



Shropshire School

Prospectus 2025-2026

eslandshropshireschool.co.uk



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

Find your way

Welcome from our Headteacher.....1

Ethos.....2

Our school.....4

Our curriculum.....8

Therapeutic approach.....12

Admissions criteria and process.....14

Referrals and enquiries.....16

Contact us.....18

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.



Safeguarding is at the heart of everything we do. We are fully committed to creating a safe, nurturing, and protective environment for all our students. Our safeguarding policies and procedures are robust and embedded in daily practice, ensuring that every child feels secure, respected, and listened to. All staff receive regular training and work proactively to identify and respond to any concerns, fostering a culture where students’ welfare is a shared responsibility and always the highest priority.

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



“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

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, a food technology room 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.



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).

"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 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.

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 students' 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.



Our curriculum

Our curriculum consists of the following subjects delivered at the corresponding Key Stage levels.

Key Stage 2 & 3

- English (including phonics)
- Mathematics
- Science
- PE
- PSHE
- Art & Design
- Design & Technology (inc. Food Tech)
- Outdoor Learning (e.g. Forest School)
- Music
- RE
- Geography
- History





Key Stage 4 & 5

- English
- Mathematics
- Science
- PE
- PSHE
- Options subjects which are tailored to the interested of students.

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.

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.

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.

Therapeutic approach

Therapeutically informed approach

At Esland Shropshire School, our therapeutic approach is rooted in the understanding that behaviour is communication. Many of our children and young people have experienced trauma, adversity, or disrupted attachments, which can impact how they relate, regulate, and learn. We create safe, predictable environments where relationships are prioritised, and every adult is attuned to the emotional needs beneath behaviour.

Our approach is trauma-informed, attachment-aware, and neurodiversity-affirming. We draw on psychological theory and evidence-based practice, including Polyvagal Theory, the PACE model (Playfulness, Acceptance, Curiosity and Empathy), and the concept of emotionally available adults. Staff are trained to recognise signs of dysregulation and respond with co-regulation strategies that support young people to feel safe and understood.

“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



All Esland schools either use or are in the process of implementing Motional, a digital tool that helps assess and track emotional development, resilience and wellbeing over time. This helps us to better understand our learners, tailor support, and measure progress in soft skills – especially for students who may find traditional learning difficult to access.

Our Education Clinical Lead oversees the therapeutic offer across all schools, ensuring consistency and high standards of practice. Each school also has access to clinical input, including assistant psychologists, therapists, and where needed, specialist provision such as speech and language or occupational therapy.

Our goal is not only to support academic progress, but to help every child feel safe, understood and capable – developing the emotional tools they need for lifelong learning and wellbeing.



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 (where applicable). We'll give them a tour of the school, discuss the 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 and key stage 3.
 - 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 complete the form on the link below or scan the QR code. Once submitted, a member of our team will contact you to discuss the next steps.

eslandshropshireschool.co.uk/consultationform

Parent/carers enquiries



If you're a parent or carer and would like to find out more about our school, please complete the form on the link below or scan the QR code. Once submitted, we'll be in touch to book you a place at one of our open mornings.

eslandshropshireschool.co.uk/pc-form

Contact us

Esland Shropshire School

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Opening times: 9:00am – 3:15pm

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