



# Welcome to CPA

Character - Preparation - Achievement



# Welcome to Cambridge Park Academy



# About us

**A warm welcome to Cambridge Park Academy (CPA) from myself, our governors and our staff team!**

**Proud of our school**

We are incredibly proud of our school, and it gives me great pleasure to welcome you to our school family. We hope that this welcome pack gives you a taste of what Cambridge Park Academy represents and a sense of the shared pride we have in our school.

**Heart of our school**

Our learners are at the heart of our school. Everything that we do is about ensuring that their school experience helps them develop both educationally and socially in a fun, engaging, caring and supportive environment.

When learners leave Cambridge Park, we aim for them to have a range of educational, independence and self-help skills which will support them in progressing to the next stage of their lives.

Our key aims are for our learners to become valued citizens and young adults who are ready to apply the skills that they have gained in school to achieve a future full of success and happiness.

**Overcoming obstacles**

We are extremely proud of our learners' progress, especially taking into account the difficulties and obstacles that they overcome.

Their learning journey supports them to achieve academically and socially through the implementation of a high-

quality curriculum and by participating in sporting events and competitions, gaining nationally recognised qualifications across a variety of subjects and taking part in wider experiences within the local community. These opportunities develop their work ethic and give them the opportunity to put into practice skills that they have learned in school.

**Happy memories**

We are all incredibly proud of our school; not just because of our learners' positive outcomes and the commitment of our staff team but also because of the role that we play in helping our learners to create so many happy memories.

We look forward to seeing you soon!

**Steve Kernan**  
Principal

## Diversity and character

We are a large special school with 220 pupils who each have an Educational Health Care Plan and a very carefully crafted curriculum offer that ensures that they are able to experience success on a daily basis.

Our pupils are aged between 3 – 19 and have a wide range of needs from moderate (MLD) through to severe (SLD) which means that we have a diverse and varied school community which adds to the character of CPA!

## Skilled staff

We have around 175 members of staff based across our two sites who are all individually skilled in delivering excellent levels of learning and support to best develop our pupils during their time with us.

Each and every member of our staff team share the same sense of pride for the work that we do in making CPA a hub for our local community.

## Regional hub and training centre

As part of our wider offer, we are a regional hub and training centre for both Team Teach and the Autism Education Trust, whilst also delivering a bespoke Springboard outreach service for local mainstream schools.

## Humber Education Trust

We are proud to be a part of the Humber Education Trust family of schools which is made up of 17 schools based in the Yorkshire and Humber region including 4 special schools – our collective strength lies in a common purpose: high aspirations, moral values, care and support; yet celebrates our individual uniqueness as schools!

"Our commitment stretches across the breadth of our community with children firmly at the heart of all that we do."



*"I have worked in different schools but there is something very special about Cambridge Park that makes me feel like I belong here"* Teaching Assistant



# Our Curriculum

## Rich and exciting opportunities

Our curriculum at Cambridge Park Academy aims to provide rich and exciting opportunities for all students throughout their education. It has been designed and developed to build upon those aspects of education that are important for our pupils, and which prepare them for adulthood.

Depending on their individual needs, abilities and aspirations for the next stage of their lives, students follow our Learning Pathways Model which is a highly adapted concept based around the more traditional 3 learner pathways of formal, semi-formal and personalised.

## Fluid and progressive pathway models

We are aware that all students progress and develop at different rates, so our adapted curriculum pathways model is fluid and progressive to ensure it meets the learning needs of our students at every point of their learning journey.

## Curriculum design

Pupils follow the Learning Pathways based on a range of assessments both on entry to the Academy and as part of an ongoing process, this in turn allows them to access a bespoke curriculum based on their individual learning needs.

We acknowledge that pupils' needs and progression rate may change over time, so each pathway is accessible to all students on a needs basis, allowing the Academy to provide an engaging developmentally appropriate curriculum at each stage of learning.

### Core skills

Each step of the pathway provides pupils with opportunities to develop core skills, extend their subject knowledge and to practice, generalise and apply these skills in real life and practical situations. For all pupils we will enable them to gain external accreditation of their learning at a level and in subject areas that are appropriate for them, and which will prepare them for the next stage in their lives.

## Our Learning Pathways Model

Formal	Phase 6+	To ensure that our most cognitively able pupils are given the opportunity to continue to develop their knowledge, skills and vocabulary across a wide and ambitious curriculum, we have developed and extended our curriculum plans to ensure there is no limit on learning and progress.  Phase 6+ learners will have opportunities to access qualifications at Levels 1 - 2 and GCSE.		
	Phase 6	Pupils working within Phases 3, 4, 5 and 6 are working securely at subject specific learning. They are continuing to develop increased attention and work habits and are able to purposefully engage in discrete subject lessons.		
	Phase 5	Both core and foundation subjects are delivered and underpinned by progressive and ambitious planning documents that are a highly adapted model based upon the National Curriculum.		
	Phase 4	Typically, pupils at Phase 5 and 6 will undertake entry level qualifications at Key Stage 4, and leave the academy at year 11, moving onto FE provision.		
	Phase 3			
	Phase 2	Pupils working within Phase 1 and 2 are starting to develop subject specific learning. They still require high levels of support in the 4 areas of need but are able to access all areas of the curriculum. Core subjects are taught as discrete lessons, with wider learning delivered as part of a thematic approach.		
Semi-Formal	Phase 1	Communication, attention and listening remain priority areas enabling all pupils to develop as active learners.		
	Personalised Pathway	Pupils in our Personalised Pathway are predominantly working within the Engagement Model. The curriculum is planned around the 4 areas of need, with a core focus on supporting pupils in developing social communication skills. An adapted continuous provision model is in place, with learning activities planned through a thematic approach. Pupils may access aspects of Phase 1 and Phase 2 learning where it is appropriate.		
Personalised				
	C&L	Cognition	P&S	SEM/H



### C – community

- develop positive social relationships which are at the heart of our thriving school community.
- develop positive links with the local community and promote flexible approaches to learning and social opportunities.
- develop a range of skills, empowering our learners to become active members of the community.

### A – achievement

- provide a broad and balanced curriculum that allows individual learners to achieve.
- recognise that each learner is unique and ensure that their individual talents are fostered.
- ensure that all learners have opportunities to celebrate success and are supported to reach their aspirations.

### R – respect

- provide an environment where everyone is equally valued and feels a sense of belonging.
- encourage our learners to develop personal independence and an ability to respect the rights and views of others.

- support learners to communicate their feelings and needs, to make appropriate choices and develop positive behaviours.

### E – enjoyment

- engage our learners in fun, exciting, stimulating learning opportunities.
- nurture our learners' confidence and self-esteem by building the skills that allow them to function effectively in their community.
- develop our learner's skills to make friends, form social relationships and engage in teamwork.

### Smooth transitions

The early years and primary curriculum flow into our secondary department to ensure smooth transitions and familiarity. At Key Stage Three and Four, groups are taught by the class teacher for the majority of their subjects with many following an award curriculum including entry level English and maths, geography, history, art and digital media.

### Subject areas

Subject areas generally follow a two- or three-year rolling programme and include a significant variety of exciting creative themes. We deliver our curriculum in a varied way to ensure pupils remember, make links, make predictions, plan, think creatively, problem solve, show understanding and evaluate their learning.

Pupils re-visit learning and topics engaging in more challenging learning outcomes. This process ensures progression and embeds learning through repetition giving a real in-depth 'mastery' of understanding.

# Personal Development and Preparation for Adulthood

## Personal Development

At CPA we place great emphasis upon not only developing the academic aspects of learning but also the development of character and social preparation. Our Personal Development offer is progressive and continual throughout the school and aims to strengthen our pupils' understanding of the world around them and give them the best opportunities to thrive in later life!

Personal Social Health Education, Relationships, Inclusion, Equality and Wider Opportunities all go hand in hand with Character Development as part of the PD journey as we look to establish successful transitions through life at CPA and beyond.

### Each learning journey is different

We understand that this journey will need to look differently for every pupil and have created a unique and diverse blend of opportunities to ensure a richness and breadth to the experiences for our pupils both inside school and as part of the wider community.



## Preparation For Adulthood

Our CPA 6th Form is committed to providing a comprehensive and inclusive educational experience for students with special educational needs. Our focus goes beyond academics - we believe in preparing students for a successful transition into adulthood and equipping them with the necessary skills for independent living.

### Skills for Independent Living' program

Our 'Skills for Independent Living' program is specifically designed for students in the 6th form, offering a diverse range of life skills training to help them navigate the challenges and opportunities that lie ahead. We recognize that every individual is unique, which is why our curriculum is tailored to meet each student's specific goals, abilities, and aspirations. This is achieved through:

- Personal Development
- Sports and Health
- Advocacy and Enrichment
- Travel Training
- Pop-Up Cafe
- Enterprise Skills
- Domestic Responsibility Suite

### Self-reliant and confident individuals

Our 6th Form staff team are dedicated to empowering our students to become self-reliant, confident individuals who are prepared for the challenges and opportunities that come their way in adulthood. We aim to provide a solid foundation for independent living, empower students to pursue their dreams and celebrate their achievements every step of the way.



# Safeguarding, Wellbeing and Community Engagement



## Safeguarding

Safeguarding underpins everything that we do at CPA and the safety and wellbeing of our pupils is of paramount importance in every decision that we make.

We have a highly skilled team of 4 safeguarding officers who each have a designated overview of safeguarding and child protection across both of our sites. Our Safeguarding Team sits within a wider Pastoral Team who work closely together to ensure that every child is safe and receives the very best support and care across the full spectrum of both school and their wider lives beyond our school site.

### Talking to our team

You can contact any member of our team to talk about any concerns that you may have or if you are in need of signposting towards external support within the wider community.

We firmly believe that engaging with our parents and carers is critical in establishing the very best opportunities for our pupils to flourish and have created several unique platforms to ensure we can offer best value to our families.

## Parent and Community Advisory Board (PCAB)

Alongside our parent governors, we have created our Parent and Community Advisory Board, who meet regularly to discuss how we can support and improve our relationships across each stakeholder group whilst continually looking to improve the offer for our pupils.

## Parental Engagement Hub

We have a firmly established and popular hub for parents and community support where we host weekly events to support areas that our wider community tell us that they struggle to access elsewhere.

These events cover a huge breadth of areas such as adult education, liaison with external agencies, online safety, understanding autism and much more – we have found that using a more informal ‘coffee morning’ approach puts parents, carers and families at ease thus ensuring a more collaborative platform to work with a much wider range of community partners.

## Families say...

*“Coffee mornings are brilliant. The school offers many courses, and they always make themselves available to explain anything.”*

*“As a new parent I was not used to a school being so communicative and supportive of not only my child but me as well.”*

*“School have always been accommodating to me when needed and kept me updated in anything I needed to know.”*

*“Every time I have a meeting about my son’s health and learning they let me know all the plans they have to help him in the future and what he has accomplished.”*

## Lucas and Erin are both being helped to advance by the caring staff at Cambridge Park Academy

Kelly and Matthew live in Grimsby with their children, Lucas, aged ten, and Erin, aged six. Lucas, who has been diagnosed with autism and is non-verbal, is in Year 6, and Erin is in Year 2, at Cambridge Park Academy.



### Developing understanding

Kelly and Matthew are delighted with the advances Lucas has made since he started at Cambridge Park Academy. Kelly says: "Lucas has made massive progress from where he was when he started. He is now toilet trained and he has become more independent and will dress himself. Although he is still non-verbal, he understands what is said to him, which is a big thing for us."

### Learning to communicate

Kelly says staff at Cambridge Park Academy are using PECS cards with Lucas to help him develop his communication. "If the staff don't know what he wants, they will ask him to find the appropriate picture to help them understand him, and he can do that now, which is a good sign that he is progressing."

### Happy at school

Lucas started in a nursery at a mainstream primary school, but he did not settle there and it became obvious to the staff that he wasn't coping well in the environment. It was suggested to Kelly and Matthew that they found a special school for him. "We chose Cambridge Park Academy for Lucas because it is handy for where we live and he started there when he was five. He settled in well and seemed happy there

straight away. He loves the routine of the school and is always cheerful about going," she says.

### Good teacher

"Lucas loved his teacher right from the start and she was with him for about five years. The continuity was good for him, but he has coped well with having a new teacher now. He is being helped to develop his communication, and he is learning skills to enable him to cope with his peers and to make the transitions between different activities."

### Helping Mum

Kelly thinks Lucas has made massive progress since he has been at Cambridge Park Academy. "He will now help me with Erin and go and fetch things for me when I ask him to. Before he started at Cambridge Park Academy, he was like a little whirlwind and he just wanted to run about everywhere, but he is much calmer now."

### Bespoke education

Lucas is following a personalised education programme based on his EHCP that has been designed for him by the school. "He has one-to-one speech therapy once a month and the therapist sets him targets to achieve. The school say there is still time for

him to start speaking and we trust the staff and are confident that they are doing their best with him. We are heartened by the progress we have seen him make so far," Kelly says.

### Promising start

Lucas's younger sister, Erin, is also non-verbal. "She has been at the school for three months so far and has settled in well. The staff are getting her used to the routine and teaching her to move from one task to another. She is still a little bit reluctant to get out of the car in the mornings and go into the school, but once she is in there, she seems to enjoy it," Kelly says.

### Kind staff

Erin has been allocated a teacher who worked very well with Lucas in the past and Kelly knows how good she is. "They have given Erin a basket with balls in to carry round and she takes it with her when she moves to different places in the school. One of the teachers also brought a blanket in for her to use for comfort. We have complete confidence in the staff at the school to help our two children succeed."

## Stefan and Poppy have both blossomed in the friendly atmosphere of Cambridge Park Academy

Lorraine and Steve live in Goxhill with their children, Stefan, aged 17, Harvey, aged 16, Daisy, aged 12, and Poppy, aged 10. Stefan is in Year 13 and Poppy is in Year 6 at Cambridge Park Academy. Harvey is in the sixth form at a special school and Daisy is in a special unit at a mainstream secondary school. All four children have autism.



### Great choice

Lorraine has nothing but admiration for the staff at Cambridge Park Academy where Stefan and Poppy are both thriving. Stefan has attended the school since the age of four and has had a wonderful experience there, and Poppy moved to the school two years ago. Lorraine says: "Poppy has communication difficulties. Despite receiving speech therapy in a mainstream school, she did not improve. Now she is at a school that can fully meet her needs, she is doing well. Her communication has improved and she has grown in confidence."

### Valuable experience

Lorraine and Steve are also thrilled with how confident Stefan has become over the years he has been at Cambridge Park Academy. Lorraine says: "Cambridge Park Academy arranged for him to do work experience in a pet shop, which he loved, and he has just completed his Duke of Edinburgh silver award. He was away for two nights, and I was relieved that his teacher texted me to let me know he was okay while he was away."

### Learning skills

Now Stefan is in the sixth form he has learnt to cook and he enjoys helping at parents' evenings with the refreshments. Stefan is also on the School Council and attends meetings with the staff to represent the causes of other pupils, Lorraine says.

### Expert teachers

Lorraine and Steve are grateful that Poppy has now been given the opportunity to go to Cambridge Park Academy. "Poppy has made progress in academic subjects such as Maths, English, and RE and we are very pleased with how well she is doing. The staff are all highly qualified to look after children with autism. They are more successful with these children than teachers in mainstream schools because they have small classes with a good ratio of staff to children. Autistic children can be left out in large classes in mainstream schools," Lorraine says.

### Making friends

"When Poppy first moved to Cambridge Park Academy, I was understandably anxious, but within a couple of days she was coming home with a smile on her face. She has learnt how to swim since going there and has made some good friends. When one of her friends moved to another class, the staff arranged for Poppy to spend time with her each week so that they could maintain their friendship. I can't praise the staff enough for their kindness. They have been very understanding with our children because we have suffered a few bereavements in the family recently," Lorraine says.

### Working as a team

Lorraine is also grateful that the staff at Cambridge Park Academy are willing to work with parents to help the children. "If you text them with any concerns you may have, they will always get back to you, and they make sure parents are regularly updated about how their children are getting on," she says.

### Calm environment

"Stefan and Poppy have both gained in confidence, developed the determination to succeed, and learnt to value themselves for who they are. Cambridge Park Academy is a less stressful environment for Poppy and she is happy to go to school each day now that she isn't being bullied. I would wholeheartedly encourage other families to consider Cambridge Park Academy for their children and can tell them that it is the best decision they will ever make."

## Chikum is making progress with communication in the supportive surroundings of Cambridge Park Academy

Kelechi and Emeka live in Grimsby with their sons, Chiazio, aged 16, Chinua, aged 14, and Chikum, aged 12. Chikum, who has been diagnosed with autism and is non-verbal at the moment, is now in Year 8 at Cambridge Park Academy.



### Encouraging developments

Kelechi and Emeka are pleased with the advances Chikum has made with his communication since starting at Cambridge Park Academy. Kelechi says: "We can see signs at home that his skills are improving and he has demonstrated to the staff that he can communicate when he wants something, by using a communication board and gestures."

### New skills

Kelechi was delighted recently when Chikum made a gesture at home, and when she googled it, she discovered it was the sign for 'biscuit'. She says: "When I told them at school, they were very excited and said Chikum loves biscuits and will also communicate to them using signs when he wants a biscuit, or wants more of something."

### Tailored learning

Chikum's curriculum has been designed exclusively for him, to meet the needs identified in his EHCP. "The primary focus of his personalised curriculum is communication. At school, they use PECS symbols and Makaton with him. He can now communicate things to the staff, such as when he wants to go to the toilet. They started with one word and have now built up to using three words at a time," Kelechi says.

### Good impression

Kelechi and Emeka chose Cambridge Park Academy for Chikum after they moved from Hertfordshire to live in Grimsby three years ago. "He had been attending a special school where we lived before. There were two possibilities for him in Grimsby, but Cambridge Park Academy stood out to us as a much better school than the other one. The other school did not impress me when I contacted them as they did not get back to me. It was suggested by the local authority that I persevered with them, but they still did not reply to me when I contacted them again."

### Welcoming school

Cambridge Park Academy seemed much more welcoming to Kelechi. "The receptionist I spoke to was very polite and someone from the school got in touch with me when they said they would. Overall, we got a much better feeling about Cambridge Park Academy and had no doubts about Chikum starting there."

### Flexible staff

It took Chikum a while to settle in and he struggled to get used to the school to begin with, but the staff were very helpful, Kelechi says. "I felt able to speak to the Assistant Head regularly about how he was getting on and they tried him out with different teachers. He sometimes took showers during the day at home to calm himself and when I told them about this, they put him in a classroom close to the showers so he could take a shower if he needed to."

### Building independence

Chikum has attended Cambridge Park Academy for three years and is now very settled and happy at school. "We can tell he likes going to school and the other children will call his name when they see me drop him off. We want him to become more independent and the school are helping him with this. They come to the gate in the mornings to fetch him from me and now he is being encouraged to walk into the school on his own with minimal supervision," Kelechi says.

### Favourite teachers

The Cambridge Park Academy staff are amazing and we are delighted with how well they look after Chikum. We know he likes certain teachers and we are pleased the school are prepared to organise things so they can work with him. I know I don't need to worry about Chikum when he is at school now."

## Tony was given a great start with his education in the happy environment of Cambridge Park Academy

Tony and Sarah live with their sons, Tony, aged 16, and Jayden, aged 19, in Grimsby. Tony has been diagnosed with autism, global development delay and dyspraxia and was a pupil at Cambridge Park Academy for ten years.



### Dedicated staff

Tony is now enjoying life at college having been helped to achieve good exam results before leaving Cambridge Park Academy. His Dad, Tony, says: "I can't stress enough how great the staff at the school are. The happiness and success of the students is the most important thing to them and they want each student to get the most out of their educational journey."

### Personalised programmes

Tony thinks the staff succeed because they personalise the education for each child and are prepared to be flexible. "They don't wrap the children up in cotton wool, because they want to make their education exciting for them and make sure that they engage them," he says.

### Impressive school

The family moved from Louth to live in Grimsby so that their son Tony could attend Cambridge Park Academy. Tony says: "We first went to look round the school for our grandson, and we were so impressed with what we saw that we moved to a house near the school ourselves so that Tony could go there. Our grandson, Kevin, who is now 15, still attends the school."

### Great progress

Tony started at Cambridge Park Academy at the age of six and he had a happy time there before leaving at 16 to go to college to study Performing Arts and Music. "When he first started at the school, he was using a wheelchair, was still in nappies, and was non-verbal. The staff put a plan in place to help him make progress and within 18 months he was no longer using a wheelchair, he was out of nappies, and he was talking," Tony says.

### Keen pupil

Because Tony loved the school, he had 100pc attendance while he was there. "He would wait until it said 8.34am at the bottom of the TV screen and then tell me it was time for him to go," Tony says. "The teacher used to bring him to the gate in the afternoon and tell us how he had got on that day, so we were constantly kept updated. Tony was always very engaged with the staff, and he also made lots of friends there and was very caring towards them."

### Working together

Tony and Sarah worked with the school to make the transition from home to school easier for Tony. "We painted the rooms of our house the same colour as the classrooms at school. We were using PECS cards with Tony at home and the school allowed us to take in cards he related to so that they could use them as well. In turn, they helped us to cut down on the number of words we used with Tony, which helped his speech development."

### Varied opportunities

The staff get to know all the likes and dislikes of the children and learn how to avoid things that could trigger negative reactions, Tony says. "It is a very inclusive process where everything is discussed with the parents. Every child gets a chance to have a go at everything and Tony passed his bronze Duke of Edinburgh award while he was there."

### School governor

Tony became a parent governor of Cambridge Park Academy after a letter was sent round asking for applications. He was voted in as Chair of Governors after two years and took training courses to help him become a good governor. "I was Chair of Governors for six years and loved it. Now, I can look out of the window of my house and be proud to see the thriving school with the new primary facilities and PE building that I helped to design."

# Our Curriculum Aims

## Safeguarding

Our Curriculum is underpinned by **four key** areas of learning designed to support its learners to become:

- **ambitious**, capable learners, ready to face challenges in life, both at school and the wider world
- **enterprising**, creative contributors, ready to play a full part in life and work
- **ethical**, informed citizens of Grimsby, Britain and the world around them
- **healthy**, confident individuals, ready to lead fulfilling lives as valued members of society.

All our children and young people will be supported to develop as:

## Ambitious, capable learners who:

- enjoy challenge
- build up a body of knowledge and have the skills to connect and apply that knowledge
- communicate effectively in different forms and settings
- are able to explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- use digital technologies creatively to communicate, find and analyse information

## Enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively and enjoy expressing themselves through creative mediums
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit

## Ethical, informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet

## Healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- confidently engage in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can





### School hours

Our school opens for students from 8:40am and closes to students at 3:00pm.

#### Cambridge Park Academy

Cambridge Road  
Grimsby  
North East Lincolnshire  
DN34 5EB

**Main Site Telephone:** 01472 230110

#### Cromwell Road Campus

419 Cromwell Road  
Grimsby  
North East Lincolnshire  
DN37 9JR

**Cromwell Road Site Telephone:** 01472 883574

---

#### Humber Education Trust

c/o Bude Park Primary School  
Cookbury Close  
Hull  
HU7 4EY

**Telephone:** 01482 755674

**Email:** [admin@het.academy](mailto:admin@het.academy)

---

**Email:** [office@cambridgepark.het.academy](mailto:office@cambridgepark.het.academy)

**Principal:** Mr S. Kernan

**Chair of Governors:** Mrs F Headridge