

# Our Standard Offer



## About Wider Ambition

Lokrum Fields is an Ofsted-registered, co-educational Independent Special School, offering day places for students aged 9 to 17.

Chestnut Place is a co-educational Independent Specialist setting, offering day places for students aged 16+.

Our provision is designed for academically able students with autism or anxiety and related needs. With the right support, students are expected to be able to access an age-appropriate curriculum and achieve comparable GCSEs and/or A-levels to their academically able mainstream peers. We welcome students with or without a formal diagnosis, whose assessed needs are consistent with our provision.

Wider Ambition settings are situated in beautiful grounds and overlook open countryside, allowing our curriculum to embrace opportunities for outdoor learning. The calm and predictable environment within each setting enables anxious students to feel secure. In order to maintain this feeling of security, we are unable to accept students who display challenging behaviour or whose presentation of needs is likely to make the environment unpredictable for their peers.

We work closely with students and parents to identify and minimise the barriers to learning that have prevented them from accessing the curriculum successfully in other provision. Our personalised approach to learning recognises students' strengths and interests and enables them to achieve academic success. We tailor the provision to each student, listening carefully to the student, parents and professionals and offering flexible person-centred solutions.

We celebrate all forms of personal growth and recognise the achievement of students developing resilience and independence. We teach life skills alongside a challenging academic curriculum and we encourage every student to identify and realise their aspirations for the future.

Wider Ambition is committed to safeguarding and promoting student welfare and we expect all staff and volunteers to share this commitment. We welcome pre-arranged visits from Local Authorities and other organisations, and we appreciate all feedback.

Further information, including our Admissions Policy, can be found at [www.widerambition.org](http://www.widerambition.org). We welcome consultations from Local Authorities, which we process in transparent collaboration with parents and the student, on receipt of their consent.

All Wider Ambition placements are subject to the Wider Ambition Standard Terms and Conditions unless otherwise agreed in writing.

## **Our standard offer**

### Teaching and learning

1. Qualified teaching and support staff who are trained in and have experience of working with young people with autism, anxiety and co-morbid conditions.
2. Small class sizes, typically with up to 6 students in each class in KS2-3 and up to 4 students in each class in KS4-5.
3. Carefully planned TA support, typically providing a staffing ratio of at least 1:3.
4. A multi-sensory and personalised approach to teaching, informed by on-site assessments as appropriate.
5. A broad and balanced curriculum, which is personalised to reflect individual interests and adapted to address any gaps in learning and areas of strength and weakness in each student's cognitive profile.
6. Outdoor learning, including weekly specialist-led sessions.
7. Life skills, including cookery, community interactions, protective behaviours and social communication skills, are embedded in the curriculum.
8. High academic expectations for students, with flexible choices of GCSE subjects and other qualifications to reflect their individual strengths and interests
9. A highly structured and predictable school day supported by careful planning and communication, for example including clear and stable timetables, now and next strategies, student involvement in planning changes and a commitment to good ongoing home-school communication.
10. Key stage 2 and 3 students are taught primarily by their key stage teacher and our team of subject specialist teachers.
11. Key stage 4 and 5 students are supported on-site to access live online teaching by subject specialist teachers, complimented by in-person learning support sessions which are typically taught by in-house subject specialist teachers. This enables students to access a wide range of GCSEs and A-levels.
12. Key stage 4 and 5 students are also taught face-to-face by our staff for subjects such as cookery, animal care, art, drama, physical activities, life skills and science practical lessons.
13. Access to a wide range of enrichment opportunities such as the Duke of Edinburgh's Award Scheme.
14. Examination preparation embedded within the curriculum delivery, to reduce exam-related anxiety and enable students to demonstrate their ability in the moment.

### Premises and learning environment

15. A carefully designed environment with low sensory impact, providing a home-from-home feel to avoid triggering previous school-related anxiety.
16. A safe and calm environment where students are unlikely to have their education or emotions unsettled by the challenging behaviour of others.
17. Individual workspaces with options for personalisation.
18. A range of learning environments, including individual and shared working spaces, sensory areas and outdoor learning areas.
19. Light and dark sensory rooms, each with variable lighting, where students can work, engage with a therapist or withdraw to relax and self-regulate.
20. Easy access to outdoor space for self-regulation and outdoor learning.
21. Use of appropriate exercise and play equipment with a focus on meeting sensory and self-regulatory needs.
22. Subject-specialist on-site facilities, including an art studio, science lab and fitness studio.
23. Provision of a laptop for each student, supporting the use of information technology as standard practice and developing students' skills in the use of accessibility features and collaboration.
24. Low sensory on-site examination facilities and support for additional needs, including provision of individual examination spaces, use of technology, scribes and extra time in accordance with the examination regulations.

### Therapeutic support

25. A holistic and cohesive approach to supporting each student and promoting emotional intelligence, social skills, communication skills and emotional regulation, under the supervision of our team of therapists.
26. A personalised transition package to support students during their initial weeks at the setting, including additional TA support and input from our on-site therapists to inform the student's personalised access to the curriculum and wider therapeutic support.
27. Mentoring provided by a designated member of staff, focussing on developing a trusting relationship and supporting independence and self-determination, alongside individualised delivery of the PHSCE and Preparing for Adulthood curriculum.
28. Involvement with school animals to assist with self-regulation, sensory input, communication skills and developing independence.

29. Focussed support to address vulnerabilities and improve self-esteem, through a specially adapted PHSE curriculum, an integrated approach to social communication and additional practical and social activities.
30. A whole-setting integrated approach to providing Speech & Language support across the school day, including break and lunch times. All staff are trained by our Speech & Language Therapist, enabling a therapeutic programme adapted to students' individual needs to be implemented throughout the day and across the curriculum.
31. A whole- setting integrated approach to Occupational Therapy. All staff are trained by our Occupational Therapist, enabling therapeutic programmes and appropriate responses to interoceptive difficulties to be implemented throughout the school day and across the curriculum.
32. An integrated sensory diet, with timetabling allowing for personalised sensory breaks and widespread use of sensory tools within the learning environment (including fiddle toys, variable height desks, seating choices, lighting choices, exercise machines, a waterbed, therapy balls, weighted blankets, etc).
33. Our Speech & Language Therapist, Occupational Therapist and Educational Psychologists are usually at each site for at least a day a week to provide further guidance to staff, to monitor the effectiveness of our integrated approach, to provide ad-hoc targeted support where necessary and to contribute to EHCP reviews.
34. A commitment to relevant continuous professional development to ensure staff remain well-equipped to meet the specific cognitive, sensory, communication and SEMH needs of our student cohort. All teaching and support staff receive regular training from specialists, for example in areas such as masking, emotion coaching, demand avoidance and resilience.

## **Additional support**

The following provision is likely to be subject to additional cost:

1. One-to-one TA support.
2. Individual sessions with an Occupational Therapist.
3. Individual sessions with a Speech and Language Therapist.
4. Individual sessions with an Educational Psychologist.
5. Individual sessions with a Clinical Psychologist.
6. Individual sessions with any other clinician or therapist as specified in the EHCP.
7. On-site or off-site activities which are specific to the individual student, and which cannot be incorporated into our wider curriculum for the class without unreasonable cost.
8. Any other individual need specified in the EHCP or emerging whilst the student is at a Wider Ambition setting, which is not listed as being within our standard offer.