



# Charlton Park Academy

## Statement of Provision

### Introductory statement

Charlton Park Academy is a specialist secondary academy for children and young people with Education, Health and Care Plans (EHCPs). We support pupils with a wide range of needs, including autism (including sensory autism), SLD, PMLD and complex communication and regulation needs. Our provision is designed so that pupils are safe, able to regulate, able to communicate, and able to access learning.

### Admissions

Admission is through the local authority SEND process and pupils attend where Charlton Park Academy is named in their EHCP. Placement decisions are made with the aim of meeting need safely and appropriately, and in partnership with families and professionals.

### Curriculum and preparation for adulthood

Our curriculum is ambitious, purposeful and adapted to pupils' learning profiles. It prioritises communication, regulation, independence and participation, alongside subject learning appropriate to each pathway. Preparation for adulthood (PfA) is planned progressively and includes communication, self-care, community access and (where appropriate) vocational learning.

### Therapy-informed practice

We work in partnership with multi-disciplinary professionals (such as speech and language therapy, occupational therapy, physiotherapy and nursing support) to embed agreed strategies into day-to-day practice. Therapy input is used to strengthen universal practice, provide targeted support where needed, and coordinate specialist programmes safely.

### Communication

Communication is a core priority. Pupils are supported to understand and express themselves using appropriate systems, which may include AAC, visuals, objects of reference, signing or other structured supports. Communication approaches are used consistently across lessons, transitions and social times.

### Regulation and behaviour support

We understand that behaviour communicates need. We use consistent routines and proactive regulation supports (including sensory strategies) to reduce escalation and increase participation. Adults respond calmly and predictably, using the least intrusive support needed to keep everyone safe and to build independence.

### Safeguarding and care

Safeguarding is central to our provision. All staff follow academy safeguarding procedures and safer working practice. Where pupils require personal care, physical support or medical support, plans are followed carefully and reviewed as needed. Any concerns are reported immediately through established safeguarding routes.



## Working with families and partners

We work closely with parents/carers and with partner professionals. We value co-production and aim to communicate clearly, especially when pupils' needs change or when the school needs to adjust provision.

## Review and quality assurance

We review provision regularly through EHCP reviews, progress review, and ongoing quality assurance. We focus on what is working, what needs to change, and the impact on pupils' learning, independence and wellbeing.

## Appendix: Quick glossary

- AAC – Augmentative and Alternative Communication (e.g., communication boards, devices).
- ECT – Early Career Teacher
- EHCP – Education, Health and Care Plan (statutory plan describing needs and provision).
- PfA – Preparation for Adulthood (outcomes linked to independent living, community, work, health).
- SLD / PMLD – Severe / Profound and Multiple Learning Difficulties.
- Total Communication – using the best mix of communication methods for each pupil.

