



## Cambian Brook View School

Specialist Education Services

- Mixed Gender • 8 - 18 years
- Up to 52 Weeks Residential • Day Placements

### Welcome

Welcome to Cambian Brook View School, as part of the family of SEN schools within the Cambian portfolio, we are committed to sharing outstanding practice within this wider group in order to create the best environment for the children in our care.

We are an independent specialist school providing a high standard of education and care for students aged 8 – 18 years old, offering 52 week residential provision for boys and girls with a diagnosis of Autism Spectrum Disorder and other related conditions. We support children and young people with a wide range of learning difficulties including those with behavioural, social, emotional, mental health and communication disorders.

We are situated in rural village of Ribchester, near Preston (accessible from major road and rail networks) and therefore benefit from some amazing open-air space where we develop our outdoor and horticultural skills, building the curriculum to include growing our own vegetables which we will be able to use to support our programmes of study.

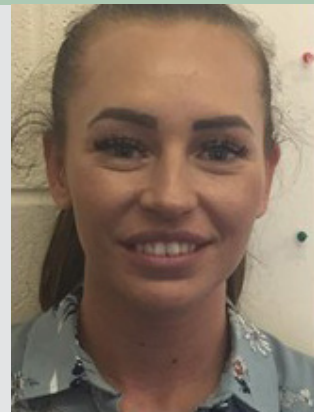
Our students will benefit from a variety of qualifications chosen through the bespoke package around each individual child. The qualifications are handpicked to stretch and challenge each student to enable them to grow and develop in to well-rounded participants in society. The qualifications include AQA Awards, Btec up to level 2, OCR and NCFE.

Cambian is committed to supporting children and young people with achieving their personal best ensuring that pupils receive the same learning and social opportunities as other children; which we achieve by providing excellent facilities and a creative curriculum tailored to meet their needs.

With dedicated staff, a unique approach and purpose built facilities; we provide a supportive, safe and happy environment where all young people make progress regardless of ability level.

**Rebekah Dennett**

Principal



Rebekah Dennett  
Principal

Ward Green Lane  
Preston  
PR3 3YB

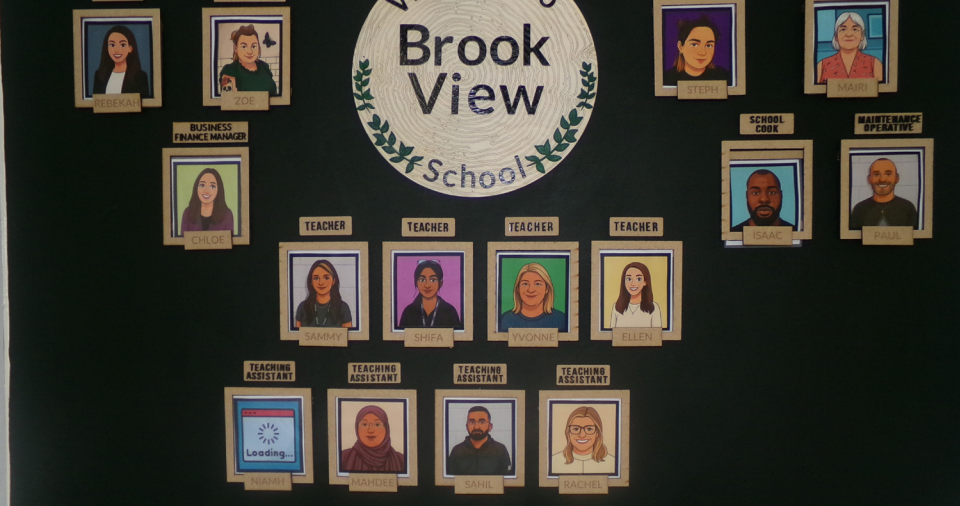
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# Location



We are situated in Ribchester, Preston Lancashire, which is in close proximity to an extensive network of public transport and within a short distance of the seaside towns Blackpool and Southport. The school site is situated within a rural community with a calendar of local Events such as farmers markets and craft fairs. The school enjoys a positive and friendly relationship with the neighbours within the local area, by hosting coffee mornings, local fund raising or taking part in the local events.





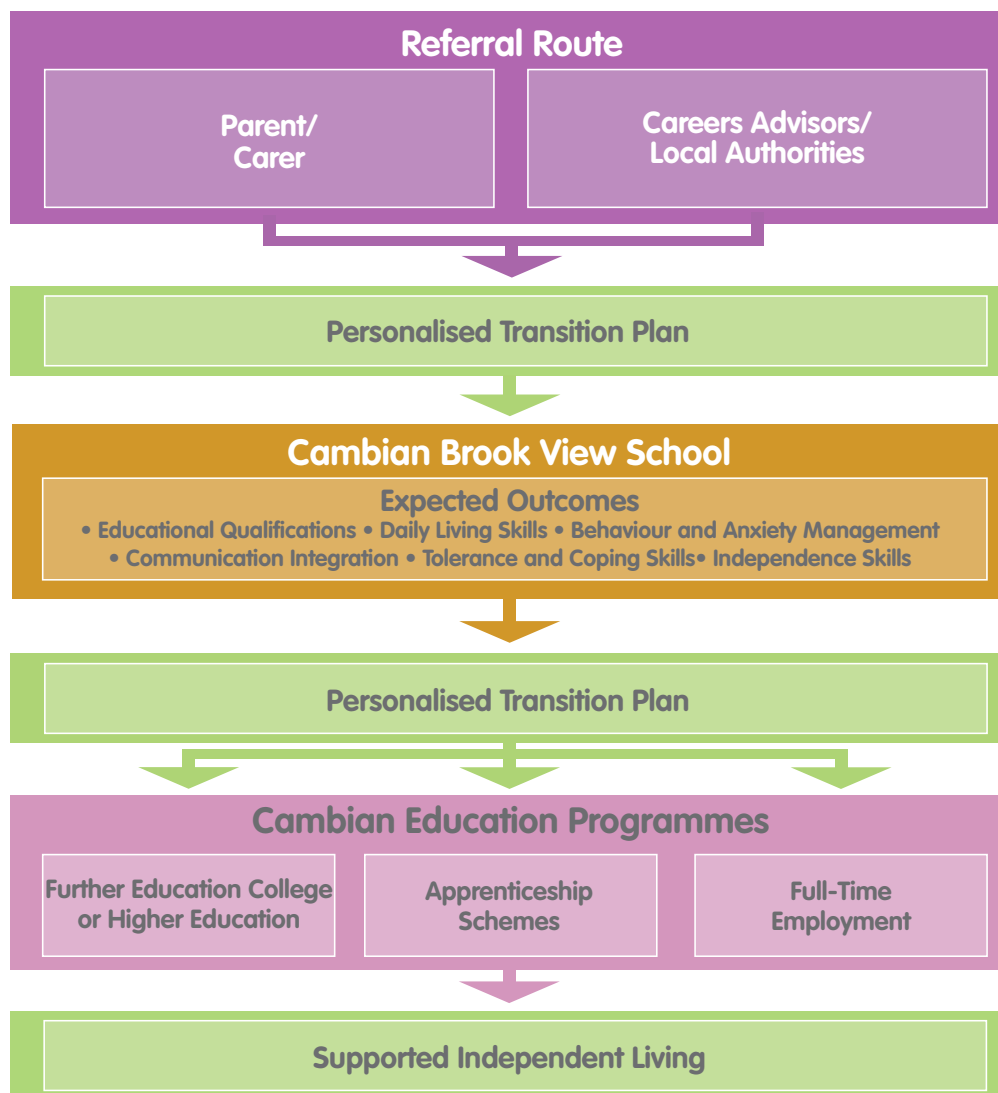
# Transition and Induction

Many of the young people who come to Cambian Brook View School have been out of education for a period of time and/or have had negative experiences of school in the past. Our transition arrangements ensure that each young person and their parents or carers are given opportunities to visit the school and meet key members of staff before their formal admission.

We will have a comprehensive referral, assessment and transition process to ensure successful placements of students with a programme of study to meet their needs and bespoke package of care. To enable the students to develop and grow in to functional young people in society.

## Typical Student Presentation:

- Primary Diagnosis of Autism
- Complex Needs
- Challenging Behaviour
- Learning Difficulties
- History of placement breakdowns
- Has an Education, Health & Care Plan







## Helping achieve a personal best

Our focus on the Creative Curriculum has developed an innovative approach to the way we meet the special and often challenging needs of pupils. Our 'Visual Timetable' is typical of this approach, created to ensure pupils understand their daily routines.

Classrooms are equipped with state-of-the-art education technology such as interactive touch screens and iPads which you would expect to find in any modern school. Many of our specialist facilities support the sensory diet requirements of pupils, that is, sight, sound, touch and smell to develop their senses, co-ordination and communication, promoting interaction, concentration, calmness and confidence.

### Sensory Integration Room

Designed to stimulate and support the children's sensory needs and motor skills. The students can use the equipment to support their needs.

### Multisensory Light Room

It is designed to be calming and allows the young people to take sensory breaks.

### Soft Play Area

Provides a safe area for the young people to use up extra energy and a stimulating environment for play.

### Purpose Built Playground

Provides a large space for a variety of activities, games and therapy, this environment provides an area for the young people to interact with their peers.

### Our students benefit from a range of qualifications including:

- Arts Award
- ASDAN Literacy
- ASDAN Maths
- ASDAN Science
- AQA Personal Development
- AQA Entry Level qualifications
- AQA unit awards
- AQA Functional Skills – entry to level 1
- OCR Functional Skills – entry to level 1
- Btec up to level 2 – vocational skills
- Life skills entry / level 1
- Animal care – on site
- Employability skills entry/level 1
- Independent careers advice and work experience
- Dance with accreditation
- Food Technology
- ICT
- Music

## Focus on Recognising Achievements

We have a flexible approach to learning, personalising the curriculum and teaching groups to meet students' individual learning needs and abilities.

Cambian Brook View School supports pupils by providing them with the opportunity to learn and develop in a supportive and creative environment in which there is particular focus on recognising achievement and supporting progression.

In addition to the academic curriculum, individualised timetables provide opportunities for pupils to withdraw from some lessons to participate in therapy sessions with the Speech and Language Therapist or Occupational Therapy. The curriculum is enriched by educational trips and visits, local community links and opportunities within the timetable to engage with new experiences e.g. music workshops, gardening and educational visits.

### Facilities Include:

- Sensory Integration Room
- Multisensory Light Room
- Soft Play Area
- Purpose Built Playground
- Adapted Play Equipment
- Life Skills Room
- Music Room
- Interactive Floor
- Football Pitches



# Learning Environment

To complement our curriculum, we have new, purpose-built classrooms, teaching and playing spaces tailored to the requirements of our students, offering a wide variety of activities.

## The 'Outside In' classroom

'Outside In' allows young people to explore, relax, climb, and swing, whilst being multi-purpose and adaptive. The room can change to suit individual learners needs.

The room is named 'Outside In' is because of the choice of colours and textures and is designed for our learners to develop and work on their sensory based motor skills.

It is a space built with play in mind and focusses on non-directed play using movement, through the muscles and joints to get the most out of our vestibular, proprioceptive, visual, and tactile sensory systems to further develop skills such as core strength, balance, praxis, posture and motor control.

A climbing wall, a swedish climbing frame and a balance beam are the main features, whilst other equipment complements this space to provide a multi- sensory space for all to enjoy.

'Outside In' can also be used as a space for specialist and targeted therapy to take place, whilst the room can also form part of each young person's individual timetables.

The ambition is to build a bank of up to 100 activities to do in this space, which can be mixed and matched depending on the needs of each learner.

**Each of our classrooms are purpose built, with specific features for our learners.**

Below are two examples:

## Purple Classroom

In the Purple Classroom, we have areas where students can sit quietly to read, complete jigsaws, colour in and explore Mathematics through hands on play while taking part in fun learning activities.

The room features a sand pit, painting area and soft exercise equipment, providing plenty of activities for students to enjoy and fulfill their sensory needs.



## Green Classroom

The Green Classroom is focused around learning through play. These include a water table and tower building table, with specific corners of the classroom designated for specific activities such as dressing up in character costumes.

The Green Classroom is a loving, nurturing environment in which students are offered a Holistic approach to support them in their learning journey.

Students are encouraged to work for small structured times to complete activities at a table and then learn through role-play, accessing the continuous provision areas. They are also encouraged to access outdoor learning such as swimming or climbing on the outdoor playground.







## Communication

We provide a structured, stimulating environment in which all children are valued, included and supported to reach their full potential. We are aware that every child is unique and all children develop at a different rate and have differing needs as they grow and meet the challenges of life outside the school.

At Brook View School we pride ourselves in transparent communication with parents, social care, CAMHS and other stakeholder agencies. We are part of the Cambian SEN family which supports the sharing of outstanding practice through regular meetings, training sessions, analysis, evaluations and Governance.

All students at Brook View school will be treated as individuals and the care/education package around each student will be tailored to their unique needs to enable them to achieve their personal best.

Following on from the initial referral, the potential students profile and the matching analysis, if suitable, a comprehensive and detailed assessment will be offered. This could include face to face or virtual meetings, evaluation of the paperwork by Education, care and

clinical, observations of the young person and discussions parents/carers. If the school can meet the need a bespoke package of care, education and clinical will be offered once accepted a thorough transition plan will be put in place to welcome our newest family member to Brook View School.

Experienced staff at Brook View School will create an exciting and bespoke curriculum for each student. The programme of study will be well planned, monitored and consistent to compass all of the EHCP targets, needs and support requirements identified within the assessment for the students. Each student will have their own Individual educational Plan (IEP) and EHCP this will inform the care plan and the 24 wrap around curriculum using a seamless approach to the integrated model used on site.



## Education Curriculum

All children and young people at Cambian Brook View School have an entitlement to access a broad, balanced and relevant curriculum. In most cases this will be defined by the National Curriculum framework but modified to accommodate the specific learning needs of the individual and afford the learner the opportunity to achieve their potential.

### The Brook View Vision

- To provide developmentally appropriate experiences that challenge and support pupils to access the world around them.
- To provide pupils with skills and knowledge that is relevant to them, their life and their future.
- To teach transferable skills and nurture holistic progress within the key areas of development and beyond.

### Curriculum Aims

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development.
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Have a high academic/vocational/technical ambition for all pupils.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.

The curriculum provides a range of enhanced learning experiences including where possible, outdoor education, work related learning and community links.

Following admission to school, all children and young people will be assessed, so that each learner will have a learning programme and targets that allows them to leave school, where possible, with well-developed social and communication skills and skills in English, Maths and ICT. Progress in learning and personal development will be frequently assessed so that targets and learning programmes can be regularly modified.

# Education Curriculum

At Cambian Brook View School we have Flexible Curriculum Pathways. These pathways at their core are the Informal, Semi-formal and Formal pathways. Each of these core pathways are ambitious, carefully sequenced, well-considered and progressive. Each pathway has its own curriculum but they are part of a greater learning continuum with each student getting a personalised curriculum to meet their academic and personal development needs. There are some shared aspects, for example, Skills for Life, careers education, SMSC, Fundamental British Values, personal safety, health education and Preparation for Adulthood. Students can move between the pathways or experience elements of more than one.

For some learners, in meeting their entitlement to access the curriculum the school will need to plan for, and provide, specialist learning resources and support as defined within their Education Health Care Plan.

Learners are actively involved in the assessment of their progress and achievements so that they know how well they are doing, what they are aiming to achieve, how they can reach these goals and identify their next steps in learning. Progress is then recorded using behavior watch where appropriate.

## **Assessment and recording:**

Assessment is incorporated into all curriculum planning. Pupils progress is shared at all review meetings and is included in the end of year school report. As a whole school approach we are aware that children communicate through behaviour therefore; Road to Rewards is used to reward academic learning and positive social interaction throughout the school day. Once awarded a Road to Reward it cannot be deducted however, during each session of the school day including transport, lesson, breaks, lunches and assemblies etc. the children and young people can earn positive points.

Positive Road to Reward points can be awarded for the following:

1. Arriving to school/lesson on time
2. Completing work
3. Independent learning
4. Individual target – this is bespoke for each young person and displayed in their class
5. Break time
6. Positive behavior
7. Reading
8. Team work
9. Transport
10. Extra points



# Education Curriculum

## Guidance and Support

- Integrate different staff disciplines into a coherent service.
- Introduce Quality of Life indicators (QoLi) across extended curriculum.
- Develop training in teaching and learning for support staff.
- Build and maintain staffs relationships with promoting active participation in choice about curricular and extracurricular activities.

Having a focus on ASDAN accreditation within the Education department has opened an opportunity to involve support staff in construction of an extended curriculum for all pupils. This will require a comprehensive training effort to enable the effective participation of support staff in the curriculum.

This work will be complimented by the introduction of a 'hybrid' learning/care mentor role acting as a bridge between care and education.

## Arrangements for Education Reviews

Annual EHCP reviews are a legal requirement and are held to:

- To re-examine the Statement of Special Needs (where appropriate);
- To evaluate progress since the last review;
- To plan for the next 12 months.
- From Y9, reviews will include Transition Planning.

Transitional reviews - are held for pupils in Year 9 and subsequent years to formulate a Transition Plan to help plan for future needs and again at the end of Y11.

## Provision Overview

Below is a table that sets out an example of what the provision may look like at during each stage of the curriculum pathways. The below is not an extensive list and the can be adapted to meet the needs of individual pupils. We will work collaboratively with therapy team, parents, carers, other professionals to ensure the correct package of education is provided to each individual young person.

# Education Curriculum

|                          | Pre-Formal Curriculum                                                                       | Informal Curriculum                                                                                                       | Semi-Formal Curriculum                                                                                                                               | Formal Curriculum                                                                                        |
|--------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Curriculum pathway       | <b>PMLD</b><br>Profound and Multiple Learning Disabilities                                  | <b>Complex SLD. SDL/Autism</b><br>Working consistently and over time at the most complex end of the SDL spectrum          | <b>SLD, SLD/Autism</b><br>Working consistently and over time at or below the earliest reaches of the NC.                                             | <b>SLD/MLD Autism</b><br>Working consistently and over time significantly below age related expectations |
| Communication strategies | Non-verbal<br>Objects of reference<br>Talking tins<br>Eye gaze systems<br>AAC devices       | Non-verbal<br>Daily schedule<br>Choice boards<br>Social stories<br>Talking tins<br>Symbols<br>Makaton<br>AAC devices      | Verbal<br>Daily schedule<br>Choice boards<br>Talking tins<br>*Supported with an AAC device if required                                               | Verbal<br>Daily schedule<br>Choice boards<br>Talking tins                                                |
| Independence             | Be supported with their learning – independence developed through life skills/daily routine | Be supported with their learning<br>Independence promoted through structure and routine                                   | Will be supported with their learning in small groups<br>Can be independent for some activities<br>Will be able to maintain some skill independently | Will be supported with their learning in small groups<br>Can be independent for most activities          |
| Social skills            | Awareness of others<br>Supported to interact and play                                       | Awareness of others<br>Supported to interact and play<br>Limited ability to play independently                            | Working through stages of play<br>Support to interacts with others<br>Independent play alone of with others                                          | Support to interacts with others<br>Independent play alone of with others                                |
| Self-help skills         | Full support with personal care<br>Full support with eating                                 | Full support monitored support with personal care<br>Some support with eating<br>Starting to engage with some life skills | Monitored personal care/independent personal care<br>Independent eating<br>Support with life skills                                                  | Independent personal care<br>Independent eating<br>Actively improving life skills                        |

# Education Curriculum

|                     | Pre-Formal Curriculum                                                                                           | Informal Curriculum                                                                                                                                                                                   | Semi-Formal Curriculum                                                                                                        | Formal Curriculum                                                                                                |
|---------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| How we are learning | Repetition<br>Learning through play<br>Sensory processing learning<br>Real life experiences<br>Attention autism | Repetition<br>Through sensory stories and activities<br>Real life experiences<br>Social stories<br>Attention Autism<br>Practical situations<br>Interest centered work<br>Problem solving<br>Modelling | Repetition<br>Practical activities – ‘doing’<br>Real life experiences<br>Modelling<br>Scaffolding Tasks<br>Working with peers | Repetition<br>Practical activities – ‘doing’<br>Real life experiences<br>Scaffolding Tasks<br>Working with peers |
| Phonics             | Pre-Phonics Activities<br>Environmental sounds<br>Instrumental and animal sounds<br>Body percussion             | Pre-Phonics Activities<br>Instrumental and animal sounds<br>Body percussion<br>Rhythm and rhyme<br>Alliteration<br>Voice sounds<br>Oral blending and segmenting<br>FFT Phonics if applicable          | FFT Success for All Phonics                                                                                                   | FFT Success for All Phonics                                                                                      |





## Education Behaviour

At our school we believe in the importance of relationships, ensuring children and young people feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community.

Our school reflects the values of the Trauma Informed Schools (TIS) Approach to understanding behaviour and supporting emotional wellbeing. The six principles of the trauma-informed approach and practice are:

### Safety

We must ensure we understand what safety means to individual, families and communities. If we don't, we will not be able to ensure a sense of safety for ALL. We must ensure we create safety for those who have different experiences from our own. This means we must consider all ages, cultures, races, and demographics of people. We must consider staff and co-workers. Safety means awareness of the physical, emotional, and interpersonal safety.

### Trust

Services, operations, and decisions must be made with transparency to ensure that we build and maintain trust with service recipients and staff. When we uphold trust and transparency, we are open about the process of making difficult decisions and we invite other voices to participate and collaborate.

Trust starts with a culture of connection in relationships. Many people who have experienced trauma have experienced unsafe and disrespectful interactions and do not support the building of resilience to deal and manage with difficult life situations.

### Peer Support

This principle is about the culture of peer support into the whole services. Creating opportunities for peer support and self-help throughout the service, including staff support. A service that promotes peer support focuses on mutuality and possibility. Authenticity and vulnerability are essential to this work. Creating deeper mutual connections with service recipients and staff and between staff members and leaders is vital.

# Education Behaviour

## Collaboration

A collaborative approach demonstrates an intentional shoulder to shoulder approach and breaks down hierarchies. It is essential that power differentials are broken down and the principle of multiutility and standing together it embedded throughout the organisation.

## Empowerment, voice and choice

Organisations, staff, and communities must believe in the possibility of recovery. Services must shine a light on the strengths and abilities we see with people and communities and support and build inner resilience. Many people with past trauma have experienced coercion therefore choice is important. A person must always have choice.

## Cultural, historical and gender issues

The service that actively moves past cultural stereotypes and biases (e.g., based on race, ethnicity, sexual orientation, age, geography) offers a gender responsive service, promotes the value and worth of cultural connections and addresses historical trauma.

We endeavour to make sure that at our school these values run through all the school policies and practice.

## School Ethos

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. This Behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a caring way. It aims to promote an environment where everyone feels happy, safe and secure, and able to learn.

We value each individual child/young person and work with families, the community and beyond to offer diverse experiences and support. We develop children and young people to be confident, life-long learners and compassionate, respectful members of their community and the world. We always prioritise the safety of our children and young people and staff. Everything we do in school is underpinned by our safeguarding procedures.

We recognise that children and young people have a 'window of tolerance' within which they feel safe, secure and regulated. When asked to do something outside of this window they can experience stress and react accordingly. Our aim is to help our children and young people to widen their window of tolerance through teaching them about the stress-response in the brain and how they can learn to self-regulate through co-regulation with adults.

# Education Behaviour

## A Relational Behaviour Model

At our school we adopt and use the relational behaviour model which is the approach from TIS.

The key principles are as follows:

- Behaviour is something to interpret.
- Children and young people are prone to make mistakes and highly responsive to the environment and context.
- Behaviour management is predominantly through relationships.
- Children/young people who don't manage should be understood and included.
- Boundaries and limits are to keep everyone safe and to meet everyone's needs.
- Rule should be developed together and adapted where needed.
- Consequences are only used within a process of restore and repair.
- 'Inappropriate behaviour' is a sign of unmet need, stress (difficulty in coping), lack of understanding and skills.
- The causes of the difficulties are mostly in the environment and within the context of relationships.
- The solutions lie in understanding what the behaviour tells us about the child/young person and their need.
- Practice and policy effectiveness is measured by wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs.

## General Expectations

We have high expectations for our children and young people, while recognising some children and young people have specific needs. The following expectations cover all times of the school day and where children and young people are representing the school out of hours or off site.

This means we:

- Encourage a positive attitude to learning within a safe, happy environment
- Promote high expectations and enable children/young people to become independent responsible learners
- Encourage a sense of respect for our community and our environment
- Believe that clear, consistent routines and systems are essential to support children and young people's development and ensure the health, safety and wellbeing of everyone in our school community.

It is everyone's responsibility to remind and support children and young people where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

We believe that all behaviour is communication, and it is our job as adults to understand what that behaviour is telling us. We need to become 'stress detectives' and ascertain both why, and why now? Finding the cause of the behaviour will help us to work alongside the child or young person in order to help them to regulate themselves both in the short term and in the longer term through developing strategies to aid their resilience.

# Brook View School

## Outcomes 2025

### FUNCTIONAL SKILLS

1 x English: Reading - Level 1

1 x English: Writing - Level 1

1 x Mathematics: Paper 1 - Level 1

1 x Mathematics: Paper 2 - Level 1

### AQA UNIT AWARDS

1 x Using ICT to Produce a Poster or Leaflet - Entry Level

1 x Researching an Individual Workplace or Business - Entry Level

1 x Halloween - Entry Level

1 x Basic Computer Art Skills - Entry Level

1 x Tracing and Transferring a Design or Image - Entry Level

1 x Employability: Self-Awareness - Entry Level

1 x Art: Taking a Line For a Walk - Entry Level

1 x Employability Skills: ICT - Entry Level

1 x Using Shape and Colour in Photography - Entry Level

1 x Out of This World: Animal Astronauts Sent to Space - Entry Level

1 x Employability: Why Work? - Entry Level

1 x Creating a Paper Collage - Entry Level

1 x Travel and Transport (Unit 1) - Entry Level

1 x Literacy: Phonics and Spelling - Pre-Entry Level

1 x Early Writing Skills - Pre-Entry Level

### LOOKING TO THE FUTURE

- One young person has successfully moved on to a college placement.





# Residential Care at Brook View

Brook View is a specialist school nestled in the peaceful countryside of Ribchester, Lancashire, with two residential homes located on site, Orion and Farmhouse.

This carefully chosen setting fosters peace, safety, and opportunities for personal growth. Within the campus, Brook View provides year-round residential care for boys and girls aged 8 to 18 who have diagnoses such as Autism, communication difficulties, ADHD, and a range of learning challenges.

## What Brook View Offers:

- **Personalised, Loving Care:** Each young person's care plan is tailored to their unique needs, aiming to achieve their "personal best." This plan is shaped by input from education, care, and clinical teams, as well as family and the young person themselves.
- **Holistic Support:** The ethos is deeply integrated, school and home work as one to support both academic progression and emotional/social development. There's a close relationship between school staff and home staff, ensuring consistency and seamless support throughout the day and night.
- **Therapeutic, Safe Environment:** Brook View is designed to feel like a true home, not an institution. Each child helps personalise their own en-suite bedroom. Communal spaces, sensory rooms, a soft play area, and nurturing staff all foster comfort, security, and a genuine sense of belonging.
- **Life Skills & Independence:** The routines, learning-centred activities, and "wraparound" therapeutic support are all aimed at helping young people build self-management, independence, and life skills, so they can thrive within Orion and, in time, beyond it.
- **Social & Communication Growth:** Key objectives include boosting communication, social interaction, and self-management of difficult behaviours, with every achievement celebrated, no matter how small.
- **Broad Experiences:** Surrounded by natural beauty, young people enjoy country walks, trips to local parks, and regular outings to nearby seaside towns (Blackpool and Southport). Cultural, recreational, and holiday events are marked and celebrated, helping everyone feel included and valued.
- **Diversity & Belonging:** Brook View maintains a strong commitment to every child's cultural, religious, and linguistic identity. Celebrations, tailored menus, and active encouragement to express individual backgrounds are central to life here.

# Residential Care at Brook View



Brook View's nurturing approach is especially powerful for children with Autism, ADHD, and learning needs:

- Safe, predictable structure and routines foster trust and comfort.
- On-site education ensures minimal transitions and maximum support.
- Trained therapists and caregivers use approaches proven effective for neurodiverse children, including communication aids, sensory rooms, and tailored interventions.
- The rural, low-distraction setting helps reduce anxiety and sensory overload, allowing young people to focus on discovering their strengths and interests.
- Each child receives dedicated support to make friendships, process emotions, and build a sense of self-worth.

## Heartfelt, Professional Dedication

At Brook View, care is not just a job, it's a vocation. Staff are regularly trained, highly experienced, and work from the heart, providing gentle guidance, loving support, and celebration of every child's journey.

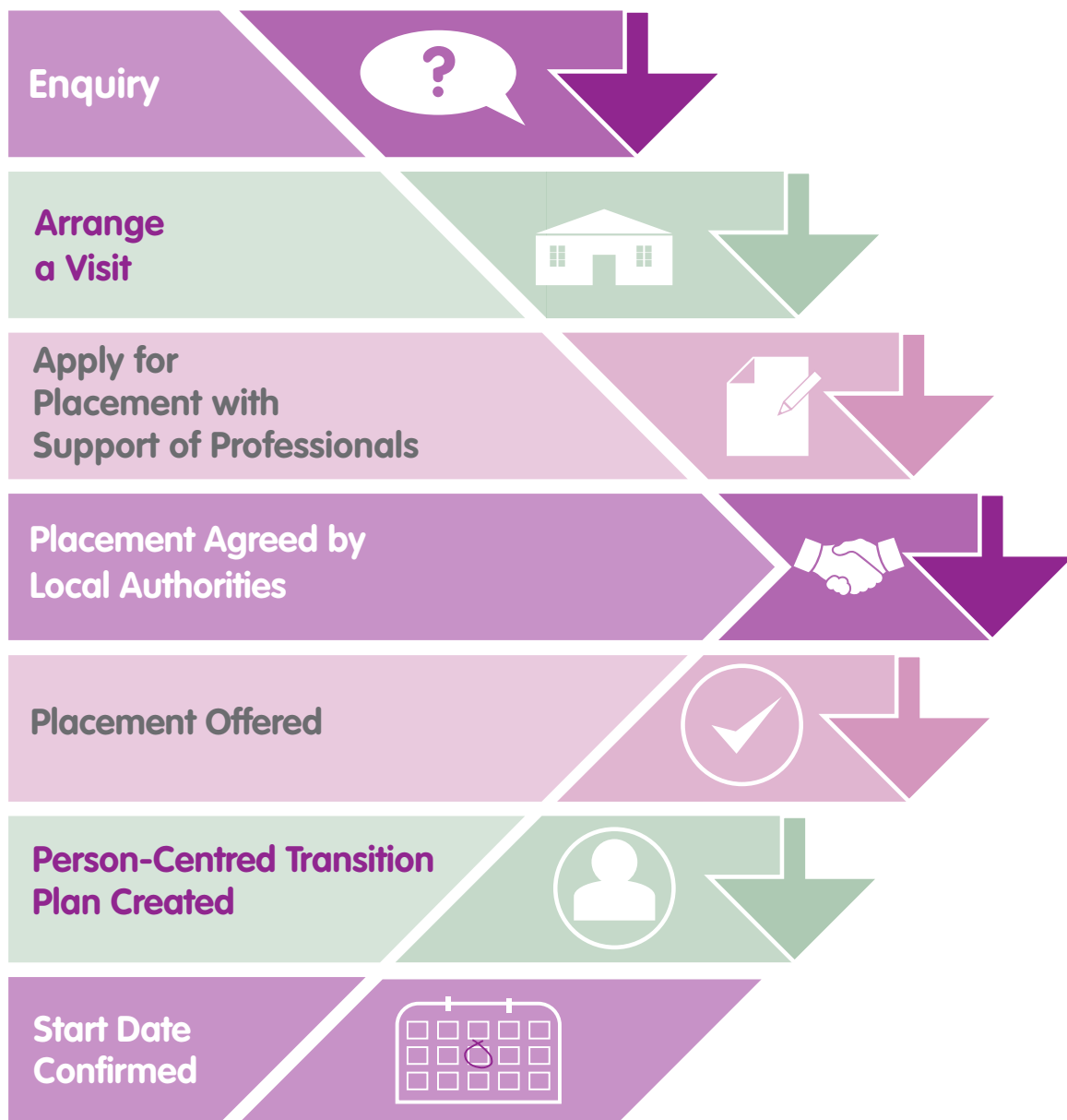
The goal is joy, safety, confidence, and progress, so each young person leaves Brook View with greater independence, resilience, and hope for their future.

Brook View stands as a loving countryside haven, dedicated to helping children with complex needs truly thrive.





## Next Steps







## Additional Information

### Complaints Procedures

We know there will be times when students, carers, parents or placing authorities will want to give us feedback about our School and we will always be happy to hear from you. If you feel that you would like to make a suggestion, let us know about something you were pleased with or tell us we did not meet your expectations, please contact the School via the contact details at the front of this prospectus.

A complaints procedure allows for both formal and informal complaints. Informal complaints will be dealt with quickly, while formal complaints can be made in writing.

Our full complaints policy is available from the School on request. This policy is designed to help you raise concerns and ensures your complaint will be listened to and dealt with fairly.

Should you wish to take your complaint further or feel you are unable to discuss the details with the School, please contact the director of education detailed below, especially if your complaint relates to the School leadership.

### The Proprietor

The proprietor of the school is Farouq Sheikh, Chair of the CareTech Board. The representative of the Proprietor of the school, whose address for correspondence during both term times and holidays, is:

Andrew Sutherland,  
Operations Director - Education,  
4th Floor, Parkview  
82 Oxford Road  
Uxbridge  
UB8 1UX.

The representative of the proprietor may be contacted at  
[Andrew.Sutherland@caretech-uk.com](mailto:Andrew.Sutherland@caretech-uk.com)