



Bright Futures School for children with autism

Prospectus

every family matters, every moment counts

Context

At Bright Futures School (BFS) we have a track record of working very successfully with autistic students who:

- Have been out of school for some time
- Have EBSA (Emotional Based School Avoidance)
- Have very high anxiety
- Have a PDA profile (Pathological Demand Avoidance - a cluster of recognisable traits that include social communication and interaction difficulties and 'obsessive' interests), with consequent difficulties engaging in learning and social activity

This means that when students get to Bright Futures School, they are often very behind in their learning and social communication, needing intensive support to catch up. Outlined below are the steps we take to provide this intensive support.

Our philosophy

The philosophy that informs our autism education practice at Bright Futures School responds to research (Barnard J, 2001) published by the National Autistic Society that focused on over 200 young adults who had a diagnosis of 'Asperger's syndrome'. All had relatively high IQ's and good language skills. Some 50% of these bright individuals had gone on to higher education after secondary school. Yet, at the time of the study:

- Only 12% were employed, full or part-time.
- Only 3% could live independently
- Over 65% had almost no social contact outside of their family
- None were married or involved in a significant emotional relationship

These are disappointing outcomes for 'high functioning' pupils. They help to explain why at Bright Futures School (BFS), as well as a strong focus on preparing our young people for success in adulthood, we have a strong focus on working on core autism difficulties.

Our experience is that the biggest obstacle to a child's engagement in learning is their core autism difficulties: a child who struggles with social understanding, who finds it difficult to understand another's perspective, is easily frustrated, sees themselves as a 'failure', has difficulties with emotional regulation, struggles to cope with uncertainty and unpredictability, has high anxiety and finds it difficult to pay attention will have significant difficulty engaging in learning, making friends and living independently.

We have found that working towards mastery of these milestones in conjunction with the child's parents via a home and school social communication programme significantly improves pupils' ability to engage in learning and to connect with others.

every family matters, every moment counts

Our unique 'guiding' approach

Our 'guiding' approach is derived from the autism intervention Relationship Development Intervention (RDI), which focuses on ameliorating the core difficulties that lie at the heart of autism. It is one of a small number of social communication approaches that meet all the criteria outlined in NICE guidelines CG170 'The Management of autism in under 19's' for approaches that address core autism difficulties. NICE recommends that this type of intervention should be delivered by a trained professional. The NICE guidelines recommend that interventions which seek to focus on core autism difficulties should:

- Be adjusted to the child or young person's developmental level
- Aim to increase the parents', carers', teachers' or peers' understanding of, and sensitivity and responsiveness to, the child or young person's patterns of communication and interaction
- Include techniques of therapist modelling and video interaction feedback
- Include techniques to expand the child or young person's communication, interactive play and social routines.

Research (Green J, 2016) published in The Lancet has shown that if parents are supported to change their communication and interaction style with their autistic children then it is possible to decrease the severity of the child's autism. Bright Future School's Head of Development is a former certified Relationship Development Intervention (RDI) Consultant. She works closely with an external RDI Consultant to support BFS staff in their guiding practice.

The guiding programme at Bright Futures School works on 2 levels, leading to different outcomes:

Level 1 Guiding	Outcomes
A whole school communication environment where staff use declarative, invitational language, a slow pace, and judicious use of pausing to facilitate social referencing to widen decision- making. Trained guides use spotlighting to encourage problem-solving and to begin encoding episodic memories. Scaffolding is used to ensure that pupils have experiences of competence in line with the individual's zone of proximal development. Trained guides ensure that pupils are able to start to co-regulate/synchronise their actions as communication partners. This change in communication and interaction style operates constantly throughout the school day and	Decreases pupil anxiety; enables pupils to access the curriculum and enjoy school; increases pupil attendance; enables academic progress; enables pupils to start to understand and use non-verbal communication (NVC); supports pupils to take more social initiative; facilitates pupils making their own decisions instead of relying on prompts; enables pupils to begin to use the thinking of others to decide what to do when faced with uncertainty and unpredictability; enables pupils to begin to widen their options in response to a challenge; facilitates improved social reciprocity. Our experience is that these foundational social communication competencies do

includes 30 minutes of 1-1 social communication work each day.	not generalise outside the school setting unless parents are also working on them in a home programme (HASP).
Level 2 guiding: Home and School programme	Outcomes
<p>Where parents are participating in a home and school programme and there is no Speech and Language provision being implemented to work on social communication targets at school, level 1 provision will be accompanied by staff at school working on the individual pupil's social communication targets that are currently being worked on by parents. Meeting targets in a developmental progression will enable pupils to master developmental milestones that are critical to higher level thinking skills and self-actualisation.</p> <p>A key part of level 2 guiding involves supporting the pupil not only to lay down personal positive episodic memories but also to retrieve those memories to use as a decision-making reference point in similar future situations. This ultimately leads to a greater sense of self, awareness of influence on others, development of independence and personal agency. This will take place for up to 4 hours per week in school and ideally at least 2 hours per week in the home with some work on targets being video recorded, analysed and sent to an external Consultant for feedback.</p>	<p>All of the above, plus: reinstatement of the 'guided participation relationship' (GPR) between parents and child, enabling a) parents to gain vital information from the child that will help them to support the child's developmental growth via mastery of missed milestones and b) enabling the child to start to make emotional connections with the parents and to use their understanding of their parents' own emotional state to enable the child to:</p> <ul style="list-style-type: none"> • Create relationship binding memories centred around trust in self and in guiding partners • Develop the ability to monitor their environment as well as their communication partner in order to obtain meaning to improve communication and decision-making • Become able to recognise when their actions and ultimately their emotions are mismatched with their guide's actions/ emotions, in order to feel motivated and empowered to make a social or emotional repair to get the interaction back on track. • Identify with the guide, motivating the child to incorporate the guide's actions, phrases, inflection and gestures without the need to instruct, prompt or reward them to do so. • Develop the ability not only to manage, but also to seek out and enjoy change, novelty and unpredictability • Start to take responsibility for their own learning and emotional well-being. <p>Later stages of the RDI 'Student Curriculum' encourage the individual with autism to save emotionally meaningful experiences to be able to reflect on and draw from for future scenarios. This capability allows the pupil to use their emotions to:</p> <ul style="list-style-type: none"> • Predict future occurrences / outcomes • Widen their thinking and problem solving before settling on a 'best fit' solution,

	<p>dependent upon current dynamic circumstances</p> <ul style="list-style-type: none"> • Use these experiences to help themselves from making preventable mistakes that could lead to emotional dysregulation • Gain a sense of control and agency rather than continually finding themselves in a vulnerable, anxiety-raising, 'victim' status. • Develop a stronger sense of self • Develop resilience in the face of adversity
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A paper entitled 'Social Communication Interventions and RDI' written by our Head of Development is available on request. The paper explains the theory behind RDI and how the programme works.

Where parents are following a home and school programme (HASP), Bright Futures School staff work on individual guiding objectives with pupils – filming their guiding sessions and sharing key footage with the external RDI Consultant who evaluates parents' and staff use of the guiding framework and child progress in mastering key developmental milestones.

Our experience with implementing our guiding approach at school has shown us that unless parents are also using a home and school programme of RDI, a pupil will be unable to generalise most of the gains they make to other environments and will not be able to progress to the more sophisticated guiding objectives.

Autism requires intensive, co-ordinated input across all settings with all significant adults where the adult guides in school can reinforce and elaborate on the work done by parent adult guides in order to make a difference to core autism features.

The school and its curriculum

Bright Futures School is a very small, special independent school that provides education for children and young people with autism and/or other developmental difficulties between the ages of 5 and 16 years. We currently (October 2023) have fifteen pupils. The autism presentation of the pupils ranges from verbal, articulate and demand-avoidant to minimally verbal/non-verbal with mild learning difficulties.

Curriculum' is the term used for the lesson and academic content taught in school. The broad, balanced and adapted curriculum at Bright Futures School is designed to be pertinent, purposeful and to interest and engage all the learners and to maximise their progress. Our curriculum ensures that our learners are developing the skills and knowledge required to enable them to prepare them for an appreciation of life in modern Britain. At its core, it is designed to ensure all learners are happy, healthy and safe whilst ensuring they reach their full potential having access to a broad and balanced curriculum promoting independence throughout.

Due to their developmental delay, most pupils have not acquired the academic standards expected of their chronological age when they start at Bright Futures School and this, together with their reduced social and emotional development, means that there is a double workload to be achieved in order to raise standards to the expected level at the end of the key stage. Frequently, pupils show low levels of attainment compared with their peers in mainstream schools, however, good progress can be seen to be made by pupils and is documented through our assessment programme.

Academically, we provide challenge to our pupils and take them to the edge of their competencies but this has to be done very carefully to avoid negative experiences and withdrawal. In addition, we focus on developmental areas which give pupils the opportunities to develop confidence and undertake positive experiences in relevant subjects, all increasing progress, motivation and an ability to survive in the world outside of school.

Some of our students are academically able but their difficulties managing their anxiety mean that the pressure of taking exams of any kind is counter-productive for them as it would be detrimental to their emotional wellbeing. We therefore need to carefully assess our students' levels of tolerance so that we are sure that they can successfully meet appropriate challenges.

We aim to balance this by also giving pupils opportunities to gain qualifications that are not exam-based. It is of the utmost importance to us that our pupils do not have experiences of failure as these are usually what have led them to withdraw from learning and have contributed significantly to poor emotional wellbeing in their previous educational settings.

Each individual learner is regularly assessed with reference to their Education and Health Care plan and this informs their stage of learning.

At Bright Futures School we have four stages of learning. These are:

1. **Experiential Stage** - Within this stage, the pupils learn by doing and by reflecting on the experience.
2. **Exploratory Stage** - Within this stage, the pupils learn by exploring environments, reality, and lived and virtual experiences and think about how these experiences apply to their own lives.
3. **Investigative Stage** - Within this stage, the pupils develop through investigating the world around them. The curriculum and learning environments for these learners are increasingly more formal.
4. **Pathways Stage** - Within this stage, the pupils are supported to take Functional skills assessments in English and Maths. These learners also gain additional skills so they are equipped for moving on to college or apprenticeships and to help them get the most from life, learning and work.

The school day is split into 4 sessions:

Session 1: An initial 'Ready to Learn' session lasting 40 minutes which gives pupils time to decompress from their journey to school and promotes readiness for learning by gently introducing pupils to a fun and educational paired activity on a 1-1 or 1-2 basis with a member of staff. This session lends itself particularly well to our guiding approach and where a pupil's parents have a social communication 'guiding' programme in place in the home, staff work with a pupil in Ready to Learn sessions on their individual social communication guiding.

Sessions 2, 3, 4: These sessions consist of English, Mathematics, Computing, Humanities, Science, Expressive Arts, PE, RE. The content of these sessions are adapted to meet the academic and wellbeing needs of each child within each stage. Each session begins with the pupils working as a small group and individuals may use their personal learning space to complete activities if needed.

ASDAN

Our Investigative and Pathways learners undertake ASDAN programmes, starting with the Bronze Personal Development Award. ASDAN programmes and qualifications are widely recognised by educators for providing an engaging curriculum that empowers students through personalised learning and choice. Courses motivate and enhance learners' confidence, self-esteem and resilience. In addition, learners develop core skills in teamwork, communication, problem solving, research and self-management. Courses support learners as they transition to post-16 study, as well as helping our young people develop the skills needed to progress on to higher education, training and work. Pathways Stage learners also have the opportunity to embark on ASDAN Short Courses such as animal care, gardening, independent living and employability as well as enjoying work experience opportunities in local businesses.

Pupil destinations post-16

- Pupil N left BFS in July 2022, to go to Birtenshaw College, Bolton to follow a course in animal care, as well as GCSE maths
- Pupil M left BF in July 2022, to go to Ackworth School, Pontefract to follow GCSE courses
- Pupil L left BFS in July 2022 to follow a bespoke package of independent living

- Pupil K left BFS in July 2021 to take up a foundation arts course at Oldham College, together with GCSE courses in English and Maths
- Pupils I and J both left BFS in July 2020, to take up the pathways vocational course at Oldham College.
- Pupil H left BFS in July 2019 to pursue a level one course in Hair and Beauty at Hopwood Hall College having joined us for a short time in Year 11.
- Pupil G left BFS in July 2019 to take up a Pathways Foundation course at St Christopher's sixth form College, including a BTeC in creative media production. This pupil joined us at the last minute in his final year when a local authority college placement broke down.
- Pupil F left BFS in July 2018 to engage in a Pathways vocational programme at Oldham College, focusing on Level 2 functional skills with a view to progressing to GCSE in due course. Careful transition and familiarisation supported by BFS, including independent travel training, has assisted this pupil in his successful transition to college including travelling independently by bus. This pupil came to BFS at age 11 having been home-schooled and previously unable to access a school building. In July 2020, this pupil achieved his maths GCSE
- Pupil E left BFS in July 2018. He identified that he would be unable to engage in a college course due to his autism, and so BFS supported a proposal for a bespoke package which focuses on high quality work experience, and on non-qualification activity which will prepare him well for employment, independent living, and successfully participating in society. Despite the majority of this pupil's EHC outcomes not being fully met, his local authority refused to fund the package and BFS has supported a legally aid funded judicial review.
- Pupil D left BFS in July 2017. Most of her education through BFS had been home based due to severe anxieties. BFS supported this pupil's parent to secure a further literacy & numeracy skills bespoke package from an external agency to gain further skills in these areas alongside developmental work to reduce anxiety, before further education could be entered into
- Pupil C left BFS in July 2016 to engage in Graphic Design at Oldham College at Level 2. Despite a high standard of skill and talent in graphics and art, pressure of workloads around the accompanying GCSE work in English and Maths (as predicted and warned against by BFS at transition review,) caused great anxieties and resulted in a year out at the end of year one, to focus on re-engaging into year 2, when emotional state is more settled.
- Pupil B left BFS in July 2016 to engage in a Level 1 course in Animal Care at Hopwood Hall College. Unfortunately, difficulties with independent travel at the same time as integrating into college life (as predicted and warned against by BFS at transition review,) led to drop out from college. Pupil B now attends Groundwork, a practical environment-based apprenticeship scheme in Rochdale.
- Pupil A left BFS in July 2015, aged 16 to engage in a one year Work skills course leading to a Level 1 IT course at Hopwood Hall College, both of which included functional skills in Maths and English at entry Level 3. Successfully completed.

Admissions

We consider any pupil with a diagnosis of autism or related developmental difficulty. Pupils are accepted if, following a brief assessment by the Head of Development, we consider that we can meet a pupil's needs and that they will fit with the current cohort of pupils at school. Please see our website home page for more information on admissions.

Meals at school

Pupils bring packed lunches and non-carbonated drinks to school. These may contain hot food in thermos flasks but there are no facilities to heat foods for school lunches on site. We have 2 separate dining areas where pupils take their meals and snacks under the supervision of staff.

Clothing and jewellery

Pupils wear their own clothes to school. We do not have a school uniform but ask that pupils wear clothing appropriate to the days' activities. We ask parents to provide a change of clothes and a warm, waterproof coat on days when learning outdoors and during colder weather. Jewellery should be kept to a minimum and of an appropriate, small size. Swimming and activity kit should be brought into school on the appropriate day, for those going swimming or engaging in other physical activities.

Bringing items into school

Pupils should not bring any items into school other than their school bag, lunch and communication book. Should a mobile phone be needed for the journey to and from school, we ask that it is switched off and handed in on arrival at school. We take no responsibility for other items that pupils bring to school. Apple watches and other electronic devices are not allowed in school.

School hours and holidays

Our school day runs from 9.15am until 2.15pm (Monday, Tuesday, Thursday, Friday) and 10am until 3pm on Wednesdays. Pupils have breaks at 10.55am (to 11.15am) and 12.15pm (to 12.45pm), both supervised by school staff. School starts at 10am on Wednesdays to allow for an hour's 'guiding' work by staff. We follow OMBC school holiday schedule and this is displayed on our website.

Homework

We have a "no homework" policy, taking the view that a) our pupils will have worked hard in coping with their school environment during the school day and b) pupils work very intensively with staff at school. Pupils are encouraged to follow up interests developed in school during their time at home.

OfSTED

Our Ofsted report (May 2023) made the following positive comments about our pupils progress:

- Pupils enjoy coming to Bright Futures School. They benefit from strong relationships with staff who encourage and reassure them at every opportunity. Parents and carers, and pupils, told inspectors that the school has made a positive difference to their lives.
- Leaders have high expectations of pupils' learning. Adults are skilled in supporting pupils' individual learning and development. This ensures that pupils experience a highly relevant curriculum that is appropriate to their needs. Pupils are taught by teachers who know them extremely well. This prepares pupils, all of whom have special educational needs and/or disabilities (SEND), well for the next steps in their education and adult life.
- Pupils benefit from a broad range of activities to promote their wider personal development. This includes opportunities to go horse riding, cycling and trampolining, as well as being involved in charity work and environmental projects.

Area for development identified by OfSTED	Actions taken by school
In a small number of subjects, leaders have not considered exactly what pupils should learn and in what order. This hinders some pupils from achieving as highly as they could. Leaders should finalise the curriculum content in these remaining few subjects to ensure that teachers know exactly what knowledge pupils must learn.	<p>The Cornerstones curriculum has been introduced which will ensure a structured scheme of work is being followed in all curriculum areas ensuring curriculum sequencing and progression.</p> <p>Training will take place for all staff on following the new curriculum, writing Lesson objectives (LO), the difference between success criteria and LO, differentiation and assessment.</p>
In a few subjects, some staff lack the confidence to deliver the curriculum as leaders intend. This means that some pupils are not learning all that they could. Leaders should ensure that staff are fully equipped to implement the curriculum effectively and confidently in these subjects.	<p>Subject leads have been introduced, who oversee the development of the curriculum and support teaching and learning, under guidance from the new full time Head of Learning. They will:</p> <ul style="list-style-type: none">• Share new curriculum planning• Monitor and introduce quality lesson resources that move away from worksheets• Support staff in areas of need• Deliver necessary training to whole staff team and individuals• Provide coaching and lesson modelling for other staff members• Lead a concrete induction program for new staff members that includes examples of good practise, shadowing experienced members of staff for planning, teaching and assessment

Leadership and Management

Louise Whalley, Head of Learning is a qualified teacher with National Professional Qualification for Headship (NPQH). She oversees the academic curriculum and daily running of the school together with assessment and monitoring of pupil progress.

Zoe Thompson is Proprietor of the school as well as Head of Development. She was a certified Relationship Development Intervention (RDI) Consultant and she oversees the implementation and monitoring of the school's 'guiding' approach, supports the daily running of the school, liaises with parents and local authorities and takes a lead on the implementation and monitoring of pupil EHC plans.

Lisa Rigg, is Middle Manager and supports the Head of Development with the implementation and monitoring of pupil EHC plans. She supports the Head of Learning with the organisation of staffing and the daily timetable. Lisa is also PE and Computing Subject Lead and the Educational Off-Site Visit Co-ordinator.

As well as Louise, there are a further three qualified teachers on staff and seventeen Learning Mentors who work with pupils as guided by teaching staff. Details of these staff and their additional responsibilities can be found on our web site.

In terms of management and governance, our Ofsted report (May 2023) highlighted that:

- Leaders have made improvements to the quality of the curriculum. They have ensured that the curriculum is suitably ambitious. Leaders have also made sure that the curriculum is well designed in most subjects and key stages. They have placed the development of pupils' communication and language skills at the heart of everything that they do.
- Leaders have high expectations of pupils' learning. Adults are skilled in supporting pupils' individual learning and development. This ensures that pupils experience a highly relevant curriculum that is appropriate to their needs. Pupils are taught by teachers who know them extremely well. This prepares pupils, all of whom have special educational needs and/or disabilities (SEND), well for the next steps in their education and adult life.
- Leaders expect pupils to behave well. Pupils across the school focus intently on their learning. Staff successfully help pupils to learn to manage their behaviour and their emotions.
- Central to leaders' work is developing pupils' personal, social, emotional and life skills. Pupils are supported to develop their self-esteem and are taught about how to keep themselves healthy, both mentally and physically. Leaders have successfully implemented the statutory guidance on relationships and sex education.

Our Ofsted report (May 2023) highlights that:

- Staff explicitly teach pupils how to behave. For example, staff skilfully develop pupils' understanding of the most appropriate ways to react and behave in different situations. Over time, pupils increase their ability to manage their own behaviour. Pupils respond positively to the rewards that they receive for trying their best. Pupils attend school regularly. They benefit from a harmonious environment that supports them to learn effectively.
- Leaders and staff are well trained and knowledgeable about keeping pupils safe. The

procedures in place to identify and report concerns are well understood by staff. Staff are strong advocates for all pupils, including those who are particularly vulnerable.

Behaviour and welfare

Our Ofsted (May 2023) report notes that:

- Staff explicitly teach pupils how to behave. For example, staff skillfully develop pupils' understanding of the most appropriate ways to react and behave in different situations. Over time, pupils increase their ability to manage their own behaviour. Pupils respond positively to the rewards that they receive for trying their best. Pupils attend school regularly. They benefit from a harmonious environment that supports them to learn effectively.
- The new, purpose-built building is well maintained, clean and well resourced. There is suitable outdoor space for pupils to get fresh air at breaktimes and to engage in physical education lessons.

We have not found the less intensive 'behaviour management' strategies and social skills' inputs to be at all useful in promoting social understanding, emotional regulation, the ability to take another person's perspective, the ability to manage uncertainty and unpredictability - all of which is at the root of 'challenging behaviour.' Neither have we found such strategies to be effective in facilitating independent thinking, self-actualisation, self-confidence, resilience or self- esteem.

We know from our experience with the other children at our school that using 'behaviourist' strategies is in fact counter-productive and can cause a child to withdraw from the adult, to feel they cannot trust the adult and to contribute to further disengagement from interaction and learning.

We recognise that due to the nature of the autistic condition, misunderstandings and communication breakdowns are inevitable. Our whole school approach is geared towards helping our pupils develop the thinking skills they need in order to communicate and understand the world better.

In support of the above, Bright Futures School has developed:

- Profiles of each pupil including a section that identifies most likely problematic behaviours; appropriate strategies to support pupils when such behaviours occur; and limit setting strategies and sanctions appropriate to each individual pupil
- Ground rules for behaviour in school
- A pupil/school agreement that sets out the culture we are trying to promote at Bright Futures School, kinds of behaviour are unacceptable, and what sanctions will be applied for transgression of anything in the agreement. This will be personalised for each pupil.
- A personalised reward system for thoughtful and kind behaviour
- A system for recording minor incidents in the pupil's home-school communication book

together with discussion at staff meeting so that staff can ensure continuity of approach in management.

- An online system (CPOMS) is used to record all concerns about pupils and families, including problematic behaviour and student dysregulation. This enables staff to identify any patterns in behaviour change and take appropriate action.
- Where a social communication breakdown or social misunderstanding has occurred, staff will work with pupils to enable them to understand the other's perspective, facilitating mutual understanding and ensuring that an apology is made where any party has been aggrieved.

Feedback from pupils and relationships with parents and families

Our students are happy and thriving. Our current students regularly express their feelings about school and what it has enabled for them:

H age 14, ahead of meeting up out of school with 2 other pupils 'I'm really looking forward to going out with the boys tonight, Mum. Remember when I didn't have any friends?'

M age 13, 'I was excluded a lot at my other school. They didn't understand my autism. I felt like I was being punished for being autistic.....but I can't help it. I've never been excluded at Bright Futures and for the first time, I am happy at school, doing all my lessons and have friends.'

M age 14, 'Bright Futures helps me sort things out when I'm feeling low. It's a really happy place and I love learning here It's joyful.'

B, age 17, on leaving Bright Futures School in July 2018, "I started visiting school when I was nearly 10 years old, and officially became a pupil in May 2012. To me, it doesn't feel all that ago, however I'm sure some of you veterans feel differently! It's honestly hard for me to think back to what I was like before coming here, regarding my mannerisms, knowledge about the world and self-confidence. However, that shouldn't particularly matter now. One things for certain, I've changed a lot. And you've all played a part in making me who I am today, and for that let me offer my deepest thanks to the staff and pupils. Once I am settled at College, I'll be sure to come and visit you all. You won't get rid of me that easily!"

Our students' parents are very satisfied with our provision and this is reflected in our Ofsted report (May 2023), which highlighted

- Parents and carers, and pupils, told inspectors that the school has made a positive difference to their lives
- Strong partnership working between leaders and parents helps to keep pupils safe

Feedback from parents includes the following:

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Mum of a 14 year old pupil: 'His previous school plain and simply didn't understand autism and thought he could be communicated with and taught in a 'mainstream' way. He was picked on by his peers, his mental health deteriorated to the point that our family life was in turmoil, his self-esteem was at ground zero, he was in tears every morning begging not to go to school, he'd bottle his feelings up at school then explode at home, he didn't have a single friend in the world, and this temper would also trigger seizures too.'

The change in him has been astounding - he loves going to school, he's made meaningful friendships, he's no longer insular, his confidence has blossomed, and I'm so happy to say he's been seizure free in the two years since being at Bright Futures and is on his final month's withdrawal of epilepsy medication, which his neurologist never dreamed there would be hope of.'

Dad of one of our younger pupils: 'I've seen your videos and your comments in the home/school communication book about S making a breakthrough and I can't believe the difference in her, she is so different towards me it is amazing. She never screams and is really happy all the time.'

Mum of a 6 year old pupil, describing the changes she has observed in another pupil of a similar age: 'The two pieces of video footage are like night and day. In the first clip, L takes very little notice of anyone else in the room. She doesn't join in and she is unmotivated/unable to take turns. She is very object-focused. She finds it more fun to play with the animals in her own way (like putting the horse on her head). In the second clip, she is so attuned to Jo (staff member) and she is doing so many neuro-typical things, like referencing, imitating, and co-regulating. These clips are what I show my family when they ask about how Bright Futures works with pupils. These clips are full of hope for other autism parents like mum.'



**Please visit our website for more
information:**

www.brightfutureschool.co.uk

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