

# Aspris



# A place to grow, learn and achieve







# Welcome

Dear Parent/Carer,

A very warm welcome to Tadley Court School. At Tadley, we are dedicated to creating a nurturing, inclusive, and structured environment where all pupils feel safe, valued, and supported to achieve their full potential.

**What Ofsted say about our school:**

“Staff take time to get to know pupils extremely well and help them to thrive. Pupils enjoy very positive relationships with staff based on mutual respect and trust.”

“Happy faces abound here, and parents and carers appreciate greatly the positive transformation they see in their children.”

“Expert staff provide excellent pastoral and therapeutic care. They work closely with parents as well as external agencies to help pupils overcome any barriers to attending school regularly or behaving well.”

Our prospectus provides you with an insight into why Tadley Court School might be suitable for your child or young person. It also includes key information about our school, curriculum, specialist facilities and what to expect during the school year. If you have any questions, please do not hesitate to get in touch.

**Matthew Robinson**

**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:

## Good communication

Good communicators, who build positive relationships with others.

## Resilient

Resilient and willing to develop skills to become as independent as possible.

## Engaged

Engaged in experiences and enjoy learning opportunities which help to build life-skills.

## Active

Active and know how to make healthy lifestyle choices which promote wellbeing.

## Tolerant

Tolerant and respectful towards others in the community.



# School overview

Rated ‘Good’ overall by Ofsted with ‘Outstanding’ features, Tadley Court School supports young people aged 4–19 with moderate to severe learning difficulties, specifically those with autism and associated communication and interaction needs.

## Developing resilient pupils

Our young people are likely to have had an interrupted, confusing or distressing experience of education before coming to Tadley Court School and our first job is to convince them that they can succeed with the right support. We begin by fostering healthy attachment with key adults to provide a safe base from which to take some courageous steps back into structured learning.

Our colleagues understand that for pupils with complex needs who may also have experienced trauma, there is no single or simple pathway to success. Stormy days and setbacks are inevitable, and our staff are experienced in knowing when to intervene and when to give space.

Gradually, pupils develop resilience and learn that making mistakes is an important part of learning. Alongside classroom learning, young people have plenty of opportunities to enjoy a range of physical and outdoor activities, therapeutic interventions and to get involved in our local community through volunteering or work experience.

Our most important job is to prepare our young people for a happy, healthy and fulfilled life after their time in education. Our aim is for pupils to leave us with the confidence to take their place in society whether this be at work or college.



## What makes us unique?

With a constant focus on holistic outcomes, we aim to promote the process of lifelong learning and to stimulate a genuine curiosity about the world by providing a personalised curriculum that is accessible, meaningful, enriching, and relevant to the aspirations of our pupils.

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 our learners for life, overcoming barriers, so that they can confidently live the life they choose'. This is achieved by implementation of bespoke packages for pupils using tailored approaches from a range of interventions specifically designed for supporting and teaching people with autism.

## At Tadley Court School we...

- Deliver highly individualised learning packages for every pupil
- Create bespoke learning and support programmes that help them reach their full potential
- Provide classes of 3–6 pupils, ensuring a calm, focused learning environment
- Provide tailored teaching and individualised support
- Staff each classroom with a teacher and a senior support worker
- Offer additional learning support workers for those pupils requiring an enhanced level of support



## A nurturing approach to education

- Developing numeracy, language and literacy skills at a level determined by ability not age
- Ensuring continuity and progression within the school and between phases of education
- Empowering young people to become confident, responsible, healthy, safe learners and citizens
- Developing meta-cognitive skills so that young people understand how they learn best
- Encouraging problem solving and resilient learning
- Developing identity, sense of self-worth and positive self-esteem
- Supporting young people to self-regulate and manage their emotions
- Have and be able to use social skills, and understand and manage their emotions
- Preparing young people to make appropriate choices
- Achieving qualifications that are valued by employers and meet the requirements for entry to further and higher education
- Helping young people to understand and develop social, moral, cultural and spiritual values
- Raising awareness of fundamental British values, teaching respect for Protected Characteristics and celebrating difference



# Curriculum summary

At Tadley Court School, we offer a tailored, therapeutic curriculum designed to meet the individual learning needs of our young people. We combine academic learning with practical skills, emotional support and personal development—helping every pupil grow in confidence and discover their strengths.

Our fundamental belief is that every pupil has the ability to learn. We endeavour to support them to flourish as learners and members of society. We provide a curriculum that is broad and balanced, allowing young people to learn and develop in a supportive and creative environment.

Our offering has been designed to provide a holistic curriculum which includes a balance of cognitive, physical, social, emotional, life skills and independent learning experiences.

All students joining Tadley Court in EYFS stage will be assessed during their first year to determine the best fit pathway. The pathway design allows for fluidity, enabling students to follow one, or a mixture of the pathways throughout their learning journey. Learning in both the primary and secondary phases is underpinned with a five-year rolling cycle of topics.

**You can read about our curriculum in-depth by asking a member of staff for the Education Offering Guide.**

Year 7 – 6th Form AQA Unit Awards	<b>Explorer pathway</b>	<b>Voyager pathway</b>	<b>Pioneer pathway</b>	Total Communication Approach
	<p>Our learners use a range of communication methods, including non-speaking, preverbal, verbal communication, AAC, visuals, Gestalt Language approaches, and Makaton. They learn best in communication-rich, calm environments that support emotional regulation, sensory integration, and engagement through structured approaches such as Attention Autism and Intensive Interaction.</p> <p>Learning is play-based and exploratory, with learners often preferring their own space and limited interaction. Community-based learning supports development, while consistent routines and structured environments nurture independence. Learners require personal care support and typically learn in classrooms with higher staff-to-learner ratios.</p>	<p>Our learners communicate confidently using spoken language, non-verbal communication, and AAC systems to express needs, make choices, and engage in learning. They are developing greater independence in emotional regulation and benefit from calm, structured environments and supportive strategies. Learning is highly personalised, delivered in manageable steps, and built around individual interests through practical, hands-on experiences.</p> <p>Community-based learning supports the application of functional maths, English, and PSHE skills in real-life contexts. With scaffolding, learners make positive progress in social interaction, developing communication, social understanding, and meaningful relationships that support increased community participation.</p>	<p>Our learners are verbal communicators who continue to develop their language, comprehension, and listening skills with structured teaching and targeted support. They benefit from clear instruction, repetition, and consistent routines, which support engagement, emotional regulation, and readiness to learn. Community-based learning develops functional maths, English, and PSHE skills, promoting independence and real-life problem solving.</p> <p>Learners are increasingly independent, require minimal personal care support, and build positive relationships with guidance. They are supported to work towards accredited qualifications through a highly differentiated, functional curriculum that prepares them for adulthood, including further education, employment, and participation in the community.</p>	
	<b>Sixth Form Destination Pathways</b>			
<b>Pathway to independence</b>	<b>Pathway to active citizenship</b>	<b>Pathway to further education and/or a career</b>		
We will build on communication, emotional regulation, self-care skills, cooking, shopping, household tasks, travel and accessing the community safely.	This may include students who have skills and qualities which will allow them to work and/or have access to volunteering and other community initiatives.	This may include students who are academically capable of further study or training towards a chosen career.		
6th Form Entry Level 1-3 and Level 1 and 2 Qualifications				

# 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.



## Working with pupils to achieve their aspirations

We build trust through positive relationships and help them take brave steps forward both in and out of the classroom.

The purpose of our school is to help prepare young people to make a successful transition into adulthood with the resilience and the necessary skills to live as independently as possible and participate in their local community.

We seek to increase achievement and independence to give our pupils the best possible opportunities to gain employment or access further education and enable them to go on to live the life they choose.

## Providing the right therapy in the right setting

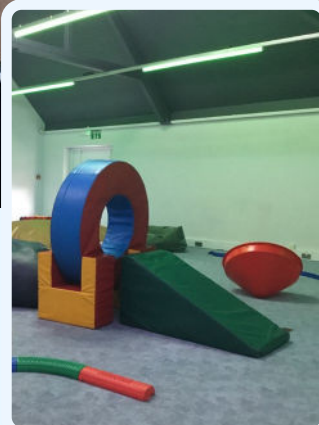
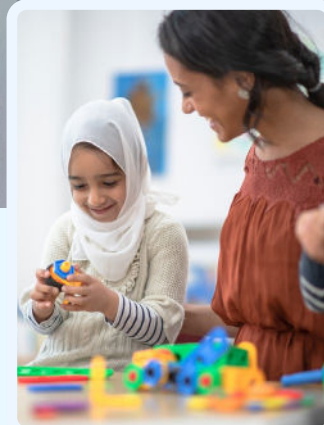
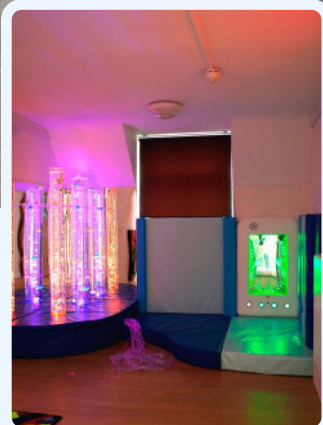
At Tadley Court School, we offer 3 levels of provision: universal, targeted and specialist. We have a multidisciplinary team of therapists who support each level. Our universal offer embeds therapeutic practices across the entire school to support all pupils. There is a collaborative approach between education and therapy, and all teaching staff are trained in supporting neurodiverse individuals who have social communication differences.

Our targeted provision offering is designed to address specific areas of need as outlined in pupil EHCP's. This is provided directly as group sessions or indirectly as a programme delivered by trained teaching staff. This level of provision bridges the gap between universal practices and specialist intervention.

Our specialist interventions are delivered to meet complex and individualised needs and offers further bespoke support. This could include speech and language therapy, occupational therapy, play therapy and more.

Young people at Tadley Court School have access to a wide range of specialist therapists, on both a group and individual basis, including:

- Speech and language therapist
- Occupational therapist
- Play therapist
- Thrive practitioner



## Therapeutic provision

At Tadley Court School, we offer 3 levels of therapeutic provision: universal, targeted and specific. We have a multidisciplinary team of therapists who support each level.

Our universal offer embeds therapeutic practices across the entire school to support all pupils. There is a collaborative approach between education and therapy, and all teaching staff are trained in supporting neuro-diverse children who have social communication differences.

“My son is doing amazing and his confidence has increased so much. We have seen an improvement in his language and speaking. His reading has come along really well too, he now reads at home.”

**Parent of a pupil**

Our specialist interventions are delivered to meet complex and individualised needs and offers further bespoke support. This could include speech and language therapy, occupational therapy, play therapy and more.

Young people at Tadley Court School have access to a wide range of specialist therapy, on both a group and individual basis. This is listed on the following page.

## Speech and language therapist – Khuzamah Manzoor

Speech and Language Therapy supports children and young people with speech, language, and social communication difficulties. For children and young people with autism, communication is not limited to spoken language. Speech and Language Therapy recognises and supports a wide range of communication methods, including spoken words, gestures, signs, symbols, pictures, and communication devices.

Speech and Language Therapy sessions support:

- Understanding of language
- Expression of needs, choices and ideas
- Social communication skills, such as turn-taking, interaction, play skills
- Development of functional communication for everyday situations
- Cognitive-communication: memory, attention
- Speech clarity

Sessions are individualised or in groups and may be delivered through programmes and activities. The overall aim of Speech and Language Therapy is to help each child or young person develop meaningful, effective communication that supports their learning, independence and wellbeing.

## Occupational therapist – Laura Monus

Occupational therapy supports our learners by helping them develop the skills and achieve success in day-to-day activities. Daily life is made up of many activities (or occupations). Occupations for children and young people may include self-care, regulation, being productive and leisure.

OT provision is accessed at a universal level where all pupils have access to a variety of therapeutic activities throughout the school day, such as sensory spaces, sensory tools and equipment. The EHCPs may specify direct sessions with the OT, which will be delivered as a set number of sessions, or outline an OT-designed program that can be implemented by teaching staff as part of the pupil's routine.

## Play therapist – Levina Layton

Play Therapy is a structured, evidence-based therapeutic intervention that uses play as the primary means of communication to support children and young people's emotional, psychological, and social development. Recognised by professional bodies such as Play Therapy UK (PTUK) and the British Association of Play Therapists (BAPT), Play Therapy is grounded in established psychological theory and child development principles. As children often communicate their internal world through play rather than words, Play Therapy provides a safe, consistent, and developmentally appropriate space in which feelings, experiences, and relational patterns can be explored and processed. Sessions may incorporate a range of therapeutic play modalities such as symbolic play, art therapy, storytelling, sand tray therapy, clay therapy, brick to brick therapy, sensory materials, role play, and movement, selected according to the child's individual needs and developmental stage.

This specialist intervention is particularly effective for children experiencing trauma, attachment difficulties, anxiety, loss, behavioural challenges, and neurodevelopmental differences, including autism. Play Therapy supports emotional regulation, resilience, self-awareness, and relational capacity, enabling children to integrate experiences and develop healthier ways of coping.

## Thrive practitioners – Kelly Abbott and Holly Taylor

The Thrive Approach focuses on supporting children's social and emotional development. It is rooted in neuroscience and child development theory, providing educators with practical tools to identify emotional needs and respond with targeted support. This approach is particularly effective for children experiencing emotional distress or behavioural difficulties, offering both universal and individualised interventions.

# Communication with parents/carers

We are deeply committed to building strong, collaborative relationships not only with parents and carers, but also with the wider community. These connections enrich our pupils learning experiences and foster a vibrant, supportive network that benefits everyone involved.

**We value strong home-school partnerships. Here's how we keep in touch:**

- Home communication: we use Class Dojo which is an educational app that facilitates communication between school and home. Parents/carers will receive a daily update of their child's day, and notifications of important school dates via the app. We welcome and encourage families to use the platform to communicate with the class teacher to let them know of anything of interest or that may help us support their child whilst at school
- Parent Evenings
- Annual Review Meetings
- Phone calls and emails as needed
- Coffee mornings

Please do not hesitate to contact us if you have any concerns or would like to share updates about your child.

General communication	Accident/illness	Behaviour
<ul style="list-style-type: none"><li>• Parents/carers will be contacted daily on Class Dojo by the class teacher/class lead who will provide an outline of the day</li><li>• The administration team will contact parents/carers to arrange meetings when needed and general communication</li></ul>	<ul style="list-style-type: none"><li>• Parents/carers will be contacted by telephone for any head injuries</li><li>• If your child becomes unwell at school, parents/carers will be contacted by telephone to arrange next steps together</li><li>• Parents/carers will receive a follow-up email after any verbal contact</li><li>• Parents/carers will receive a phone call to obtain permission before staff will administer any medication</li></ul>	<ul style="list-style-type: none"><li>• Parents/carers will be contacted by telephone to explain any behaviour occurrences that have taken place during the school day</li><li>• Parents/carers will receive a follow-up email after any verbal contact</li></ul>

# Positive quotes and stories

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

## “Pupils re-engage with learning quickly.”

“Most pupils have found their previous experiences of education challenging. Staff take time to get to know pupils extremely well and help them to thrive. Pupils enjoy very positive relationships with staff based on mutual respect and trust. This helps pupils to re-engage with learning quickly. Once settled in, pupils enjoy coming to school and their attendance is high or improves rapidly.”

Ofsted



## “Happy faces around here.”

“Pupils behave exceptionally well in lessons and social time. Staff skilfully and calmly support pupils when they find things more difficult. Consequently, pupils get back on track quickly. Sixth-form students are effective role models for younger ones. Lunchtime is a particularly happy time in school with staff and pupils enjoying each other’s company.

Happy faces around here, and parents and carers appreciate greatly the positive transformation they see in their children.”

Ofsted

## “Prepared well for the future.”

“Careers education is particularly effective in the sixth form where students are prepared well for the future. The school benefits from its work with an independent careers advisor. It partners with local colleges and employers to provide information about the workplace and education or training. Pupils have work experience opportunities, including in the school’s café.”

Ofsted

## “Learning in appropriate steps.”

“Pupils are placed on one of three pathways for each subject, based on a detailed understanding of their starting points. This enables staff to introduce learning in appropriate steps which help pupils to fill any gaps in their knowledge.

Staff select activities and approaches which help pupils remember what they have been taught. They provide opportunities for pupils to revisit and practise applying their learning.”

Ofsted

## “Excellent pastoral care.”

“Expert staff provide excellent pastoral and therapeutic care. They work closely with parents as well as external agencies to help pupils overcome any barriers to attending school regularly or behaving well. Staff use this knowledge to prioritise preventing and de-escalating issues. They do so consistently and sensitively. This contributes significantly to the school’s extremely positive and respectful ethos.”

Ofsted

# Extra activities

At Tadley Court 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:

- **Equine therapy:** pupils learn to build trust, responsibility, and emotional awareness through hands-on experiences with gentle, well-trained horses
- **Outdoor learning:** We explore nature and learn outside the classroom, using the world around us to discover new things
- **Active Life gymnastics:** We take part in fun and exciting activities in gymnastics that help regulate emotions and get moving
- **Museums and forests:** We go on adventures outside school to learn in different places and have new experiences
- **Work placements:** We work together with people in our local area to help, learn, and make a difference
- **Horticulture and animal care:** We grow plants and look after animals, learning how to care for living things and the environment



## Small steps of encouragement

At Tadley Court School we include cultural weeks every term, activity weeks in the summer term, professional guest speakers, outdoor learning week and team-building week. We also support a number of national events including World Book Day and Children in Need week.

We provide opportunities for our young people to try new activities in a way that suits them. We build life skills, including communication, emotional regulation, money and travel training, and digital literacy. If gentle encouragement is what it takes, then we take small steps.

We include our young peoples' voice in our planning, work with families to align learning with home and community life. Developing their skills and connecting with our local community is meaningful, builds independence and helps our young people feel valued as capable learners. We actively build strong links with local businesses, charities and organisations to create world opportunities that help our young people gain work experience, give back, and feel proud of their contribution.

# Enrolment process

## Making informed decisions

We know that choosing the right school is a big decision especially when your child experiences the world differently. At our school, we work closely with families and Local Authorities to make sure our setting is the right fit for each young person. Using tailored care and support, we shape your child's life helping them grow into the person you know they'll become.

### Admissions criteria:

- **Have an Education, Health and Care Plan (EHCP)**
- **Aged 4-19**
- **Diagnosis of autism**
- **Moderate to severe learning difficulties**

Our aim is always to make informed decisions that prevent placement breakdowns, which can lead to further feelings of rejection and failure for the pupil. We strive to ensure that every placement is in the best interest of the pupil and the school community.

## Process

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

### Step 1 Referral received

Your Local Authority will submit a referral with up to date paperwork and information regarding the needs of your child.

### Step 2 Considerations

Our senior management team consider whether Tadley Court School is suitable for your child.

### Step 3 Meeting the young person

If Tadley Court School feels that we can meet your child's needs, we will arrange an assessment of your child in their current setting.

### 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.

# 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 Tadley Court School can support you and your child, please contact us below.



**Call:** 01189 817720

**Email:** [TadleySchool@aspriscs.co.uk](mailto:TadleySchool@aspriscs.co.uk)

**Website:** [www.aspris.com/tadley-court-school](http://www.aspris.com/tadley-court-school)

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