



PROSPECTUS

2021– 2022

3Dimensions



CONTACT DETAILS

For any queries please feel free to contact the Class Teacher or any of the Teaching Assistants that you usually have contact with.

All school and managerial team contactable via:

Education Manager - Caroline Rolfe (caroline@3dimensions.org.uk)

Chardleigh House, Chardleigh Green, Wadeford, Chard, TA20 3AJ.

Tel: 01460 65611

Safeguarding Lead - Caroline Rolfe

Deputy Safeguarding - Mel Banfield

Chair of Governors - Mike Deacy

Head of Service for 3 Dimensions - Rachel Syrett

Proprietor (parent company of 3 Dimensions)- Acorn Care and Education Ltd ,Reg. Co. No. 05019430 ,
Atria, Spa Road, Bolton, BL1 4AG,
01204 522 667, info@ofgl.co.uk
Proprieter Representative - Richard Power



CURRICULUM

The curriculum followed at 3 Dimensions School is personalised for each student and is designed to meet individual needs, the dictates of the National Curriculum, communication and language needs, sensory and motor planning needs and emotional needs.

The National Curriculum is followed in breadth rather than in depth and schemes of work are modified to meet pupils needs. The curriculum (academic, social, moral and spiritual) aims to develop the full potential of all facets of the pupil and recognises and celebrates the individual's worth and contribution to the school community.

All pupils are encouraged to participate in all activities (academic, social and physical).

A structured planning procedure ensures a balanced and broadly based curriculum is achieved. Time management, differentiation, evaluation, progress and continuity are built into the planning programme.

We aim to design a curriculum that enables each and every one of our students to develop:

- Emotional wellbeing
- An effective means of communication
- A willingness and readiness to learn
- Social and life skills
- Behaviour for learning
- Positive self esteem
- Good academic progress

" The school's work to promote pupils' personal development and welfare is outstanding."

OFSTED 2018



The curriculum includes:

Literacy and communication, Numeracy, Science, ICT, Forest School, problem solving, mindfulness, Design & Technology, Art & Crafts, PSHE, ASDAN, Clay and Outdoor Education.

... and is enhanced through:

Forest School
Make a difference Days
Expressive arts
Arts and Crafts
Communication participation skills
Daily living skills
Supported college placements
Swimming
Outdoor Education

We also have a Post 16 as described in the pupil handbook, Post 16 curriculum policy available upon request.



THERAPEUTIC

A range of therapies is a central and integrated aspect of our whole curriculum and is provided on an individual, group and occasionally whole class basis. Therapy is an essential driver of our pupil's progress and is organised on individual need basis.

The therapies offered include:

Speech And Language Therapy
Occupational Therapy
Counselling
Nutritional therapy
Anger management
Working with animals

STUDENT PROGRESS

" Each pupil benefits from a bespoke curriculum which builds on their personal interests to give them the knowledge and understanding they need in a wide range of subjects. This curriculum is enhanced by educational visits and other experiences, including the school's own forest schools." OFSTED 2018

Our focus has to be enabling pupils to overcome their social, emotional and behavioural difficulties which starts with individualised therapeutic programme tailored to their needs. This, And our system of using positive behavioural support for supporting pupil learning yields social, emotional and behavioural progress.

In terms of academic progress, pupils come to us with significant underachievement and often unreliable levels. We believe that with therapeutic interventions, personalised curriculum, small class sizes and 1:1 support we can facilitate accelerated progress. All our pupils make good progress, 100% of pupils making at least one sub-level of progress in core subjects and 50% making two sub-levels



Many students have successfully undertaken and completed GCSE examinations in a range of subjects. Students also undertake Duke of Edinburgh modules, ASDAN bronze to gold, City and Guilds qualifications and Functional skill qualifications in Literacy and numeracy.

SCHOOL DAY

9am - 3.15pm (Wednesdays the school day finishes at 1.30pm)

10.30 & 12.45 = Break Times (each 1/2 hour long)



ABSENCES

Permission must be sought for planned absences, such as holidays or appointments, via a letter to the class teacher. If permission is not provided, their absence shall be recorded as an unauthorised absence.

OUR ETHOS

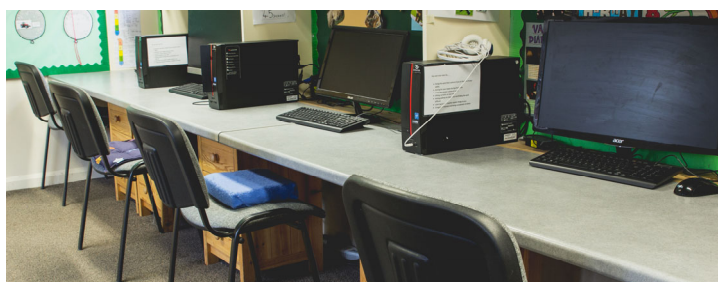
3 Dimensions Homes and School, were created in response to the growing need for specialized programmes of Education and Care providing appropriate accommodation for vulnerable young people with Challenging Behaviour, Autism, Learning Difficulties and other special educational needs.

3 Dimensions was also created to fulfil the need for a provision with more intense support, to enable each young person to fulfil their own potential and function in society to the best of their ability.

We accept placements from all over the UK. Referrals and admissions can occur throughout the year. Local Authority permission and funding must be granted in order for the pupil to enrol.

In order for 3 Dimensions to assess whether the school is able to meet all of the child's needs we need to see their Statement of Special Educational Needs, Therapists' Reports, have discussions with the parents and/or carers, and above all, by meeting the young person.

Please see our mission statement for further details on our aims and curriculum available on our website.



COMMUNICATION

We will arrange with carers and parents the best way to provide daily handovers to each other.

Safeguarding is important to us. Pupils have the right to feel safe. As part of this it is essential to keep open communication between all those that influence a pupils lives.

Access to policies:

We adhere to stringent policies of child protection and physical intervention, which parents/carers may request a copy, free of charge, including of our Statement of purpose or Policies and procedures, including policies covering - Admissions, Exclusions, Discipline, Particulars of educational and welfare provision for pupils with statements of special educational needs, curriculum policy, particulars of policies relating to bullying, health and safety, safeguarding, the promotion of good behaviour, promoting pupils' health and safety on the school premises and on educational visits.

You may also request particulars of:

(1) Academic performance during the preceding school year, including the results of any public examinations. (2) The number of staff employed at the school, including temporary staff, and a summary of their qualifications. (3) Complaints procedure adopted by the school and where needed, the number of complaints registered under the formal procedure during the preceding school year. (4) Policy for Appeals for Assessments and Exams