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## 1. Statement of intent

Wider Ambition recognises its duty to ensure that its premises are fit for purpose and comply with regulatory standards.

Wider Ambition allocates appropriate resources to maintaining premises in a good physical condition, to ensure safe and continuous operations

The suitability of premises for the specific needs of students with autism, anxiety and related conditions and for wider curriculum and management needs is regularly reviewed.

As part of our approach to minimising student anxiety, we are committed to avoiding creating an environment which feels like a conventional school and maintaining a low-sensory environment at Wider Ambition settings.

## 2. About our policies

- 2.1. Our policies have been developed to comply with all relevant legislation and associated guidance. Policies will be updated periodically as necessary.

- 2.2. Our policies are inter-related and are intended to be read, understood and used collectively.
- 2.3. All staff and governors are expected to be familiar with and abide by our policies.
- 2.4. The School Administrator is responsible for ensuring volunteers and visitors are familiar with any policies which are relevant to their involvement and for taking reasonable steps to ensure compliance.
- 2.5. By accepting and maintaining a placement at a Wider Ambition setting, parents agree to support the ethos and policies. Parents are able to access these documents via the website, or by emailing the School Administrator.
- 2.6. The Headteacher is responsible for ensuring policies are implemented fairly, effectively, and consistently in each setting.
- 2.7. The Headteacher is responsible for identifying any training needs in relation to our policies. The School Administrator is responsible for arranging the required training. All staff are expected to engage in continuous learning and ongoing training appropriate to their roles.
- 2.8. The effectiveness of our policies and their implementation is monitored by the Governing Body. Unless otherwise stated, the Governing Body reviews each policy annually.
- 2.9. The Governing Bodies for Wider Ambition settings are provided by Governing for Ambition, an independent community interest company. The Governing Body uses its expertise to monitor the performance of each setting and to advise the Proprietor of any recommended actions. Responsibilities assigned to the Governing Body are limited to these advisory and accountability functions.
- 2.10. Wider Ambition Ltd is a subsidiary of Wider Plan Ltd. References to the Proprietor mean a Director of Wider Ambition or a senior representative from Wider Plan with delegated authority.
- 2.11. The Senior Leadership Team (SLT) includes the Proprietor, Pastoral Lead, Headteacher(s), Deputy Head(s), Quality of Education and Professional Development Lead, Leadership Assistants and any member of staff to whom responsibility is temporarily delegated by the Proprietor or Head(s).
- 2.12. All references to parents within our policies should be interpreted to include parent carers.

### 3. Roles and Responsibilities

3.1. The Governing Body is responsible for advising on the following areas and alerting Wider Ambition to any areas of weakness:

- 3.1.1. The accessibility and suitability of Wider Ambition settings for students, staff, and visitors with SEND.
- 3.1.2. The relevant health and safety and premises management legislation.

3.2. The Administration and Maintenance Team is responsible for:

- 3.2.1. Coordinating and supervising maintenance and repair work, including securing any external contractor where necessary.
- 3.2.2. Requesting the purchase of new equipment and resources for Wider Ambition.
- 3.2.3. In collaboration with the Headteacher, the day-to-day implementation and management of the stipulations outlined in this policy.
- 3.2.4. Identifying any maintenance and repair work.
- 3.2.5. Conducting an annual Health and Safety Audit.
- 3.2.6. Ensuring asbestos is managed in line with the Health and Safety Policy.
- 3.2.7. Checking Wider Ambition settings' compliance with the relevant health and safety and premises management legislation and reporting any issues to the Proprietor and the Governing Body.
- 3.2.8. Ensuring that hygiene is maintained at Wider Ambition settings, including that the appropriate drainage is in place.
- 3.2.9. The security of Wider Ambition settings as outlined in the Health and Safety Policy.
- 3.2.10. Conducting the relevant premises risk assessments.

3.3. The Headteacher is responsible for:

- 3.3.1. Ensuring the safety of Wider Ambition staff and students.
- 3.3.2. Reporting any issues with the premises to the School Administrator, the Proprietor and the Governing Body as appropriate.
- 3.3.3. Managing the relevant staff members who are responsible for the management of the premises.

## **4. Temperature**

4.1. The temperature of the teaching areas, communal areas and other rooms at Wider Ambition settings will, as far as practicable, be set to be comfortable for users who prefer cool temperatures, except where this would prevent other users from maintaining a normal body temperature without requiring excessive additional clothing.

4.2. Except where users prefer otherwise, the temperature of each area will be set at or above the following levels during school hours:

4.2.1. Areas where there is a normal level of physical activity associated with teaching, private study, or examinations: 21 °C.

4.2.2. Areas where there is a high level of physical activity, e.g. gym: 19 °C.

4.3. Air conditioning units are installed and maintained in areas which would otherwise be prone to reaching uncomfortably high temperatures. Fans will be provided for use in other areas as necessary.

4.4. Smart thermostats and thermostatically controlled air-conditioning units are used to maintain the above criteria. Staff and students are able to use these to change the temperature in individual rooms, but should not turn them off 'at the wall'.

## **5. Water**

5.1. The Facilities Assistant ensures that Wider Ambition settings' water supply meets the regulatory requirements by carrying out the necessary checks at appropriate intervals.

5.2. Wider Ambition settings have a clean supply of water for domestic purposes and all internal cold water taps supply drinking water.

5.3. Toilet facilities have an adequate supply of cold water; washbasins, sinks, and showers have an adequate supply of hot and cold water.

5.4. The Facilities Assistant will carry out regular checks to ensure that there is adequate drainage for hygiene purposes and for the disposal of wastewater and surface water – external drainage specialists will be called in should problems arise.

## **6. Toilets and Washing Facilities**

6.1. Toilet and washing facilities are planned to ensure that:

6.1.1. Hand washing facilities are provided within the vicinity of every toilet.

6.1.2. The facilities are properly lit and ventilated.

6.1.3. They are located in areas that provide easy access for students and avoid compromising the privacy of students.

6.2. Each toilet is situated in an individual room and is gender neutral by default; the use of toilet cubicles has been avoided in order to maintain privacy.

6.3. Residential-style soap dispensers are provided in the washrooms.

- 6.4. Baskets of facecloth sized towels are provided for drying hands in washrooms at Lokrum Fields to retain the residential feel without creating a hygiene risk.
- 6.5. Toilet paper will be as supplied to the residential market.
- 6.6. The Facilities Assistant will ensure that adequate supplies of the above are available for use in each bathroom.
- 6.7. Appropriate facilities are maintained for students who are ill, including space for medical or dental examination and a suitable place for the student to lie down where necessary, in a room which has or is adjacent to a washbasin.
- 6.8. Where a student needs to be isolated for infection control purposes, they wait outside or in any self-contained room which is not in use.

## 7. Lighting

- 7.1. Lighting is appropriate for a learning environment.
- 7.2. Where possible, natural lighting is used.
- 7.3. Fluorescent lighting and flickering lights are not used.
- 7.4. Variable and individual lights are available to enable the reasonable individual preferences of students to be met.
- 7.5. Adequate views are available to the outside, to ensure comfort and avoid eye strain.
- 7.6. Lighting controls are easy to use.
- 7.7. Blinds or other window covers are provided to avoid glare or excessive sunlight.
- 7.8. Where appropriate, double roller blinds are used to provide different levels of natural lighting in line with students' needs.
- 7.9. Vertical blinds and other window fittings which cause distinct light patterns will not be used.
- 7.10. External lighting is provided to ensure safe pedestrian movement after dark.
- 7.11. Emergency lighting is provided for areas which are accessible after dark and to mitigate risks associated with power cuts.

7.12. Coloured lighting is used in sensory areas and students using those areas are provided with a means of changing the lighting to suit their needs.

7.13. High gloss floors, wall finishes, and furnishings are minimised to avoid glare.

## **8. Acoustics**

8.1. Learning spaces are designed in a way to enable people to hear clearly, understand and concentrate.

8.2. Disturbance from unwanted noise is minimised wherever possible.

8.3. In learning spaces and communal areas, quiet versions of fidget toys and other sensory tools will be used where possible. Options for sensory seekers will be available in the sensory rooms.

8.4. The music room is located away from other learning spaces.

## **9. Furnishings and decoration**

9.1. The Pastoral Lead will ensure that the furniture and fittings are appropriately designed for the age and needs of all students registered at Wider Ambition settings.

9.2. There is a requirement at pre-16 Wider Ambition settings for furniture and fittings (including doors, door furniture, window coverings, carpets, hard flooring and lighting) to retain a residential feel, as part of our approach to minimising student anxiety. Items are purchased from retailers which supply the residential market, wherever this is a safe and effective approach.

9.3. We will consult with students and Governors prior to making any significant changes to our approach of purchasing residential-style furniture and fittings.

9.4. Students at Wider Ambition settings may be sensitive to unexpected changes in their surroundings. Therefore, wherever possible, changes will be minimised and carefully considered.

9.5. A variety of seating is provided to meet individual needs and preferences, including soft lounge-style seating, seating with adjustable heights and seating designed to provide proprioceptive input.

- 9.6. Blankets and soft furniture coverings are used to aid relaxation and provide sensory input. Blankets and soft coverings are cleaned regularly.
- 9.7. Internal décor at Wider Ambition settings has been carefully selected to reflect a residential, non-clinical feel and reflect our rural surroundings. We will consult with students and Governors prior to making any significant changes to internal décor.
- 9.8. Large television screens are used instead of whiteboards to display learning material in teaching sessions, to retain a residential feel.
- 9.9. Statutory information, for example relating to Health and Safety or Safeguarding, is displayed in a manner which we have assessed as being most accessible to students. Institutional-style displays are avoided.
- 9.10. In order to maintain a low-sensory environment, nothing is affixed to walls, windows, or furniture without prior permission from the Proprietor or Pastoral Lead.
- 9.11. Door furniture has been selected to minimise the risk of safeguarding concerns and reduce the likelihood of any student feeling inappropriately confined.
- 9.12. Wider Ambition settings offer specific sensory and relaxation zones to facilitate decompression and anxiety management so that students are able to learn effectively. We support sensory-avoiders in these areas by avoiding displays and minimising clutter. We support sensory-seekers by providing colour-changing lights, a range of fidget toys, textured materials, and varied seating.
- 9.13. The design and resourcing of the environment of Wider Ambition setting prioritises the needs of our core student cohort. When considering whether it would be reasonable to make an adjustment for a different disability, this priority will be held in mind.
- 9.14. We are committed to ensuring students and staff are safe in the event of fire. Fire signage and visible fire equipment are kept to a level which reflects a residential feel at Lokrum Fields and avoids creating a high-sensory environment at Chestnut Place, while remaining fully in accordance with professional advice.

## **10. Security**

- 10.1. The Facilities Assistant or, in their absence, the Headteacher, will make adequate security arrangements for the grounds and buildings, including, but not limited to, ensuring:
  - 10.1.1. Each building is securely locked and alarmed each night.

10.1.2. Lokrum Fields' perimeters are sufficiently secure.

10.2. Agricultural-style post and rail fencing is used to secure the perimeter of the Lokrum Fields premises, avoiding an institutional appearance to the site.

10.3. Wider Ambition's security arrangements are based on a risk assessment, which is regularly reviewed by the Governing Body, that explicitly considers the:

10.3.1. Location of the setting.

10.3.2. Physical layout of the site.

10.3.3. Movements needed around the site.

10.3.4. Arrangements for receiving visitors.

10.3.5. Staff/student training in security.

## **11. Maintenance**

11.1. The Administration and Maintenance team will ensure that there is a satisfactory standard and adequate maintenance of decoration by implementing Wider Ambition's planned maintenance programme.

11.2. The Facilities Assistant will ensure that Wider Ambition buildings provide reasonable resistance to penetration by rain, snow, wind, and moisture from the ground by conducting regular visual checks.

11.3. Most maintenance work will take place during holiday periods, but smaller tasks may be completed during term time.

11.4. The Proprietor will ensure that, in terms of the design and structure of buildings, no areas of Wider Ambition settings compromise health or safety.

11.5. The Administration and Maintenance team will ensure that Wider Ambition premises are subject to regular health and safety checks, including the statutory and best practice checks outlined in the premises management spreadsheet.

## **12. Asbestos**

12.1. An asbestos survey has been undertaken and has confirmed that there is no high-risk asbestos present at any Wider Ambition setting.

12.2. The asbestos survey will be shared with any relevant maintenance or building contractors.

## **13. Grounds**



- 13.1. Wider Ambition settings benefit from rural surroundings and attractive outdoor areas, which contribute to anxiety management strategies.
- 13.2. Students will have easy access to the outdoors in all weathers, except where the adult with responsibility considers that this would place a student or member of staff at risk of harm.
- 13.3. The condition of the grounds, including outdoor play equipment and outdoor furniture will be visually assessed daily by the Facilities Assistant or by another member of staff to whom responsibility has been delegated by the Headteacher. Deficiencies will be addressed as swiftly as reasonably practicable.
- 13.4. Play equipment will be well-maintained and assessed by external advisors as appropriate.
- 13.5. Mowing will take place outside school hours wherever practicable.
- 13.6. Trees and hedging will be well-maintained.
- 13.7. Outdoor learning and play activities will be encouraged and appropriately risk assessed.
- 13.8. The Headteacher will ensure that there are appropriate arrangements outside for students to exercise safely.