

PROSPECTUS

3Dimensions³
School

2025-2026



3 Dimensions; an approved independent special school,
serving pupils from Key Stage 2 up to Secondary and Post-16

Options Autism

Vision, Mission and Promise

Everything we do is dedicated to the children, young people and adults we educate and support, and we define our promise in our vision, our mission and our promise. These statements encapsulate what we strive to achieve and the way we do it, and we're proud to live and breathe them every single day

Our Vision



We will build incredible futures by empowering vulnerable children and adults in the UK to be happy and make their way in the world.

Our Mission

Every day we improve the lives of those we educate and look after, their families and communities through a relentless focus on learning and caring.



Our Promise

We are kind to ourselves and each other...

we work together...

and we make things happen.

Outcomes
First
Group.

3 Dimensions Aims

At 3 Dimensions School, our curriculum and culture are built around four core values that guide every aspect of our pupils' journey. These values—Be Happy, Be Resilient, Be Friendly, Be Successful—are more than just words; they are the foundation of how we support, teach, and empower every learner.

♥ Be Happy

We believe that happiness is the foundation of learning. Our pupils are supported to feel safe, valued, and part of a community where their voice matters. Through nurturing relationships and a strong sense of belonging, we help pupils discover joy in learning and confidence in themselves. Whether at our Chardleigh or Hummingbird site, we create environments where pupils can thrive emotionally and socially.

🌀 Be Resilient

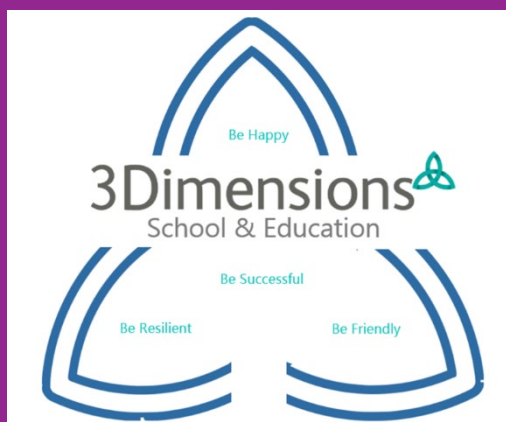
Many of our pupils have experienced disrupted or negative educational journeys. At 3 Dimensions, we focus on rebuilding self-esteem and supporting emotional regulation. We help pupils develop the confidence to ask for help, face challenges, and bounce back from setbacks. Through therapeutic support, outdoor learning, and structured independence—especially at our Hummingbird site—we foster resilience that prepares pupils for life beyond school.

🤝 Be Friendly

We teach and model empathy, respect, and understanding. Pupils are encouraged to build positive relationships, appreciate different perspectives, and contribute meaningfully to their school and wider community. Our curriculum is underpinned by British values, and we provide structured opportunities to develop social communication and teamwork skills—essential for life and work. At Hummingbird, pupils are supported to collaborate more independently, preparing them for adult interactions and responsibilities.

🏆 Be Successful

Success looks different for every pupil, and we celebrate each unique journey. From the moment a pupil joins us, we invest time in understanding what motivates them through our 'positive pairing' program. We offer a broad, flexible curriculum that includes academic, vocational, and life skills learning. At the Hummingbird site, pupils work towards nationally recognised qualifications such as Functional Skills, BTECs, GCSEs, and ASDAN awards, while also developing independence and preparing for adulthood through real-life experiences and enrichment opportunities.



Our Curriculum

At 3 Dimensions School, we offer a rich, holistic curriculum that is tailored to meet the individual needs, interests, and aspirations of every pupil. Our aim is to provide meaningful learning experiences that support academic achievement, personal development, and preparation for adulthood.

✿ Core Curriculum Includes:

- **English & Maths** – Differentiated and personalised to support functional literacy and numeracy
- **Explore & Discover** – A creative, cross-curricular approach to Science, History, and Geography
- **Digital Media** – Building essential digital skills and offering pathways to BTEC qualifications
- **Art, Craft & Design** – Encouraging creativity through a wide range of media and techniques
- **PSHE / RSE** – Promoting wellbeing, relationships, and life skills through Kapow and ASDAN programmes
- **Outdoor Education** – Including Forest School and M.A.D. (Make A Difference) days
- **Duke of Edinburgh Award** – Fostering independence, teamwork, and resilience
- **ASDAN Awards** – Supporting personal progress and vocational learning
- **Hair and Beauty** - Level 1&2 BTEC

Our curriculum is underpinned by the Four B's: **Be Happy, Be Resilient, Be Friendly, Be Successful**. We believe that learning should be engaging, relevant, and empowering—helping pupils to build confidence, develop social and emotional skills, and achieve qualifications that open doors to future opportunities.

Whether through academic study, hands-on vocational experiences, or therapeutic support, we ensure that every pupil is equipped to succeed in school and in life.

Please note, we have provision for Post 16 (Post-16 curriculum policy available upon request).

Therapeutic Provision

Our Therapeutic Offer – Supporting the Whole Child

At 3 Dimensions School, we are proud to be part of the Outcomes First Group (OFG) and an Options Autism school. This partnership enables us to deliver a robust, evidence-based therapeutic offer that is fully integrated into our educational provision.

We understand that many of our pupils have experienced trauma, disrupted education, and challenges with emotional regulation. Our therapeutic approach is designed to meet these needs holistically, ensuring every child feels safe, supported, and empowered to thrive.

AAD: Ask, Accept, Develop

We follow OFG's neurodiversity strategy, known as AAD—Ask, Accept, Develop. This approach is grounded in current autism research and shaped by lived experience. It encourages us to:

Ask about each pupil's needs, preferences, and strengths.

Accept their unique identity and ways of experiencing the world.

Develop tailored strategies that support growth, independence, and wellbeing.

This strategy is embedded across our curriculum and clinical services, ensuring consistency and understanding in every interaction.

Trauma Informed Practice (TIP)

As a Trauma Informed Practice (TIP) school, we recognise the profound impact early experiences can have on a child's development. Our staff are trained to understand the behaviours that may arise from trauma and to respond with empathy, structure, and care. TIP helps us:

Build strong, trusting relationships.

Focus on the underlying needs behind behaviours.

Create a safe, predictable environment where pupils can heal and grow.

Integrated Therapy Team

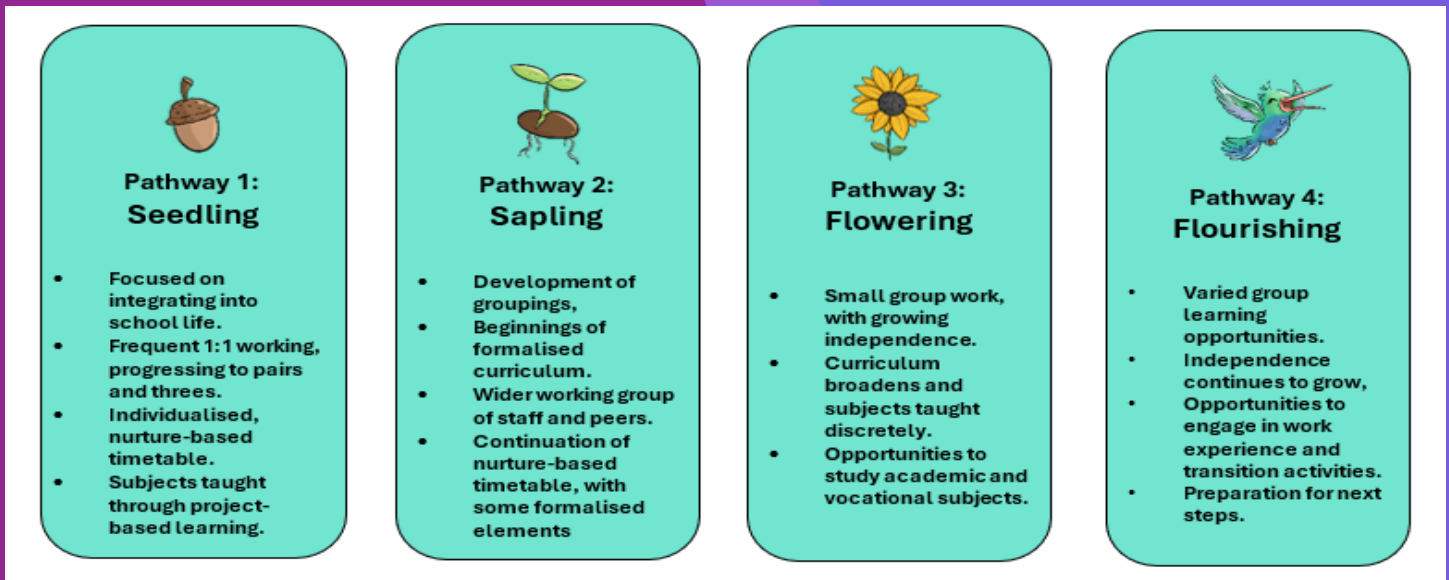
Our in-house therapy team includes specialists in:

Speech and Language Therapy (SaLT)

Occupational Therapy (OT)

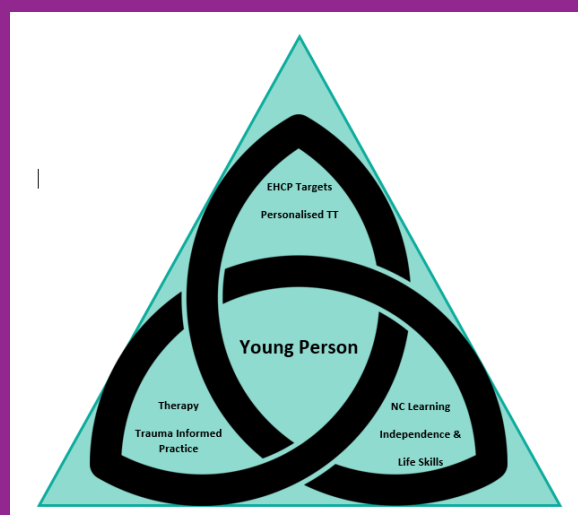
Therapists work closely with pupils, families, and staff to assess needs, deliver interventions, and embed strategies into daily routines. This ensures that therapeutic support is not an add-on, but a core part of each pupil's learning journey.

3D Pathways



At 3 Dimensions we have established four learning pathways that consider the stages of a pupil's development and where our focus needs to be in order to ensure progress. As a new pupil arrives at school, we review their individual challenges, EHCP targets and determine the most suitable pathway that will ensure their needs are met and allow that pupil the chance to flourish.

Although pupils will have an agreed pathway, this will naturally evolve at various stages of their school journey. Therefore, our approach, as shown, takes this into consideration.



Ofsted 2024

'Pupils arrive each morning with enthusiasm. The atmosphere in classrooms and around corridors is vibrant and positive. Pupils are happy and safe in this inclusive place. The school's vision 'be friendly, be resilient, be happy, be successful' underpins the teaching of all pupils. This helps to create the respectful climate that permeates throughout the school.'

Our Approach

Our approach is holistic and focuses on enabling pupils to overcome their social, emotional and behavioural difficulties, which starts with an individualised therapeutic curriculum, tailored to the pupils needs. This approach combined with positive behavioural support, results in 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 (where needed) we can facilitate personal and academic progress.

Students are offered a broad and balanced curriculum across core and foundation subjects, with qualification opportunities that include entry level, functional skills BTec and GCSE. Students can also undertake the Duke of Edinburgh Award, and choose from a wide range of ASDAN courses including the personal development program, and vocational tasters such as art, cookery and sports.

Our Ethos



At 3 Dimensions School, we believe every young person deserves the opportunity to thrive—academically, emotionally, and socially. We are a nurturing, independent special school for pupils aged 7 to 25, offering a personalised and therapeutic approach to education for those with Autism Spectrum Disorder (ASD), Social, Emotional and Mental Health (SEMH) needs, and communication challenges.

Our ethos is built around the Four B's, which guide everything we do:

Be Happy

We create a safe, inclusive environment where pupils feel valued, heard, and part of a community. Happiness and wellbeing are at the heart of our school life.

Be Resilient

We support our pupils to build emotional strength, confidence, and independence. Through tailored support and therapeutic strategies, we help them overcome challenges and grow in self-belief.

Be Friendly

We encourage kindness, empathy, and respect. Pupils learn to build positive relationships, understand different perspectives, and become active, caring members of their community.

Be Successful

Every pupil's journey is unique. We celebrate individual strengths and provide a flexible, engaging curriculum that supports academic achievement, life skills, and personal development.

Our holistic approach includes:

Individualised learning pathways aligned with EHCP targets

Therapeutic support including Trauma-Informed Practice and neurodiversity strategies

Outdoor and vocational learning such as Forest School, MAD days, and Duke of Edinburgh

Positive behaviour support and strong staff-pupil relationships

Celebration of diversity and identity, ensuring every pupil has a voice

At 3 Dimensions, we don't just prepare pupils for exams—we prepare them for life.

Referrals & Placements

We accept placements from a wide area of the south west. Referrals and admissions can occur throughout the year. Local Authority permission and funding must be granted in order for the pupil to enroll.

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

Working in Partnership with Families

At 3 Dimensions School, we believe that strong, open communication between school, parents, carers, and pupils is essential to achieving the best outcomes for every child.

We understand that our pupils' needs are complex and unique, and that families are key partners in their educational journey. That's why we prioritise regular, meaningful communication that builds trust, celebrates progress, and ensures consistency between home and school.

How We Communicate:

Daily updates via digital platforms

Regular phone calls and emails to share successes or discuss concerns

Annual reviews and personalised planning meetings

Workshops and information sessions for parents and carers

Opportunities for pupil voice, ensuring students are active participants in shaping their learning

We also welcome feedback and encourage families to be involved in school life wherever possible. Whether it's attending events, contributing to planning, or simply having a chat with staff, we value every opportunity to strengthen our partnership with you.

Together, we create a consistent, supportive environment where pupils feel understood, empowered, and ready to succeed.

School Day

Upper Site

Times	Session
8.45 – 9.15	Arrival / Breakfast Club
9.15 – 11.00	Morning Session: Lessons
Morning Break: 11.00 – 11.30	
11.30 – 1.00	Middle Session: Lessons
Lunch Break: 1.00 – 1.30	
1.30 – 3.15	Afternoon Session: Lessons
End of Day & Home Time 3.15 / Wednesdays Half Day Finish 1.30	

Lower Site

Times	Session
8.45 – 9.15	Arrival / Breakfast Club
9.15 – 10.30	Morning Session: Lessons
Morning Break: 10.30-11.00	
11.00 – 12.30	Middle Session: Lessons
Lunch Break: 12.30-1.00	
1.00 – 3.15	Afternoon Session: Lessons
End of Day & Home Time 3.15 / Wednesdays Half Day Finish 1.30	

Wednesday end of school day is 1:30pm for all students.

Absence

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.

Policies

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. All other policies are accessible via our website.

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.

Contact Us

Please contact the school with any queries you may have.

All school and senior leadership team contactable via:

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

Chardleigh site

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

Deputy Head-Eloise Edmunds

(eloise@3dimensions.org.uk)

Hummingbird Site

Wilkins Close , Chard, TA20 1PB

Deputy Head-Samuel Williams

(samuel.williams@3dimensions.org.uk)

Tel: 01460 65611

Teaching staff: education@3dimensions.org.uk

Safeguarding Lead - Mel Banfield (mel@3dimensions.org.uk)

Chair of Governors - Lyndsey Jeffries

Proprietor

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01204 522 667, info@ofgl.co.uk

Proprietor Representative - Richard Power