

Welcome to Longdon Park

Based in stunning grounds in Derbyshire, Longdon Park School provides education for children between the ages of 7 and 16 who have been diagnosed with autism or demonstrate behaviours associated with autism.

We take a holistic approach to learning that wraps therapeutic care and educational support around the individual needs of each child. Within small classes in specially designed rooms, children have the space and support they need to progress at their own pace.

With a variety of therapists on hand, children are well supported in all aspects of their social, emotional and academic development. That support is extended to our children's families too. We work closely in partnership to support families, so together we can help our children achieve their potential and progress them onto their next phase of education or vocation through a carefully tailored program of personal development.



Longdon Park
School



Parkway
Longdon Park School



The first thing that strikes many people about Longdon Park is just how beautiful it is here.

A beautiful and safe location

Set within acres of lush gardens and surrounded by fields, the school has the dual advantage of being in a peaceful, rural location and having great transport links to urban centres throughout Derbyshire.

It's a safe space where our children can explore, play, enjoy sports and take part in a wide variety of outdoor learning opportunities – which are an important element of the curriculum here at Longdon Park. We also love to take our children off site to experience a wide range of activities and get involved in community life.



Our Facilities



Purpose built classrooms

The first step to engage children in learning is creating a space in which they feel happy and safe. Our school is an ASC friendly environment with purpose built science, home technology, music and therapy spaces.

Community environment

The link between home life and school is vital, so we're in contact with families on a daily basis. There are plenty of opportunities for parents to join us for open days, sports days and whole school celebrations. By working together, we can ensure continuity of care for children and provide the individualised support that we know makes such a difference.

Our Approach

We pride ourselves on wrapping educational support around the needs of each individual child.

Highly individual

It's important that we get to know and understand their specific needs, likes and dislikes and get a firm grasp of their experience of education so far. As we get to know a child and their family we can build up a level of trust and start to develop an education plan that is tailored for them. Any plan we put together will include support from our occupational therapist, speech therapist, educational psychologist and psychological therapists who work with children on a one-to-one or group basis when needed.



Forward-thinking

Ultimately we want to prepare children to thrive in the wider world. Within our life skills classes children learn very practical skills that will help them integrate socially. The wide range of topics we cover includes using public transport, preparing food and even how to ask for help. Our children love putting their learning into practice through trips to the local shops and cafés in the community.

We also help children to manage their emotions. Many of our students suffer with stress and anxiety and find it hard to express how they feel. We use a variety of relaxation therapies and techniques to help our students recognise and manage those negative emotions. These are invaluable skills that will stay with them when they leave Longdon Park.

Collaborative

We see our relationship with families as a vital component of the support we provide. We appreciate that many children have had bad experiences at school and some may not have been in a school environment for a few years, so we settle them in very gradually over a period of weeks.

When a child joins us at Longdon Park they will be given a key worker with whom they'll develop a long-term, trusting relationship. The key worker will phone home every day to give parents an update on what's happened at school and find out if there is anything important going on in a child's life that may affect their behaviour. Having constant contact ensures a greater continuity of care at home and at school, which is really important in a child's development.



Our core principles in supporting our young people are two-fold.

We use Ask, Accept, Develop (AAD) and Trauma Informed Practice (TIP).



The TIP strategy supports colleagues in understanding the impact of trauma on a child's early experiences, the subsequent internal world they have developed, and how this relates to the survival skills (or behaviour) they have developed. This helps us to meet and respond thoughtfully to the underlying need, rather than respond to behaviour. Dr. Leanne Johnson has developed the 3 Cs Model of Trauma Informed Practice – Connect, Co-Regulate and Co-Reflect. It is a comprehensive approach based on the current evidence base, emphasising the importance of relationships that young people require in trauma recovery.



Our Neurodiversity strategy Ask, Accept Develop ensures our top priority is to hear the voices of autistic people recognising how important consulting is to the autistic individual.

Wherever possible we will consult (Ask) the autistic individuals in our services about their choices and preferences and support them to provide meaningful input into their own care and education plans. We do not seek to cure or treat autism (accept) or look to make an autistic individual behave in a more neurotypical way. We create environments, communication systems and activities which meet the needs of autistic people and enable them to thrive and experience positive emotions. We will ensure our staff have a deep understanding of autism and understand the strengths and needs associated with an autism diagnosis. This will be based around each individual's personal goals, informed by their family's views and driven to improve their quality of life and wellbeing. The focus is to enable and empower an individual to increase their independence and to flourish. (Develop)

Education

There is a need for our curriculum to be flexible, adaptable and robust enough to meet the ever-changing demands of the modern world, and best prepare our students for a life within it.

As a school specifically supporting students with ASC, delivering education to a diverse group of students, our curriculum has been adapted and tailored to meet individual needs. We believe that all students deserve the right to an education that will support them to become happy and confident individuals; acquiring qualifications and achievements that will support them for their future.

At Longdon Park School we ensure access to the curriculum areas that are listed within, but not limited to, the Independent School Standards. In accordance with this, we provide a curriculum that meets the needs of each student based on the terms of their Education, Health and Care Plan.

All students receive access to a part or full-time educational / therapeutic package. Our curriculum includes a range of: linguistic, mathematical, scientific, technological, human, social, SRE, physical, aesthetic, creative aspects appropriate to student age, aptitude and stage of development.

Longdon Park School harnesses passions, unlocks ability and realises potential through delivering individualised learning pathways to support students and their families.

Our school community strives to equip all students with a toolbox of skills, strategies, and knowledge to prepare them for their onward journey and realise the contributions they can make to the wider world.

We want our children to SHINE, that is, be:

Safe
Happy
Independent
Nurtured
Engaged.

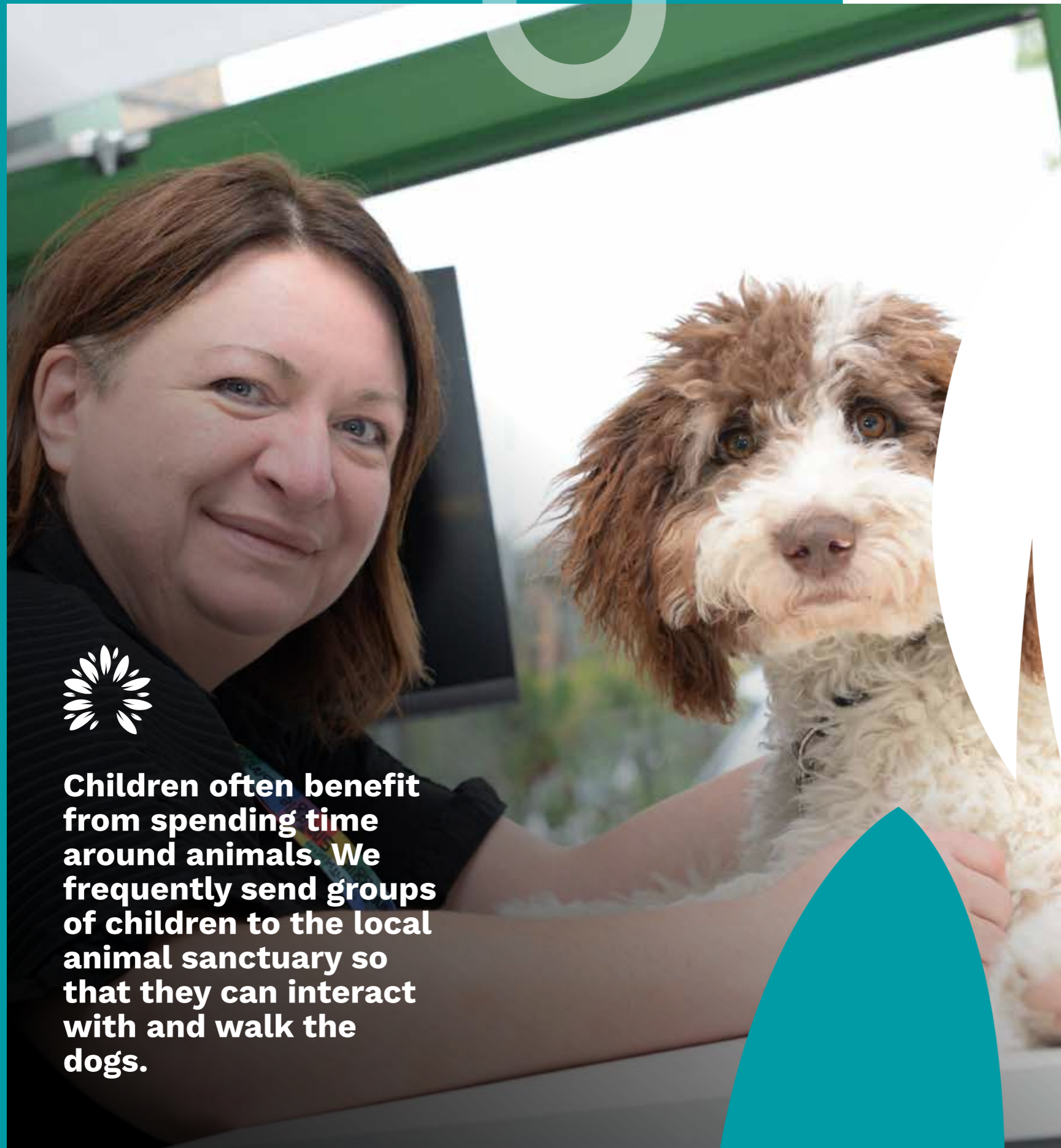


Qualification Options

From KS4 onwards we offer a large range of qualifications to suit the different ability needs of our learners these include: entry level, functional skills, GCSEs, ASDAN and other accredited online courses.

Further Education

At Longdon Park we will do whatever we can to help our children succeed. Some children stay with us to complete their GCSEs and potentially A levels in order to prepare for university and others who move to study for other qualifications at further education colleges in the area. Whichever route our children choose, we ensure they are prepared emotionally, socially and academically.



Children often benefit from spending time around animals. We frequently send groups of children to the local animal sanctuary so that they can interact with and walk the dogs.

Therapy

Many children who come to Longdon Park have low self-esteem as a result of negative experiences they've had within the education system in the past. Through the holistic and therapeutic approach we take to learning, we help children to integrate into school and make positive progress in every aspect of their development.

We truly believe that any child, with the right support, can achieve their potential, so we have dedicated occupational therapists, speech and language therapists and a team of psychology professionals. Therapy is embedded into the curriculum at Longdon Park at every phase and underpins everything we do. Our therapists work as part of multidisciplinary teams around each child and an individualised approach to each pupil's education is adopted where therapy programs, interventions and face to face sessions can be built into the daily offer.

Our School Dogs

Children often benefit from spending time around animals. We frequently send groups of children to the local animal sanctuary so that they can interact with and walk the dogs. The emotional and therapeutic rewards for students who can often feel anxious and nervous are enormous. We have school dogs on site. At Longdon Park there is a sprocker spaniel called Bracken. At Longdon Parkway there is a cockerpoo called Coco.



Behaviour

Individual approach

As with all areas of education and care at Longdon Park, we take an individualised approach to behaviour management. Our staff know our children really, really well, so they can anticipate when a child may be feeling anxious or upset. Recognising the signs early means we can help our students to find mechanisms to cope and de-escalate the tension.

Conflict Management

The Behaviour Management System here at Longdon Park School is based on the CPI Institute of Conflict Management. The values and philosophy underpinning CPI Safety Intervention are:

Care:

Demonstrating respect, dignity and empathy; providing support in a non-judgemental and person-centred way.

Welfare:

Providing emotional and physical support; acting in the person's best interests in order to promote independence, choice, and wellbeing.

Safety:

Protecting rights, safeguarding, reducing or managing risk to minimise injury or harm.

Security:

Maintaining safe, effective, harmonious, and therapeutic relationships that rely on collaboration.

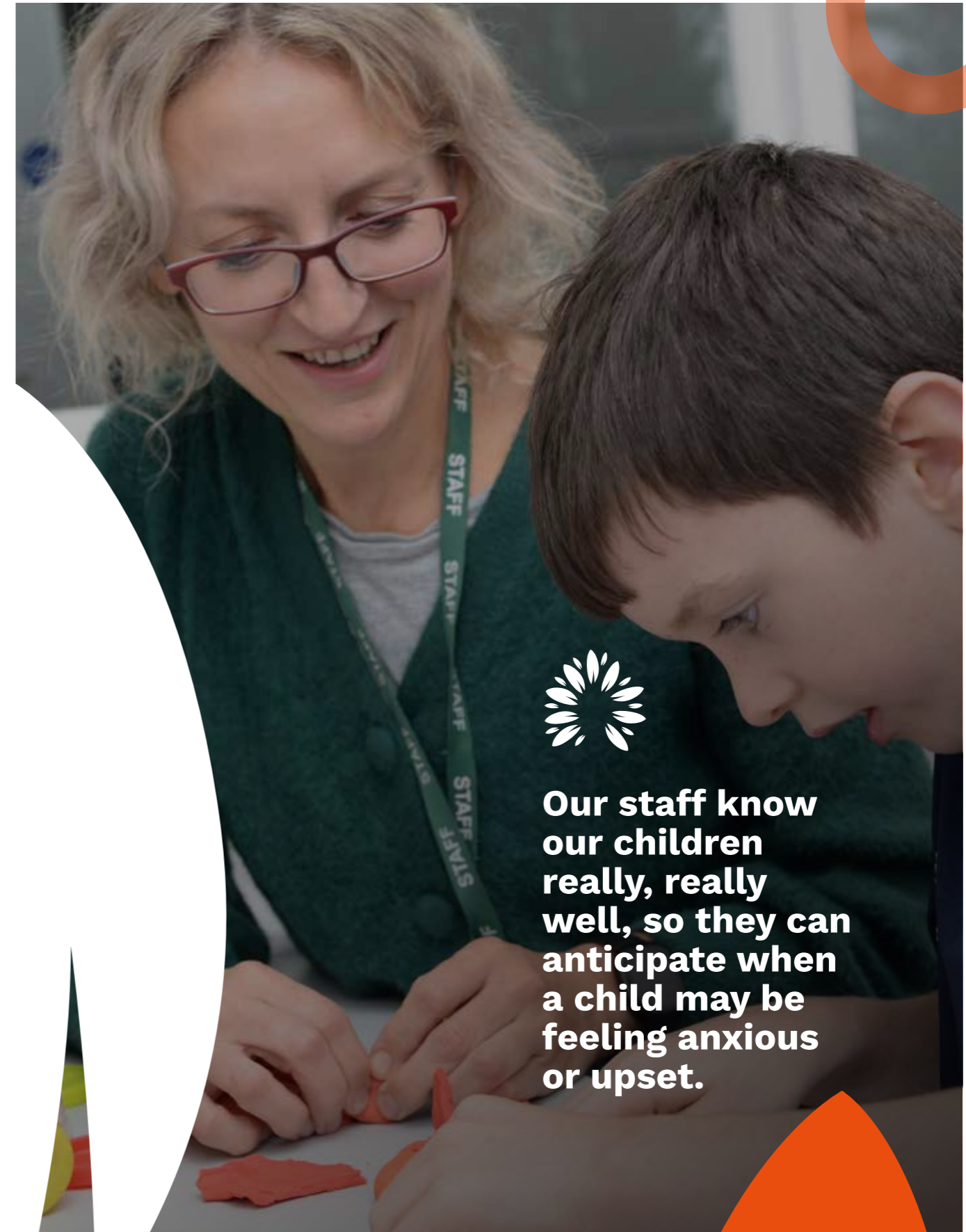
Communication

Communication is absolutely key in managing our children's behaviour and we understand that all behaviour is communication. If children require support to emotionally regulate we will work in an individualised way to help them understand why their behaviour was unexpected and what they could have done differently.

It is vital that we draw a line under an incident when it has been dealt with so that the child can move on and we can maintain their trust. We work on a basis of educating for change rather than punishing, with a positive ethos and a low arousal approach where all staff treat pupils with unconditional positive regard.

Parental involvement

Often there are underlying concerns or issues that lead children to feel frustrated at school, so we work closely with parents and carers to understand what else is going on in a child's life. We also make sure parents know what's going on at school and how that might impact a child's behaviour at home too. We encourage parents to use the same techniques that we use at school to ensure there is continuity of care.



Our staff know our children really, really well, so they can anticipate when a child may be feeling anxious or upset.

Meet Charlie

Charlie has a diagnosis of ASC and Speech and Language Communication Needs and joined Longdon Park School in year 5.

At this time Charlie's parents were feeling unable to manage the escalation in his behaviour, they felt unoptimistic about his future and felt that his ability to remain safe, be independent and access learning was significantly diminished by his presentation and the difficulties he was facing in education. Charlie's feelings around school and his lack of trust in staff meant he was frequently physical towards staff and students as well as using damage to property as a strategy to regulate his emotional responses.

Over the time that Charlie has been at Longdon, the support he has received from speech and language therapists and specialists in Autism and communication challenges has enabled him to grow into a confident and independent young adult who has developed his own strategies to regulate his emotional responses and who has formed a close circle of friends both inside and outside of school.

Charlie has just passed GCSEs in Maths, English, History and Science and is currently studying for A Level History as well as engaging in a comprehensive curriculum designed to give him the skills and knowledge to progress onto mainstream further education.

In 2021, Charlie's mum said,

“When Charlie first started at Longdon Park we were in a very tough, challenging place. It was to be Charlie's sixth school in as many years and we had lost all hope. He had no friends, no confidence, had terrible anxiety, wasn't sleeping, we struggled with his behaviour and couldn't see a way out. The work the staff have done with Charlie over the past few years has changed our lives. Even when times were incredibly difficult and his behaviour was especially challenging, the school never gave up on him.”



Meet Callum



Callum joined Longdon Park in November 2019 having found being in mainstream settings a significant challenge.

Callum's presentation was, by his own admission, difficult and it was clear this behaviour served as a communicative function of frustration, low self-esteem, and feeling a failure and let down by the education system and the professionals around him.

Callum joined Longdon's stepping stones programme, which is an individualised and holistic approach to building classroom readiness. The aim of the programme is to re-introduce pupils into the classroom through a mixture of academic, vocational, enrichment

and therapeutic activities, alongside a clinically informed diet designed to support and progress towards the outcomes as outlined in his Education, Health and Care Plan.

Through carefully crafted intervention and support Callum has made fantastic progress in all areas and we are now regularly celebrating his achievements such as completion of his Entry Level 3 Maths and Entry Level History qualifications, accessing the school full time and acting as a positive role model for the younger students. This doesn't mean Callum doesn't have an off day, but there has been significant reduction in occurrences of behaviours that may be viewed as challenging.

Callum's parents commented:

“We are so proud of the progress Callum has made at Longdon. Not only academically, but also with being able to build relationships with peers and staff and gaining self-esteem. We can never thank Longdon Park enough.”

Welcome to Longdon Parkway

Based on a business park in Burton on Trent, Longdon Parkway provides an alternative education for children between the ages of 14-18 who have been diagnosed with autism or demonstrate behaviours associated with autism.



Longdon Parkway, an extension of Longdon Park School, is a purpose-built vocational centre able to offer additional job-related pathways for up to 30 pupils with a primary diagnosis of Autism and/or difficulties with social communication, sensory processing and social, emotional and mental health needs.

Longdon Parkway can offer vocational pathways for pupils interested in a range of activities for example: woodworking, hospitality, ICT and Design and Technology. The space and curriculum are flexible to meet the needs of the changing cohort.

Located just off the A38 it is within easy reach of both Burton Upon Trent and Derby both thriving business communities offering a wealth of local employment and apprenticeship opportunities with companies such as Rolls Royce, Toyota, Waterstones and Morrisons. It is also only a 10 minute journey from our main site Longdon Park School in Egginton meaning pupils can access both sites.



Our brand new vocational site offers additional educational pathways for pupils aged 14-18

Our Facilities

The facility consists of specialist teaching spaces which can be adapted for a variety of design, technology and work-related courses such as bricklaying or woodwork.

Our current offer includes:

- A fully equipped workshop with a laser cutter.
- ICT suite with state of the art computers, Macbooks, ipads and 3D printer.
- Sensory adjusted environment including an immersive room.
- A commercial kitchen with the potential to open a café to the local community.

Education

The curriculum is specifically designed to support young people with their chosen pathways and in their preparation for adulthood.

Primarily, Longdon Parkway caters for KS4 and KS5 students and will be an extension of the current Longdon Park curriculum but will also comprise a number of vocational courses promoting ease of movement into future employment or further education.

Examples of this offering may include, but are not limited to:

NOCN Hospitality

(Skills and Personal Development) Level 1/2

NOCN Carpentry

(Skills and Personal Development) Level 1/2

NOCN Art and Design

(Skills and Personal Development) Level 1 2

Functional Skills Maths and English

Level 1/2

In addition, we have strong collaborative relationships with external providers and local employers so we can provide as many real life vocational and training experiences as possible.

All of the components of the curriculum at Longdon Parkway are designed with progression from Longdon Park in mind and will link clearly to the current pathways on offer at the school.



Longdon Park and Parkway at a glance

How old are the children at Longdon Park?

At Longdon Park School we support children from 7-16 years of age.

At Longdon Parkway we support children from 14-18 years of age.

How long is the school year?

The school year follows the same timetable as mainstream schools within the area.

What special needs do children at Longdon Park have?

We support children who have been diagnosed on the autism spectrum or demonstrate behaviours associated with autism.

How far do children travel to attend the school?

Children at Longdon Park come from across Derbyshire, Staffordshire, Birmingham and Stoke on Trent, most are referred to us by local authorities in the area.

How do the children get to school?

Most children arrive by taxi to school and are dropped off and picked up at the door.

Those attending Longdon Parkway will arrive at the school by taxi and then are taken to Longdon Parkway by mini bus.

What extra support is provided?

Our multi-disciplinary team consists of teachers, teaching assistants, speech and language therapists, occupational therapists, educational psychologists and psycho therapists. We also have pastoral support staff working with us to support students and families.

What facilities are available onsite?

Longdon Park School is a safe space where our children can explore, play, enjoy sports and take part in a wide variety of outdoor learning opportunities. We are really proud of our purpose built science, food technology, music classrooms, library and self-contained exercise room.

The brand-new facilities at Longdon Parkway include specialist teaching spaces currently providing woodwork, ICT and hospitality. We are especially proud of the fully equipped workshop, commercial kitchen and state-of-the-art immersion room providing pupils with a digital multi-sensory environment in which they can interact through touch, sight and sound.



If you are interested in visiting Longdon Park School or Parkway, or finding out more about the support we provide, please email: harveen.basra@ofgl.uk

