

WEATHERFIELD ACADEMY

NEWSLETTER

ANNUAL REVIEWS

As we come to the end of an extremely busy year of Annual Reviews, we want to say a heartfelt thank you for your involvement in such an important part of your child's journey. Your contributions, reflections and feedback make a real difference.

This year we introduced some changes to the Annual Review process, and we are grateful to everyone who has already shared their thoughts.

If you haven't yet had the chance, please look out for a feedback form in your inbox linked to your child's review.

From September, your child's class teacher will Chair the Annual Review, with support from a Pathway Leader or Key Stage Leader where needed. This change will help ensure the meeting is closely connected to your child's day-to-day learning and progress.

UPCOMING EVENTS



Annual Reports sent home:
W/B 22nd June



Sports Day: Thursday 25th June



Year 11 Study Leave: Friday 26th June



Sixth Form Prom: Friday 3rd July



Year 14 Study Leave: Friday 3rd July



Transition Days: Wednesday 1st and
Wednesday 8th July



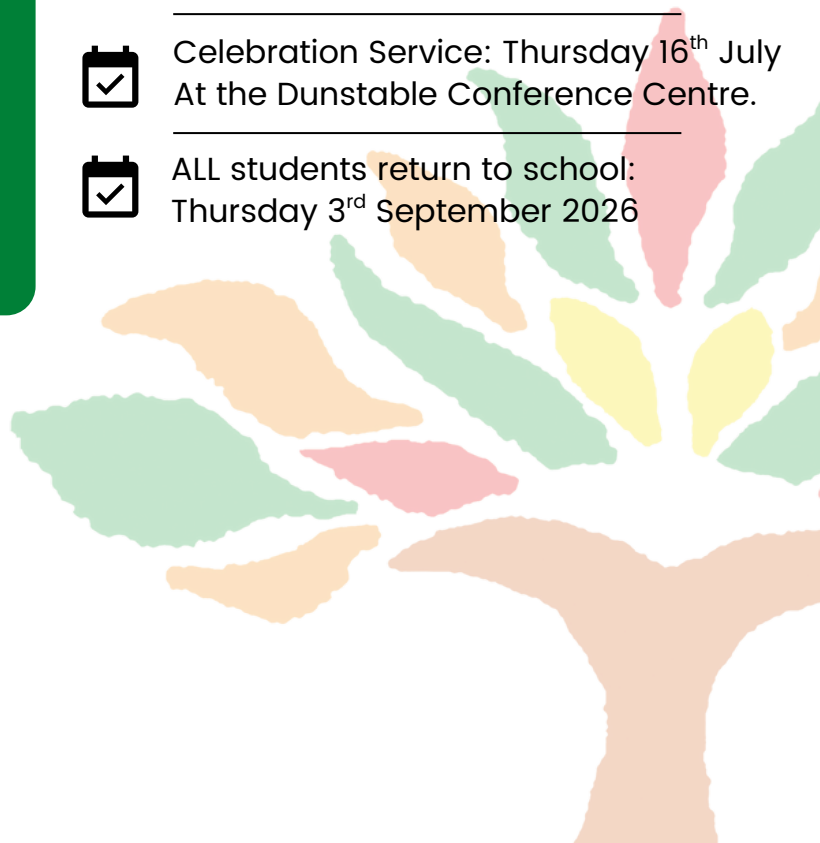
Parent Consultation Week: Monday
6th July - Friday 10th July



Celebration Service: Thursday 16th July
At the Dunstable Conference Centre.



ALL students return to school:
Thursday 3rd September 2026



INTRODUCING: OUR LEARNING PATHWAYS FOR SEPTEMBER 2026

From September 2026, Weatherfield Academy will be introducing a new Pathway Model to ensure every student follows a learning journey that truly meets their needs. We know that one size does not fit all, and this new structure allows us to be clearer, more personalised, and more responsive than ever.

WHY ARE WE INTRODUCING PATHWAYS?

Each pathway shows:

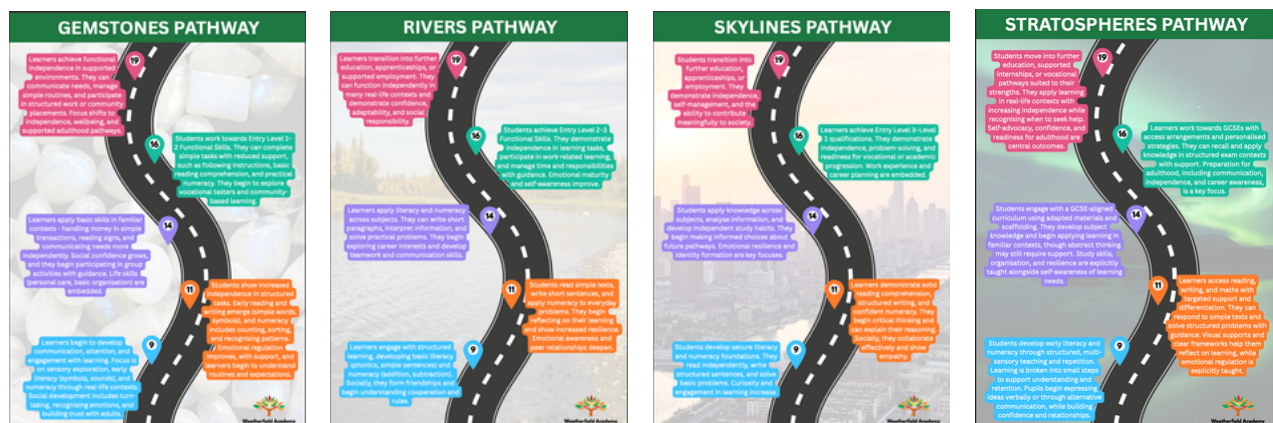
- What learning looks like at different ages (the numbers in the bubbles represent age milestones).
- What students are working towards by the end of each key stage.
- A clear trajectory of progress, so you can see how skills develop over time.

If a student needs to move between pathways, they will. Pathways are flexible and designed to support the child's progress.

PATHWAY LEADERS

Pathway Leaders will oversee the learning journey within each pathway. They know the pupils in their pathway extremely well – their strengths, needs, and the support that helps them thrive. They make sure every child is in the pathway that best matches their learning profile, and if a student's needs change, they help guide any movement between pathways.

They work closely with teachers to ensure the curriculum in their pathway is clear, well-sequenced, and ambitious. Pathway Leaders also work alongside Key Stage Leaders so that learning is consistent, joined-up, and supports smooth progression as pupils move through the school.



For more information, read below

GEMSTONES PATHWAY

Learners achieve functional independence in supported environments. They can communicate needs, manage simple routines, and participate in structured work or community placements. Focus shifts to independence, wellbeing, and supported adulthood pathways.

19

16

Students work towards Entry Level 1–2 Functional Skills. They can complete simple tasks with reduced support, such as following instructions, basic reading comprehension, and practical numeracy. They begin to explore vocational tasters and community-based learning.

14

Learners apply basic skills in familiar contexts - handling money in simple transactions, reading signs, and communicating needs more independently. Social confidence grows, and they begin participating in group activities with guidance. Life skills (personal care, basic organisation) are embedded.

11

Students show increased independence in structured tasks. Early reading and writing emerge (simple words, symbols), and numeracy includes counting, sorting, and recognising patterns. Emotional regulation improves, with support, and learners begin to understand routines and expectations.

9

Learners begin to develop communication, attention, and engagement with learning. Focus is on sensory exploration, early literacy (symbols, sounds), and numeracy through real-life contexts. Social development includes turn-taking, recognising emotions, and building trust with adults.



RIVERS PATHWAY

Learners transition into further education, apprenticeships, or supported employment. They can function independently in many real-life contexts and demonstrate confidence, adaptability, and social responsibility.

19

16

Students achieve Entry Level 2–3 Functional Skills. They demonstrate independence in learning tasks, participate in work-related learning, and manage time and responsibilities with guidance. Emotional maturity and self-awareness improve.

14

Learners apply literacy and numeracy across subjects. They can write short paragraphs, interpret information, and solve practical problems. They begin exploring career interests and develop teamwork and communication skills.

11

Students read simple texts, write short sentences, and apply numeracy to everyday problems. They begin reflecting on their learning and show increased resilience. Emotional awareness and peer relationships deepen.

9

Learners engage with structured learning, developing basic literacy (phonics, simple sentences) and numeracy (addition, subtraction). Socially, they form friendships and begin understanding cooperation and rules.



SKYLINES PATHWAY

19

Students transition into further education, apprenticeships, or employment. They demonstrate independence, self-management, and the ability to contribute meaningfully to society.

16

Learners achieve Entry Level 3–Level 1 qualifications. They demonstrate independence, problem-solving, and readiness for vocational or academic progression. Work experience and career planning are embedded.

14

Students apply knowledge across subjects, analyse information, and develop independent study habits. They begin making informed choices about future pathways. Emotional resilience and identity formation are key focuses.

11

Learners demonstrate solid reading comprehension, structured writing, and confident numeracy. They begin critical thinking and can explain their reasoning. Socially, they collaborate effectively and show empathy.

9

Students develop secure literacy and numeracy foundations. They read independently, write structured sentences, and solve basic problems. Curiosity and engagement in learning increase.



STRATOSPHERES PATHWAY

Students move into further education, supported internships, or vocational pathways suited to their strengths. They apply learning in real-life contexts with increasing independence while recognising when to seek help. Self-advocacy, confidence, and readiness for adulthood are central outcomes.

19

16

Learners work towards GCSEs with access arrangements and personalised strategies. They can recall and apply knowledge in structured exam contexts with support. Preparation for adulthood, including communication, independence, and career awareness, is a key focus.

Students engage with a GCSE-aligned curriculum using adapted materials and scaffolding. They develop subject knowledge and begin applying learning in familiar contexts, though abstract thinking may still require support. Study skills, organisation, and resilience are explicitly taught alongside self-awareness of learning needs.

14

11

Learners access reading, writing, and maths with targeted support and differentiation. They can respond to simple texts and solve structured problems with guidance. Visual supports and clear frameworks help them reflect on learning, while emotional regulation is explicitly taught.

9

Students develop early literacy and numeracy through structured, multi-sensory teaching and repetition. Learning is broken into small steps to support understanding and retention. Pupils begin expressing ideas verbally or through alternative communication, while building confidence and relationships.



PATHWAYS

Information evening

Wednesday 17 June 2026

5:00pm to 7:00pm

Kingsway, Dunstable LU5 4HG

Join us for this informal evening to meet staff, connect with other parents and students, and keep in touch as you prepare to start your Pathways journey.

- meet our dedicated staff
- find out more about the Pathways programme
- ask questions and get support

**Scan the QR code
to register now**

Or visit:

www.bedfordcollegelgroup.ac.uk/about/events



Study Programme

Why join this course?

Pathways courses at Central Bedfordshire College are specifically designed for 16–18 year olds, who need extra support or have a learning difficulty

Main Qualifications

You will study either Entry Level 2 or 3 portfolio-based qualification

Sessions include:

- **work preparation**
- **vocational studies**
- **life skills and community engagement**

Enrichment

You will take part in trips and activities to develop life skills, which supports employability and progression. You will also experience guest speakers from a number of external businesses.

English & maths

You will be assessed within the first half-term, which will advise whether you study a Functional Skills qualification or GCSE.

Work Experience

To gain knowledge and experience in different types of work settings.

Find out more at:

www.bedfordcollegigroup.ac.uk/subjects/pathways



SNAP PCF SEND Roadshow @ Whipsnade Zoo – Saturday 13th June 2026

Are you looking for SEND support, advice, or information all in one place? Don't miss the upcoming SNAP PCF SEND Roadshow at Whipsnade Zoo! It brings together a fantastic mix of local services that support children and young people with Special Educational Needs and Disabilities (SEND) and their families.

SNAP PCF SEND ROADSHOW 13/06/2026



No need to book in advance this year – just pay at the door.
Make sure your MAX card is valid and bring it with you to get the discounted zoo entry.



Use your
Max Card
ADULT £6
CHILDREN £3
6 TICKETS PER
MAX CARD

About Us

Our Roadshows bring together services that support children/young people with Special Educational Needs and Disabilities and their families, all in one place.

When and Where?

Saturday 13/06/2026

Entry from 9am

SNAP PCF Roadshow open:

9:30am to 12:30pm

Whipsnade Zoo

The River Room (Education Hub)

LU6 2LF

Booking not required

Chat with ...

- 0-19 Children and Family Service
- Autism Beds
- Blue Sky Carer Support
- CAMHS
- Children's Centre
- CWD (Children with Disabilities Service)
- EHC Team
- Fostering and Adoption Service
- FUN (Families United Network)
- HAF (Holiday Activities and Food Programme)
- Health Deputy DCO (Designated Clinical Officer) for SEND
- Oral Health Improvement (Dental) Team
- Physiotherapy
- SEND Local Offer
- SENDIASS
- Shared lives
- Yes We Can
- Youth Support Service

OUR TERMLY FOCUS

Communication:

We are continuing to focus on how we communicate with families and ensure everyone receives the information they need.

- **Getting the balance right:** We are reviewing how often and in what ways we communicate, so that updates are clear, timely, and not overwhelming.
- **Newsletters and class letters via Arbor:** All newsletters and class updates will move to be sent through Arbor to keep everything in one place.
- **Increasing Arbor sign-ups:** Currently, 66% of families are signed up to Arbor. Our aim is to reach 100% so every parent and carer receives important information without delay.
- **Future communication tools:** We are waiting for existing subscriptions to classroom communication tools to end. We are researching for the best long-term communication model for Weatherfield.

Site Developments:

We are making improvements across the school site to enhance safety, comfort, and the overall experience for pupils.

- **Dining area improvements:** Following feedback from the School Council, we are exploring ways to improve the dining space. This includes plans for a refreshed indoor area and an al fresco dining option for use during suitable weather.
- **Front-of-school updates:** Work is underway to improve the meeting room and Reception facilities. Temporary arrangements are currently in place for the school entrance while this work continues. Thank you for your patience.
- **Perimeter fencing:** We are upgrading fencing around the site to ensure students remain safe during the school day and that school resources are secure outside of school hours.

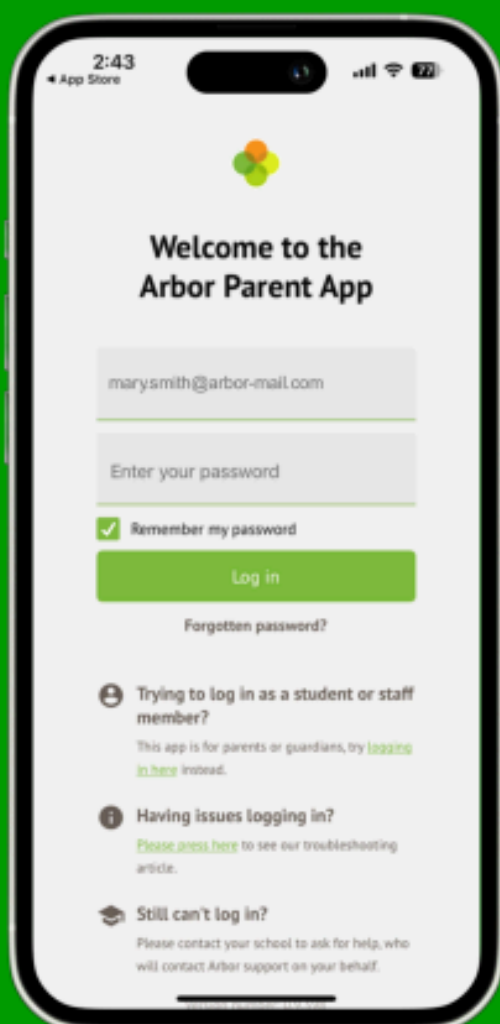
School Structure:

We are continuing to refine our curriculum pathways and reporting processes to support pupils and families.

- **Pathways across the school:** Updated pathways are being finalised and will be shared with parents for the 2026–2027 academic year, giving families a clear understanding of progression through the school.
- **EHCP and annual report improvements:** We have listened to parental feedback and worked closely with staff to revise the templates for EHCP termly reports and annual reports. Please note that EHCP termly reports are statutory and separate from Annual Reports. Our aim is to keep these templates clear, efficient, and genuinely useful for families. We plan to share the updated versions with parents at the beginning of July.

We're using the Arbor Parent App!

See and manage your child's day-to-day school information. Understand their progress, make payments and bookings, and receive in-app messages - all from one app



Log in in seconds with Face ID

Receive in-app messages and reminders on your phone

Make payments, sign up for clubs, and book parents evenings

See your child's progress, attendance, behaviour points, report cards and more

Check your child's calendar, it's always up-to-date

Scan the QR code to download the Arbor Parent App, and use your email address to log in



Grove Corner

Youth and Community Centre

Sessions FREE to attend!

FREE WiFi

76A High Street North
Dunstable, LU6 1JF



Mondays:
Chill & Hang
(Ages 13 to 18)
3.45 to 5.15 pm



Tuesdays:
Pokémon Club
(Ages 8 to 14)
5 pm to 6.30 pm



Tuesdays:
SEND Friendly Session
(Ages 15 to 18 / up to 25 SEND)
6.45 pm to 8.15 pm



Term time only



Term time only

Wednesdays:
School Transition Session
(Ages 10 to 12)
3.30 pm to 5.30 pm



Fridays:
Youth Choice
(Ages 13 to 18)
4 pm to 5.30 pm



Fridays:
Junior Youth Club
(Ages 10 to 13)
6 pm to 7.45 pm

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COFFEE MEETINGS

FOR PARENTS AND CARERS

Coffee afternoons are usually held monthly, welcoming all parents and carers. They feature a guest speaker – either staff or an external visitor – and offer a chance for parents to connect and chat.



VISIT OUR WEBSITE FOR DATES

www.weatherfield.beds.sch.uk/coffee-afternoons



SCAN FOR DATES

OR CONTACT

Miss Donna Ashley at dashley@weatherfieldacademy.co.uk