

Aspris



Aspris Telford
School

Raising the potential of our young people







Hello and welcome

Thank you for your interest in our school. Coming to work every day as Headteacher at Aspris Telford School is a privilege. I feel very lucky to lead my committed and caring team of staff who go above and beyond on a daily basis to support our fantastic young people to achieve their potential.

The local area of Ironbridge is beautiful and provides a wealth of nature right on our doorstep. We like to explore the surrounding natural and historical sites in Shropshire, which provides pupils with opportunities to build their confidence in the community, develop their Cultural Capital and simply take a deep breath in when it's needed.

Pupils who find bigger settings challenging benefit from our small school building, however I am passionate that they never feel limited here. We have big aspirations for our young people and do everything we can to prepare them for a happy and fulfilled future.

I hope that you will find all the information you are looking for in this prospectus but of course this cannot compare to a personal visit to our site. I and my team encourage you to arrange a visit where you can tour our facilities, learn more about us and how we can support your child, while also asking any questions you have.

Clare Davis

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. The iron industry was central to the success and growth of the Telford area. Our pupils can expect the following key values to underpin their experience at our school.

Read more about our I-R-O-N values below:

Independence

Equipping our pupils for an independent future is central to our work.

Relationships

Our trauma-informed approach prioritises secure relationships to support learning and connections with peers, social skills and more.

Opportunities

Our varied enrichment and careers offer provides our pupils with exciting opportunities to recognise and achieve their potential.

Nurture

Adults are attuned to the needs of our pupils and their caring and compassionate approach supports wellbeing.

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.





School overview

We're a specialist day school for young people aged 11–18, who present with a variety of SEN with the primary presenting need being identified as Social, Emotional and Mental Health (SEMH).

A nurturing environment

Our young people are likely to have had an interrupted, confusing or distressing experience of education before coming to Aspris Telford School and our first job is to show 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 staff understand that for learners 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, learners develop resilience and learn that making mistakes is an important part of learning. Alongside classroom learning, at Aspris Telford School, 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 learners to leave us with the confidence to take their place in society whether this be at work or college.



What makes us unique?

- Set in a Grade II listed building in the heart of the Ironbridge Gorge World Heritage Site
- Surrounded by nature with access to nearby woodland and green space
- High adult-to-pupil ratio with small, nurturing classes
- A fully bespoke curriculum shaped around pupil needs and interests
- A trauma-informed, relationship-focused approach to support



Our mission

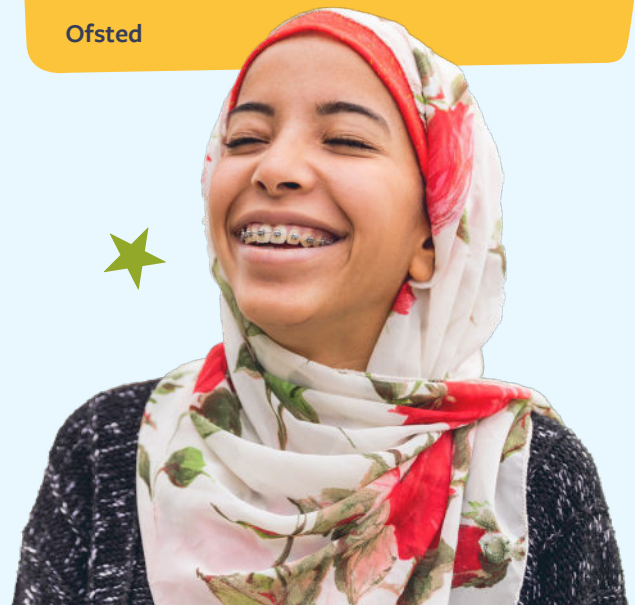
Our mission is to enable pupils to belong, achieve and thrive at school. This is achieved by fostering relationships with emotionally available adults, encouraging resilience through a growth mindset and building confidence to live the life they choose.

At Aspris Telford School we...

- Are a small school with a big heart
- Support each pupil's progress within the ARC model - forming attachment, gaining resilience and achieving confidence
- Understand that behaviour is communication of need and use a playful, accepting, curious and empathic approach to create a safe environment
- Staff set a good example with calm, respectful and resilient adult behaviour
- Provide an experienced staff team who utilise a variety of strategies for working with SEMH, autism and trauma presentations
- All staff have had training in Trauma Informed practice
- Offer a holistic and highly bespoke education package
- Provide a reflective pedagogical approach - we review our practice critically and look for evidence of what constitutes effective teaching in order to build on this

"This is a successful, caring and well-led school. Before coming here, pupils have had difficult experiences elsewhere. Some have been out of education for a while. This school supports them to re-engage with learning and see its relevance to their lives... The school supports pupils to broaden their interests and gain work related experiences and qualifications."

Ofsted



Supported throughout your journey with us

With small class sizes and high levels of individual support, every young person can access learning in a way that works for them.

- **Individualised planning:** Each pupil's timetable begins with a deep understanding of their unique needs, interests, and aspirations
- **Informed by assessments:** Planning is guided by assessment reports and Education, Health and Care (EHC) plans to ensure a personalised approach
- **Listening to families:** We actively involve young people, their families, and carers in the planning process to ensure their voices are heard
- **Targeted support:** Some pupils may need help with phonics, early reading, or communication skills, while others are ready to pursue functional skills and vocational qualifications
- **Experienced staff:** Our dedicated teachers and support staff bring a wealth of experience from diverse educational backgrounds and specialisms
- **Adaptable teaching:** Staff are skilled in adapting resources and designing engaging, accessible lessons that promote success for every learner
- **Learning through fun:** We believe learning should be enjoyable—so if a pupil loves pugs, Pokémon, or pasta, they might just find those themes woven into their lessons!

Curriculum summary

We provide an ambitious and varied curriculum that supports pupils to develop knowledge and skills as appropriate to their age, ability and stage of development.

Ambitious and varied

At Aspris Telford School, we strive to provide a broad, balanced, and relevant curriculum for all our pupils, with reference to the Independent School Standards, Ofsted's framework, the national curriculum programmes of study and functional skills specifications. We have high expectations of our pupils; encourage their aspirations for the future and lay bespoke pathways for them, valuing vocational routes as highly as academic.

Motivation grows with access to a curriculum built on individual needs, interests and aspirations. Partnership working is also a strong theme, with pupils accessing specialist tuition, instruction and intervention (e.g. in art, horse-riding, boxing, outdoor activities, careers advice and therapy) and work experience placements.

Our team of qualified teachers undertake regular specialist training to stay up-to-date with the latest knowledge of subject content and special educational needs (SEN) teaching methodology.

We offer a range of specialist subjects, and empower pupils to share their voice and make choices about every aspect of their learning journey. Plans and resources are adapted to support and challenge pupils without risk, while education and health care plans (EHCPs) provide the starting point for chosen pathways and for setting targets in Individual Education Plans (IEPs). These are agreed with involved professionals, parents/carers and the young person as part of a assess, plan, do, review (APDR) cycle.

Our school curriculum provides age and stage appropriate experience in: English, Mathematics, Science, PSHE, Citizenship and RSE, Vocational studies, History, Geography and RS (topical and thematic), Physical Education, Food Preparation, Art, Craft, Life Skills with related educational visits.

Our pedagogy is reflective. We believe that learning is most powerful when it is accompanied by thoughtful consideration and self-awareness. Our approach encourages colleagues and pupils alike to pause, analyse, and evaluate experiences to deepen their understanding.

Reflection is woven into every stage of the learning process -whether through discussion, journaling, or collaborative feedback - so that learners can connect theory to practice, identify strengths, and recognise areas for growth. By fostering a culture of reflection, we empower pupils to become independent thinkers who take ownership of their learning journey and develop the critical skills needed for lifelong success, while also supporting teachers to reflect on what, why and how, and to adapt and improve their teaching.



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.

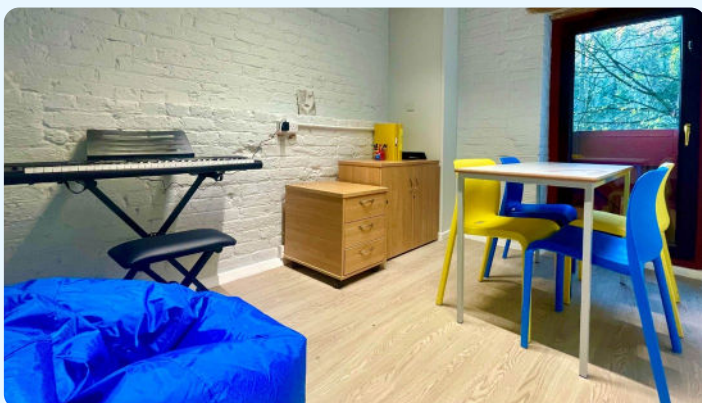
Working with pupils to achieve their aspirations

Our colleagues are experts in working with pupils who have SEMH, autism and trauma-related needs, and every member of our team is trained in trauma informed practice, which basically means we meet pupils where they are.

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 Aspris Telford School we know that emotional wellbeing is central to learning. That is why we build therapy and support into daily school life.

Our therapeutic provision includes:

- A dedicated trauma-informed practitioner onsite
- Access to an external counsellor with specialisms in CBT, person-centred therapy, transactional analysis and creative therapies
- Staff trained in LEGO-based 'Think Bricks' therapy
- Referral access to specialist Speech and Language Therapist and Occupational Therapist services, when required
- This flexible, wraparound approach helps pupils build self-awareness, resilience, and trust supporting their emotional and academic progress

Purpose built 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.

Thoughtfully designed

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.

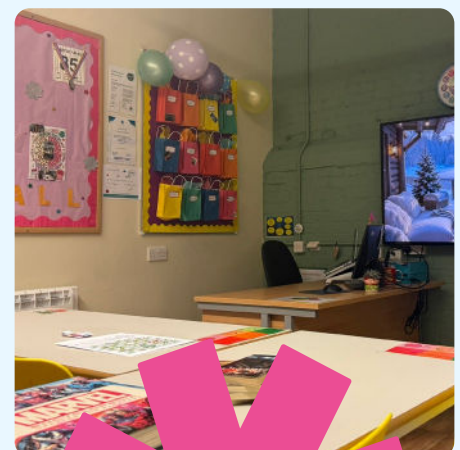
Here's what they'll find:

- Five bright, comfortable classrooms spread across two floors, each equipped to support focused learning and creative exploration
- A spacious, open-plan multi-purpose area that serves as a hub for group activities, collaborative projects, and informal learning. This space also includes a fully functional kitchen, encouraging independence and life skills
- A grassy front garden with picnic benches, perfect for breaktimes, outdoor lessons, and moments of quiet reflection in nature

Though modest in size, our space is rich in care, creativity, and character. Every corner has been designed with intention, offering pupils a safe and supportive base where they feel seen, valued, and truly at home.

“Alongside academic studies, the school provides a thoughtful and varied programme of vocational studies. To supplement this, informed careers guidance and work placements in, for example, a local café or with a gardening business get pupils ready for further education, training or work.”

Ofsted



A day at Aspris Telford School

Join one of our pupils as they guide you through a typical day at Aspris Telford School and share their views on what it's like to be a pupil here.



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
- Be respected as a partner of the school

Local schools and the community will...

- Regard us as specialists in the field of SEMH to develop their SEMH 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 SEMH, for individual pupils, whole school development and/or community projects



Positive quotes and stories

Discover a range of quotes from Ofsted following our latest inspection, to learn more about how our dedicated and experienced team support pupils to settle in, enjoy their learning and succeed.

“Parents are very positive about the school.”

“When planning pupils’ learning, the school consults with pupils, and their parents and carers. This gives them a voice in shaping curriculum targets. It also enables the school to share its high expectations for pupils. Pupils can find it hard to adjust to these. However, the school’s consistent routines and effective teaching soon bring about many positive changes.

Pupils’ behaviour can bring challenges but staff manage these calmly. They help pupils to reflect on their actions and to find constructive ways to deal with their emotions.

There are high levels of staff supervision. Any unkind behaviour is noticed, and stopped, straightaway. This helps pupils to feel safe and content at school.

Parents are very positive about the school. They praise the way staff understand their children’s needs and teach them important life skills.”

Ofsted

“Rich programme of activities for pupils.”

“Staff are well trained to understand pupils’ needs. This enables them to weave the school’s therapeutic approach throughout the curriculum. Because of this, pupils learn how to manage different situations and their feelings in positive ways. Over time, this helps them settle to tasks and to persevere. This supports them to engage and concentrate in lessons. In addition, the school offers numerous off site activities that promote healthy habits and introduce pupils to new things.

For instance, pupils can take part in horse riding and kick boxing and use sports facilities at a nearby park. Staff take pupils to see castles, museums and galleries.

This rich programme of activities builds cultural knowledge and makes a significant contribution to pupils’ personal development. Importantly, it helps pupils to develop constructive interests that bring them comfort and help them find purpose.”

Ofsted

“Effective routines.”

“The school’s core curriculum offer of English, mathematics and science is taught by staff with appropriate subject knowledge. They make sure that new learning builds securely on what has gone before. In addition, they use effective routines for recapping on key vocabulary and prior learning. This helps pupils to embed knowledge so that it sticks. Beyond this core offer, pupils learn about history, technology and take part in various physical activities.

Increasingly, pupils work towards academic qualifications for example functional skills qualifications in English and mathematics.”

Ofsted



Extra activities

At Aspris Telford 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

Here are just some of the extra activities our young people can get involved in:

- **Horse riding and equine therapy:** pupils learn to build trust, responsibility, and emotional awareness through hands-on experiences with gentle, well-trained horses
- **Coaching at a local amateur boxing club:** offers discipline, fitness, and a sense of achievement in a supportive, community-focused environment
- **Art lessons with a specialist teacher:** held in a fully equipped, professional art studio. Here, pupils are free to explore their creativity, experiment with materials, and express themselves through visual storytelling
- **Outdoor enrichment activities:** ranging from nature walks and bushcraft to team-building challenges and environmental exploration
- **Kickboxing lessons:** promoting physical strength, resilience, and self-confidence while encouraging healthy habits and goal-setting



Shining in our community

Connecting with our community is key to helping young people grow in confidence and purpose. That is why we actively build strong links with local businesses, charities and organisations. We create real-world opportunities that help pupils gain experience, give back, and feel proud of their contribution.

Here's how we connect:

- Work experience and volunteering opportunities with supportive local businesses
- Outdoor activity partnerships with local providers
- These community links don't just build practical skills—they help young people feel involved in the world around them.

Enrolment process

At our school, we work closely with families and local authorities to make sure our setting is the right fit for each young person.

Admissions criteria

We consider each placement carefully to ensure that all pupils get the best from our provision. Potential pupils must meet the following criteria:

- Have an EHCP or IDP (Wales)
- Their placing local authority must send a formal consultation to the school, providing as much up-to-date information as possible
- Their local authority must agree to pay the fee based on bespoke provision



Admissions process

Our school has an inter-disciplinary assessment team. Once a request for a place is received and the above criteria is met, here's what happens next:

Step 1 Referral received

The local authority sends consultation documents to us for review.

Step 2 Review by leadership team

The Headteacher, Deputy Headteacher and SENDCo consider the referral to see if we can meet the young person's needs.

Step 3 Expression of interest

If the child's needs align with what we offer, we issue an expression of interest back to the local authority.

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 proceed to invite them in for assessment visits.

Step 5 Assessment visit(s)

Parents or carers and the local authority are invited to arrange an initial assessment visit—to check the school environment is the right fit. There may be more than one.

Step 6 Formal offer

Following the visit(s), a final review is carried out. If a place is agreed, we issue a formal offer to the local authority.

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 Aspris Telford School can support you and your child, please contact us below.

Call: 01952 433637

Email: TelfordSchool@aspriscs.co.uk

Website: www.aspris.com/telford-school

Upper Forge,
Dale Road,
Coalbrookdale,
Ironbridge,
Telford,
TF8 7DT

