



Aspiration House School

A nurturing School for children with learning disabilities and complex needs

Our Mission

At Aspiration House School, our mission is to provide a nurturing, secure and stimulating learning environment where every learner is valued, respected, and supported to reach their full potential. We are committed to fostering academic growth, personal development, and meaningful life skills that empower students to thrive within school and into adulthood.

Our Environment & Community



Individualised Education

Learning tailored to each child's needs, helping them grow and thrive



Community Connection

A close-knit, supportive place to learn, grow, and develop skills for adult life



Day Students/Day Placements

Tailored to cater to the unique needs of each child, available for up to 38 weeks placements

For Referrals & Enquiries:



0843 378 0653



placements@vals-place.co.uk

A Welcome from Our Team



"Welcome to Aspiration House School!"

We are a small, warm and welcoming school where every child is known, valued and celebrated. From the moment a learner walks through our doors, our whole team works together to help them feel safe, settle in and discover just how much they can achieve. We can't wait to meet you and show you around."

Mr. Patrick McConnell, Headteacher

Our Pupils

We support students aged 8–18 with specific learning difficulties and/or autism, many of whom require 1:1 support and have an EHCP. Our setting includes:

- A safe, closed site with controlled access
- Calm, reflective spaces both inside and outdoors
- A highly personalised, small-school environment
- Structured transitions for arrival, break, lunch and learning
- Dedicated spaces for regulation and emotional support



Therapeutic Support

We offer a comprehensive range of therapeutic interventions tailored to individual needs, including:

- Speech and Language Therapy
- Clinical Psychology input
- Occupational Therapy
- Art Therapy
- Music Therapy
- Pastoral Support
- Sensory and Relaxation
- Brick Therapy

All therapeutic input is guided by assessment and delivered in a personalised manner. Not every student will access every therapy; instead, support is built around what each learner truly needs to thrive.

Our Values

Our values form the foundation of everything we do. Our education services are shaped by SHINE, ensuring every child feels supported, engaged and able to succeed as a learner.



S

Safe

We create a safe and supportive environment where children feel secure and able to thrive.

H

Happy

We make learning enjoyable, helping children feel settled, curious and engaged with what they are doing.

I

Included

We foster a strong sense of belonging, ensuring every child feels included and able to take part in the school community.

N

Nurtured

We build trusting relationships with every child, offering consistent encouragement so they develop the confidence to learn, grow and believe in themselves.

E

Empowered

We encourage independence, helping children make choices, develop their voice and take pride in their progress.

These principles guide our practice and ensure that students remain at the heart of our provision.

Our Philosophy

We follow an overarching philosophy known as VALs – Validate, Achieve, Live. VALs is not simply a method; it is a reflective mindset that encourages students to recognise their strengths, celebrate their achievements, and develop a deep sense of purpose and self-belief. Our educational approach is designed to empower students to do their best and prepare confidently for life beyond school.

Curriculum Intent, Implementation & Impact

Curriculum Intent

Our curriculum is designed to provide a nurturing, secure and stimulating environment where every learner is valued and supported to reach their full potential. It is rooted in our mission and SHINE values: Safe, Happy, Included, Nurtured and Empowered. Grounded in our philosophy of VALs – Validate, Achieve, Live, our intent is to develop confident, resilient learners who recognise their strengths, celebrate achievement and build self-belief.

Using the Equals SEND Curriculum, we aim to deliver a broad, balanced and differentiated programme that meets the needs of learners aged 8–18 with autism and specific learning difficulties, many of whom require individualised pathways and 1:1 support.

Our key intentions are to:

- Ensure learning is meaningful, practical and rooted in functional real-life skills
- Embed emotional well-being, independence and personal development at the core
- Prepare learners effectively for adulthood, further education and supported life pathways



Curriculum Implementation

We implement our curriculum through a highly personalised, structured and therapeutic approach, ensuring every learner receives targeted support.

1. Personalised Learning Pathways

Each learner follows an individualised plan informed by robust assessments, transition information and ongoing reviews.

2. Broad and Balanced Curriculum

We deliver key SEND curriculum areas including:

- Literacy & Numeracy
- Science
- PSHE
- PE
- Creative Subjects & Humanities
- Life & Independence Skills
- Outdoor Learning supported by extensive woodland and grounds

3. Structured, Supportive Environment

Learners benefit from:

- Calm, reflective and low-arousal learning spaces
- Controlled access and safe site structure
- Clearly planned transitions and routines
- Dedicated emotional regulation areas

4. Integrated Therapeutic Support

Specialist interventions are embedded within the school day, including:

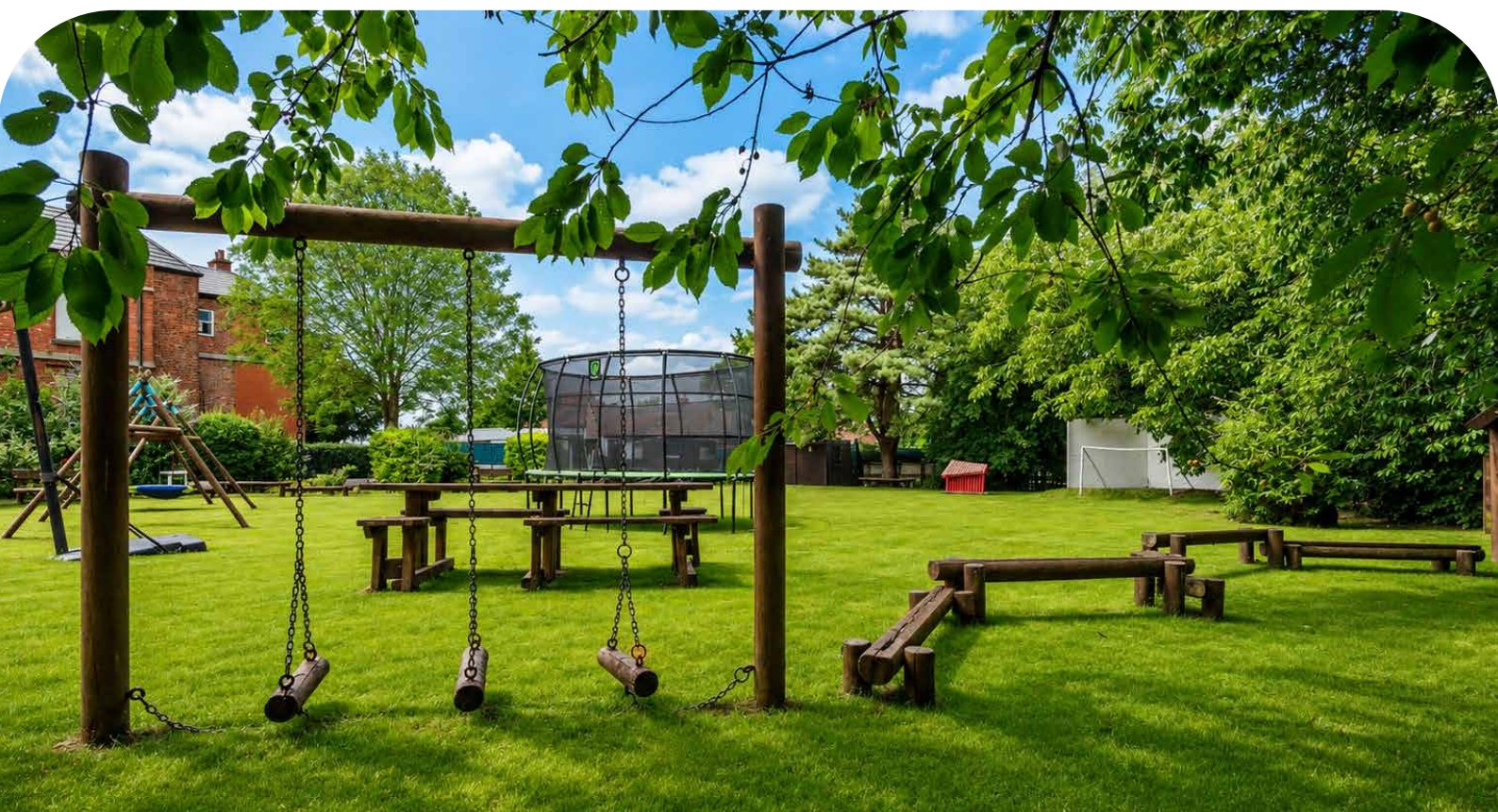
- Speech and Language Therapy
- Occupational Therapy
- Clinical Psychology
- Art and Music Therapy
- Sensory and relaxation support

5. Outdoor & Experiential Learning

A strong emphasis on outdoor learning develops practical, social and independence skills.

6. Collaborative Partnership

We work closely with families, external professionals and agencies to ensure continuity, appropriateness and long-term planning.



Curriculum Impact

We measure impact through academic progress, emotional development, independence and preparation for adulthood.

1. Strong & Sustained Progress

Learners make meaningful progress through targeted teaching and personalised pathways.

2. Emotional Readiness & Self-Belief

The VALs philosophy and therapeutic support nurture confidence, resilience and emotional regulation.

3. Preparation for Adulthood

Students leave equipped with functional, transferable skills to progress into:

- Further education
- Employment or volunteering
- Supported living

4. Independence & Life Skills

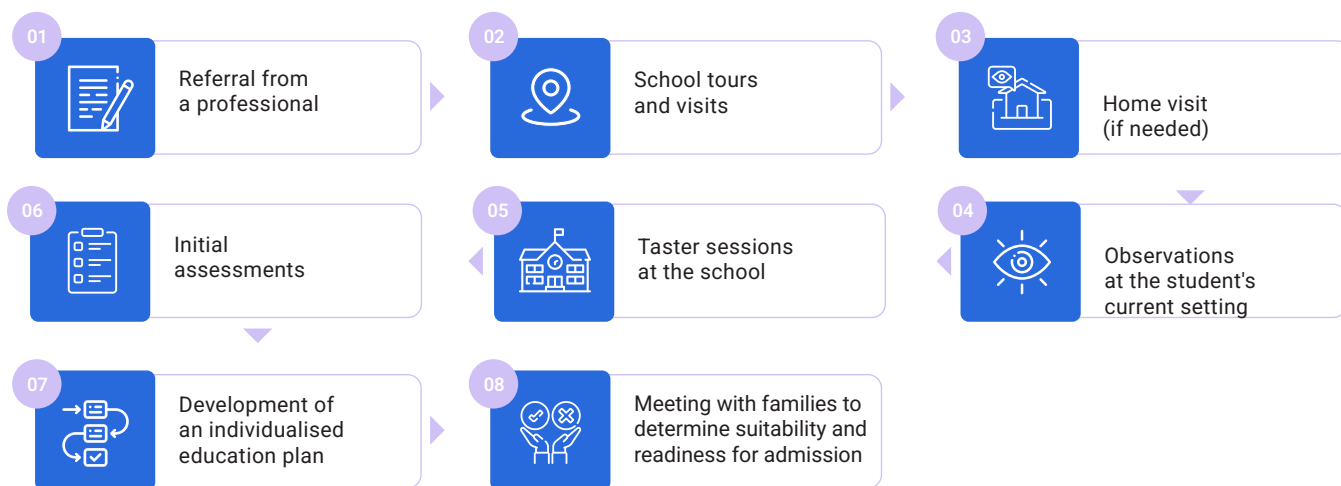
Life and Independence Skills develop real-world competencies and problem-solving abilities.

5. Positive Well-being & Engagement

A highly supportive environment ensures learners feel safe, regulated and ready to participate fully.

Admissions

Prior to joining the school, a comprehensive transition process ensures that Aspiration House School is the right fit for each learner. This may include:



Preparing for Adulthood

We aim for every student to leave us equipped with functional, transferable skills that support their aspirations – whether in further education, employment, volunteering or supported living. Our programme includes:

- Early planning for post-16 pathways
- External partnerships to support transition
- Independent careers advice
- Family involvement through EHCP reviews and ongoing communication
- Clear, personalised planning for life beyond school

See Us in Action



Take a Look Inside

Scan or click the QR code to watch our video and see life at Aspiration House School.

**WE WOULD LOVE
TO MEET YOU!**

For placement enquiries, or simply to learn more about life at Aspiration, we would be delighted to hear from you. Come and see the home, meet our team and experience our warm welcome for yourself.

Statutory information

All our policies, our latest Ofsted report and our term dates can be found on our website, www.valscommunity.co.uk and are available on request from the school office.

We love to hear from you. If something has gone well, please tell us and if something is not right, tell us early so we can put it right.

The quickest way is to speak to your child's key contact, or to the Head teacher. If you would rather put it in writing, write to the Head Teacher at the address below.

Our complaints policy explains each step. You can read it at www.valscommunity.co.uk or ask us for a copy. Last year we received 0 formal complaints.

If you have already spoken to the school and would like to take things further, please contact the proprietor below.

The proprietor of the school is Pervaz Iqbal, Head of Education. He can be contacted during term-time and school holidays at:
11 Gatley Road, Cheadle, England, SK8 1LY
education@vals-place.co.uk



Aspiration House School

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