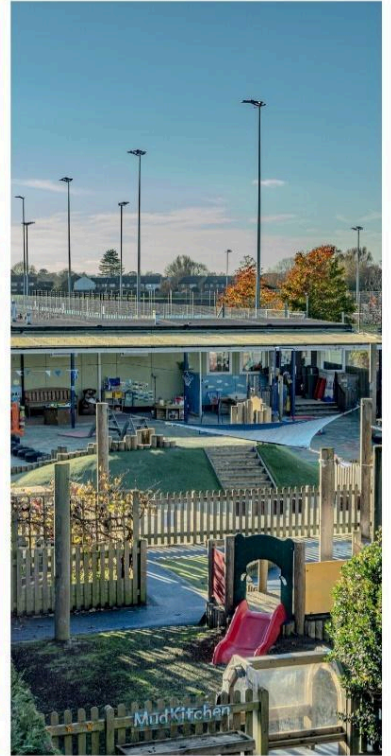


Cradle to Career

‘Harnessing the power of partnership to positively impact an individual’s future.’

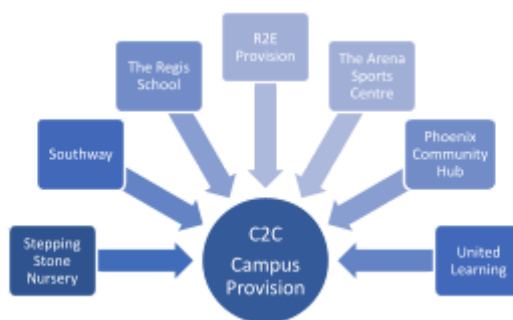


Campus Provision and Purpose

The campus is made up of a range of assets. This provides an excellent foundation from which to foster powerful working relationship across its assets. By working in partnership we are able to provide a strong platform that enables young people to thrive, by alleviating stressors, facilitating opportunities, increasing success/achievement for an individual which in turn gifts them the power of choice.

C2C aims to create a seamless flow of educational and holistic experiences, maximising the potential of individuals. This work would be enhanced by community provision that either directly or indirectly supports work being driven across one or more of the educational settings or the community settings. Provision should build open existing strengths, aim to address a need and should indirectly or directly support one of the themes we are aiming to harness. Across all provision, the primary purpose would be to ensure that individuals can access the necessary provision and professional support that enables them to live successful and highly ambitious lives, with a primary focus on.

Nb: Individuals refer to all children and young people served by the educational settings on campus, children and young people in the community and adults who are directly involved in caring for or supporting children and young people.



Educational Provision:

Stepping Stones	Southway Primary	The Regis School
<p>Early years setting, providing for children 3 months to 4 years. An all year-round nursery which currently has 177 children on roll, however this fluctuates throughout the year. We can cater for 117 children per day. We consist of three units made up of 7 rooms.</p>	<p>3 – 11 Community Primary School ranging from Nursery to Year 6. Southway has 515 children on roll with a breakdown of 29% PP, 17 different languages, 21% EAL, 16% SEND & 3% EHCP. We have key focuses as a school on being high quality in our delivery of reading and sport.</p>	<p>11-18 mixed comprehensive secondary school. Approx 1650 pupils on roll.</p>
<p>At Stepping Stones Day Nursery we recognise the importance of family and the partnerships we build to provide the best care for children. We pride ourselves on working closely with families to create strong relationships between nursery and home. Our key personal approach enables families to build an initial bond with core staff.</p>	<p>To be a high performing school that seeks to improve the life chances of all our children, young people and staff.</p> <p>To provide high quality opportunities that expose our children to new experiences and interactions that enrich their primary school lives</p>	<p><i>To be a high performing fully inclusive school that:</i></p> <ul style="list-style-type: none"> • Ensures all young people secure the academic currency that gives them choice in life. • To help build their character (personality and talents) to the full.

<p>We are committed to providing only the best opportunities for all children in our care. Our enriched environment is made up of three large outdoor spaces, two sensory rooms and spacious indoor learning environments which enable all children to make choices.</p> <p>We pride ourselves on being a nursery which provides extensive opportunities that are guided by our bespoke and ambitious continuous curriculum. Our core book approach further supports and enriches the children's language and communication giving them the best opportunities to excel in this.</p> <p>We are skilled and experienced at helping the children to gain their own independence and begin to meet their own self-care needs. We prepare the children for the different stages of their early years journey with us and ensure they are ready for their final transition as they move onto school.</p>	<p>To ensure that children leaving our setting are ready for the next chapter of their academic and personal lives</p> <p>To be a setting that prioritises stakeholder engagement to maximise learning potential for the children in our care</p>	<ul style="list-style-type: none"> ● <i>To expose them to opportunities that they would not ordinarily experience.</i> ● <i>To ensure those that have the least, are given access to the 'most'.</i>
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Community Provision

The Arena	Phoenix Community Hub	R2E (Skills Centre)
<p>Large sports complex comprising multi-use Sports Hall with climbing wall, state of the art Gym and Dance Studio, our outside areas including the 3G surfaced All Weather Pitch , recently resurfaced Multi-Use Games Area and 5-a-side pitches.</p>	<p>Large building comprising 2 offices, a main hall, a large foyer area, counselling room, meeting room, sensory room and recording studio.</p>	<p>The building comprises 2 floors with 2 large foyer areas, 7 classrooms, 2 offices & an Internal Suspension room.</p> <p>Small enclosed garden area</p>
<p>The Arena Sports Centre is a dual-use facility, which opened in 1999. It was funded by a combination of sources from Bognor Regis Community College (now The Regis School), West Sussex County Council, Bognor Regis Town Council, Arun District Council & local Parish Councils, along with a lottery grant of £2.29 million.</p> <p>The sports centre welcomes 1000s of users from the local community every week for a multitude of activities including gym sessions, aerobics classes, football, climbing,</p>	<ul style="list-style-type: none"> • Provide a safe space for young people with enriching opportunities to develop and support personal, physical, social and mental wellbeing outcomes. • Provide access to high quality provision and professional expertise that reduces/alleviates stressors for individuals identified by the community • A place that contains knowledge of local and national support and can signpost accordingly • Provide a space that offers and encourages participation in enriching activities that improve an individual's skills set, character and/or overall wellbeing. 	<p>Provides a supportive and nurturing learning environment for small groups of Key Stage 3 and 4 students who are at risk of disengagement from learning.</p> <p>Provides a varied package of support to include teacher led academic lessons and bespoke interventions to suit learners' needs.</p> <p>Inclusion Mentor work alongside students, offering support and guidance within the R2E School and the main school.</p> <p>R2E aim to:</p>

<p>badminton and netball. At weekends the centre transforms into a children's party venue hosting parties for over 400 guests. Weekends also see special events like National League Basketball matches, Dance Shows, Football festivals and NCT baby sales.</p>	<ul style="list-style-type: none"> • Facilitate early engagement with campus families. Creating a safe space that reduces anxieties that some families may have about engaging with education providers <ul style="list-style-type: none"> -Reduce exclusions -Re-engage disaffected learners and improve attendance -Encourage a sense of value and purpose -Inspire students to increase their self-esteem to aid academic achievement and resilience -Provide a package of support to promote behaviour change, to enable students to be successful in the mainstream setting. -Inclusion Mentors provide students and staff with support in the main school to ensure engagement and attendance -Interventions are delivered depending on student need. These may include: 1:1 or small group lessons, including Improving Self-Esteem, Managing Emotions, Friendship, Peer Pressure and Careers Advice
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Campus Leadership Structure

The campus leadership structure is made up of representation from all main providers. They form a steering group board that oversees the strategic direction of the C2C work.

Steering Group

Steering Group	
Chair	Mike Wood- Southway Headteacher
Members	Leader of TRS Leader of Southway Leader of Stepping Stones Leader of Arena/Phoenix Campus Chair of Governors Community Lead for Trust (by invite) Regional Directors for Trust (by invite)
Frequency of meeting	Termly
Purpose	Strategic direction and decision making for C2C. <i>Refer to MOU</i>

This is supported by several sub committees, comprising of a working party, made of staff from a range of campus providers. Their work is to action and drive forward work identified within the agreed themes that run through the C2C work. Each theme encompasses strands that harness this work, drawing on curriculum, teaching, building relationships and community. Themes may grow overtime with agreement from the steering group.

Sub Committees			
Themes	<u>Reading</u>	<u>Aspirations</u>	<u>Community: Health & services</u>
Chair	Leader of Southway	Leader of TRS	Leader of Phoenix
Staff Representative	Selected and targeted staff across campus with varying expertise Range of community, services and partners where relevant amongst strands, including invitations.		
Foci	<i>Improving reading levels across campus.</i>	<i>Skills, training, ambition, cultural capital, goal setting, motivation, confidence, belief, opportunities, attendance.</i>	<i>Physical and mental wellbeing support through services and opportunities.</i>
Cross themes additional foci	-Priority will always be to serve the most deprived children, families within the community. -Collaborative approach to "relationships" within the campus and gaining the community trust and voice within the 3 themes. -Provide opportunities that enhance life experience within the themes -Intervention projects to improve any aspects of targeted educational interventions.		
Frequency	<i>-Half termly, additional meetings if needed, with the focus of ensuring updates ready for the steering group</i>		

