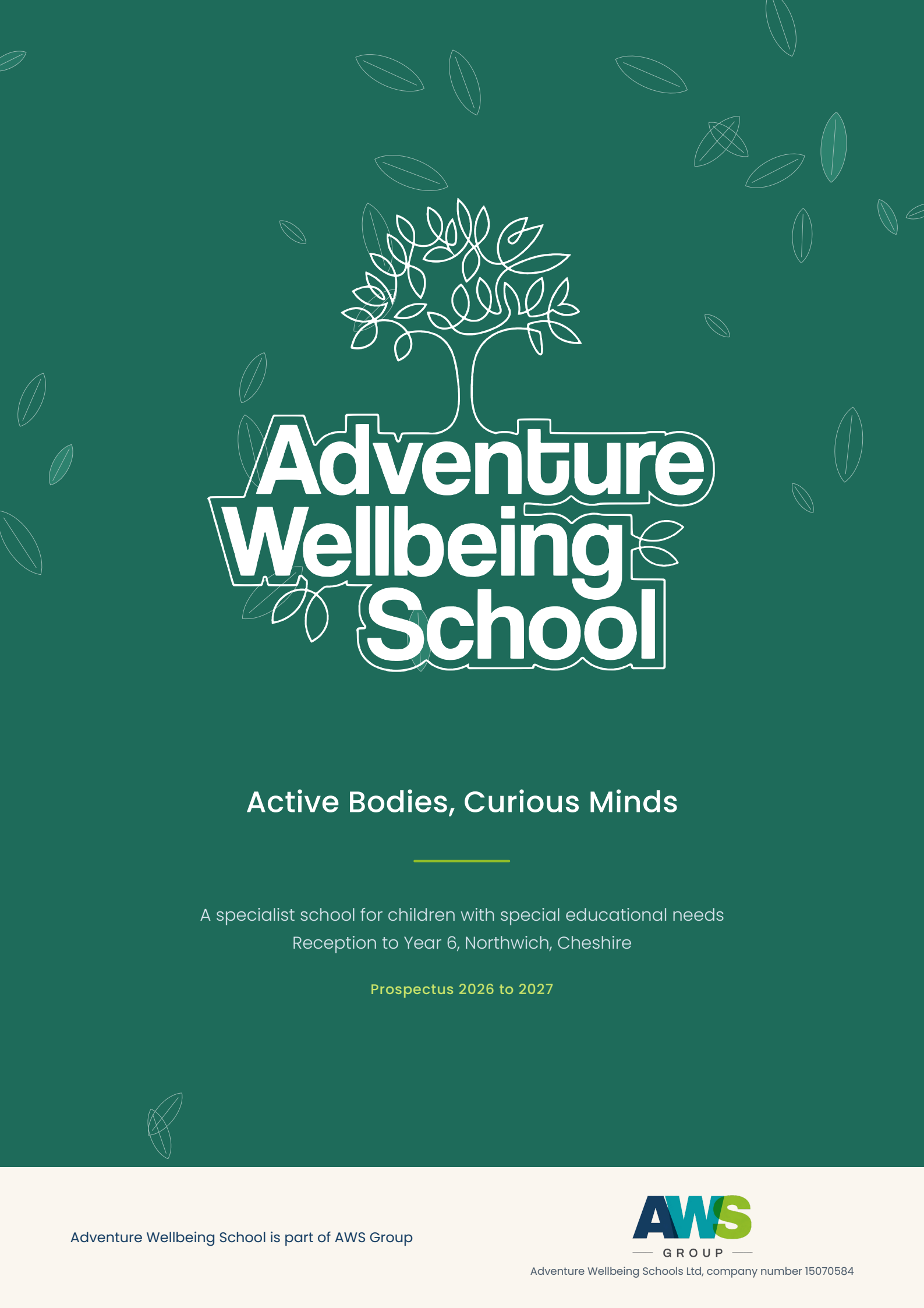




Adventure Wellbeing School

Active Bodies, Curious Minds

A specialist school for children with special educational needs
Reception to Year 6, Northwich, Cheshire

Prospectus 2026 to 2027

Adventure Wellbeing School is part of AWS Group



Adventure Wellbeing Schools Ltd, company number 15070584

Welcome to our school.



Thank you for taking the time to find out about Adventure Wellbeing School. Whether you are a parent or carer, or a professional supporting a family, we hope these pages give you a clear sense of who we are and what a day here feels like.

We are a specialist school in Northwich for children from Reception to Year 6. Every child here has an Education, Health and Care Plan, and every child is known well by the adults around them.

Many of our children arrive after a difficult time in education. Some have been out of school for a while. Our first job is to help them feel safe, settled and ready to learn, because nothing meaningful happens until that is true.

We call ourselves a wellbeing school and we mean it. Wellbeing is not a lesson on a Thursday afternoon. It shapes how we plan, how we teach, how we talk to children and how we work with families. Around it sits an ambitious, carefully sequenced curriculum matched to each child's stage rather than their age, and a team of teachers, support staff and therapists who work together every day.

The best way to understand the school is to visit. You will be very welcome.

The Adventure Wellbeing School team

Inside

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Pupils arrive at school eager to start each day. Staff know pupils well.

Ofsted, April 2026

Our first inspection found the expected standard in every area, with all eight independent school standards met and safeguarding standards met. What Ofsted saw is on page 12.

A wellbeing school.

What that means every day.

Every child, whatever their needs, background or previous experience of school, deserves an education that is meaningful, enriching and empowering. That belief is the whole reason the school exists.

We combine academic ambition with compassionate care. The curriculum is adapted, accessible and emotionally intelligent, and therapy, sensory support and emotional regulation are woven through each child's day rather than added on at the edges.

At the heart of everything are trusting relationships. Progress is celebrated in every form it takes, whether that is a first word read, a calmer morning, a new friendship or a step towards the next stage of education. Pupil voice, family partnership and staff expertise carry equal weight in a shared journey towards growth and independence.

As a wellbeing school we plan around the NHS's Five Ways to Wellbeing. They are not a poster on the wall: they are the five things we make sure happen for every child, every week.

Whether a child is learning to read their first word, regulate their emotions, build friendships or take steps toward a future transition, we walk beside them, equipped with patience, skill and belief in their potential.

Connect



Belonging comes first. Warm, consistent relationships with staff and with other children, and the daily experience of mattering to someone.

Be active



Bodies that move learn better. Forest School, specialist PE, time outdoors and sensory play are built into every week, not saved for a treat.

Take notice



Noticing the world, and noticing yourself. Seasons, weather and wildlife on the one hand; recognising your own feelings on the other.

Keep learning



Curiosity is the engine. New skills, real places, real tasks, and small wins celebrated in ways each child can understand.

Give



Kindness that connects. Helping a friend, caring for animals, contributing to the class and the wider community.

Through the range of activities on offer, and within the curriculum, pupils learn to value what makes them unique and special.

Ofsted, April 2026

Who we're for.

We are a specialist school for children from Reception to Year 6 who have an Education, Health and Care Plan and need more than a mainstream classroom can offer.

Children who join us have a wide range of needs. Many are autistic. Many have complex communication, sensory or learning needs, and many have found previous settings overwhelming. Some arrive with significant gaps in their education. What they share is a need for small groups, consistent adults, a calm and predictable environment, and teaching pitched precisely at where they are.

Classes are small and, within each key stage, grouped by developmental stage rather than by year group, so a child works alongside peers at a similar point in their learning. Staffing is generous by design: depending on the pathway, there is at least one adult for every two, three or four children, and no class has more than eight.

Places are arranged with local authorities, who know us well, and we involve them in the decisions that matter, from the first referral to the choice of pathway and every annual review.

Because staff know each child so well, they notice early when a child needs help and step in before a small difficulty becomes a big one. Most children settle quickly, build supportive relationships with staff and develop positive attitudes to learning, including regular attendance where it had previously broken down.

Some pupils who attend the school have significant gaps in their previous education. At this school, they develop secure learning habits, including regular attendance.

Ofsted, April 2026

R to 6

Reception to Year 6, ages four to eleven

6 to 8

children in a class, never more

1 adult 4

for every two children on our Informal pathway, and never fewer than one for every four

pathways: EYFS, Informal, Semi-Formal and Formal, matched to stage not age

What every child gets, on every pathway

- ✓ Speech and language, occupational therapy and educational psychology oversight
- ✓ Access to Cubbie, our calm room and sensory rooms
- ✓ Weekly Forest School and specialist PE
- ✓ Breakfast, a mid-morning snack and a hot two-course lunch
- ✓ Regular visits out, in our own minibuses
- ✓ Wellbeing tracked and reviewed, not guessed at

Keeping the classrooms small so the children get the support they need.

Parent, on what the school does well

Stage, not age.

Our curriculum is ambitious for every learner because it matches teaching to where a child actually is in their development, not to the year they were born.

Within each key stage, children are grouped into classes by developmental stage rather than by year group, so a class may include children from more than one year. What we never do is mix key stages. A Key Stage 1 child is not placed with Key Stage 2 children, and vice versa, because every child is entitled to the curriculum for their key stage whatever their developmental stage. A Year 4 child on any pathway will learn about the Romans in history; what changes is the level it is pitched at and how it is taught. That is what the curriculum cycles are for.

Three things work together to make this possible.

Five Ways to Wellbeing

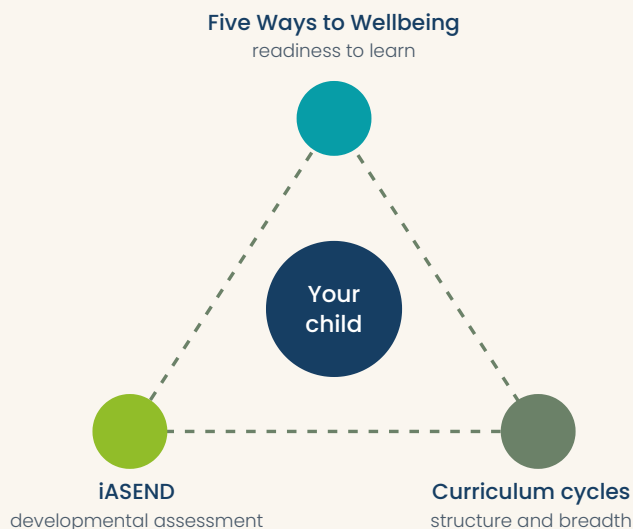
Connection, engagement, confidence and readiness to learn come first, because without them progress is not meaningful. This is the wellbeing school part, and it underpins all learning.

iASEND

A developmental assessment framework designed for children with special educational needs. It is how we understand each child's stage, set precise next steps and measure progress. We assess children against meaningful developmental progress, not against how many topics they have covered.

Curriculum cycles

Structure and breadth. A one-year cycle in the early years, a two-year cycle in Key Stage 1 and a four-year cycle in Key Stage 2, so that every child meets their full curriculum entitlement over time, whichever pathway they are on.



How decisions about moving between pathways are made

A child is considered for the next pathway, from Informal to Semi-Formal, or from Semi-Formal to Formal, when they show sustained progress against their iASEND targets. The decision also weighs how consistent that progress has been, the child's wellbeing scores, their regulation and engagement, their attendance, and the judgement of the staff who teach them. Families and the local authority are part of the conversation, and movement works in both directions if a child needs more support for a time. The outcomes in each child's Education, Health and Care Plan run through everyday teaching, not a folder.

Pupils learn key content in an order that makes sense to them. They have many opportunities to revisit previous learning to deepen their understanding.

Ofsted, April 2026

Growing, at their own pace.

Our phases are named for how a tree grows, because that is how learning happens here: from the ground up, at the pace that is right for each child, and never in a straight line. Every phase builds engagement, communication and independence.



Seeds

EYFS and Informal pathways

Early engagement, sensory awareness and emotional regulation. Building trust and sensory curiosity.

EYFS pathway

Seeds

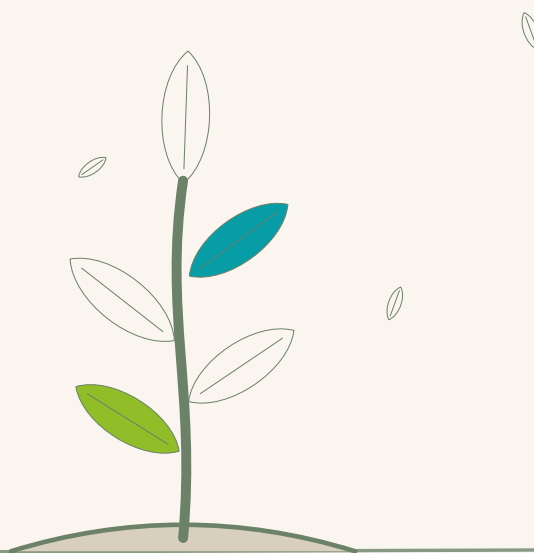
Seedlings

Play-based and developmentally appropriate learning across the Early Years areas, with a strong emphasis on communication and interaction, sensory regulation, early cognition and physical development. Phonics is taught where it is right for the child, and stories, rhymes and predictable routines shape the day.

Class up to eight children, at least one adult for every three

Progress seen in an individual provision map and iASEND

Alongside early communication support, sensory and developmental programmes, Cubbie



Seedlings

EYFS and Semi-Formal pathways

Communication foundations and shared attention. Structured routines, repetition and visual supports.

Informal pathway

Seeds

For children with the most complex communication, cognition and sensory needs. Highly individualised, relationship-led and sensory-based learning through the EQUALS Informal curriculum: intensive interaction, sensory play, cause and effect, and building the trust and curiosity that everything else grows from.

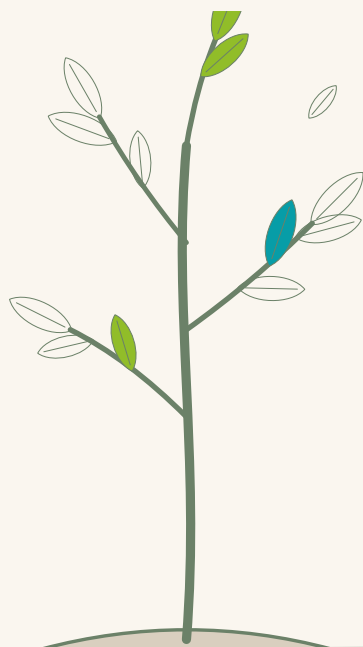
Class up to six children, one adult for every two

Progress seen in iASEND, floor books, photo journals and sensory exploration records

Alongside daily Cubbie programmes, regular direct speech and language and occupational therapy, individual communication systems and AAC, educational psychology review, intensive sensory regulation support

Four pathways run through the phases. Which one a child follows is decided with the family, the local authority and our multidisciplinary team, anchored in the child's Education, Health and Care Plan, and reviewed as they grow.

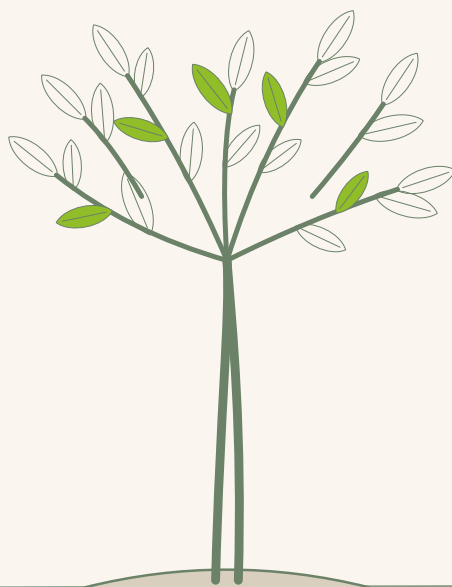
Four pathways. One school.



Saplings

Formal pathway

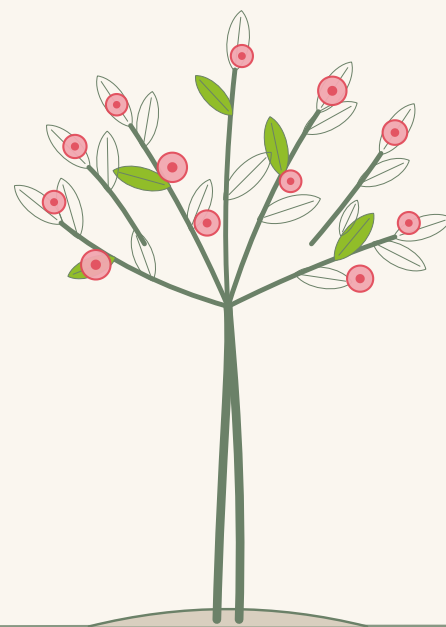
Functional exploration and independence. Practical subject learning and early problem solving.



Trees

Formal pathway

Consolidating learning and applying it in real-life contexts through cross-curricular projects.



Blossom

Where the journey leads

Responsibility, independence and community participation, ready for what comes next.

Semi-Formal pathway

Seedlings

The bridge between informal and subject-based learning, through the EQUALS Semi-Formal curriculum. Structured routines, repetition and visual supports build early literacy, early numeracy, functional communication, shared attention and independence, alongside topic-based learning and PSHE.

Class up to six children, at least one adult for every three

Progress seen in iASEND, floor books and personal development records

Alongside regular direct speech and language therapy, targeted occupational therapy, educational psychology review, ELSA, social communication and regulation support

Formal pathway

Saplings

Trees

Blossom

A broad, subject-based curriculum aligned to National Curriculum expectations and adapted for a specialist setting: English including phonics and guided reading, maths through White Rose, science, history and geography, PSHE and RE, computing and design technology, art, music, PE and languages, taught through themed schemes of work on rolling cycles with knowledge organisers linking each topic to the child's iASEND targets.

Class up to eight children, one adult for every three or four depending on need

Progress seen in subject books, floor books and iASEND

Alongside ELSA, educational psychology consultation, speech and language and occupational therapy matched to need, block building therapy, drawing and talking

The right support, at the right time.

Therapy built into the day

Our therapeutic services are delivered in partnership with bMindful Psychology, whose speech and language therapists, occupational therapists and educational psychologists work alongside our teachers rather than in a separate building. Regular multidisciplinary team meetings bring school, therapists and families together around shared goals for each child.

Every child has speech and language, occupational therapy and educational psychology oversight as a baseline. Where a child's plan asks for direct, scheduled sessions, individual communication systems, an intensive sensory programme or ongoing psychological assessment, that is what they get.

Emotional literacy, every day

A full-time emotional literacy support assistant is part of our team, and children have access to ELSA support, individually or in small groups, where it is needed. Alongside this we offer block building therapy, drawing and talking, social communication groups and CBT-informed support, matched to what each child needs. Some children also work with The Youth Fairy, whose solution-focused therapists help children struggling with anxiety, anger, stress or low confidence, as an extension of our therapeutic services.

Wellbeing you can measure

Every child's wellbeing is tracked in the Wellbeing Portal, overseen by educational psychologists. Staff use the Leuven scales, an observational measure that works from the earliest years and for children who cannot yet tell us how they feel, and older children complete the Stirling scale themselves. Support is planned from evidence rather than hunch, and we can see whether it is working.

Spaces to regulate

Some moments in a school day are too much. When that happens a child needs somewhere to go and someone who knows what to do, so they can return to learning.

Cubbie

A smart sensory pod that delivers a personalised regulation programme in around ten minutes, then back to the classroom. Every child has access; children with the greatest sensory needs use it daily.

Calm room and sensory rooms

A quiet, low-stimulation calm room for a child who needs to step away with an adult alongside, and dedicated sensory rooms used for planned sensory diets as well as in the moment. Every classroom is equipped so staff can help a child settle where they are.

Outdoors

A dedicated early years outdoor area with sand and water play. A large all-weather playground with room to ride bikes, plus swings and climbing frames. A trim trail assault course. A Forest School area with a mud kitchen. A sensory music zone for play.

Intimate care

For children who need it, a specialist intimate care room, overseen by our SENCO with occupational therapy oversight from bMindful, supports each child towards being fully toilet trained as soon as they are ready, with their privacy respected throughout.

Staff make use of the wide range of sensory resources in the school to support pupils to regulate. Pupils learn to do this for themselves.

Ofsted, April 2026

Learning doesn't stop at the school gate.



Active bodies, curious minds. A large part of every child's week happens outdoors, in the community and with specialists who do one thing brilliantly. Each of these partnerships is here because the evidence says it works for children like ours.

Forest School

with Wellness in the Wild, every class, all year, all weathers

Muddy hands, calmer minds. Every class has Forest School sessions led by a qualified primary teacher with more than ten years' experience. Exploring, building, noticing and playing in woodland right through the seasons, and the confidence that comes from managing real challenges in a safe way.

Children who attend Forest School describe themselves as calmer, happier and less bored, and cooperate better with others.

Higher Farm

with Higher Farm Education, in the Cheshire countryside

Weekly visits to an award-winning equine centre where children care for horses and other animals, learn routines that build reliability and empathy, and grow in confidence outdoors. For many children this is the highlight of the week.

Time with animals has been shown to lower anxiety and stress, increase motivation and engagement, and build self-esteem in children with SEND.

My child has come on leaps in his reading and general school work. I love that they take the children out to the farm and football and other places.

Parent

Specialist PE

with Crewe Alexandra in the Community, every child, every week

PE is delivered by the professional coaching team at Crewe Alexandra Football Club, working to our own PE curriculum at the club's facilities. Movement, teamwork, resilience and a lot of fun, taught by people who coach for a living.

Specialist-taught PE raises children's activity levels during lessons and develops their movement skills more effectively.

Out and about

in our own minibuses, all day, every day

Our minibuses take children into parks, woods and towns across Cheshire, and every class goes on an educational visit each half term. New people and new places for connection, walking and exploring to be active, real tasks to keep learning, seasons and wildlife to take notice of.

Teachers report children are more engaged with learning outdoors and see a positive impact on behaviour.

This important work enables pupils to engage in wider activities across the curriculum, such as visits to the local farm.

Ofsted, April 2026

A day with us.

8.30	●	Arrival	Staff meet children at the door and help them move calmly into school, with time for anyone who finds it hard. The register closes at 8.45.
Breakfast	●	Breakfast club	Something to eat for anyone who wants it, and a chance to settle before learning begins.
Morning	●	Pathway learning	Predictable sessions matched to each child's pathway: play-based learning in the early years, EQUALS-based learning in Informal and Semi-Formal classes, subject lessons in Formal classes, with regulation breaks built in.
Break	●	Fresh fruit and healthy snacks	Provided every day.
Late morning	●	Therapy and interventions	Speech and language and occupational therapy sessions, ELSA, block building therapy, Cubbie programmes and sensory time, running alongside pathway learning rather than instead of it.
Lunch	●	A hot two-course lunch	Cooked fresh each day in partnership with apetito: a vegetarian and a non-vegetarian main plus dessert, with free-from, cultural and texture-modified options from the same kitchen so no child feels different.
Afternoon	●	Out and about, or in	Forest School, PE at Crewe Alexandra, Higher Farm, a minibuss trip or themed learning in class.
2.30	●	Home time	Time to reflect on the day and get ready for the journey home.

Classes named after trees

Oak, Willow, Hazel, Maple, Birch and their neighbours. Each class is a settled group with the same adults every day, so children can relax enough to learn.

Food is part of the care

Breakfast, a snack and lunch are provided for every child, every day. Menus are developed by apetito's chefs with their in-house dietitian, and our own school chef caters for each child's dietary requirements. We are a nut-free school.



apetito is an Independent Schools Association Gold Preferred Supplier.

She asks to go to school all weekend and holidays. My little girl couldn't be happier and couldn't have better people around her.

Parent

Pupils benefit from well-thought-out systems and routines. Staff value these while recognising that, for some pupils, additional flexibility is required.

Ofsted, April 2026

Calm, connected, ready to learn.

Our approach to behaviour is relational. It starts with understanding, because behaviour is communication, and most of our children are telling us something they cannot yet say.

A team whose job is relationships

Our Relational Support Manager and Relational Support Lead work across the school, alongside class teams, to understand what sits behind a child's behaviour and to plan support that actually helps. Staff are trained in CPI Safety Intervention by our own on-site instructor, with the emphasis firmly on prevention and de-escalation.

Learning to regulate, then doing it yourself

Staff recognise early when a child needs help with their emotions, and they know that child well enough to know what works. Over time children learn to notice their own feelings, to use the strategies and spaces that help them calm down, and to ask for help in ways that suit them, including picture icons for children who find words hard. This is what allows them to remain calm and engage in learning, and to cope with situations outside school that used to be overwhelming.

Friendship

Bullying is very rare. Staff help children form warm relationships with each other and understand what it means to be a good friend. When something goes wrong, we repair it together.

Staff skilfully recognise when pupils need additional help to manage their emotions. Over time this helps pupils to remain calm and engage in learning.

Ofsted, April 2026

Understanding how change can affect his behaviour, and remaining open to adapting his day-to-day experience, whether that's his class, the staff supporting him or how his day is structured, really shows the school's commitment to creating the best possible environment for him to learn and feel settled.

Parent

The teachers go above and beyond to ensure they remain well regulated.

Parent

What this looks like in practice

- The same adults, every day, who know the child
- Predictable routines with room for flexibility
- Visual supports, now-and-next, and clear language
- Regulation breaks planned into the day, not earned

What Ofsted found.

Inspected 21 April 2026

Our first standard inspection, under Ofsted's renewed framework, found the school at the expected standard in every evaluation area.

- ✓ Achievement
- ✓ Attendance and behaviour
- ✓ Curriculum and teaching
- ✓ Early years
- ✓ Inclusion
- ✓ Leadership and governance
- ✓ Personal development and wellbeing

8 of 8

independent
school standards
met

Met

safeguarding
standards

The full report is at reports.ofsted.gov.uk,
reference number 151622.

Ofsted found that parents and carers *praise the school for the impact on their children's personal development. They recognise how the school supports their children to build confidence and independence and how this impacts positively on wider family life.*

Ofsted, April 2026

In the inspectors' words

Children in the early years get off to a great start.

Inspectors found that pupils make progress from their starting points and, in their words, *achieve well.*

Pupils develop socially and emotionally, as well as academically.

Staff know pupils well as individuals. They take the time to get to know pupils when they first join the school.

Staff comment about the positive school culture and how this helps them to feel part of a supportive team acting in the best interests of pupils.

Pupils learn to make choices, share opinions and make their voice heard.

Safeguarding

Ofsted found an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. Our Executive Headteacher is the Designated Safeguarding Lead, supported by three deputies, and one of them is available whenever the school is open.

Training is built around our children, including those who find it hard to communicate a worry in words, and children are given accessible ways to tell us when something is wrong. Staff model safe use of the internet and help children recognise unsafe situations. Recruitment follows safer recruitment practice in full.

Safeguarding is scrutinised by an independent safeguarding governor with no line-management link to the school, and tested by an external safeguarding audit arranged independently of the leadership team.

Parents and carers are part of the team.

Choosing a school for your child is one of the most important decisions you will make for them. We involve the whole family from the first conversation, and we keep involving you.

You will hear from us often, and not only when there is a problem. Staff share meaningful information about your child's progress and help you support the same things at home. Where a child has previously had a hard time at school, we work with the family to rebuild a positive relationship with school itself.

We operate an open-door policy. If something is worrying you, however small, tell us. If attendance is difficult, we treat it as something to solve together, building the relationship first and celebrating every improvement.

Local authorities are part of the team too

Places are arranged with local authorities and we work closely with SEND teams throughout: at referral, when a pathway is chosen, at every annual review, which we hold with the family and the professionals who know the child, and whenever a child's needs change. We would always rather have a caseworker in the room than a form in the post.

Every parent and carer who responded to our most recent questionnaire agreed their child is making progress, feels safe and has their needs understood, and would recommend the school.

Staff know him so well and he loves being there. It puts my mind at ease.

Parent

She is happy to come to school, she is happy when she is there, and she gets out into the community a lot. It's everything I wanted in a school.

Parent

The school has the perfect balance and setting of education whilst nurturing every child's needs.

Parent

Parents are particularly proud of how the school supports their child to be able to cope in different situations. For example, pupils regulate their emotions more effectively during family activities outside of school.

Ofsted, April 2026

The people your child will know.

Everyone who works here chose to work with children who need them to be patient, skilled and consistent.

Class teams are led by qualified teachers, most with specialist experience, working with higher-level teaching assistants, learning support assistants and teaching assistants who know each child well. Around them are our full-time emotional literacy support assistant, our relational support team, our school chef, the bMindful therapists who are in school every week, our Forest School leader and the coaches from Crewe Alexandra.

Training is planned around our children: safeguarding, safety intervention and de-escalation, communication approaches, sensory needs and the specific vulnerabilities of the children on roll. Ofsted found that staff feel well supported and describe a positive culture in which they feel part of a team acting in children's best interests.

How the school is governed

Adventure Wellbeing School is part of AWS Group. The Proprietor is accountable for meeting the independent school standards, and an advisory Governing Body with an independent Chair, who is also the Safeguarding Governor, scrutinises the school on behalf of children and families.

The amount of effort and dedication they have towards my son is amazing, and I feel he feels it's a really safe place for him.

Parent

Leadership team

- Proprietor and Director of Education
- Executive Headteacher and Designated Safeguarding Lead
- Head of School and SENCO
- Deputy Headteacher
- Relational Support Manager
- Relational Support Lead
- Operations Lead

Pathway leads

- Early Years Lead
- Informal Pathway Lead
- Semi-Formal Pathway Lead
- Formal Pathway Lead

The proprietor has taken care to appoint a range of leaders with experience of the specific needs of pupils at this school.

Ofsted, April 2026



The practical things.

The school day

Please arrive by 8.30am. The register closes at 8.45am and a child arriving after that receives a late mark. Breakfast club runs from arrival.

Uniform

A polo shirt and a jumper are provided when your child joins. Speak to the school office about additional items.

Medication

If your child needs medication during the day, we will ask you to complete a medication form so that it is given correctly by one of our paediatric first aid trained staff. All medication is stored securely.

Appointments

Where possible, please arrange medical and dental appointments outside school time. If that is not possible, let the office know in advance so we can record it.

Term dates

We follow Cheshire West and Chester Council's school term and holiday dates, published on the council's website and on ours.

Food and allergies

Breakfast, a mid-morning snack and a hot two-course lunch are provided every day, with vegetarian, free-from and texture-modified options. We are a nut-free school, so please do not send nuts in.

Reporting an absence

Please call the school office on 01606 662 291 before 8.45am. After a stomach bug or sickness, children should stay at home for 24 hours after the last bout to prevent the spread of infection.

Finding us

Adventure Wellbeing School, Sherwood House, Gadbrook Park, Northwich, Cheshire, CW9 7TN.

Most pupils attend school well. Leaders make it clear that attendance is a whole-school responsibility.

Ofsted, April 2026

My son is happy in school and is making progress.

Parent

Our partners

Arranged through AWS Group, so that every school in the group has the same specialist input.

bMindful Psychology

Speech and language therapy, occupational therapy and educational psychology

Wellness in the Wild

Forest School for every class

Crewe Alexandra in the Community

Specialist PE for every child, every week

Higher Farm Education

Weekly learning with animals in the Cheshire countryside

apetito

Fresh two-course lunches, breakfast club and snacks

Cubbie

The smart sensory pod, on site for every child

The Youth Fairy

Solution-focused therapy for anxiety, anger, stress and low confidence

The Wellbeing Portal

Wellbeing tracking for every child, overseen by educational psychologists

We are always growing, and always keen to connect with local businesses and organisations that could add something to our children's week. If that might be you, we would love to hear from you.

Come and see us. You will be very welcome.

The best way to understand the school is to visit. Parents and carers, and the professionals who support them, are welcome to come and talk to us about how we work.



Referrals

Children who join us usually have an Education, Health and Care Plan. Referrals come to us from families and from local authorities. To start a conversation, email our referrals team with the latest version of your child's plan and we will get back to you within three working days. Everything you send is treated as confidential.

referrals@awschools.com

Get in touch

Adventure Wellbeing School
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Northwich, Cheshire, CW9 7TN

Phone 01606 662 291

Email head@awschools.com

Web awschools.com

Instagram [@adventurewellbeingschool](https://www.instagram.com/adventurewellbeingschool)

X [@awschoolsltd](https://twitter.com/awschoolsltd)

Our policies and our latest Ofsted report are published at awschools.com.

Active Bodies, Curious Minds

Connect

Be active

Take notice

Keep learning

Give