



#EVERYVOICEHEARD

ABOUT US

We are often asked, “why Foundation?” The answer is simple: at Omnia, we provide the fundamentals for self-development for young people who have been failed by a system which recognises and values academic achievement over creative or physical talents and abilities, young people who have missed the chance to find out who they are or what they’re good at because their skills and capabilities lie elsewhere.

When we watch free runners, free climbers or base jumpers perform incredible feats of physical agility with fearlessness and determination, we are awestruck. When we see teenagers doing similar things, we label them as “trouble,” “yobs,” and yet they are nothing less than wildly confident and breathtakingly courageous. At what point, then, do we change our perception of their achievements and see that these young people have a wealth of unrecognised and untapped potential and start to channel that energy, passion and enthusiasm into a constructive and productive future?

Our aim is to begin to change that perception. The Omnia Foundation provides an environment in which our young learners can become themselves. We help them build that foundation for their future. Our unique approach to supporting self-development enables the young people to be heard, to exercise choice and in so doing to gain the confidence and self-assurance they need to become good people, able to make a valuable contribution to the community.



A MESSAGE FROM LIZ

A friend of mine managed a local social care service. Every Christmas, they put up a Christmas tree in their local M & S, hung with labels – girl 0-3 months, boy 7-9 years and so on. Each label represented a child within the locality that was in care and the idea was that members of the public would buy a Christmas gift with children of a particular age group in mind and leave it under the tree ready to be distributed to those children in care over the Christmas period. I went to see the tree and felt moved that folk were so generous and considerate. “What a great idea!” I said to my friend. “Well,” she replied, “it is but it’s heart-breaking on 21st December when every label left hanging on the tree is for a boy 12-16 years old.” How I cried. That sense of exclusion, of being misunderstood, of being neglected. Unloved. Unloved. Let that sink in...



During my career, inclusion has been my passion. Helping the least able children and young people to realise their potential and exceed their expectations of themselves has driven me in every role I’ve ever had, from teaching assistant to class teacher to learning and teaching consultant to Senco to head teacher. Now, as Chief Operating Officer of the Omnia Foundation, I intend to continue to drive change and disrupt an education system that leaves so many of our young people disenfranchised and disillusioned, so that we can bring them a sense of belonging, of being heard, of being cared about. Of being loved.



WORDS FROM DAVID

Between 2015 and 2018, my group of businesses worked on a project which used world class sports facilities and education providers to re-engage 16-19 year olds back into full time study or employment but it did not address the reasons why these children had become disengaged in the first place.

This continued to play on my mind so in 2019 I seized the opportunity to apply to become a proprietor of an independent special school in England for boys aged 12-16 years with social, emotional and mental health difficulties and/or autistic spectrum disorder, to create a solution for these students who had previously been unable to access education due to national curriculum requirements and expectations set by schools and who have as a result been disengaged and disillusioned by the education system.

Our community and environment brings together therapy, physical activity and a bespoke curriculum to provide personally designed programmes of study for the students as well as providing support for the home settings. This ensures that the foundation has a whole child approach which builds students’ self-esteem and supports them with their next steps by helping them acquire the skills necessary to progress in the future.

Our bespoke curriculum leads to a unique qualification which has been Ofqual approved and this enables the students to follow a highly personalised programme of study which meets the demands and needs of the students that attend Omnia Foundation.

Our trailblazing approach is inspired by the idea that children should never be labelled: they should be understood.

THE OMNIA FOUNDATION CORE VALUES



OPEN-MINDED

KEY CONCEPTS - CLARITY * TRUST * CHANGE

When we are open-minded, we promote a culture of openness and honesty, where we tackle difficult conversations and accept constructive criticism. We help to create an environment of trust, where all people are treated fairly and equally and where we can be relied upon to follow through with our commitments to others. We recognise and promote a culture where change is good and reflects progress and where we are adaptable and positive when faced with periods of transition.



MOTIVATED

KEY CONCEPTS - PASSIONATE * PURPOSEFUL * PRIDE

When we are motivated, we actively promote the ethos of our organisation, one in which we share positivity and demonstrate genuine commitment. We continually strive to create an environment where every member of the foundation can be at their most effective and where we each take ownership and responsibility for ourselves and everything we do. We support others to ensure that we are all working towards the same goals, taking pride in our contribution to the foundation community.



NOBLE

KEY CONCEPTS - CREDIBILITY * RELATIONSHIPS * TEAM

When we are noble, we are admired by others and our opinions are sought because we are good role models, taking a considered and thoughtful approach with all members of the community. We lead by example and build strong relationships across the foundation, being approachable, friendly and doing all we can to build trust with others. We actively engage in foundation life, working collaboratively, always listening to new ideas and considering the impact of our actions on others.



INDEPENDENT

KEY CONCEPTS - BRAVE * SELF-AWARE * DECISIVE

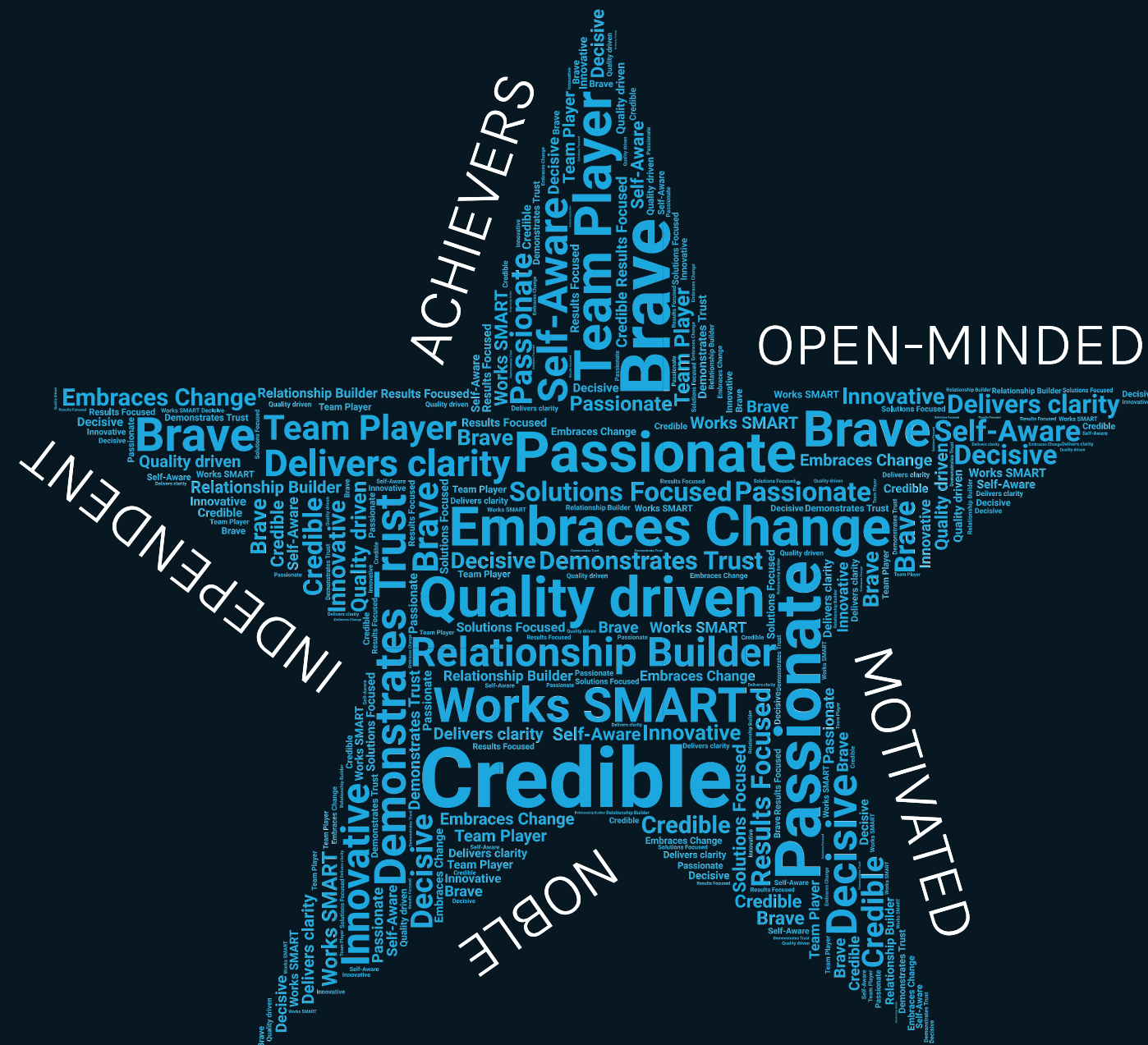
When we are independent, we make and carry through informed decisions, are willing to take a stand even in the face of resistance and take accountability when things go wrong. We understand and manage how other people see us, proactively seeking personal development and we are able to minimise the impact of our responses and reactions on others. We have the best interests of the foundation at heart when we make decisions, thinking things through clearly and having a clear rationale before we act.




ACHIEVERS

KEY CONCEPTS - SOLUTIONS * INNOVATION * RESULTS

As achievers, we are recognised by others as being able to see things from different points of view, remaining objective and positive in the face of challenge. We promote and contribute to a culture where people feel empowered to challenge the status quo and share new ideas that we are willing to support and develop. We continually review and evaluate our own progress, demonstrating the belief that anything can be achieved and trying and trying again until everything that can be done is done.





AT THE OMNIA FOUNDATION,
WE CREATE A SECURE AND
SAFE ENVIRONMENT THAT
ENCOURAGES COMMUNICATION,
SELF BELIEF, MUTUAL RESPECT
AND SUCCESS. WE PROVIDE A
RICH AND BALANCED CURRICULUM
THAT DEVELOPS EVERY CHILD,
ALLOWING THEM TO ACHIEVE
THEIR TRUE POTENTIAL.

OUR MISSION

Our mission is threefold:

1

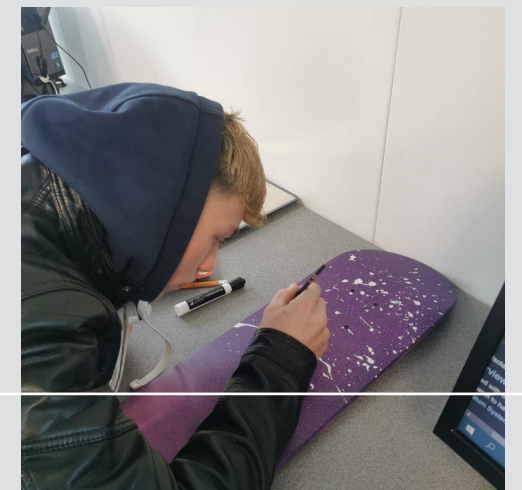
We believe that when basic emotional needs are met, a person has a much better chance of being able to succeed. Rooted in the principles of Maslow’s Hierarchy of Need, we have a “therapy first” approach to supporting the students. This is led by our Head of Therapeutic Provision who, with a team of qualified and well-trained wellbeing practitioners, plan and deliver a range of interventions and programs that prioritise and address emotional and mental health needs before everything else.

2

We believe that strenuous physical activity promotes good mental health through the release of endorphins and other “happy hormones.” It energises and sharpens brain activity. Our Head of Physical Provision designs a rigorous programme of physical health and wellbeing which is delivered by our team of teachers and higher-level teaching assistants. At least 90 minutes daily of physical activity is planned for and all staff participate as it provides an opportunity to build positive relationships and role models for language.

3

We believe that a learner’s journey truly begins when they find their passion. This may or may not happen by the time they are 16 and we recognise that our learners may need more time to discover what drives and motivates them. Under the direction of the Head of Curriculum and Qualifications, staff plan and deliver a broad and creative range of experiences designed to challenge and inspire our learners to find their “thing.” Our trailblazing curriculum, centred on a truly innovative and bespoke suite of vocational qualifications, enables learners to engage in a wealth of enriching activities, all of which contribute to the achievement of qualifications tailored to their needs and starting points. This is delivered through a model of continuous provision, designed to promote a greater level of flexibility, which will in turn facilitate greater student ownership of their learning, reduce anxiety, minimise lost learning, increase productivity and ultimately foster greater success.



STUDENT JOURNEY

The young people who are accepted into the foundation will have had a negative experience of the system. Many will have been permanently excluded multiple times from a range of settings. Many will have experienced inappropriate strategies for supporting their emotional development. Their self-esteem is often low, their mental health poor. As a result, their home support will often feel hopeless and doubtful that they will ever find a context that will be able to meet their child's needs.

Meeting with members of the home support network, whether that be immediate or extended family or professional carers, is an integral part of the consultation process. Before accepting a student into the foundation, a thorough assessment of their needs is carried out with all agencies involved in supporting both them and their home setting. During this consultation period, home visits from members of the foundation staff will be arranged simply to chat to the young person and those responsible for their care to find out about their particular needs and aspirations and whether we feel we can support their development. A strong, positive relationship with home settings is crucial to the work of the foundation and active support for home contexts from the hub teams is guaranteed throughout the young person's time with us.

Once a student is accepted, a suitable hub will be identified. Students are placed in a hub based on their learning style and emotional development rather than their age or academic ability. A bespoke induction plan is designed by the hub team and is governed purely by the students' needs, whether these are outlined in section F of their Education, Health and Care Plan or whether these are simply the result of the "student voice" work that is undertaken as part of the consultation. Induction will last anything from a few days to a few months. We are keen for students to take this at their own pace: it is essential that they feel ready to come into full time on-site provision since it can be daunting and a trigger in itself for intense emotional responses. We would, however, recommend that students undertake an induction of no less than four weeks as we have found that a period of slow transition is the most effective way of engaging students and ensuring their attendance in the longer term. Full time on-site provision is the goal for all our students and we work hard towards achieving this.

Where a students' needs are complex and we feel on-site hub provision would be inappropriate in the first instance, we offer a support programme with an outreach hub. These four highly trained professionals work with a maximum of 3 students and all support and development is planned and delivered by the team within the home setting and/or off-site for three months at which point a review is undertaken and, if appropriate, further specialist provision designed and tailored to the young person's changing needs.

Full details of the provision and our approach are detailed in the following policies:

- **Me, Myself & I**
- **Induction**
- **Curriculum**
- **Learning & Teaching**

Onward transition

The foundation is committed to supporting our young people to obtain the best possible offer for the next stage in their journey.

As soon as a student is enrolled, they will access the foundation's careers programme, which supports students to deepen their understanding of employability, how to develop their CV through such opportunities as volunteering or work experience and ultimately how to apply for college courses or jobs.

During Year 10 and/or 11, we work closely with our students, their home setting and their preferred post-16 provision to ensure there is a comprehensive and personalised post-16 Transition Plan in place. Foundation staff endeavour to support all aspects of transition into post-16 provision with a view to helping our young people make informed decisions about their next steps.





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