

Date	September 2021		
School	Carew Academy		
Provision	Skills for Further Education	Skills for Work	Skills for Life
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 7-18	For students with a complex needs, speech and sensory impairment alongside MLD (Moderate Learning Difficulties), GDD (Global Developmental Delay) and ASD (Autism Spectrum Disorder).
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 y7 are working at Year 1-2 levels</p>	<p>Profound individual differences and complexities. Adults supporting them struggle to adapt their interactions and environment to meet their needs meaning their lived experience is one of high levels of stress, anxiety and trauma in all contexts. This impacts heavily on their learning ability.</p> <p>At entry point to the school at year 3, this pathway of learner would not be measurable by standardised scoring.</p> <p>The usual entry level range for students arriving at y7 are working at Year 1-2 levels where measurable</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 through the day.</p>		<p>The severity and complexities of their ASD, compounded by how these difficulties impact their learning (SLD), means they have very limited shared attention, significant difficulties with accepting adult support to regulate their sensory and emotional needs and reduced ability to interact and communicate with others effectively. Students often cannot maintain a regulated state in any environment</p>
	Struggle to access and teach groups over 10-12 learners.	Struggle to access and teach groups over 8-10 learners.	Struggle to access and teach groups over 6 learners

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, context and understanding can be challenging	Most have limited or no verbal communication and have high levels of anxiety and stress. On entry have limited adaptive communication strategies and often no robust method of communication
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 proportion use maladaptive strategies (behaviours that challenge) that limit their ability to effectively communicate and to get their needs met across the day with significant 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 (self-injury, injury to others, absconding, grounding, significant destruction to property).
Who for: Relationships	<p><b>Skills for Life pathway:</b> These students come to us with few successful relationships outside of their family</p> <p>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.</p>		
Who for: Multi disciplinary team requirements	<p><b>Skills for Life pathway:</b> 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</p> <p>The majority of the mental health needs of learners on this pathway can be well supported with collaboration and active involvement of specialist outside agencies. The lack of accessible tier 4 CAMHS support does limit the offer at times.</p> <p>Significant difficulties with well-being affecting their ability to be comfortable within their environment and around others. <b>Bespoke services</b> designed by multi-disciplinary team applied <b>in the moment facilitated by highly experienced staff.</b></p>		
Who for: Other:	<p><b>Skills for Life Pathway:</b></p> <ul style="list-style-type: none"> <li>● Only Sherwood Park School in the area is currently also able to meet their educational, therapeutic or support needs</li> <li>● There are limited services that can meet their needs outside of school</li> <li>● Many families report to us that they are struggling to cope and support their child</li> <li>● Respite is required but 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>Nationally the children in this pathway are statistically the most at risk of physical and emotional abuse through removal of human rights (false imprisonment), seclusion, exclusion (including missing education) and physical restraint. They regularly have difficulties accessing basic health services such as vaccinations, check-ups and dental screening.</p> <p>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</p>		

	<p>safety around others and 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>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 26 classrooms for students, with additional rooms converted to be used as 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) have currently 7 classrooms outside of the sixth form students. In addition SfL have a sensory circuit room and a sensory therapy room to allow the students to regulate and develop their OT skills. SfL classes have rooms with additional resources to match the students’ needs. These include therapy tents, sensory resources etc.</p> <p>Skills for Work currently have 12 classes Skills for FE utilise 6 classrooms within KS2, 3 and 4.</p> <p>A further 5 classrooms house the sixth form cohort which 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 lunchtimes only. Meaning students can sit and eat with their year group or pathway groups. 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><b>Skills Pathway:</b> classroom environments are specially adapted and include a sensory circuit room and sensory therapy room. Adaptions include a lack of displays and distractions alongside special teaching areas for use as part of the TEACHH system.</p>		
<p>What we provide High levels of adult support</p>	<p>We provide small class groups of between 8 and 12 students. There is a strong pastoral system with allocated form tutors who monitor progress, attendance, etc. and act as first point of contact for parents / carers.</p>	<p>We provide small class groups of up to and no more than 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,</p>	<p>Children and young people in this cohort are taught in small classes of no more than ten, with high pupil to staff ratios. Traditional SLD teaching approaches are used, with a mixture of circle time, group work &amp; 1:1 learning as well as use of the TEACHH system and highly bespoke timetables and staffing structures. We provide staffing ratios that enable independence whilst achieving high aspirations for progress in learning</p>

		with the exception of PE and The Arts. In Years 8-11, classes are taught core subjects by subject specialist teachers.	
What we provide Evidence based teaching strategies	<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> <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>		Our teaching team is trained in a wide range of specialist evidenced based teaching and uses therapeutic approaches, alongside therapies given within school (ELSA, drawing and talking, lego therapy, rebound therapy) and other therapies bought in (drama therapy and canine therapy) for students as needed.
What we provide – Parental communication and support	<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 emails are sent home to all parents to keep them informed about what their child has done that week.</p> <p>We provide termly face-to-face reviews of academic and personal development through Parents Evenings, as well as the EHCP annual review meeting.</p>	We take care to develop and maintain high levels of communication between school staff and parents to use a range of best practice teaching and therapy strategies and techniques embedded within daily routines to ensure high quality support for all children and young people at Carew Academy and at home.
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><b>Our Skills for Work curriculum broadly follows the National Curriculum and is adapted to suit the needs of each child, as appropriate</b></p>	<p>A focus on delivering a broad, engaging experiential curriculum with smaller more achievable progress of learning intentions 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 for certain subject areas, including the core curriculum of English and Maths (see curriculum information below for more info on Equals curriculum.</p> <p>At post 16: more focus on the structure and expectations of the rest of the school but again focussed on real life learning skills.</p>
<p>What we provide Therapy</p>	<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. Therapies we offer are; ELSA, Canine, Drawing &amp; Talking, Rebound, Construction/Lego and Drama.</p>		
<p>What we provide</p>	<p><b>Skills for Life Pathway:</b></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 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>		
<p>Aims/outcomes</p>	<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> </ul>	<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</p>	

	<ul style="list-style-type: none"> <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>students the confidence to live fulfilling lives.</p> <p>To increase independence and levels of resilience over time</p>	
	<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. A growing range of appropriate BTEC qualifications have been introduced to add breadth to this area.</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,</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>In terms of academic achievement, we would expect</p> <p>To enter 6<sup>th</sup> form with a base entry level certificate of entry level 1 or even an aspirational 2, upon completion of English, and a wide range of experiences in all subject areas.</p> <p>Upon leaving Year 13 that students have achieved an entry level certificate in either Maths or English, and it is aspirational to achieve the same in ICT and PE.</p> <p>Within 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)</p>

	<p>developing ravel and independence skills as well as volunteering around the school and in the local community.</p> <p>At the end of the sixth form: Level 1 – 2 for some and others will be able to progress to A levels</p>		
Student numbers	<p>Approximately 60</p> <p>Taught in classes averaging 10 students</p>	<p>Approximately 140</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.)</p>
Numbers of classes	<p>6 at present, but usually between 4-6</p> <p>Each class size is between 8-12 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 2020-2021) we have 7 Skills for life classes.</p> <p>Next academic year (2021-2022) 8 skills for life classes (2 in the sixth form).</p> <p>Each class has on average 6 students</p>
Support staffing (per week per class on average )	<p>Each class has on average 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 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</p>	<p>Each class has on average 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 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</p>	<p>Each class has on average 6 students and 3 TAs who attend each lesson.</p> <p>These TAs provide 30 hours each of support meaning each class requires 90 hours of support each week in addition to the classroom teacher.</p> <p>Every student has therapeutically intervention as best fits the student following the EHCP instructions with additional support given if the student presents with needs. Additionally at lunchtime supervisors are employed to help assist the students. 2 staff members per 5 day week for 1 hour of lunch daily.</p> <p>Each learner generally receives 1:2 support 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.</p>

	<p>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 and additional 65 hours across each week. (ELSA, Music, Drama, Rebound, Canine but not including Cognus OT and SALT)</p>	<p>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 and additional 130 hours across each week. (ELSA, Music, Drama, Rebound, Canine but not including Cognus OT and SALT)</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 and additional 65 hours across each week. (ELSA, Music, Drama, Rebound, Canine but not including Cognus OT and SALT)</p>
<p>Curriculum adaptations</p>	<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</p>	<p>The entire curriculum is bespoke, 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 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</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. 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>	



	<p>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 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>	<ul style="list-style-type: none"> <li>● Wellbeing</li> <li>● Play and leisure.</li> <li>● Communication</li> <li>● Thinking and problem solving</li> <li>● Independence.</li> </ul> <p>Additional subject areas include:</p> <ul style="list-style-type: none"> <li>● The world around me</li> <li>● Creativity</li> <li>● Outdoor learning (Forest school)</li> <li>● Citizenship</li> <li>● My Future.</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>Enrichment / social activities</p>	<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 3 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> <li>● Horse riding</li> <li>● Yoga</li> <li>● Hartbeeps active sensory playgroup – weekly sessions.</li> <li>● Access to the community to practice travel and road safety and learn independence skills</li> <li>● 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.</li> <li>● Class trips to areas outside of the borough to further practise all these skills and experiences</li> <li>● Termly trips to <b>student</b> chosen activities e.g. <b>Restaurants</b>, Leisure Centres, Trampoline Parks.</li> <li>● Options for residential trips for all years and post 16 learners to sites such as Jamie's Farm.</li> <li>● Duke of Edinburgh Award.</li> </ul> <p>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.</p> <p><b>Enrichment Options include:</b> <i>A rotating and changing offer that includes:</i> 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, <b>Duke of Edinburgh activities</b> and Games Review</p> <p><b>Educational Visits include:</b>.</p>	

	<ul style="list-style-type: none"> <li>● <b>Lower School:</b> Jamie’s Farm, Peak District, Visit London Days and School Based Sleepovers</li> <li>● <b>Middle School:</b> PGL, Jamie’s Farm and Peak District</li> <li>● <b>Upper School:</b> Centre Parcs, Jamie’s Farm, PGL and Peak District</li> <li>● <b>Sixth Form:</b> France and Centre Parcs</li> </ul> <p><i>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.</i></p> <p><i>Older students are invited to apply for Leadership roles in the school. These include:</i></p> <ul style="list-style-type: none"> <li>● Heads and Deputies of House</li> <li>● Reputation Leaders</li> <li>● Employability Leaders</li> <li>● Wellbeing Leaders</li> </ul> <p><i>These leaders work within our House system to create and lead House events and competitions throughout the year</i></p>	
	<p><i>Work pathway:</i></p> <p><i>In KS2 and Year 7, Enrichment lessons are built into the curriculum for three hours per week over three days (one hour a day), experiencing 3 different enrichments each term (so 9 over the year such as: horse riding, jewellery-making, Nature Club, rugby, boxing and cheerleading, to name but a few. We offer students peripatetic music lessons in piano, drums, guitar and voice.</i></p>	
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>

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  In-House Mentoring programme  We buy in SALT and OT therapies from Cognus.  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 recommendations for any changes as needed.	
Outreach Commissioned	None commissioned.	
Funding and moderation processes	The Council will develop and put in place governance arrangements that ensure that the different pathways and numbers within them are part of a moderation process involving specialist provision leaders so that cohort changes are recognised and there is parity across provisions in terms of judgements.	
Transition Processes		