



Ethos and Aims

Last Reviewed	September 2024
Reviewed by	Naomi Fearon
Reviewed by Governors:	
Governor Names:	
Next Review	September 2025

Ethos and Aims

Principle

We aim to promote social inclusion for the public benefit by supporting individuals in Nottingham who are socially excluded. Our goal is to address their needs and assist their integration into society, primarily through education, training, and support.

Aims

Take 1 seeks to:

- Offer a broad, balanced curriculum that meets the diverse needs of all learners.
- Foster confidence and motivation through varied teaching and learning approaches.
- Equip children with essential life skills to prepare them for real-world situations.
- Provide opportunities for practical application of knowledge and learning.
- Incorporate a multi-sensory alternative curriculum aligned with the National Curriculum, focusing on Literacy and Numeracy.
- Create enrichment opportunities that extend learning beyond the classroom.
- Promote excellence and enjoyment in education.
- Tailor the curriculum to the unique needs and interests of our children.
- Encourage natural curiosity and foster the confidence to explore and ask questions.
- Enable risk-taking in safe environments, where children can learn through experience.
- Teach essential skills driven by the interests of our children.
- Closely monitor progress, ensuring the development and application of key skills.
- Help children transfer skills across subjects, fostering adaptability and resourcefulness.
- Ensure that our children are engaged, motivated, and enthusiastic learners.
- Allocate time for reflection and review, encouraging both peer and self-evaluation.
- Utilize diverse resources, including classrooms, outdoor environments, local communities, and external visits.
- Allow children to showcase their learning through various formats such as presentations, performances, and creative projects.
- Implement a creative, sensitive approach to learning that minimizes emotional triggers and avoids past negative experiences with authority figures.