

## Introduction

This document records the core principles underlying the ethos and operation of Wider Ambition settings, as agreed by the Founding Team prior to the schools coming into existence.

## Student profile

Wider Ambition settings are for students who:

- Have a diagnosis of autism or present with characteristics consistent with autism, or present with SEMH needs such as anxiety, sensory needs or low mood which may be co-morbid with autism.
- Have the academic ability to follow an age-appropriate curriculum although may have gaps in their learning, for example due to school absence or failed placements.
- Are unable to successfully access mainstream education, for example due to difficulties with class sizes, moving around the building, the sensory environment, interpersonal difficulties or variability of staffing.
- Are unlikely to display challenging behaviour which would impact on other students or themselves.
- Have, or are being assessed for, an EHCP.
- Need a supportive, flexible and nurturing learning environment.
- Require a personalised approach to education.

## Core vision

- Our vision is to provide an inspirational, personalised and creative environments to help students fulfil their academic and personal potential.
- Our student-centred provision will promote independence and resilience through a broad, balanced and stimulating individualised curriculum.
- The students will thrive in the calm and nurturing surroundings where they can focus on enjoying their school experience and realising their aspirations.

## Core ethos

At Wider Ambition settings:

- Every student can learn, make a contribution and achieve their potential.
- We will work in co-production with students, families and professionals to tailor the provision to each student's individual needs and interests.
- We will identify barriers to learning and design the provision to remove these barriers.
- Students and staff will show each other mutual respect and kindness.

- Students will benefit from a peaceful, calm environment with low sensory input.
- Easy access to the outdoors will enhance social times and learning experiences.
- Therapy will be integrated into the school day and across the curriculum.

## **Working with families**

- Families will be key to transition planning, providing insights into each student's interests, strengths, triggers, aspirations, communication needs and successful strategies for support.
- Staff will communicate with parent / carers daily.
- Formal meetings (at least termly) will be used to assess, plan, do, review, in full cooperation with parents, students and other stakeholders. Details will be recorded in Individualised Ambition Pathways.
- Professional reports and the views of parents and students will be circulated at least two weeks in advance of any EHCP reviews.
- Parent workshops will be available, covering areas such as behaviour, anxiety, communication and assertiveness.
- Social events will be provided to celebrate success, make family activities accessible, provide peer support, and facilitate stability and aspiration in family life.
- The curriculum will be planned to involve the family and support access to the community.

## **Ambition to achieve**

Wider Ambition will offer:

- Skilled and experienced teaching and support staff.
- A broad and balanced curriculum based on but not restricted by the national curriculum.
- Teaching by subject specialists.
- A flexible approach to learning which reflects each student's strengths and interests.
- A comprehensive range of recognised qualifications including GCSEs, A-Levels and BTEC.
- Meaningful work experience.
- Preparation for adulthood and independence.

## **Ambition to enrich**

Wider Ambition will offer:

- A student-centred approach, working collaboratively with parents/carers.
- Integrated therapy delivered by onsite teams, supporting students and staff.
- Enrichment experiences such as day visits, community activities and Duke of Edinburgh's Award.

- An environment carefully designed to remove barriers to learning, including small classes, sensory spaces for calming and relaxation, communal and individual areas, easy access to outside space and outdoor learning areas.

## **Integrated therapy**

- Wider Ambition will offer therapeutic support as an integrated part of the everyday provision.
- We will involve a range of professionals to support staff, students and families to maximize engagement, impact and progress across all aspects of development.
- Expert advice will inform and train staff on a continuous basis, adapted to the needs of the current cohort.
- Support staff with relevant areas of expertise will be trained to deliver therapies under the supervision of the therapists.
- Strategies and interventions will be delivered and reinforced consistently throughout the school day.
- Additional therapies will be commissioned as identified in the EHCP.

## **Impact of Wider Ambition**

The provision at Wider Ambition settings will lead to students achieving:

- Improved self-esteem, self-confidence, self-belief and resilience
- An improved family life
- Improved attendance
- Improved social and communication skills
- Greater interest and enthusiasm to learn and achieve
- Measurable progress across the curriculum
- A comprehensive range of qualifications
- Improved life skills including independent living and accessing local facilities
- Engagement in community activities
- Meaningful work experience and an identified, structured post 16 plan
- A toolbox of strategies to use in challenging situations in the future in a range of settings
- Meaningful friendships which have translated into home life
- Improved fitness, health, and wellbeing
- An aspirational outlook for their future