





FIVE ACRE WOOD SCHOOL

EveryMomentMatters PupilsFirst TogetherStronger

Ready Learning Approach 2026-27



Contents

- Welcome
- Levels explained
- Skills Builder Partnership
- City and Guilds – English & Maths
- ASDAN
- BTEC – Child Care / Art / Public Services / Maintenance / Sports
- Life Skills Builder
- Work Skills Builder
- Mental Health & Wellbeing Support
- Therapy
- Community
- Sport
- Art, Gardening & Construction
- Community & Local Facilities
- SMSC & PSHE
- Shopping & Cooking
- Tutor Time
- Onward pathways and transition support

Welcome to the Learning Approach at
Five Acre Wood School

The Ready Learning Approach is Five Acre Wood's Sixth Form provision, for students aged 16-19. Our learning approach caters for students of all needs, and we are proud of the social integration and individualised approach our students receive. With the 6th form students based at the Oxford Road site in Shepway, we have excellent links to the community and local transport. A number of different, flexible pathways exist for the students within the learning approach, enabling them to work on skills, gain knowledge and achieve accreditations relevant to their own next steps.

The whole school works to nurture and maximise the potential of each and every individual and celebrate their achievements. The Learning Approach represents the culmination of those efforts as students take their final steps towards future colleges, specialist provisions, employment and living as independently as possible. We aim to prepare students for life using an age-appropriate approach tailored to their personal interests, skills and needs.

Within our prospectus you will see the array of lessons, skills and qualifications our students work towards. We extend a warm welcome to current parents/carers and students of Five Acre Wood, as well as individuals from schools and colleges across Kent, to peruse this information about our Sixth Form

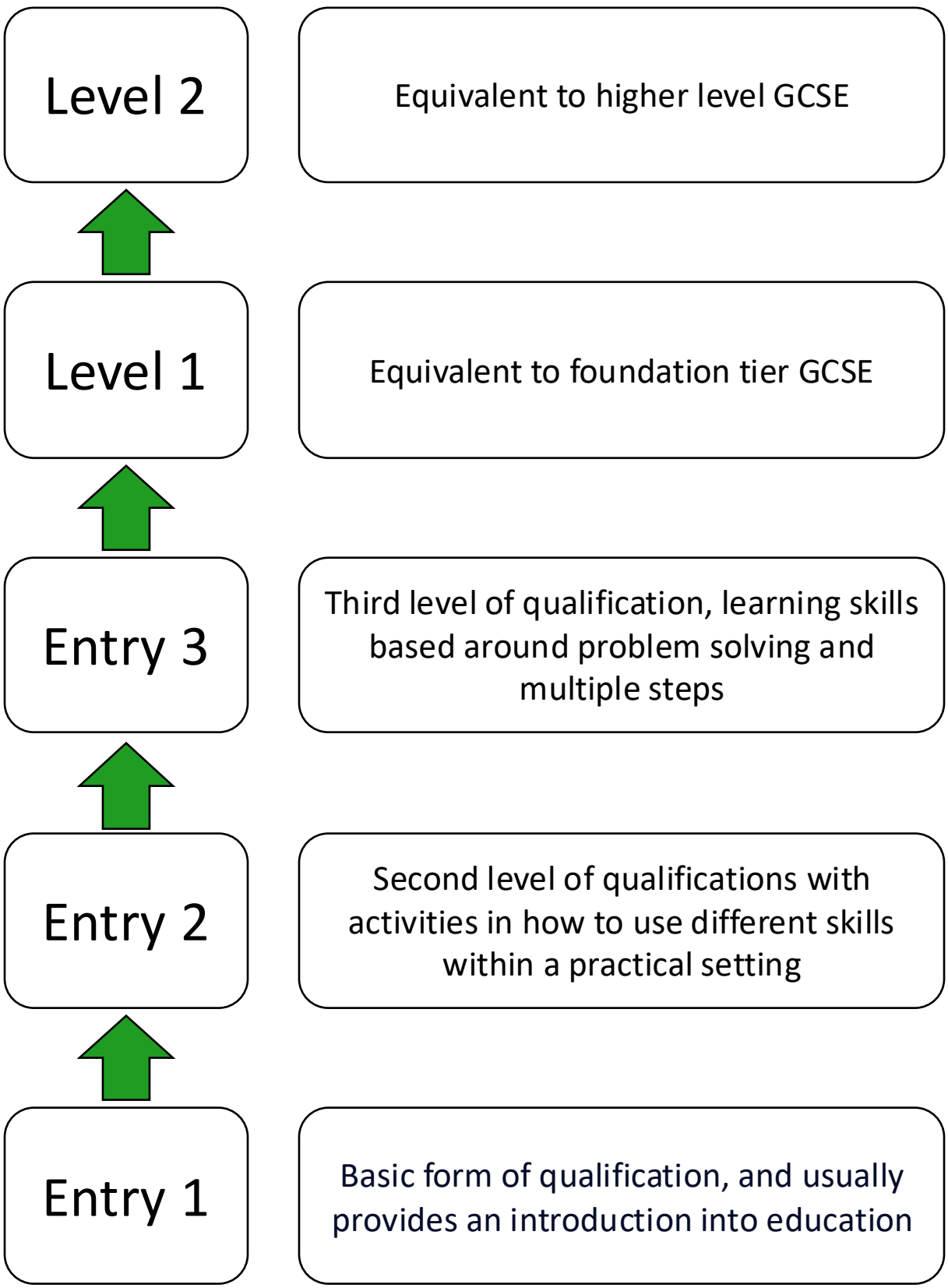
Many thanks,

Jaime Cronk: Deputy Headteacher for Satelites
Rowan Osborn: Assistant Headteacher & Strategic Lead
Laura Thorogood: Ready Learning Approach Lead

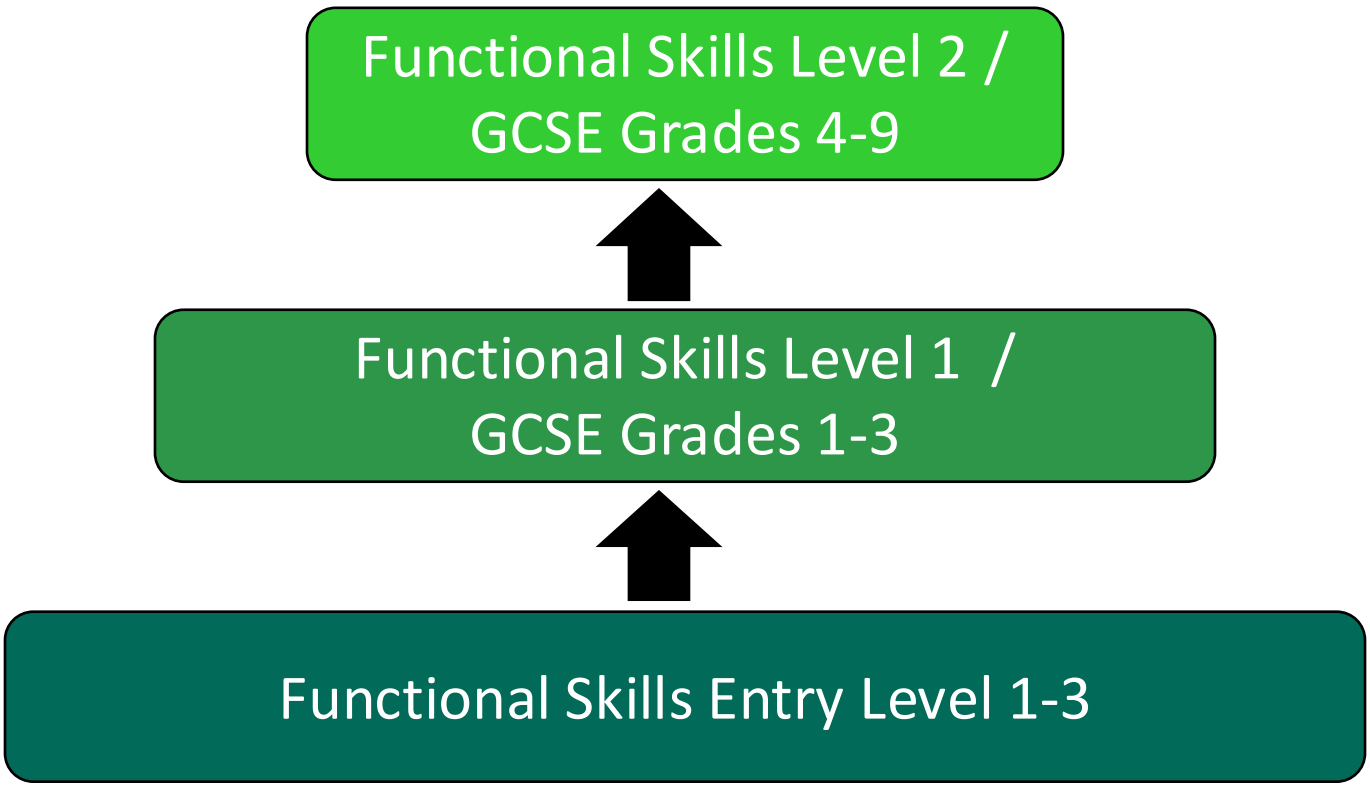
Qualifications & Pathways

	Year 12	Year 13	Year 14
ASDAN Personal Progress E1	5 units, students credit total achieves an award	4 units, student credit total achieves an extended certificate	5 units, student credit total achieves a diploma
Functional Skills English & Maths	Students are baselined for English & Maths and are placed in appropriate learning groups, not by year group. Students make progress through their own levels, E1 to L2.		
BTEC Home Cooking	Home Cooking Level 2 Qualification	Cooking for independent living skills	Cooking for independent living skills
BTEC Vocational Qualifications	BTEC L1 Introductory Award in chosen subject	Students' choice between a second L1 Introductory Award in a different subject or a L1 Introductory Certificate in year two of their first subject	Students on 2 days a week work experience
Work Experience	FAW internal work experience placement	External, community based, work experience placement	Students on 2 days a week work experience

Levels Explained



Levels Explained



Skills Builder PARTNERSHIP



We have developed our use of the Skills Builder Partnership to help our students develop essential life and work skills. The Skills Builder Universal Framework focuses on eight key areas: **listening**, **speaking**, **problem-solving**, **creativity**, **adapting**, **planning**, **leadership**, **and** **teamwork**. These are integrated into everyday activities to promote growth in independence, confidence, and employability.

- **Cooking Skills**: Students develop leadership and teamwork by planning and preparing meals together. They practice listening by following instructions and problem-solving by adjusting recipes.
- **Independent Living Skills**: Skills such as budgeting, shopping, and home management are taught to enhance creativity and responsibility, while aiming high helps them strive for greater independence.
- **Learning to Travel**: Through public transport navigation, students build confidence and resilience, improve their listening skills, and develop leadership by planning routes and staying safe.
- **Work Experience**: In placements, students practice teamwork and leadership, overcome challenges with a positive attitude, and set goals to aim high for future careers.

This tailored approach ensures that our students develop practical skills, preparing them for independent living and the workplace.

The Skills Builder Universal Framework is embedded throughout the Sixth Form curriculum, helping students develop the essential skills needed for adulthood, employment and independent living. The framework focuses on eight key skills: Listening, Speaking, Problem Solving, Creativity, Staying Positive, Aiming High, Leadership and Teamwork.

These skills are taught and practised across all areas of learning, including vocational subjects, life skills lessons, community learning and work experience. Students are encouraged to recognise their strengths, reflect on their progress and apply their skills in real-life situations.

The framework is closely linked to students' EHCP outcomes and Preparing for Adulthood goals, ensuring learning is personalised and meaningful. Students have regular opportunities to develop and demonstrate their skills through enterprise activities, internal work placements, employer engagement and community-based learning.

In recognition of this work, Five Acre Wood Sixth Form achieved the Skills Builder Silver Award for 2026. The Silver Award recognises schools and colleges where learners benefit from planned opportunities to develop essential skills and where the Skills Builder language is consistently used across teaching and learning.

By embedding Skills Builder across the curriculum, students develop the confidence, independence and employability skills needed to successfully transition into adult life.

City and Guilds Functional Skills - English

Entry 1 – Entry 2 – Entry 3

City & Guilds Functional Skills English at Entry Levels 1, 2, and 3 helps learners develop essential literacy skills. These levels build progressively, focusing on practical skills for everyday life and work.

Entry Level 1 (E1):

•**Reading**: Learners read very basic texts, signs or short instructions.

•**Writing**: Focus on writing simple sentences with basic punctuation.

•**Speaking and Listening**: Engage in short, familiar conversations, responding to simple questions.

Entry Level 2 (E2):

•**Reading**: Learners read slightly longer texts and identify key information, notes and simple emails

•**Writing**: Write short passages with correct sentence structure, using question marks and commas.

•**Speaking and Listening**: Participate in simple discussions, expressing basic opinions and answering questions.

Entry Level 3 (E3):

•**Reading**: Focuses on understanding longer texts, identifying main points and details.

•**Writing**: Learners write extended pieces, short reports or emails, using a range of punctuation and spelling a wider vocabulary correctly.

•**Speaking and Listening**: Engage in more detailed conversations and group discussions, listening for specific information and contributing ideas.

Assessment: Each level includes task-based assessments reflecting real-life situations. Speaking and listening assessments involve role-play or group discussions, emphasising communication in everyday contexts. These qualifications provide a solid foundation for learners to progress to higher levels and improve their employability and independence.

City and Guilds Skills - English

Level 1 – Level 2

Both Level 1 and Level 2 Functional Skills English focus on practical English skills for work, study, and daily life, assessed in Reading, Writing, and Speaking & Listening.

Level 1:

•**Reading:** Understand straightforward texts like emails and leaflets. Identify key points and follow instructions.

•**Writing:** Create clear and structured texts (e.g., letters, emails) with correct punctuation and grammar, suited to the audience and context.

•**Speaking & Listening:** Engage in informal conversations, express ideas clearly, and understand others.

Level 2:

•**Reading:** Analyse more complex texts such as articles and reports. Infer meanings and compare information.

•**Writing:** Produce formal documents (e.g., reports, articles) with effective structure and a formal tone.

•**Speaking & Listening:** Take part in formal discussions or presentations, articulating ideas confidently and responding to different viewpoints.

Assessment:

•**Reading & Writing:** Task-based assessments reflecting real-life scenarios, under timed conditions.

•**Speaking & Listening:** Assessed through role-play or group discussions, focusing on effective communication.

Progression: Level 1 provides a foundation, while Level 2, equivalent to GCSE grade 4 (C), is more advanced and supports further education and employability.

City and Guilds Functional Skills - Maths

Entry 1 – Entry 2 – Entry 3

Entry Level 1:

•**Numbers:** Recognise and use numbers up to 20. Perform basic addition and subtraction.

•**Calculation:** Solve simple problems with numbers up to 10.

•**Measurement:** Use basic units like centimetres, grams, and millilitres.

•**Data Handling:** Interpret simple charts and pictograms.

Entry Level 2:

•**Numbers:** Work with numbers up to 100. Use simple fractions and understand place value.

•**Calculation:** Perform addition, subtraction, multiplication, and division with numbers up to 100.

•**Measurement:** Practical use of units like metres, kilograms, and litres.

•**Data Handling:** Interpret information from tables and simple charts.

Entry Level 3:

•**Numbers:** Work with numbers up to 1000. Use fractions, percentages, and place value.

•**Calculation:** Solve multi-step problems with larger numbers.

•**Measurement:** Accurate measurement of length, weight, volume, and time.

•**Data Handling:** Read and interpret complex charts, graphs, and tables. Understand mean, median, and mode.

Maths assessments involve a written exam with a variety of questions designed to reflect real-life scenarios. The tests include:

•**Practical Problems**

•**Multiple-Choice and Short-Answer Questions**

•**Real-Life Contexts**

City and Guilds Skills - Maths

Level 1 – Level 2

City & Guilds Functional Skills Maths at Level 1 and Level 2 focus on practical numeracy skills.

Level 1:

•**Numbers:** Work with numbers up to 1000, understand place value, and use basic fractions and percentages.

•**Calculation:** Perform addition, subtraction, multiplication, and division. Solve simple multi-step problems.

•**Measurement:** Use and convert between units (e.g., length, weight, volume, time).

•**Data Handling:** Interpret and present data using tables, charts, and graphs. Basic statistical measures like mean, median, and mode.

Level 2:

•**Numbers:** Handle larger numbers, complex fractions, percentages, ratios, and proportions.

•**Calculation:** Perform advanced calculations and solve complex multi-step problems.

•**Measurement:** Accurately measure and convert units in various contexts.

•**Data Handling:** Analyse and interpret complex data from charts, graphs, and tables. Apply statistical measures and understand data distribution.

Assessment Overview: Both levels are assessed through written exams featuring multiple-choice, short-answer, and extended-response questions. The tests simulate real-life scenarios, evaluating the application of mathematical skills in practical contexts.

ASDAN Personal Progress

Entry 1

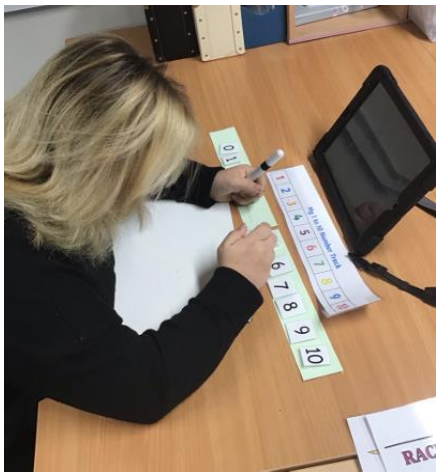
ASDAN Personal Progress at Entry Level 1 is designed to support learners with a range of needs. The programme helps students develop practical skills and personal growth through a flexible, individualised approach.

1. **Core Areas**: The programme covers several key areas including communication, numeracy, ICT, and personal development. It focuses on building foundational skills that are essential for everyday life.
2. **Modules and Units**: Entry Level 1 is divided into modules that can be tailored to individual needs. For example, learners might work on tasks related to personal hygiene, managing money, or following simple instructions.
3. **Assessment**: Assessment is largely based on the learner's ability to complete tasks and show progress. It's more about demonstrating practical skills and achieving personal goals rather than formal testing.
4. **Flexibility**: The programme is highly adaptable, allowing educators to customise the learning experience to suit each student's needs and interests. This makes it particularly suitable for learners who might benefit from a more hands-on, personalised approach.
5. **Progression**: While Entry Level 1 is a starting point, it can lead to further qualifications and skills development in ASDAN's other programmes, such as the Transition Challenge or ASDAN Award in Personal and Social Development.

ASDAN Personal Progress at Entry Level 1 aims to build confidence and competence in essential life skills, helping learners prepare for greater independence and future opportunities.

ASDAN Personal Progress















Work Skills Builder



The Work Skills Builder lessons offers students a comprehensive introduction to the professional world, focusing on essential skills for future success. In this lesson, students will:

•**Understand Workplace Dynamics:** Gain insights into how different roles and teams operate within a workplace, including the importance of workplace culture and the impact of individual contributions.
•**Develop Work Ethic:** Learn about the values and behaviours that contribute to a strong work ethic, such as reliability, responsibility, and dedication. Emphasis is placed on the importance of showing up on time, meeting deadlines, and taking pride in one's work.
•**Master Workplace Etiquette:** Discover the norms and expectations of professional behaviour, including appropriate dress codes, respectful communication, and the significance of a positive attitude.
•**Enhance Task Management:** Practice organising, prioritising, and executing tasks efficiently. Students will learn strategies for managing their workload and ensuring tasks are completed accurately and on time.
•**Improve Professional Communication:** Build skills for clear, respectful, and effective communication with colleagues, supervisors, and clients. This includes verbal and written communication, as well as listening and responding appropriately.

By integrating these elements, the Work Skills Builder lesson not only prepares students for their future careers but also aligns with the Skills Builder framework, ensuring they develop a well-rounded set of professional skills. This lesson equips students with the tools they need to excel in any workplace environment and achieve their career goals.
To support students in their work skills lessons, Year 12 students undertake internal work experience placements within FAW, while Year 13 and 14 students participate in external placements. These opportunities provide hands-on, practical experience in the world of work, with support from school job coaches, to ensure students gain valuable skills and confidence in real work environments.

Work Skills Builder – Work Experience

We have developed some great links to businesses in the local area that support us by offering work experience placements. We are grateful to everyone involved to help us learn more about work.

Five Acre Wood – Loose and Snodland Sites	Working as TA support in classes in the practical and formal approach. Leading small group activities, creating resources and supporting the class teams.
FAWrient Express Café	Working in the FAWrient express café, serving customers, using industry standard equipment and learning how to prepare food.
FAW Outdoor Learning Environment	Working in the grounds of the OLE yard, undertaking construction, maintenance and gardening tasks to develop the site.
Radio FAWall	Supporting radio station tasks by helping with equipment setup, assisting presenters, managing playlists, and ensuring smooth broadcast operations.
Greenfields Community Primary School – Nursery	Work across the nursery or classrooms, leading small group activities for nursery and primary aged children, helping with outdoor play, class activities and supporting early reading skills.

Work Skills Builder – Work Experience

Greenfields Community Primary School – Site Team	Helping maintain school grounds by gardening, repairing outdoor areas, and using tools for site maintenance and general upkeep tasks.
Maidstone Museum	Supporting visitors by answering questions, giving directions, and helping at the front desk to ensure a welcoming museum experience.
Co-Op, Londis & Premier Store	Helping in a convenience store with stocking shelves, serving customers, using the till, lottery and packaging machines and keeping the shop clean and organised.
Age UK Sunflower Café	Helping in a café by preparing both hot and cold food, variety of drinks, serving customers, clearing tables, and supporting catering tasks for events.
Maidstone Community Support Centre	Working in Kent Archaeological society, cataloguing artifacts or working with their site maintenance team
Oxfam, Peggy Wood, Sue Ryder, Heart of Kent, BHF & Demelza Charity Shops	Retail assistance helping with stock checks, supporting customers and using the till . Receiving donations and organising displays.

Life Skills Builder



The Life Skills Builder lessons are designed to equip students with the essential skills needed to navigate and engage confidently within their local community. These lessons focus on:

- **Understanding the Community:** Students explore how to access and use local facilities such as libraries, community centres, healthcare services and recreational venues. They learn how these resources can support their daily lives, wellbeing and personal development.
- **Navigating Public Transport:** Students develop practical skills for travelling independently, including planning routes, using walking networks and public transport services. They learn how to read timetables, use bus passes and follow safety guidance when travelling.
- **Personal and Social Development:** Lessons cover important topics such as building and maintaining safe relationships, recognising healthy boundaries and staying safe online. Students learn how to interact respectfully with others and understand social expectations in different situations.
- **Behaviour in the Community:** Students develop an understanding of appropriate behaviour in a range of community settings. They practise communication skills and learn how to respond appropriately in public spaces, workplaces and social situations.
- **Developing Independent Living Skills:** Students have access to dedicated life skills suites, including fully equipped kitchens, dining areas, living spaces and bedroom facilities. These realistic environments provide opportunities to develop practical life skills such as meal preparation, household management, cleaning, organisation, budgeting and personal care, helping students prepare for greater independence in adult life.

By integrating these components, the Life Skills Builder curriculum aligns with the Skills Builder framework, offering students a comprehensive approach to personal, social and independent living development. Through practical experiences and real-world learning opportunities, students develop the confidence, knowledge and skills needed to navigate their community safely, make informed decisions and achieve greater independence.

BTEC Home Cooking

Level 1 & 2

The BTEC Home Cooking Skills course at Levels 1 and 2 focuses on developing practical cooking skills, promoting healthy eating, and understanding kitchen practices.

Objective: The course builds practical cooking skills, from basic to more advanced techniques, and teaches students about healthy eating and meal planning.

Key Components:

1.Cooking Techniques: Students start with basic methods such as boiling and frying, and progress to more advanced techniques like baking from scratch and creating sauces.

2.Kitchen Safety: Emphasis on safe food handling, hygiene, and proper use of kitchen equipment throughout both levels.

3.Recipes and Meal Preparation: Level 1 focuses on preparing simple dishes, while Level 2 involves cooking more complex meals and planning balanced menus.

4.Nutritional Knowledge: Students learn basic nutrition at Level 1 and gain a deeper understanding of dietary requirements and meal planning at Level 2.

5.Presentation Skills: At Level 2, students also focus on presenting dishes attractively and understanding the aesthetics of cooking.

Assessment: Students are evaluated on their ability to prepare and cook dishes, demonstrate safe kitchen practices, plan and budget for meals, and apply cooking techniques and nutritional knowledge.

This combined approach helps students build foundational cooking skills and advance to more complex culinary tasks while understanding the importance of healthy eating and meal presentation.

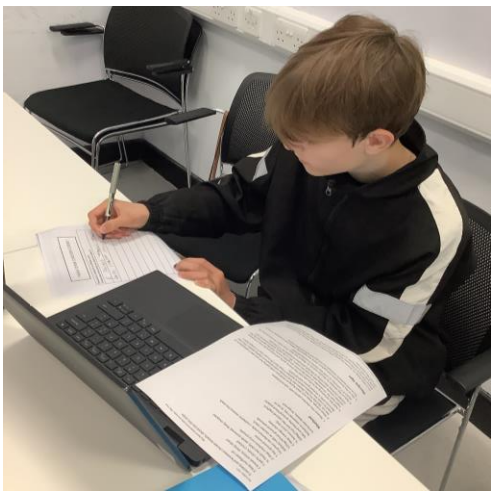
BTEC Home Cooking

Level 1 & 2



















BTEC Introductory Award

Art

Level 1

The BTEC Art and Design Level 1 course includes a unit titled "Creating an Art Image," which is designed to help students develop their skills in producing artwork.

Objective: This unit introduces students to creating art from initial concept to final piece, encouraging exploration of various materials and techniques to express their ideas.

Key Components:

1.Exploration of Ideas: Students develop and refine their artistic concepts through research, experimentation, and inspiration from existing artworks.

2.Materials and Techniques: They experiment with different materials (such as pencils, paints, or digital tools) and techniques (such as drawing, photography or painting) to find effective ways to realise their ideas.

3.Artwork Development: Students create their final art piece, making decisions about composition, colour, and form to communicate their artistic intent.

4.Evaluation and Reflection: They review their work, considering what worked well and identifying areas for improvement, reflecting on their creative process.

5.Presentation: Students present their final artwork, learning to showcase it in a professional manner, which may involve mounting or framing.

Assessment: This focuses on the student's creative process, the quality of the final artwork, and their ability to refine and evaluate their work. The unit helps build foundational art skills and confidence for those new to art and design.

BTEC Introductory Award

Art

Level 1













BTEC Introductory Award

Sports

Level 1

The **BTEC Level 1 Introductory Award in Sport** enables students to take part in a range of sporting activities while developing confidence, teamwork and an active lifestyle. Students are encouraged to recognise their own strengths, identify areas for improvement and understand how practice and perseverance can enhance performance.

Key Components:

- **Developing Sporting Skills:** Students participate in a variety of individual and team sports, building their practical skills and confidence.
- **Reviewing Performance:** Students learn to evaluate their own performance, identify strengths and set targets for improvement.
- **Improving Performance:** Through practice, feedback and reflection, students develop strategies to enhance their sporting performance.
- **Health and Wellbeing:** Students explore the benefits of physical activity and its impact on physical and mental wellbeing.
- **Teamwork and Communication:** Practical activities help students develop important employability skills, including communication, cooperation and resilience.
- **Using Community Facilities:** Students access local sport and leisure facilities, increasing confidence in participating in activities within their local community.

Assessment

Students are assessed through practical participation and their ability to reflect on and improve their performance over time.

The Sport curriculum supports students to become confident, active participants in sport while developing self-awareness, independence and the skills needed to maintain healthy, active lifestyles.

BTEC Introductory Award

Sports

Level 1













BTEC Introductory Award

Child Care

Level 1

The BTEC Childcare unit **"Creating a Child's Creative Activity"** focuses on planning and delivering a simple creative experience for young children.

Objective:

This unit helps learners understand the importance of creativity in early years development and gives them the opportunity to plan and carry out a creative activity for a child or group of children.

Key Components:

1.Understanding Creative Activities:

Learners explore different types of creative activities suitable for young children, such as painting, collage, music, movement, or imaginative play.

2.Planning a Creative Activity:

Students choose a suitable activity, identify the materials needed, and consider how the activity supports children's development (e.g. fine motor skills, self-expression, social interaction).

3.Preparing the Environment:

Learners prepare a safe and engaging space for the activity, ensuring materials are accessible and appropriate for the age and needs of the children.

4.Carrying Out the Activity:

Students deliver the activity, interacting with children, encouraging participation, and adapting the activity as needed to support engagement and enjoyment.

5.Reviewing the Experience:

Learners reflect on how the activity went, what the children enjoyed, and how it supported their development. They consider what they might change or improve next time.

Assessment:

Learners are assessed on their ability to plan and deliver a creative activity that is appropriate for young children. They must show understanding of the purpose of the activity, demonstrate safe and effective delivery, and reflect on the outcomes. Evidence may include planning notes, tutor observations, photos, and learner reflections.

BTEC Introductory Award

Child Care











BTEC Introductory Award

Public Services

Level 1

The BTEC Public Services unit **"Volunteering in Your Community"** introduces students to the value of volunteering and encourages them to take part in a community-based activity.

Objective:

The unit helps students understand the importance of volunteering and how it supports the local community. Learners plan and participate in a volunteering activity and reflect on their contribution.

Key Components:

1.Understanding Volunteering:

Students explore what volunteering is, why people choose to volunteer, and how it benefits both individuals and the wider community.

2.Identifying Opportunities:

Learners research local volunteering options, such as charity work, environmental projects, or helping at community events.

3.Planning the Activity:

Students plan their involvement by selecting a suitable opportunity, identifying their role, and preparing for the activity (e.g., gathering resources, understanding expectations).

4.Participating in Volunteering:

Learners take part in a real volunteering activity, demonstrating responsibility, teamwork, and communication skills.

5.Reflecting on the Experience:

After the activity, students evaluate what they did, what they learned, and how their actions contributed to the community. They consider what went well and what could be improved.

Assessment:

Students are assessed on their understanding of volunteering, their active participation in a community activity, and their ability to reflect on the experience. Evidence may include tutor observations, learner journals, or feedback from others involved.

BTEC Introductory Award

Public Services

Level 1



















BTEC Introductory Award

Land Based Studies – Estate Maintenance

Level 1

The BTEC Level 1 course in Land-Based Studies includes a unit titled "Developing Estate Maintenance Skills," which focuses on the essential skills needed for maintaining and managing land and property.

Objective:

The unit aims to provide students with foundational skills and knowledge in estate maintenance, covering various tasks and techniques essential for managing and maintaining land-based properties.

Key Components:

1.Maintenance Techniques: Students learn basic techniques for maintaining land and property including fencing, gardening and plumbing.

2.Tools and Equipment: The unit covers the use and maintenance of tools and equipment commonly used in estate management, including how to handle and store them safely.

3.Health and Safety: Emphasis is placed on understanding and applying health and safety practices related to estate maintenance, including personal protective equipment (PPE) and safe working procedures with hand and power tools.

4.Practical Skills: The unit includes hands-on activities where students apply their skills estate maintenance tasks, developing practical experience in construction tools and materials.

Assessment:

Assessment involves practical demonstrations of maintenance tasks, written assignments on safety and equipment use, audits and planning stages of the tasks to undertake.

This unit equips students with essential skills for maintaining land-based properties, preparing them for roles in maintenance and groundskeeping.

BTEC Introductory Award

Land Based Studies

Level 1













Travel Training

In travel training lessons, students participate in practical trips around the local community, such as visits to supermarkets and community facilities. These outings aim to support students in learning how to navigate new environments and make successful transitions to different places. The experience encourages them to develop an understanding of the wider world while honing essential communication skills.

Aligned with the Skills Builder framework, these lessons often emphasise specific skills:
•**Listening**: Following directions and understanding spoken instructions.
•**Speaking**: Practising polite inquiries and engaging in conversations with community members.
•**Problem Solving**: Navigating unexpected changes, such as route adjustments or new instructions.
•**Teamwork**: Working together with peers and supporting each other on trips.
•**Staying Positive**: Adapting to different locations and situations, building resilience, and maintaining a positive outlook.
Through these structured activities, students enhance their independence, social understanding, and confidence in moving through and interacting with their community.

In these travel training lessons, students use the ASDAN Personal Progress framework to assess their development and achievements. This framework allows them to reflect on their growth in independence, social skills, and confidence as they navigate community settings. Through ASDAN, students track specific milestones, set personalised goals, and gain a sense of accomplishment in their journey toward greater autonomy and life skills.







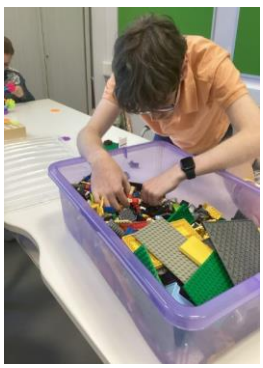
Enrichment

The Enrichment lesson is a dynamic program designed to develop a wide range of skills through engaging activities. Students are carefully placed into activities that match their individual EHCP targets and provision plan goals, ensuring every session supports their personal development needs. Activities include Lego therapy to build social communication and problem-solving skills; art to foster creativity and self-expression; and sport to promote fitness and teamwork. Debate club provides a safe space to discuss topical issues, while singing and dancing build confidence, coordination, and emotional expression.

Additional activities include fundraising to teach teamwork and money management, and travel training to develop independence in the community. Wellbeing sessions with the school counsellor focus on emotional health, life skills, and communication. Students also take part in coursework and revision sessions and receive post-19 transition support through college visits and guidance.

All activities are tailored to individual EHCP targets, supporting progress in communication, independence, and resilience. The Skills Builder framework is integrated to strengthen core competencies such as listening, speaking, problem-solving, and staying positive. By rotating activities every six weeks, students experience diverse challenges that promote personal growth, transferable skills, and preparation for future education, work, and daily life.







Mental Health and Wellbeing

Mental health support plays a crucial role in helping students succeed academically and personally. By creating an enriching and nurturing learning environment, schools can empower students to thrive. The personalised plans developed in collaboration with students allow educators to address each individual's strengths, challenges, and interests, creating a tailored approach to learning and development.

Access to **therapy dogs**, enrichment activities like **art, dancing, and singing**, and other therapeutic outlets promotes self-awareness, social skills, and emotional resilience. These activities not only provide a break from the academic routine but also help students to develop coping mechanisms, improve their mood, and foster a positive mindset.

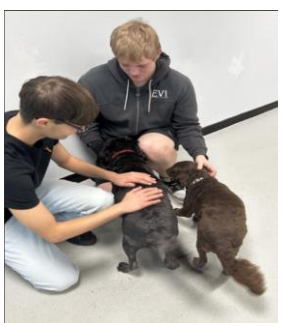
Additionally, group sessions conducted by **Mental Health professionals** target specific student needs, allowing for focused interventions and support. The presence of a **school counsellor** and trained staff ensures that students have access to guidance on personal development, nurturing their growth and emotional well-being. Staff receive training in **Mental Health, nurture, and trauma**, equipping them to provide trauma-informed care and be responsive to the emotional and psychological needs of students.

Furthermore, schools can **signpost to external providers** when specialised support is required, ensuring that students have access to a broad range of resources, both internal and external, to support their mental health journey.

By offering these supports, schools help to foster resilience, emotional regulation, and self-confidence, which are essential for students' overall progress and well-being. These mental health interventions lead to improved engagement, focus, and the ability to navigate challenges, enhancing both academic performance and personal development.

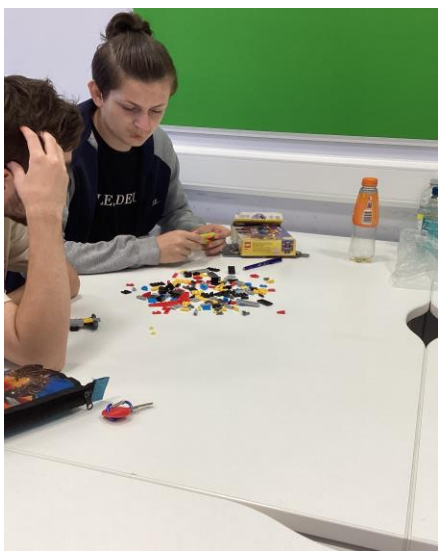






Therapy

At Five Acre Wood, we pride ourselves on fostering and enriching a dynamic learning environment that recognises and nurtures the unique potential of every student. Our commitment extends to incorporating universal therapies and specialised approaches into our curriculum.
TEACCH, Makaton, pre-teaching vocabulary, fine and gross motor skills and physiotherapy are all incorporated into the students' daily programmes. We also work with school and other therapists to ensure that all our students' therapy needs are met.









Community Projects

Students participate in a range of community initiatives designed to deepen their understanding of the wider community and encourage active involvement. These initiatives include:

•**Community and School-Based Allotments**: Students grow plants and vegetables, working alongside other primary schools to learn about sustainability and develop responsibility for nurturing plants.

•**Local Church Engagement**: Students help run tea and toast sessions at the church, work in the kitchenette, and interact with churchgoers, building social and communication skills.

•**Library Visits**: Students use the local library, enhancing their access to resources and learning about the value of public spaces for education and personal growth.

•**Coffee Mornings**: Students organise and run coffee mornings, fostering community interaction and hospitality skills.

•**Supporting School Events and Visitors**: Students assist with whole-school events and greet visitors, contributing to a welcoming school environment.

•**Community Litter Picking**: Students participate in local litter-picking projects, learning about environmental responsibility and contributing to the cleanliness of their community.

•**Gardening Projects at the Train Station**: Students develop gardening beds around the local train station, improving public spaces and applying their gardening skills in the community.

These activities help students build a sense of community, improve their social skills, and foster an understanding of how they can contribute positively to the world around them.







Art, Gardening and Construction

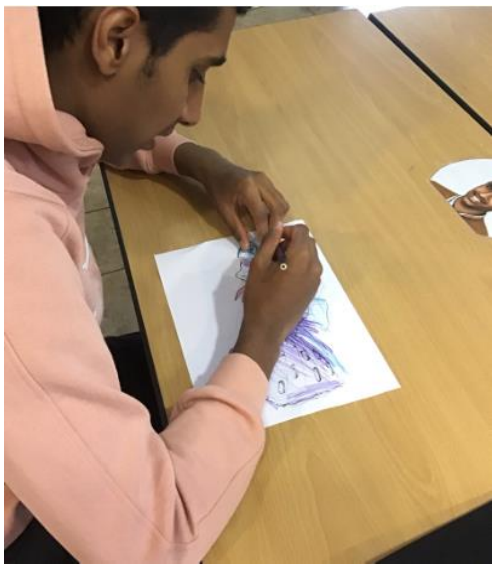
In vocational lessons focused on art, gardening, and construction, students gain practical skills that contribute to both their school environment and their personal growth. These lessons are connected to the ASDAN Personal Progress curriculum, which allows students to document and reflect on their achievements, and the Skills Builder framework, which helps them develop essential skills like problem-solving, teamwork, and resilience.

•**Art**: Students work on creative projects that enhance school spaces, such as murals or decorative designs. These activities foster creativity, precision, and planning skills, building confidence in expressing ideas visually.
•**Gardening**: Through tasks like planting, pruning, and maintaining green areas, students learn about plant care, environmental responsibility, and teamwork. Gardening activities also promote well-being, providing a calming outlet that connects students with nature and builds patience and perseverance.
•**Construction**: Hands-on construction projects help students develop practical skills in measuring, assembling, and safely using tools. These projects teach them problem-solving and attention to detail, instilling a sense of accomplishment as they see tangible outcomes from their efforts.

As students build skills in these areas, they gain a clearer understanding of their strengths and interests. This self-awareness supports them in making informed decisions about potential future pathways, as they explore which skills they may wish to further develop.

Art and Construction













Sport

In sport, yoga, and swimming lessons, students work on developing a range of physical skills that contribute to their overall health, coordination, and strength. These activities are designed to engage students in fun, accessible ways, encouraging a positive attitude toward physical fitness and fostering a foundation for lifelong participation in sport.

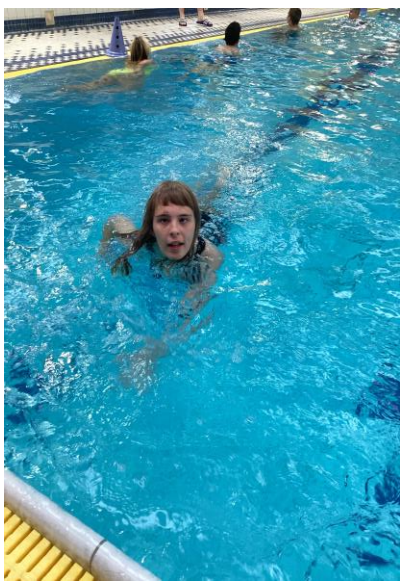
•**Sport lessons**: Students engage in various team and individual sports to improve coordination, endurance, and teamwork skills. By trying different sports, they discover activities they enjoy, which helps build a lasting interest in fitness.

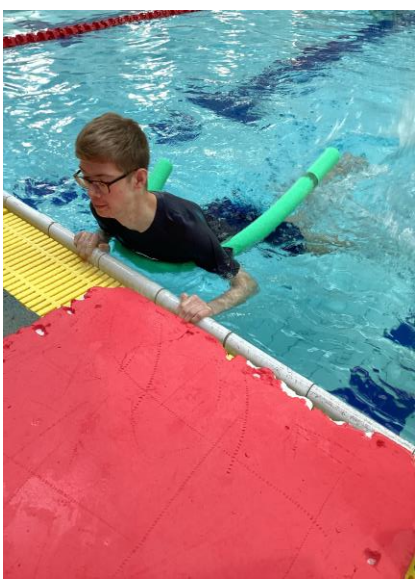
•**Yoga**: Through stretching, balancing, and breathing exercises, yoga helps students improve flexibility, concentration, and body awareness. The practice also introduces them to relaxation techniques, promoting mental and physical well-being.

•**Swimming**: In the pool, students learn swimming techniques, water safety, and confidence in aquatic environments. Swimming supports full-body fitness and is an enjoyable way for students to exercise independently or with friends.

These lessons not only build physical skills but also aim to instil a love for physical activity that students can carry with them into adulthood, encouraging a commitment to their health and well-being.



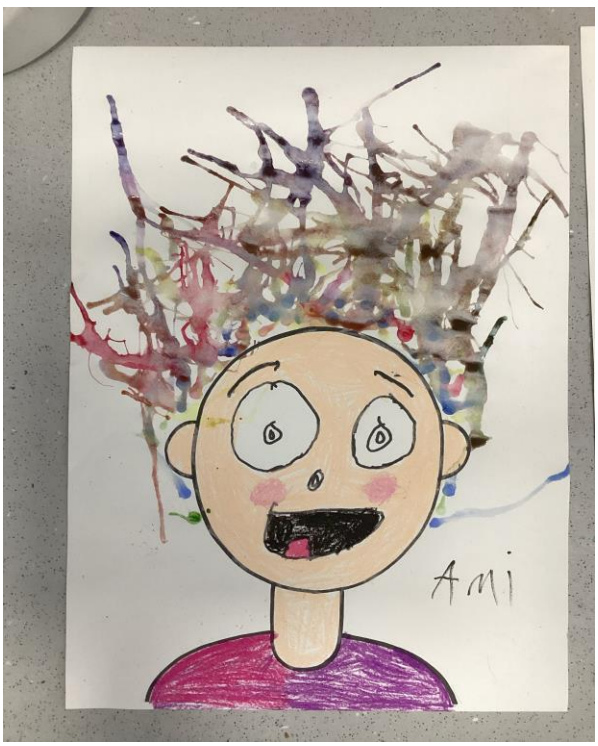




SMSC and PSHE

At Five Acre Wood, our successes are celebrated however big or small. We learn that every individual has different beliefs and enjoy understanding what they may be. Our teachers help us to understand right from wrong and we are encouraged to become respectful citizens. We are prepared for the opportunities, responsibilities and experiences of adult life.









Shopping & Cooking

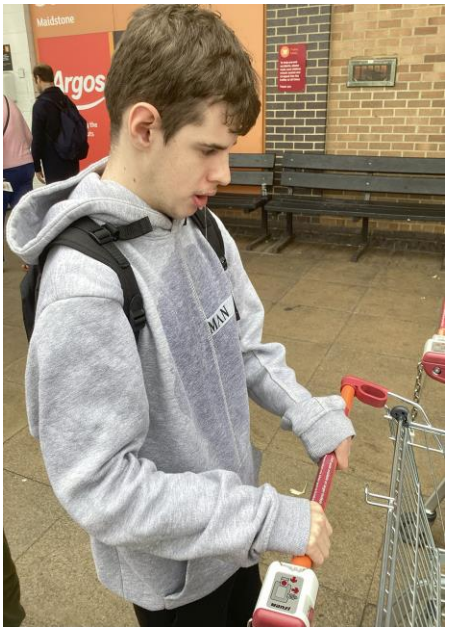
In shopping and cooking lessons, students engage with a variety of tasks that align with the specific elements of the Skills Builder framework, helping them develop essential skills for independent living and future work opportunities. Through these lessons, students gain valuable life skills that help them become more independent, better at managing tasks, and more confident in their ability to navigate the world around them.

- **Listening**: Students follow instructions during shopping and cooking, ensuring they understand tasks like meal planning, budgeting, and food safety.
- **Speaking**: Students communicate with peers, teachers, and shop staff, practicing how to ask for help, discuss their meal plans, and request items.
- **Problem Solving**: When planning meals and managing budgets, students think critically, adapting to challenges like missing ingredients or adjusting recipes.
- **Creativity**: Students plan meals and experiment with different ingredients and cooking methods, making personal choices about their meals.
- **Staying Positive**: Students remain positive when facing challenges in cooking, building patience and resilience as they learn from mistakes.
- **Teamwork**: Students work together in the kitchen, sharing tasks, supporting each other, and collaborating to prepare meals.
- **Aiming High**: Students set goals for themselves, such as mastering a recipe or staying within budget, and challenge themselves to improve.
- **Leadership**: Some students take on leadership roles, managing tasks or guiding peers, which builds confidence in their ability to lead.

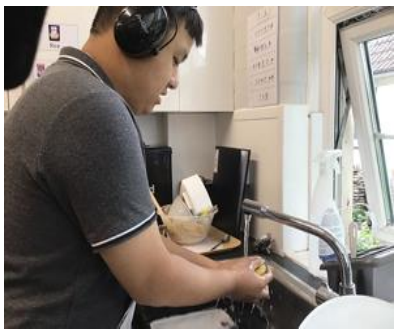
Shopping & Cooking





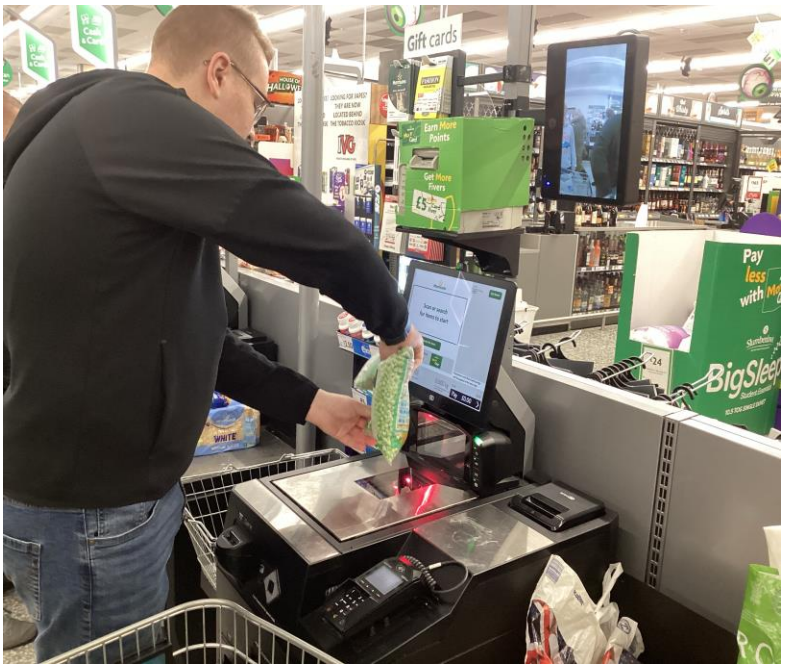












Tutor Time

During tutor time, students engage in a variety of activities designed to support their understanding of the curriculum and progress toward their EHCP targets. Each day, they participate in tasks linked to key areas such as communication and interaction, cognition and learning, preparation for adulthood, social, emotional and mental health, and physical and sensory development.
Students discuss their progress with staff, identifying strategies and interventions they can use throughout the day to work towards their targets. They take ownership of their learning by actively applying these strategies in real-time situations.

At the end of each day, students reflect on their achievements, assess their progress toward their provision plan targets, and evaluate their understanding of the Skills Builder framework. Some students use **target sheets** to track their progress, writing down their goals and marking off achievements, helping them visualise their progress and take ownership of their learning. Others use **photos** taken throughout the day to capture key moments and share their progress, providing a visual way to discuss their accomplishments. This reflection process helps students identify areas for further development and encourages a proactive approach to their learning and growth.





Onward Pathways & Transition Support

Our aim in the learning approach is that, when our students leave, they have the skills, certificates and qualifications that acknowledge their capabilities and achievements to stand them in good stead for life after school.

Students have the opportunity to achieve a range of qualifications, including level 1 and level 2, to support their application to SPI and mainstream colleges. They gain a wide variety of skills and from vocational lessons and work experience opportunities to support their understanding of what courses they would like to apply for, as well as using their skills and interests to inform their choices for day service provisions.

As our lessons are taught as ly as possible, our aim is for students to be able develop the skills to access their world beyond Five Acre Wood as independently as possible.

We work closely with post-19 provisions to ensure a smooth transition for students into their next placements and transition and have targeted sessions with individuals to help them prepare for what's next. By sharing information about entry requirements, open days, and available support, we help students and their families make informed choices and feel prepared for the next steps in their educational or vocational journey.

Further information about onward pathways can be found on the following links:

Social care providers: https://www.kent.gov.uk/social-care-and-health/adult-social-care/care-and-support/day-centres

Mainstream and SPI Colleges: https://www.kent.gov.uk/education-and-children/college-sixth-form-employment-and-training

FIVE ACRE WOOD SCHOOL

Five Acre Wood School – Maidstone

Please contact us via any of the below methods and direct questions to our main office:

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Oxford Road, Maidstone, ME15 8DF
01622 392 205

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Healthy Schools

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LPPA Leading Parent Partnership Award 2021-2024

IQM Flagship School Award

Rights Respecting Schools unicef UNITED KINGDOM

School Games 2019/20

KM Kent Messenger Charity of the Year 2020

WAS ncb Wellbeing Award for Schools

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