

Aspris



Newbury Manor
School

Where learning comes to life





Hello and welcome

Welcome to Newbury Manor School.

Thank you for taking the time to review our prospectus. Newbury Manor School is such a wonderful place for students to thrive and grow within our calm, nurturing, welcoming, and inclusive community. We have amazing school grounds, exciting resources, highly-skilled and experienced teachers, and immensely dedicated staff, which makes the school a special place to be.

Students at Newbury Manor School make excellent progress based on where they benchmark when they first join us. For some, this includes academic achievement and relevant accreditations, and for others, progression could be demonstrated through increased engagement, access to the community, and life skills, or becoming better equipped to manage and regulate behaviour.

We feel that all children can learn and develop when they feel safe and valued. Our ethos is to create a safe and secure environment where our children can develop, learn, and thrive. We all follow our PEACOCK values, so named for our feathery visitors who call Newbury Manor School, home.

Our values can be seen through everything we do at Newbury Manor School, from our lessons in classrooms, to each individual teaching moment. These values shine through most during the extracurricular activities that Newbury Manor School is known for, including Grounds Day, Diversity Rocks, our annual overnight school camp, and various themed events and days.

Overall Newbury Manor School is the place where fun and learning come together, where we aim to change the lives of students and staff.

Paul Gorham

Headteacher





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Our values

Our values guide our actions, shape our school community, and inspire our pupils to grow into thoughtful, confident, and compassionate individuals. We believe that education is more than academic achievement – it's about nurturing character, encouraging curiosity, and fostering a sense of belonging.

We believe in more than just academic success. Our aim is to support each young person to build resilience, rediscover their confidence and leave school ready for a happy, healthy and fulfilling life.

Through education, therapy, and life experiences, like volunteering and work placements, we help pupils find their voice and place in the world.

Read more about our values below:

Perseverance

We believe in the power of perseverance.

Encouraging every learner to keep going, embrace challenges, and grow stronger through effort and resilience.

Equality

We are committed to equality.

Ensuring every individual is treated with fairness, respect, and given the same opportunities to learn, grow, and succeed.

Aspiration

We encourage every learner to aim high.

Inspiring every learner to dream big, set ambitious goals, and strive to reach their full potential.

Courage

We celebrate the strength to face challenges.

Empowering every individual to face challenges with confidence, take risks, and stand up for what is right.

Opportunity

We provide pathways for learning and achievement.

Enabling every individual to explore, learn, and achieve their best through access, support, and encouragement.

Compassion

We promote a culture of kindness and respect.

Treating others with kindness, understanding, and care, and supporting one another within our community.

Knowledge

We encourage a love of learning and discovery.

Encouraging curiosity, learning, and understanding to empower every individual to grow and succeed.



School overview

Newbury Manor School is an independent specialist school near Frome. We support young people aged 6-19 with a diagnosis of autism and associated SEN needs, learning difficulties and developmental delays.

A nurturing environment

At Newbury Manor School, we believe that education should be a journey of rediscovery and empowerment. Our personalised approach ensures that each pupil receives tailored support, combining specialist teaching with therapeutic strategies that reflect the way they think and learn. We understand that many of our pupils have faced challenges or interruptions in their education, which is why we offer a genuine fresh start — a place where they can rebuild confidence, re-ignite their love of learning, and develop the skills they need to thrive.

Our dedicated team works closely with families to create an inclusive, supportive community that celebrates individuality and encourages progress at every stage. Beyond academic achievement, we focus on social and emotional development, helping pupils to build resilience, independence, and a sense of belonging. Through a combination of structured learning, therapeutic interventions, and enriching experiences, we empower young people to set ambitious goals and achieve their full potential — both in school and in life.



Our mission

Our mission is to prepare every learner for life by helping them overcome challenges, so they can confidently shape their own future. We do this through personalised support plans, using tailored strategies and interventions designed specifically to meet the needs of all pupils.



Dedicated and supporting teams

At Newbury Manor School, our dedicated team is committed to creating a nurturing, supportive, and structured environment where every pupil feels safe, valued, and empowered to grow. We believe in transforming lives by helping young people break free from negative cycles and rediscover their potential.

Through our specialist teaching and therapeutic support, pupils develop the confidence, resilience, and independence they need to thrive. By fostering a sense of belonging and self-belief, we equip every learner with the tools to succeed.

“I just wanted to say a huge thanks to all you guys and to everyone that supports [pupil name], you will never understand what a massive help you have been to us with all you love, support and understanding – you’re all amazing.”

Parent of a pupil

At Newbury Manor School we...

- Have high ambitions for all pupils to fulfil their potential
- Demonstrate a clear ethos of respecting each young person
- Build on pupils’ strengths and capitalise on their interests
- Work within small class sizes
- Provide a curriculum that enables pupils to overcome barriers to learning and develop social skills
- Enable our pupils to become independent adults and integrated into their local community
- Ensure all planning is outcome-focused, person-centred, and co-produced with the pupil and their parent/carer
- Provide pupils with access to our outdoor environments and a local off-site forest school provision
- Explore support strategies for self-management of anxieties and independence
- Are committed to providing experiences that tailor to our pupils lives beyond education



Curriculum summary

At Newbury Manor School, our curriculum is designed to recognise each pupil's individual potential and create meaningful opportunities to achieve. We offer a personalised, flexible, and accessible curriculum that responds to the diverse needs, interests, and aspirations of our pupils.

Ambitious and varied

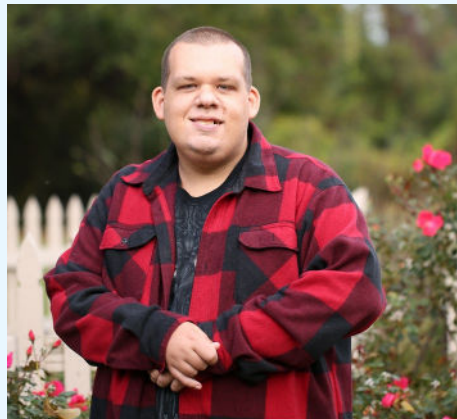
Newbury Manor School provides a challenging, relevant and enjoyable curriculum. This is designed to meet the needs of each young person, both academically and socially, within the framework of the national curriculum. Our pupils are generally working at, or around age-related expectations, with some gaps in their knowledge and skills that we work towards closing.

Our curriculum is a combination of academic progress, personal skills and the readiness for future living. Our young people also have the opportunity to take part in daily reading, mindfulness and reflection.



“Since the previous inspection, leaders have redesigned the curriculum. This has helped staff to meet pupils’ needs more effectively. Pupils now follow one of three curriculum pathways.”

Ofsted



Pathway options

Pupils are placed in pathways depending on their needs and Education, Health, and Care Plan (EHCP) outcomes.

Those working within the **Formal Pathway** work to an adapted national curriculum, and during KS4 years, these pupils will work towards accreditations in-line with their ability. Subjects provided within our secondary offer can be adapted depending on pupils’ needs, abilities and interests.

Pupils working outside of the national curriculum work in our EQUALS classrooms, across the **Semi-Formal and Informal Pathways**. They engage in areas of learning that are designed to develop with pupils’ own interests and attention. Informal learners operate on a no-demand schedule, with opportunities to develop across the key areas below. Semi-Formal learners follow a low-demand schedule according to their needs, follow the EQUALS key areas below.

- My communication
- My outdoor school
- My independence
- My play and leisure

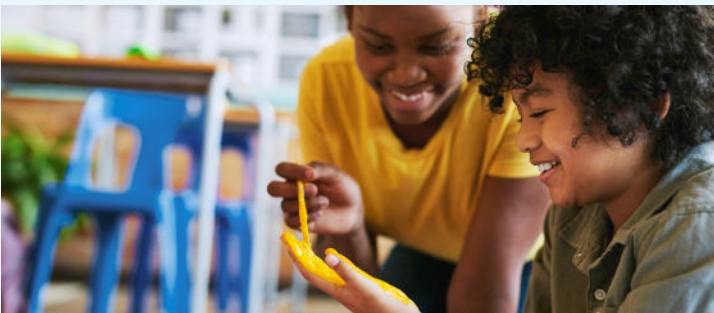
Teaching approach

We understand that for young people with complex needs, learning is about more than just academic progress, it is about feeling safe, confident, and supported to grow in their own time and way.

Dedicated and supportive teams across our school

Our school is led by a skilled and compassionate team who are dedicated to helping every young person shine, grow, and reach their full potential. From senior leaders to classroom colleagues, our team brings together a wealth of experience in specialist education, care, and therapeutic support, so every child gets the support they deserve, exactly when they need it.

Our team is small, consistent and deeply committed to supporting the individual needs of every pupil. We understand that trust takes time and we work hard to build it from the first day.



Subjects include:

- English, maths and science
- Geography and history
- Languages including Italian
- PSHE and PE
- Animal care

Qualifications include:

- GCSEs
- AQA Unit Awards
- Functional Skills
- Entry Level



What makes us unique?

As a school, we have developed a particular specialism in supporting pupils with very high levels of anxiety, sensory needs, attachment difficulties and pathological demand avoidance.

Many of our young people have experienced school-based trauma and school avoidance. We have a very experienced staff team, with particular strengths in integrating pupils back into a school environment through careful and needs-based strategies for engagement.

Our relaxed, peaceful and rural location allows us to create an environment that does not immediately feel “school-like” for our young people experiencing trauma and anxiety.

Our focus is on removing any barriers which might stop our young people from becoming successful adults. At Newbury Manor School, the focus is not only on gaining qualifications, but also on developing the other skills required to fully utilise those academic skills. We focus on a wide range of factors within each pupil’s life to ensure that all obstacles are overcome.

Places and spaces

Our classrooms are thoughtfully tailored to meet the unique needs of our pupils and the educational approach of the school. By aligning the physical environment with pupils' learning styles and emotional needs, our classrooms contribute to a safe, engaging and inclusive atmosphere where every learner can thrive.



Spaces designed by our teachers

Our classroom environments have been designed by our teaching team with specialist input from our multidisciplinary team to meet our pupils' special needs.

This includes areas such as sensory processing needs, the need for movement breaks, anxiety issues and social communication.

Learning opportunities, activities and resources vary considerably across each phase and between individuals. We offer a range of activities at school and out in the community including:

- Art
- Cinema, theatre and museum trips
- Cooking
- Football
- Swimming
- Tennis/netball

We have high expectations of our pupils and ensure that the majority are able to leave and live independently, whether that be in supported living, work/employment or moving into further or higher education.





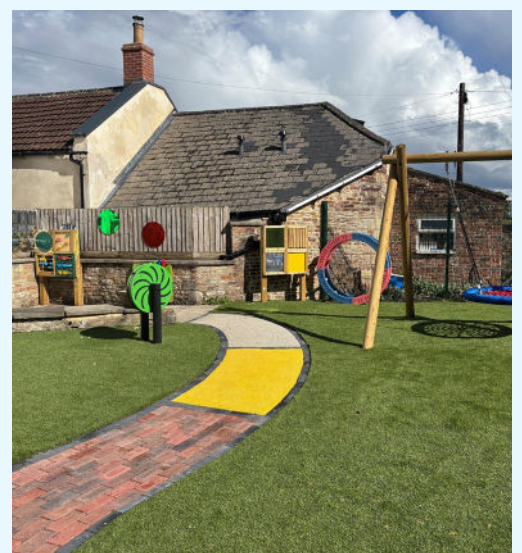
Specialist facilities

Our facilities are thoughtfully designed to create a calm, welcoming, and accessible environment where every pupil feels at ease and inspired to learn. Whether arriving for the first time or returning each day, pupils can expect a space that nurtures both their academic growth and personal wellbeing.

Here's what they'll find:

- Sensory rooms, sensory garden and therapy space
- Occupational therapy, art therapy and music therapy rooms
- A forest school
- ICT suite and careers hub
- Outdoor playpark
- Rural location and opportunity to care for animals

Our new addition of a sensory garden features a trampoline, bucket swing, comfortable seating, and a dedicated sensory activity area. A pathway with varied textures adds an extra sensory experience, allowing pupils to explore different sensations underfoot. This space has been designed to provide an engaging yet calming environment for young people who seek sensory feedback. The idea was discussed in Student Council over time, and many of the features were inspired by suggestions from the pupils themselves.



“There is a strong sense of community in the school. Pupils recognise staff for their efforts. Many pupils are eager to show leadership, for example by attending weekly meetings of the school council.”

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Working together

We are deeply committed to building strong, collaborative relationships not only with parents and carers, but also with the wider community. We actively engage with local businesses, charities, higher education institutions, and other organisations to create meaningful partnerships. These connections enrich our pupils' learning experiences and foster a vibrant, supportive network that benefits everyone involved.

Parents and carers will...

- Feel involved, informed and supported in relation to their child's progress and development
- Regard the school as a source of expertise and support
- Support the work of the school and participate in school community activities
- Take opportunities to develop partnerships with other parents and families

Local schools and the community will...

- Regard us as specialists in the field of autism to develop their autism knowledge and practice
- Understand our pupils and work with us to extend their opportunities including work experience
- Seek our advice and contributions on matters relating to autism, for individual pupils, whole school development and/or community projects



Positive quotes and stories

Discover a range of stories and quotes about Newbury Manor School and how our dedicated and experienced team supported pupils to settle in, enjoy their learning and succeed.

The Aspris golden thread

“Each pupil has an education, health and care plan (EHC plan) setting out long-term development goals. Leaders have carefully considered the small steps that each pupil must take if they are to achieve their targets. This ‘golden thread’ helps staff and parents to understand how pupils are progressing.”

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“Pupils’ reading is steadily improving.”

“Leaders are focused on addressing any gaps in pupils’ knowledge of phonics. The school uses a wide range of approaches to get pupils reading. Some are engaged through technologies; others thrive on one-to-one support. Leaders support pupils’ self-esteem by providing age-appropriate reading books. As a result of leaders’ tenacity, pupils’ reading is steadily improving.”

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“Pupils who join Newbury Manor, stay.”

“Pupils who join Newbury Manor, stay. Their attendance is excellent, despite the significant challenges associated with their special educational needs and/or disabilities. Many pupils have had difficult past experiences of school. Some display risky behaviours. Typically, this reduces over time. Leaders’ approach to risk assessment is effective. Staff undertake specialist training which helps them to manage behaviour effectively. Leaders are readily available to support pupils and staff as needed.”

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Grateful parents

“I cannot put into words how grateful we are for all of your support over the last few years.”

Parent of a pupil



Thank you

“Thank you for going above and beyond caring for [pupil name] and I during our car crisis.”

Parent of a pupil



Extra activities

At Newbury Manor School, we know that learning doesn't just happen in the classroom. That's why we offer a wide range of enrichment activities designed to help young people build confidence, explore new interests and discover what makes them feel good, mentally, physically and emotionally.

Activities beyond the classroom

We provide our young people with opportunities to develop skills across different environments, such as:

- Lunch at cafes
- Shopping trips in the community
- Walks around the local area
- Using public transport
- Bouldering and gym sessions
- Soft-play and swimming
- Educational visits to museums, English Heritage and National Trust properties
- Independence skills experiences
- Work experience opportunities
- Volunteering opportunities
- and more...



Shining in our community

We value the importance of community engagement and actively encourage our young people to contribute to their local communities as part of their personal development.

Several of our pupils volunteer on a regular basis across a variety of settings, building meaningful connections while gaining valuable life experience.

This includes:

- Mells Café
- Victoria Park Community Café
- AND Autos
- Bishop's Palace – Wells

These community links don't just build practical skills—they help young people feel involved in the world around them.

Enrolment process

We know that choosing the right school is a big decision especially when your child experiences the world differently. We work closely with families, local authorities and social services to make sure our setting is the right fit for each young person.

Admissions criteria

We are an independent day school providing specialist education, and consider each placement carefully. To help us to do that, young people have to meet the following criteria:

- Has an Education, Health and Care Plan (EHCP)
- Referred by their local authority
- Has a diagnosis of autism



Admissions process

Once a request for a place is received and the above criteria is met, here's what happens next:

Step 1 Referral received

Our team will review the referral, Education, Health and Care Plan (EHCP) and supporting documents to decide whether our school is suitable for the young person.

Step 2 Invitation

We will invite parents or carers to visit our school. This is a great opportunity to ask any questions and for us to learn more about the young person's needs.

Step 3 Meeting the young person

We will arrange a visit to meet the young person in their current placement with our Headteacher or a senior leader from Newbury Manor School.

Step 4 Review

Our senior management team will review all the information gathered by our assessment team and make a final decision. If we feel we are able to provide the right environment for the young person, we will make a placement offer.

Step 5 Placement accepted

Once a placement is accepted by the young person, their family and any involved professionals, we will make arrangements to transition them into our school and set up an initial meeting.

For more information about placing a young person at Newbury Manor School, please contact **Judith Blackwell**, our Admissions and Referrals Co-ordinator: judithblackwell@aspriscs.co.uk

Let's connect

If you want to find out more about anything you've read in our prospectus or, if you'd like to talk about how Newbury Manor School can support you and your child, please contact us below.



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