



# CHADSGROVE EDUCATIONAL TRUST SPECIALIST COLLEGE

## SPRING 2 NEWSLETTER 2026

### **Welcome to our Spring 2 Newsletter!**

Another half term is complete and what a wonderful time we have had at Chadsgrove College. So many wonderful opportunities for learning and developing skills! This half term has been jam-packed full of purposeful creative activities that have nurtured independence skills for our students continuing their Preparing for Adulthood journey. Across CCollege, learners have been building confidence, developing practical life skills, and finding new ways to express their views and interests. From co-production and communication work to hands-on independent living sessions, wellbeing activities and meaningful community connections, students have embraced a wide range of opportunities designed to support their next steps into adulthood. We are proud to share some highlights from a busy and inspiring Spring 2 term.





# CHADSGROVE EDUCATIONAL TRUST SPECIALIST COLLEGE



## SPRING 2 NEWSLETTER 2026

On Thursday 12<sup>th</sup> March Amy and Chanika from SEND Co-Production Worcestershire County Council, and their videographer Ed, visited College to record students and staff for an exciting project they are working on. They are producing videos for education/training purposes and chose our College to be one of the selected settings to take part. The videos will be displayed in their toolkit as part of a training offer on their webpage: [Co-production toolkit and resources | Worcestershire County](#)

During their visit they spent time with staff and students observing our daily routines and captured discussions about top tips for engaging with young people with disabilities and alternative methods of communication.

We are very proud of the thoughts and ideas our students shared with Amy and Chanika and look forward to seeing the final edit once complete.



# CHADSGROVE EDUCATIONAL TRUST SPECIALIST COLLEGE

## COMMUNICATION

### Communication, Core Words & Student Voice

Communication development has remained a central focus this term, with students engaging in a range of structured and meaningful activities designed to support both expressive and receptive communication skills. Sessions have incorporated symbol-supported learning, communication aids, and interactive approaches to storytelling and discussion, enabling students to participate in ways that are accessible and personalised to their individual needs.

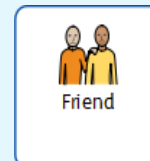
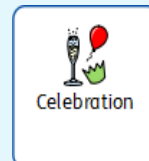
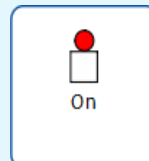
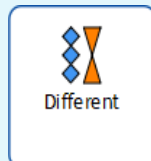
A key area of focus has been the consistent modelling and use of core vocabulary. Through repetition, supported practice, and the integration of core words across different curriculum contexts, students have been encouraged to develop functional language that can be generalised beyond the classroom. This approach supports greater independence in expressing needs, making choices, and engaging in social interaction, while also helping students to build confidence in their communication abilities.

Students have also taken part in work linked to national developments within specialist education, including supported exploration of themes emerging from the SEND White Paper. Through structured sessions, learners have been encouraged to reflect on their experiences of specialist further education and to consider how their learning contributes to preparation for adult life.

Assistive technology, symbol systems, and tailored communication strategies have enabled students to engage with these discussions in meaningful ways. By providing opportunities for students to share their perspectives and explore their aspirations, this work continues to promote self-advocacy and strengthen student voice across the college community.

The ongoing emphasis on communication development ensures that students are supported not only to access learning, but also to participate actively in shaping their own educational journeys.

#### Core words this term:





# CHADSGROVE EDUCATIONAL TRUST SPECIALIST COLLEGE

## MATHS & THINKING SKILLS

### Creative Media Project



Students have been engaged in an ongoing creative media project centred around the development of a video montage inspired by the music of 'Oasis'. This project has provided a highly motivating context for learners to develop key thinking skills, including sequencing, planning, and decision-making, while also exploring personal expression through music and visual media.

Sessions have focused on supporting students to consider how music can represent emotions, experiences, and individual values. Through structured activities, learners have practised signalong and symbol-supported communication to share preferences, contribute ideas, and take an active role in shaping the direction of the final production. This collaborative approach has encouraged students to reflect on their identities and develop confidence in expressing their perspectives.





# CHADSGROVE EDUCATIONAL TRUST SPECIALIST COLLEGE

## MATHS & THINKING SKILLS

### Creative Media Project continued...



The integration of digital technologies, including green screen resources and visual editing tools, has enabled students to participate creatively in ways that are accessible and engaging. These experiences have supported both cognitive development and communication skills, providing opportunities for learners to connect creative processes with real-world applications.

As the project progresses, the video montage will bring together individual contributions into a shared outcome that celebrates student voice, belonging, and achievement. The work continues to provide meaningful opportunities for students to develop independence, creativity, and confidence within a supportive learning environment.





# CHADSGROVE EDUCATIONAL TRUST SPECIALIST COLLEGE

## INDEPENDENT LIVING SKILLS

Students have participated in a range of practical Independent Living Skills sessions designed to support the development of everyday routines and personal responsibility.

Activities have focused on understanding household tasks, maintaining organised environments, and using equipment safely with appropriate levels of support.

Through structured, hands-on experiences, learners have been able to practise familiar routines in a safe and predictable context.

Repetition and clear task sequencing have helped students to develop confidence in completing activities step by step, while also increasing awareness of the expectations involved in managing aspects of daily living.

These sessions provide valuable opportunities for students to build independence at their own pace. By developing practical skills within meaningful real-life contexts, learners are better prepared to navigate everyday situations and contribute more confidently to their home and community environments.





# CHADSGROVE EDUCATIONAL TRUST SPECIALIST COLLEGE

## INDEPENDENT LIVING SKILLS

### Vehicle Cleaning

Students have taken part in practical vehicle cleaning activities, working collaboratively to complete a range of tasks including sweeping, mopping, cleaning windows, and organising vehicle interiors. These sessions have provided structured opportunities to develop understanding of work routines and the importance of maintaining clean and safe environments.

Learners were supported to follow clear task sequences, helping them to build confidence in completing activities from start to finish. Working as part of a team encouraged communication, cooperation, and shared responsibility, while also promoting a sense of achievement upon completion of each task.

Participation in practical activities such as these supports the development of transferable skills that may contribute to future vocational opportunities. Through hands-on learning, students continue to develop independence, resilience, and pride in their work.





# CHADSGROVE EDUCATIONAL TRUST SPECIALIST COLLEGE

## HEALTH & WELLBEING

### Outdoor Learning

The Explorers pathway students have continued to develop their physical wellbeing through regular outdoor learning experiences. Walks within the local environment have provided valuable opportunities for movement, sensory exploration, and engagement with the natural world. Students have visited the sensory garden and pond area, where they have been encouraged to observe wildlife and changes in the environment across the seasons.

These experiences support the development of body awareness, coordination, and physical confidence, while also promoting curiosity and understanding of the natural environment. Outdoor sessions have enabled students to participate in meaningful physical activity in a calm and supportive context, helping to build familiarity with routines that support lifelong health and wellbeing.





# CHADSGROVE EDUCATIONAL TRUST SPECIALIST COLLEGE

## HEALTH & WELLBEING

Students have taken part in collaborative wellbeing sessions with classes from Chadsgrove School, providing valuable opportunities for shared learning and social interaction. These sessions have included sensory song massage, sound-based activities, and creative exploration focused on personal identity and emotional awareness.

Through structured group routines and supported participation, students have been encouraged to engage with peers from different settings in a calm and positive environment. These experiences help to build confidence in social situations while promoting understanding of shared activities and communication approaches.



Working alongside others has supported the development of empathy, cooperation, and a sense of belonging. The ongoing link projects continue to provide meaningful opportunities for students to strengthen relationships and develop skills that support emotional wellbeing and community engagement.

During lunch times students have also been using the sensory room as a supportive environment for relaxation and regulation. This space provides opportunities for learners to explore sensory equipment in a calm setting, supporting emotional regulation and promoting overall wellbeing. The sensory room has offered a valuable space for students to manage the hustle and bustle of the day, enabling them to return to learning activities feeling more settled and ready to engage.





# CHADSGROVE EDUCATIONAL TRUST SPECIALIST COLLEGE

## COMMUNITY AND RELATIONSHIPS

### College Garden

Students have continued to play an active role in developing the college garden, taking part in visits to local garden centres to select plants and resources that will contribute to the shared outdoor space. These experiences have provided meaningful opportunities for students to practise choice-making, engage in collaborative decision-making, and develop a sense of responsibility for their environment.

Through ongoing practical involvement in planting, maintaining, and planning the garden area, students have been supported to develop awareness of how shared spaces can be cared for and enjoyed by the wider College community. The project has also encouraged teamwork and communication, as learners have worked together to contribute to a common goal.

Participation in this initiative has helped to foster a sense of pride and ownership, enabling students to see the tangible outcomes of their efforts over time. As the garden continues to develop, it provides a valuable context for building independence, promoting wellbeing, and strengthening connections to the College environment.





# CHADSGROVE EDUCATIONAL TRUST SPECIALIST COLLEGE

## COMMUNITY AND RELATIONSHIPS

### Catshill Community Garden



Students recently visited the site of the new Catshill Community Garden, where they will contribute to the design and development of a dedicated planter space. This visit provided an opportunity for students to engage directly with a local community initiative and to begin developing an understanding of how shared public spaces are created and maintained.

During the visit, students explored the environment, discussed ideas for future planting, and considered how their contributions could form part of a wider community project. The experience supported the development of social awareness and encouraged students to recognise their role within the local community.

By participating in projects beyond the College setting, students are able to build confidence in unfamiliar environments and develop a greater sense of belonging. The ongoing involvement in the community garden will continue to provide meaningful opportunities for collaboration, creativity, and real-world learning.





# CHADSGROVE EDUCATIONAL TRUST SPECIALIST COLLEGE

## WORK RELATED LEARNING

### Bromsgrove Library

Students undertaking work-related learning at Bromsgrove Library have had the opportunity to experience a real community workplace environment. During their placement, learners completed an induction process and were supported to understand expectations around behaviour, routines, and responsibilities within a public setting.

Practical tasks such as shelving and organising books enabled students to develop awareness of workplace organisation and the importance of following structured procedures. Engaging in meaningful tasks within a community environment helped to build confidence and familiarity with expectations beyond the College setting.

These experiences support students to develop independence, adaptability, and an understanding of the skills required for future vocational opportunities. Work-related learning placements continue to provide valuable contexts for preparing students for adult life and community participation.





# CHADSGROVE EDUCATIONAL TRUST SPECIALIST COLLEGE

## WORK RELATED LEARNING

### Enterprise – Easter Raffle



Students have been actively involved in planning and preparing for the Easter raffle, taking part in a range of activities that supported teamwork, decision-making, and financial awareness. Learners worked together to design promotional materials using ICT and visited local shops to purchase prizes, developing confidence in handling money and making informed choices within a set budget.

Through these experiences, students were encouraged to contribute ideas and take shared responsibility for organising the event. Participation in the enterprise process helped to develop understanding of how planning, budgeting, and promotion contribute to successful outcomes.

Funds raised will be added to the Student Enterprise fund, enabling learners to influence future opportunities and activities. Enterprise initiatives such as this continue to provide meaningful contexts for developing independence, collaboration, and real-world skills.

Thank you to Asda Bromsgrove, Rustic and Wild Florist and staff donations for our Easter Raffle, students have spent time in the community collecting these donations to create wonderful Easter hamper.





# CHADSGROVE EDUCATIONAL TRUST SPECIALIST COLLEGE

## THE ARTS

### The Arts – ReNew Project Performance

Students recently participated in a performance-making workshop as part of the ReNew Project, exploring creative expression through movement, music, and collaborative performance. The workshop provided a supportive environment in which learners could experiment with ideas, develop confidence, and engage with creative processes alongside peers.

Through structured rehearsal activities, students were encouraged to contribute to the development of a shared performance, building trust and cooperation within the group. The experience supported expressive communication and provided opportunities for learners to engage with performance in ways that were accessible and meaningful.

A subsequent live, public performance enabled students to showcase their work to a wider audience, demonstrating resilience, creativity, and teamwork. Participation in events such as this helps to build confidence and pride in achievement while promoting engagement with the arts as a positive and enriching aspect of college life.





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The North East Worcestershire Cultural Compact, which has just officially launched its first major project under the name “ReNEW” wants people to share their stories about the past in a bid to shape the future of the area for residents.

Redditch Borough and Bromsgrove District Councils are supporting the project which has been awarded Cultural Compact status by Arts Council England in 2022 in recognition of its excellent progress encouraging organisations from all walks of life to work together as a team for the good of the area. The job of the Cultural Compact team is to support the local cultural sector and enhance its contribution to development, with a special emphasis on encouraging business, education, health, environment and the arts and heritage sectors to work together.

Overall the goal of the Cultural Compact in North East Worcestershire is to encourage residents to get active and creative and enjoy the amazing parks and open spaces of Redditch and Bromsgrove.

ReNEW focusses upon storytelling and connectivity and aims to renew community spirit by organising inclusive activities and eventually attracting visitors, aligning with the goal of fostering community and dialogue.



**Students taking part in the ReNew Arts Project Performance at Arrow Valley**



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## COMMUNITY AND RELATIONSHIP

### College Link Disco

Students recently enjoyed a lively College Link Disco, welcoming visitors from a range of local settings including Chadsgrove School Regency High School, Rigby School, and the Myriad Centre, Amber Support and the Wendron Centre. The event provided valuable opportunities for social interaction and community connection in a positive and inclusive environment.

Music was provided by college resident DJ Matty G, whose party focussed playlist kept the dance floor packed and created an energetic atmosphere. Events such as this support confidence, relationship building, and a sense of belonging. The college hopes to organise similar community events in the near future.





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## STAFF DEVELOPMENT

As part of the NATSPEC Learner Voice Network, Chloe and Sammie have met to look at the government white paper for SEND and discuss what that means for Specialist Further Education (FE) providers. Together with colleges nationally we are looking at how we can support our students to tell their story of what Specialist FE means to them.



Sammie has also undertaken training on how the sensory environment of our students can impact on their learning, communication and mood, and how we can continue to develop positive sensory environments within college to support our students to self-regulate.

Matt and Kelly have also attended a refresher course for clamping and smoke evacuation, ensuring we are up to date and keeping everyone safe on trips.

## STAFF UPDATES



We are pleased to confirm that Leigh has been successfully appointed as Principal of College from September 2026. Well done Leigh!

We are delighted to announce the safe arrival of Laura's beautiful baby girl, Ezrie, born slightly earlier than expected on Wednesday 18<sup>th</sup> March. We can't wait for you both to visit College to meet students and staff. Congratulations Laura and family!



We'd like to wish Kelly a very happy 40<sup>th</sup> birthday – we hope you have the best time celebrating during the Easter holidays!

And finally, we say goodbye and thank you to Charlotte who will be leaving us at the end of this term.





# CHADSGROVE EDUCATIONAL TRUST SPECIALIST COLLEGE

## THANK YOU!

**We would like to extend a huge THANKYOU to Bromsgrove District Council for their generous donation to Student Enterprise funds. These monies will aid future work and enterprise projects.**

**We would also like to thank former College student Marley Sugg and his family for their kind and thoughtful donation of a series of books about athletes, including one about Paralympian Hannah Cockroft.**

## DATES FOR YOUR DIARY

- **Monday 13<sup>th</sup> April - College opens for students**
- **Monday 4<sup>th</sup> May - College closed May Day**
- **Tuesday 5<sup>th</sup> May – College closed INSET**
- **11<sup>th</sup>-15<sup>th</sup> May – National Mental Health Awareness Week**
- **Friday 22<sup>nd</sup> May – College closes for half term**
- **Monday 1<sup>st</sup> June – College re-opens**