



# Prospectus 2025-2026

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

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All photographs contained in this prospectus are of actual young people and staff who were in attendance at an Esland school or live/work in an Esland home. These images cannot be used or reproduced.

Everyone included enjoyed their involvement in being part of the promotion of the Esland Group and all necessary consents were obtained.



# Welcome from **Naseem Akhtar** **our headteacher**

Dear students, parents and carers,

Welcome to Esland Daven School. We are a specialist setting for children and young people with social, emotional and mental health (SEMH) needs, and we are proud to be a place where every student is valued, supported and encouraged to thrive.

At Esland Daven School, we understand that many of our students may have faced challenges in education before joining us. Our priority is to provide a safe, nurturing environment where barriers to learning can be removed and replaced with opportunities for growth. We celebrate the individuality of every child and work closely with families and professionals to ensure that all students feel a sense of belonging and purpose.

Our core curriculum offer is designed to provide both academic and personal development opportunities. Students receive quality teaching in English, Mathematics and Science, ensuring a strong foundation for future learning and accreditation. Alongside this, we offer a broad and engaging personal development curriculum.

This combination allows students to achieve qualifications that are appropriate to their abilities, while also developing essential life skills such as independence, resilience and teamwork.



Therapeutic approaches, personalised support and targeted interventions are woven throughout the school day, helping students to build confidence, develop positive relationships and manage their emotions effectively. Our aim is for every young person to leave us prepared for their next steps, whether that is further education, training, employment or return to mainstream provision.

We are immensely proud of our students' achievements and the supportive community we have built. I warmly encourage you to visit us and see the difference our school can make.

Yours sincerely,

Naseem Akhtar (Interim Headteacher)

A handwritten signature in black ink that reads "N. Akhtar".

# Ethos

## A broad and balanced curriculum

Students at Esland Daven School have access to a broad and balanced curriculum offer that enables them to progress through a range of appropriate qualifications so they can access further education, employment, or training.

Alongside their academic learning, students are given individualised support in overcoming barriers linked to broader developmental needs, providing them with the skills and confidence to navigate the world beyond school into adulthood.

Students are grouped according to a range of factors, but we feel it's important for them to work with others at a similar stage of learning. Qualified teachers plan, deliver and assess all learning, and a dedicated Teaching Assistant is present in each class, providing additional support.

When students first join us, they complete several academic and therapeutic assessments to form a learning profile. This profile helps our staff adapt learning opportunities to their needs so that they can get the most out of every lesson.

We aim for all students to leave our school with renewed confidence, social skills, and academic qualifications to help them lead independent and fulfilling lives as adults.





# Our school

## A sensory-friendly learning environment

Esland Daven School caters for 8 to 18 year-olds with social, emotional, and mental health issues and/or complex needs. The school has the capacity for 35 students and is based over three floors. The heart of the school is 'The Hub', where students eat, attend assemblies and socialise. The school also supplies free school dinners – with students having the options of hot or cold meals. Alternatively, students can bring in their own packed lunch.

The school has a food technology room, an indoor sport area and a dedicated space for clinical therapy where Speech and Language Therapy (SALT), Occupational Therapy (OT) and Art Therapy take place. This space is also used to deliver other Therapy based interventions led by our assistant psychologist.

Some of our learning activities take place off-site, which may include sport, games, learning outside the classroom, outdoor education lessons, PSHE lessons and forest schools.

As we are constantly seeking to develop skills of independence and employability, we work with other colleges and schools in the local area to take part in activities and experience other courses that we are not able to facilitate at the school. We will also identify appropriate work experience placements for our older students.



# Our curriculum

## We believe in holistic development

### Key Stage 2, Key Stage 3 and Key Stage 4

Across KS2, KS3 and KS4, the following subjects are delivered with schemes of work and lesson planning aligned to National Curriculum objectives, ensuring appropriate coverage, challenge, and progression:

- Mathematics
- English
- PSHE (Personal, Social, Health and Economic Education)
- Physical Education (PE)
- Science (developing)
- Humanities (developing)
- Personal Development, including:
  - Forest School
  - Music
  - Art
- Vocational Learning, including:
  - Hair and Beauty
  - Barbering

All subjects are planned to ensure skills and knowledge build sequentially, with regular assessment used to inform next steps in learning. Developing subjects (Science and Humanities) follow a phased introduction model to ensure full National Curriculum alignment as schemes of work mature.

### Key Stage 4 Additional Provision

At Key Stage 4, pupils also receive:

- Individualised Careers Advice
- Work Experience Opportunities

These elements are planned to support pupils in preparing for future pathways, ensuring they are informed, workplace-ready, and supported in understanding post-16 options.



### Key Stage 5

At KS5, the curriculum continues to be structured and planned to maintain alignment with National Curriculum expectations for post-16 study, focusing on functional skills, independence, employability, and preparation for adulthood. Subjects include:

- Mathematics
- English
- Preparation for Adulthood, including:
  - Work Experience
  - College Visits
  - Vocational Qualifications (where applicable)
- Personal Development, with a Music option offered
- Individualised Careers Advice

# Therapeutic approach

## Therapeutically informed approach

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

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



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

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

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



# Admissions process

Students are placed at Esland Daven School following a referral by their Local Authority (LA). Our panel will review the referral paperwork, and if we feel we can meet the young person's needs, we'll ask for the LA's permission to complete an assessment to determine their suitability for a placement.

Our assessment process involves young people visiting the school with their parents/carers (where applicable). We'll give them a tour of the school, discuss the provision, and what additional adjustments may be required.

In some circumstances, we may contact previous school placements and other professionals working with the young person to gain additional feedback that will support their referral paperwork.

Once the assessment is complete, and if both parties agree to proceed, we'll approach the LA a formal placement offer before contacting the parents/carers to begin transition arrangements.



# Admissions criteria

We'll consider referrals for students who:

- Are aged between 8 – 18 years old
- Have an Education, Health and Care plan (EHC)<sup>\*</sup>
- Have a primary need related to:
  - Autistic Spectrum Condition (ASC)
  - Speech, Language and Communication needs (SLCN)
  - Anxiety
  - Emotionally based school avoidance
  - Social, Emotional and Mental Health needs (SEMH) related to any of the above
- Are able (or have the potential) to:
  - Access a broad and balanced curriculum resembling the National Curriculum
  - Access the teaching primarily as part of a small group
- May also present with:
  - Challenging behaviour within mainstream settings (due to needs above not being appropriately met)
  - A history of school refusal and/or placement breakdowns
  - Barriers to learning such as dyslexia and dyspraxia
  - Additional communication and/or sensory needs
  - Academic progress below age related expectations
  - ADHD, OCD, ADD, PDA, Tourette's Syndrome (as a secondary or additional diagnosis to those listed above)



## Admissions and referrals

### Local Authorities



If you represent a Local Authority and would like to consult with us, please complete the form on the link below or scan the QR code. Once submitted, a member of our team will contact you to discuss the next steps.

[eslanddavenschool.co.uk/referral-form](http://eslanddavenschool.co.uk/referral-form)

### Parent/carer enquiries



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

[eslanddavenschool.co.uk/pc-form](http://eslanddavenschool.co.uk/pc-form)

# Contact us

## **Esland Daven School**

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

**Phone:** 01260 294 909

**Email:** [davenschool@esland.co.uk](mailto:davenschool@esland.co.uk)

**Opening times:** 9:00am - 3:30pm

## **Proprietor:**

Esland North Limited

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

Phone: 01773 823989