



Bladon House School

Prospectus 2023/2024



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Welcome to Bladon House School

Bladon House is a unique and inclusive Special Educational Needs and Disabilities (SEND) School. We cater for up to 50 students with moderate to severe learning difficulties and associated challenging behaviours. All students have had significant gaps in prior learning opportunities due to their complex SEND, and have an Education and Health Care plan (EHCP), with a proportion also being Children who are Looked After (LAC). The School has an onsite registered Children's Home, with weekly, termly, and 52-week residents, all of whom attend the education provision. The school also has day pupils that travel from the surrounding counties.

All students have learning needs which means that their attainment is well below that of age related expectations, and they will continue to do so due to their cognitive function. Current primary areas of need include Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Attachment needs, Sensory Processing Disorder (SPD), and a significant proportion of students have a diagnosis of Prader-Willi Syndrome (PWS).

Most students will have experience of failed settings and often will have been isolated from interaction with their peers and school community. A significant number of students have also had prolonged periods of time out of a school setting. The success of the school is everyone's determination to engage and inspire students to thrive within the inclusive and aspirational Bladon community. Our ethos is underpinned by The Bladon Way values which promotes four crucial positive behaviours; Look after everything, try your best, make good choices and be kind to everyone.



The Curriculum

The Bladon Way Curriculum is designed for the young people to engage, aspire and thrive within the Bladon Community.

Thereafter, beyond Bladon, the young people may then flourish and prosper.

The Bladon Way helps to embed 4 important positive behaviours within our young people which we believe to be crucial in enabling them to become active citizens within a community. They are:



The curriculum offer is rooted in the belief that the young people at Bladon are encouraged and developed into becoming active participants in the Bladon Community and then beyond. This is crucial to develop our long-term aim that, when it is time for the next step on their life journey, they can successfully access appropriate destinations and have been prepared for life after Bladon. In short, our desire is for all students to leave with the tools to be an active citizen in their communities. The school believes that being at Bladon is part of the journey, we are not the destination.

The curriculum offer is fully individualised to meet the spectrum of need of our young people thus enabling each individual to be successful and achieve positive outcomes.

The Bladon Way Curriculum

Has two pathways



Lower School

For young people with moderate learning difficulties

KS1- Lower KS4

A bespoke formal curriculum offer

For young people with severe learning difficulties

KS2-KS5

A bespoke life skills offer based on the EQUALS curriculum

Upper School

For young people with moderate learning difficulties

KS4-KS5

AIM Awards suite of skills for employment & further learning (QCF) qualifications

The Informal Curriculum

'Learning to Do'

The Semi Formal Curriculum

'Doing to Learn'

Lower School

Curriculum Phase Leader – Samantha Coleman

What we intend:

- For children to be proud of who they are and what they do;
- To provide equal opportunities for all;
- To provide an engaging curriculum;
- To remove obstacles to learning irrespective of starting points;
- Children to take independent accountability for their learning and behaviour;
- For children to have a sense of self-worth and belonging who can make a positive contribution to their community

In the lower school classes we want our children to have a big role in creating both their learning and personal journeys in becoming positive members of the community.

All of our children will have some understanding of the curriculum, why they follow the curriculum and what they could achieve in the future.

Next steps are vital – children should be actively involved in achieving and setting their next steps.

Pupil engagement is key!

Lessons are fun, exciting and interesting for all children – practical, hands on, outdoor learning is always a winner.

Upper School

Curriculum Phase Leader – Oliver Perkins

Accreditation Leader – Charlie Jennings

“Qualifications are important for me to get a job or go to college” – a quote that is often expressed by our young people when talking about life aspirations and preparing for transition onto post 18.

At Bladon House School we realise the important role we play in preparing young people for adult life. We believe that each step of every individual’s education is as important as the one before. With this in mind, we provide inspiring and memorable learning experiences throughout their learning journey, with an emphasis on ensuring that learning is purposeful and striving for the highest levels of independence possible, within our bespoke post 16 provision.

We recognise that young people learn in different ways but that they learn best when they are motivated by a curriculum that is stimulating, flexible, fun and underpinned by key basic skills.

The foundation of the post 16 curriculum is built around the accredited learning pathway of the AIM Awards Suite of Skills for Employment and Further Learning (QCF) qualifications, which cover a wide range of subject areas and have been devised with the aim of progressing learners into further learning and/or employment.

These qualifications are delivered via an accessible formal assessed suite of portfolios, rather than formal examinations, and are a recognised formal qualification offered at the following levels, Entry Level 1, Entry Level 2, Entry Level 3, Level One and Level Two (Level One is equivalent to a GCSE grade 1-3 and Level Two is equivalent to a GCSE grade 4).

In addition to expanding the curriculum offer to include additional AIMVOC (Vocational qualifications) in both Hair and Beauty and Creative Design, we are developing links with local further educational college, with a view to facilitate taster sessions in a variety of subjects, to inspire future aspirations and aid transition post Bladon.



Equals – Informal & Semi Formal Curriculum

Belonging

Where and Who you belong to

- Feeling welcome
- Feeling respected
- Feeling understood
- Defining identities

Curriculum: Informal

Overview:

Students working under the “Belonging” stage will focus on finding themselves and where they belong within the school community.

Students are working on individual learning journeys, enabling them to discover their interests and explore their learning styles.

Programmes are created for individuals who find it difficult to access a classroom environment. This could be due to being out of school for an extended period, not able to cope with over-stimulating or crowded classrooms, being unable to tolerate others sharing the learning space or resources, finding routine challenging to manage and struggling with communication needs.

Being

The Here & Now

- Building relationships
- Growing at your own pace
- Time to seek
- Engaging in life’s joys
- Celebrating achievements

Curriculum: Informal/Semi-formal

Overview:

Students are working under the ‘Being’ stage and focusing on experiencing what is happening now and in the moment. The aim of the ‘Being’ stage is for students to accept who they are and what learning style works best for them as an individual. It is essential to provide opportunities for our students to have a sense of being so they have the confidence to tackle the journey of life and the challenges life can throw at us. This stage will provide opportunities for each student to be, seek and make meaning of the world through play. Instead of directing our students, the ‘being’ stage approach is based on child-led learning. Our students are given opportunities to make their own choices and problem-solve themselves. This will lead to enhancement of confidence, self-esteem and trust in themselves. Allowing our students to be more engaged in their environment develops ownership of their progress and identifies individual interests.

Becoming

The Process of Change as I Grow

- Developing confidence
- Learning new knowledge
- Becoming me
- Be the person you want to be
- Learning to participate fully
- Preparing for change
- Preparing for the next stage of life

Curriculum: Semi-Formal Curriculum

Overview:

Students are working under the ‘Becoming’ stage focus on finding themselves and where they belong in the wider community. The ‘Becoming’ stage aims to prepare each student for life after Bladon House School and to support them to achieve the best outcomes in adulthood, e.g. Independent living, Health and Community participation. The ‘becoming’ stage aims to discover what is essential to young people now and in their future. Learning should be used as part of an individualised approach for each student, supporting as independent life as possible and transferable to the real world. We need to ask what achieving an outcome would do for the young person: What would it give them? Do for them? Make it possible for them?

As the academic year progresses, we focus on integrating our students into the wider school community. Our students will expand their social, communication, and problem solving and independence skills by accessing different areas of our school. E.g. hair salon, laundrette, Equals café. Each student will take on job roles within these areas to develop skills they can take with them into the wide world.

In addition, our focus on each individual is to prepare them for their next placement and the transition from life at Bladon to elsewhere. We aim to prepare the young person to be as successful as possible, to achieve the best possible next placement for Post-16/Post-18.

“The subject based curriculum is highly effective in ensuring that pupils study a broad range of subjects and can make good progress in English and Mathematics

Ofsted Education 2019

Young People will be engaged within The Bladon Way curriculum and follow one of our two curriculum pathways. All young people will have the opportunity to follow an individualised timetable, which is created to meet their own specific needs and is produced in accordance with their Education and Health Care Plan (EHCP).

Six specialist subjects supplement the Bladon Way curriculum. These subjects are **Computing, Food Technology, Physical Education, Land Based Studies, Forest Schools and Adventurous Activities.**

These specialist subjects:

- Allow young people to re-engage in learning and, due to their strong practical basis, they provide young people with alternative opportunities to be productive and experience success
- Enrich, broaden, enhance, and widen the curriculum offer whilst integrating literacy, numeracy and other core subject learning
- Provide opportunities to promote social skills, interaction, communication, and address individualised EHCP targets
- Familiarise young people with a subject that can be studied in further education

Re-engage > Attend and enrich > Improve outcomes



Forest School & Adventurous Activities

Each student is given the opportunity to access an outdoor education session every week with their class groups that is tailored to their individual needs.

Our Forest School programme runs throughout the year, with a classroom based on-site. Forest School activities include:

- shelter building
- orienteering
- fire skills and fire safety
- tool work
- conservation

The following outdoor education adventure activities are planned throughout the academic year:

- Bush Craft
- Archery
- Orienteering
- Rock Climbing
- Canoeing

Young people following the Open Skies Pathway also take part in The John Muir Award and Duke of Edinburgh Award Schemes.



Land Based Studies

The Land Based studies team teach a wide range of subjects which cover animal care through to recycling and the environment. Our onsite farm has sheep, ducks, pigs and goats at the school.

Our polytunnel and farm building allow us to extend the seasons for growing and outdoor learning activities.

We also have a small workshop which allows students to demonstrate health and safety, whilst learning to use tools for woodworking.

We offer many different practical activities to enhance the learning needs of the young people.



“ Through their regular outdoor learning, pupils learn about how to interact with the local environment. In this, they learn how to keep themselves safe.

Ofsted Education 2019

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Therapy

Occupational Therapy

Paediatric Occupational Therapists primarily focus on helping children who have difficulties with:

- Fine motor skills (e.g. handwriting, buttoning, small precise movements)
- Sensory processing (appropriate response to the senses:-noise/touch/movement etc)
- Visual Perception (ability to perceive and interpret what the eyes see)
- Gross motor skills (e.g. dressing, eating)
- Behavioural regulation/ Emotional problems

By using purposeful activity and play, the OT works with the child to help him/her attain the highest possible quality of life.

They can help by:

- Identify areas of difficulty
- Developing the child's abilities through direct 1:1 or group therapy sessions
- Designing activity programmes and interventions for use at school and residential homes.
- Improving the child's access to his/her environment and facilitate learning experiences.
- By offering advice and support to parents, teachers and other professionals involved in the child's care.

Occupational Therapy at Bladon House School is a service provided by a professionally qualified and registered Occupational Therapist.

The level of therapy is dependent on a number of different factors, and varies from student to student.

“

Pupils make outstanding progress in their personal development due to the effective support that they receive, particularly in managing their own additional needs.

Ofsted Education 2019

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Speech & Language Therapy

Speech and Language Therapists work across the school environment and support the student's programmes within the community and residential environments.

They work in a variety of ways including 1:1 withdrawal sessions, group sessions, and working alongside other staff to set up activities and advise on communication. They also work indirectly supporting and training staff and monitoring students' progress.

Our work can cover the following areas:

- Social communication
- Speech work
- Expressive language work including developing alternative forms of communication
- Developing understanding of language.
- Personal, social and health education
- Relationships and self-advocacy skills
- Assessment/management of feeding/ swallowing
- Functional communication
- Community access
- Life skills

They help by:

- Providing advice to parents, teachers and other professionals after an assessment of the student.
- Helping students develop better understanding of social situations.
- Developing a successful communication system including advice on suitable resources.
- Supporting the inter-disciplinary team in setting up behaviour support programmes.
- Enable students to develop relationships and advocate for themselves.

Clinical Psychology

The starting point for clinical psychology is always an assessment of needs, which might include meeting the child and talking with them, depending on how old they are or where their verbal skills are at, reviewing key information and documents.

We would also want to talk to the people around the child who know them well - usually key staff, parents/carers and other professionals to hear about how the child is doing. It's all about helping us build up a picture of that child, what the difficulties are and where and how they present themselves.

Once we have a good understanding of what we think is going on, we can begin to think about the kind of treatment that needs to happen.

This could be either:

- Individually with the child – the clinical psychologist meeting on a one-to-one basis with the child, doing some therapy (possibly by talking or more creatively).
- Involving other people – maybe sessions involving other people as well in doing what we call systemic (group) sessions looking at the whole system.

Based on what the assessment tells us we think about what interventions we might offer.



Physiotherapy & Sensory Integration

Examples of recent referrals include Physiotherapy: orthopaedic difficulties (e.g. scoliosis), cerebral palsy, obesity, toe walking.

Physiotherapy can help with:

- Provide a treatment package as appropriate for the child's needs; this may include any of the following: block of individual treatment sessions, school exercise programme, home exercise programme, group sessions, massage therapy, swimming sessions.
- Restore movement and function to as near normal as possible
- Help the student's achieve their physical potential for independence and fitness level.

The school's Physiotherapist and Sensory Integration Lead supports student's sensory-motor needs. Many young people have sensory processing difficulties. Sensory integration provides individualized sensory diets and exercise programmes to support the young persons sensory regulation and physical health.

Physiotherapy also provides:

- Sensory equipment
- Advice regarding setting up sensory / quiet spaces
- Exercise equipment
- Prescribes horse riding
- Provides additional physical activities in the school's multi gym
- Regular staff deep pressure training
- Meeting Sensory Integration needs of students
- Running joint OT / PT internal referral system
- Supporting students sensory – motor needs is important not only for physical health and wellbeing but also mental health.

We also offer young people Drama Therapy and Music Therapy

Living at Bladon

Bladon House School is not just a school, it's a home. We give children and young people a loving and caring community where they are given the same opportunities as young people who don't have to face the challenges of learning disabilities. We strive for young people to be the best they can be and to follow their dreams.

The six homes are based on the same site as the school and offer flexible residential placements from 38 weeks, up to 52 weeks for up to 39 young people.

Each home has 6-8 bedrooms and are finished to a high standard. Each young person has their own personalised room, most with ensuite bathroom.

Young people are encouraged and supported to follow their own hobbies and interests and have the opportunity to take part in activities with friends at school and out in the community, through local clubs. All young people have a say in activity plans and most get to try a range of new activities that then become longer term interests.

Young peoples cultural linguistic and religious needs are supported and understood by staff to ensure they are receiving culturally sensitive and appropriate education and care. This is reflected in the recruitment of the young persons key worker, care planning, lesson planning, dietary requirements, personal hygiene items, social arrangement and opportunities for religious worship.



“ Children receive structured care, with consistent boundaries and clear expectations from the staff. Children benefit from established routines that are thoroughly embedded in their daily lives. This helps them to be settled and make progress.

Ofsted Care 2022

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Admissions

Young people are admitted in line with our Criteria for Admission. This is Specific Speech and Language Difficulties, Associated Behavioural Difficulties, Moderate and Severe Learning Difficulties and Autistic Spectrum conditions.

Formal referrals are usually made by the Local Authority and supported with referral documentation. We also welcome private referrals, although an assessment must take place before Bladon House School can be named on a child's statement.

We are able to arrange free, no obligation assessments.

Following the assessment we will produce a clear written report. If we can meet the needs of the child or young person we will also send a fully costed proposal.

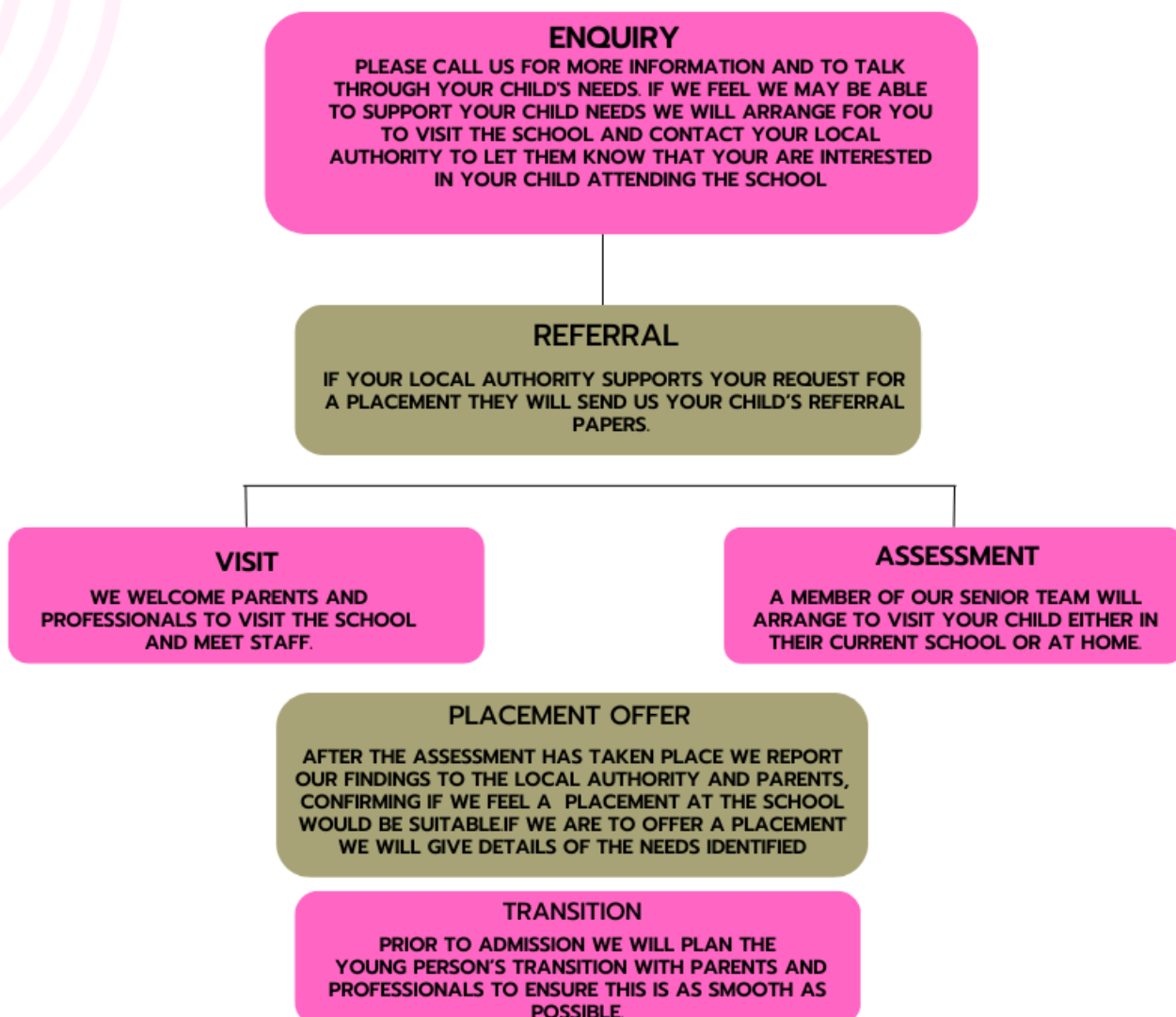
Prior to admission we will plan the young person's transition with parents and professionals to ensure this is as smooth as possible.

If you are from a local authority and would like to make a formal consultation please email: referrals@senadgroup.com

If you are a parent please email: info@senadgroup.com

or you can call us:
Tel:01332 378 840

Admission Process



Leadership Team

Bladon's

Dr Steve Grant
Head of Therapy and Health

Mitchell Hubbard
Assistant Head Teacher

Heidi Crockford
Acting Deputy Head of Care

Andy Bennett
Deputy Head Teacher

Leanne North
Deputy Head of Care

Chris Dean
Deputy Head of Care

Matt Cousins
Registered Manager and Head of Care

Helen Lovegrove
Deputy Head of Care

Theresa Mills
Assistant Head Teacher

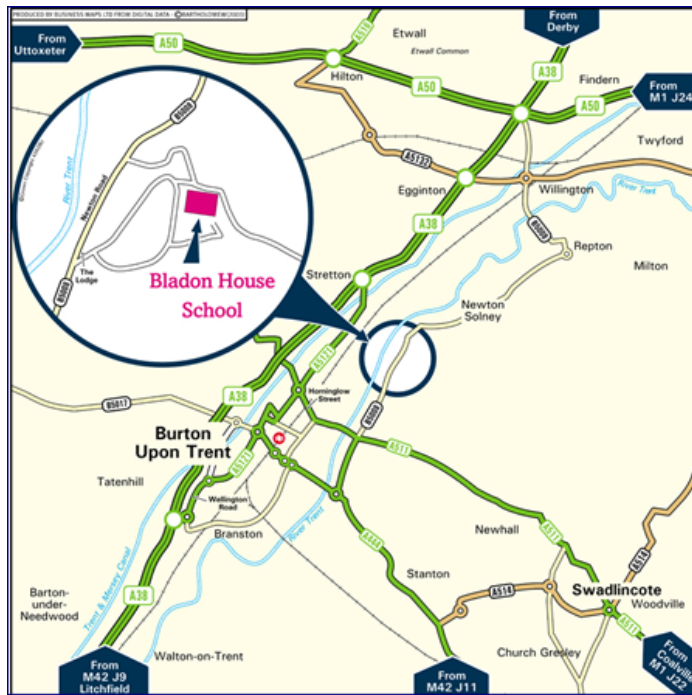
Rachel Ashford
HR Officer

Shally Saleri-Palmer
Head Teacher

Leadership Team



How to Find Us



From M1 South

Leave the M1 at Junction 24 (signed A50, Derby & Stoke). Join the A50 and remain on it for 13 miles until the junction with the A38 to the North of Burton Upon Trent. Follow directions below "From A50"

From A50

Leave the A50 at the junction 4 signposted A38 and Derby. Join the A38 southbound towards Burton Upon Trent and Lichfield. Leave the A38 junction with the A5132, signed Willington. Join the A5132 (Castleway Lane) and continue to the roundabout junction with the B5008. Turn right at the roundabout, joining the B5008 (Repton Road). Turn right at the next roundabout in the village of Repton, remaining on the B5008. Bladon House School is located on the left approximately 1 mile after the Newton Park Hotel. Approximately 200 yards before the school entrance there is a children crossing sign.

Caution: The entrance to school is a sharp left turn please approach with care.

From M6 North

Leave the M6 at junction 15. Join the A500 signposted Stoke and follow the A50 towards Uttoxeter/Derby. Leave the A50 at junction 4 and follow directions above.

From M5 South

Leave the M5 at junction 4A and join the M42 at junction 1. Leave the M42 at junction 11 and take the A444 towards Burton On Trent. Follow signs for the B5008. At Burton bridge turn left following signs for Newton Solney. Bladon House School is located approximately 1.5 miles on the right, shortly after a child crossing warning sign.

By Train

Burton Upon Trent is on the main line route from Birmingham to Derby. It is also served by trains from Loughborough and Leicester. Central Trains (www.centraltrains.co.uk) operates rail services that link Burton upon Trent (called Burton-on-Trent on train network maps) to London, Liverpool and beyond. Trains also directly service Birmingham, Nottingham and lots of smaller towns.

By Coach

National Express coaches (www.nationalexpress.com) offer services nationwide from a stop on Burton's central High St.

The Local Community



Newton Solney

Newton Solney is a small picturesque village which is situated 2 miles North East of Burton on Trent in the Trent Valley. Close by is the village of Repton, the ancient capital of the kingdom of Mercia and home to the world famous Repton School.

A writer in the 1950s described Newton Solney as 'A village planted out in a garden, and half its population seem to be gardeners'. Although the village has grown in size since then it still maintains its immaculate image and has won countless Best Kept Village in Derbyshire competitions.

Burton on Trent

Burton on Trent is renowned for its brewing industry; however brewing no longer dominates the local economy. Food, engineering and distribution all now play a role. Burton has excellent communication networks and is easily accessible from the motorway and other major road routes. Apart from shopping Burton has its own Art Centre as well as a multiplex cinema and a leisure centre.

Places to Stay

The Unicorn

The unicorn is situated in the centre of the village. It has eight self contained rooms. 2 twin, six double and 2 family rooms. All have en-suite and drinks facilities. For more information please visit their website

www.unicorn-inn.co.uk

The Bubble Inn, Stenson

We are a family owned and run business, nestled on the 'Trent & Mersey Canal' in South Derbyshire. With recently built accommodation situated next to our well-established pub & restaurant in the picturesque, rural village of Stenson. www.thebubbleinnhotel.com

Holiday Inn Express, Burton on Trent

Enjoy a convenient location at the friendly Holiday Inn Express Burton upon Trent hotel, close to the A38 and A50.

www.ihg.com

Travel Lodge, Burton on Trent

Our Burton-upon-Trent Central hotel is right in the heart of vibrant Burton-on-Trent, Britain's brewing capital. It's in a well-connected spot close to the A38, 16.5 miles from East Midlands Airport and just a stone's throw from the station..

www.travellodge.co.uk

The Dragon at Willington

The Cottage, Bed & Breakfast, in Willington, has just been renovated and refurbished, to a very high standard, and now offers luxurious bed and breakfast accommodation, in an idyllic location, just by the Trent and Mersey Canal. The Cottage is situated only a stones throw from the award winning Dragon gastro pub which offers a superb selection of classic and contemporary dishes, freshly prepared from fresh local ingredients. (Breakfast for residents is served in The Dragon)

www.thecottagewillington.co.uk/

Term Dates

Spring Term 2023

School in Session: Wednesday 4th January

Half-Term: Depart Tuesday 14th February– return Monday 27th February

End of Term: Friday 31st March

Inset Day: Wednesday 15th, Thursday 16th & Friday 17th February

Summer Term 2023

School in Session: Monday 17th April

Half-Term: Depart Friday 26th May– return Monday 12th June

End of Term: Friday 28th July

Inset Day: Monday 31st July

Autumn Term 2023

School in Session: Monday 4th September

Half-Term: Depart Friday 27th October– return Monday 13th November

End of Term: Friday 22nd December

Inset Day: Friday 1st September

Policies

The following information/documents are available on request from the School Office or on the school website, senadgroup.com/policies

Complaints procedure and information regarding complaints received for the preceding school year
Particulars of staffing numbers and summary of staff qualifications
Pupil performance and leaver destinations for the preceding school year
Admission, Discipline and Exclusion
Education and Welfare Provision for pupils for whom English is an additional language
Curriculum
Prevention of Bullying
Behaviour Management
Health and Safety Policy
Health and Safety on Educational Visits
Policy to Safeguard and Promote the Welfare of Pupils at the School
Equality and Diversity
Disability Access Plan

Contact Information

Head Teacher: Shally Saleri-Palmer

Address: Bladon House School

Newton Solney

Burton on Trent

Staffordshire

DE15 0TA

Telephone: 01283 563 787

Registered Manager: Matt Cousins

A full outline of staff and line management is available from the school.

Responsible Individual: Mark Ryder, Director of Care

Provider: Mr Brian Jones, Executive Chairman

Address: SENAD Group

1 St George's House

Vernon Gate

Derby

DE1 1UQ

Telephone: 01332 378 840

SENAD Group Schools & Services

Schools

Alderwasley Hall School and Sixth Form, Derbyshire

Age 5-20, day and 38 to 52 wk residential.

Asperger's Syndrome, HFA and communication difficulties.

Tel: (01629) 822586

Email: alderwasley.info@senadgroup.com

Pegasus School, Derbyshire

Age 8-19, day and 38 to 52 wk residential.

Challenging behaviour, severe/complex communication and learning difficulties.

Tel: (01283) 761352

Email: pegasus.info@senadgroup.com

Bladon House School, Derbyshire/Staffs border

Age 5-19, day and 38 to 52 wk residential.

Autism, communication difficulties and moderate to severe learning difficulties. Prader Willi Syndrome.

Tel: (01283) 563787

Email: bladon.info@senadgroup.com

Aran Hall School, Gwynedd

Age 11-19, day and 38 to 52 wk residential.

Learning difficulties, autistic spectrum disorders with severe challenging behaviour including sexually harmful behaviour.

Tel: (01341) 450641

Email: aran.info@senadgroup.com

Rowden House School, Herefordshire

(part of the West Midlands Learning Campus)

Age 11-19, day and 38 to 52 wk residential.

Severe learning difficulties and challenging behaviour.

Tel: (01885) 488096

Email: rowden.info@senadgroup.com

Maple View School, Derby

Age 6-16, day and 38 to 52 wk residential.

Autism, communication difficulties and moderate to severe learning difficulties. Prader Willi Syndrome.

Tel: (01332) 404888

Email: maple.info@senadgroup.com

Adult Homes

OneNineFive, Staffordshire

Ecclesbourne Lodge, Derbyshire

Winslow Court, Herefordshire

Cedar Lodge, Herefordshire

Park House, Herefordshire

Fairfield House, Herefordshire/Shropshire border

Orchard End, Herefordshire

Community Support

SENAD Community

Our community support team is experienced in providing high quality support and personal care to people of all ages. With a person-centred approach, they create a team that works with the individual to formulate a plan to enable them to achieve their goals and maximise their potential. This includes (but is not limited to) one to one support and direct care for young people and adults who have:

Learning disabilities

Physical disability and/or sensory impairment

Complex health needs

Rehabilitation needs (post-operative or acquired brain injury)

If you are from a local authority and would like to make a formal consultation please email:

referrals@senadgroup.com

If you are parent please email
info@senadgroup.com

Tel:01332 378840