

Options Autism

One Family Building Incredible Futures Together



BRICK LANE
SCHOOL

Prospectus



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Building positive futures for everyone in our community

Our vision is to provide a safe and welcoming environment where education and learning are highly valued. At Brick Lane School, diversity is embraced and young people are encouraged to take control of their progress and prospects, with the support of a highly skilled and nurturing team around them.

Headteacher's Welcome

Welcome to Brick Lane School! We are a specialist school for pupils with Autism between 5- and 18-year-olds. We are proud of our staff and pupils and embrace all cultures and backgrounds.

We are a thriving school still in its infancy but with immensurable potential. Only open since September 2022, Brick Lane School has already made great partnerships within the borough, and we have immense pride in the close relationships we have made and maintained with all our stakeholders.

Our pupils are proud to attend Brick Lane School and our Teachers provide high quality education to all. A tailored curriculum and support from the therapists on-site ensure all can access it to the best of their ability.

I am very proud to be a part of this community and to be leading such an amazing school full of incredible, hardworking staff, studious pupils and supportive parents.

Warmest regards,
Adam De Vecchi
Headteacher

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Supporting our pupils to understand their own feelings and emotions and provide them with a range of strategies to cope with daily activities.

Introduction

At Brick Lane School, we provide education to young people aged between 5 and 18 who have autism and associated conditions. We strive to deliver a pupil-centred education in a safe, friendly place, where all our young people love to learn.

We believe that success in the classroom depends on positive relationships between staff and pupils. Our 'wrap-around' holistic approach to supporting our pupils ensures that all needs are met. Our team are experienced and well trained as well as being reflective practitioners. Supporting the team at Brick Lane School is a wealth of expertise from across the Outcomes First Group.

Aims for Pupils

To create a sense of community by encouraging all pupils to become active participants in the school and local colleges of further education, close partnership with parents and members of the local community.

To develop social understanding by carefully designed programmes fully informed by the in-house clinical team. We also recognise we have a duty to promote awareness and understanding of ASC in the community.

To improve well-being by supporting our pupils to understand their own feelings and emotions and provide them with a range of strategies to cope with daily activities.

To enhance academic achievement by delivering a broad curriculum which is meaningful and fun with academic and vocational pathways.

To develop independence by promoting choice and independence in everything that we do in preparing our young people to contribute to their community.



Useful information

Uniform

Our uniform is sold solely at Khalsa Schoolwear (Bethnal Green branch). Please see below for the shop's details:

Khalsa Schoolwear
 388-390 Bethnal Green Road
 London, E2 0AH
 0207 729 3286
<http://khalsaschoolwear.co.uk/>

- Black, Grey, or Charcoal Trousers, Shorts, Plain Tracksuit Bottoms (No Logos) or a skirt
- Gold Polo with School Logo
- Navy Crew Neck/Navy Cardigan with School Logo

We ask that students do not arrive to school in hoodies or caps. If they do come to school with these items they will be asked to remove them and they will not be allowed to wear them in school.

Footwear – Suitable school footwear (black), if trainers are worn in school these should be plain black

PE Kit – T-Shirt, Tracksuit Bottoms, Suitable footwear (no colour stipulation).

Lunches

We are very fortunate to have a team of school cooks who provide hot lunches on site every day for students.

There is a bi-weekly menu which changes each term (Autumn, Spring, Summer) with a variety of options to hopefully cater to all students with allergies, dietary requirements and preferences.

Communication

Close liaison with parents is of paramount importance to us in providing continuity and consistency of approach for our pupils.

We frequently hold coffee mornings and workshops for parents either delivered by the Teaching team, Therapy team or external agencies.

We host parents' evenings twice a year and encourage all parents to attend.

Tools we use to communicate with all stakeholders effectively and in a timely fashion include; Class Dojo, emails and telephone calls.

We currently provide end of year reports yearly.



Lesson	Time
Morning Check-In	8:45am – 9:00am
Lesson 1	9:00am – 9:45am
Lesson 2	9:45am – 10:30am
Break	10:30am – 10:50am
Lesson 3	10:50am – 11:35am
Lesson 4	11:35am – 12:20pm
Lunch	12:20pm – 1:00pm
Afternoon Check-In	1:00pm – 1:05pm
Lesson 5	1:05pm – 1:50pm
Lesson 6	1:50pm – 2:35pm
Check-Out	2:35pm – 2:45pm

Curriculum

Our curriculum underpins our ethos and aims to ensure that students with autism are given the opportunity to achieve high standards within a supportive community.

We work closely with our clinical team, parents and carers, staff and students to ensure we help students develop social understanding, improve their wellbeing and become as independent as possible.

We aim to deliver a curriculum which is meaningful and fun with academic and vocational pathways, to enable our students to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

Key Stage 1 and 2

Access to the National Curriculum is tailored to the individual needs of the pupils and is supported through a communication-centred environment. Classes are taught the core and non-core foundation subjects.

CORE CURRICULUM

- English/Literacy: with an emphasis on social communication and functional skills
- Mathematics/Numeracy: including direct teaching of problem-solving and reasoning skills.
- Computing
- Science
- PSHE, including relationship education.

WIDER CURRICULUM

- RE
- Physical Education
- Humanities
- Performing Arts
- Art
- Music
- KS2/3 Enrichment: Teachers plan opportunities for extended learning of the pupil's curriculum to take place 'outside of the classroom'. Teachers use the 'Outdoor Learning made Easy model to do this.

Key Stage 3

CORE CURRICULUM

- English: with an emphasis on social communication and functional skills
- Mathematics: including direct teaching of problem-solving and reasoning skills
- Computing
- Science
- PSHE, including RE, Relationship and Sex Education

WIDER CURRICULUM

- Physical Education
- Humanities
- Performing Arts
- Art
- Careers
- Food Technology

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Key Stage 4

CORE CURRICULUM

- English: with an emphasis on social communication and functional skills
- Mathematics: including direct teaching of problem-solving and reasoning skills
- Computing
- Science
- PSHE, including RE, Relationship and Sex Education

WIDER CURRICULUM

- Physical Education
- Careers

OPTIONS

At KS4 each pupil will have the opportunity to choose and study three specialist subjects. There will be a range of specialist subjects available (depending on pupils' needs and preferences as well as capability to access the course), spanning a variety of exam board subject specifications.

Beyond School

Objectives for when children leave Brick Lane School

We hope and aim that our curriculum will lead to qualifications that hold currency for employers and for entry to higher education all the while fulfilling statutory requirements.

We prepare students to make informed and appropriate choices at the end of KS3, KS4 and beyond, ensuring continuity and progression within the school and between phases of education, increasing students' choices during their school career and beyond.

We hope that our students will develop an enquiring mind with the confidence to explore through trial and error, communicating effectively in verbal and written form, as well as teaching them to acquire information from various sources and to record findings in various ways including the use of digital technology to make informed decisions about their education and life in general.

The opportunities provided during work experience placements support pupils in trying out jobs they may not have considered and make an informed decision about what further studies they would benefit from attending, once they leave Brick Lane School.

Behaviour Support Strategies

We believe that behaviour is almost always a form of communication, so we aim to support our pupils to improve their communication skills from the time they arrive at Brick Lane School. There are behaviour support plans for every pupil and these are devised in conjunction with the therapists, class teams, parents and, most importantly, pupils.

There are whole school approaches to behaviour with clear rewards which can vary from immediate to long term ones such as access to preferred activity, end of day reward, access to "My Time" weekly on Friday afternoons and end of term trips/rewards.

Staff are trained to support our pupils when dysregulated ensuring reduced language and use of visuals. Staff are also trained in the safe use of physical intervention.



Transitions

Reduced class to class transitions, transition timetables for new students as well as existing if needed.

Visuals

Site wide use of Inprint visuals, core boards, red/green boards, social stories, staff lanyards etc.

Our curriculum delivery is supported by a range of prominent visual strategies, including highly structured work-systems; predictable changes, phase timings and engaging and appealing learning environments.

Classes are of low arousal both visually and auditory and we strive to maintain a calm and relaxed environment.

Class Sizes

With small classes of no more than eight pupils, our school has places for up to 76 young people; teachers can creatively plan and tailor lessons to ensure that all individual learning needs are supported and met. We also schedule one-to-one interventions and therapy sessions to meet the broader individual needs of each young person to meet the minimum requirements of their Education Health and Care Plan (EHCP).

Key Stage Transition

We ensure that basic independence skills are taught: personal hygiene, accessing healthcare, domestic management, engaging with emergency services, safe travel, healthy eating, active lifestyles and financial planning. In addition to this we include well-being promotion by teaching anxiety reduction and stress relief strategies to cope with sudden change and unpredictability.

The importance of schedules and structures is reinforced. Social development input is focused on supporting students in developing and maintaining safe social groups outside of school.

Lastly, we do offer in-house sex and relationship education, work experience in an area of learner interest and integration days at a local school or college.

Being a student with autism means that your greatest need is the ability to interact socially. Safe and meaningful relationships and communicating and expressing one's emotions in a socially acceptable way is a huge part of the work delivered here at Brick Lane School.



Clinical Offer

The therapy provision at Brick Lane School is designed to support the students' overall development by addressing their individual identified needs. We make effective use of the students' Education, Health and Care Plans (EHCPs) to design appropriate support and intervention programmes.

There is a strong focus on enabling all students to develop socially appropriate communication skills, alongside their academic, social, emotional and physical development.

Our Clinical Team, when full, will consist of an Occupational Therapist, A Speech and Language Therapist, and a Clinical Psychologist. We work using a multi-disciplinary approach. This means applying a combination of different skills and knowledge to provide a holistic understanding of students' strengths and needs.

In this way, we can design interventions to meet the unique needs of each student from a variety of perspectives.

The clinical team at Brick Lane focuses on enabling students to access their optimal learning environment using a universal, targeted and specialist interventions. Therapy may be provided within the classroom as a whole class approach, as part of an intervention group or as an individual programme within the student's timetable.

The clinical team are flexible and enthusiastic in exploring a range of evidence-based approaches and interventions to help students learn, engage with people and situations as well as those resources that help them regulate. Using SCERTS, we can plan, monitor, and record the progress of students in a number of domains.

The SCERTS framework and methodology informs our practice, meaning that we have a means by which we can chart the progress of students with their social communication and equally, their emotional regulation.



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Teaching and Learning / School Objectives

Teaching at Brick Lane School is the practice carried out by all staff to ensure all students acquire knowledge, skills and understanding as they progress through a curriculum designed to meet their special educational needs.

This practice is multi-sensory, language-centered and connective. Learning is the process through which the students can develop their knowledge, skills and understanding to the point where they have retained and generalised what has been taught. Teaching and learning is carried out in a context, which is relevant and meaningful to all students on the autism spectrum to ensure effective learning and appropriate accreditation.

The curriculum design across all age ranges connects each student with the acquisition of knowledge, skill and understanding related to minimising the effects of a diagnosis of autism and its associated learning difficulties.

This design makes meaningful connections for students, which maximises their potential for success, access and independence.

Learning Prompts

Where appropriate, classes should use a 'learning board/wall' in order to support the students to identify the sequence, focus and intended learning objectives within each lesson.

This enables the students to know what is expected of them, discuss the relevance of what is being learned, and identify and celebrate achievement within the sessions.

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Admissions and Referrals

We're more than happy to take referrals directly from parents and carers, and with a network of schools and homes across the UK, we're able to identify the right setting for each individual child or young person.

Parents and Carers are advised to talk first with the SENCo at their child's current place of education. The SENCo (along with the parent/carer) can then refer to the Local Authority admission placement process where decisions for referral will be made.

For admission children and young people:

- Will be aged between 5 – 18 years
- Will be referred by the relevant local authority
- Will most likely have an education, health and care plan (or will be under assessment)
- May have social, emotional, mental health, or behavioural difficulties
- May have autistic spectrum conditions
- May have specific learning difficulties such as Dyslexia, Dyspraxia and Dyscalculia
- Will benefit from the school's therapeutic input

If you'd like to make a referral or you simply want to know more, please don't hesitate to get in touch.



Testimonials

“Thank you all for being so welcoming at Parents Evening. It was so relaxing and it was so lovely to meet everyone including parents and thank you for such a good report on my child”

“Thank you so much, the staff are amazing at what they do!”

“Thank you for sharing photos. It is really helpful for me to understand what my child is learning in school. When I show my child the photos, they always smile and feel happy”

“Thank you! It is so nice to see the students getting published in the newsletters!”

“I said to my child when we got home that Brick Lane School is the best place for you and they replied ‘it has it’s ups and downs but I agree”

“Thank you for teaching my child life skills like crossing the road. Hopefully it starts to sink in!”

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I love the photos you share of the activities, it is really great for me to know what my child is learning and we discuss on the back of what you have shown.

My child had an excellent day and was bursting full of information about all of the learning – thank you for everything you are doing to support my child



**We support
children and young
people to take life's
important steps**



**BRICK LANE
SCHOOL**

Part of

OptionsAutism

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