



Welcome to

# Aspire Learning

Young Lives,  
Bright Futures.

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# Young Lives, Bright Futures

We understand that choosing the right education provider for any child is vitally important. Parents and carers want high-quality education for their child, but they also want them to be happy, safe and secure and to make progress. At Horizon, we believe we offer all these things and much more.

Horizon specialist education services are well known for supporting learners to secure sound educational outcomes and have the skills and resilience to succeed in life beyond school. Our personalised, inclusive, and stimulating programmes of learning are delivered by experienced, suitably qualified teams of staff who are passionate about making a difference to the lives of young people.

At Horizon, we believe education is key to improving life chances, wellbeing, and individual development. With our broad and balanced curriculum across all Key Stages, we enable pupils to pursue both academic and vocational paths to help them grow and achieve.

Across our schools, we embrace our core values of being compassionate, inspiring, dependable, and collaborative, and aim to develop a sense of community where adults and young people work together and support each other to flourish.

Our high expectations and standards of education are a credit to the hard work of both our staff and pupils. We value positive and collaborative relationships with commissioners and the communities where our schools are located and believe that relationships with parents and carers is key to our young people's success. We believe that our pupils time in school should be rewarding and fulfilling and that they should make progress that will benefit them in their next stages of education or employment. Should you choose to send your child to one of our schools or alternative provision, we are confident that you will have made the right decision.

We look forward to meeting you soon and if you have any queries or concerns, please contact us at any time.

**Andrew Kitterick**  
**Managing Director Education Services**



**Aspire Learning**

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# Our Values

Across all of our schools, homes and supported accommodation settings, we fully embrace and embody our group's core values:



## Compassionate

We listen, care and support with sincerity, empathy and kindness.



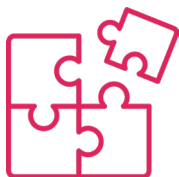
## Inspiring

We promote a culture which is high in expectation, enabling our young people and colleagues to achieve their potential.



## Dependable

We are reliable and trustworthy, creating safe environments where young people can flourish and colleagues can grow, and we always keep our word.



## Collaborative

We value our partnerships and work together to create innovative and sustainable solutions for young people.

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# Our School

Our primary site is located in a quiet leafy part of central Croydon and is the perfect environment for children to learn and achieve. With spacious grounds, small pupil groups, and dedicated staff, we offer a curriculum aimed at pupils from Year 1 to Year 6.

Our Secondary site is located behind the vibrant South Norwood high street. This provision is for pupils in Year 7-13 and consists of individual classrooms. Each pupil is taught individually and has one-to-one support.

We have an experienced team of teaching staff that delivers specialised educational programmes to small groups of students in individualised nurture spaces for a tailored approach to learning.

Team members from Horizon Therapeutic Services are integrated into our schools to enable our students to achieve social, emotional, and academic success. Our teaching staff are supported through consultation, advice and guidance, individual and group debriefing opportunities, and reflective practice sessions, to ensure our students' Education, Health, and Care Plan (EHCP) targets are achieved.

Our Academy supports students in their journey to achieve their full and unique potential. We are committed to developing an inclusive, welcoming, safe, and stimulating learning environment for our students to be happy, responsible, lifelong learners and community-aware citizens.



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The logo for Horizon, featuring a stylized heart shape above the word "horizon" in a lowercase, sans-serif font.

# Our Mission

At Aspire Learning, our ambition and focus is to enable the young people we care for to fulfil their potential and achieve bright futures.

This vision is shared with all of our compassionate colleagues whose collaborative efforts to care for, nurture, educate and support young people is truly inspiring. I am honoured to be a part of the horizon family who can be depended upon to provide therapeutic care support and education for individuals to flourish and grow.

Access to learning starts with a nurturing environment and a therapeutic approach to learning that addresses the social, emotional, and mental health needs of our students. This allows our children and young people to focus on the academics as well as their core life skills.

# Our Vision

At Aspire Learning, we strive to equip all pupils with the skills they need to meet their full potential with an innovative and bespoke curriculum.

Pupil voice is empowered through a strong emphasis on developing individual communication strategies.

We work together as a team to provide a happy, safe and stimulating environment, where pupils are encouraged to develop independence, whilst promoting well-being for all and building confidence for the future.

Aspire Learning does not have a religious ethos and does not provide boarding accommodation for students.



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# Our Curriculum

Students at Aspire Learning join us at varying stages in their education journey, often bringing with them a range of personal challenges and significant gaps in their education.

Students that join our school have an Educational Health Care Plan (EHCP) and are likely to have a diagnosed neurodevelopmental condition (e.g. Autism or ADHD), sensory processing difficulties, social communication difficulties or a diagnosed mental health condition. Due to these diagnoses or difficulties, they may not be able to thrive in mainstream provision, Pupil Referral Units or alternative provision.

Our curriculum is designed to meet the diverse needs of pupils aged 5-19, and our flexible approach to teaching is designed to engage students in academic learning to promote resilience, self-regulation, and independence.

We plan each young person's education carefully and cohesively, shaping their provision around their EHCP and agreed developmental goals.

Pupils with Moderate Learning Difficulties will be offered a subject-specific curriculum based on the National Curriculum and enriched by various non-qualification activities. This curriculum caters for pupils working below age-related expectations and is presented at P1-P8; Performance level descriptors used for pupils before reaching National Curriculum level 1. In addition, for the benefit of pupils who might be working at higher levels in some subjects – there is an offer of Functional Skills Mathematics and English at Entry Levels 1 – 3 and Levels 1 & 2 at our Secondary site.

Pupils with Severe Learning Difficulties will be offered a semi-formal curriculum which meets and exceeds the curriculum requirements of the Education (Independent School Standards) Regulations 2014. It caters for pupils who are working consistently overtime within P4, levels P4 to P8 lead into the early reaches of the National Curriculum level 1.



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# Our Curriculum (Cont.)

## **Our curriculum:**

- Meets the requirements of the Education (Independent School Standards) Regulations (2014)
- Promotes pupils Spiritual, Moral, Social and Cultural development (SMSC)
- Promotes Fundamental British Values
- Contributes to pupils' Character Education
- Develops pupils' Cultural Capital
- Prepares pupils for the opportunities, responsibilities, and experiences of life in British society

We offer a range of qualifications and bespoke educational programmes that give every student the opportunity to attain. Many students receive a personalised learning programme and one-to-one support from a member of staff.

We aim to put our young people at the centre of their own learning, and place great emphasis on nurturing skills and attitudes such as resourcefulness, resilience, and cooperation.

Our curriculum extends to meet the social, moral, spiritual, and cultural needs of our students, with a clear focus on developing vocational skills, emotional well-being, and behaviour to enable our students to flourish beyond school.

A fun and enriching programme of extracurricular clubs, therapies, and educational outings, including horse riding, bowling, theatre, cookery, mechanics, fishing and driving lessons are also planned to support our students' personal development.



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# Individual Education and Behaviour Planning

Each young person has a tailored set of positive expectations for achievement, recorded in a Pupil Learning Plan.

All young people will complete a baseline assessment for numeracy and literacy. This ensures they are stretched and challenged appropriately and experience success frequently.

Targets for literacy and numeracy skills are set through educational reviews and the Pupil Learning Plan.

Progress is assessed carefully and frequently, with pupils setting regular goals and targets for social and academic achievements. The remediation of learning difficulties is facilitated by a supportive educational programme and intensive, one-to-one support.

Assessments are thorough and highlight the learning and emotional needs of each pupil. Individual behavioural targets are discussed with the young person, and are monitored, reviewed, and recorded daily.

All pupils have annual reviews where a detailed report is produced to assess attitude, attainment, and progress.

The school has a team approach - Teachers, Teaching Assistants, Therapists, Social Workers, parents, and other professionals are all involved in monitoring pupil progress using individual Education, Health and Care plans, supervised by the school Special Educational Needs Coordinator (SENCo).



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# Integrated Therapeutic Services in Education

Our qualified and experienced Therapeutic Services team provide outstanding levels of integrated therapeutic support across Horizon, to enable every young person to achieve social, emotional and academic success.

Our unique SHINE (Supporting Healing In Nurturing Environments) Therapeutic Model allows our Therapeutic Services team to practice using a psychologically informed, and trauma responsive approach to care, support and education. SHINE brings together up-to-date research and approaches which have been found to be essential when supporting young people who have experienced trauma and adversity.

Dyadic Developmental Psychotherapy, an evidence-based attachment-focused approach for working with young people incorporating Playfulness, Acceptance, Curiosity and Empathy (PACE), underpins our SHINE model. In addition, we also draw from current neuropsychological evidence, notably the work of Bruce Perry, Daniel Siegel and Bessel van der Kolk.

Our Therapeutic Services team is led by the Group Director of Therapeutic Services/Consultant Forensic Psychologist, with support from two Therapeutic Services Managers, a Principal Forensic Psychologist and Education Therapy Lead/Occupational Therapist.

We also have Senior Forensic, Clinical and Counselling Psychologists, Forensic Psychologists in Training, Occupational Therapists (OTs), Speech and Language Therapists (SALTs) and Psychotherapists.



**Supporting**



**Healing**



**Nurturing**



**Environments**

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The Horizon logo features a small white heart above the word "horizon" in a lowercase, white, sans-serif font. The letter "i" in "horizon" has a dot that is a white heart. The logo is set against a green background that resembles a grassy hill.

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# Admissions

Our specialist independent schools offer unrivalled opportunities, securing sound educational outcomes with personalised, inclusive, and stimulating programmes of learning.

If you wish to discuss making a referral, please contact **Jacqui Smith** for further support. Initial enquiries are always welcome, and we are committed to supporting our pupils, parents, carers and local authorities throughout the admission process.

## **Abigail McIvor**

Deputy Headteacher  
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## **Laura Cosstick**

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## **Rebecca Stahl**

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## **Andrew Kitterick**

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