



Bracken Hill School

Personal Development Offer

Enjoy, Believe, Achieve

Vision, Ethos, and Values

At Bracken Hill School, a values-led Personal Development policy is the cornerstone of our provision for pupils with Special Educational Needs and Disabilities (SEND). By embedding our ethos into every interaction, we ensure that personal development is a core component of our "Quality of Education" and "Personal Development" judgements under the Ofsted framework. Our pupils strive for personal agency and long-term life outcomes to transition into adulthood as safe, happy, and respected citizens.

Ethos Synthesis: Enjoy, Believe, Achieve

Enjoy We believe that engagement is the prerequisite for all learning. By making the curriculum fun, exciting, and meaningful, we foster a "love for learning" that is essential for pupils with complex needs. This focus on safety and enjoyment ensures that school is a place of curiosity and creativity, providing a positive foundation that encourages lifelong learning and active participation in society.

Believe Resilience in a SEND context is built through the consistent cultivation of self-belief. We support every child to believe in their own potential through a culture of encouragement and care. By building this emotional resilience, we empower our pupils to face challenges and navigate the complexities of the modern world with the conviction that their contributions are valuable.

Achieve Success is defined by the individual's journey toward independence. We maintain high expectations for every pupil, celebrating every milestone, no matter how small. This focus on achievement ensures that pupils gain the specific functional skills, knowledge, and autonomy required to navigate their future lives as independent adults, moving beyond their diagnosis to reach their full potential.

Core Values in Action

The following values form the ethical scaffolding of our school environment, ensuring that pupils are "safe, happy, and treated with respect" at all times.

Core Value	Tangible Manifestation in the School Environment
Determination	Evidenced through pupil persistence in Independent Travel Training and the mastery of self-regulation strategies.
Courage	Manifested in pupils embracing new experiences, such as the Trail Finders initiative or residential trips.
Kindness	Observed in daily peer interactions and the "Families, friendships, kindness" focus within the RSHE curriculum.
Empathy	Developed through our "Voice of the Child" initiatives, helping pupils recognize and respect feelings in themselves and others.
Honesty	Cultivated through transparent communication and the development of "Trusted Adult" safeguarding relationships.

Respect	The baseline for all school conduct, ensuring dignity for all individuals regardless of their cognitive or physical needs.
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Legislation and Guidance

Education Act 2002

Education Act 1996

Equality Act 2010

Children Act 1989

Children Act 2004

Counter-Terrorism and Security Act 2015 (Prevent Duty)

Keeping Children Safe in Education

Relationships Education, RSE and Health Education Statutory Guidance

Statutory Intent and RSHE Progression Framework (September 2026 Standards)

The strategic alignment of our curriculum with the September 2026 Statutory RSHE Guidance is a safeguarding imperative. For SEND pupils, who may be more vulnerable to social and digital risks, this alignment ensures that moral development is paired with practical safety. This proactive approach provides a robust defence against exploitation while promoting healthy, consensual relationships within an evolving digital and social landscape.

Careers and Preparing for Adulthood (PfA) Progression Framework

A tailored careers curriculum for SEND pupils is a vital tool for social mobility. By partnering with the Careers & Enterprise Company (CEC) and adhering to the Gatsby Benchmarks, alongside the Skills Builder Accelerated Programme (launching September 2026), we transform career education into a meaningful life-pathway tool. This strategic approach ensures that "High Expectations" are matched with practical, accessible routes to employment.

Roles and Responsibilities

1. **The Senior Leadership Team (SLT):** Provides strategic direction and ensures the policy meets the statutory requirements of the September 2026 guidance and the "Enjoy, Believe, Achieve" ethos.
2. **The Governing Body:** Provides monitoring and challenge, overseeing the Governor Role in ensuring pupil safety and checking that Personal Development outcomes are being met.
3. **Teaching and Support Staff:** Responsible for the implementation of the curricula, tiered interventions, cultural capital, enrichment and maintaining a values-led environment.
4. **Parents and Carers:** Parents and carers play a vital role in supporting the school's personal development curriculum and wider opportunities by supporting the school's values, expectations

and behaviour policy, encouraging regular attendance, punctuality and positive attitudes towards learning.

5. **Pupils:** Pupils are expected to take an active role in their own personal development by demonstrating the school's values in their behaviour and interactions with others, treating all members of the school community with respect, kindness and consideration. Take responsibility for their learning, behaviour and personal conduct and follow school rules and safeguarding procedures to keep themselves and others safe.

Learner Profiles

To ensure equitable access to High Expectations, the curriculum is differentiated through three profiles:

Explorers

The Explorers pathway is designed for pupils at the earliest stages of development who learn best through play, sensory experiences and positive relationships. Pupils may be pre-verbal or use emerging forms of communication and require significant support with sensory and emotional regulation. Learning focuses on developing attention, communication, engagement and independence through highly personalised experiences that build the foundations for future learning.

Adventurers

The Adventurers pathway supports curious, hands-on learners who benefit from structured sensory and visual support. Pupils develop communication, resilience, emotional understanding and early functional academic skills through engaging, practical learning experiences. The pathway encourages increasing independence, decision-making and self-regulation while preparing pupils for their next stage of education and adult life.

Pioneers

The Pioneers pathway is for pupils who thrive in calm, structured environments and benefit from learning that is practical, purposeful and linked to real life. The focus is on developing emotional regulation, independence, functional literacy and numeracy, problem-solving and life skills. Through a preparation-for-adulthood approach, pupils build the confidence and skills needed for further education, employment, community participation and independent living

The Five Core Personal Development Pillars: KS1 to KS5 Mapping

Our "Pillar Model" provides a holistic, 360-degree approach to student growth, ensuring that all aspects of development are strategically addressed.

Pillar 1: Relationships, PSHE & Independence

Utilizing the PSHE Association competencies, this pillar ensures academic rigour in social education. Independence is formalised through specific ASDAN frameworks:

- **ASDAN Personal Development Plan:** Delivered across KS4, and KS5.
- **ASDAN Transition Challenge:** Mapped specifically to Key Stage 4.
- **ASDAN Towards Independence:** Mapped specifically to Key Stage 5.

Pillar 2: Futures, Careers & Preparing for Adulthood

The MyFutures curriculum is the central engine, aligned with the CEC framework. It provides a structured pathway from early career role-play and café visits in KS1/2 to extended, individualised work experience placements in KS5.

Pillar 3: Emotional Wellbeing & Self-Regulation

We employ a tiered approach, integrating school-wide assets like the FASST Team and the Voice of the Child into our delivery:

- **Universal:** Timetabled Zones of Regulation, Forest School (KS1-3), and Positive Proactive Behaviour Support.
- **Targeted/Specialist:** High-impact, data-driven interventions including Tac-Pac, Sensory Circuits, Sensory Swim, OT & SALT, FASST support, CASY counselling, Drawing & Talking, Play/Lego therapy, and Trauma-informed practice.

Pillar 4: Community, Enrichment & Pupil Voice

This pillar focuses on leadership and external engagement:

- **Enrichment:** Duke of Edinburgh's Award (Bronze at KS4, Silver at KS5), Signing Choir, after school clubs matched to each pillar and the Trail Finders initiative (KS5).
- **Leadership:** Playground Leadership (KS3), Young Leaders (KS4), and Young Enterprise (KS5).
- **Pupil Voice:** Facilitated through direct interviews and student-led curriculum reviews.

Pillar 5: SMSC, British Values & Cultural Capital

Integration occurs through:

- **Weekly Assemblies:** Slots dedicated to celebrations, British Values (Democracy, Rule of Law, Liberty, Respect/Tolerance) and the six School Values.
- **Curriculum:** A robust RE, RSHE, PE and Careers curriculum and national day observances.

- **Cultural Capital:** Educational visits across all Key Stages, residential trips (KS3-5), and participation in national charity events.

Monitoring and Evaluation

The effectiveness of this policy is measured through:

- **Voice of the Child:** Direct feedback from pupils via interviews reviews to ensure provision remains relevant and impactful.
- **Curriculum Reviews:** Regular audits of the MyFutures, ASDAN, and curriculum pathways for progress and engagement.
- **Compliance Checks:** Systematic alignment checks against the September 2026 Statutory Guidance to ensure emerging themes, such as AI, deepfakes, and financial exploitation, are addressed with technical precision.
- **Evaluation of data recorded on Arbor:** Evaluation of academic progress on Trackable. Analysis of pupil engagement with the personal development offer and necessary adjustments to practice, ensuring equitable access.

Explorers

Area of personal development	For every pupil	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Key Stage 5
Relationships, PSHE & Independence	Delivered through each pathway's PSHE & RSHE curriculum			PSHE Association-aligned curriculum (competencies)	PSHE Association-aligned curriculum (competencies) Lifeskills (ASDAN Transition Challenge)	PSHE Association-aligned curriculum (KSS programme) Lifeskills (ASDAN Towards Independence)
Futures, Careers & Preparing for Adulthood	Employer & educational encounter assemblies Close partnership with the CEC; all Gatsby Benchmarks Skills Builder Accelerated Programme (from September 2026)	Visits to school's café Careers role play visits	Visits to school's café Careers role play visits	Timetabled MyFutures curriculum, aligned to the CEC careers framework for SEND Workplace encounters Employer & educational encounter assembly Independent Travel Training lessons	Timetabled MyFutures curriculum, aligned to the CEC framework for SEND Workplace encounters / modern work experience linked to LMI Work experience placement Independent careers advice Independent Travel Training lessons	Timetabled MyFutures curriculum, aligned to the CEC framework for SEND / ASDAN PSD & employability Work experience – Sam's Place, Lashes, allotment, café, Rumbles Individualised work experience & extended placements Independent careers advice Independent Travel Training lessons
Emotional Wellbeing & Self-Regulation	Timetabled Zones of Regulation Individual interventions where needed (Drawing & Talking, FASST, Play therapy, Lego therapy, CASY OT & SALT intervention and attendance support, where needed Staff trained in emotion coaching, trauma-informed practice, Team Teach Positive proactive behaviour support	Forest School Movement and sensory room Tac-Pac Sensory circuits Sensory swim Horse riding	Forest School Movement and sensory room Tac-Pac Sensory circuits Sensory swim Horse riding	Forest School Sensory circuits Tac-Pac Horse riding	Sensory circuits	
Community, Enrichment & Pupil Voice	Sports, Money, Science and Enterprise weeks School-value-focused assemblies After-school clubs Signing choir performances Weekly celebration assembly Adapted communication/ AAC Charity events and National day observances Family engagement events	Breakfast Enrichment session Singing and signing assembly	Breakfast Enrichment session Singing and signing assembly Sports competitions	Breakfast Enrichment session Key Stage 3 residential & trips Christmas performance Sports competitions	Breakfast Duke of Edinburgh's Award Bronze Key Stage 4 residential & trips Christmas performance Sports competitions	Breakfast Duke of Edinburgh's Award Silver Key Stage 5 residential & trips Christmas performance Sports competitions
SMSC, British Values & Cultural Capital	Weekly SMSC, British Values & school-value assemblies (PSHE mapped to BV & SMSC) Pupil voice: Interviews, curriculum reviews, clubs and enrichment Democracy & awareness: anti-bullying, mental health & remembrance. Christian traditional festivities	Religious Education curriculum	Religious Education curriculum Theatre trip	Religious Education curriculum Theatre trip	Religious Education curriculum ASDAN units Theatre trip	Religious Education curriculum ASDAN units Theatre trip

Adventurers

Area of personal development	For every pupil	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Key Stage 5
Relationships, PSHE & Independence	Delivered through each pathway's PSHE & RSHE curriculum			PSHE Association-aligned curriculum (competencies)	PSHE Association-aligned curriculum (competencies) Lifeskills (ASDAN Personal Development Plan and Transition Challenge)	PSHE Association-aligned curriculum (KS5 programme) Lifeskills (ASDAN Personal Development Plan and Towards Independence)
Futures, Careers & Preparing for Adulthood	Employer & educational encounter assemblies Close partnership with the CEC; all Gatsby Benchmarks met Skills Builder Accelerated Programme (from September 2026)	Visits to school's café	Visits to school's café	Timetabled MyFutures curriculum, aligned to the CEC careers framework for SEND Workplace encounters Employer & educational encounter assembly Independent Travel Training lessons Playground Leadership Award	Timetabled MyFutures curriculum, aligned to the CEC framework for SEND Workplace encounters / modern work experience linked to LMI Work experience placement Independent careers advice Independent Travel Training lessons Young Leaders Award	Timetabled MyFutures curriculum, aligned to the CEC framework for SEND / ASDAN PSD & employability Work experience – Sam's Place, Lashes, allotment, café, Rumbles Individualised work experience & extended placements Independent careers advice Independent Travel Training lessons Young Enterprise
Emotional Wellbeing & Self-Regulation	Timetabled Zones of Regulation Individual interventions where needed (Drawing & Talking, FASST, Play therapy, Lego therapy, CASY counselling) OT & SALT intervention and attendance support, where needed Staff trained in emotion coaching, trauma-informed practice, Team Teach Positive proactive behaviour support	Forest School Movement and sensory room Horse riding	Forest School Movement and sensory room Horse riding	Forest School tools Horse riding		
Community, Enrichment & Pupil Voice	Sports, Money, Science and Enterprise weeks School-value-focused assemblies After-school clubs Signing choir performances Weekly celebration assembly Adapted communication/ AAC Charity events and National day observances Family engagement events	Breakfast Enrichment session Singing and signing assembly	Breakfast Enrichment session Singing and signing assembly Key Stage 2 Adventurous Outdoor Days Sports competitions	Breakfast Enrichment session Key Stage 3 residential & trips Christmas performance Sports competitions	Breakfast Duke of Edinburgh's Award Bronze Key Stage 4 residential & trips Christmas performance Sports competitions	Breakfast Duke of Edinburgh's Award Silver Key Stage 5 residential & trips Trail Finders Sports competitions
SMSC, British Values & Cultural Capital	Weekly SMSC, British Values & school-value assemblies (PSHE mapped to BV & SMSC) Pupil voice: Interviews, curriculum reviews, clubs and enrichment Democracy & awareness: anti-bullying, mental health & remembrance. Christian traditional festivities	Religious Education curriculum Theatre trip	Religious Education curriculum Theatre trip	Religious Education curriculum Theatre trip	Religious Education curriculum ASDAN units Theatre trip	Religious Education curriculum ASDAN units Theatre trip

Pioneers

Area of personal development	For every pupil	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Key Stage 5
Relationships, PSHE & Independence	Delivered through each pathway's PSHE & RSHE curriculum			PSHE Association-aligned curriculum (competencies)	PSHE Association-aligned curriculum (competencies) Lifeskills (ASDAN Personal Development Plan)	PSHE Association-aligned curriculum (KSS programme) Lifeskills (ASDAN Personal Development Plan)
Futures, Careers & Preparing for Adulthood	Employer & educational encounter assemblies Close partnership with the CEC; all Gatsby Benchmarks met Skills Builder Accelerated Programme (from September 2026)	Visits to school's café	Visits to school's café	Timetabled MyFutures curriculum, aligned to the CEC careers framework for SEND Workplace encounters Employer & educational encounter assembly Independent Travel Training lessons Playground Leadership Award Forest School tools	Timetabled MyFutures curriculum, aligned to the CEC framework for SEND Workplace encounters / modern work experience linked to LMI Work experience placement Independent careers advice Independent Travel Training lessons Young Leaders Award	Timetabled MyFutures curriculum, aligned to the CEC framework for SEND / ASDAN PSD & employability Work experience – Sam's Place, Lashes, allotment, café, Rumbles Individualised work experience & extended placements Independent careers advice Independent Travel Training lessons Young Enterprise
Emotional Wellbeing & Self-Regulation	Timetabled Zones of Regulation Individual interventions where needed (Drawing & Talking, FASST, Play therapy, lego therapy, CASY counselling) OT & SALT intervention and attendance support, where needed Staff trained in emotion coaching, trauma-informed practice, Team Teach Positive proactive behaviour support	Forest School Movement and sensory room Horse riding	Forest School Movement and sensory room Horse riding	Horse riding		
Community, Enrichment & Pupil Voice	Sports, Money, Science and Enterprise weeks School-value-focused assemblies After-school clubs Signing choir performances Weekly celebration assembly Adapted communication/ AAC Charity events and National day observances Family engagement events	Breakfast Enrichment session Singing and signing assembly	Breakfast Enrichment session Singing and signing assembly Key Stage 2 Adventurous Outdoor Days Sports competitions	Breakfast Enrichment session Key Stage 3 residential & trips Christmas performance Sports competitions	Breakfast Duke of Edinburgh's Award Bronze Key Stage 4 residential & trips Christmas performance Sports competitions	Breakfast Duke of Edinburgh's Award Silver Key Stage 5 residential & trips Trail Finders Sports competitions
SMSC, British Values & Cultural Capital	Weekly SMSC, British Values & school-value assemblies (PSHE mapped to BV & SMSC) Pupil voice: Interviews, curriculum reviews, clubs and enrichment Democracy & awareness: anti-bullying, mental health & remembrance. Christian traditional festivities	Religious Education curriculum	Religious Education curriculum Theatre trip	Religious Education curriculum Theatre trip	Religious Education curriculum ASDAN units Theatre trip	Religious Education curriculum ASDAN units Theatre trip