Cambian






# Cambian Wing College

Specialist Education Services

**• Mixed Gender • 16 - 25 years**
**• Up to 52 Weeks Residential • Day Placements**

## Welcome

Welcome to Cambian Wing College, an independent and specialist further education college for young people aged 16-25 with high-functioning autism and young adults aged 18-25 with mild learning disabilities. Many of our students display challenging behaviour and may also suffer with conditions that impact their ability to achieve their potential.

The college is located in Bournemouth, a vibrant local community in Dorset. All sites are within easy reach of fantastic beaches, the New Forest and town centre tourist attractions.

Our role is to provide every young person with a study programme that meets their individual needs and enables them to reach their potential in all aspects of their life. This is a place where our students flourish - our absolute priority is to ensure each student achieves their goals and leaves prepared for adulthood. Young people come to us from across the UK and we are able to consistently provide excellent outcomes through our team of specialist education, care and therapy staff. We provide a holistic experience that is personalised for each student and we are so proud of their achievements.

We always welcome visitors and I would like to take this opportunity to personally invite you to come and see our work for yourself. Please do not hesitate to get in touch and I look forward to welcoming you.

Cassandra Pollitt
Principal



Cassandra Pollitt
Principal

126 Richmond Park Road,
Bournemouth,
Dorset,
BH8 8TH

Phone:
01202 635630



# What We Stand For

All of the young people we work with face challenges in everyday life as a result of their autism and associated conditions; therefore we provide bespoke programmes that ensure they can experience appropriate and holistic support to improve their health and well-being, as well as their educational outcomes.

We are fully funded by the Local Authorities Education and Skills Funding Agency (ESFA) to deliver high-quality, bespoke study programmes* for all of our students. Based on each student's ability and ambitions, these programmes are designed to include a broad range of academic and vocational learning opportunities, alongside work based learning, enrichment and tutorial.

Overall, we aim to meet the four Preparing for Adulthood outcomes:
- Employment - Independence - Community Inclusion - Health.

*All programmes include a focus on the development of Literacy and Numeracy skills at an appropriate level and achievements are accredited through a wide range of recognised awarding bodies.

## How we work

We recognise that students with additional needs may require support that is not ordinarily available. With this in mind, teaching groups are usually no larger than six students and support is provided by specialist education, care and therapy staff. All environments are carefully designed to provide the best possible sensory environment to encourage engagement and learning.

## Keeping in touch

We believe that our students are most successful when their education is supported by their whole family. We are committed to maintaining communication with parents/carers through Weekly Home Links, End of Term Reports, 3 Month and Annual Reviews.

## Student Profile

- Mixed gender
- 16-25 for autism
- 18-25 for mild learning disabilities
- Day 38 week and up to 52 week residential
- Academic ability pre-entry to Level 3
- Has an Education, Health & Care Plan (EHCP)



# Referral route, education programmes and expected outcomes

## Referral Route

- Parent/ Carer
- Schools
- Colleges
- Local Authorities

## Cambian Specialist Colleges

Cambian Wing College

## Bespoke Individual Learning Programmes

**Preparing our students for adult life**
(independence, good health, exploring work, community living and volunteering)

## Expected Outcomes

- Further Higher Education
- Employment/Volunteering
- Active Lives

&

- Independent Living
- Supported Living
- Residential Care

# Curriculum




## Curriculum Principles

Why and what

### Autism and evidence informed practice

- For students to have productive, independence-led and anxiety-free educational and vocational experiences.
- For staff to facilitate experience of education, which follows principles of SPELL effectively and consistently.
- For consistent and research rich approach to educating students with Autism.

### Therapeutic environments for learning

- For students to have optimal conditions for learning in a nurturing and therapy informed practice.
- For staff to facilitate these conditions with confidence and competence.
- For students to self-manage learning and emotional regulation.

### Independence building through education

- To foster development of metacognitive and self-regulation skills, knowledge and behaviours in students.
- For changing students' mindsets around independence.
- For breaking down the barriers of reaching 'personal bests'.

### Holistic approaches

- For a LINKED approach to educating and developing young people.
- For a holistically acute strategic approach of assisting students in overcoming barriers and harnessing their potential, both academic and personal.
- Multidisciplinary outlook informed by perspectives from education, care and clinical expertise.

# Curriculum



## Academic Development

### Level 2 Academic Study

#### Subjects

- AQA GCSE English Language
- AQA GCSE Maths
- AQA GCSE History
- AQA GCSE Art and Design (Photography)
- AQA Project qualifications
- Unit Awards

#### Assessment

- Written assessments
- 2-3 exam papers

#### How often

- 4-5 hours a week of formal instruction
- 2-3 hours a week of Study focus sessions

#### Progression pathways

- Level 3 vocational or academic study

### Level 3 Academic Study

#### Subjects

- AQA AS/A-Level Psychology
- AQA AS/A-Level History
- AQA AS/AL Maths
- AQA Project qualifications
- Unit Awards

#### Assessment

- Written assessments
- Practical assessments
- 2-3 exam papers

#### How often

- 4-6 hours a week of formal instruction
- 2-3 hours a week of Study focus sessions

#### Progression pathways

- Further Level 3 academic study
- Employment
- University education

### Academic skills development

#### Subjects

- All examined and non-examined subjects
- Structured Study Focus sessions
- Next Steps
- Unit Award Scheme Certificates in chosen subjects
- Mock assessments
- Exam Wrapper' sessions
- Exam technique timetabled workshops
- Progress 'check ins'
- 'Bitesize Uni'

#### Assessment

- No formal assessment
- Skills and knowledge applied in academic subjects
- AQA Project qualifications at Level 1/2/3

#### How often

- 2-3 hours a week of Study focus sessions

#### Progression pathways

- Further Level 3 academic study
- Employment
- University education

*All qualifications are dependant on student intake, feasibility and baseline assessments of ability

# Curriculum

## Preparation for Adulthood and Next stages of Life and Education

### Vocational Development

Vocational Study

#### Subjects

- Edexcel Functional Skills: English and Maths – Entry 3, Level 1 and 2
- Pearson Essential Digital Skills – Entry 3 and Level 1
- OCR Cambridge Nationals in Health and Social care – Level 1 and Level 2
- Food Hygiene Certificate – Level 2
- First Aid Certificate (including Paediatric First Aid)
- Unit Awards

#### Assessment

- Written assessments
- 2-3 exam papers
- Practical assessments
- Portfolio of evidence

#### How often

- 1 – 3 hours a week of formal instruction
- 2-3 hours a week of Study focus sessions

#### Progression pathways

- Level 3 vocational or academic study (external or internal – depending on the chosen subject)
- Employment

Vocational Skills Development

#### Vocational Study

- All examined and non-examined subjects
- PFA curriculum offer: PFE, PD, Next Steps
- Ascentis Level 1 & 2 Progression, Level 1 & 2 Award in work skills
- Enrichment activities
- Work experience

#### Assessment

- No formal assessment
- Skills and knowledge applied across the curriculum

# Curriculum

## Preparation for Adulthood and Next Stages of Life and Education

### Personal Development through enrichment

#### Why

- Enrichment activities have a unique role in empowering young people with the skills, confidence, self-esteem and awareness they need to be lifelong learners and engaged citizens.
- To provide learning not solely for knowledge and competencies, but also developing the life skills that enable students to make good decisions and positive contributions in every aspect of their lives.
- Developing skills such as health and fitness, essential skills, including confidence, creativity and critical thinking, and developing a social purpose and sense of belonging.
- Promote a sense of inclusion and empowering student to 'break into' the social world with confidence.

#### Subjects

| | | |
|---|---|---|
| Duke of Edinburgh – Bronze and Silver | Community projects | Horticulture |
| Mindfulness in nature | Themed enrichment days | Subject related trips |
| Themed events – national (e.g. World Mental Health Day or Children in Need) | | |
| College trips | Culinary events | External/guest speakers | Themed competitions |
| Outdoor activity centre visits | Annual enrichment week | Student council |
| Music | Charity fundraisers | Weekly social hub (external and internal) |
| Wellbeing walks | Character building workshops (Autism and Key Life Competencies) | |

#### How Often

| | |
|---|---|
| 1 full timetabled day each half term | Weekly opportunities |
| 'Drop in' opportunities | Lunchtime clubs |




# Community Inclusion

An important aspect of our holistic curriculum is community inclusion – encouraging students to develop a wide range of interests and supporting them to access the wider community as a young adult. As part of the study programme, all students are included in an individualised programme of practical life skills within real-life supported living and community environments - these activities are proven to be highly effective in increasing young people's confidence, self-esteem and employability skills.

Students engage in many projects throughout the year, including supporting collections for the local Food Bank, making soup for the Soup Kitchen and Litter Drives, to name a few.

## Work Experience

During their time at Cambian Wing College, our students are expected to engage in work-based learning and work experience placements as part of their study. Students take the confidence gained and skills learnt from their placements and transfer them, along with employer references, to increase the opportunities available to them after they leave college. We have established strong links with local organisations and employers that support the college by providing community based learning, leisure, volunteering and work experience.

## Preparation for Adulthood: Health and Wellbeing

Throughout their time at Cambian Wing College, all of our students are encouraged and supported to develop and maintain healthy lifestyles, with a strong focus on good, sustainable physical and emotional health. We support students through a multi-disciplinary approach, utilising our specialist therapy, education and care teams to deliver programmes that ensure all students take an active role in managing their own health and wellbeing.

### Physical Health

Our staff deliver regular individual and group sessions to promote good health and are available to answer any individual health queries. Diet and nutrition are regularly reviewed and physical activities are offered and encouraged as part of all study programmes. Students are supported to coordinate all necessary health appointments and staff monitor the general health of students and any medication requirements as necessary. All students are coached in good personal care, sleep and hygiene routines.

### Emotional Health

To ensure a strong focus on positive emotional health, all students follow a varied programme which includes themes that explore individual roles and responsibilities in different contexts – which includes topics such as;

• Substance Misuse • Keeping Safe in the Community • Alcohol Misuse • Cyber-Safety
• Smoking, Sex and Relationships • Vulnerability within the Community • Equality & Diversity.

# Therapy and wellbeing services



The Wellbeing team commence a 3-month assessment for each student upon admission. This assessment supplements their current EHCP, allowing the clinicians to implement the correct interventions drawing from a variety of evidence-based practises.
Interventions will be delivered through individual or group session via a direct and/or indirect approach. The wellbeing team offer a person-centred approach to all students to ensure that their personal goals and needs are met.

Understanding the individual needs of our students is essential to supporting their development - we believe that a diagnosis of High-Functioning Autism does not predict behaviour or dictate support requirements. Every one of our students is unique and our positive approaches are embedded across education and our waking-day curriculum. Our range of multidisciplinary therapies are delivered by a highly skilled and passionate team who work together to create a holistic, caring environment.

| Our specialist team: | The whole team supports the delivery of: |
|---|---|
| • Speech and Language Therapist<br>• Occupational Therapists<br>• Assistant Psychologists<br>• Clinical Psychologist<br>• Psychiatrist<br>• Mental Health Practitioner<br>• Integrated Therapy Assistant | • Every student at CWC has an individual Communication Profile<br>• Corrective exercise programmes & Holistic strategies<br>• Anxiety management strategies<br>• Cognitive behaviour therapy techniques<br>• Emotional management<br>• Positive communication environment<br>• Social interactions and social thinking groups<br>• Personal relationship support<br>• Sensory plans<br>• Zones of Regulation |

# Residential Care

## Our Homes

Our ethos is to maintain a safe therapeutic environment in which students can learn and grow at their own pace and achieve in their own ways. We are committed to developing our working approach and keep the students at the centre of all that we do.

For those who require residential care, we also have four homes located in central Bournemouth, all of which are located close to the Wing College Campus and are accessible with regular public transport links. All of our residential homes are comprised of single occupancy bedrooms and most rooms have en-suite bathroom with showers provided. All of our homes have comfortable communal lounges, kitchens and other communal spaces for the use of all of our individuals.

The work that is offered in our residential homes is to effectively prepare and enable our students to develop the skills that are required for future independence and self-management. We maintain strong links with the education and wellbeing teams to ensure that a holistic approach is maintained throughout the individuals time with us. We do this by supporting the individuals in our care to focus on the following Preparation for Adulthood areas;

- Daily routines to support college attendance
- Management of money
- Shopping and Cooking
- self-care and living skills
- mental health and managing faced challenges
- Managing medications and physical health
- developing and maintaining social skills and friendships
- Building positive relationships with parents/carers
- Community inclusion and safety skills
- Transition planning and future goals

For each of the areas of support that are identified, we assess the level of support needed at that time and build on this with the individual as required step by step with the positive approaches and experience of our staff teams.

We strive to focus on the voice of the individuals in our care and always offer regular meetings within the homes in order for them to feel valued and that their voice is being heard. There are plenty of opportunities to partake in in activities, including weekly gym and football sessions, boxing training and trips out to the cinema, meals out, walks in the new forest and visits to the beach, as well as in-house activities.



# Accommodation
















# Independence

All students at Cambian Wing College are supported to develop their independence while they are with us. Part of every study programme will focus on the core skills of self advocacy and independent living and we offer a wide range of support to develop students' confidence in managing their own lives as they move into adulthood. Some of the ways we do this include:

• Student voice & student representatives • Study skills • Peer mentoring • Personal care
• Independent shopping • Money management & budgeting • Travel training
• Independent cookery

**Student Voice**

Students are encouraged and supported to express their views on the things that are important to them via regular questionnaires, 1:1 meetings and group tutorial sessions with their education tutor, and keyworker. Students are involved in the decisions and processes that affect college life including staff recruitment. They also have access to NYAS, an independent advocacy service, who visit both the college and the homes regularly to engage with our students

**Student Council**

Our student council is a group of representatives from each tutor group dedicated to enhancing the college experience for all students. Through collaboration and active engagement, the council meets regularly to bring students' voices into the following areas:

- Coordinating college activities, trips, and special events.
- Raising concerns, recommending improvements to college policies, the college environment and addressing issues important to students.
- Selecting charities and organising fundraising initiatives to give back to our community.
- Launching initiatives like surveys, suggestion boxes, and open forums to ensure all students feel heard.

Participating in the student council offers valuable personal and community benefits:

- Members improve their communication, project management, and decision-making skills.
- Gain hands-on experience in budgeting, event planning and teamwork.
- Learn to address concerns thoughtfully and represent the student body's diverse voices.
- Improve the college experience for themselves and others.

**"I look forward to Student Council meetings. They give me an opportunity to get involved in what's going on at the college."**

**–Student**



# Independence

**Social Hub**

The Social Hub is a weekly meet-up designed for both day and residential students, providing a welcoming space to socialise outside of college hours. Its aim is to help students create meaningful and enjoyable experiences. Activities are student-led, with suggestions coming from participants and facilitated by staff, ensuring a variety of on- and offsite options. Popular activities include bowling, quizzes, game nights and pool, which have become firm favourites among the group. These opportunities foster a sense of community, giving students opportunities to connect and engage in fun, interactive ways.

1. The Social Hub offers numerous benefits for students, both day and residential, by creating a supportive and engaging environment beyond regular college hours.
2. Building Friendships: By bringing together students from different backgrounds, it provides opportunities for new friendships and strengthens social bonds, reducing feelings of isolation.
3. Developing Social Skills: The range of group activities like quizzes, game nights, and bowling promotes teamwork, communication, and collaboration, helping students improve their social and interpersonal skills.
4. Encouraging Student Leadership: With students suggesting and shaping the activities, they are empowered to take initiative, enhancing their leadership, decision-making, and problem-solving skills.
5. Reducing Stress: By offering fun, relaxed activities, The Social Hub gives students a chance to unwind and take a break from academic pressures, contributing to better mental well-being.
6. Building a Sense of Community: These meet-ups help foster a sense of belonging, creating a connected and inclusive environment where students feel supported by their peers and staff.

The Social Hub provides a balanced mix of social interaction, personal growth, and relaxation, benefiting students both socially and emotionally.

# Liaison with employees / volunteering placements




At Cambian Wing College all of our provision is designed to support our young people to achieve their long-term goals and meet the four preparing for adulthood outcomes:

- Employment
- Independence
- Community Inclusion
- Health

To achieve this, planning for transition begins as soon as a young person joins us, and is central to all aspects of our work. Effective transition requires the active involvement of the student their family and all connected agencies to ensure the process is as smooth as possible. Our transition team will work closely with each student to listen to their goals and ambitions and to those of their family and other professionals. Transition activities may include:

- Visits to the next placement so students become familiar with the new accommodation, staff and local amenities
- Advice and guidance regarding choices of university or college
- UCAS applications
- Applications for student finance and accommodation - Supported living assessments

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# Wing College

## Outcomes 2026

### A LEVEL'S

- 1 x Mathematics (Grade B)
- 1 x Chemistry (Grade B)
- 1 x Psychology

### AS LEVEL'S

- 2 x Mathematics
- 1 x Computer Science (Grade C)
- 2 x Psychology (Including 1 x Grade B)

### GCSE'S

- 1 x English Language - Level 2 (Grade 6)
- 2 x Mathematics (Foundation) - Level 2 (Grade 4)
- 3 x Art and Design: Photography- Level 2 (Including 2 x Grade 5 & 1 Grade 7)

### FUNCTIONAL SKILLS

- 4 x Mathematics - Level 2
- 1 x English - Level 2
- 1 x Mathematics - Entry Level 2

### AWARDS AND CERTIFICATES

- 1 x Extended Project Qualification - Level 3 (Grade B)
- 1 x Higher Project Qualification - Level 2 (Grade B)
- 1 x Progression Award - Level 2
- 5 x Work Preparation Award - Level 2
- 3 x Psychology Certificate - Level 2
- 1 x Child Development Cam Nat - Level 1/2 (Level 2 Distinction)
- 1 x Health and Social Care Cam Nat - Level 1/2 ( Level 2 Pass)
- 6 x Work Preparation Award - Level 1
- 3 x Essential Digital Skills Award - Level 1
- 1 x Work Preparation Award - Entry Level 3

### AWARDS

- 1 x Duke of Edinburgh Award - Gold
- 1 x Duke of Edinburgh Award - Bronze

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# Wing College

## Outcomes 2026

## WORK EXPERIENCE

- AP completed a 3 week placement at the Yellow Bus Project, as well as taking part in weekly work experience with the CWC maintenance team.
- AS worked at Mad4Dance, Hengistbury Head and DCF Charity Shop.
- AW spent one week working at Marsham Court Hotel.
- FF worked at Active Dorset Café.
- TH worked at BHF Chaity Shop ad at Repair Café.
- JGT spent one week working with Colten Care Activities Team.
- DB spent 3 days working at Oxford University.
- AB worked twice a week at St Clement's
- KB, CG and AM completed the 12 weeks placement at The Entertainer.
- KB and AS worked at Parks Foundation.

## PERSONAL ACHIEVEMENTS

- AW completed 50 Park Runs.
- SC was awarded the Cambian Wing College Credit Cup for consistent attendance, attitude and effort.
- The Cambian Wing College Academic Growth award was presented to HW and BTD for ultimate academic achievement.
- AS received the Charles Bender Plate for their effort and achievements in music and technology.
- The Nicholas Hedges Cup was awarded to CG and AP for their overall community and personal development.
- AB was awarded the Cambian Wing College Achievement Cup for the effort and determination towards independence.
- The World of Work Shield was presented to AW and KB for their outstanding commitment and development in work experience.
- TH and KB were awarded the Bob Isles Shield for all-round sports endeavour (including DofE).
- The Tommy Naylor Shield was presented to TH for their effort and achievement in football.
- BTD overcome adversity and was awarded the Colin Allen Cup.
- AS and RR were awarded the Enterprise Plate for their creative minds.
- The Cambian Cup was awarded to AB for ultimate achievement.
- AW was presented with the Cambian Wing College Legacy Award for being leaders that leave a positive legacy for others to follow.

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# Wing College

## Outcomes 2026

## LOOKING TO THE FUTURE

- AP has been accepted for a Supported Internship at Richard Taunton College.
- AW has been accepted for a Supported Internship at Mencap.
- AB has been accepted for TA Course at Chelsford College.
- BTD has been accepted for Level 2 Media Course at Bournemouth and Poole College.
- HW has been accepted for Level 2 Agriculture Course at Kingston Maurward.
- JGT has been accepted for Send4 Pre employment Programme.
- SC has been accepted for a Supported Internship at Eastleigh College.
- TH has been accepted for Send4 Pre university Programme.



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# A Testimonial from William's Parents



"Well, we attended the graduation ceremony today! I really wouldn't have believed anyone if they had predicted that William would attend university let alone get a degree or a first!

It was very emotional knowing what William has gone through to get to this point in his life! I confess I shed a few tears!

William has also secured himself a job with the same company my husband worked for and, indeed, in the same office with the same colleagues. William was asked to attend an informal interview a few weeks ago and they were so impressed with him they said they would generate a job just so he can work for them! He starts at the end of November and will join the graduate scheme next year.

I have attached the photo I promised for the newsletter. I would be most grateful if we could have a copy!

I really wanted to let the staff know how William has done as they have played a huge part in supporting him and helping him through some very difficult times. If William had not been a student at the Wing Centre he would definitely not have achieved so much. His time at the WC was a turning point in his life and gave him the springboard he needed to re-join the world. We will always be grateful for his time at the Cambian Wing College."

* Photo used with kind permission from William



# Additional Information

## Complaints Procedures

We know there will be times when students, carers, parents or placing authorities will want to give us feedback about our College and we will always be happy to hear from you. If you feel that you would like to make a suggestion, let us know about something you were pleased with or tell us we did not meet your expectations, please contact the School via the contact details at the front of this prospectus.

A complaints procedure allows for both formal and informal complaints. Informal complaints will be dealt with quickly, while formal complaints can be made in writing.

Our full complaints policy is available from the College on request. This policy is designed to help you raise concerns and ensures your complaint will be listened to and dealt with fairly.

Should you wish to take your complaint further or feel you are unable to discuss the details with the College, please contact the director of education detailed below, especially if your complaint relates to the College leadership.

## The Proprietor

The proprietor of the school is Farouq Sheikh, Chair of the CareTech Board. The representative of the Proprietor of the school, whose address for correspondence during both term times and holidays, is:

Andrew Sutherland,
Managing Director Education,
4th Floor, Parkview,
82 Oxford Road,
Uxbridge,
UB8 1UX.

The representative of the proprietor may be contacted via email at:
Andrew.sutherland@caretech-uk.com

# Where to find us



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