

Aspris



Sedgemoor Manor
School

Where learning comes to life





Hello and welcome

Thank you for taking the time to read our prospectus. We hope it offers a clear insight into our approach, our values, and the positive difference we strive to make to the lives of pupils and their families.

We understand that you may already be navigating a complex and often challenging journey to secure the right educational provision for your child. Finding a specialist placement can be difficult, and the decisions involved can have a lasting impact. At Sedgemoor Manor School, we recognise this and are committed to working in close partnership with families to ensure that every placement is carefully considered and appropriate from the outset.

Transition is a key part of this process. We take time to understand each pupil's individual needs, experiences, and aspirations, working collaboratively with families and previous settings, where appropriate. This attention to detail helps us build strong, trusting relationships from the very beginning - foundations that are essential for long-term success.

With these relationships in place, we aim to support pupils throughout their journey, including through to Key Stage 5 for those who choose to continue into our sixth form. Our curriculum is regularly reviewed and thoughtfully adapted to ensure it remains relevant and meaningful for every learner. We provide a range of personalised pathways within well-designed, supportive environments, enabling pupils to engage positively and thrive in their learning.

At the heart of our curriculum is the development of knowledge, skills, understanding, and personal growth. This is underpinned by a strong relational approach that prioritises emotional literacy, wellbeing, and connection. We believe that trusted relationships are central to every aspect of success within the school.

With over twenty years of experience in special education, I remain deeply committed to this work. It is both a privilege and a responsibility to support children and young people who may face additional challenges. By drawing on research-informed and evidence-based practice, we aim to overcome barriers associated with autism and empower pupils to achieve their aspirations - within a community where they feel safe, understood, and supported by trusted adults, peers, and friends.

As you read this prospectus, we warmly invite you to explore the opportunities at Sedgemoor Manor School - a place where individuality is celebrated, ambitions are supported, and pupils grow into confident self-advocates.

John Gordon

Headteacher



Contents



Page 5	Our values
Page 6	School overview
Page 7	Our mission
Page 8	Curriculum summary
Page 9	Teaching approach
Page 10	Places and spaces
Page 11	Specialist facilities
Page 12	Working together
Page 13	Positive quotes and stories
Page 14	Extra activities
Page 15	Enrolment process

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:

INSPIRED

Individual

We value each individual as a unique learner, recognising their personal strengths, voice, and potential to grow, contribute, and thrive within our inclusive school community.

Neighbourly

We foster a neighbourly spirit by encouraging kindness, respect, and support among all members of our school community where everyone feels valued and included.

Self-managing

We encourage taking responsibility for learning, behaviour, and wellbeing-developing independence, resilience, and the ability to make thoughtful decisions both in and beyond the classroom.

Passionate

We nurture passionate pupils who approach challenges with enthusiasm, curiosity, and a love for learning-empowering them to pursue their interests and rise to their potential.

Independent

We empower pupils to be independent thinkers and learners, encouraging them to take initiative, make informed choices, and develop the confidence to navigate challenges with self-belief.

Reflective

We promote a reflective mindset by encouraging students to think deeply about their learning, actions, and experiences-fostering self-awareness and growth.

Empathetic

We cultivate empathy by encouraging pupils to understand and respect the feelings, perspectives, and experiences of others, building a compassionate school community.

Determined

We celebrate determination by supporting pupils to persevere through challenges, stay focused on their goals, and approach learning with grit, courage, and a growth mindset.



School overview

Sedgemoor Manor specialist educational, vocational, and therapeutic services for young people aged 7-19 with a diagnosis of autism and associated complex needs.

A nurturing environment

Our school is located in the peaceful and idyllic Somerset countryside near the seaside town of Burnham-on-sea. Whilst we benefit from a beautiful rural location, the school has good transport links making it accessible for pupils and their families.

At Sedgemoor Manor School, we offer a safe, nurturing, and autism aware learning environment where every pupil is supported to thrive and reach their full potential.

Our class groups are intentionally small - with no more than six pupils, ensuring a high level of individual attention and additional adult support. This allows us to respond flexibly to each pupil's learning needs while guiding them toward aspirational academic pathways and recognised qualifications.

We are proud that every young person who leaves Sedgemoor Manor School transitions successfully into further education, training, or employment.

We aim to be more than just a school; we are a community that is warm and welcoming. We see every pupil as a unique individual, ensuring that their educational and wellbeing needs are met in preparation for their adult lives.



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

Our team is focused on creating a nurturing, supportive, structured and safe environment where pupils feel empowered to grow.

We transform the lives of young people by empowering them to break negative cycles and achieve their potential. With our specialist support, pupils build the confidence, resilience and independence skills to pursue their passions and aspirations, unlocking a range of exciting opportunities for their future.

“Parent feedback presents a highly positive picture of the school. Families overwhelmingly describe significant improvements in their children’s wellbeing, confidence, engagement in learning and quality of life. Staff knowledge of autism, person-centred support, strong relationships and the nurturing culture of the school are clear strengths.”

National Autistic Society - Accreditation audit, June 2026

We are dedicated to...

- Offering a curriculum which promotes and develops transferable skills
- Providing personalised timetables, small class sizes and opportunities for highly individualised programmes of study
- Ensuring a positive environment and school culture that promotes equality and opportunity
- Putting a focus on engagement in a wide range of contexts, including learning outside of the classroom and in the community
- Effective therapeutic and pastoral input which helps pupils to become more emotionally resilient, encouraging improved engagement and developing their readiness to learn
- Encouraging social interaction through a stimulating learning environment, which supports communication and social development
- Regular parent, carer and local authority communication, including sharing progress and achievement updates
- Ensuring that each pupil reaches their potential in terms of academic life and independence skills



Curriculum summary

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

Ambitious and varied

Sedgemoor 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 offers a variety of pathways that include aspirational balance of academic outcomes alongside the development of independent life skills. Our young people have the opportunity to develop personal interests, with support overcome barriers and take on exciting challenges.



The right support, at the right time

We believe that tailored access to therapeutic support plays a vital role in helping young people acknowledge and advocate for themselves as neuro-diverse, as well as engage meaningfully with their learning. As a therapy-enhanced school, therapeutic practice is embedded throughout the entire school day. Our approach integrates therapy and education seamlessly, ensuring that every aspect of the school experience supports each young person's development and EHCP needs.

We have a highly skilled and experienced in-house therapy team, which includes:

- Specialist paediatric occupational therapists
- Specialist paediatric speech and language therapists
- Specialist paediatric counsellor
- Access to an educational psychologist (by request)
- Access to an art therapist (by request)

All of our therapists are registered by the Health and Care Professions Council. On-site provision ensures that therapy is accessible, consistent, and is co-ordinated in collaboration with the class teachers.

In addition to our core team, we have qualified and experienced practitioners trained in:

- Thrive
- Nurture
- ELSA (Emotional Literacy Support Assistants)
- Animal care
- Music/mentor activities

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 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
- Food tech, ICT and PE
- PHSE/RSE
- Humanities (history, geography and Religious education)
- Photography, sport and hospitality

Qualifications include:

- GCSEs
- BTECs
- Functional Skills
- Entry Level



Working with pupils to achieve their aspirations

Through consistent, positive relationships, we help our pupils take brave steps forward-both in the classroom and beyond. Our approach is rooted in understanding each young person's unique journey and creating an environment where they feel safe, respected, and empowered to grow.

Our core purpose is to prepare young people for a successful transition into adulthood. We focus not only on academic achievement but also on building the resilience, confidence, and life skills needed to live as independently as possible and contribute meaningfully to their communities. We recognise that many of our pupils have faced challenges that disrupted their education.

We provide aspirational pathways to accreditation and qualifications, helping our pupils access further education, training, or employment. But more than that, we support them in discovering their strengths, setting goals, and building the skills they need to lead the lives they choose.

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, tennis and netball**
- **Swimming**
- **Outdoor skills and activities**

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:

- Outdoor learning yurt
- Allotment area
- Animal house
- Sports hall and exercise gym
- Sensory room
- Soft play room
- Science labs
- Outdoor play swings and frames

Every corner has been designed with intention, offering pupils a safe and supportive base where they feel seen, valued, and truly at home.



“With such an amazing school setting and wonderful teachers and support staff, we know our daughter is in the BEST hands. We are super grateful for everything you do to help our young people rebuild and flourish again.”

Parent of a pupil

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 messages and stories

Discover a range of stories and quotes from Ofsted, parents and pupils about how our dedicated and experienced team support pupils to settle in, enjoy their learning and succeed.

"Above and beyond."

"This school has been absolutely amazing the staff have helped my son so much that his emotionally based school anxiety has eased completely. The staff go above and beyond to ensure the young people feel listened to and supported."

Parent of a pupil



"Appropriate levels of supervision."

"Inclusion is the bedrock of the school's success. While leaders and staff recognise the difficulties that many pupils have faced in previous settings, they do not lessen their expectations of pupils. Instead, they work closely with families and other wider professionals so that they understand pupils' needs well."

Ofsted

Transforming experiences

"Sedgemoor has completely transformed my son's experience with education and I will always be grateful for this! Before Sedgemoor he was in a perpetual cycle of hating school and struggling to access education. Sedgemoor has enabled him to feel secure and confident and given him the space he needs to grow and feel nurtured."

Parent

"Helps to rebuild young people's and families' trust in education."

"This school helps to rebuild young people's and families' trust in education. Leaders and staff unite to turn pupils' previous negative experiences of school into a positive one. Warm, caring relationships permeate the school. Many new starters have missed large parts of their education. Staff's nurture and compassion help them to overcome their anxieties to feel safe and secure."

Ofsted

"Helen is fun to be around. Helen makes learning more fun and entertaining. I enjoy outdoor learning because it's a good lesson and I like making stuff in it."

Pupil

"Reassuring for me."

"It's so reassuring for me to know that she is so well cared for and looked after at school. They always take time to have a chat with me and let me know how [pupil] day has gone when I pick her up at the end of the day."

Parent



Extra activities

At Sedgemoor 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:

- Visits to Puxton park
- Horse riding
- Cooking club
- Chess and other strategy games
- Animal care
- Horticulture
- Outdoor adventure activities
- Health and beauty
- Class trips linked to topics and interests
- Independence skills experiences
- Work experience opportunities
- Volunteering opportunities
- Duke of Edinburgh Award Scheme, Ten Tors or similar challenges



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 and preparation for independence in adulthood.

Our pupils in KS4 and KS5 volunteer on a regular basis across a variety of settings, building meaningful connections while gaining valuable life experience.

Current placements include:

- Weekly support in a local primary school reception class
- Local businesses
- Volunteering at a village community coffee morning
- Helping at an animal care facility

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

Enrolment process

Making informed decisions

Prior to a placement at Sedgemoor Manor School, all young people and their parents/carers are offered the opportunity to visit the school, and if appropriate, we will also visit prospective pupils in their current placements. Visits from commissioning officers are also strongly encouraged.

Our referrals co-ordinator oversees all visits and collates information from parents and the young person's current or most recent placements. This information is audited by the senior leadership team with input from the wider staff team.

All referrals are considered carefully to ensure that once a place is offered, it is done on the basis of a strong understanding of the needs of the young person, their families/carers and their multi-professional team. Sedgemoor Manor School works closely with all stakeholders to ensure that there is agreement around the needs and outcomes in each case.

Admissions criteria:

- An education and health care plan (EHCP)
- 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 may arrange a visit to meet the young person in their current placement with our Headteacher or a senior leader from Sedgemoor 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 and curriculum to meet your child's needs, we will make a placement offer.

Step 5 Placement accepted

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

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 Sedgemoor Manor School can support you and your child, please contact us below.

Call: 01278 641632

Email: SedgemoorManorSchool@aspriscs.co.uk

Website: www.aspris.com/sedgemoor-manor-school

Blackford Road,
Mark,
Highbridge,
Somerset,
TA9 4NP

