

Queenswood School



Welcome to Queenswood School

Welcome to Queenswood School in Ledbury, Herefordshire. Situated in a peaceful rural setting, we are an independent specialist school providing education and care services to children and young people aged 11 to 19 years, with social, emotional and mental health (SEMH) difficulties, autistic spectrum conditions (ASC) and a range of additional needs. These can include attention deficit hyperactivity disorder (ADHD), attachment disorder, oppositional defiant disorder (ODD), pathological demand avoidance (PDA), moderate learning difficulties (MLD) and specific learning difficulties (SpLD).

Unlocking the potential of each young person

Our aim at Queenswood School is to unlock the potential of our pupils so they develop the knowledge, skills and behaviours to enjoy a brighter future.

We offer a warm and nurturing environment, where pupils receive the support they need to grow emotionally and socially, and prepare to learn again.

Our highly experienced and dedicated staff team make learning feel worthwhile and enjoyable for our young people. They build positive and meaningful connections so that pupils feel secure, understood and valued.



A commitment to safety and welfare

Our robust safeguarding culture means that the safety and welfare of our pupils is at the forefront of everything that we do, and we are well-equipped to protect the vulnerable young people in our care.

We would love to welcome you to our school. Please do not hesitate to contact me if you would like to arrange a visit.

Robert Coles
Head Teacher
Queenswood School



A personalised learning environment

The young people at Queenswood School are at the heart of everything that we do and staff members are highly attuned to their individual needs.

We are committed to delivering individually tailored educational support, which is shaped by our pupils' individual strengths, preferences and life goals. Our aim is to enable our pupils to develop, progress and address their unique mental health needs, all within a caring and highly supportive environment.

We have ambitious expectations for our pupils in all aspects of school life. We are dedicated to guiding them every step of the way along their personalised learning journey, and supporting them to feel positive and hopeful about their future. With our specialist support, the young people in our care are empowered to build the social and independence skills they need to make positive transitions to further learning or employment.



Services summary

The range of services and facilities available at Queenswood School include:

- A warm, welcoming and relaxed environment, with high staff to pupil ratios
- Day placements and residential packages offering 38 and 52-week care placements
- A robust and effective safeguarding culture where pupil safety and welfare are prioritised
- An individualised curriculum, with bespoke packages of learning and therapeutic support
- A focus on developing meaningful working relationships between pupils and staff, following the Relational Model
- A therapeutic framework of care and support to manage the challenges faced by our young people
- Rated 'Good' in all assessment categories by Ofsted during our latest inspection
- A committed, caring and highly experienced multidisciplinary team providing a cohesive, consistent approach to learning
- Opportunities to experience learning in a range of contexts, including outdoors and off-site
- A vocational curriculum that emphasises social independence, work related skills and preparation for adulthood, in line with pupil aspirations
- A peaceful rural education setting, 2 miles from Ledbury train station, near a main bus route and with links to the M50 motorway

An individualised curriculum enables pupils to make good progress from their individual starting points. Pupils access learning that is relevant to their needs and teachers provide effective support.

Ofsted June 2018

"I am extremely grateful and happy with Queenswood School. Thank you to all of the staff for your hard work, patience and understanding."

Parent of a pupil at Queenswood School

100% of our school leavers achieved positive transitions and outcomes:

23% continued their education at college

54% accessed training

23% progressed into employment



Therapeutic support

Therapy plays an essential role in the work that we do with our pupils at Queenswood School. Our young people often have comorbid needs including social, emotional and mental health (SEMH) difficulties, autistic spectrum conditions (ASC), attachment disorders, distressed behaviours that may present as complex and challenging as well as disorders such as attention deficit hyperactivity disorder (ADHD). Our Head of Counselling and Therapy Services works with the rest of the Education Team to develop a strong understanding of each young person and their specific needs, putting together a tailored plan of support and development.

The expertise, training and guidance from our external therapists enables the entire staff team to better understand each child and a holistic approach can be taken.

The school follows an adaptation of the therapeutic attachment, regulation and competency (ARC) framework, which means that therapeutic approaches are integrated into the day-to-day learning and support we deliver. Our dedicated staff provide consistent, intensive care to help young people manage the traumatic impact and challenges that their past may have had on their wellbeing.

Effective therapeutic input helps pupils to become more emotionally resilient, improving their behaviour and helping their readiness for learning.

Ofsted June 2018



Meeting the pupil's needs

There is a strong focus on meeting pupil's needs, providing consistency and helping them to manage and regulate their behaviour. Staff build safe, positive professional relationships with young people, mentoring them to develop, progress and re-engage with learning.

The school offers a broad range of therapy including counselling, speech and language therapy (SALT), occupational therapy (OT) and equine therapy. Techniques used are put in place to support our young people to develop and progress as well as better enable them to access education.

At Queenswood School, we recognise that engaging some young people with therapy takes a different kind of approach. For example, some may find the idea difficult or challenging which means that they resist it. In these cases, a first step to developing a good working relationship with the pupil may begin with the education team member interacting on a more informal level, like having a cup of tea or playing a video game so they can become a trusted adult. Where young people refuse to engage with therapy outright, the team will work with colleagues to offer therapeutic support in alternative ways.



Residential care services

The children's homes linked to Queenswood School are within a short travelling distance from the school. The homes are situated in peaceful and picturesque locations, with access to activities in nearby towns that cover a wide range of interests.

The children and young people benefit from the same consistent approach across the residential care and education services, which extends the positive impact of our support. Our residential care staff help the young people to access and engage with education, working closely with the school staff team to provide integrated care that gives each child the best possible chance to succeed.

Callow Hills Farm

Located near to a town in Herefordshire, Callow Hills Farm is a children's home for young people aged 8 to 18 years with a range of complex needs. This includes previous trauma, attachment difficulties, emotional and social difficulties, as well as mild to moderate learning difficulties and autistic spectrum conditions (ASC).

We understand that every young person in our care has individual needs and our aim is to support our young people through the transition to adulthood.



Fairview

Fairview children's home supports three young people aged 11 to 18 years with a range of complex needs. This includes previous trauma, attachment difficulties, emotional and social difficulties, as well as mild to moderate learning difficulties and autistic spectrum conditions (ASC).

The home is located in a small village in Herefordshire, looking out over the countryside and a river.



Goodrich Manor

Goodrich Manor supports five children and young people aged 8 to 18 years with complex needs. This includes social, emotional and mental health (SEMH) needs, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), conduct disorders and mild learning difficulties.

The young people are also likely to present with behaviours that may challenge.



Grosvenor House

Grosvenor House supports four children and young people aged 11 to 19 years with a range of complex needs. This includes previous trauma, attachment difficulties, emotional and social difficulties, as well as mild to moderate learning difficulties and autistic spectrum conditions (ASC).

The property is located in a market town in Herefordshire and is a short walk from the town centre and near to a picturesque river.



Underhills Farm

Underhills Farm supports three young people aged 11 to 18 years with autistic spectrum conditions (ASC), attention deficit hyperactivity disorder (ADHD) and a range of conduct orders. The young people will also have a statement of educational needs as a result of emotional and behavioural difficulties.

The cottage is located within a quiet rural setting in Worcestershire, adjacent to farmland and a large wood, with opportunities for scenic walks.



Highbury House

Highbury House supports 7 young people aged 11 to 18 years with autistic spectrum conditions (ASC), attention deficit hyperactivity disorder (ADHD) and conduct disorders. The young people will also have a statement of educational needs, as a result of emotional and behavioural difficulties.

The home is situated in Herefordshire within a rural location and benefits from beautiful picturesque views.



Woodbury House

Woodbury House supports seven young people aged 11 to 18 years with a range of complex needs. This includes previous trauma, attachment difficulties, emotional and social difficulties, as well as mild to moderate learning difficulties and autistic spectrum conditions (ASC).

The spacious property is situated in a rural location within Herefordshire.



Case studies



John's story

When John* arrived at Queenswood School, he had been out of education for quite some time. Before this, he had been permanently excluded from school and was making some poor decisions in his local community.

For John, being able to transition back into a school environment was always going to be challenging given his past experiences of education. This coupled with a lack of understanding around his own difficulties meant that when he joined Queenswood School, John was behaving in a way that put himself and others at risk. Restrictive Physical Interventions (although used as a last resort) had to be used in order to keep him and others safe.

The staff at Queenswood School focused on providing John with the support he so desperately needed. A Learning Mentor began to work with John on a one-to-one basis. His learning was delivered off-site, close to his home and community, with regular keeping-in-touch days at school. The curriculum was specially adapted to better meet John's needs and this included an increased focus on enrichment and activities that would engage and inspire John, including access to a gym and a qualified boxing instructor. Staff took a therapeutic approach, working in partnership with John to become better attuned to how he was feeling.

To fully understand John and his specific needs, the school commissioned a psychiatric assessment which diagnosed post-traumatic stress disorder (PTSD). This was attributed to the complex trauma that he had suffered as a young boy. For John, the diagnosis meant that he was able to better accept himself and understand that what he had experienced during childhood had negatively impacted on his social, emotional and mental health (SEMH) difficulties. The school worked with John to ensure that he knew that his education was taking place in a safe environment, and that it would remain personalised to support him in his aspirations.

Achieving positive outcomes

Since implementing these interventions at Queenswood School, the change in John and his behaviour has been dramatic. In the 2017/18 academic year, there were 28 negative incidents involving John, 10 of which were significant. In 2018/2019, this had reduced to a single negative incident.

Over the last few years, John has managed to successfully transition into school and sit his examinations. He has also secured a placement onto his chosen college course and is considering applying for an apprenticeship.

*Names and images have been changed to maintain confidentiality.

Liam's story

Liam* had very complex, challenging and distressed behaviours, which previously resulted in many incidents with staff and members of the public. Before he arrived at Queenswood School, Liam also had multiple placement breakdowns in private schools, as well as other residential settings.

Through working closely with Liam, the staff team at Queenswood School were able to significantly reduce the number of negative events he had. When Liam left the school, he went on to work with the police and dog handling, which would have previously been unimaginable.

"This has been an amazing turnaround for me and I thank Queenswood School for all of the support that they gave me."

Liam



Get in touch

For information on our specialist services at Queenswood School, please do not hesitate to contact us.

Call: 01531 670 632

Email: placements@aspris.com

Website: www.aspriscs.co.uk

Queenswood School,
Callow Hills Farm,
Hereford Road,
Ledbury,
Herefordshire,
HR8 2PZ

"The staff go above and beyond... keeping me informed with any progress and have made me feel fully involved with the Queenswood School family."

Parent of a pupil at
Queenswood School

"To summarise my time at Queenswood School, I have matured greatly and I would never have seen myself doing what I'm going to do. They helped me to manage my behaviour."

Pupil at
Queenswood School

