



Shropshire School

Prospectus

2024-2025

eslandshropshireschool.co.uk

Online version



**Changing
children's lives
for the better**

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All photographs contained in this prospectus are of actual young people and staff who were in attendance at an Esland school or live/work in an Esland home. These images cannot be used or reproduced.

Everyone included enjoyed their involvement in being part of the promotion of the Esland Group and all necessary consents were obtained.



Welcome from Jo Blakeman our headteacher

Dear students, parents and carers,

I am delighted to welcome you to our independent SEN (Special Educational Needs) school and would like to share some more insight into the work we do.

We support students between 8 to 18 years old who have Education, Health, and Care Plans (EHCP) and those with a primary need related to Autistic Spectrum Condition (ASC), Speech Language and Communication Needs (SLCN), anxiety and emotionally based school avoidance, and Social, Emotional, and Mental Health needs (SEMH).

We have our own unique identity, ethos, and approach to our curriculum, and we use Esland's unique Turning the Curve™ education model to support students who, depending on their background and circumstances, may be at different stages in their education.

Our highly experienced and talented staff team are the backbone of our school. They provide a supportive environment that encourages and inspires students to re-engage with their education and find the joy in learning again.



We use a combination of quality teaching and therapeutic care to give students the skills, qualifications, and experiences they need to thrive as they take their next steps into adulthood.

We take our responsibility in shaping young minds exceptionally seriously because we understand how vital our input, guidance, and support are in helping students build the foundations of their future careers. The most rewarding part of our role is seeing students develop into curious, stimulated, and positive individuals who feel empowered to pursue new and exciting opportunities.

Yours sincerely,

J. Blakeman

Ethos

A bespoke learning experience

Students at Esland Shropshire School have access to a broad and balanced curriculum offer that enables them to progress through a range of appropriate qualifications so they can access further education, employment, or training.

Alongside their academic learning, students are given individualised support in overcoming barriers linked to broader developmental needs, providing them with the skills and confidence to navigate the world beyond school into adulthood.

Our class sizes are limited to four or five students, ensuring each one receives the individualised teaching and learning model they need. Students are grouped according to a range of factors, but we feel it's important for them to work with others at a similar age or stage of learning. Qualified teachers plan, deliver and assess all learning, and a dedicated Teaching Assistant is present in each class, providing additional support.

When students first join us, they complete several academic and therapeutic assessments to form a learning profile. This profile helps our staff adapt learning opportunities to their needs so that they can get the most out of every lesson.

At Esland Shropshire School, we embrace the art of making mistakes. As Einstein once said, "Anyone who has never made a mistake has never tried anything new." Making mistakes allows students to take calculated risks to enable growth and learning. Our school provides a nurturing environment where both students and staff can feel secure in making mistakes, supported in overcoming them and celebrated once new learning is achieved.

We aim for all students to leave our school with renewed confidence, social skills, and academic qualifications to help them lead independent and fulfilling lives as adults.



“We have created a warm, welcoming, happy and nurturing environment at Esland Shropshire School, where all achievements, no matter how large or small are celebrated. Staff work to build trust and confidence with every student and our range of academic and vocational opportunities help ignite the interest of all young people in our school.”

Jo Blakeman
Headteacher

Our curriculum

Students at Esland Shropshire School have access to a broad and balanced curriculum offer that enables them to progress. Our curriculum aims to prepare students for their next steps by providing a range of academic pathways and social skills that will benefit them throughout their adult lives.

An Independent Learning Plan (ILP) is written for every student when they first start with us. The curriculum is designed to be as practical and creative as possible to engage students who may have previously disengaged with school. We aim to link our students' learning to real life scenarios as much as possible to help deepen their understanding and bring to life different concepts.

We believe this approach builds the foundation for future success in their employment and independent lives and enables them to play a positive role in society.

Our curriculum consists of 3 elements, which includes:

- Self-regulation
- Independence
- Social interaction



Creative, engaging and aspirational

These drivers are vital for developing our students' emotional awareness so they're able to continue their education, employment, or training when they leave us.

We support and challenge our students to become successful learners who can apply the skills they've gained to build stable relationships, engage productively in the community, and establish a fulfilling work life.

Our curriculum is broad and balanced and includes a range of subjects that are personalised to our student's individual needs. Students can gain GCSEs and Functional Skills qualifications at Entry 1, Entry 2, Entry 3, Level 1, and Level 2, as well as ASDAN (Award Scheme Development and Accreditation Network) and vocational accreditations.

We offer work experience opportunities with local colleges, businesses, and in the community, enabling students to demonstrate and grow their self-regulation, independence, and social interaction skills in the wider world.

The 3 streams

We encourage all our students to take ownership of their learning and become engaged, independent, and motivated learners.

Following a 6-week assessment period, we'll design a personalised curriculum with each student based on their goals and interests, prior attainment, gaps in learning and previous experiences of education and trauma. There are three curriculum streams available.

The Stepping Stones curriculum

This curriculum is aimed at key stage 2 or entry level learners, and it focuses on helping students learn to read, write, and communicate, alongside gaining skills in mathematics.

These core skills are embedded in broader curriculum opportunities that provide focus and challenge, deepening their knowledge and understanding of the world and enhancing how they communicate with it.

Subjects:

- English (including phonics)
- Mathematics
- PE (physical education)
- PSHE (personal, social, health and economic)
- Science
- Humanities
- Beliefs and values
- Creative arts, including food technology
- Design & technology
- Computing

The Elements curriculum

The Elements curriculum is aimed at key stage 3 learners studying the National Curriculum. It covers the core subjects, alongside themed projects which add depth and breadth to a student's knowledge to prepare them for key stage 4.

Subjects:

- English
- Mathematics
- PE & outdoor education
- PSHE
- Science
- Humanities
- Creative arts including food technology
- Beliefs and values
- Computing

The Futures curriculum

Our Futures curriculum at key stage 4 and 5, is aimed at preparing students for life beyond school while helping them gain accredited qualifications in the core subjects.

We offer a range of vocational opportunities during our Futures curriculum, and this includes links with local colleges.

Subjects:

- English
- Mathematics
- PE & outdoor education
- PSHE including Preparation for Adulthood
- Science
- Beliefs and values

Options:

Humanities, food, creative arts, D&T (design and technology), ICT (information and communications technology), DJ (disc jockey) skills and College-Links vocational courses (including bricklaying, mechanics, hair and beauty, and carpentry).



“Esland Shropshire School offers an inclusive and positive environment where our students can learn new skills to help them.” on the road to a brighter future.”

Rachael Allen
Chief Operating Officer

Our school

A sensory-friendly learning environment

Our school sits in the beautiful south Shropshire countryside. We're lucky to be surrounded by nature, and our closest neighbours are sheep!

Our facilities have been purposely designed to enrich the educational experience we provide to our students. The building we're based in is an extensive single-storey site with many facilities, including therapy and sensory rooms, a chill-out room, a library, and a multifunctional hall where students can eat, attend assemblies, socialise, and receive therapeutic interventions.



Our school

Our food technology room is fully equipped with everything our students need to cook up culinary treats while learning essential skills such as independence. We have lots of outdoor space, including a quiet sensory garden where students can explore different colours, textures, sounds, and aromas, and a picnic area for lunchtimes in the sunshine. For our sports lovers, we have a dedicated ball area where they can get active and flex their football and basketball skills.

We believe in exposing our students to broader experiences too, so we visit several alternative provision settings, including animal care, music production, plastering, and swimming, amongst many others.



Many of the students we teach have struggled in a mainstream setting, so we pay particular attention to the school's environment to ensure it enables young minds to develop. We do this by keeping class sizes small, with just four or five children and two staff members per class. Groups in younger years are taught from base classrooms, with students only leaving for specialist lessons like art, science, and cookery. This provides a sense of certainty and helps to reduce anxiety brought on by room changes and transitions around school. It also allows us to facilitate sensory and movement breaks during lesson changeovers, as our corridors and common areas are less busy.

As students move into higher year groups, they may move more regularly between classrooms, helping to develop their independence and organisational skills. We assess everyone's sensory needs on admission and carefully consider how these needs will be accommodated and supported in Individual Learning Plans (ILPs).

Our classrooms are designed to be sensory-friendly, too. Everything from their layout and displays to the soft colours and lighting are geared towards creating the perfect learning environment.

Therapeutic approach

Therapeutically informed approach

We have a therapeutically informed approach to teaching, working to ensure that broader individual needs are met so that learning can take place.

Our staff have extensive knowledge and experience working with young people with additional needs, and they receive ongoing weekly in-house clinical CPD (continuing professional development) to inform their practice further.

Extra targeted training is provided where appropriate for staff in specific roles or to help them meet the needs of individual students. Our clinical team also offers specialist therapeutic support, including:

- Speech and Language Therapy
- Occupational Therapy
- Counselling
- Art Therapy



The school's behaviour policy is based on the principles of relational behaviour management. We understand that much of the behaviour presented by the students attending our school is needs-driven.

When a student first joins us, their parents or carers will be involved in writing a behaviour support plan that informs staff and enables them to implement individualised approaches for managing challenging behaviour. We supplement this with trauma-informed approaches, such as the PACE (playfulness, acceptance, curiosity, and empathy) therapeutic model.



“Our dedicated team at Esland Shropshire School are trained to understand the individual educational and therapeutic needs of every child. The education and support we offer will help them to flourish both academically and personally.”

Naseem Akhtar
Education Director

“Esland Shropshire School combines Esland’s educational mission with first class facilities in a beautiful setting to deliver first class outcomes for children’s learning journey”

Jill Palmer
Esland CEO

Admissions process

Students are placed at Esland Shropshire School following a referral by their Local Authority (LA). Our panel will review the referral paperwork, and if we feel we can meet the young person’s needs, we’ll ask for the LA’s permission to complete an assessment to determine their suitability for a placement.

Our assessment process involves young people visiting the school with their parents/carers. We’ll give them a tour of the school, discuss its provision, and what additional adjustments may be required.

In some circumstances, we may contact previous school placements and other professionals working with the young person to gain additional feedback that will support their referral paperwork.

Once the assessment is complete, and if both parties agree to proceed, we’ll approach the LA with a formal placement offer before contacting the parents/carers to begin transition arrangements.



Admissions criteria

We’ll consider referrals for students who:

- Are aged between 8 – 18 years old
- Have an Education, Health and Care plan (EHCP)
- Have a primary need related to:
 - Autistic Spectrum Condition (ASC)
 - Speech, Language and Communication needs (SLCN)
 - Anxiety
 - Emotionally based school avoidance
 - Social, Emotional and Mental Health needs (SEMH) related to any of the above
- Are able (or have the potential) to:
 - Access a broad and balanced curriculum resembling the National Curriculum at key stage 2, 3, 4 and 5
 - Access the teaching primarily as part of a small group (up to five)
- May also present with:
 - Challenging behaviour within mainstream settings (due to needs above not being appropriately met)
 - A history of school refusal and/or placement breakdowns
 - Barriers to learning such as dyslexia and dyspraxia
 - Additional communication and/or sensory needs
 - Academic progress below age related expectations
 - ADHD, OCD, ADD, PDA, Tourette’s Syndrome (as a secondary or additional diagnosis to those listed above)



Admissions and referrals

Local Authorities

If you represent a Local Authority and would like to make a referral, please contact us on the email address below. Once submitted, a member of our team will contact you to discuss the next steps.

 placements@esland.co.uk

Parent/carer enquiries

If you're a parent or carer and would like to find out more about our school, please contact us on the email address below. Once submitted, we'll be in touch to book you a place at one of our open mornings.

 placements@esland.co.uk

Contact us

Esland Shropshire School

The Old Navy Building, Station Road,
Ditton Priors, Bridgnorth, Shropshire.
WV16 6SU

Email: placements@esland.co.uk

Phone: 01743 668 900

Opening times: 9:00am – 3:15pm

Proprietor:

Esland North Limited

Suite 1, Riverside Business Centre, Foundry Lane, Milford, Belper, DE56 0RN

Phone: 01773 823989