



Bedford School

Prospectus 2024-2025



eslandbedfordschool.co.uk



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

Find your way

Welcome from our Headteacher.....	1
Ethos.....	2
Our school.....	4
Our curriculum.....	6
Therapeutic approach.....	8
Admissions criteria and process.....	10
Referrals and enquiries.....	12
Contact us.....	14



Welcome from Rhett Cameron our headteacher

Dear students, parents and carers,

I'm pleased to welcome you to our SEN (Special Educational Needs) school and would like to share a little more about what we do.

Our school provides an inspirational learning environment for 8 - 18-year-olds with a range of needs, including autistic spectrum condition (ASC), speech-language and communication needs (SLCN), social, emotional, and mental health needs (SEMH) including anxiety and emotionally based school avoidance.

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

We understand that every student has embarked on a unique journey that has led them to our school. This fuels our commitment to cultivating a warm, welcoming, and supportive culture that recognises and celebrates individual achievements.

Our primary goal is to equip students with diverse academic qualifications and social skills that will accompany them throughout their adult life.



Their progress in these areas will lay the groundwork for future success in their careers and independence and shape them into influential members of their local communities.

We recognise that learning is an ongoing process and shouldn't be limited to the time young people spend with us at school. That's why our curriculum develops their academic knowledge and broader skills to help them become positive members of society.

Our education staff's support is fundamental in ensuring positive outcomes for our students. It allows them to make informed decisions, mitigate risk, and improve resilience and self-esteem while working towards challenging academic targets.

As a team, we're very proud of the positive impact we have on the lives of the young people attending our school and welcome the opportunity to discuss our work further. Please don't hesitate to contact the school for more information.

Yours sincerely,

Ethos

A broad and balanced curriculum

Students at Esland Bedford 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.

"Through praise and the development of secure attachments, staff successfully encourage pupils to develop their self-esteem and self-confidence."

Independent Schools Inspectorate 2023

We strive to create a calm and predictable environment for our students, as we understand that school can sometimes be a source of anxiety. Our class sizes are limited to five students, ensuring each one receives the attention they need. Students are grouped by age and ability, and a dedicated Teaching Assistant is present in each class, providing additional support.

When students first join us, they complete a range of 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.





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 holistically. We do this by keeping class sizes small, with 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 move more regularly between classrooms, helping to develop their independence and organisational skills. Students have personal sensory diets, so we ensure they have the relevant equipment when they need it and schedule sensory breaks into their day. Our classrooms are designed to be sensory-friendly, too. Everything from their layout to the soft colours and lighting are geared towards creating the perfect learning environment.

Our school

A sensory-friendly learning environment

Esland Bedford School is set on the beautiful grounds of Wrest Park. The main school building sits on an open site containing ten teaching spaces, including specialist art, science, and cookery classrooms.

The school has a sports hall nearby, where students can play basketball, badminton, and football, among other physical education activities. Teaching staff use the external grounds to support learning outside of the classroom, including the sports fields for PE, and Wrest Park's adventure playground and wider site.

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.



Our curriculum

We believe in holistic development

At Esland Bedford School, our curriculum is based on the National Curriculum programmes of study. However, we also plan and differentiate from the programme to meet our students' individual needs. Our curriculum aims to prepare our students for a fulfilling life as adults where they can reach for opportunities they may not have been able to achieve before.

Three principles underpin our curriculum:

- An understanding of local, national, and global contexts, meaning the curriculum links to current issues in both students' immediate and broader worlds.
- A curriculum that is accessible to all regardless of individual starting points. As a school we take students on at various points in their academic careers following placements of varying degrees of success. Our curriculum is planned and sequenced in a way that enables all pupils to have access to education, regardless of when they join us.
- A firm belief that it's our responsibility to provide holistic development to each student and that academic outcomes are only part of their successful journey with us. Each element of the curriculum is planned in a way that helps them meet the national Preparing for Adulthood outcomes, allowing us to support students in living the most fulfilling and independent life possible.

Throughout their time at Esland Bedford School we encourage students to embrace Esland's values: To be **bold, kind, curious** and **fun**.

Our values are not just words on a page. They are the foundation of our school culture, ensuring that both our staff and students feel confident, happy, and fulfilled when they come to school.



Key stage 3

Core curriculum

(12 lessons per week)
English
Maths
Science

Personal development curriculum

PSHE (2 lessons)
RE (1 lesson)
Clinical (1 lesson)
PE (2 lessons)

Extended curriculum

(12 lessons per week)
Food & cookery
ICT
Humanities
Art
Learning outside the classroom

Key stage 4

Core curriculum

(12 lessons per week)
English
Maths
Science

Personal development curriculum

(5 lessons per week)
PSHE
Prince's trust
Finance
PE

Options curriculum

(3x3 lessons per week)
Art
Childcare
Enterprise
Exercise studies
Food & cookery
ICT
Travel & tourism

External providers

Music production
Angling for success
Personal training
Ride high
Childcare

Turning The Curve™ (Outreach)

Core tutoring

(sessions per week)
English (2 lessons)
Maths (2 lessons)
PSHE (1 lesson)

Extended curriculum

(2-3 short courses)
Citizenship
Foodwise
Animal care
Gardening
Hair & beauty
Expressive arts

External providers

Music production
Angling for success
Personal training
Ride High
Childcare
Northampton saints
Animal care

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 develop and inform their practice further.

Additional, targeted training is provided where appropriate for staff in specific roles or to help them meet the specific needs of individual students.

In addition, our clinical team offers specialist therapeutic support. This includes:

- 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.

We believe that strong interpersonal relationships are vital to ensuring students feel safe and comfortable in school.

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.

The model promotes a way of thinking, feeling, communicating, and behaving that makes a student feel safe. It's based on how parents connect with children during their infant years.



“Pupils talk positively about their school experiences, stating that staff support their academic progress and personal wellbeing.”

Independent Schools Inspectorate 2023

“Esland has an excellent understanding of Sarah’s needs and is able to offer me helpful information, advice and guidance.”

Sarah’s mum

“A big thank you for accepting my daughter for who she is and for giving her the right educational environment in order for her to flourish and for her to feel safe and included, all the staff are amazing.”

Emily’s mum

Admissions process

Students are placed at Esland Bedford 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 agree to proceed, we’ll approach the LA with a placement offer before contacting the parents/ beginning 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 KS2 and KS3
 - 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.

 consultations@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.

 bedfordschool@esland.co.uk

Contact us

Esland Bedford School

Unit 54, Wrest Park, Silsoe, MK45 4HS

Phone: 01525 863 805

Email: bedfordschool@esland.co.uk

Opening times: 9:15am - 3:05pm

Proprietor:

Esland North Limited

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

Phone: 01773 823989