



Branas

School

Prospectus

2025-2026

Branas
isaf

*Branas School
is committed
to providing a
nurturing,
safe and
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learning
environment
that fosters a
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to become the
best they can
be.*



Branas
Specialist care
for complex
needs **isaf**



“Community with learning, is a community with heart”
“Cymuned a’i chynefin, sy’n chymuned â chalon”

School Prospectus 2025-2026

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An Introduction

We would like to take this time to welcome you to this prospectus for Branás School and I hope that the information set out here helps you to understand our unique provision for young people.

Branás School is a small, supportive community, where professionals from the three disciplines of Education, Therapy and Care work together to achieve the best possible outcomes for the young people in our care. Most of the young people have had interrupted histories in education and care and have a wide variety of attainments on admission. Most have Education, Health Care Plans and a range of additional learning needs. All have fragile self-esteem and demonstrate difficulties with authority and a lack of trust in adults. Many have experienced loss and trauma, leading to attachment difficulties. As a result, many have trouble forming and maintaining appropriate, positive relationships with others.

Respectful and supportive relationships are at the heart of all that we do: we value every member of the school community equally. We recognise that our young people bring different experiences, interests and strengths, and we understand these will influence the way they learn. Therefore, we take a child-centred approach to education that recognises and responds to individual need. We celebrate effort and achievements and set high expectations. We are here to help our young people learn the skills they need to become successful, motivated and resilient young adults who are fully equipped to make a positive contribution to society.

We are thrilled to host a dedicated and diverse team in the school who are driven to provide the best quality of education and care for our young people; supporting their development and raising self-esteem so that they may lead a happy and fulfilling life. We provide well-rounded holistic education and we encourage our staff to go the extra mile to provide unforgettable experiences and generate meaningful relationships which enable our young people to thrive and reach their potential.

We are very proud of our successes and are determined to continue to improve and adapt to meet the needs of our young people in an ever-changing world.

This prospectus is intended to give you a flavour of the school and we hope it will provide you with all the information you need. If you have any further questions, please do not hesitate to contact the school either by telephone (01490 4400545) or by emailing the school at infoschool@branas.co.uk

This prospectus has been written in accordance with Standard 6: The provision of information, Independent Schools Standards (Wales) Regulations 2024

Our Vision:

BELIEVE, EMPOWER, ACHIEVE, ASPIRE

BELIEVE IN OUR TEAM AND IN OUR YOUNG PEOPLE
EMPOWER OUR YOUNG PEOPLE TO BELIEVE IN THEMSELVES AND THEIR PERSONAL JOURNEY
NURTURE OUR YOUNG PEOPLE TO **ACHIEVE**
AND **ASPIRE TO BE THE BEST THEY CAN BE.**

The school moto is at the heart of everything we do at Branas School -

“Community with learning, is a community with heart”
“Cymuned a’i chynefin, sy’n chymuned â chalon”

Our values are:

- **Aspiration:** We encourage each other to be the best we can be
- **Curiosity:** We never stop learning and wondering about the world
- **Independence:** We think for ourselves and determine our own future
- **Innovation:** We look for new and creative solutions to problems
- **Reflection:** We learn from our experiences
- **Tolerance:** We value difference and respect other people’s opinions
- **Trust:** We believe in the honesty and reliability of others

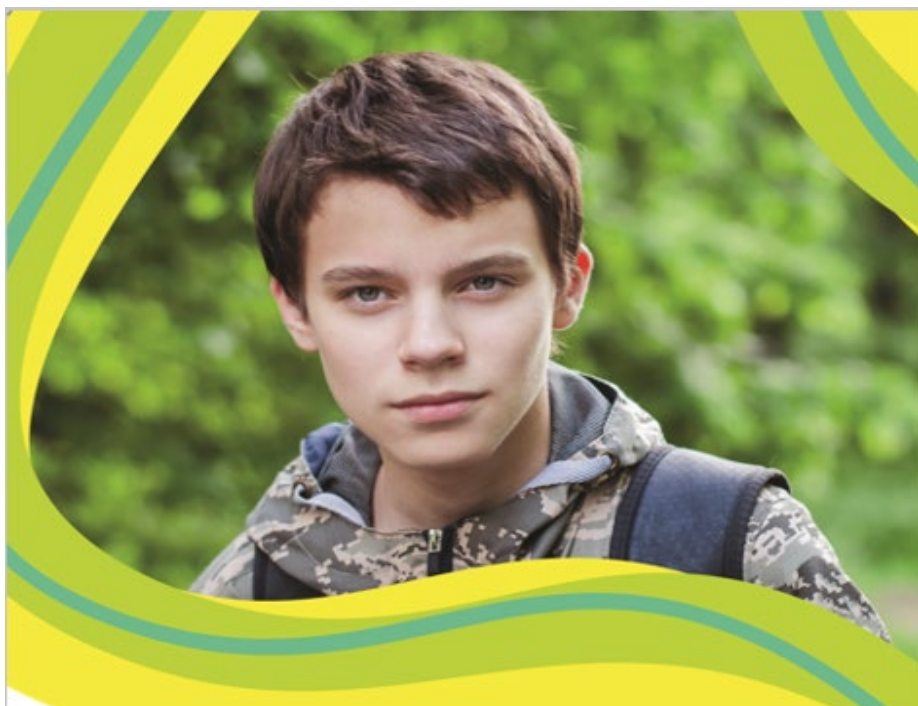


Our Aims:

- All young people will undergo a 2-week induction period where we look to build a profile of strengths and weaknesses within core subject areas which then supports a transition timetable to reintegrate young people successfully back into education
- Within the first 6-weeks all young people will undergo in depth qualitative and quantitative assessments in order for us to fully understand them and their needs for effective learning;
- Everyone in Branas Isaf supports and challenges young people to invest in education as a priority for a successful placement;
- All young people are supported and challenged to achieve at least 95% attendance in school;
- All young people are supported and challenged to engage in creative learning experiences appropriate to their needs, and supported by an accurate individual learning plan;
- All young people are supported and challenged to achieve nationally recognised academic awards and examinations in core subjects;
- All young people are supported and challenged to achieve qualifications in a wide range of subject areas;
- All young people are supported and challenged to become independent young people;
- All young people learn how to keep themselves safe, and build positive relationships with those around them;
- All young people are enabled to take part in decisions that shape their lives, the school and the community in which they live;
- All young people are supported to demonstrate the behaviours needed to stretch themselves and cope with the challenges of learning;
- All young people are enabled to attend and participate in regular therapy sessions;
- All young people learn strategies to manage their feelings and know where to go for help when things are difficult;
- All young people will have the opportunity to participate in work experience and work-related learning opportunities;
- All young people learn the skills to interpret data and apply mathematical concepts;
- All young people learn the skills to use digital technologies creatively and safely in preparation for the world in which they will live;
- All young people are supported and challenged to lead healthy, active lifestyles and be prepared to make a positive contribution to society as adults.

Our ethos:

We are committed to providing a nurturing, safe and vibrant learning environment that fosters a love of learning and enables every young person to become the best they can be. Respectful and supportive relationships are at the heart of all that we do: we value every member of the school community equally. We recognise that our young people bring different experiences, interests and strengths, and we understand these will influence the way they learn. Therefore, we take a child-centred approach to education that recognises and responds to individual need. We celebrate effort and achievements and set high expectations. We are here to help our



young people learn the skills they need to become successful, motivated and resilient adults who are fully equipped to make a positive contribution to society.

Branas Isaf operates an integrated model of care, education and therapy underpinned by the Good Lives Model. The school exists to improve the quality of life of our young people both now and in their future. We specialise in supporting the Good Lives Model as a framework to offender rehabilitation, and as an underpinning therapeutic model across both care and education for the development of young people. The Good Lives Model (GLM) is grounded in the ethical concept of human dignity and universal human rights, and as such, it has a strong emphasis on human agency. That is, the GLM is concerned with individuals' ability to formulate and select goals, construct plans, and to act freely in the implementation of these plans. A closely related assumption is the basic premise that offenders, like all humans, value certain states of mind, personal characteristics, and experiences, which are defined in the GLM as primary goals.

Following the decision to offer a place, all paperwork will be circulated to the Registered Manager and made available to the Headteacher who will work with the teaching team to draw up an individual Induction Plan.

The Placement

Placement & Admissions Process

All referrals to the school will be discussed and agreed collectively with the Head of Service for Branas, the Clinical Operations Manager, the Headteacher for Branas School and the Registered Managers for the home that the young person will attend. The suitability of the referral will be discussed and a decision will be made whether or not to offer a place at the residential setting within Branas Isaf and subsequently to the school.

In order to draw up the most suitable plan, the referral process includes the following documents where possible:

- Outcomes from end of Key Stage testing
- Statement of Educational Needs or Education, Health and Care plan or IDP – if one exists
- Individual Learning Plan (ILP)
- Personal Education Plan (PEP)
- School reports
- Educational Psychology reports
- ALN information especially regarding JCO applications for access arrangements
- Courses and qualification pathways that the young person has begun in their previous setting
- Qualifications and awards already completed
- Risk Assessment completed in discussion with previous educational setting (see Appendix 1)


Induction Process

The Induction Plan will usually start with planned visits to the school to allow the young person to view the school and meet the staff team, the young person will receive a tour of the school, discuss their options (key stage 4/5) and receive all information and uniform to support their transition into Branas School.

Following the visit to the school a transition induction plan will then be put in place to support a successful transition into the school and to enable the school staff to begin the process of gathering baseline assessment information. This will include information about the young person's academic and cognitive functioning particularly in reading, spelling and maths; and about their social and emotional needs. This information will be gathered through formal assessment and informal teacher assessment.

The baseline assessment data will be used to inform the targets for an Individual Learning Plan and programme of study for the remainder of the placement at Branas School.

Each young person is allocated a Key Teacher who is responsible for their individual learning plan



and learner profile which are designed to support the pastoral and academic needs of the young person, and to report to and attend any planning or review meetings for them. It is also the responsibility of the Key Teacher to support the young person to integrate with his peers within Branas School, and to ensure that in the first weeks they begin to become a valued member of the school community.

The young person will follow an individualised timetable, learning in a small group setting where differentiation, adaptive teaching and inclusive practices are the key to helping them to re-engage in their education. Additionally, some young people receive 1:1 intervention sessions during the week, to address their particular learning needs or help them to catch up on gaps in their previous education.

Learner Induction

Previous education reviewed – gaps and attainment.

Visit to school, pick up information and uniform

2-week transition/ induction timetable to be actioned

- Learner to complete Initial Assessments in English and Maths on BKSB with Teacher present. (If learner scores L1 or above – learner to sit GL assessments to review GCSE ability.)
- All learners to complete a free writing exercise to assess writing ability
- All learners to sit NGRT and NGST to assess reading and spelling ability
- If learner scores below SAS B5 - learner to sit Phonics initial assessment to understand reading ability



Based on IA's Teacher to explain the process and point of Diagnostic Assessments to the learner

Options to be chosen for KS4



Individual learning plan to be completed with learner – Key Teacher to complete.



Learner to attend taster sessions in subjects to transition into Branas School

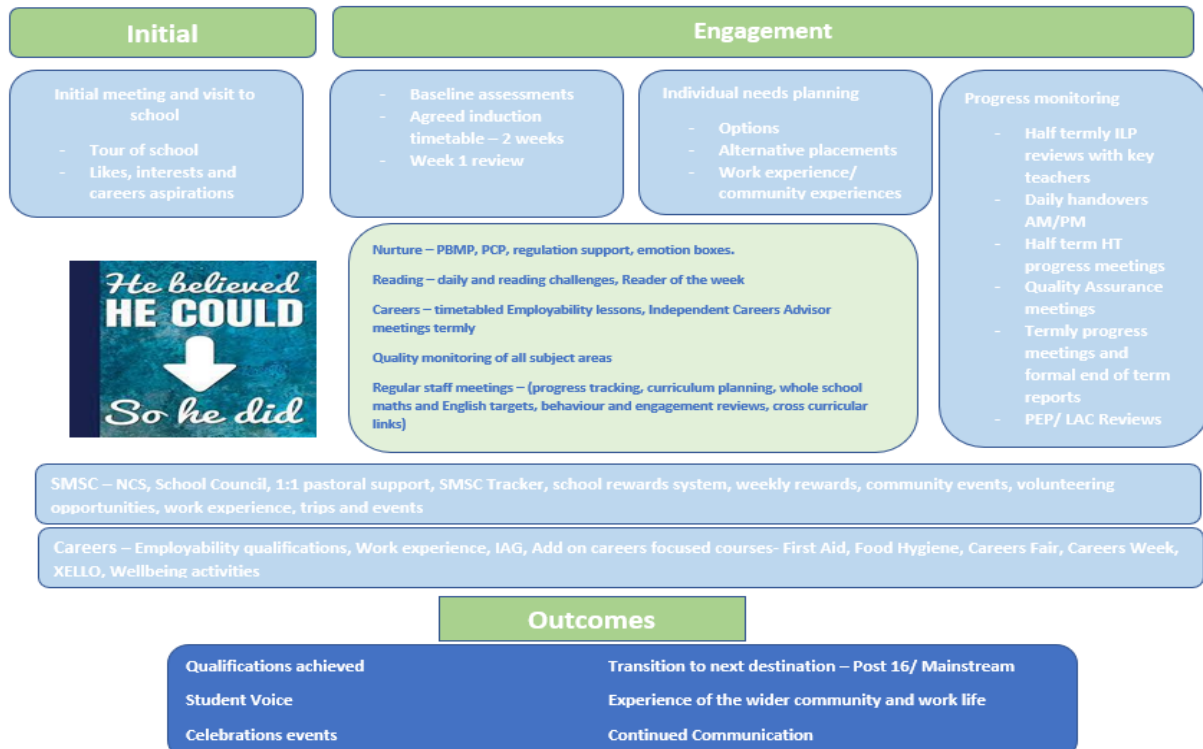


2-week induction review – move to full time timetable or modified dependent on YP need.

Curriculum and organisation:

Branas School – Learner Journey

BELIEVE, EMPOWER, ACHIEVE, ASPIRE



The school provides a minimum of 25 hours per week learning opportunities for all compulsory aged young people and provides a curriculum, which supports the requirements of the Independent Schools Standards (Wales) Regulations 2024. All young people are taught in small groups of up to 6, and class groups are decided by both year group / key stage / academic ability and peer compatibility. Young people have access to 1:1 intervention sessions as required.

A typical example of a school day is as follows:

CRANFANT / OAK	Monday	Tuesday	Wednesday	Thursday	Friday
<i>Morning 09:00-13:00</i>					
09:00 – 09:30 Oak	House Time	Outdoor Education TJ	PE	Careers	PSHE
09:30 – 09:45 Cranfant	ASSEMBLY				
09:45 – 10.30 Lesson 1	Science GM	Outdoor Education TJ	PE	Art	English
10.30-11:15 Lesson 2	English	Outdoor Education TJ	PE	Maths KF	Art
<i>11.15-11.30 Break</i>					
11.30-12.15 Lesson 3	Science GM	Outdoor Education TJ	Maths KF	IT LG	Maths KF
12.15- 13.00 Lesson 4	Maths KF	Outdoor Education TJ	Science GM	IT LG	Science GM
<i>13.00 – 13.45 Lunch</i>					
<i>Afternoon 13.45-15.30</i>					
13.45- 14.30 Lesson 5	Art	Outdoor Education TJ	GCSE PE	English	Media
14.30-15.15 Lesson 6	Art	Outdoor Education TJ	GCSE PE	English	Media
15.15 – 16:00	<i>Extra-Curricular</i>	<i>Extra-Curricular</i>	<i>Extra-Curricular</i>	<i>Extra-Curricular</i>	<i>Extra-Curricular</i>

The Curriculum

The curriculum at Branas School is holistic, with education, care and therapy available to all young people, working together to promote learning and increased self-awareness, self-confidence and self-esteem. The curriculum is the total of all the experiences that young people have from the moment they arrive at school in the morning until they leave at the end of the school day. It includes subjects, areas of learning and aspects of personal and social development, which are organised and delivered by staff and partners.

The curriculum is characterised by breadth, balance, continuity, progression, differentiation, inclusion and relevance – each interpreted in relation to the context of Branas School, and the particular features of its young people. It extends beyond the school day, with care staff supporting homework and delivering and developing life skills that are accredited through the school, as part of the school's provision.

Academically, all young people access the curriculum areas in line with the Independent Schools Standards. Individually, young people's access to the curriculum is dependent on individual needs for learning, and as assessed at point of admission through use of a comprehensive suite of baseline qualitative and quantitative assessments.

Young people's learning can then be tailored to specifically meet individual needs. The taught curriculum is based on programmes of study suitable for KS3, KS4 and KS5 and covers the core areas of English, Mathematics, Science, Humanities, ICT, PSHE (including sex and relationship education) and Religious Studies. Additionally, provision is made for Art, Music and Physical

Education.

This provision is enhanced through an Enrichment programme that includes outdoor and adventurous activities, vocational studies, community projects, voluntary work, cross-curricular thinking skills and a range of cultural and educational visits and visitors. We aim to ensure that each Key Stage 4 and Key 5 young people take part in one work experience placement, where risk assessments permit.

Principles and Rationale

The Education (Independent Schools Standards Wales 2024) regulations require schools to provide a broad and balanced curriculum that:

- Gives young people experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- Promotes the spiritual, moral, cultural, mental and physical development of young people at the school and within society;
- Actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- Effectively prepares young people at the school for the opportunities, responsibilities and experiences of life in British society.

In order to facilitate these requirements and recognising the aspirations within the Welsh Curriculum; our curriculum aims to enable all young people to become:

- **Ambitious, capable young people** who are ready to learn throughout their lives.
- **Enterprising, creative contributors** who are ready to play a full part in life and work.
- **Ethical, informed citizens** who are ready to be citizens of Wales and the world.
- **Healthy, confident individuals** who are ready to lead fulfilling lives as valued members of society.

In particular, the curriculum should:

- Engage young people;
- Raise attainment, particularly in literacy and numeracy skills;
- Develop a natural curiosity for society, community and the world;
- Prepare young people for the world of employment and further and higher education;
- Allow young people access to accurate, up-to-date, impartial careers guidance that enables them to make informed choices about a broad range of career options;
- Make young people more aware of, and engaged with, their local, national and international communities;

- Encourage young people to take responsibility for their own health and safety, and appreciate the benefits and risks of the choices they make;
- Acknowledge, promote and pass on the core knowledge and skills, and fundamental values of British society to the next generation.

The current timetable at Branäs School include access to the following subject areas across Key Stages 3, 4 and 5:

Key Stage 3

Core subjects – English, Maths, Science.

Additional Subjects – IT, PE, Music, Humanities, Careers, PSHE, Art

Key Stage 4 and 5

Core subjects – English, Maths, Science.

Additional Subjects – IT, PE, Music, Careers, PSHE, Art

Option Subjects – IT, PE, Media, Art, Additional Maths

All young people have an outdoor education day weekly which encourages and builds self confidence, self esteem through the development of skills in indoor and outdoor climbing, fell walking, bouldering, weasling and kayaking.

Assessment:

The school understands the importance of being able to offer young people a wide range of summative assessment routes and accreditation in order that they leave the school with a range of qualifications that will support them to achieve their future goals and help them to be successful in adult life.

We are an accredited exam centre with JCQ, and are registered with a number of qualification providers including: WJEC, AQA, Edexcel/Pearson, ASDAN and OCR.

All young people are able to access accreditation relevant to their needs and abilities, and all young people are offered a progressive route through this range of qualifications. Those currently on offer are as follows:

- AQA Unit Awards
- Entry Level Awards
- Functional Skills Awards
- GCSE's
- ASDAN
- Orienteering Awards

Progress towards achieving end-accreditation is supported by in-year formative assessment and a focus on Assessment for Learning (AfL), helping young people and teachers alike to understand their progress and performance on a continuous basis.

Further details of the school's approach to assessment can be found in the Assessment Policy, which is available on the website.

Careers Advice:

At Branas we recognise the importance of good careers advice and young people are given advice during Key Stage 3, Key Stage 4 and Key Stage 5. We also offer advice as part of the Careers and Employability Programme and through the PSHE Programme. A careers discussion is offered during the induction period and progress towards targets are reviewed as part of the Individual Learning Plan reviews termly and during the Employability programme.

All young people in Key Stage 4 and Key Stage 5 are offered work experience either as an internal or external days, if this is appropriate. A post examination volunteering programme is in place for Year 11 and post 16 young people after they have completed their examinations. Branas offers support for young people on College Open Days and in the application and interview stages to ensure appropriate courses are applied for at the correct level of challenge. We also support these skills through Employability, PSHE and specific subject support.

Relationships and Sex Education:

Given the complex needs of our young people we ensure that relationships and sex education is placed in the context of a secure caring framework. All young people receive RSE education. The specialist nurse for Looked after Children, education and the therapy teams work closely on its timing and content, ensuring that political and social issues are presented in a balanced manner. The young people are placed in appropriate groups based on age and knowledge and the content is managed depending on their needs and current levels of knowledge. At times individuals who need specific support are taught on a 1-1 basis by the specialist nurse for Looked after Children. The delivery is supported by the Residential Support Workers and in PSHE lessons. In line with the guidance from the Welsh Government none of the young people are withdrawn from any of the sex education provided.

School Beat Cymru:

Branas School is delighted to be part of North Wales Police School Beat Programme again in 2024-2025 (this is government funding dependent). The school Community Police Officer attends school around 4 times per year to deliver a programme of lessons and assemblies on topics such as:

- CSE
- Diversity
- Domestic Violence
- Safer Relationships
- Personal Safety
- Sexual Consent
- Drugs
- Extremism
- Internet Safety
- Weapons



In addition, the school Community Police Officer can attend to deliver a bespoke lesson if the situation arises.

Supporting education at home:

The Education and Care teams work closely to support the young people and we understand the corporate parents have an irreplaceable role to play in supporting the learning at school, in out of school educational activities and at home. Residential Support Workers offer any assistance required to help with school work and apply the formal learning to activities outside school. Young people have school planners for personal organisation of homework. The care homes are sent daily handover minutes which enables them to learn about positives and developments for each young person. This enhances communication between the home and the school.

The schools current **Curriculum policy** and **ALN policy** are available on the website.

Behaviour

Expectations:

The school has a comprehensive Behaviour Policy which utilises the integrated model detailing the approach used by the team to support, challenge, manage and modify behaviours occurring within the school and documented in the young persons behaviour support plan. The plan incorporates the Good Lives Model and is updated and reviewed half termly to ensure that any changes are implemented.

Holistically, the school practice is based on a Trauma Informed model which relies on the development of shared and consistent practice across all team members, shared expectations and boundary setting across the school, and positive relationship building with all young people, in order to keep them safe and help them make the right choices about their behaviour.

The shared expectations for the school are as follows:

We will all do our best to behave in a way which shows **Respect for Learning**. This means:

- **Attending:** each day and arriving on time for school and lessons
- **Listening:** One voice in the room so that the thoughts and answers of all are respected
- **Behaving:** Be on task throughout the lesson - making it easy for everyone to learn and for the teacher to teach, do not leave your classroom without permission and disrupt the learning of others.

We will all do our best to behave in a way that shows **Respect for Self**. This means:

- **Uniform:** Wearing our uniform properly and proudly
- **Integrity:** Always doing the right thing, even when others are not looking
- **Best:** Doing our best and taking pride in all class and independent learning
- **Care:** Taking good care of ourselves, our property and our time

We will all do our best to behave in a way that shows **Respect for Others**. This means:

- **Kind:** Being courteous, co-operative, friendly and showing consideration for other people's feelings and points of view. Always thinking the best for others before ourselves,
- **Language:** Always speaking in a respectful way towards young people and staff, never using racist, sexist or homophobic terms
- **Safe:** Moving around the school safely and sensibly, taking care of another person's property
- **Being Inclusive:** Making sure we include all young people in our conversation and activities.
- **Culture:** Respect other young people and staff cultures. Do not use gang talk/language and play music with gang related lyrics

We will all behave in a way that shows **Respect for the School**. This means:

- Taking good care of property and the environment, in and around the school
- Making sure we always give the right impression of the school when we are out in the community.

Rewards & Incentives

The school operates an incentives and rewards system based on reward points. Every young person can earn points each lesson by following the classroom expectations, engaging in their learning and working towards individual behaviour targets. At the end of the lesson, the plenary is used, in part, to review each young person's points for that lesson. Young people NEVER lose points during a lesson but may not achieve them.

Young people earn points each lesson to gain recognition for attending lessons and completing work to a high standard or better. We hold weekly 'Celebration Assemblies' where awards and rewards such as certificates and reward activities are given on the basis of points earned over the previous week. In addition, young people can earn house points when they achieve gold or silver awards for the week.

Sanctions:

Unwanted behaviour in the classroom and around the school occurs across a spectrum from low level, persistent disruption through to violent assault and self-harm. Often, not being proactive in challenging behaviour early enough leads to an escalation that becomes much more difficult to diffuse and manage.

Structure, boundaries and expectations all seek to provide a clear definition of what is acceptable and should provide staff with a framework from which to address the behaviour of young people. Knowledge of the young person's needs provides a key to the appropriate methods and required. Early intervention within the classroom or around the school relies on staff being organised, vigilant in their supervision and appropriate in their initial level of intervention.

A range of consistent sanctions are available to the team for use alongside the rewards system within the school. Details of these are to be found in the **Behaviour Policy**.

At times, behaviour presented by a young person may escalate to the point where, after other approaches have proven unsuccessful, **restrictive physical intervention** may be required. All staff are trained in **Maybo**, as the preferred model for Branas Isaf, and all physical intervention is carried out within the guidelines of this training, and in order to keep young people and staff safe from further harm.

The schools **Behaviour policy** is available on the website.

Exclusion and school refusal:

Branas School believe that exclusion is often counterproductive when working with young people who have experienced rejection from education in previous school placements. However, there may be occasions where the actions of a young person lead to no alternative on the grounds of safeguarding for them and those around them.

The school does not take the decision to exclude lightly. All exclusions must be authorised by the Headteacher for the School and exclusions are governed by the guidance issued by the Welsh Assembly Government – this defines the process that must be adhered to should an exclusion take place.

Reasons for Exclusion:

The decision to exclude a young person should be taken only:

- In response to serious breaches of the school's behaviour policy; AND,
- If allowing the young person to remain in school would seriously harm the education or welfare of the young person or others in the school.

Acts that may result in exclusion:

- Acts of threatened or actual deliberate physical violence against young people and staff
- Acts of extreme or constant disruption leading to serious instability in the class or school group
- Acts of drug or alcohol misuse whilst on school premises or supplying drugs
- Extended periods of non-cooperation in the school routine involving or leading to previous acts
- Acts of sexual abuse or assault
- Acts of general, sexual, racial, or homophobic bullying
- Possession, use or threatened use of an offensive weapon
- As a result of safeguarding allegation

Given the nature of our young peoples' needs and difficulties, we do not use exclusion as an automatic response. Each situation is treated on a case-by-case basis: assessing the level of risk; considering the needs of all those involved; and reviewing the wider context in order to decide whether exclusion is appropriate.

The schools **Exclusion Policy** is available on the website.

Looking after the needs of our young people

Safeguarding & Child Protection:

At Branas School, we are **committed to safeguarding** and promoting the welfare of young people **and expect** all **staff and volunteers** to share this **commitment**. The school takes its responsibilities for ensuring that all young people are kept safe from harm very seriously. All staff receive safeguarding training on induction and there is a mandatory requirement that training is updated on an annual basis.

The Head Teacher assumes the role of Designated Safeguarding Person for the school, and this is supported by Kate Jones – Responsible Individual and overall Safeguarding Lead. There is an expectation that they have completed a Level 3 Safeguarding course relevant to this role.

The school's approach to safeguarding can be found in the detailed Safeguarding Policy and Procedures, and details of the safeguards in place when taking young people off-site on educational visits can be found in the Offsite Educational Visits Policy

The schools **Safeguarding Policy** is available on the website.

Health and Safety

Our health and safety responsibilities are of paramount importance at Branas School. We operate around the Health and Safety at Work Act 1974 and follow this and associated regulations. We ensure the health and safety of our young people and staff both in school and during off-site visits.

The schools **Health & Safety policy** and **Offsite Educational Visits Policy** are available on the website.

Bullying:

The school does not tolerate bullying in any shape or form. The school seeks to raise awareness around bullying with all young people through school-wide initiatives, such as participation in Anti-Bullying Week, and through the PSE curriculum. Young people are made fully aware of the expectations on them around bullying and the consequences of their actions.

Staff conduct and role modelling are also seen as important demonstrations as to how people interact appropriately with one another to build positive relationships. Bullying from staff towards other staff or young people is not tolerated and will lead to disciplinary sanctions.

It is important to note that the school holds ALL members of its community to the same high standard, and no alternative allowance is made for a staff member, no matter who they are.

Branas School is proud to be work within the values of a Safe Space School in recognition of the commitment to condemn all forms of victimisation by anyone who learns and works in the school and by protecting staff and young people from bullying or harassment.

The schools **Anti-Bullying Policy** is available on the website.

Complaints procedures:

Branas School has a full complaints procedure, which operates throughout the organisation. We aim to resolve all complaints at the informal stage, however, where this is not possible we operate a formal complaints procedure. Strict reporting and recording procedures are adhered to.

A copy of the school's Complaints Policy is available on request from the school office and is also available on the website.

Cultural Needs:

At Branas School we embrace the diversity of cultural, religious and ethnic backgrounds of the young people attending our school. We will seek to address any particular needs of our young people, help them to explore their identities, and promote values of equality and diversity across the whole school. Our ethos has a strong focus on tolerance and understanding of the views and ideas of others, and helping all our young people to understand and celebrate the different identities and backgrounds of their peers helps to ensure that all young people are included and valued within the school community.

Throughout the year the young people have opportunities to talk about their own beliefs and faiths and take part in different celebrations. The emphasis of RE lessons is to share experiences and knowledge and foster an environment that encourages a mutual respect for different cultures and faiths. Assemblies and enrichment days are delivered throughout the year to promote festivals and celebrations as well as to provide opportunities to celebrate young person's work.

As a school situated in Wales, we take pride in promoting Welsh culture across the school, making the most of opportunities to educate our young people in Welsh identity, history and language.

Fel ysgol sydd wedi' i lleoli yng Nghymru, rydym yn ymfalchïo mewn hyrwyddo diwylliant Cymreig ar draws yr ysgol, gan fanteisio i'r eithaf ar gyfleoedd i addysgu ein disgyblion mewn hunaniaeth, hanes ac iaith Cymru. Mae'r ysgol ar hyn o bryd yn gweithio ar gynyddu'r defnydd o'r Gymraeg ar arwyddion ysgolion.

Health Needs:

Our teaching team plays an active role in promoting all aspects of a young person's health, including education on issues such as alcohol/substance abuse, sexual matters and Aids/HIV. These are addressed through the PSHE curriculum and enrichment days.

All staff are trained in emergency first aid, and a number of staff are trained to a higher level as designated first aiders. The school maintains a range of first aid equipment kept in first aid kits around the school, and in the event of any accident, young people will be attended to immediately, and by suitably qualified staff.

The school makes every effort to cater for and support the day to day health needs of young people, and as evaluated through the planned admission process and risk assessments.

Medication required in the day is kept in a locked cabinet in the Head Teacher's office, and accompanying care staff take responsibility for its administration, in accordance with the First Aid & Medication Policy for Brans Isaf.

The Branas School **First Aid & Medication Policy** is available on the website.



We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Security:

The security of the young people and Branäs Staff is our priority. Consequently, all visitors must sign in and out on departure from the school premises. All staff who work at Branäs must have a current DBS certificate and all teaching staff must have a current Level B Safeguarding Wales qualification.

All RSW's must have their identification card available for inspection at all times. All visitors must have an appointment and be accompanied at all times. The entrance to the school is locked at the end of the school day.

School dress code

The wearing of full school uniform is expected as an integral part of the school ethos which promotes positive attitudes, high standards and a sense of personal pride. In our view, for a school uniform to be successful it must be: -

1. Uniform and not open to various interpretations
2. Comfortable and smart
3. Easily and readily available
4. Reasonably priced

At Branas School we have a full school uniform which consists of black trousers, a black polo shirt with Branas logo, black shoes/ trainers and a school sweatshirt with Branas logo. Young people are expected to wear appropriate school uniform for school. We believe this sets a young person in the best mind-set possible as they reach school ready to learn.

In addition to this when taking part in Physical Education and other activities they must be appropriately dressed for this also, Branas School provide PE kit for all young people. Residential Support Workers will ensure young people are provided with all the clothing and equipment they need. However, a young person will be kept at home and will miss such activities if they refuse to dress appropriately. Equally, they may be sent home if they fail to bring the correct kit following discussions with teachers.



Young person Participation & United Nations Convention on the Rights of the Child

Branas School wants young people to participate and be actively involved when decisions are being made that affects their education. We believe 'every child has the right to say what they think in all matters affecting them, and to have their views taken seriously' (UNICEF UK, 1990).

We understand that the basis of young people's participation is found in article 12 of the United Nations Convention on the Rights of the Child (UNCRC: UNICEF UK, 1990). Article 12 of the UNCRC clearly sets out the rights of children and young people to express an opinion and to have that opinion taken into account on any matter that affects them.

We acknowledge that young people's participation not only has major benefits to themselves and it also makes a major contribution to school improvement.

We understand that young people's participation is strong in schools that have the following characteristics:

- Young people's participation and building positive relationships which are an integral part of the school's **vision and ethos**. Leaders and teachers have a clear strategy for promoting participation and for fostering good relationships. They support and encourage open and honest participation. Leaders create an ethos where young people respect the rights of others and understand the importance of diversity and equality.
- There are clear **roles and structures** in place across the school to capture the views of all young people on a wide range of issues relating to school improvement. Staff take the views of young people seriously and act on them. Young people, staff and members of the governance board understand their roles and responsibilities in relation to participation. Leaders can demonstrate the impact of participation on school improvement planning.
- Young people have a breadth of **opportunities to participate** within and beyond the school to contribute to debate and influence decisions across a wide range of issues that affect them. These opportunities encourage young people to develop the skills needed to become active citizens.
- Young people and staff access good quality **training and continuous professional development** that is well targeted to develop the skills, knowledge and understanding needed to have young peoples' voice heard in discussions and in decision making.

(Young person Participation: a best practice guide - Estyn 2016)

Branas School has a school council which is comprised of 8 young people who meet regularly

to input into all aspects of school life including the quality assurance process of teaching and learning. At Branäs School we value the voice of our young people in our school community. We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

The school aims to ensure that **all** young people have opportunities to have their voice heard and to participate in decision-making processes in their learning environment as stated in Article 12 of the UNCRC. All young people at Branäs School are in sub committees ranging from sports ambassadors to eco warriors. This enables all young people to have a voice in every aspect of school life.

Research commissioned by the Welsh Government in 2008 suggests that developing children and young people's participation in decision-making has benefits for individuals, organisations and communities. Children and young people who participate in decision-making enjoy enhanced self-esteem and motivation, gain important personal, social and organisational skills, and become familiar with group and democratic processes. At the organisational level, young people's involvement in decision-making leads to better relationships, more relevant and effective policies, and better learning. In the best-case scenarios, young people and adults work together as partners to ensure that their school provides the best possible learning environment for all. Children and young people are involved in their own learning, and feel that they have a stake in their learning community.

Developing more effective young person participation can lead to:

- Improved engagement, well-being, behaviour and learning;
- Better young person - staff and peer relationships;
- Better whole-school policies and procedures, based on the real needs of young people;
- More inclusive communities, where all young people are encouraged and supported to participate, not just those who are most confident and articulate;
- Increased opportunities for young people to develop personal and social skills, and to have those skills recognised and accredited should they so wish.



Branäs School is proud to be a Right Respecting School and is working towards the Silver award in 2025-2026.

The Teaching Team

The teaching team at Branas School comprises of a number of subject specialist teachers and 2 specialist teachers, able to deliver an effective, knowledgeable and engaging learning experience to all our young people across the curriculum. We have subject specialist teachers in the following areas:

- English & Literacy Skills
- Maths & Numeracy Skills
- Science
- ICT
- Art
- Humanities
- Physical Education
- PSHE
- Careers/ Employability
- Outdoor Education

All our teachers plan and deliver the range of wider curriculum experiences available to young people on our enrichment days.

Key teachers meet termly with the homes and the young people to review learning and look ahead at new targets. The ALNCo works with teachers to provide a profile of the young peoples SEND and strategies for teaching.

Alongside the teachers, residential support workers support young people in school with their learning. They are an important element of the school team in the school day and bring a wealth of knowledge, experience and supportive relationships with the young people in order to help them engage in the school and the learning on offer.

For the list of teachers currently working at the school and their qualifications please refer to **Appendix B**

Safer Recruitment:

The school makes every effort to employ rigorous safer recruitment strategies at every stage of the recruitment process. CareTech staff involved in the recruitment of new employees have all undertaken Safer Recruitment training. All new employees must undergo an enhanced DBS check, have their references thoroughly vetted and provide clear evidence of qualifications and employment history.

On successful appointment, all new members of the teaching team must successfully complete a 6-month probationary period, during which they must complete their mandatory training requirements and are assessed as to their suitability to work in the school with our young people.

Please see the **Safer Recruitment Policy**, which is available on the website.

Quality Monitoring & CPD:

Beyond the probationary period, all teachers are subject to the company's Quality Framework for Education Services. Within this, all teachers are subject to regular lesson observations, learning walks, audits of planning and schemes, audits of assessment and feedback, and audits of resources. Should a teacher not meet the required standard for the school, he or she will be supported to improve through a performance management process. Should a teacher continue to fail to meet the required standard they may ultimately face action for capability.

A number of Professional Development days are included in the school calendar and teachers must attend these. A programme of training is agreed between the Head Teacher and the team and appropriate training resources are secured to ensure that these days have value. Teachers are encouraged to attend external training relevant to their subject areas, and may request external training looking at areas of professional interest. A programme of Action Research and peer-observation is in place within the school to give teachers the opportunity to observe each other's practice around particular areas of teaching, learning and assessment, share best practice and to work towards whole-school improvement in that area.

All teachers have an online 'e-learning' account with the company's training provider, through which they can access and update mandatory training across the year.

AALA Centre

Branas Isaf is registered with the Adventurous Activities Licensing Authority to be an AALA centre. We are resourced and staffed to offer a variety of outdoor pursuits including:

- Rock climbing;
- Kayaking;
- Canoeing;
- Gorge walking;
- Orienteering;
- Hill and Mountain Walking;
- Mountain Biking;
- Navigation Skills;
- Team-building skills.

This centre is run as part of the school and each young person has the opportunity to participate in a range of outdoor activities and work towards achieving NGB national awards. These activities offer the young people educated at Branas School the opportunity to build team-working skills, develop their own self-esteem, and enjoy and experience learning in the outdoor environment.



Appendix A: Possible Qualification Routes 2023-2024 Year

Detailed results are not being published in the prospectus to maintain anonymity. Please contact the school for more details on attainment.



Ysgol Branas Curriculum Offer – KS3, KS4 and KS5

English:
Functional Skills Entry Level – Level 2
GCSE Preparation
GCSE
Maths:
Functional Skills Entry Level – Level 2
GCSE Preparation
GCSE
Science:
Entry – Level 2 Units
Entry Level Certificate
GCSE Preparation
GCSE
PSHE
Entry Level – Level 1/2 Units
Relationship and Sex Education
Award/Certificate/Diploma in Personal and Social Development
PSHE Awareness:
Level 1 Award in Mental Health Awareness
Level 1 Award in Stress Awareness
Level 1 Award in Alcohol Awareness
Level 1 Award in Awareness of Substance Misuse
Employability Skills:
Entry Level – Level 1/2 Units
L1/L2 Award/ Certificate in Employability Skills
Work Experience
Information Technology:
Embedded within all subjects.
Entry Level – Level 1/2 Units
IGCSE - The Inspiring Digital Enterprise Award
Entry Level 3 Essential Digital Skills
GCSE Preparation
GCSE
Business Studies:
Entry Level – Level 1/2 Units
L1 Certificate in Business and Enterprise



L1/L2 Certificate/ Diploma in Business Administration
Food Technology:
Independent Living Skills
Cookery Units Entry Level – Level 2
L1/L2 Certificate in Food and Cookery Skills
Creative Studies/ Art:
Entry Level – Level 1/2 Units
Level 1/2 Award/ Certificate in Creative Studies – Art and Design.
GCSE Preparation
GCSE
Level 2 Certificate in Creative Media
Geography:
Entry Level – Level 1/2 Units
Pathways/ELC Geography
GCSE Preparation
GCSE
Religious Education:
Awareness and Cultural events
Entry Level – Level 1/2 Units
Pathways/ELC RE
GCSE Preparation
GCSE
History:
Awareness and Cultural events
Entry Level – Level 1/2 Units
Pathways/ELC History
GCSE Preparation
GCSE
PE:
Outdoor Pursuits
ASDAN
GCSE Preparation
GCSE
Modern Foreign Languages:
GCSE Preparation
GCSE

Appendix B

Name	Position	Qualification
Gillian Ashley Gillian.Ashley@caretech-uk.com	Head Teacher	MSc in Psychology MA in Education - Additional Learning Needs Bachelor of Education (Hons) Qualified Teacher Status Foundation in Transpersonal Counselling Skills
Gill Evans Gill.evans@caretech-uk.com	Deputy Head Teacher	BA in English and Drama PGCEs in teaching and educational leadership and management. Diploma in Educational leadership and management. NPQSL
Katrina Flanagan Katrina.Flanagan@caretech-uk.com	Teacher	BSc Degree in Mathematics PGCE in Secondary Mathematics
Lawrence Gallagher Lawrence.Gallagher@caretech-uk.com	Teacher	BSc – Psychology and ICT PGCE - ICT
Graeme Monk Graeme.monk@caretech-uk.com	Science Teacher	BSc in Physics PGCE in Secondary education
Thomas Jones Thomas.jones@caretech-uk.com	Outdoor Education Instructor	Rock climbing Development Instructor, Climbing wall development instructor, Mountain leader summer, Foundation coach, National navigation award scheme tutor, BMC climb for all.
Luis Prtak Luis.Prtak@caretech-uk.com	Instructor	First-Class Honours Degree in Production Engineering PGCE in Design and Technology Postgraduate Certificate in Mathematics Education

The Proprietor

Responsible Individual:

Kate Jones

Email: Kate.Jones@branas.co.uk

School:

Head teacher: Gillian Ashley

Email: Gillian.Ashley@branas.co.uk