



Cambian

Rated '**Good**' in all areas by Ofsted

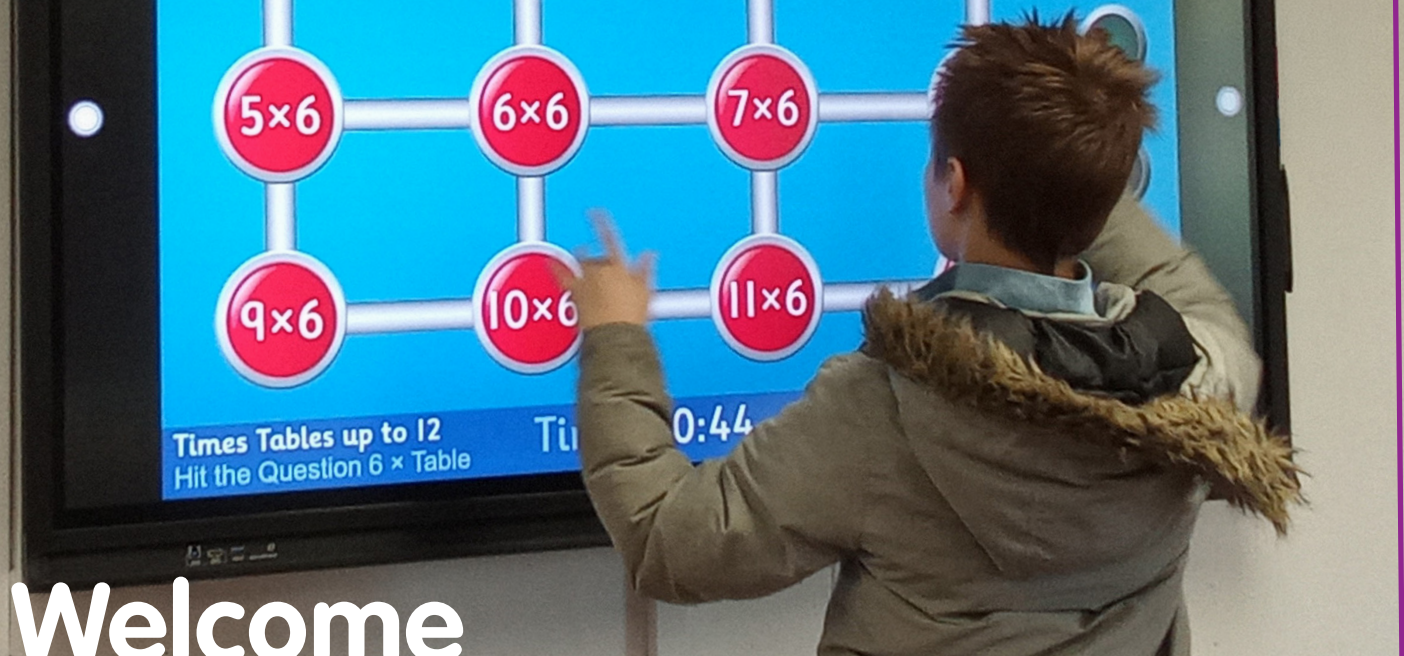


Cambian Great Dunmow School

Specialist Education Services in
Social, Emotional, and Mental Health Difficulties (SEMH)

Mixed Gender • 11 - 16 years
• Day Placements • Up to 39 Weeks • Flexible Placements

Unit 13, Fitch Industrial Estate, Chelmsford Road,
Great Dunmow, Essex, CM6 1XJ • 01371 705623



Our qualified and experienced staff work together to make Cambian Great Dunmow School a successful and positive community. We offer a rich, varied and stimulating curriculum, which includes academic, vocational, personal and social studies. Timetables are tailored to the individual to ensure they have the opportunity to make progress and receive the required level of support needed to assist them in fulfilling their potential. We strive to continually improve the provision and embrace opportunities to expand and extend learning opportunities and experiences.

The school supports a full range of national curriculum topics for its learners, underpinned by a whole school approach to the emotional wellbeing of each student, fully recognised as a Trauma Informed School UK. Students at both key stage 3, 4 and 5 have access to a creative curriculum which is suitable for their abilities and potential. All learners are supported through Trauma Informed approaches, with Thrive profiling completed on entrance to support the SEMH needs of all our young people.

We expect our students to be able to achieve beyond their expectations and gain excellent results in their GCSE qualifications, as well as Functional Skill, Entry Level certificates, PSD Awards and Certificates and other vocational qualifications.

Cambian Great Dunmow School offers a nurturing and caring environment that allows all students to thrive and achieve their full potential, all students are encouraged to develop emotional literacy skills to enhance their success. Great importance is placed on recognising, celebrating and rewarding individual and group achievements.

Students are encouraged to participate in a wide range of activities that enrich their spiritual, moral, social and cultural development. This development is promoted through trips, cross curricular activities, workshops and alongside Fundamental British Values, that are embedded into all subject areas.

Our success and effectiveness are dependent upon positive relationships with students, parents, carers, Local Authorities and the wider community. We value all contributions and opportunities for working holistically, where the child is at the centre of all we do. I hope this prospectus gives you a sense of the schools' vitality, values and aspirations.

Yours Sincerely

Carrie-Ann Gibbs

Carrie-Ann Gibbs

Headteacher

**At Cambian Great Dunmow School, we teach our students that;
When we get knocked down... we get back up.
When we find things hard... we try even harder.
When we say that we can't... we remind ourselves...YET!**

About Our School

Many of the pupils that attend Great Dunmow School have previously struggled to engage in education and their experiences of education has been a negative one.

Great Dunmow school's mission is to raise students' confidence and self-esteem through an inspiring and engaging curriculum. Helping students to see the benefit of education, supports them to develop creative and enquiring minds. Assisting students in the development of their social and emotional skills helps to create a sense of ownership and ambition so that they can meet their academic potential and make a positive contribution to their communities and wider society.

Aims of the School

- Create a stimulating, happy and safe environment where students can achieve their full potential.
- Establish a caring community in which students are supported and can support each other.
- Foster self-respect, self-discipline and a sense of responsibility and concern for others.
- Provide a broad, balanced, rich, relevant and differentiated curriculum.
- Create a positive and enquiring attitude to learning that encourages self-motivation, self-belief and perseverance.
- Promote close partnerships with carers, local communities and organisations.
- Provide a curriculum appropriate to the needs of the individual.
- Empower students with the social and emotional skills required to become fully functioning, effective members of society.

Student Profile

Students attending the school may have been placed in the care of Cambian Group or accommodated under other Local Authorities. Some will have statements of Special Educational Needs (SEN) or Education, Health and Care Plans (EHCP) and be placed from local authorities on a day school placement.

- Gender: Mixed Age range: 11 – 16 years
- Placement: 39-week, day provision

Students may present or be diagnosed with:

- SEMH needs / ACEs
- Challenging behaviour
- Likely history of placement or family breakdown
- Attachment disorder
- Low or no attendance in education
- Self-Harming behaviours
- Without EHCP
- Criminal record
- CSE / CCE

“Pupils value how staff take the time to get to know them as an individual. Staff provide the support pupils need to turn their attitudes to learning around” - Ofsted Report 2025.



Curriculum Intentions

Intent, Implementation and Impact

“The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact).”

Historically our students have struggled to access a traditional formal curriculum (within mainstream and generic specialist school settings); a creative, more tailored and cultural based approach enhances the curriculum offer (through broader curriculum themes containing Vocational Education, Outdoor learning and Enrichment Opportunities). We put great value on pupils being the best they can be while acknowledging their limitations and knowing how they learn best, ensuring that preparation for adulthood objectives are reflected within our curriculum from the youngest of learners.

Our pupils may have a range of learning needs but primarily, many students have missed large aspects

of their education prior to attending Great Dunmow School and so they often begin their education here with attainment levels and skills that are significantly below average (for their age and starting points).

The aim and values of Great Dunmow School are focused on maximising every individuals’ potential to develop into a confident, secure, well-adjusted and skilled young person who will make a positive contribution to society and live as independent a life as possible.

Great Dunmow School delivers a differentiated curriculum, which is closely aligned with our pupils’ levels of ability, interests and aspirations. It is broad, balanced, and relevant to needs and designed to have integrated therapeutic support as necessary and a focus on developing resilience and preparing pupils for the next stage in their lives. This specialist curriculum is tailored to our pupils’ individual needs and based on a person-centred planning framework.

At Great Dunmow School we have four curriculum intentions that act as drivers for what we deliver.

Intention 1 – A Sense of Self

Our curriculum will ensure that all children develop an understanding of themselves, our school rights and an awareness of their place within the community.

Intention 2 – Learning to Learn

Our curriculum offer will ensure that all children develop secure learning to learn behaviours focused around exploration, resilience and perseverance, working with others and problem solving.

Intention 3 – Knowledge and Skills

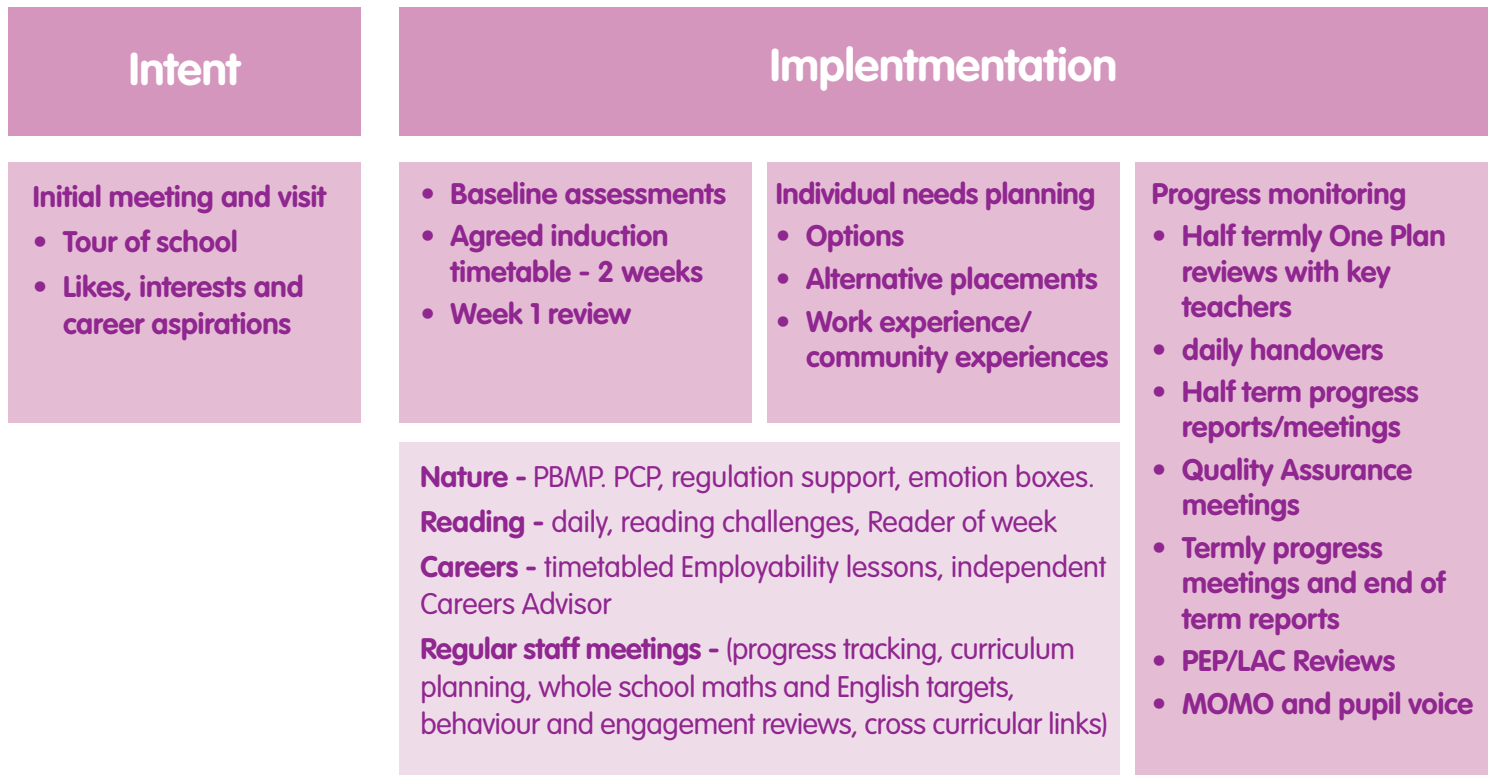
Our curriculum offer will ensure that all children develop appropriate subject specific knowledge, skills and understanding in line with their stage of development.

Intention 4 – Experience and Enrichment

Our curriculum offer will ensure that all children experience a breadth of opportunities and activities that expand horizons within and beyond the traditional learning environment of the classroom.

“The curriculum is well supported by an ever-expanding range of enrichment activities. Pupils love attending these in school and when learning off site. Whether studying car mechanics, taking part in parkour, or learning how to ski, pupils are inspired to learn new skills. These experiences also help to spark interests in pupils for life after Cambian Great Dunmow.”
- Ofsted Report 2025.

Leaner Journey – visual representation



SMSC - NCS, School Council, 1:1 pastoral support, Wellbeing activities, SMSC Tracker, school rewards system, weekly rewards, community events, volunteering oppotunitires, work experience, trips and events

Careers - Employability qualifications, Work experience, IAG, Add on careers focused course - First Aid, Food Hygiene, Careers Fair, Careers Week

Impact

Qualifications achieved
Student Voice
Celebrations events
Continued Communication
Transition to next destination - Post16/Mainstream
Experience of wider community and work life
Improve emotional literacy

"Pupils receive useful careers guidance and information. This helps many pupils to identify and transition well to their next destinations. The school has recently introduced new strategies to further integrate the careers offer throughout the curriculum." - Ofsted Report 2025.

Services and support

Educational and emotional support

Great Dunmow is a recognised Trauma Informed School UK, and the school fully offers a supportive environment, where all staff are trained in various techniques to successfully work with vulnerable young people who may display a wide range of emotionally triggered behaviours. Students have access to personal tutors and support workers to aid them in developing strategies and mechanisms to assist individuals to access and unlock their potential.

Opportunities for team building, increasing self-esteem and confidence are built into the curriculum, these include enrichment opportunities, sport and tutor sessions.

All learners from entrance are profiled by the schools Thrive Practitioner and therapeutic interventions are offered for each need.

Where appropriate, to support the needs of the individual, referrals may be made to include signposting for further courses or support from external agencies such as anger management, bereavement counselling or art therapy.



Careers education and guidance

All students receive careers guidance, including input from the local careers' teams. Students can also access work experience that support achievement of other vocational qualifications such as Hair and Beauty, Mechanics, Equestrian and Sports leadership coaching.

Curriculum

Our focus is to support all students to realise their potential and start the journey in their learning. Progress and achievements are recorded for each student and reports are regularly sent to carers/ parents and local authorities. The school acknowledges achievements at all levels, whether in lessons, particular activities or the actions of students, and we will celebrate these achievements on a regular basis.

We will provide written reports on a termly basis to carers/ parents/ Local Authorities, providing information on progress and attainment and there are opportunities for carers/ parents/Local Authorities to attend open days to discuss pupil progress.

The school's general academic performance, including exam results, inspection reports will be published and made available to the extended school community. Regular reviews are conducted with social workers, virtual schools and other local authority agencies when required.

Examination course assessment Students will follow a variety of examination courses, dependent upon their individual educational needs. These include GCSE, Functional Skills, and Entry Level to Level 2 accredited courses. Initial and diagnostic assessment is through BKSb, with GL Assessment to support all round potential attainment. Ongoing assessment is teacher led through teacher assessment and standardised tests.

Curriculum enrichment

We actively promote opportunities for students to engage in experiences that broaden their skills and knowledge through educational visits, work experience and school talks. Students are encouraged to make positive contributions to society in many ways and Great Dunmow look to build positive community links.

Work Experience

Where possible we will offer work experience placements to support learner's employment and vocational skills. All placements are dependent upon risk assessment outcomes and are pre-planned.

Key Stage 3

Learning is differentiated according to ability and takes into account particular barriers and vulnerabilities of each learner. There is a balance between cross-curricular themes and subject specific ones which are dependent upon the engagement and interests of the student. Where appropriate students can enter early into accredited programmes and gain qualifications.

Key Stage 4

Students have the opportunity to engage in a more qualification focused curriculum tailored to individual needs. This includes academic qualifications and opportunities to engage in vocational subjects. Students can gain qualifications at GCSE, Functional Skills and Entry Level to Level 2 accredited courses.

Key Stage 5

Students have the opportunity to engage in a vocationally focused curriculum tailored to individual needs. This includes academic qualifications and opportunities to engage in vocational subjects. Students can gain qualifications at GCSE, Functional Skills and Entry Level to Level 2 accredited courses. Work experience and/ or college placements will be considered.



Curriculum Model

A full national curriculum offer is in place for all young people who attend Great Dunmow School, staff tailor timetables to support an individualised approach to the curriculum to support closing of learner's gaps, break down barriers to learning and individualised holistic support to promote emotional resilience. Work experience, Careers, SMSC and enrichment is embedded and offered.

Subject Area (45 min lessons)	Key Stage 3		Key Stage 4		
	Year 7	Year 8	Year 9	Year 10	Year 11
English	(4)	(4)	(4)	GCSE/ELC/FS English (4)	GCSE/ELC/FS English (4)
Maths	(4)	(4)	(4)	GCSE/ELC/FS English (4)	GCSE/ELC/FS English (4)
Combined Science (carousel)	(2)	(2)	(2)	GCSE Science/ELC Sci English (3)	GCSE Science/ELC Sci English (3)
PHSE/RSE/Citizenship	(2)	(2)	(2)	(2)	(2)
Enrichment	(4)	(4)	(4)	(4)	(4)
Computing	(2)	(2)	(2)	NCFE LEVEL 1/2 Digital Literacy (2)	NCFE LEVEL 1/2 Digital Literacy (2)
Nurture	(1)	(1)	(1)	n/a	n/a
Careers	(1)	(1)	(1)	Careers/ NCFE LEVEL 1/2 Employability (2)	Careers/ NCFE LEVEL 1/2 Employability (2)
Humanities (carousel)	(2)	(2)	(2)	GCSE/ NCFE Level 1/ Geo (2)	GCSE/ NCFE Level 1/ Geo (2)
Food Tech/Life Skills	(3)	(3)	(3)	NCFE Level 1/ Level 2 Certificate in Food & Cookery (2)	NCFE Level 1/ Level 2 Certificate in Food & Cookery (2)
Art	(2)	(2)	(2)	NCFE Level 1/ GCSE Art & Design	NCFE Level 1/ GCSE Art & Design
Health & Social Care	n/a	n/a	n/a	NCFE Level 1 & 2 Award/Cert/ Diploma HSC (2)	NCFE Level 1 & 2 Award/Cert/ Diploma HSC (2)
Child Development	n/a	n/a	n/a	NCFE Level 1 & 2 Award/Cert/ Diploma CD (2)	NCFE Level 1 & 2 Award/Cert/ Diploma CD (2)
Animal Management	n/a	n/a	n/a	NCFE Animal Management (2)	NCFE Animal Management (2)
SMSC	Drop down days	Drop down days	Drop down days	Drop down days	Drop down days
Other	- Phonics intervention - Daily reading sessions - Numeracy & Literacy interventions 1:1 session with Key Worker - emotional literacy - SEMH/Thrive interventions			Science Termly Carousel - Chem/Phys/Bio Humanities Termly Carousel - Hist/Geog/Re Phonics/Reading - 2 x 20 mins a week EL Keyworker/sessions - 2 x 20 mins a week SEMH/Thrive - 2 x 20 mins a week	

Outcomes 2026

NCFE

1 x English (Level 2)

1 x English (Level 1)

1 x Mathematics (Level 1)

1 x Mathematics (Entry Level 3)

AWARDS

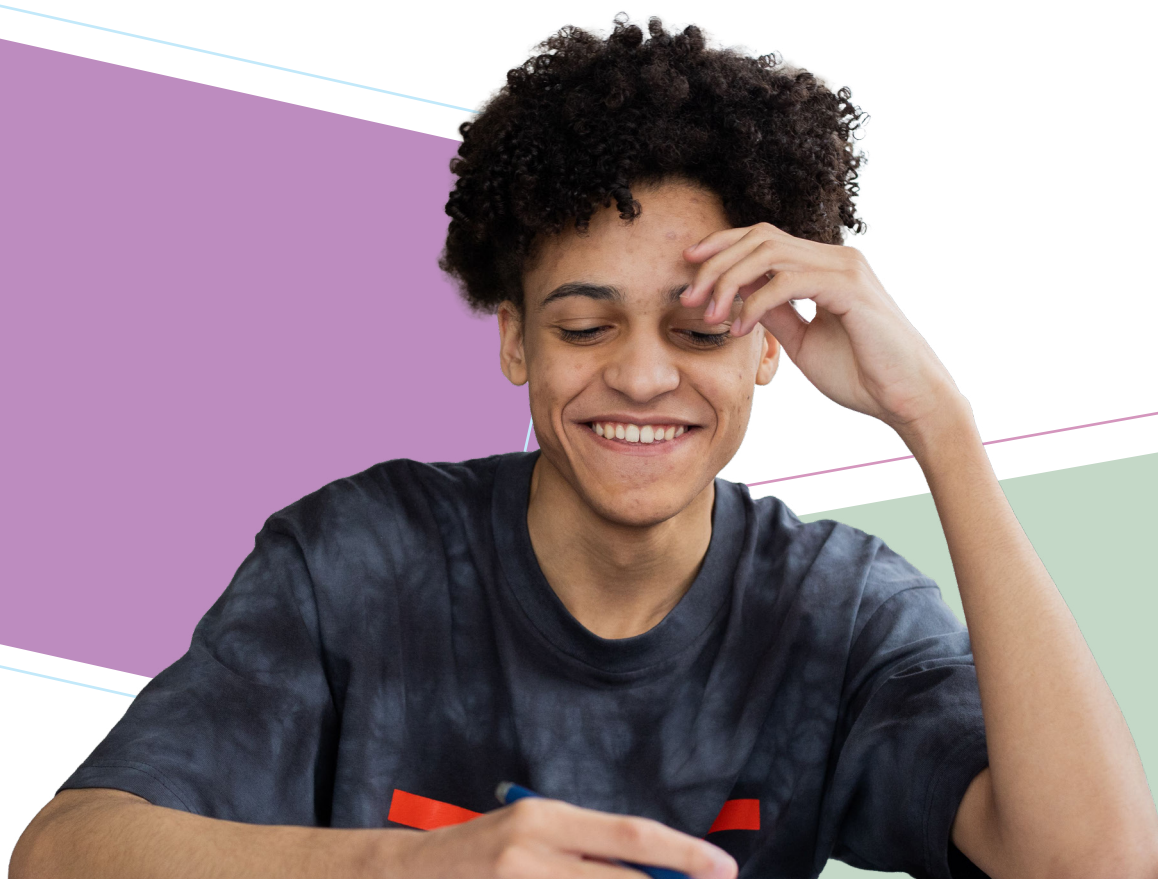
2 x NCFE Employability (Level 1)

PERSONAL ACHIEVEMENTS

One student secured a part-time job at McDonald's

LOOKING TO THE FUTURE

Two young people successfully secured Post-16 placements, with one enrolling on an Abstract Art course and the other on a Social Care course.



Additional information

Safeguarding statement

All parents and carers of students attending Great Dunmow School should be aware that the school has a duty to safeguard and promote the welfare of students.

At Great Dunmow School, we endeavour at all times to provide a safe and welcoming environment where all children are respected and valued. It is our priority to safeguard and promote the welfare of children. Our approach to safeguarding is based on the following principles:

- All young people have an absolute right to be free from abuse, neglect or exploitation, and a responsibility not to abuse or exploit others.
- All staff (teaching, support, or otherwise) have the responsibility to be aware of the safeguarding issues and a duty to report and refer any concerns.
- Where there are concerns about a young person's safety, unconditional confidentiality cannot be guaranteed and will not be offered. As required by law, we will pass on any information that give rise to concerns about a child's welfare including risk from neglect, physical, emotional or sexual abuse.
- Staff will be proactive and take positive steps to inform young people of their rights to safety and protection and the options available to express their fears or concerns
- When young people make allegations of abuse or neglect or exploitation they will always be listened to, have their concerns taken seriously and where appropriate, thoroughly investigated.
- The staff team is trained to provide appropriate levels of supervision and support.
- Young people are best kept safe when professionals work effectively together and share responsibility for protective action.

This responsibility necessitates a safeguarding policy and the school may need to share information and work in partnership with other agencies when there is a concern about a student's welfare. This policy on child protection is in accordance with locally agreed inter-agency procedures. The policy also complies with guidance from the DfE and Local Safeguarding Children Board (LSCB). The school recognises it is an agent of referral and not of investigation. Anyone can make a referral to children's social care, if necessary.

The Designated Safeguarding Lead (DSL) for the school is Carrie-Ann Gibbs, Head Teacher. The Designated Safeguarding Leads (DDSL) for the site are Eleana Clark, Deputy Head Teacher and Olivia Lampard, Assistant Head Teacher.

A copy of the safeguarding policy is available from the school office. Please see contact details at the back of this prospectus. We are committed to keeping our students safe: All staff working for us are subject to an enhanced check via the Disclosure Barring Scheme and undertake regular training.

Special Education Needs

Where pupils have an Education, Health Care Plan (EHCP) or additional needs, the school's designated teacher will ensure that all entitlements are met and goals are supported as part of the individual mapping process. Goals from EHCP will be used to formulate targets that are monitored daily and reports are submitted to placing authority to inform the review process. Students requiring additional support or for whom there are gaps in their education, targeted intervention are put in place in order to increase their functioning levels.

Bullying and Harassment Statement

Bullying behaviour is not accepted in school and is never ignored. Bullying is behaviour, which is deliberately hurtful and frightening and can include both physical and verbal forms. If bullying is suspected or reported it is investigated immediately. It is dealt with appropriately and followed up to ensure that it has not resumed.

Drug Education Policy Statement

Drug Education is part of the KS3 and KS4 curriculum. Within PSHE and science the following elements of drug education will be taught:

- How the misuse of solvents, tobacco, alcohol and other drugs affects health
- That the body's natural defences may be enhanced by immunisation and medicines
- How smoking affects lung structure and gas exchange. The effects of solvents, tobacco, alcohol and other drugs on body functions.



Equal opportunities and values

The school is committed to a policy of equal opportunities for all young people, staff and others who come into contact with the school regardless of race, colour, gender, sexual orientation, religion or disability. Everyone visiting, working or learning in the school should feel welcome, secure and confident at all times. They should feel valued and able to participate fully in the life of the school.

Young People who have English as an Additional Language (EAL)

The school welcomes and values the cultural, linguistic and educational experiences that students with EAL bring to the school. We implement school wide strategies to ensure that EAL students are supported in accessing the curriculum. Our aim is to help EAL students to become confident and fluent in English, in order to be able to fulfil their academic potential. We seek appropriate help where a student does not have sufficient command of spoken or written English to enable them to engage with learning and other adults.

Religious Education Statement

Religious Education is drawn from Individual lessons and through integrated humanities schemes of work and mindful of all types of religion within a multi-cultural society. The school aims are to:

- Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Develop the ability to make reasoned and informed judgments about religious and moral issues with reference to the teaching of the principal religions represented in Great Britain.

Enhance their spiritual, moral, cultural and social development by:

- Developing awareness of the fundamental questions of life raised by human experience, and how religious teaching can relate to them.
- Responding to such questions with reference to the teachings and practices of religions and to their understanding and experience.
- Reflecting on their own beliefs, values and experiences in light of their studies.
- Develop respect for other people's right to hold different beliefs.
- Develop a positive attitude towards living in a society of diverse religions.

We respect the right of parents / carers who may wish to withdraw their child from any activity that involves actual religious worship





First Aid

The school's first aid policies and practices comply with the Guidance on First Aid for Schools' Best Practices Document published by DFE. It outlines its statutory responsibility to provide adequate and appropriate first aid to pupils, staff parents and visitors and to ensure that the procedures are in place to meet that responsibility. Full stocked first kits are available on site and are taken on school outings. School will ensure that staff trained in administering first aid is always available to provide treatment in line with their training. A written record is kept of all first aid that is administered on the school premises and as part of a school related activities.

Health and safety

The school health and safety policies and practices comply with national guidance and ensure the wellbeing of all young people, staff and visitors. All members of staff are aware of their responsibilities covering health and safety at work and will have undertaken required mandatory training as appropriate. Young people are encouraged to act safely and participate in a range of positive activities. The school environment is monitored regularly to ensure safety of all.

Policy documentation

The following policies and information are available to all carers, local authorities and students/prospective students as well as Chief Inspectors, Secretary of State or Independent Inspectorate upon request.

- Arrangements for admissions
- Behaviour and discipline
- Complaint's procedures
- Anti-bullying
- Health and safety
- First aid
- SEN/EHCP
- English as an additional language



We are committed to a policy of equal opportunities for all young people, staff and others who come into contact with the school, regardless of their protected characteristic: gender, sexual orientation, age, disability, ethnicity, colour, religion or cultural background.

Everyone visiting, working or learning in the school should feel welcome, secure and confident at all times. They should also feel valued and able to participate fully in school life.

We all know that there will be times when students, carers or placing authorities will want to give us feedback about our school and we are happy to hear from you. If you feel that you would like to make a suggestion, let us know about something you were pleased with or a way in which we did not meet your expectations, please contact the school via the contact details at the front of this prospectus.

A complaints procedure allows for both formal and informal complaints. Informal complaints can be dealt with quickly, while formal complaints can be made in writing. Our full complaints policy is available, upon request. This policy is designed to help you raise your concerns and ensures your complaint will be listened to and dealt with fairly. Should you wish to complain further or if you feel you are unable to contact the school, please contact any of the representatives on the right.

Regional Lead

Rob Mcconomy

Email: rob.mcconomy@cambiangroup.com

The Proprietor

The proprietor of the school is Farouq Sheikh, Chair of the CareTech Board. The representative of the Proprietor of the school, whose address for correspondence during both term times and holidays, is:

Andrew Sutherland,
Operations Director – Education,
4th Floor, Parkview,
82 Oxford Road,
Uxbridge,
UB8 1UX.

The representative of the proprietor may be contacted at Andrew.Sutherland@caretech-uk.com



Placements

To discuss a placement in confidence, call us on **01371 705623** or

Email: Carrie-Ann.Gibbs@cambiangroup.com or Eleana.Clark@cambiangroup.com

Cambian assessments are conducted free of charge by a team of dedicated assessors.