



Esland Bedford School

Building Our Future

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A letter from our headteacher



Dear students, parents and carers

I am pleased to welcome you to Esland Bedford School and would like to take this opportunity to share with you a little more about what we do. As a school we understand each young person has a unique journey that leads them to joining our school, and we work to maintain an atmosphere of acceptance, tolerance and care that enables all members of our school community to feel happy, valued, and respected.



Our aspirations are that pupils will leave Esland Bedford School with a range of academic qualifications and social skills that will stay with them throughout their adult life. Student progress in these areas will form the foundation of future success in their employment, their independence and will enable them to become effective members of their local communities.

We recognise that learning is an ongoing process and shouldn't be limited to the time young people have with us at school. Through our curriculum offer we aim to develop not just the academic knowledge in all our students that enable them to further their education, but to also develop their knowledge and understanding to allow them to become positive members of society. The support of all our education staff is fundamental to ensuring positive outcomes for our students, allowing them to make informed choices, mitigate risk, and improve resilience and self-esteem whilst working towards challenging academic targets.

Collectively as a team we are very proud of the positive impact we have on the lives of young people attending our school and welcome the opportunity to discuss our work further. If you have any further questions, please do contact us at school.

Yours sincerely,

Rhett Cameron
Head Teacher
Esland Bedford School



Our School

Esland Bedford school is set on the grounds of Wrest Park. The main school building is set on an open site, containing 10 teaching spaces, including specialist classrooms for Art, Science and Food and Cookery.

The school has a sports hall in a building nearby, with provision for basketball, badminton, and football amongst other Physical Education activities. Teaching staff make use of the external grounds to support learning outside of the classroom, including the sports fields for PE, the public footpaths, and bridleways to support delivery of the Duke of Edinburgh programme, and providing access to English Heritage's Wrest Park property to utilise the adventure playground and wider site. More widely, the school utilises a range of alternative provision settings including, but not exclusive to, animal care, music production, plastering and swimming.

The school implements a number of specific approaches to ensure that we can provide an appropriate environment for students, many of whom will have already struggled in a mainstream setting, that enables them to develop holistically. The school benefits from small class sizes, with 5 children and 2 staff members per class. Groups in lower year groups are taught from base classrooms, with students only leaving for specialist lessons (Science, Art, Food). This provides a sense of certainty for students, helping to reduce anxiety brought about by changes of rooms and transitions around school, whilst also enabling sensory and movement breaks to be managed at lesson changeover as foot traffic is reduced in corridors and common areas.

As students move into higher year groups they begin to move more regularly between classrooms, helping to develop independence and organisational skills. Students have personal sensory diets, enabling relevant equipment and sensory breaks are factored into their individual provision. This is supported by the decoration and organisation of the building. Classrooms are laid out in a manner that is sensory friendly, and the building itself is decorated with soft colours and appropriate lighting.



Curriculum



Curriculum



The aim of the Esland Bedford School curriculum is to provide students with a broad and balanced curriculum, based on the National Curriculum programmes of study, that is appropriately planned and differentiated to meet the individual needs of students.

There are three principles underpinning the curriculum at Esland Bedford School:

1

An understanding of local, national, and global contexts meaning that the curriculum links to current issues in both students immediate and wider worlds.

A curriculum that is accessible to all students regardless of individual starting points. As a school we take students on roll at various points of their academic careers following placements of varying degrees of success. Our curriculum is planned and sequenced in a way that enables all students to have access regardless of when they join the school.

2

3

A firm belief that our responsibilities lie with the holistic development of each student, and that academic outcomes are only part of any student's successful journey with us. Each element of the curriculum is planned in a way that helps meet the national Preparing for Adulthood outcomes, helping us to support students in living as fulfilling and independent a life as possible.

Staff utilise the Preparing for Adulthood outcomes to inform planning across all subjects, ensuring students have access to as wide a range of information as possible within the curriculum. This may include linking healthy eating to meals being prepared in Food lessons, providing exposure to a range of leisure activities in the local community to encourage lifelong participation in physical activity as part of PE, and understanding bank statements, bills, and interest rates in Maths.

Students undertake baseline assessments as part of their transition into school and are assigned a pathway that they are assessed against, and which lead to Entry Level, Level 1 or Level 2 outcomes at Key Stage 4. Transition interviews are held with the Careers lead in Year 9 to establish student interest in a range of options subjects offered. A specific curriculum offer for that year group is developed and students are given the opportunity to select up to three options subjects. The school's Key Stage 5 offer is flexible and adaptable to the needs of students due to complete Year 11. A second transition interview is held with the Careers lead prior to each student's Year 11 EHCP review where a transition plan is formulated. This may involve the school supporting transition to a college or sixth form, offering a transition year in Year 12 where students access additional studies in school whilst receiving targeted support in preparing for transition to further education, or it may involve a full two-year post-16 offer via the school.

Key Stage 3	Key Stage 4
<ul style="list-style-type: none"> • English • Maths • Science • PE • Personal Development • Religious Education • Humanities • ICT • Food • Learning outside the classroom • Art • Communication • Enrichment 	<ul style="list-style-type: none"> • English • Maths • Science • Core PE • Personal Development • Enrichment <p>Additionally, a choice of up to 3 of:</p> <ul style="list-style-type: none"> • Art • ICT • Enterprise • Food • Humanities • Music Production • Personal Finance

The School Day



Time	Lesson
9:15	School day starts
9:15 – 9:30	Tutor Time
9:30 – 10:15	Lesson 1
10:15 – 11:00	Lesson 2
11:00 – 11:10	Break
11:10 – 11:55	Lesson 3
11:55 – 12:40	Lesson 4
12:40 – 1:20	Lunch
1:20 – 2:05	Lesson 5
2:05 – 2:50	Lesson 6
2:50 – 3:05	Tutor Time
3:05	School day ends

Safeguarding and Behaviour



Safeguarding and Pastoral Care



The school safeguarding team consists of the Designated Safeguarding Lead and two Pastoral Leads. As a school we understand that we are responsible for the care of vulnerable young people and consistently work to ensure we exceed our statutory obligations with regards to safeguarding our students. Our Pastoral Leads and team of Form Tutors maintain regular contact with home and ensure that our students broader needs are met beyond the classroom.

Behaviour

The school's behaviour policy is based upon the principles of relational behaviour management as we understand that much of the behaviour presented by the students attending our school is needs driven. Strong interpersonal relationships are key to ensuring students feel safe and comfortable in school. On entry, students and their parents/carers will be involved in writing a behaviour support plan that informs staff and enables individualised approaches to supporting behaviour that challenges. This approach is supplemented by trauma informed approaches to managing challenging behaviour. Staff are trained in the PACE approach and utilise this and Esland's Behaviour Support Programme when managing challenging behaviour.

Uniform requirements



Uniform

Students attending Esland Bedford School can find wearing school uniform challenging for a number of reasons, whether they be sensory issues associated with traditional uniform items such as collars or buttons, or the need for familiarity of certain items of clothing to help manage anxiety. As a result, the school does not have specific expectations around uniform and students are able to wear what they feel comfortable wearing to school.

However, if students do wish to wear a uniform, we recommend the following:

- White shirt/polo shirt/t-shirt
- Black school trousers/joggers
- Black school shoes/trainers
- Black or navy jumper/pullover/hoodie

If students choose not to wear uniform, we do require students to wear clothing that is sensible and safe – the following items are examples of clothing that are **inappropriate** to be worn to school:

- Vests/tank tops
- Low cut tops
- Crop tops
- Short shorts/cycling shorts
- Pyjamas
- Open toe sandals or flip flops
- Slippers
- Any clothing with inappropriate slogans or logos

Referrals and Admissions





Admissions arrangements

Admissions to school are managed via referral. Referrals are reviewed by a panel made up of senior leaders, clinicians, and the Designated Safeguarding Lead. Supplied paperwork, including an Education, Health, and Care plan, is reviewed and if a placement offer is deemed suitable, an offer to assess is made.

As part of the assessment process school will contact the family, any named former education placements and where relevant other named professionals working with the young person to gain both a detailed understanding of both the young person's readiness to attend school and their academic and developmental history. School uses this information to formulate a transition plan. Plans are flexible and can be adapted given the young person's level of engagement, which is reviewed with parents and communicated to authorities weekly. Transition plans involve developing positive relationships with staff, familiarisation with the wider environment as well as clinical and academic assessments.

The school is open to meeting the needs of its young people even if that results in them moving on to access education elsewhere. Where appropriate school will support transition back to a mainstream setting, either a school or at Key Stage 5 a further education college. Led by the Careers lead and the SENCO, the school will liaise with potential placements ensuring staff are fully informed of the needs of the individual young person, will support in facilitating transition visits and will aid in developing a transition timetable. This extends to all Year 11 students who will be offered transition visits to any new placement for Key Stage 5.

Communication





Concerns and complaints

Occasionally there may be times when students, carers, parents or placing authorities will want to give us valuable feedback about our school. If you wish to make a suggestion, let us know about something you are pleased with, or to let us know when we did not meet your expectations, please contact the school via the details on the Contact Us page. A complaints procedure allows for both formal and informal complaints.

Informal complaints can be dealt with quickly, while formal complaints should be made in writing. Our full complaints policy is available on our website or on request. This policy will help you raise concerns and ensures your complaint will be dealt with fairly. Should you wish to take your complaint further or if you feel you are unable to discuss the details with the school, please contact the Chief Operating Officer, especially if your complaint relates to the school leadership.

As a first step, this involves putting your complaint, in writing, to the Headteacher. If he cannot resolve your complaint, then you should contact:
Jill Palmer (Proprietor) at Esland Care
Riverside Business Centre, Foundry Lane, Milford, Belper, Derbyshire, DE56 0RN
Tel: 01773 823 989
Email: jillpalmer@eslandcare.co.uk





How to contact us

If you have any questions, issues that you would like to discuss, or would like to arrange a school visit please contact the relevant person:

Headteacher

Rhett Cameron: rhettcameron@eslandcare.co.uk

Admissions and referrals:

referrals@eslandcare.co.uk

Esland Bedford School:

01525 863 805

bedfordschool@eslandcare.co.uk

SENCO:

Georgina Merrett: georginamerrett@eslandcare.co.uk

Chair of Governance Committee

Jill Palmer: jillpalmer@eslandcare.co.uk

Riverside Business Centre

Suite's 1 & 5

Foundry Lane

Milford

Belper

Derbyshire

DE56 0RN

Tel: 01773 823 989

Addresses

Esland Bedford School

Unit 54, Wrest Park,

Silsoe.

MK45 4HS

The Esland Group

Riverside Business Centre

Suite's 1 & 5

Foundry Lane

Milford

Belper

Derbyshire

DE56 0RN



eslandcare.co.uk