain pair of earring studs for children who have their ears pierced.

Medical Care

The school has a medical room. Staff have been trained to support the first aid needs of the children. The school has a defibrillator and staff have been trained to use it. The school is only allowed to administer prescribed medication; this is given by the Pastoral Care Team. All medication is recorded and kept in a locked medical cupboard. Paracetamol and Calpol can only be administered with Parents/Carers consent.

Risk Assessments

Our role is to support children to lead a positive life, helping them to understand daily risks that they face and to learn how to overcome them safely. Due to our children's difficulties, some of them exhibit risk-taking type behaviour; we therefore have rigorous procedures to ensure everyone's safety. Individual risk assessments will be completed for all pupils during their 12-week assessment period and will form part of the post-admission assessment review.

Risk assessments are in place and regularly reviewed that cover the environment, lessons, and

general activities that take place within the school. Where off-site activities are planned, the visit leader will complete a risk assessment and update our Evolve System which ensures all pre-visit checks have been completed, and the visit is authorised by a senior member of staff. A fire risk assessment has been undertaken, and this is kept updated following any changes to layout, heat-generating activities or fire hazards being introduced. An annual review of fire safety is undertaken by a competent person.

Food and Menus

We are a Healthy School and aim to provide pupils with healthy, varied and nutritious meals whilst in school. We provide free meals for all children. Our menus follow national nutritional guidelines, and we offer a wide variety of freshly prepared meals.

Home/School Communication

School staff will inform you if your child has been involved in any significant incidents each day. The Pastoral Care Team is available to discuss, via telephone, any issues or concerns that arise, either at school or at home. Parents/Carers are encouraged to attend meetings, Termly Celebration Days, Sports Day and any other events that we hold. Each term you will receive a written report highlighting academic and personal progress.

Our Clinical Team also provide learning and support for Parents/Carers. The Clinical Team can always be contacted via the school office to provide additional advice and support throughout the school year.

Anti-Bullying

We pride ourselves on our warm and caring atmosphere. All members of our community are entitled to safety and protection and therefore bullying is not tolerated. We have clear policies and guidelines raising awareness in staff and children to the signs of bullying.

Given the needs of the children, some children will use unkind, inappropriate words when they are frustrated and upset. This may be due to their SEN, life experiences or social and communication skills. We use these opportunities to educate children as well as repair and strengthen relationships using a restorative approach.

The school's Anti-Bullying Policy is available on our website.

Health and Safety

At Bramley Hill School we have an ISO 45001 accredited health and safety management system that ensures risks have been identified and effective control measures are in place. Monitoring is undertaken by the Head Teacher and the Senior Leadership Team assisted by the Health and Safety Representative.

The school has support from the Witherslack Groups Safety, Health, and Environment Team, who

are competent health and safety professionals who provide advice, guidance and training to create safe and healthy environments for everyone. They undertake a health and safety audit of the school annually and complete additional visits when needed.

Attendance

Every day counts! We know that all children benefit from attending school regularly.

Our Pastoral Care Manager and the Pastoral Team work together closely with families to ensure that any barriers to not attending school every day are quickly overcome.

Our aim for 2025-2026 is for our overall attendance to exceed 95%.

We take the responsibility of monitoring and promoting the regular and timely attendance of all our children seriously. Regular attendance and punctuality help children to be successful and promote important lifelong skills and habits. Children who attend school every day will make the most progress in their learning, and in their social and emotional development.

Regularly arriving late or having time off, seriously disrupts learning, hinders progress and affects short and long-term outcomes. Unfortunately, many of our children struggle with any changes to their usual school routine and therefore establishing and sticking to a routine is vital.

Encouraging good attendance is the shared responsibility of schools, Parents/Carers and partners working with our school.

We politely ask you to arrange holidays during the 13 weeks of school holidays each year. We cannot authorise holidays taken during term time.

We request that medical appointments are arranged outside of the school day. It is not typically necessary to take a full day off school due to a medical appointment. Where there are changes to transport, it is the responsibility of the Parent/Carer to contact transport services.

We must know the reason for any absence. If a pupil is going to be absent, then it is the responsibility of the Parent/Carer to inform the school by 8.30am on the first day of absence and to inform school of the reason.

If a pupil does not arrive by 9.00am, Pastoral Staff will call to establish why a pupil is absent. If we have no response we will try and contact you via email and Parentmail, as well as continuing to make contact by telephone regularly throughout the morning. If we have been unable to establish the reason why a pupil is absent, and the child does not attend school the next day, a home visit will be made. In some circumstances, the home visit may be made on the afternoon of the afternoon.

For any pupil who fails to attend school regularly or has been absent without permission for a continuous period of 10 days or more, the school, in line with reporting agreements between the school and the Local Authority, will inform the Local Authority of such absences.

Where there are ongoing concerns relating to attendance and punctuality, a meeting will be arranged with Oxana Puscau, our Pastoral Care Manager. The purpose of this meeting is to gain a better understanding of the reasons for the continued concerns. This is a supportive meeting where actions to move forward and improve regular attendance will be agreed. Attendance will be reviewed regularly to ensure attendance and punctuality is improving.

A copy of Bramley Hill School's Attendance Policy is available on request.

Details Regarding Staffing and Recruitment

Bramley Hill School follows a rigorous recruitment process in order that we recruit high quality staff and ensure that children and young people are kept safe. Senior Leaders involved in the recruitment process undertake Safer Recruitment training. All staff are employed within the school are subject to an enhanced DBS check and rigorous recruitment checks.

2025 exam results

Future exam results are available upon request.



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School

witherslackgroup.co.uk

