MANOR WOOD SCHOOL

Where Every Child is Safe, Valued and Empowered to Thrive

WELCOME TO MANOR WOOD SCHOOL

At Manor Wood, we believe every child deserves the opportunity to feel safe, successful and valued.

We understand that many of our children have experienced challenges in their educational journeys and require a specialist provision that recognises their individual strengths, needs and aspirations

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Our school provides a therapeutic and nurturing environment for children with Social, Emotional and Mental Health (SEMH) needs, Autism Spectrum Condition (ASC), ADHD and associated learning difficulties. Through high-quality teaching, therapeutic support and positive relationships, we enable children to re-engage with learning, develop confidence and achieve meaningful outcomes.

Everything we do is underpinned by our values of:
Kindness • Equality • Compassion • Courage • Fairness • Ready • Respect • Safe

As we continue to grow and develop, including the introduction of our specialist ASC Hub, we remain committed to ensuring every child is supported to achieve their full potential and prepare successfully for adult life.

We look forward to welcoming you to our school community.

Caroline Belchem
Headteacher

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ABOUT MANOR WOOD SCHOOL

Manor Wood School is a specialist independent school for children and young people aged 5–16 years with:

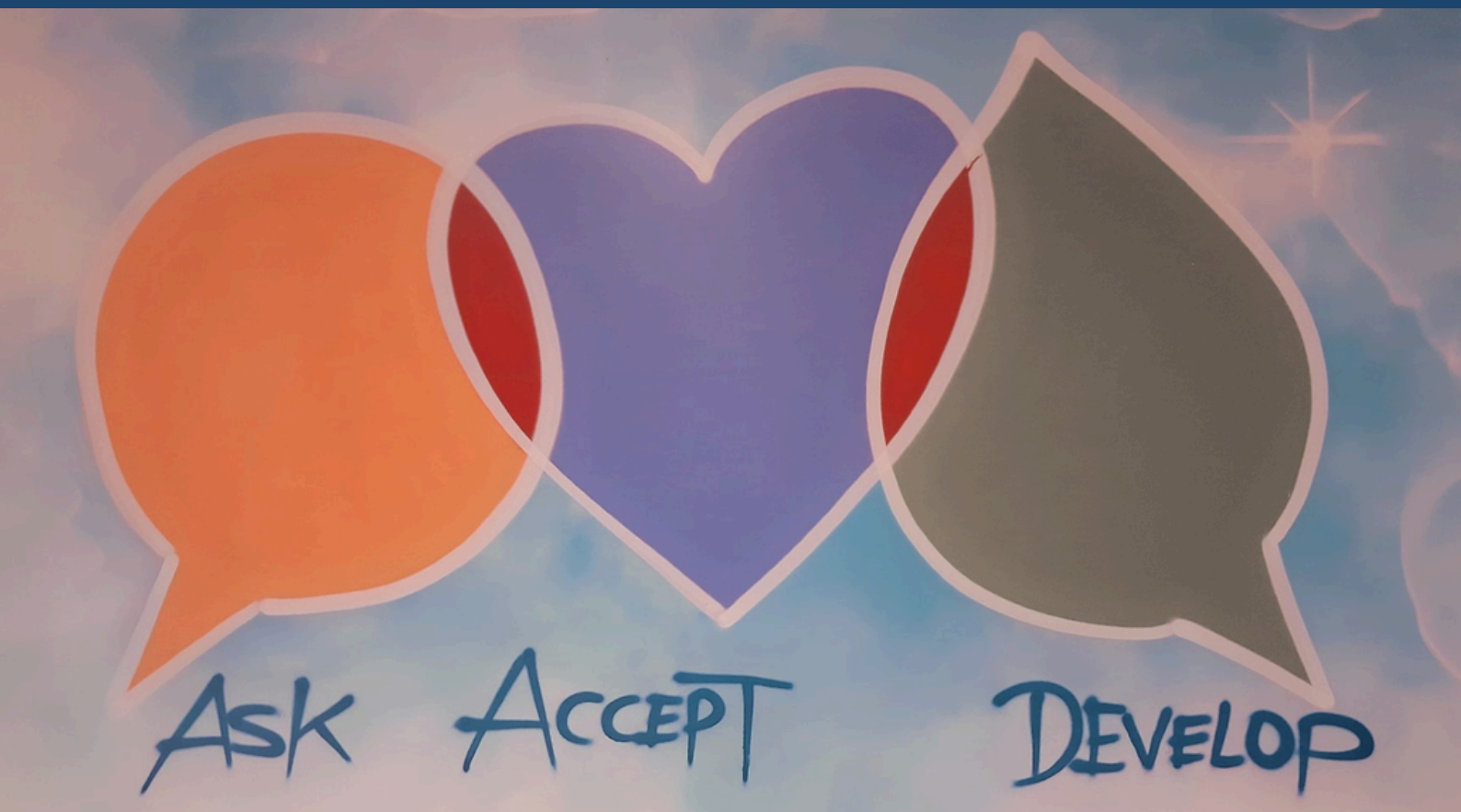
- Social, Emotional and Mental Health (SEMH) needs
- Autism Spectrum Condition (ASC)
- ADHD
- Communication and interaction needs
- Associated learning challenges
- Emotional regulation challenges
- Trauma-related needs

We provide a highly personalised education within a safe, nurturing and structured environment where children can develop academically, emotionally and socially.

Our approach recognises that every child is unique. We focus on understanding the individual behind the need, building trusting relationships and creating opportunities for success.

We help children understand their emotions, develop coping strategies and build resilience.

Our Vision
To create a safe, therapeutic and inclusive learning community where every child feels valued, develops confidence and achieves positive outcomes both in school and beyond.



OUR VALUES

Kindness - We treat everyone with care, understanding and consideration.
Equality - We value diversity and ensure everyone has the opportunity to succeed.
Compassion - We recognise the experiences of others and respond with empathy.
Courage - We encourage resilience, confidence and the willingness to overcome challenges.
Fairness - We promote justice, consistency and mutual respect.
Ready - We support pupils to be prepared for learning and life.
Respect - We value ourselves, others and our environment.
Safe - We create an environment where everyone feels physically and emotionally secure.

SAFE LEARN

Our educational model is built around the SAFE LEARN framework.
Safety First - Children feel safe, seen and regulated. We remove barriers to learning
Anchor Learning - Reduce anxiety and confusion. Strengthens memory and connections.
Facilitate Learning - Manages cognitive load. Ensures understanding for all.
Engage - Secures understanding. Prevents misconceptions.
Look and Listen - Misconceptions addressed early. Keep children on track.
Encourage - Builds confidence and resilience. Promotes a success culture.
Apply - Consolidates learning. Builds independence.
Regulate - De-escalates situations Supports re-engagement.
Next Steps - Strengthens memory. Reduces anxiety and builds continuity.

QUALITY OF EDUCATION

Our curriculum is ambitious, personalised and designed to meet the needs of every learner.

We deliver:

- English
- Mathematics
- Science
- Humanities
- Computing
- PSHE
- Physical Education
- Creative Arts
- Outdoor Learning
- Careers Education
- Food Technology

Learning is adapted to meet individual EHCP outcomes while maintaining high expectations and clear progression pathways.

TRAUMA INFORMED PRACTICE

Outcomes First Group (OFG) Trauma Informed Practice is an educational and support framework built on the 3 Cs. Manor Wood School actively works within this framework and works alongside Dr Leanne Johnson to actively explore themes and trends to seek positive solutions.

Exploration of the 3C's: Connect, Co-regulate, and Co-reflect. This model helps our staff understand how early trauma shapes a child's behavior and survival responses.

What does the 3C's Framework look like in practice?
Connect: Making young people feel seen, heard, and valued to build safe relationships and trust.
Co-regulate: Creating a calm environment using emotional coaching and grounding to soothe "fight or flight" reactions.
Co-reflect: Setting fair, non-shaming boundaries and logical rules to help children learn safe ways to live.

We want our children to be heard, seen and feel our care to support their feelings of containment which in turn enables them to access education.

CLINICAL SUPPORT

Our multidisciplinary approach includes:

- Clinical Lead
- Occupational Therapist
- Speech and Language Therapist
- Access to Psychology Services
- Therapeutic Consultation
- Emotional Wellbeing Support

Clinical professionals work alongside education staff to ensure consistent strategies and support across the school day.

READING AND COMMUNICATION

Reading underpins success across all areas of learning.
We aim to:

- Develop confident readers
- Improve literacy outcomes
- Promote a love of books
- Strengthen communication skills
- Support language development
- Communication is embedded in every aspect of school life

We recognise that behaviour is communication.
Our SEMH provision focuses on:

- Emotional literacy
- Positive relationships
- Restorative approaches
- Trauma-informed practice
- Regulation support
- Therapeutic interventions
- Wellbeing development

SPECIALIST ASC HUB

Manor Wood School is developing a specialist Autism Spectrum Condition (ASC) Hub to provide enhanced support for autistic children within our therapeutic school community.

The ASC Hub will provide:

SPECIALIST TEACHING APPROACHES

AUTISM-INFORMED PRACTICE

STRUCTURED ENVIRONMENTS

SENSORY-INFORMED SPACES

COMMUNICATION SUPPORT

SOCIAL UNDERSTANDING PROGRAMMES

INDIVIDUALISED PATHWAYS

Our vision is to create a provision that combines the strengths of specialist autism practice with the therapeutic support available within a SEMH setting.

PERSONAL DEVELOPMENT

Personal development is at the heart of our curriculum.

We support children to become:

- Confident individuals
- Positive contributors
- Responsible citizens
- Independent learners

Opportunities include:

- Outdoor education
- Community participation
- Physical activity
- Enterprise activities
- Leadership opportunities
- Life skills development
- Creative arts
- Enrichment experiences

Preparation for adulthood begins from the moment a child joins Manor Wood School.

Our approach focuses on:

- Independence - Developing practical life skills and confidence.
- Employment - Building aspirations, work-related skills and career awareness.
- Community Participation - Encouraging meaningful involvement in society.
- Healthy Living - Promoting physical and emotional wellbeing.
- Self-Advocacy - Supporting our children to understand and communicate their needs effectively.

SCHOOL DAY STRUCTURE

At Manor Wood School, the structure of the school day has been carefully designed to reflect our therapeutic, trauma-informed ethos and to support children with Social, Emotional and Mental Health (SEMH) needs, Autism Spectrum Condition (ASC) and associated learning needs.

The timetable follows a deliberate progression throughout the day, recognising that many of our children require time to settle, regulate and build emotional readiness before engaging fully in learning. The gradual increase in lesson length supports attention, engagement, stamina and independence whilst reducing anxiety and overwhelm.

Confirmed school day Monday-Thursday	
Time	Activity
9.00-9.30	Tutor Time- carousel of timetabled activities and breakfast
9.30-10.00	Lesson 1
10.00-10.30	Lesson 2
10.30-10.40	Break
10.40-11.20	Lesson 3
11.20- 12.00	Lesson 4
12.00-12.30	Lunch
12.30-1.30	Lesson 5
1.30-2.30	Lesson 6
2.30-3.10	Lesson 7
3.10	End of school day

Confirmed school day Friday	
Time	Activity
9.00-9.30	Tutor Time - breakfast and Votes for Schools
9.30-10.00	Lesson 1 – Key work
10.00-10.30	Lesson 2
10.30-10.40	Break
10.40-11.20	Lesson 3
11.20- 12.00	Lesson 4
12.00-12.30	Lunch – end of week reflection activities
12.30	End of school day

MANOR WOOD'S THERAPEUTIC ETHOS

How the Timetable Reflects Manor Wood's Therapeutic Ethos
The timetable is designed around the understanding that:

Children learn best when they feel safe, connected and regulated.
The progression from shorter lessons to longer learning experiences reflects the principles of:

THE THREE C'S

Connect
Building trusting relationships and promoting emotional safety.

Co-Reflect
Helping children understand their emotions, experiences and behaviours.

Co-Regulate
Supporting children to develop self-regulation strategies through positive adult relationships.

At Key Stage 4 we pride ourselves in enabling our children to follow their option pathways which further promotes our children's ability to open learning doors, for them to experience success and for them to be valued as individuals. Our children begin to realise that they can achieve, sit GCSE's and consider their pathways to adulthood.
Our careers pathway across the school holds high aspirations for all our children.

At Manor Wood School, our Careers Programme is designed to inspire and empower our children to explore a wide range of future opportunities. We aim to develop their understanding of different careers, build essential skills, and instil confidence to make informed decisions about their future pathways. Through engaging activities, expert guidance, and real-world experiences, we are committed to helping every child develop the knowledge and aspirations needed to achieve their goals and succeed beyond school.

GETTING TO AND FROM SCHOOL

At Manor Wood School, we recognise that the journey to and from school can be a significant part of a child's day and, for some children, can bring feelings of anxiety, uncertainty or emotional stress. Our children arrive in a variety of ways, with some travelling alongside parents or carers and others using individual or shared taxi transport arranged by their local authority. We understand the importance of supporting these transitions and work closely with families and transport providers to ensure every child arrives safely, calmly and feeling cared for. Staff are available to welcome children warmly, build connections and provide reassurance at the start of each day. Upon arrival, children are given time and space to decompress, regulate and prepare for learning. This may include breakfast, tutor time activities, emotional check-ins or simply spending time with trusted adults who know them well.

Our therapeutic approach recognises that children learn best when they feel safe, connected and emotionally regulated. By prioritising positive transitions and strong relationships, we help pupils begin each day feeling secure, understood and ready to engage in school life.

UNIFORM

Manor Wood School maintains a simple black and white uniform to promote equality, reduce distractions and foster a sense of belonging within the school community. Recognising the diverse needs of our pupils, particularly those with SEMH and ASC needs, flexibility is built into the uniform policy to accommodate individual sensory preferences and comfort requirements. This may include variations in clothing style, fabric, fit or fastening, ensuring that children can feel comfortable, regulated and ready to learn while still maintaining a consistent and professional appearance.

Our approach balances high expectations with a therapeutic understanding of individual needs, supporting inclusion, wellbeing and successful engagement in school life.

LUNCHTIME

Our wonderful cook: Klara, dishes up delights from around the world. Klara devises menus weekly whilst taking on board children's individual requests, likes and dislikes.

We also run a range of lunchtime activities as we know sometimes our children can find these times tricky. We work on the assumption if we can predict something may occur then we can prevent it. Keeping our children's minds occupied by enquiry and practical application helps to ensure they remain grounded through what would be an unstructured time.

A sample activity timetable is as follows:

Day	Break Activities			Lunch Activities		
	Option 1	*Option 2*	*Option 3*	*Option 1*	*Option 2*	*Option 3*
Monday	Countdown	Basketball	Drawing & Colouring	Blackjack	Cricket	Music
Tuesday	Jenga	Table Tennis	Drawing & Colouring	Chess	Football	Drawing & Colouring
Wednesday	Uno	Touch Rugby	Drawing & Colouring	Dobble	Badminton	Selfcare
Thursday	Blackjack	Football	Drawing & Colouring	Uno	Table tennis	Boxing
Friday	Chess	Rounders	Drawing & Colouring	Bop It	Dodgeball	Music

FAMILY PARTNERSHIP

We believe successful outcomes are achieved through strong partnerships between home and school.

Families can expect:

- Regular communication
- Progress updates
- Annual Reviews
- EHCP meetings
- Family events
- Parent workshops
- Collaborative planning

We value parents and carers as key partners in their child's education.

SAFEGUARDING

Safeguarding is everyone's responsibility.

At Manor Wood School, the safety and wellbeing of our children is our highest priority.

We are committed to:

- Creating a safe environment
- Promoting pupil welfare
- Supporting mental health and wellbeing
- Working closely with families
- Working effectively with external agencies
- Maintaining a strong safeguarding culture

All staff receive safeguarding training and understand their responsibility to protect children.

ADMISSIONS

Manor Wood School is a brand-new specialist school in Bristol for young people aged 5 –16 with SEMH, autism and associated needs.

• Manor Wood School only accepts referrals from Local Authorities. We are unable to accept referrals directly from parents.

• We encourage parents to engage in a dialogue with their pupil's current school SENCo and/or Local Authority in the first instance. Typically, we receive referrals from local authorities once an Education, Health and Care Plan (EHCP) has been agreed.

• Manor Wood School accepts referrals for children and young people who are:
  o Aged between 5 and 16 years
  o Will have an educational health and care plan primarily in Social, Emotional and Mental Health needs.
  o May have additional needs including ADHD, Cognition and Learning, Specific Learning Difficulties, Speech Language and Communication Needs

• Upon receiving a referral, leaders will review the paperwork to see if the school is likely to meet the pupil's needs. If leaders feel that needs could be met, an initial offer to assess the child/young person is made. The location, nature and duration of this assessment visit will be tailored to the needs of each pupil.

• Following an assessment the team will confirm if Manor Wood School can meet the pupil's needs.

• At the end of this process, an offer letter is sent to the Local Authority with fees and a proposed starting date. It is then up to the Local Authority to approve the placement, and a starting date will be agreed.

• Within the first 12 weeks of the pupil starting at the school, we will arrange for a post admission review to be held. At this meeting, the placement will be discussed and any amendments to the provision will be agreed with parents/carers and the Local Authority.

If you would like further information or have any questions about the Admissions process please contact our Admissions Manager,
Chloe McKay –

chloe.mckay@ofgl.uk

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SCHOOL