

In Sutton, as in other local areas, we have commissioned places that local authorities fund from the High Needs Block for children and young people with Education Health and Care Plans (EHCPs) in either resource based provision in mainstream schools, in special schools or in alternative provision (AP).

We have developed and implemented Commissioning Agreements with our specialist providers so that there is shared understanding and clarity regarding what each setting provides through commissioned places. Within these commissioning agreements there is a 'statement of provision' which sets out in detail what the provider offers and what pupil needs can be met.

Date	December 2022			
School	Carew Academy			
Provision	Skills for Further Education	Skills for Work	Skills for Life	Key Stage 2 Hub
Who for: Overview	<p>All pupils have an EHCP which covers all areas of learning (Cognition &amp; Learning, Communication &amp; Language, Social Emotional &amp; Mental Health and Physical &amp; Sensory).</p> <p>The pathways below give more information, and cater for students with a range of needs covered by the Moderate Learning Difficulty criteria. So students with speech, language and communication needs and/or ASC. Other needs include ADHD as well as GDD and Downs Syndrome.</p> <p>Many of these learners also have social and anxiety needs that would make managing a mainstream environment extremely challenging.</p>			
	For young people with speech, language and communication needs and /or Autistic spectrum conditions and ADHD. For students aged 7-18	For young people with speech, language and communication needs and /or Autistic spectrum conditions and ADHD. For students aged 11-18	For students with complex needs, speech and sensory impairment alongside MLD (Moderate Learning Difficulties), GDD (Global Developmental Delay) and ASD (Autism Spectrum Disorder). In essence, students in this pathway all have several learning and health needs and as such offer the most complex learning pathway of students within Carew Academy.	For young people with speech, language and communication needs and /or Autistic spectrum conditions and ADHD, who struggle to identify and manage their feelings. For students aged 7-11.
Who for: Cognitive working level	<p>At entry point to the school at year 3, this pathway of learner would be expected to have a cognitive starting point of Pre-key stage standard 4 or 5.</p> <p>The usual entry level range for students arriving at y7 are working at Year 3-4 levels</p>	<p>At entry point to the school at year 3, this pathway of learner would be expected to have a cognitive starting point of Pre-key stage standard 2 or 3.</p> <p>The usual entry level range for students arriving at yr 7 are working at Year 1-2 levels</p>	<p>Students with a wide range of complex needs, who require a higher level of support in at least one area of their education, be it academic, social or behavioural. The curriculum and the way it is delivered is highly adapted to meet the needs of the learners, and as such a lot of the school routine and expectations in this pathway are more bespoke and adapted to suit learners' needs.</p> <p>At entry point to the school at year 3, this pathway of learner would not be</p>	<p>At entry point to the school at year 3, this pathway of learner would be expected to have a cognitive starting point of Pre-key stage standard 2 or 3.</p>

			<p>measurable by standardised scoring.</p> <p>The usual entry level range for students arriving at y7 are by the nature of the students, bespoke. Often, phases of students will have different levels of learning to each other. This can range from a start of following the EYFS curriculum, to the national curriculum of Years 1-2. It is important to note that the needs of the students can be complex enough that even the EYFS needs to be heavily adapted, both in curriculum content, and delivery.</p>	
Who for: Attention and Self Regulation	<p>These pathways are suitable for students who are group engagers and who can learn in small class groups. The lesson structure used is mostly based on a primary mainstream nurture class model – 45 minute lessons – but movement time / time out cards for some students are necessary</p> <p>However for a proportion of their learning time they need to be able to apply themselves to subject specific learning, transition between classrooms and interact with different subject teachers throughout the day.</p>	<p>The severity and complexities of their SEN, often with comorbidity, means students in this pathway have very limited shared attention and significant difficulties with accepting adult support. Students often need to regulate their sensory environment and emotional needs, and this requires a bespoke approach. Students often require a structured environment that has been specially designed to accommodate the students’ needs and offer a calming environment.</p>	<p><u>Yr 3/4 learners</u> The learning is play/practical based, giving students opportunities to engage in a range of activities which are predominantly designed to develop their communication and social interactions with others. Students will access a carousel of themed indoor and outdoor activities as well as some specialised lessons such as cooking and music.</p>	

				<p>Year <u>5/6</u>  <u>learners</u>  The learning in this class is more typical of our main school structure in order to build independence and prepare students for their eventual transition into Year 7. The class operates on a TEACCH style model with children working at different stations throughout a lesson.</p>
	Struggle to access and teach groups over 10 learners	Struggle to access and teach groups over 10 learners.	Struggle to access and teach groups over 6 learners	Struggle to access and teach groups over 8.
Who for: Verbal Communication	Learners are good verbal communicators and are able to use a range of alternative communication skills	Learners are mostly good verbal communicators and are able to use a range of alternative communication skills, however context and understanding can be challenging.	Most students have limited communication, particularly in being able to participate in a meaningful, social context. Often students require a high level of scaffolding in their communication from adults both socially and academically, requiring a consistent high-level approach to symbols and other adaptive communication strategies.	Learners are verbal communicators and are able to use a range of alternative communication skills, however context and understanding can be challenging.
Who for: Challenging Behaviours	Students need to be able to self-regulate and learn within a classroom setting without hurting others or disrupting the learning of other young people.		A high proportion of students in this pathway have high levels of difficulties in understanding how to react and respond to stimuli. This can lead to them having maladaptive strategies (behaviours that challenge) that limit their ability to effectively communicate with others. Students have significant	Students require a higher level of support and more individualised strategies to access learning and to regulate. Some students require support to avoid challenging

		difficulties with shared attention and engagement (strong personal preferences and difficulties shifting attention to less preferred activities) or as behaviours that challenge the adults supporting them, through self-injury, injury to others, absconding, grounding, or significant destruction to property.	behaviours that could disrupt learning or cause injury.
Who for: Relationships	<b>Skills for Life pathway:</b> Students struggle to understand appropriate relationships. This leads to them generally not understanding their support network, and it not being fully effective (for example, who is appropriate to hug or touch). Students do not have an effective understanding of circles of support and appropriate touch. Many of the learners in this cohort struggle with accepting adult support to regulate their sensory and emotional needs and with engaging and interacting with others.		Learners in this cohort may struggle to accept adult support to regulate when they are in a heightened state of emotion, affecting their engagement and interactions with others.
Who for: Multi disciplinary team requirements	<b>Skills for Life pathway:</b> Requires a team around the child approach where all stakeholders (teachers, outside professionals, family members and the student themselves) need to participate to develop a bespoke programme that addresses the social, emotional and academic needs of the student. Staff are highly trained in specialist approaches to support every individual's needs, from theories of learning to positive handling techniques, to active interventions within the classroom layout. This will all ensure the student feels safe and is ready to learn. CPD would need to be updated regularly in order for the students' needs to be consistently met. Significant difficulties with well-being affecting their ability to be comfortable within their environment and around others. Bespoke services designed by multi-disciplinary team applied in the moment facilitated by highly experienced staff.		This cohort often has low self-esteem. They require an on-site highly specialist, trans-disciplinary team of people which includes them and their parents to collaborate and design strategies and programmes that support the child effectively to feel safe and to develop meaningful skills and relationships.
Who for: Other:	<b>Skills for Life Pathway:</b> <ul style="list-style-type: none"> <li>No other school in the area is currently able to meet their educational, therapeutic or support needs at their level in a MLD setting.</li> </ul>		These children benefit from a nurture-based approach to

	<ul style="list-style-type: none"> <li>• There are limited services that can meet their needs outside of school, due to the hi</li> <li>• Many families report to us that they are struggling to cope and support their child</li> <li>• Respite may be required, but is often limited due to the lack of respite provision available for this cohort.</li> <li>• These children need a purpose built, low or modified arousal environment with facilities to address their complex individual differences in sensory, emotional and learning capacities</li> </ul> <p>The children in this pathway are the most at risk of missing education. They regularly have difficulties accessing basic health services such as vaccinations, check-ups and dental screening. There is also a lack of services designed to meet their complex needs meaning that essential services such as short breaks, respite and out of school activities are not available, compounding the difficulties.</p> <p>Well-being, co-regulation, engagement and learning to build trusting relationships are a priority in order to increase their ability to participate in positive interactions and learning, and to develop their safety around others. All these skills are vital for the students in the Skills for Life pathway to develop their independence in preparation for adult life. With high levels of support these learners can move into a more structured curriculum as their strengths and skills develop over time, allowing for greater peer engagement and potential qualifications being accessed later on in their academic journey.</p>	<p>their learning focusing around the fundamentals of children's development.</p> <p>Some families report to us that they are struggling to support their child.</p> <p>Well-being, co-regulation, engagement and learning to build trusting relationships are a priority in order to: increase their ability to participate in positive interactions and learning and to develop their safety around others.</p>
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<p>What we provide – school facilities</p>	<p>Carew Academy occupies an old historic building next to an old Norman church. It is a grade 1 listed building, with sections dating to over 1000 years old. The school was developed within the old orphanage section of the building and now houses 30 classrooms for students, with additional rooms converted to therapy rooms, offices, a gym, hall and kitchen. 4 additional huts with classrooms have been built to accommodate growing numbers as the school is now at full capacity. The primary section of the school is located in the more modern external buildings.</p> <p>Skills for Life (SfL) currently has 8 classrooms for students, including 2 in the sixth form. In addition, SfL has a sensory circuit room and a sensory regulation room to allow the students to develop their OT skills and regulate respectively. SfL classes have rooms with many additional resources and expectations of classroom layout and approach, to match the students’ needs. These include therapy tents, sensory resources etc.</p> <p>Skills for Work currently has 12 classes Skills for FE utilising 6 classrooms within KS2, 3 and 4.</p> <p>A further 5 classrooms house the sixth form cohort which is a combination of all three pathways.</p> <p>Outdoor communal areas for all pathways include a large playground and school field for use as needed, with an allotment, an adventure playground, both a small and large football field and large playground with playground designs.</p> <p>The school has a medium sized hall which allows for a staggered lunchtime only. Meaning students can sit and eat with their year group or pathway groups. Some classes (primarily in the Skills for Life pathway) cannot access eating in the Hall with others and require lunch in their own classroom. This area is also used for Pathway and/or year group assemblies, outside speakers, dance and gym classes</p> <p>The indoor gym provides a space for PE with ropes, climbing bars and marked floors for different sports</p>			<p>The Key Stage 2 Hub has 2 classes. It has its own Hub Playground and an additional outdoor Garden, designed to provide space for outdoor learning in a creative, exploratory environment.</p>
<p>What we provide: High levels of adult support</p>	<p>We provide small class groups of between 8 and 10 students. There is a strong pastoral system with allocated form tutors who monitor progress, attendance, etc. and act as the first point of contact for parents / carers.</p>	<p>We provide small class groups of up to 10 students. Form tutors are the first point of contact for parents and, along with class Teaching Assistants, provide strong pastoral care and monitor progress towards students’ EHCP targets.</p> <p>From Year 3 to Year 7, classes are predominantly taught by their form tutor, with the</p>	<p>Children and young people in this cohort are taught in small classes of no more than 6 students, with a high staff to student ratio. Traditional MLD teaching approaches are used, with a mixture of group work &amp; 1:1 learning as well as use of the TEACCH system and highly bespoke timetables and staffing structures. We provide staffing ratios that enable independence whilst achieving high aspirations for progress in learning</p>	<p>Class groups in the Hub are no larger than 8 students. Each class will have one class tutor and 3 TAs in order to enable learning to take place inside and outside the classroom within each lesson, as required. Students work predominantly in small groups</p>

		exception of PE and The Arts. In Years 8-11, classes are taught core subjects by subject specialist teachers.		<p>of between 2 and 4 students. The 2 classes each have 1 teacher supported by the 4 TAs and due to the dysregulation often associated with students in KS2 (coming to a new setting from their primary settings which have often broken down) 3 TAs directly support within each class whilst an additional TA moves between both classes and the other TA runs our woodland wonderland outdoor learning environment where dysregulated students are able to go to emotionally regulate</p> <p>Our 2 teachers are supported by a further teacher who is our school Therapy lead. Averaging 1.5 Teachers across the 2 classes</p>
What we provide Evidence based	<p>We provide evidence based strategies for students with language and communication needs, including</p> <ul style="list-style-type: none"> <li>• visual supports for schedules and learning activities.</li> <li>• Social use of communication groups</li> </ul>		Our teaching team is trained in a wide range of specialist evidenced based teaching and uses therapeutic approaches	<p>We provide evidence based strategies for students with language and</p>

<p>teaching strategies</p>	<ul style="list-style-type: none"> <li>• Zones of regulation to help learners understand and regulate their emotions.</li> <li>• Social stories are used to develop students' understanding of situations and to help them understand the perspective of others.</li> <li>• Sensory circuits and movement breaks are built into lessons for those students who need them.</li> </ul> <p>We are open to developing, extending or changing approaches for individual students when current evidence based strategies do not appear to work.</p>	<p>and interventions (ELSA, drawing and talking, construction, rebound) and other therapies bought in (drama therapy and canine therapy) for students as needed. Every student requires Speech and Language Therapy intervention, as well as Occupational Therapy, both in individual sessions and group/whole class sessions.</p>	<p>communication needs, including</p> <ul style="list-style-type: none"> <li>• visual supports for schedules and learning activities.</li> <li>• Social use of communication groups</li> <li>• Zones of regulation to help learners understand and regulate their emotions.</li> <li>• Social stories are used to develop students' understanding of situations and to help them understand the perspective of others.</li> <li>• Sensory circuits</li> </ul>
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<p>What we provide – Parental communication and support</p>	<p>We provide yearly face to face reviews of academic and personal development data through parent meetings as well as the EHCP annual review meeting. Students are constantly working towards the short-term targets created by staff using their EHCP targets. They also have target-specific lessons in which they discuss their progress towards targets on a regular basis. Targets are both pastoral and curriculum based (English / Literacy and Maths).</p>	<p>Weekly individual emails are sent home, termly progress reports are produced for parents as well as parent consultation evenings, our Meet the tutors evenings, Target setting phone call meetings, Annual Reviews and Parents evenings</p>	<p>We take care to develop and maintain high levels of communication between school staff and parents. We use a range of best practice teaching and therapy strategies, with techniques embedded within daily routines to ensure high quality support for all children and young people at Carew Academy and at home.</p> <p>The families of students benefit greatly from shared communication with teaching staff about strategies that are impactful and transferrable to home, as well as developing fascinator (areas of interest) and dislikes. This of course goes each way, with communication between</p>	<p>Weekly emails are sent home to all parents to keep them informed about what their child has done that week.</p> <p>We provide termly reviews of academic and personal development through Parents Evenings, as well as the EHCP annual review meeting. Termly reports are also sent home.</p> <p>We hold Open Coffee Mornings for parents to</p>

			<p>home and school key to a successful life after Carew.</p> <p>Weekly individual emails are sent home, termly progress reports are produced for parents as well as parent consultation evenings, our Meet the tutors evenings, Target setting phone call meetings, Annual Reviews and Parents evenings</p>	<p>meet other parents with children with SEND, to have discussions and take part in sessions aimed to further support them and their child.</p>
What we provide-specialist education offer	<p>A clear universal, targeted and specialist provision offer for teaching and therapy ensures that all learners receive the support they need to enable them to access learning. This includes wellbeing support; promotion of communication and regulation friendly environments, techniques and strategies; whole school support and development (e.g. teacher, therapy and parental training); teaching input within policies and documents; curriculum development, provision mapping and planning.</p> <p>See PfA for more information about the Careers programme</p>			
	<p>Lower School students are offered a core suite of curriculum subjects that provide a solid foundation of learning and experiences that are meaningful. In addition, through our Enrichment programme, we offer a range of additional curriculum subjects and experiences that contextualise classroom concepts in the real world. Enabling them to develop into rounded individuals.</p> <p>Skills for FE students upon entry to KS3 and above broadly follow the National Curriculum and is adapted to suit the needs of each child, as appropriate.</p> <p>The students all have lessons in English, Maths, Science, RSE, PE, Humanities, and options</p>	<p>Our Skills for Work curriculum broadly follows the National Curriculum and is adapted to suit the needs of each child, as appropriate.</p> <p>At KS4, Entry Level accreditations may be studied, where appropriate for most subjects.</p>	<p>A focus on delivering a broad, engaging experiential (where students learn through experience and play) curriculum, with smaller, more achievable targets assessed throughout their school days. These targets, or learning intentions, follow a discrete marking system that follows the whole school policy, but is more relevant and impactful to students in this pathway. These learning intentions progress over time.</p> <p>A life skills curriculum, mirroring the engagement model where subject specific curriculum is delivered to all the students.</p> <p>A subject specific curriculum which is specifically designed to be accessible by our students, or the Equals curriculum</p>	<p>Year 3 / 4 children follow a play based, practical curriculum which is designed to develop their communication and social interactions with others. Numeracy, Literacy, RSHE and Science are incorporated within the curriculum.</p> <p>In order to prepare them for their transition to Year 7, our Year 5&amp;6 students are offered a core suite of curriculum subjects that</p>

	<p>of the following: PE, Drama, Dance, Art, Duke of Edinburgh, Food Studies, Photography, and Computing. Students complete a variety of accreditations in these subjects including GCSEs, BTECs, Cambridge Nationals, and Entry Levels.</p>		<p>for certain subject areas, including the core curriculum of English and Maths (see curriculum information below for more info on Equals curriculum. It is important that the students are made aware experientially and explicitly where skills in the classroom can be used outside of school – whilst at school as well as afterwards. The skills for life pathway empowers our students to be successful in learning life skills. For Sixth Form: more focus on the structure and expectations of the rest of the school, but again focussed on real life learning skills.</p>	<p>follow the National Curriculum and provide a solid foundation of learning and experiences that are meaningful.</p> <p>Our Key Stage 2 children are offered an Enrichment programme two afternoons a week, during which time they will mix with our Year 7 cohort in a variety of activities and experiences. They will also have PE, Cookery, Art, Music and Drama lessons each week.</p>
What we provide Therapy	<p>Our team of onsite therapists (occupational therapists and speech &amp; language therapists) work collaboratively and seamlessly with teaching staff in order to ensure embedded practice throughout the school. In addition to any SLC therapy or OT as stated on their EHCP, students may receive additional therapy, according to need. Therapeutic interventions we offer are; ELSA, Canine, Drawing &amp; Talking, Rebound, Construction and Drama.</p> <p>Skills for Life students have specific OT and SaLT lessons, due to the high needs of the students and the positive impact these therapies have on them.</p>			<p>Our lead drama therapist is situated in the KS2 Hub to support the 2 teachers and 8 TA's</p> <p>One of our HLTAs in the hub is an ELSA and provides 1-2-1 sessions with these students</p>
What we provide	<p>Skills for Life Pathway:</p> <p>To enable a learner to safely access a class group in order to meet our high aspirations for their learning potential.</p> <p>This level of targeted support is provided for learners who need in the moment support with their regulation, shared attention and engagement in order to access learning in a class group. This 1:1 targeted support from skilled staff is provided at times across the day to enable the learner to participate in group learning where otherwise they may become highly anxious, distressed or be unable to communicate</p>			

	<p>their needs effectively.</p> <p>Without this level of support, the learner may also cause significant disruption to the learning of others. This level of support also applies for learners who require additional 1:1 support to safely manage self-care tasks or support transitions between equipment / environments due to the extent of their physical / medical needs.</p>		
Aims/outcomes	<p>For students to move to their next destination with:</p> <ul style="list-style-type: none"> <li>• The confidence to know they can achieve academically and with a range of qualifications gained at their optimum cognitive level.</li> <li>• The ability to form and maintain positive relationships and resolve conflicts successfully.</li> <li>• Communication skills that enable them to enjoy and take part in reciprocal conversation with others in a range of formal and informal settings.</li> <li>• An ability to use written communication effectively.</li> <li>• A good understanding of social expectations and expected behaviour when accessing the community.</li> <li>• A pro-active healthy lifestyle.</li> <li>• Strong personal safety skills and the ability to recognise both the good or negative intentions of others.</li> <li>• A range of skills that will be useful in a work place that matches their aspirations.</li> <li>• The ability to participate in a range of motivational leisure and social activities.</li> <li>• The ability to apply their learning and skills usefully into everyday life settings.</li> <li>• Positive emotional health and the resilience to deal with any emotional issues that arise.</li> <li>• Understanding and possession of strong mental health and how best to maintain it.</li> </ul> <p>Additional aims for pathways shown below:</p>	<p>To have progressed within multiple learning intentions across a range of subject areas through EQUALS</p> <p>To have built up their vocational and independence skills.</p> <p>To experience a broad range of curriculum and activities that give the students the confidence to live fulfilling lives.</p> <p>To increase independence and levels of resilience over time</p>	<p>By the end of Key Stage 2, students will be able to:</p> <ul style="list-style-type: none"> <li>• successfully work within a supported environment and access the Year 7 Skills for Work curriculum at an appropriately differentiated level</li> <li>• recognise their own self-worth</li> <li>• better manage their emotions and use some strategies to self-regulate or regulate with support</li> <li>• use strategies in order to manage relationships with peers more successfully</li> <li>• make behaviour choices that affect</li> </ul>

			themselves and others in a positive way.
	<p>To achieve a place at college for Years 12-13, focusing on English, Maths and IT skills. Our ultimate aim is to prepare them for life outside special provision by the end of year 11.</p> <p>All students to leave with a minimum of Entry Level 3 passes in all core subjects. Most achieve GCSE level with an average grade between 2 and 4. Expectations: up to 6 qualifications up to GCSE / Level 1 standard by the end of Year 11.</p> <p>Students who are not socially or emotionally ready to attend a local post-16 college can follow a more academic curriculum at post 16, developing travel and independence skills as well as volunteering around the school and in the local community. At the end of the sixth form: Level 1 – 2 for some and others will be able to progress to A levels</p>	<p>To finish Year 11 with a minimum of Entry Level Certificate 3 passes in English and Maths and Entry Level Certificate 2 in PE, Science, IT and Humanities. Some will achieve Entry Level Functional Skills in Maths, English.</p> <p>The majority will then move into Sixth Form where we aim for them to leave with BTEC qualifications, as well as higher level English and Maths accreditations</p> <p>Students will progress to Entry Level courses at college or apprenticeships.</p>	<p>In terms of academic achievement, it is important to note that the students in this pathway are primarily working below the national standards, and as such any qualifications, including Entry level can often be overly challenging and stress-inducing for them. Instead, the focus on the students' outcomes is always associated with their life skills, such as learning effective communication, safe practice around friends, family and strangers, and self-care. This is incredibly important to our young people and their families.</p> <p>We do of course, aspire for students to achieve the very best they can, and as such offer a bespoke accreditation pathway where appropriate to Upper school Skills for Life classes.</p> <p>We may see students finish year 11 with an Entry level (1 primarily) qualification in English and Maths. Where students cannot access Entry-level qualifications, we offer them the ASDAN certificates, which give them the visual reminder that they have achieved life skills in core working subjects.</p>

			Upon leaving Year 13, students may have achieved further entry level certification in either Maths or English, and whilst in 6 <sup>th</sup> form, students are encouraged to complete a BTEC in Personal Skills (Entry level 1) or even Skills for Independence and Work (Entry level 2).	
Student numbers	<p>Approximately 32</p> <p>Taught in classes averaging 10 students</p>	<p>Approximately 166</p> <p>There are 27 students who are in the Skills for Work Pathway in sixth form. 14 in Y12 and 13 in Y13. These students are taught in small subject pathways – Art; Digital; Catering; Skills for Life; Construction; Hair and Beauty.</p>	<p>Approximately 40</p> <p>We have students in this pathway ranging in age from KS2 (all together in one class) to Year 11 (with a separate class of Skills for Life for each year in sixth form, one at year 12 and one at year 13.)</p>	<p>Approximately 16</p> <p>Taught in classes of 8</p>
Numbers of classes	<p>3 at present, but no SFE classes within Y8, Y7 or KS2.</p> <p>Each class size is between 8-10 students.</p>	<p>17 at present, including all the 5 Sixth Form work-specific classes.</p> <p>Each class size is between 7 and 10 students</p>	<p>Currently (academic year 2022-2023) we have 8 Skills for life classes, and we expect this to continue in future academic years.</p> <p>Each class has on average 6 students</p>	<p>2 classes in the KS2 Hub</p>
Support staffing (per week per class on average )	<p>Each class has on average 10 students and 2 TAs who attend each lesson.</p> <p>These TAs provide 30 hours each of support meaning each class requires 60 hours of support each week in addition to the classroom teacher.</p> <p>Additional provision for these learners includes lunchtime supervision with 1 member of staff</p>	<p>Each class has on average 10 students and 2 TAs who attend each lesson.</p> <p>These TAs provide 30 hours each of support meaning each class requires 60 hours of support each week in addition to the classroom teacher.</p> <p>Additional provision for these learners includes lunchtime supervision with 3 members of staff</p>	<p>Each class has on average 6 students and 3 TAs who attend each lesson.</p> <p>These TAs each provide 30 hours of support, meaning each class requires 90 hours of support each week in addition to the classroom teacher.</p> <p>Every student has therapeutic intervention, as best fits the student following the EHCP instructions, with other support given if the student</p>	<p>Classes require 3 TAs to attend each lesson. With our additional TA in the outdoor learning environment and one TA who transitions between each room.</p> <p>3 of our 6 TAs in the KS2 Hub are HLTAs and one is ELSA trained</p>

	<p>providing 1 hour of lunch supervision daily</p> <p>To allow staff to supervise lunches additional breaks during the day occur which are covered by TAs. This equates to an additional 5 hours of support across each week</p> <p>Therapy takes place within the school day and students come out of lessons to receive therapy. These additional hours of support take place according to both EHCP guidance and according to need. This equates to approximately an additional 65 hours across each week. (ELSA, Music, Drama, Rebound, Canine but not including Cognus OT and SALT)</p>	<p>each providing 1 hour of lunch supervision daily</p> <p>To allow staff to supervise lunches additional breaks during the day occur which are covered by TAs. This equates to an additional 15 hours of support across each week</p> <p>Therapy takes place within the school day and students come out of lessons to receive therapy. These additional hours of support take place according to both EHCP guidance and according to need. This equates to approximately an additional 130 hours across each week. (ELSA, Music, Drama, Rebound, Canine but not including Cognus OT and SALT)</p>	<p>presents with additional needs whilst at Carew. As well as the current staffing of the classes, lunchtime supervisors are employed to help assist the students every lunch time period. This equates to 2 staff members per 5 days a week for 1 hour of lunch daily.</p> <p>Each learner generally receives 1:2 support (1 adult for each 2 students) throughout the whole school day from these members of staff; however, a few learners from this cohort receive targeted teaching provision (1:1 support) to fully access learning safely. Therapy takes place within the school day, and students come out of lessons to receive individual therapy whilst having whole class group sessions as part of their curriculum. These additional hours of support take place according to both EHCP guidance and according to the needs of the student. This equates to approximately an additional 65 hours across each week. (ELSA, Drama, Rebound, Canine but not including Cognus OT and SALT).</p>	<p>providing bespoke KS2 sessions for the 16 students in this key stage</p> <p>These TAs provide 30 hours each of support meaning each class requires 120 hours of support each week in addition to the classroom teacher.</p> <p>Some students require 1:1 support for break times.</p> <p>Additional provision for these learners includes lunchtime supervision with 3 members of staff each providing 1 hour of lunch supervision daily.</p> <p>To allow staff to supervise lunches additional breaks during the day occur which are covered by TAs. This equates to an additional 15 hours of support across each week.</p>
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				Therapy takes place within the school day and students come out of lessons to receive therapy. These additional hours of support take place according to both EHCP guidance and according to need.
Curriculum adaptations	<p>Our curriculum is both academic and pastoral-based, focusing not only on learning academic subjects and gaining accreditations, but also focusing on the development of life and career skills. We focus on the learning of social skills, mainly concentrating on teaching and practising conversational skills and the management of emotions.</p> <p>The curriculum is adapted by ensuring every student is able to choose from a range of options, and that all lessons are adapted and differentiated accordingly, ensuring every student and their preferred style of learning is catered for.</p> <p>Although we follow a mainstream approach with regards to the structure of our lessons, they are split into smaller tasks, also allowing student time outs and movement breaks as and when needed.</p> <p>All students study towards Level 1 accreditation in this pathway, usually GCSE. However, the content of the GCSEs is adapted to suit the ability levels of our students so not all content may be taught (for example, in English, we do not tend to teach higher level linguistic devices, such as personification or irony).</p> <p>The majority of teaching takes place through subject-specific learning with specialist subject teachers. Targeted EHCP interventions led by the tutors is integral to the curriculum ensuring students work toward understanding and overcoming their key barriers so that they can make progress through the more formal curriculum.</p> <p>At Sixth Form level, students receive a highly differentiated curriculum with greater opportunities</p>	<p>The entire curriculum is bespoke. It is specially designed so that each student has their own learning intentions, which follow the ‘Equals’ curriculum or their own subject specific curriculum which are differentiated to be more accessible for all our Skills for Life students.</p> <p>Our learners within Skills for Life access the following curriculums, depending on their age and level of ability:</p> <ul style="list-style-type: none"><li>• The Early Years Foundation Stage Curriculum or key Stage 1/ Key Stage 2</li><li>• Equals Informal/ Semi-Formal / Formal Curriculum depending on their level of ability</li><li>• Post 16 Curriculum</li></ul> <p>The Equals curriculum is a nationally recognised process-focused, evidenced-based curriculum, designed to meet the needs of people with severe learning disabilities. Students through experiential work</p>	<p>Lessons are split into smaller tasks and movement breaks are given as and when required.</p> <p>Yr 3/4 learners The curriculum is play/practical based, giving students opportunities to engage in a range of activities which are predominantly designed to develop their communication and social interactions with others. Students will access a carousel of themed indoor and outdoor activities as well as some specialised lessons such as cooking and music.</p>	



	<p>for external independent learning and preparation for college.</p> <p>Progress through the curriculum is measured and evidenced in both formative and summative forms of assessment, including using Provision Map to grade progress towards EHCP targets and an in-house upper school tracker to record data for every accreditation class once per term. The marking policy is adhered to in all lessons (this includes using green pen to mark and write 'Next Steps' and students then using purple pen to complete their Next Steps and correct any mistakes. Independent work in completing Next Steps is encouraged and expected in this pathway.</p>	<p>and play. Much of the curriculum is focused on tangible learning and in the moment, targeted learning experiences that enable learners on this pathway to progress and achieve in key areas that will have the most impact on their life experiences now and in the future. The semi-formal curriculum can be mapped to the national curriculum, but with five key subjects identified as:</p> <ul style="list-style-type: none"> <li>● Wellbeing (RSHE)</li> <li>● Play and leisure (RSHE)</li> <li>● My Communication (Literacy)</li> <li>● Thinking and problem solving (Numeracy)</li> <li>● Independence (Life Skills)</li> </ul> <p>Additional subject areas include:</p> <ul style="list-style-type: none"> <li>● The world around me (Science &amp; Humanities)</li> <li>● Creativity (Art)</li> <li>● Computing</li> <li>● Cooking &amp; Catering</li> <li>● SaLT &amp; OT</li> </ul> <p>The curriculum allows working and learning at all levels through the child's journey through school – initial assessment, target setting, delivery, support, assessment and review.</p>	<p>Year 5/6 learners</p> <p>The curriculum follows the National Curriculum and provides a solid foundation of learning and experiences that are meaningful. The class operates on a TEACCH style model with children working at different stations throughout a lesson.</p> <p>Progress through the curriculum is measured and evidenced in both formative and summative forms of assessment, including using Provision Map to grade progress towards EHCP targets.</p>
Enrichment / social activities	<p>Enrichment sessions give students the opportunity to increase their social skills, self-confidence and life experience. <i>Our Enrichment programme offers a range of additional subjects and experiences all aimed at improving pupils' self-esteem, life skills and positive approaches to learning. Enrichment sessions occur three days a week, Tuesday to Thursday.</i></p> <p>The school runs a series of enrichment activities and social clubs that run alongside the 4 pathways at Carew and are accessible to all students. These include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Weekly swimming sessions at Waddon</li> </ul>		

- Horse riding
- Yoga
- Hartbeeps activity sensory sessions every week.
- Access to the community to practice travel and road safety and learn independence skills
- Access to the community to learn social skills and being safe in the community, alongside how the curriculum (Numeracy, literacy and all) is used in real life scenarios.
- Class trips to areas outside of the borough to further practise all these skills and experiences
- Termly trips to chosen activities e.g. McDonalds, Leisure Centres, Trampoline Parks.
- Options for residential trips for all years and post 16 learners to sites such as Jamie's Farm.
- Duke of Edinburgh Award.

So as to make them accessible to all students, regardless of how they travel to school, the majority of our extra-curricular clubs are run at lunchtimes rather than after school. These include sports, technology, gardening and creative activities.

**Enrichment Options include:** Climbing, Signing, Football, Swimming, Debate Mate, Sensory Story, Cycling, Youth Cadets, Art, Travel Training, Photography, Science, Dance, Tae Kwon Do, Cheerleading, Music, Animation, Horse Riding, Hockey and Games Review

**Educational Visits include:**

- **Lower School:** Jamie's Farm, Peak District, Visit London Days and School Based Sleepovers
- **Middle School:** PGL, Jamie's Farm and Peak District
- **Upper School:** Centre Parcs, Jamie's Farm, PGL and Peak District
- **Sixth Form:** France and Centre Parcs

*In addition, we have a range of whole-school theme days, including: Careers Day, Science Days, Maths Days. We also take part, as a school, in a range of national events, such as World Book Day and Autism Awareness Week.*

*The Skills for Life pathway offers a theme day trip in support of the half termly topic, as well as regular Skills for Life trips (to the local supermarket, experiencing different park settings and other community amenities).*

*Older students are invited to apply for Leadership roles in the school. These include:*

- Heads and Deputies of House
- Reputation Leaders
- Employability Leaders
- Wellbeing Leaders

*These leaders work within our House system to create and lead House events and competitions throughout the year*

**All pathways have enrichment and clubs:**

**In KS2 and Year 7, Enrichment lessons are built into the curriculum for two hours per week for KS2 and three hours per week for Year 7. Activities offered include horse riding, interest groups, first aid, tennis and jewellery-making, to name but a few).**

**We offer students peripatetic music lessons in piano, drums, guitar and voice.**

	At lunch and after school a range of clubs are available from Football, gaming, chess, homework, performing arts, music etc		
Preparation for Adult Life	<p>The school adheres to the Gatsby benchmarks with work related learning opportunities built into the curriculum from KS2 upwards, progressing to internal and external work experience placements, information about different types of colleges and college courses and mini enterprise courses. We hold a Careers Day, Enterprise Week and work experience weeks for Years 10 and 11, and ongoing work experience is organised for sixth form students. Students are introduced to a range of different people, sectors and jobs during these events; students are also able to prepare for mock interviews and then sit an interview with external individuals, ensuring they are ready for interviews post-Carew.</p> <p>There is a constant focus on developing understanding of social expectations and the importance of personal safety awareness. Preparing our students for adulthood is explicitly taught in RSE and implicitly taught in all lessons.</p> <p>As with every student within Carew Academy, upon leaving all learners will have completed some real-life work experience in an area that interests them. This can take place in many different forms, such as work tasters, volunteering, a one-day-a-week work placement or a supported internship. The completion of a Vocational Profile will enable a smooth transition to Further Education and will enable their learned skills and aspirations to be built upon and developed.</p>	<p>Every part of the lessons and structure for this cohort is geared around PFA, with social and communication skills (and other EHCP targets) reviewed in nearly all lessons informally or formally. At Carew we additionally run an in-house PFA course for all students whatever the pathway linked to our careers programme and evidenced in the Gatsby Benchmarks.</p> <p>All learning is designed to support holistic learning against the PFA pathways and each learner's EHCP, in and outside of the 6<sup>th</sup> form. Progress against this learning is charted termly and annually.</p> <p>Friendships between learners are nurtured, as well as relationships between parents and carers, so that they can continue to flourish beyond the classroom.</p>	<p>Work in KS2 focuses on preparing our students for transition into a pathway in KS3.</p> <p>The school adheres to the Gatsby benchmarks with work related learning opportunities built into the curriculum from KS2 where future life after Carew ideas and opportunities are discussed</p>
Therapies Provision	<p>Therapies are used in every class every day to help support the learners and their needs, with a multidisciplinary holistic approach used with clear communication between therapists, SLT staff, teaching team and parents.</p> <p>In-House ELSA therapy</p> <p>In-House Mentoring programme</p> <p>We buy SALT and OT therapies from Cognus.</p> <p>In addition, we use additional suppliers or in-house therapists who provide Canine Therapy; Drama Therapy, Drawing and Talking Therapy, Rebound Therapy, Music Therapy.</p>		
Review of student provision	Every student will have an Annual review of the EHC Plan with any recommendations for change		

Outreach Commissioned	Any outreach, its terms, focus and provision etc, together with any referral process  <b><i>**AET training and ASD outreach offered throughout the borough, as well as in-house. Two senior members of staff at Carew Academy are the local borough AET lead trainers for Sutton, and as such offer a highly professional and highly trained CPD to other providers and families as needed.</i></b>
Funding and moderation processes	
Transition Processes	
Annual Review Processes of the commissioning agreement and Commissioned Provision; Quality Assurance processes	