



Daven School

Prospectus

2024-2025

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Welcome

from Kelly Pope 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.

They will receive a high-quality core curriculum education and an increasingly broad and engaging curriculum alongside social, emotional, communication and interaction interventions.

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. 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. 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.

We look forward to meeting you!

Yours sincerely,

Kelly Pope

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.

Throughout their time at Esland Daven School we encourage students to embrace Esland's values: To be **Bold, Kind, Curious** and **Fun**.

Laying the foundations for future success

At Esland Daven School, we support young people to re-engage them in education through 1 to 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 to 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 Senior Leadership Team

We're a friendly bunch at Esland Daven School

Check out who is who below



Kelly Pope

Headteacher & Designated safeguarding lead (DSL)



Jude Taylor

Assistant Headteacher, SENDCO & DSL

Full details of the team available on request



Discover more about Esland Daven School



Attendance

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 on our website.



The School Day



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

This is focused on the core curriculum subjects of English, maths and science, along with PSHE. Young people receive 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 in the following pages.





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, gender identity, 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 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.



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.				



External exams and assessments

On entry to Esland Daven School, all students 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 student 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 students. 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 students 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.



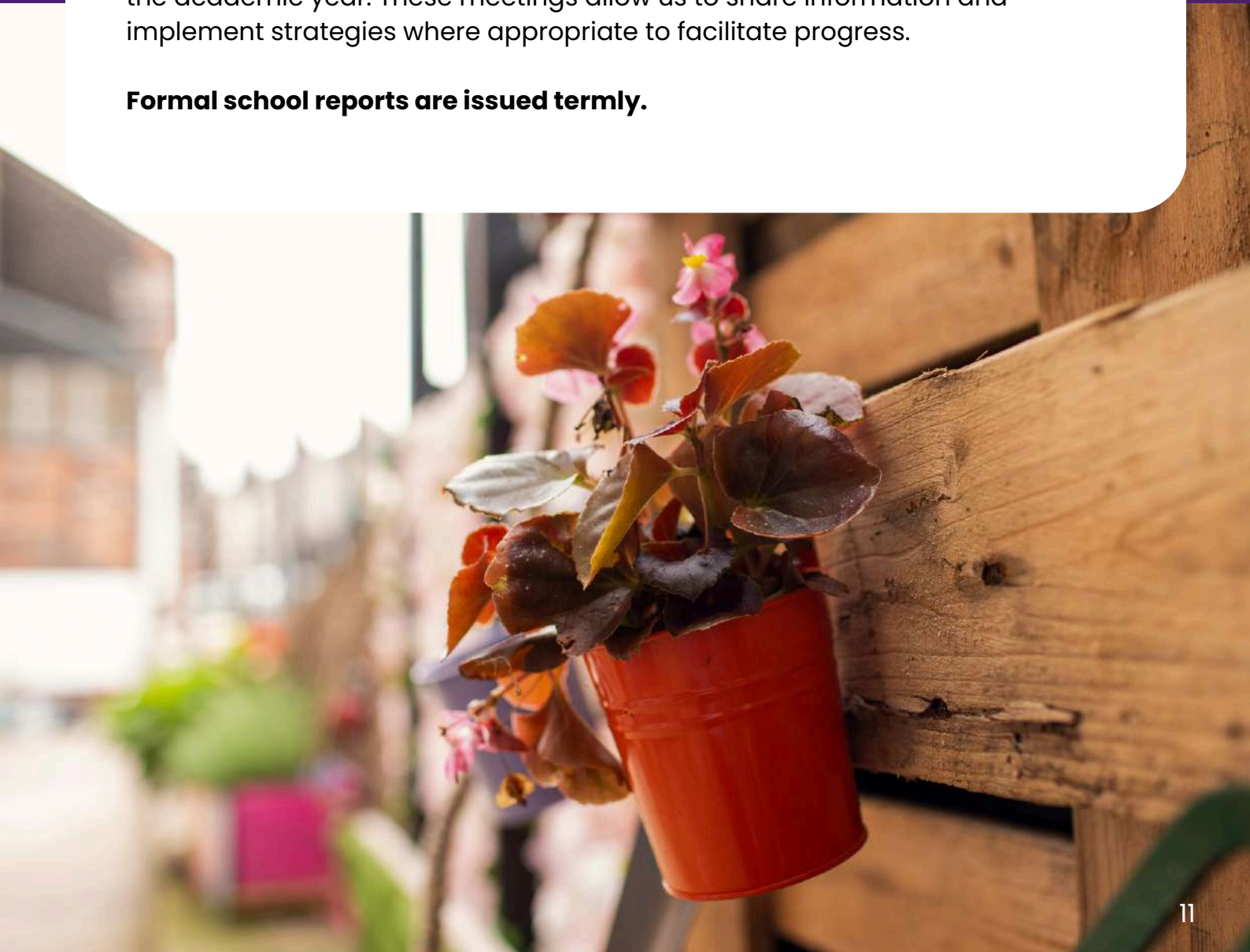
Reporting to parents / carers

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 students 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 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 Headteacher (Designated Safeguarding Lead) and where applicable the Deputy Headteacher (Deputy Designated Safeguarding Lead). The DSL and Deputy DSL may contact other agencies for further support and advice where safeguarding information is shared.
- Daven school follows the **Keeping children safe in education guidance**.

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 mental health 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.

Dress code



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. Smart watches 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. We offer snack and drink options for our children throughout the day.

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 and 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.

Messages can be passed on directly via the school office.



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 she cannot resolve your complaint then you should contact the Chief Operating Officer at:

**Esland Group, Riverside Business Centre, Foundry Lane,
Milford, Belper, Derbyshire, DE56 ORN.**

Tel: 01773 823 989





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.





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, gender identity, 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:



- 1** Formal consultation from a local authority SEND department in line with the SEN code of practice
- 2** 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



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:

Esland Daven School

Dane Valley Mill, Havannah Street, Congleton,
Cheshire, CW12 2AH

Phone: 01260 294909

Email: davenschool@esland.co.uk

Headteacher

Kelly Pope: kellypope@esland.co.uk

Admissions and referrals

consultations@esland.co.uk

Chair of Governance Committee

Jill Palmer: jillpalmer@esland.co.uk

Esland Group, Riverside Business Centre, Suite's 1 & 5,
Foundry Lane, Milford, Belper, Derbyshire, DE56 0RN

Tel: 01773 823 989





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