



Esland Daven School

Building Our Future

Find your way



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A letter from our headteacher



Dear students, parents and carers

It is a genuine pleasure and privilege for me to be the Headteacher of Esland Daven and to share information about our school. We are a forward-thinking, dynamic establishment with an enduring and passionate ambition for all of our young people. We pride ourselves on a relentless drive to support every young person to be the best version of themselves and to ensure that they learn the important academic and character skills that lay the crucial foundations for success in their futures.



All the children and young people at Esland Daven School access their education through our model of Turning the Curve provision. Our young people are placed at the school via local authority commissioning teams as they are usually currently unable to access formal learning environments within a day-school setting. Learners are enrolled for relatively short periods of time as our aim is to prepare them as quickly as possible to be thriving, independent, responsible and respectful young people. They will receive a high-quality core curriculum education from Tutors and Teaching Assistants, alongside social, emotional, communication and interaction interventions delivered by our highly skilled therapeutically-informed clinical and intervention team. Our students are generally working significantly below age-related expectations often due to significant absences from education along with social and emotional difficulties. Although they may not have cognitive disabilities their global delay in development has resulted in the absence of learning many of the building blocks for learners which are taught at pre-key stage, primary schools and early Key stage 3.

We are very proud that at Esland Daven School we have a highly qualified, enthusiastic, and caring staff team. They are fully committed to supporting students to re-engage in education, achieve a positive educational experience, and make progress towards their own goals. Our staff team bring a wide variety of experience both in terms of their expertise in special settings, student support and their subject knowledge. We are a diverse and highly inclusive staff team who are determined to ensure that our pupils feel a sense of belonging and are valued for themselves. We aim to develop skills, knowledge and qualities in our pupils that will enable them to live successful and fulfilled lives as adults. We believe that if we work in partnership with our students, parents and carers we can make the transition to the next phase of education, employment or training, a positive and successful one.

Please do not hesitate to contact us if you have any questions or need more information. We love to show visitors around our school so you can experience our setting first-hand and witness some of our wonderful young people in action. Please contact the school to make an appointment and we will be happy to offer a tour and tell you more about Esland Daven School.

Thank you for considering us and we look forward to meeting you!

Kind Regards,

Kelly Pope
Head Teacher,
Esland Daven School

Our ethos



Our mission is to provide high-quality education in a safe, respectful, and inclusive environment that builds a foundation for lifelong learning.

We will do this by providing a welcoming, happy, safe, and supportive learning environment in which everyone is treated fairly, and all achievements are celebrated.

Vision statement



Our vision is to develop resilient, responsible, and confident individuals who aspire to achieve their full potential. We will ensure that all our learners are ready for the next step in their educational journey so that they are able to live fulfilled adult lives.

Our Values



Bold



Fun



Curious



Kind

Laying the foundations for future success

At Esland Daven School, we support young people to re-engage them in education through 1-1 learning and small group activities. We embrace the opportunity to turn the curve on a student's life and equip them for their future success. We use small and nurturing classrooms for the delivery of our bespoke educational packages along with a library, an ICT suite, a food technology classroom, a physical learning centre, a vocational classroom, and a vocational workshop for plastering, bricklaying and horticulture. We also have a very modern creative arts suite of rooms that is becoming very popular with our students.

Our clinical team is based on-site in our dedicated therapy suite, The Den. Our therapists support and inform the practice of both our care and education teams as well as delivering direct 1-1 clinical input with young people.

Why choose Esland Daven School?



We develop resilient, responsible, and confident individuals preparing them for the next step in their educational journey so they can lead fulfilled adult lives

A holistic educational and therapeutic approach for young people who are not able to attend a mainstream school or full-time in their setting

Core curriculum learning alongside meaningful opportunities to develop their social, emotional, communication and interactions

Individual, bespoke timetables to match the young person's needs and their curriculum aims and objectives

High-quality education in a safe, respectful, and inclusive environment that builds a foundation for lifelong learning.





Meet the Team

We're a friendly bunch at Esland Daven School

Check our who is who below.



Kelly Pope, Headteacher

Kelly is the Headteacher for Esland Daven school. She has taught every age of young person from 2-18 during her 22 years as a teacher. Kelly has taught across the sectors in mainstream, independent and special needs sectors. She also has experience in school governance. Before joining Esland, she was head of a school at a mainstream primary and opened her own governor-led nursery to support her local community. Kelly is relentless in her pursuit of outstanding outcomes for all young people, regardless of their journey so far. She is an experienced SENDCo and has a particular interest in future-facing curriculum design, community inclusion and the teaching of reading and writing.



Guy Montgomery, Assistant Headteacher

Guy has a wealth of experience as a maths teacher also as a teacher working in the SEMH and SEND sector. Guy enjoys seeing his students thrive in the practical environment and supports some of our KS4 learners to explore their next steps.



Lynda Pratt, Turning the Curve Tutor and Exams Officer

Lynda has been working within the education sector for over 12 years. Firstly, as a Lecturer and Programme Lead on Management and Leadership courses within further education colleges. Then moving into the SEN sector as a one-to-one tutor 6 years ago. Lynda has recently taken on the role of Exams Officer at Daven School. Lynda enjoys her role as a tutor and loves seeing children gain confidence and self-esteem through their learning.

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Zoe Jefferson, Turning the Curve Tutor and ASDAN/Vocational Learning Lead

Zoe has supported and taught young people for over seven years and has a real passion for ASDAN and our Futures curriculum. She believes that every young person should leave school with confidence and a full tool kit to have a positive and fulfilled future.



Kate Hardcastle, Turning the Curve Tutor

Kate is a qualified teacher with over 20 years of experience. She has been working in secondary schools in Cheshire as a maths teacher and assistant head of department. Kate has worked with pupils from 11 to 18 years old teaching key stage 3 to A-level. This is her third year teaching at Esland and is passionate about helping young people to reach their potential and beyond.



Chris Turner, Turning the Curve Tutor

Chris holds a Bachelor of Arts (Hons) degree in English Literature and Creative Writing from Staffordshire University, followed by the completion of a PGCE Primary program at The University of Warwick. With a career spanning over 15 years, he has gained experience in various educational roles, including EFL teacher and 1:1 tutor. Chris has worked as the Head of English in an SEMH (Social, Emotional, and Mental Health) setting, guiding students in discovery across all key stages. In recent years, he has also served as an English Intervention Lead in mainstream schools. Currently, as an Esland Tutor, Chris is dedicated to creating customized lessons tailored to each student's unique needs and interests. His primary focus is to support students on their educational journey, promote their overall well-being, and foster essential life skills to help them achieve their potential through exploration and discovery.



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Ginette Carter, Turning the Curve Tutor

Ginette is Daven School's creative art specialist. She has extensive experience teaching within the primary school sector along with teaching art across the age ranges. Ginette advocates for the use of art as a tool for everyone's wellbeing, recognising it's therapeutic potential.



Authrine Dryden, Turning the Curve Tutor

Authrine is a talented and passionate tutor with an extensive experience of educational settings. From working with young people in the community to primary school support as a teaching assistant and her current role as an Education Mentor. Authrine has invested her life passion to helping children and young people overcome obstacles to enjoy learning.



Shannon Keane, Turning the Curve Tutor

Shannon is an enthusiastic tutor who goes above and beyond to support learners who are extremely reluctant about attend a school setting, often having vast periods of time out of education. She has a real talent for motivating learners and for helping them see the value in education. Shannon particularly enjoys supporting young people who have an interest in vocational courses such as hair and beauty or social care.



Dale Heath, Turning the Curve Tutor

Dale currently delivers education sessions to those a little farther afield in the Derby region. He thrives on seeing knowledge "stick" and holds exceptionally high aspirations for his students. Dale's approach is creative and he loves to think "outside the box"!

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Joanne Hawley, Turning the Curve Tutor

Jo is a qualified teacher with over 30 years of experience. She has worked in the primary school setting as Head of Key Stage One and has taught children from reception to Year 6. Jo has worked for Esland for over six years, teaching young people from the age of 8 to 18 years old. She loves her job and is proud to be an Curve Tutor. She's driven by a desire to make a difference to the young people's lives, supporting them to gain confidence in their own ability to succeed in the world



Hannah Fitzsimmons, Turning the Curve Tutor

Hannah is a qualified teacher. Before joining Esland Daven School she taught in a mainstream setting where she a well-being co-ordinator. This role involved ensuring that every barrier to children's learning, including trauma and SEND, was overcome. Hannah loves her job as an Esland Curve Tutor as she gets to spend quality 1:1 time with young people to build nurturing relationships, bring out the best in them, and provide them with a better, more fulfilling, future.



Marc Hopkin, Turning the Curve Tutor

Marc is a qualified teacher specialising in PE and outdoor education. Prior to becoming a teacher, Marc served for 17 years in the armed forces. He then became Head of PE and Outdoor Education in a mainstream secondary school. Marc has a passion for vocational learning and supports our young people to achieve their career aspirations through vocational qualifications and college- link courses. Marc loves his job because every day is different and presents new challenges. Each day he supports young people who have been disengaged with education for significant periods of time and helps them to achieve their goals for the future.



Meet the Team

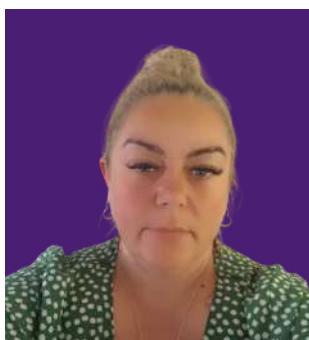
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Abigail Dand, Clinical Co-ordinator

Abi is responsible for co-ordinating the clinical and therapeutic support offered to our Day Students. She is a dedicated teacher who has gained valuable experience in both mainstream and SEND settings over the course of 7 years. She has had the privilege of working with children aged 5-18, providing them with a nurturing and inclusive learning environment. Abi's commitment to understanding and supporting the social, emotional, and mental health challenges faced by young individuals has been a driving force in her career. In pursuit of her master's in psychology, Abi aims to ensure she can make a positive difference in the lives of the children she works with.



Michelle Wiltshaw, Teaching Assistant

Michelle is passionate about alongside SEN students, having personal lived experience of children with SEND and disabilities. Her aim is to drive to help guide children in their education and life skills journey. She wants to make a difference in the lives of young people and show them that they can be anything they want to be!



Zoey Cooper, Teaching Assistant

Zoey recently joined the Daven School team and is enthusiastic in her support of all learners. Her heart lies with our younger learners and offers nurture and play-based approaches to our provision.



Rebecca Mackay, Drama Therapist

Rebecca is Esland's Regional Clinician here in Cheshire and is a drama therapist who supports many of our local children's homes with their therapeutic practice as well as delivering client sessions on site at the school.

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Zara Cain, Drama Therapist

Zara delivers client sessions at Esland Daven school as well as being one of Esland's regional clinicians.



Rachael Gotham, Creative Arts & Play Therapist

Rachael is a Play and Creative Arts Therapist and a registered member of the British Association for Counselling and Psychotherapy (BACP). She has over 25 years' experience of working therapeutically in education settings.

Play and Creative Arts Therapy helps children and young people understand muddled feelings and upsetting events. It helps them find healthier ways of communicating and coping whilst fostering ambition and a desire for future aspirations.

Rachael is passionate about supporting the social and emotional needs of children and young people and uses play and creative arts alongside traditional talking therapies as a communication tool. She also provides supervision to support the education team which helps facilitate a caring, positive working environment and encourages reflective practice.



John Watson, Designated safeguarding lead

John is our designated safeguarding lead and has previously been a mainstream head teacher. Before that he was a pastoral lead in 3 schools coordinating Inclusion and support. He is passionate about supporting every individual young person so they can all be the best version of themselves.



Discover more about Esland Daven School

The School Day

Each of our young people has an individual, bespoke timetable to match their needs and their curriculum aims and objectives.

Typically, each student receives up to 15 hours of direct face-to-face learning each week. This is usually focused on the core curriculum subjects of English, maths and science, along with PSHE. Young people receive an additional learning opportunities either through care, our vocational pathways or broader curriculum opportunities. More information about the way that we structure our curriculum to suit the needs of our young people can be found below.

Attendance and term dates

If your child will be absent from school then please inform us as soon as possible, preferably between 8.30 am and 9.00 am. If we have not been contacted within 30 minutes of your child's expected arrival time then we shall contact you to ascertain the reasons for your child's absence.

Schools must differentiate between authorised absences e.g., due to illness, medical appointments, or other circumstances, and unauthorised absences e.g., unknown reason or absence without agreement with the school.

The Headteacher undertakes regular monitoring of attendance and will contact parents/carers of students whose attendance level gives cause for concern, in certain circumstances, parents may be referred to other professionals for support or further actions.

It is against the law to take students out of education during term time and holidays during term time will only be sanctioned in exceptional circumstances e.g., religious holidays. If it does become necessary to take your child out of school for a period of holiday, then you should apply in writing for permission. An application form for a leave of absence is available from the school administrator.

Children must attend school for 190 days per year and staff for 195 days. As a result, there will be 5 in-service training days. The dates of these additional days and school holidays are published at least a year in advance and are as follows for the academic year 2022-2023

Curriculum



Curriculum statement



Holistic development for future success

At Esland Daven School, students are entitled to a curriculum which contributes to a well-balanced education, developing the abilities and life skills of individual students so that they become valuable, positive, and active place in society. The entitlement is for all pupils at Esland Daven School, regardless of age, gender, race, religion, or disability.

Esland Daven School's objective is to provide an inspirational learning environment where pupils are encouraged to actively participate in all learning opportunities; where pupils will enjoy learning, celebrate achievement, recognise the importance of education; and nurture the qualities that will enable each pupil to become confident and competent members of society.

These objectives are central to our curriculum which focuses on students' well-being, learning and preparation for adulthood.

Our aspirations are that pupils leave Esland Daven School ready to access full-time learning within traditional classroom settings. They will have experienced a range of academic pathways and developed 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, and their independence and will enable them to become effective members of their local communities

Curriculum intent

Our curriculum intent has been carefully devised to consider the skills and qualities that we consider to be essential to become a healthy and successful adult.

It has been developed to support each pupil's holistic development. It allows us to focus on academic achievement, personal well-being and relationships and recognises the core characteristics which we feel are essential to be developed if young people are to become successful adults.

Our curriculum includes all elements of British values and SMSC and each subject has a curriculum which incorporates progress towards these. During their time with us, each young person also has an Esland Experiences Passport which provides them with the opportunity to engage in activities which promote strengths of character that we value in our learners and to gain valuable experiences that will stay with them for life.

Implementation

Our learners engage in education for 2 sessions per day, up to 3 hours per session. Many of these sessions are delivered 1-1 at the Esland Daven School, in the care placement or in a suitable local venue. We utilise local alternative provisions to shape our curriculum, such as Inside Out Forest School. Other local providers of education are utilised as necessary to match the needs and interests of the young people.

Following the 6-week assessment period, a personalised curriculum is designed for each of our young people. Dependent on prior attainment, gaps in learning and previous experiences of education, there are three Daven streams available:

What are the 3 curriculum streams?



The Steppingstones curriculum: aimed at Key Stage 2 or entry-level learners

The **Steppingstones** curriculum is aimed at Key Stage 2 or Entry Level Learners. This curriculum prioritises learning to read, write and communicate, alongside developing a secure grasp of key mathematical concepts.

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

Subjects:

- English and mathematics
- PE, PSHE, computing and science
- Humanities and RE
- Creative arts



The Elements curriculum: aimed at Key Stage 3 ready learners

The Elements curriculum is aimed at KS3 learners studying the National Curriculum. It provides a robust challenge in key elements of the core subjects, alongside themed learning projects which add depth and breadth to their knowledge ensuring they are prepared for KS4.

Subjects:

- English and mathematics
- PE, PSHE, employability, computing and science
- Learning projects: Humanities, RE and creative arts



The Futures curriculum: aimed at Key Stage 4 and 5 learners



Our Futures curriculum at KS4 and KS5 is aimed at those learners who join us post-14, often with significant periods of time out of school. The aim of the Futures curriculum is to ensure that learners are prepared for life beyond school whilst gaining accreditation in the core subjects. We offer a range of vocational opportunities during our Futures curriculum and this includes links with local colleges.

Subjects:

- English and mathematics
- PE, PSHE, employability, computing and science
- Option: Humanities, creative arts or college-links vocational course

The 3 curriculum streams at a glance:

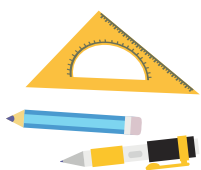
	Year Group	Assessment Level	Steppingstones Curriculum	Elements Curriculum	Futures Curriculum
Key Stage 2	Year 3	WTS securing EL3	Steppingstones 3		
	Year 4	WTS mastering EL3	Steppingstones 4		
	Year 5	WTS	Steppingstones 5		
	Year 6	EXS	Steppingstones 6		
Key Stage 3	Year 7	Working towards GCSE		Element 1	
	Year 8	Working towards GCSE		Element 2	
	Year 9	Working towards GCSE		Element 3	
Key Stage 4	Year 10	Entry level/ Functional skills*			Futures terms 1- 6
	Year 11	Entry level/ Functional skills*			Futures terms 7-10
Key Stage 5	Occasionally, learners join for KS5. These learners have usually not engaged in KS4 education or need to revisit key elements in order for them to access their next stage in learning. They will follow the Futures curriculum in order to help them prepare for a suitable KS5 course at a mainstream or specialist college. *We offer GCSE accreditation in mathematics.				

What our children and young people will study:



English

Esland Daven School is relentless in its commitment to ensuring that young people learn to communicate effectively, through its English curriculum. This is through enhancing speaking and listening skills, reading, and writing with confidence, and reading with fluency and understanding.



Mathematics

At Esland Daven School, we believe that every child and young person should be enabled to develop a sound understanding of maths, equipping them with the skills of calculation, reasoning and problem solving that they need in life beyond the bounds of education. We strive to provide our children and young people with an engaging, exciting, and empowering curriculum that equips them for today and tomorrow.



Science

We believe that our young people deserve a broad and ambitious science curriculum, rich in skills and knowledge, which ignites curiosity and prepares them well for future learning or employment.



PSHE

Personal, Social, Health and Economic (PSHE) education is taught at all stages of a young person's educational journey at Esland Daven School. PSHE is a subject through which pupils develop the knowledge, skills, and attributes they need in life, both now and in the future. In KS3, KS4 and KS5 this includes careers education.



Computer science

The use of computing is an integral part of the national curriculum and is a key skill for everyday life. Through teaching computing, we equip children and young people to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology.



Humanities

We offer our young people the opportunity to study history, geography and religious education. These subjects are delivered through thematic learning projects.



Creative arts

Our creative arts curriculum provides young people with a new way of looking at and experiencing the world and provides them with a means of communicating creatively. Throughout their time with us, we aim to provide young people with creative and artistic experiences through the Art and Design and/or music thematic learning projects. This year we have opened our Creative Arts Studio which is dedicated to drama, music, drawing, painting, sculpture, textiles and more! It is a really popular area of the school – with students, staff, parents and carers!



Physical education

We aim to help young people to tap into their physical superpowers and excel in their chosen sport if that is what they wish to do. Our PE and Outdoor and Adventure Curriculum aims to inspire and engage young people's interest in a broad range of physical, outdoor, and sporting activities.

External exams and assessments

On entry to Esland Daven School, all pupils have an initial baseline assessment that helps us to understand their needs and 'starting point'. This includes an academic assessment through GL Assessments. This allows the school to triangulate previous assessments or understand the pupil in more detail where these have not previously been completed.

Students at Esland Daven School can access a range of qualifications including Entry Level, Functional Skills or GCSEs dependent on their ability levels and aspirations. Young people also have the opportunity to work towards ASDAN qualifications or AQA Unit Awards.

Educational Visits

The outdoors can be used to bring learning alive for many children and we aim, where possible, to use the local community resources to inspire and stimulate our pupils. Each year we also encourage each class teacher to plan an educational visit further afield to a relevant place of interest within the region – this may be a site of historical or scientific interest or a place to develop pupils' cultural awareness.

All visits are planned carefully, and a risk assessment is completed by the class teacher so that they meet our Educational Visit Policy. Visits only take place once approval has been granted as per the policy.

Parental consent is sought for educational visits when your child begins school and this consent will apply for the duration of your child's enrolment at this school or until consent is withdrawn. However, parents will always be informed of the details when their child is undertaking an educational visit. Specific parental consent will be obtained for visits of a residential or adventurous nature.

Reporting to parents and carers

The student's academic progress is reported to parents in detail each term. This termly report is used to discuss strengths and the next steps needed for each child to move forward in their learning. We encourage good communication between school and home and value regular input from carers, parents and professionals. All pupils have regular in-house TAC meetings that support progress and development. These meetings are invaluable to address concerns proactively. These meetings feed into wider professional meetings such as PEPs, LACs and Annual Reviews.

At Esland Daven School we hold 2 parent/carer information days throughout the academic year. These meetings allow us to share information and implement strategies where appropriate to facilitate progress. Formal school reports are issued termly.

Medical and safeguarding



Medical information

Parents and carers are requested to inform the school about any medical conditions or dietary requirements as they arise. If a student becomes ill during the school day, parents or carers will be informed as soon as possible.

In the case of an accident then one of our qualified first aiders will treat the injury and parents/carers will be informed by phone call or email, including the treatment that was given. In circumstances where the first aider feels further medical assistance is required then parents/carers will be contacted and asked to collect their child, so they can decide on the course of action to take or take the child to their GP for further advice. In extreme emergencies, the school may contact the emergency services and if the child needs to go to the hospital a designated member of staff will accompany them until a parent/carer arrives. School arrangements are in place to administer prescribed medicines during the school day.

Where children require medications parents or carers must complete a medication form, ensure the instructions are clear and that the medicine bears the child's name and is in date. Non-prescribed medicines e.g., Paracetamol will require a consent form from parents/carers with instructions.

Special dietary requirements and allergies

Whilst parents/carers will be providing lunches for their child, there may be occasions when other snacks are on offer throughout the school day and students will be tasting different foods in their lessons e.g., as part of food technology.

Parents must inform us if their children have specific dietary needs and inform us as soon as possible about such requirements. Please also include any allergy information, as well as the emergency contact details where required, including where changes have occurred.

Safeguarding statement



The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues
- Any safeguarding concerns are passed to the safeguarding team in school- These are Head Teacher (Designated Safeguarding Lead) and where applicable the Deputy Head Teacher (Deputy Designated Safeguarding Lead). The DSL and Deputy DSL may contact other agencies for further support and advice where safeguarding information is shared.

What safeguarding measures do we have in place?

Cause for concern

All staff report any causes for concern to the DSL/Deputy DSL using our online recording system. Any concerns will be shared with parents/carers as early as possible as, often, there are extremely reasonable explanations for the concern. Concerns may range from students being visibly upset, to persistent lateness to students disclosing concerns.

Team around the child

Children and families may need extra support at different times in their lives. Team Around the Child (TAC) is a group of people who want the best for the child or young person and will work together in an open and honest way to create a plan of support. A TAC is initiated when a concern is raised about a child or young person and coordinated support is required. A Lead Professional is the person who has the best relationship with the child and family. For those young people living in our care homes, we hold regular TAC meetings to ensure that we work together to ensure the best possible outcomes. These TAC meetings are clinically-informed.

Safeguarding training

The whole Esland Daven School team receive robust safeguarding training which includes Level 1 Basic Awareness with the Local Safeguarding Children's Board, an annual safeguarding refresher (alongside regular briefings and updates throughout the year), training in The Prevent Duty (extremism and terrorism) and online safety. All tutors receive training in our BILD-accredited Behaviour Support Programme and first aid training. A suite of additional training courses are available including training in SEND, autism and awareness of mentalhealth conditions (e.g. self-harm).

Advanced training is undertaken by the school's DSL including local authority training for the role of the Designated Safeguarding Lead and Safer Recruitment.

Children with Special Educational Needs and Disabilities (SEND)

All children are valued, respected and welcomed to our school whatever their level of educational, social, emotional or mental health needs. We seek to support all children in their learning and ensure they have equal access to all areas of school life. The SEND Code of Practice underpins our practices to enable us to focus on specific areas of need as listed below:

- Communication and interaction (language and autism spectrum disorder).
- Cognition and learning (general learning and specific learning difficulties).
- Social, emotional and mental health.
- Sensory and/or physical needs.

We seek to identify and assess the special needs of individual students using a variety of early and ongoing assessment techniques, working in cooperation with the students, parents/carers, teaching staff, in-house and external clinicians and external agencies.

Tutors differentiate for student needs in each lesson, through individual learning programmes which take into account any provision and needs documented on the young person's Educational Health Care Plan.

Esland Daven School can offer clinical input for all young people at school. For young people living in our care homes, initial assessments take place within the first 12 weeks of their placement.

Student voice

We believe it is important to listen to our students and value the contribution they can give to making decisions about the school. Each of our young people has a voice and are encouraged to share their views about our school development.

Students are also an important part of many regular meetings that discuss their progress and plan for the future. This includes the EHCP annual review or PEP meetings. If students do not feel comfortable attending or speaking, then their views are sought prior and shared in the meeting.



Uniform requirements



Uniform

At Esland Daven School we recognize that uniform has often been a barrier for attending school so we aim to support students with this upon joining.

- We ask that our children and young people wear clothes and shoes that are safe and appropriate for the school setting.
- This includes: trousers, leggings and jogging bottoms in plain colours; T-shirts, hoodies, jumpers and tops that have a sleeve; black shoes or trainers.
- Clothing must not contain slogans or messages that may cause offence to others.
- Hats/caps/hoods are not to be worn in the school building.
- Shoes must have a closed toe and a back. Heeled shoes are not permitted.
- Young people may bring a small bag to school to carry essential items.
- We encourage young people to bring a waterproof jacket/coat in case of bad weather during outdoor activities.
- Our student leadership team will be reviewing our uniform policy this academic year.
- Adhering to our clothing expectations is an important first step in preparing for the next stage in a young person's journey in education, training or employment.
- For activities related to vocational course, Forest School, Horticulture, Duke of Edinburgh Award, and swimming, students will be informed when specific items are needed. They include wellingtons, waterproof cagoule, leggings, walking boots, and appropriate swimwear.

Jewellery, hair and makeup

Students are not permitted to wear jewellery, including earrings, at school due to the risk of accidents and injury. If anyone wears earrings, for religious reasons only, these must be removed for PE and break times by the students themselves. In the case of newly pierced ears, these can be worn for 6 weeks but must be covered during PE and break times. If students are having their ears pierced, please do so during the long summer holiday. Watches can be worn. Smartwatches cannot be worn. A small amount of make-up is acceptable, but students should not abuse this privilege. False nails/acrylics – can be worn but must be kept to a short realistic length. They can cause injuries if they are ripped off and they can also hinder your ability to participate fully in lessons.

Lunches



As there are no kitchens on the school site that provide meals, students must bring a healthy, mid-morning snack and packed lunch. Drinking water is also available throughout the day.



**Healthy, mid-morning
snack and packed lunch**

Communication

We pride ourselves on our effective communication between parents/carers, local authorities, and the school. We believe that communication is key to ensuring that our young people are supported to achieve successful outcomes. Tutors endeavour to make a daily call to parents/carers to ensure that key information is shared. We will also use this time to celebrate a young person's successes.





Home-school communication

A student's Education Mentor will communicate with parents/carers via phone or email daily. This may also be in person at the start of the day or end of the day, where possible.

Behaviour expectations

At Esland Daven School, we aim for the development of the whole child encompassing all learning, including skills acquisition, building relationships with others, developing knowledge, and making progress through a variety of activities.

These learning activities can be in the more formal setting of a classroom but should also be promoted in the more informal settings outside of the classroom. Learning to socialise, cooperate, negotiate, and collaborate are key skills that young people will need to adopt to become good citizens and take their place in society as young adults.

Young people should be given the opportunities to promote their understanding of these issues and the teaching and residential care workers have a significant responsibility in this. The school also seeks to actively promote good values such as tolerance, the rule of law, individual liberty, and democracy. More information can be found in our Behaviour Policy.

Concerns and complaints

Should a problem or difficulty arise concerning your child, we would hope that in the first instance you would contact the school office or class teacher. In the unlikely event that the situation is not resolved, parents should follow our complaints procedure.

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@esland.co.uk

Equal Opportunities Statement

We value all members of our school and community seeking to accept everyone with respect and ensuring that all have equality of opportunity irrespective of their gender, ethnicity, sexuality, religion, background, or disability. As a school, we welcome applications from children and young people with diverse needs and backgrounds, regardless of race, ethnicity, religion, sexual orientation, disability, learning difficulties, body image or social background. We aim to be fully inclusive in all areas of school life and encourage our students to recognise and value our rich and diverse world.

Equality Objectives

- To ensure the staff team have the appropriate knowledge and training about good equalities practice so that we can ensure that our curriculum is diverse and accessible to all, that our behaviour management is fair and equal and that we can identify underachievement in all groups.
- Increase the diversity of students involved in the decision-making processes of the school, including SEND students.
- For students to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities.
- To review our approach to behaviour management to ensure that there is no discrimination of those children with protected characteristics.
- To review levels of parental (including carers) and student engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.



Admissions arrangements

Students who attend Esland Daven School have been referred to us by a wide range of placing authorities. Admission to the school has two initial referral routes:

- Formal consultation from a local authority SEND department in line with the SEN code of practice
- Part of a referral for a joint education and care placement

Following an initial assessment of suitability based on the referral documents, the school may decide to progress the referral further. Before admission Esland Daven School aims to understand in detail the needs of the young person and if we would be able to provide for these with our school. This process may include a home and/or a school visit. Following this process, our referrals team will contact the local authority with the outcome.

How to contact us





Further information

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

Kelly Pope: kellypope@esland.co.uk

Admissions and referrals:

referrals@esland.co.uk

Chair of Governance Committee

Jill Palmer: jillpalmer@esland.co.uk

Riverside Business Centre
Suite's 1 & 5
Foundry Lane
Milford
Belper
Derbyshire
DE56 0RN
Tel: 01773 823 989

Addresses

Esland Daven School
Dane Valley Mill
Congleton
CW12 2AH

The Esland Group
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