

WEATHERFIELD ACADEMY

NEWSLETTER

PARENT CONSULTATION EVENING

On Wednesday 8th July, we will be hosting our Summer Term Parent Consultation Evening. We are pleased to confirm that the following visitors will be available in the school hall to speak with parents and answer any questions (see poster below).

Weatherfield representatives:

- Safeguarding DSL – Sarah Berresford
- Family Support Worker – Donna Ashley
- Safeguarding Support – Tereasa Dixon
- Futures/ Careers – Ash Stackhouse
- Play Therapist – Clive Black
- Forest school & trips – Jez Young

External representatives:

- CBC College – Lorraine Hardie
- SNAP – Katie Gibons
- CBC Youth Support – Allison Taylor
- Barnfield College – Sandra Stack
- Oaklands College – Charlotte Toms

2026–2027 HANDBOOKS

At the end of this term, we will be releasing digital handbooks Arbor. These handbooks have been designed to give families a clear and detailed overview of what to expect next year. Each one includes a curriculum overview, staffing, FAQs, SEND and Pathway information. These handbooks are designed to help you and your child feel informed, confident and fully aware of the opportunities and support available for your child next year.

UPCOMING EVENTS



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

NUT FREE SCHOOL

As a reminder, we are a nut-free school due to severe allergies. Please ensure that no nuts or nut-containing products are included in packed lunches. Thank you for helping us keep all students safe.

REPORT FEEDBACK

Thank you to all parents and carers who have shared feedback on our newly designed Annual Reports. Your comments and reflections are greatly appreciated, and they play an important role in helping us continue to refine and strengthen how we communicate each child's progress and achievements.

CELEBRATING BIRTHDAYS TOGETHER AT SCHOOL

At our school, every student is a valued part of our close-knit community, and birthdays are a wonderful opportunity to celebrate each individual. We wanted to take a moment to gently remind families why we discourage taking a day off from school to celebrate a birthday.

Why Attendance on Birthdays Matters

Building Belonging and Self-Esteem: Celebrating a birthday with peers and staff provides a massive boost to a student's confidence. It is a day where they are made to feel incredibly special by their entire school family.

Maintaining Essential Routines: For many of our young people, predictability and routine are vital for their well-being. Missing a day of school can disrupt these routines and make returning the following day more challenging.

Developing Social Skills: Sharing a birthday milestone with classmates helps foster vital social connections, sharing, and peer bonding in a structured, supportive environment.

We absolutely love being part of your child's special day! If your child has a birthday coming up and you have any concerns about how they might handle the excitement at school, please reach out to their class teacher so we can plan the best way to support and celebrate them.



**WEATHERFIELD
— ACADEMY —**

PARENT CONSULTATION EVENING

Meet Our Student Support & Transition Professionals

SUPPORTING PUPILS AND FAMILIES FROM YEAR 4 TO YEAR 14

Come along to meet professionals from Weatherfield Academy, local colleges and support services who are here to help children, young people and their families at every stage of their educational journey.

**WEDNESDAY
8TH JULY 2026
3.10pm – 6.45pm**

We are here to support you and your child every step of the way.

OAKLANDS COLLEGE



Fabs Batten
SEN & SEMH Student Advisor & Safeguarding Officer

- Can help with:
- Safeguarding & wellbeing
 - Friendships & online safety
 - Home life & emotions
 - Self-regulation
 - Support for parents & carers
 - Child in Need & Child Protection

Charlotte Toms
EHCP & High Needs Funding Coordinator

- Supports with:
- EHCP consultations
 - Annual Reviews
 - High Needs Funding
 - Transition to college
 - Multi-agency working
 - SEND Tribunals

YOUTH SUPPORT SERVICE
(Central Bedfordshire Council)

Allison Taylor
Targeted Youth Advisor

Advice on:

- Post-16 education
- Employment & training
- Careers guidance
- Future pathways
- Year 11 transition

Contact:

✉ allison.taylor@centralbedfordshire.gov.uk

☎ 0300 300 8513

CENTRAL BEDFORDSHIRE COLLEGE

Lorraine Hardie
Transition Coordinator

Helping students with:

- EHCP transition
- College visits
- Parent information
- Annual Reviews
- Transition events
- Preparing for college

BARNFIELD COLLEGE

Sandra Stack
Head of School – Skills for Life

Helping families with:

- Skills for Life courses
- EHCP consultations
- Choosing the right course
- College visits
- Taster sessions
- Smooth transition into college

SNAP
PARENT CARER FORUM
CENTRAL BEDFORDSHIRE

Katie Gibbons

Special Needs Action Panel

Supporting parent carers through:

- Parent voice
- SEND information
- Workshops & events
- Family support
- Partnership working
- Advocacy

Represent Parent Carers

Sharing real experiences with CBC, NHS and partners.

Work in Partnership

Helping shape and improve local SEND services.

Connect & Support Families

Events, training, workshops and online networks.

Empower Parent Carers

Knowledge and confidence to advocate for your child.

Our independence matters. Everything we do is rooted in lived experience – we understand the challenges because we face them too. We're here to listen, support and make sure your voice helps shape the services our families need.

ALSO ATTENDING

WEATHERFIELD SAFEGUARDING TEAM

- Sarah Berresford – DSL
- Donna Ashley – Family Support Worker
- Tereasa Dixon – Safeguarding Support

Available to discuss any safeguarding or family support concerns.

WEATHERFIELD CAREERS

Ash Stackhouse
Careers Lead

Supporting pupils with:

- Careers education
- College choices
- Future planning
- Work experience
- Post-16 pathways

WEATHERFIELD WELLBEING & LEARNING

Clive Black
Play Therapist

Supporting wellbeing, confidence and engagement through therapeutic and outdoor learning.

YAAIL
(Young Adults and Independent Living)
Louise Raye

Supporting young people with:

- Preparing for adulthood
- Independent living
- Advice & guidance
- Adult social care
- Housing & health
- Transition planning

REFRESHMENTS AVAILABLE



Join us for complimentary tea, coffee and refreshments while you meet professionals and discuss the support available for your child.



WORKING TOGETHER TO SUPPORT YOUR CHILD'S SUCCESS



SAFEGUARDING SUPPORT

COLLEGE OPTIONS

EHCP & SEND SUPPORT

CAREERS ADVICE

PARENT & CARER SUPPORT

We look forward to seeing you there!



BEYOND THE BELL



Celebrating Every Milestone!

We are so excited to introduce a brand-new feature in our weekly celebration assembly called 'Beyond the Bell.'

We know that some of the biggest victories happen outside the classroom. Whether it's a breakthrough in communication, a brave new experience, or a moment of pure joy over the weekend, we want to cheer along with you! 'Beyond the Bell' is all about celebrating the unique progress and personal wins that make our pupils so special.

What Counts as a "Success"?

In 'Beyond the Bell', there is no win too small. We want to celebrate things like:

- Trying something new: Visiting a new place or tasting a new food.
- Personal Growth: Using a communication aid at the shops or waiting patiently in a queue.
- Physical Wins: Learning to ride a bike, completing a walk, or joining a local club.
- Creativity & Joy: Building a brilliant Lego tower, helping with some baking, or simply having a "best-ever" day out.



How to Share Your News:

If your child has had a moment this weekend that made you smile, we'd love to include it in our assembly:

- Snap a photo of the moment or the result.
- Write a quick note to the class teacher explaining why it was a "win" for your child.
- Send it in via email to your child's class teacher.
- Leave the rest to us—we can't wait to celebrate these wonderful moments together!

A huge thank you to Lily, Noah and Henry (from a previous week) and Frankie, Adam, Clem and Lexie from this week's Beyond the Bell!!

Thank you for letting us share your wonderful weekend success with the whole school.

You've done a fantastic job, and we are all so proud of you!





Summer bookings now open!

For children aged 4-8 years

Monday 20th July – Friday 28th August

Join in on drama activities, puppet shows, pop/Disney singing, arts & crafts, robotics workshops and much more.

All children will enjoy a nutritious meal
with friends per booking.

Free for children on income-related Free School Meals
or £18.80 per child Pay As You Go.

Book Now!

 energiseluton.co.uk

Please note, the maximum number of camp sessions that can be booked during Summer 2026 is 16 per eligible child.



Need help booking? Find guidance here:

<https://help.eequ.org/en/articles/220821-quick-guide-on-how-to-book-a-haf-session>

Or call 03330 384146



Energise Luton is supported by the Department for Education's Holiday Activity and Food programme for those on free school meals.

#HAF2026
#EnergiseLuton

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:

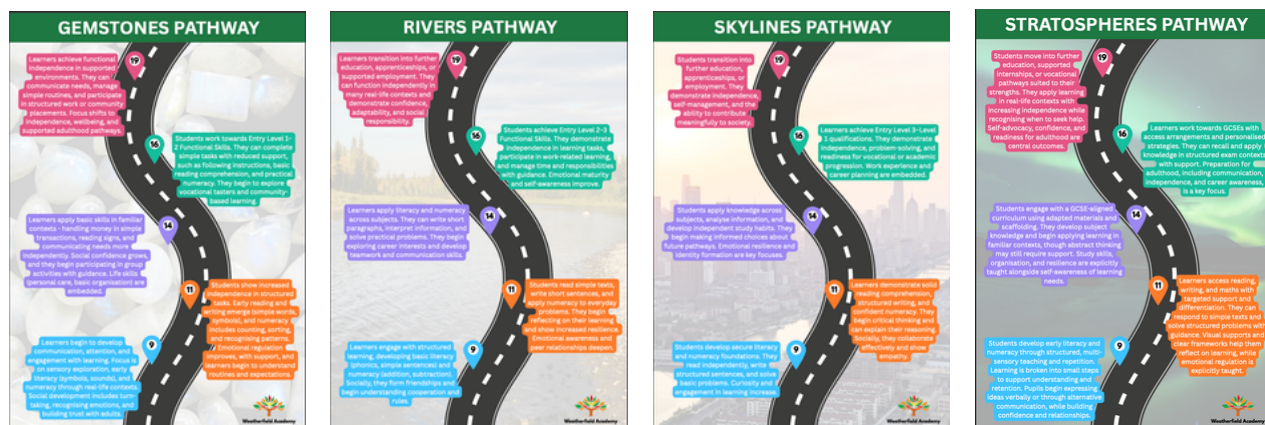
- What learning looks like at different ages (the numbers in the bubbles represent age milestones).
- What students are working towards by the end of each key stage.
- A clear trajectory of progress, so you can see how skills develop over time.

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

19

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.

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.

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.

14

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

19

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.

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.

14

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.

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.



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.

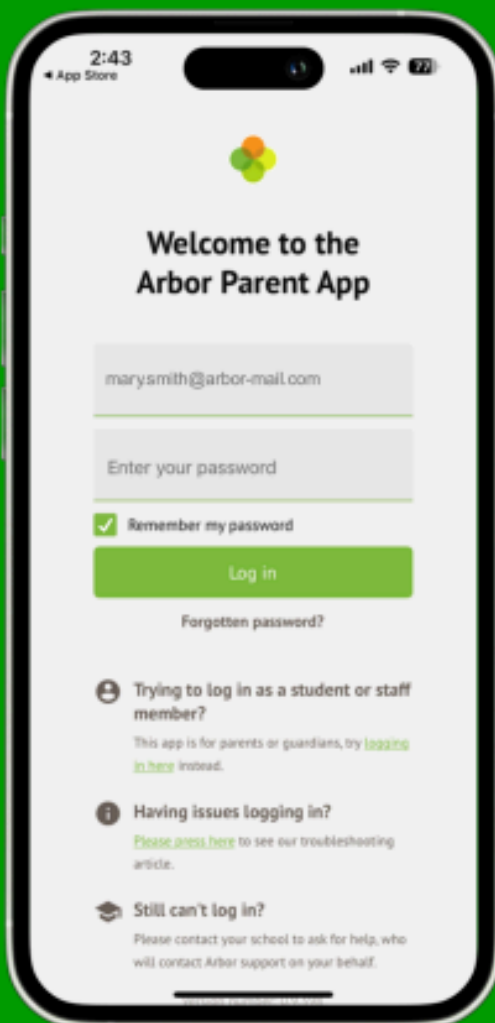
School Structure:

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



GC

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JET ROLLER SKATING MILTON KEYNES

- SKATE HIRE AVAILABLE
- DJ / MUSIC AND LIGHTS
- GAMES & SKATE LIMBO
- FUN BIRTHDAY PARTIES
- SKATE TIPS & ADVICE
- FREE GROUP PHOTOS

STANTONBURY LEISURE CENTRE, MK14 6BN



SKATE DATES APRIL '26 to MARCH '27

No need to book, just turn up.
Cash or card payments welcome.

SESSION TIMES / PRICES Skate Hire £2
 ● Starter Session : 1.30 - 2.45pm £6.50
 ● Second Session : 3.00 - 4.30pm £7.50
 Both Sessions - £9.50 plus £3 Skate Hire



Which session is best for you?

Starter Session - Slower speeds and for the less experienced skater.
 Second Session - Rink is at normal speed and open to all ages.

jetrollerskating@gmail.com

[f](#) jetrollerskatingmk

2026

JULY	AUG	SEPT
4th 11th 18th	CLOSED	5th 12th 19th 26th
OCT	NOV	DEC
3rd 10th 17th 24th 31st	7th 14th 21st 28th	5th 12th

2027

JAN	FEB	MAR
9th 16th 23rd 30th	6th 13th 20th 27th	6th 13th 20th 27th

(Please Note: Due to various circumstances dates, times and prices may be liable to change but are correct as of Feb 2026.)



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