

# Storyybrook School

## Prospectus 2026



# OUR MISSION STATEMENT

Storyybrook School is committed to creating a safe, nurturing, and inspiring place to learn for children with Social, Emotional and Mental Health (SEMH) needs. Our mission is to support every child through a relational and trauma-informed approach that builds trust, encourages emotional growth, and celebrates individual progress.

We believe education should help children feel safe, valued, and confident in themselves and their abilities. Our vision is to create an environment where pupils can develop positive relationships, re-engage with learning, and gain the skills they need to thrive both in school and beyond.

This follows the warm, therapeutic, and child-centred tone used throughout the prospectus.

## OUR CORE VALUES



### Belonging

We create a school where every child feels accepted, valued and part of a community. We recognise that many of our pupils have experienced disruption or exclusion, and we work tirelessly to ensure they feel safe, connected and included in all aspects of school life.



### Respect

We treat everyone with kindness, dignity and fairness. We teach pupils to understand and value differences, to listen to others, and to recognise the impact of their words and actions on those around them.



### Resilience

We support pupils to develop the confidence and skills to overcome challenges. Through a trauma-informed approach, we help children understand their emotions, build regulation strategies, and learn that mistakes are opportunities for growth.



### Inclusion

We are committed to removing barriers to learning and participation. We celebrate diversity and ensure that all pupils, regardless of their background, needs or experiences, have equal opportunities to succeed and be heard.



### Integrity

We act with honesty, consistency and fairness in all that we do. Staff model strong moral values and provide clear, predictable boundaries so that pupils feel safe, secure and able to trust the adults around them.



### Love

We place care, compassion and relationships at the heart of our school. We believe that positive, trusting relationships are the foundation for learning, growth and wellbeing, and we demonstrate unconditional positive regard for every child.





## WELCOME FROM THE HEADTEACHER

**"Thank you for taking the time to learn more about Storyybrook. We understand that some children may have experienced challenges or lost confidence in learning, and our aim is to help them feel safe, supported and able to thrive again."**

As a small, nurturing school, we take time to understand every child as an individual. Relationships are at the heart of everything we do, helping pupils feel settled, valued and ready to learn.

Our calm, trauma-informed approach supports children to build trust, develop positive relationships and grow in confidence. We also value strong partnerships with families, ensuring every child feels understood, included and hopeful about their future."



*Rachel Burbridge*

Headteacher

[admin.storyybrook@storyy.group](mailto:admin.storyybrook@storyy.group)



## WHO ARE WE

At Storyybrook, we envision a school where every child feels safe, understood and valued, and where relationships are at the heart of everything we do.

We strive to create a trauma-informed and inclusive community where pupils can rebuild confidence, develop resilience and thrive socially, emotionally and academically through nurture, support and high expectations.

Our vision is for every child to feel a true sense of belonging and leave Storyybrook as a confident, compassionate and capable individual, ready to engage positively with the world around them.



## WHAT WE DO



Storyybrook is a specialist SEMH provision for primary-aged pupils whose main barrier to learning is social, emotional and mental health. Our trauma-informed and relational approach recognises behaviour as communication, with strong relationships at the heart of school life.

We provide a structured, nurturing environment where pupils feel safe, supported and able to re-engage with learning through a consistent approach of regulate, relate, repair and reflect.



# EXAMPLE TIMETABLES

## KS1

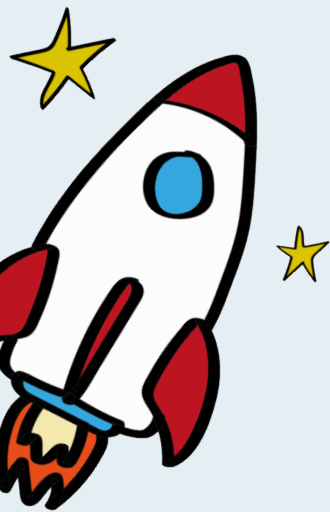


| Time          | Activity                                                                              | Focus / Purpose                                                                                                                |
|---------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| 8.45 – 9.00   | Soft Start / Regulation / Routines                                                    | Emotional readiness, transitions, relational safety                                                                            |
| 9.00 – 9.30   | Phonics / Reading                                                                     | Phonics/ Reading                                                                                                               |
| 9.30 – 10.30  | Core Learning Block                                                                   | Maths                                                                                                                          |
| 10.30 – 10.45 | Break / Regulation Reset                                                              | Break                                                                                                                          |
| 10.45 – 11.45 | Integrated Curriculum (IC) Block<br>Writing Focus (spelling and grammar; handwriting) | Thematic delivery – Lead Subjects / Applications with key links to English NC                                                  |
| 11.45 – 12.00 | Foundational Skills/ Vocabulary / Oracy                                               | Vocabulary, Inference, Prediction, Explanation, Sequence / Summarise                                                           |
| 12.00 – 12.45 | Lunch / Regulation / Social Development                                               | Structured social & regulation time                                                                                            |
| 12.45 – 1.45  | Integrated Learning Extension/ Integrated Knowledge Application                       | Science (weekly), History/Geography (weekly), Computing, Art/DT and Music delivered through a planned and sequenced curriculum |
| 1.45 – 2.00   | Regulation / Reset / Transition Support                                               | SEMH regulation protection                                                                                                     |
| 2.00 – 3.00   | Protected Entitlement Block                                                           | PSHE/RSE, RE and PE (PE taught twice weekly)                                                                                   |
| 3.00 – 3.15   | Reflection / Assembly / Community Time                                                | Projects, application, independence, creativity                                                                                |

## KS2

| Time          | Activity                                                                                                                               | Focus / Purpose                                                                                                                 |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 8.45 – 9.00   | Soft Start / Regulation / Routines                                                                                                     | Emotional readiness, transitions, relational safety                                                                             |
| 9.00 – 9.30   | Phonics / Reading                                                                                                                      | Phonics/ Reading                                                                                                                |
| 9.30 – 10.30  | Core Learning Block<br>(Reasoning, problem solving and fluency)                                                                        | Maths                                                                                                                           |
| 10.30 – 10.45 | Break / Regulation Reset                                                                                                               | Break                                                                                                                           |
| 10.45 – 11.45 | Integrated Curriculum (IC) Block<br>Writing Focus (extended writing, writing across subjects, stamina and editing skills)              | Thematic delivery – Lead Subjects / Applications with key links to English NC                                                   |
| 11.45 – 12.00 | Foundational Skills/ Vocabulary / Oracy                                                                                                | Vocabulary, Inference, Prediction, Explanation, Sequence / Summarise                                                            |
| 12.00 – 12.45 | Lunch / Regulation / Social Development                                                                                                | Structured social & regulation time                                                                                             |
| 12.45 – 1.45  | Integrated Learning Extension/ Integrated Knowledge Application<br>(delivered through a planned, sequenced and progressive curriculum) | Science (weekly), History/Geography (weekly), Computing*, Art/DT and Music delivered through a planned and sequenced curriculum |
| 1.45 – 2.00   | Regulation / Reset / Transition Support                                                                                                | SEMH regulation protection                                                                                                      |
| 2.00 – 3.00   | Protected Entitlement Block                                                                                                            | PSHE/RSE, RE and PE (PE taught twice weekly)                                                                                    |
| 3.00 – 3.15   | Reflection / Assembly / Community Time                                                                                                 | Projects, application, independence, creativity                                                                                 |

\* To include: online safety, data handling, coding concepts



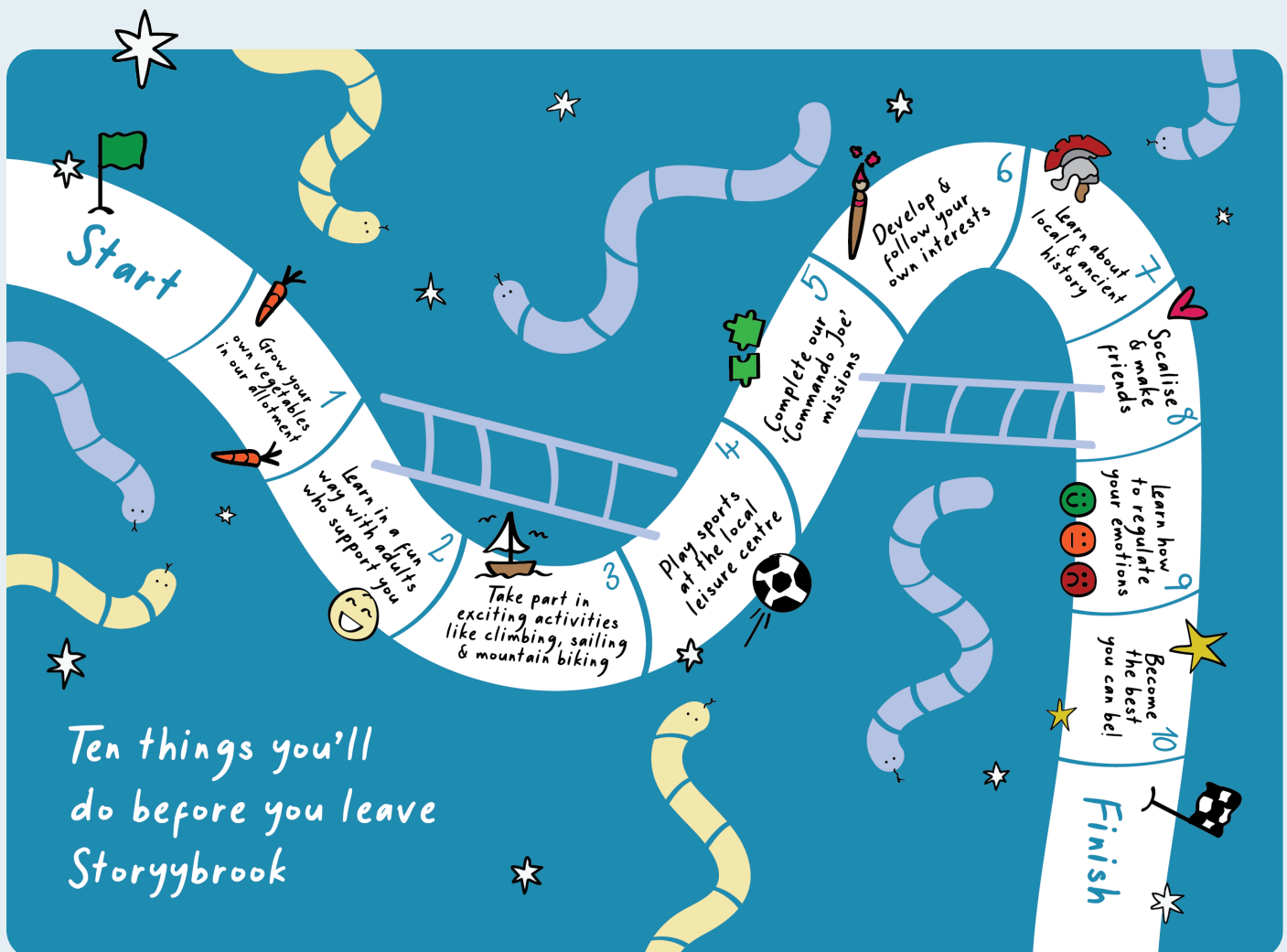
# OUR CURRICULUM



Our curriculum focuses on meeting the individual needs of each child through therapeutic and academic approaches.

At Storyybrook, we are committed to providing high-quality education and opportunities for all pupils and families, regardless of background, identity or need. We strive to create a culture of inclusion where everyone feels valued, respected and able to participate fully in school life.

We work hard to remove barriers to learning and ensure every pupil feels represented, supported and able to succeed. Through a nurturing and aspirational environment, we help children with SEMH needs build confidence, thrive in education and reach their full potential.



# SEN STUDENT SUPPORT



Storyybrook is a specialist SEMH provision for primary-aged pupils who require a supportive and therapeutic approach to education. We provide a calm, structured environment where children are encouraged to feel secure, build positive relationships and develop the confidence to engage in learning.

We are committed to creating an inclusive and nurturing school community where every child is recognised as an individual. Through high-quality support, strong relationships and meaningful opportunities, we help pupils strengthen their emotional wellbeing, grow in independence and achieve positive outcomes for the future.

## TEACHING STRATEGIES

A variety of teaching strategies are employed to meet a diverse range of needs and may include the following:



Small Sessions

Adaptive Teaching

Keep Up & Catch Up

Oracy & Communication

Retrieval Practice

Co-Regulation

Emotional Regulation

Safe Environments

Disciplinary Thinking

Functional Skills

Therapeutic Activities

Explicit instruction

Experiential Learning

Movement Breaks

Life Skills & Bridging Gaps

Integrated Curriculum

Range of Recording

Relationships First

Preparing for the Future

Independence

Belonging & Inclusion

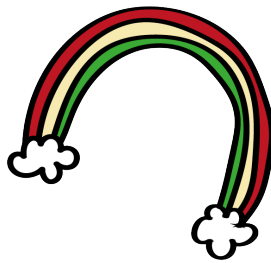
# PERSONAL DEVELOPMENT

At Storyybrook, personal development is woven into every aspect of school life. We support pupils to grow in confidence, resilience and independence, helping them to develop the skills they need for both academic success and life beyond the classroom.

Through enrichment opportunities, strong pastoral support and meaningful relationships, pupils are encouraged to collaborate, communicate and reflect. By developing self-awareness, responsibility and confidence, we help every child build positive relationships, believe in their potential and prepare for future opportunities.



# ADMISSIONS



Storyybrook supports primary-aged pupils with Social, Emotional and Mental Health (SEMH) needs through a trauma-informed and relational approach. We provide a structured environment built on the principles of regulate, relate, repair and reflect.



## STEP 1

All referrals are made through the Local Authority, usually as part of the EHCP process.



## STEP 2

Our Leadership Team reviews referrals and may request further information if needed.



## STEP 3

If appropriate, we gather further information about the child.



## STEP 4

Where appropriate, families are invited to visit the school and meet staff.



## STEP 5

After a thorough review, we will confirm if the placement is suitable or not.



# CONTACT DETAILS

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