The Acres School

Prospectus 2026 - 2027



Keys

Welcome

Welcome to The Acres School

We provide specialist education for young people aged 11-16 who have an Education Health care Plan (EHCP) with a primary need of Social, Emotional and Mental Health support. Many of our pupils also have diagnoses of Autism and ADHD. We welcome all pupils who need extra support to enable them to re-engage with education and access a flexible education to help raise self-esteem, achieve accreditation, and so be able to make successful choices for their future.

Our broad and balanced curriculum ensures all our pupils can access a wide range of subjects with the addition of Enrichment Activities and Vocational studies built into everybody's timetable.

Based in Scunthopre we can access many local facilities for enrichment and learning both locally and in the is surrounding towns and villages. We have also recently undergone a refurbishment of our main school buildings with more plans to develop the site afoot. Within a few minutes walk we also have our Enterprise Centre where pupils can develop specific and transferable vocational skills. And, of course, there are our PEAK and ALFA Provisions – all supported by Keys clinical support.

Our aims are that:

+ We want all our pupils to want to come to school
+ When they are here, we want our pupils to feel safe, supported and happy
+ When our pupils leave us at the end of Key Stage 4, we want them to have the skills, accreditation and confidence to access further education, employment or training

If you are interested in finding out more, please do contact us especially if would like to have a look around our school and speak to our staff team.



Values and Ethos

Ambition, Community, Respect, Engagement, Success

At The Acres School we hold these values at the centre of everything we do and believe that these values are key to meeting the needs of our pupils and developing each of them into happy, healthy and successful citizens.

We believe every student has the right to the appropriate and relevant educational provision that allows them to achieve their full potential.

All pupils have the right to a learning environment which provides:

+ a fresh start,
+ unconditional positive regard,
+ empathetic supportive staff,
+ a balanced and aspirational curriculum
+ a sense of belonging
+ experience of personal success
+ empowerment: taking increased responsibility for activities, learning, self and others,
+ the opportunity to develop personal skills, including social and emotional well being
+ purpose towards employment.

All the pupils' have the right to staff who:

+ have unconditional positive regard for their student and treat them with respect.
+ have high expectations concerning their student's personal achievements show a continuing commitment to high quality.
+ will develop a relationship of trust and mutual respect, with time set aside to pay attention to the progress and achievement of each individual.
+ contributes to the well-being and safeguarding of all.

The intention is to replace a downward spiral of educational trauma with a cycle of achievement, building on and reinforcing respect, trust, resilience and tolerance.

Our Mission

The school introduces the children and young people to a wide range of knowledge, skills and experiences - linguistic, literary, mathematical, scientific, technological, physical, aesthetic, creative and social.

The school has clear, positive expectations for behaviour and well established and successful positive reinforcement strategies that are reviewed regularly. Every child has individual education targets relating to both academic and behavioural achievements that are reviewed regularly to ensure positive progress is being made.

The Acres School fundamentally operates within two main principles:

1. All young people, without exception, are to be valued as unique and productive members of society.

2. All young people can succeed and should be encouraged towards fostering respect, trust, resilience and tolerance throughout their life-long journey.

Pupils with challenging behaviour are not "naughty children" but pupils who struggle to fit within the conventional structures of school. Their behaviour has often led to them being rejected at school and isolated from their peer group, yet they are often the young people who need to be listened to the most carefully.

The mission of The Acres School reflects the view that all young people deserve a quality first education. We want our learning environment to be safe and stimulating with our core values embedded throughout. We want all to develop academically, socially and emotionally in order to become effective citizens, life-long learners and enjoy good mental health.

Many of the young people who attend the college have been diagnosed with disorders such as ADHD, ASD, Oppositional Defiant Disorder (ODD) and dyslexia/dyspraxia.

As a result of disorders such as these and other social, emotional and mental health difficulties, they have experienced traumas within education. They have begun to associate school with feelings of fear, frustration and failure. The majority have disengaged with their educational journey and we are here to help rebuild respect, trust, resilience and tolerance.

Our primary objective is to provide an environment built on respect between all, trust in relationships and process, resilience to challenges and tolerance of others. We believe that via our trauma informed practices we can create an environment for success for personal, emotional and academic progress.

We aim to ensure that the young people who attend the college are given a holistic education that will provide them with learning opportunities, which target their specific individual education needs. This will help them identify and focus on their academic, personal and social successes and will teach them how to conduct themselves so that they become successful citizens.

Our School

The school, which opened in April 2005, is housed in a purpose-built facility on the outskirts of Scunthorpe town centre. It consists of two main units: one containing a large catering kitchen, sports hall, library, and four classrooms; the other providing nine classrooms, a meeting room, and a spacious common room.

The outdoor area has been redeveloped to include a multi-use games area (MUGA), outdoor gym equipment, a climbing frame, and a seating area. In addition, the school operates a Vocational Training Centre located half a mile away, where pupils can take part in a range of vocational activities including woodwork, construction, and horticulture.

The school also leases five allotments from the local authority for growing vegetables. We are licensed by the Soil Association for the production of organic food.

Inside, the school has a bright and welcoming atmosphere. All classrooms are equipped with modern furniture, resources, and displays that celebrate achievement. Pupils are encouraged to play an active role in creating a positive and inclusive environment. Over the past year, for example, they have contributed to the development of learning walls across the school.

Class sizes are small, typically with four or five pupils. Individual teaching sessions are available where appropriate, tailored to meet specific needs. The adult-to-pupil ratio ranges from 1:1 for those requiring additional support to 2:8 depending on the level of need. Pupils are encouraged to work collaboratively in pairs and small groups, as developing social skills and independent learning strategies is a vital part of their education.

Safeguarding

The school is committed to safeguarding and promoting the welfare of all pupils and expects all staff and volunteers to share this commitment.

The Acres School has a comprehensive Safeguarding policy and will take any reasonable steps to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect or other forms of abuse, staff will follow North Lincolnshire Council's Safeguarding procedures and inform both Keys' Company Directors and Social Care of the concern.

The Safeguarding policy is kept on school premises at all times and copies are available upon request.



Our Curriculum

The curriculum at The Acres School delivers an inspiring and purposeful education that enables every student to achieve both academic success and personal growth. Learning is carefully sequenced across all subjects, with a strong emphasis on developing independent, confident learners who are motivated to fulfil their full potential.

Our curriculum is built around four key pillars: Academic, Personal, Vocational, and Enrichment. This structure ensures a broad, balanced, and ambitious offer that equips students with the knowledge, skills, and experiences required for future success.

Through this rich and engaging curriculum, students are exposed to a wide range of opportunities that not only support their development but also prepare them to become active, responsible, and valued members of society. By incorporating learning both inside and beyond the classroom,The Acres School is committed to meeting the individual needs of every student, creating an environment in which they can thrive socially, physically, and academically.

English and Mathematics are embedded across the curriculum, alongside Personal, Social, Health and Economic (PSHE) education, which acts as a 'golden thread' running through all learning. This integrated approach ensures that students develop essential literacy, numeracy, and life skills, equipping them for the next stage of their education, training, or employment.

We also offer a wide range of accredited qualifications, providing clear pathways for all learners and supporting them in achieving meaningful and recognised outcomes.

Provision for children with Special Educational Needs

At The Acres School, every student is recognised as an individual, and their needs are at the heart of everything we do. We continually assess and review each learner's profile to ensure that appropriate adaptations are in place, enabling them to access learning confidently and successfully. Alongside high-quality teaching, we provide carefully selected sensory tools and strategies to support students in remaining regulated, focused, and ready to learn throughout the school day.

Our provision is enriched by a highly skilled and dedicated clinical team, including Educational Psychologists, Occupational Therapists, and Speech and Language Therapists. This integrated approach ensures that every student benefits from specialist input, allowing us to tailor support effectively and promote meaningful, long-term progress.

We are committed to creating an inclusive environment where all students are equally valued, respected, and supported. Through our holistic approach, we ensure that every young person has the opportunity to thrive, develop independence, and achieve their full potential.

Provision for children with EAL

At The Acres School, we recognise and value the rich diversity that students with English as an Additional Language (EAL) bring to our community. We are committed to ensuring that all learners can access the curriculum fully, regardless of their stage of English language development.

We carefully assess each student's level of English proficiency and provide tailored support to help them develop their communication skills with confidence. This includes adapted teaching strategies, visual supports, and structured opportunities for speaking, listening, reading and writing across the curriculum. Our approach ensures that language barriers do not limit engagement, progress, or achievement.

Staff are skilled in creating inclusive classrooms where language development is embedded into everyday learning, allowing students to build both academic understanding and social confidence. Where appropriate, we work closely with families and external services to ensure that support is responsive and culturally sensitive.

We are proud to foster an environment where linguistic diversity is celebrated, and all students are equally valued. Through our inclusive and supportive approach, EAL learners are empowered to thrive, participate fully in school life, and achieve their full potential.

Identity and Cultural Diversity

Identity and cultural diversity are central to our curriculum and ethos at The Acres School.

All pupils participate in regular PSHE and citizenship lessons, which provide opportunities to reflect on and develop self-knowledge and self-confidence. Pupils are encouraged to show respect for others, accept responsibility for their actions and develop strong social and friendship skills.

Our commitment to preparing our students for life in modern Britain is reflected in our embedded promotion of British values, alongside a carefully planned spiritual, moral, social and cultural calendar that enriches learning throughout the year. Students also have opportunities to actively contribute to school life through our student council, where student voice is valued and celebrated.

We actively celebrate diversity and inclusion through events such as Pride, alongside a range of wider cultural celebrations, helping students to develop understanding, respect and appreciation for different identities, backgrounds and perspectives.

Documentation

EHCP outcome sheet: Our EHCP outcome sheets are designed to support students in understanding the progress they are making towards their individual targets. This tool also enables staff to deliver personalised support, ensuring that each student is provided with the most effective strategies to help them achieve their identified outcomes during their time with us.

Snapshot information sheet: The snapshot information sheet provides a comprehensive overview of each student, including their likes, dislikes and aspirations. It also outlines key information to support effective practice, such as preferred classroom strategies, potential triggers, and parental communication preferences. This ensures a consistent, informed and individualised approach to supporting each student.

Health and Safety

The Acres School has comprehensive health and safety policies and procedures. The Policy/Procedures file is kept on school premises with a copy available upon request from the school.

Relationships, Health & Sex Education

At The Acres School, Relationship and Sex Education (RSE) is delivered through a carefully planned, age-appropriate programme that supports students to develop the knowledge, confidence and values needed to build healthy, respectful relationships. Rooted in our ethos of safeguarding, inclusion and respect, our curriculum explores friendship, emotional wellbeing, consent, online safety and the diversity of families and relationships. We work in partnership with parents and carers to ensure that learning is sensitive, factual and aligned with the needs of our community, enabling students to make information choices, understand boundaries and develop a strong sense of self-worth as they prepare for life beyond school.

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Careers Guidance / Further Education

At The Acres School, we are committed to preparing every student for a successful and fulfilling future beyond school. Careers education and guidance form a key part of our curriculum, ensuring that all learners develop the knowledge, skills, and confidence needed to make informed decisions about their next steps.

From Year 7 through to transition, students access a structured programme of dedicated careers lessons, where they explore their interests, understand different pathways, and build essential employability skills. This consistent approach ensures that aspirations are nurtured early and developed over time.

We provide a wide range of opportunities for students to experience life beyond the classroom, including visits to local colleges and post-16 providers, including independent specialist settings. These visits support students in understanding the options available to them and help to ensure that future placements are carefully matched to their needs, strengths, and aspirations.

In addition, students benefit from impartial external careers advice, allowing them to receive personalised guidance and support when planning their next steps. We work closely with families, external professionals, and providers to ensure that transition planning is thoroughly considered and aligned with each student's individual pathway.

We are dedicated to ensuring that all students feel confident, supported, and well-prepared as they move into the next stage of their education, training, or employment, with equal opportunities for all to succeed.

Counter Bullying

The Acres School is totally opposed to bullying in any form and it will not be tolerated at any level.

We are committed to providing a caring and safe environment for all pupils where they can develop both academically and as an individual.

A comprehensive anti-bullying policy operates within the school along with a set of procedures to identify and deal with any incidents quickly and effectively. A copy of the policy is held on file in school and available upon request.

If you have any concerns regarding bullying or wish to discuss this area further, please do not hesitate to contact the Head Teacher.

Complaints

It is important to pupils' sense of security and personal confidence that they have a means of "being heard" in the event of having a complaint. For this purpose we ensure every child/young person is made aware of the suggestions and complaints procedure and will assist and support them in the event that they feel the need to use it. (The complaints policy is held in school and a copy is available upon request).

Pupils can share their complaint with their keyworker or the Head Teacher. If they are still unhappy they can telephone (0121 728 7800) to speak to either James Madine (Chair of Governors) or Nicola Kelly (Regional Executive Head Teacher) who will arrange to see them.

If they feel they cannot talk to any of these people, then they can telephone NYAS (0808 808 1001)

Parents, carers or representatives from the local authority who are concerned about the quality of education offered at South Park Enterprise College should contact the Head Teacher or the Deputy Head immediately.

Any complaint will be given prompt, serious consideration.

Philosophy and Expectations

At The Acres School, our approach is based on the understanding that disruptive and challenging behaviour often stems from underlying causes. Many pupils, on admission, find it difficult to manage negative emotions. They may struggle to acknowledge their own achievements, resent the success of others, take pleasure in provoking or upsetting peers, reject praise, humiliate others, or withdraw from those around them.

Our task is to look beyond these defensive behaviours and help pupils recognise that staff are there to support them. The foundation of our practice is the development of positive, respectful relationships built on mutual trust.

The Acres School follow a trauma-informed approach to behaviour management that prioritises natural consequences over sanctions. Sanctions are used sparingly and only once all other options have been considered. Any decision is discussed with a senior leader to ensure the most appropriate response. Outcomes usually focus on restorative approaches such as tidying, cleaning, helping others, or mediation. In some cases, pupils may face a temporary restriction from a particular activity.

If a pupil's behaviour escalates to a point where they may harm themselves, others, or cause significant damage to property, physical intervention may be used as a last resort. Following any such incident, pupils are given the opportunity to reflect and discuss the situation with a member of staff. The methods and procedures for physical intervention are clearly set out in Keys' Physical Intervention Policy. All staff are fully trained in this approach, and placing authorities are made aware of the policy. Every incident involving physical intervention is recorded in detail, with full access provided to the relevant parties.

Pastoral Support

Our Pastoral Support offer is centered around promoting a whole-school culture of wellbeing where every pupil feels safe, valued and understood. Through qualified ELSA (Emotional Literacy Support Assistants) and Youth Mental Health First Aid-trained staff, we provide both targeted and individualised interventions carefully tailored to each young person's needs and EHCP outcomes.

We support pupils with a wide range of emotional, behavioural and wellbeing concerns, enabling them to develop key social skills, build positive and healthy relationships, and gain a deeper understanding of how to manage uncomfortable emotions. Our nurturing approach helps pupils to build resilience, self-esteem and confidence over time. By working closely with teaching staff, families and external professionals, the Pastoral Team ensures that support is effective and consistent, empowering pupils to make meaningful progress and thrive both in school and beyond.

Suspensions

We acknowledge that the young people placed at The Acres School have had previous traumas associated within education and/or social experiences and as such will present challenging behaviours.

It is our aim therefore to provide a quality education for even the most challenging pupils. Suspensions are seen as the very last resort when all other strategies have been exhausted and are only used in extreme cases.

However, if a pupil's placement in school is seriously preventing the 'effective education' of other pupils or the young person is presenting a significant risk to themselves or others within the school, it may be considered.

Admissions

Admission criteria:

All students have an EHCP, referrals will be made directly from the local authority using their local ‘hub’.

Admission process:

As part of our admission all students’ EHCP is thoroughly reviewed, we will have a meeting with parents/carers an the student and when appropriate a meeting with the prior education setting. Once a placement is agreed and formally accepted by local authority, we prioritise a carefully planned and meaningful transition.



General Information

What are the start and finish times?
9.00 to 2.30pm. We offer Breakfast Club from 8.45

What arrangements have been made for the lunch break?
All pupils are provided with a lunch which is freshly prepared in the school kitchen. Pupils have access to the dining hall and recreational areas for the lunch break.

Pupils are supervised during this period and staff organise structured activities making full use of the sports hall and outside equipment.

How will I get to know what progress my child is making?
Termly progress reports are sent to parents. After the End of Year Report is published, there is an invitation to follow up any queries via a face to face parents evening, or a telephone call.

Who should absence be reported to?
To the main switchboard where Alisha Beckwith, our Attendance Officer, will take your call. 01724 291509

How will my child’s attendance be monitored?
Registers and Records are kept of all pupil attendance and if we feel there are concerns around attendance, we will contact you to share our concerns and to look for possible solutions.

Do pupils have to wear a uniform?
No, uniform is essential although some our pupils like to wear black polo shirt, black sweatshirt with casual trousers or black tracksuit bottoms.



Term Dates 2026/2027

Sep 2026						
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Oct 2026						
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Nov 2026						
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Dec 2026						
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Feb 2027						
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Mar 2027						
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Apr 2027						
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Jun 2027						
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Jul 2027						
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Aug 2027						
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School Holiday

INSET / Training Days

Additional Staff Training Days

The Acres School
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e: karen.ayres@keyseducation.ac.uk

Chief Executive:
David Manson
0121 728 7800

Chair of Governors:
James Madine
0121 728 7800

Proprietor Representative:
David Manson

Proprietor:
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