

CENTRE ACADEMY  
LONDON



CENTRE ACADEMY  
EAST ANGLIA

*'The most successful  
special needs schools in  
the UK and, indeed, the  
most unique'*



*Where confidence grows day by day*



# To The Parent



If you are like most parents, you want your child to be happy. But if you are the parent of a child with learning difficulties, you may have found this desire frustrated by the problems inherent in the mainstream school setting. The class size may be 20 or 30. Teachers may lack the appropriate training and experience with special needs.

Achievement may be measured in targets and national norms. Getting individualised help may be elusive if not impossible.

You will know the cost of such difficulties for your child. Unhappiness. Frustration. Poor attendance. You may also be particularly concerned by your child's lack of confidence, poor self image and increasing anxiety.

These concerns may prompt some vital and fundamental questions. What kind of school do you want for your child?

What would be its chief characteristics? What of class sizes? The qualifications of teachers? The pastoral sense? Will the school be able to help the child develop all that is best within him or her? And will it genuinely care?

In essence, what kind of environment do you want so that your child may be happy and, indeed, *happy in learning?*





# *The Centre Academy Environment*

The Centre Academy schools, CA London and CA East Anglia, are committed to helping all children reach their full potential in a safe and caring environment. We do this by creating a learning situation that is manageable for our students. This means very small classes (usually 5 or 6); a significant amount of individualised instruction to help pupils develop learning strategies; placement not by year group but according to need and level of achievement; and teachers who are highly trained and experienced in working with children who face learning challenges.

It also means putting the responsibility for assisting students with homework where it belongs: on the school. Accordingly, the Centre Academy schools feature Prep Periods, during which our students are given expert help and guidance as they address assignments that augment and reinforce what has been presented in class.

The Centre Academy environment is supportive, caring and intimate. It provides the structure and the discipline essential for learning to flourish, while also offering the kind of flexibility that many students require. As our students begin to see that their needs are being met, that the coping skills they are mastering enable them to concentrate and to organise their time, *school* takes on a new meaning. It becomes a place that is welcoming, a place where a sense of security prevails. No one here is 'different'. No one is anonymous. Our students begin to feel that they belong—and that they are valued.

We are also dedicated to ensuring that our students grow in other equally important ways: in confidence, in self-esteem, in self-discipline. Thus, we educate character as well as intellect. We emphasise those values that are fundamental to a child's inner strength and well being: trust, fairness, respect, civility, compassion.

We suggest that there is great merit in never settling for less than they can achieve. And we help them achieve it!



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# Measuring Success



Too often people assume that 'special needs' is a designation for children of limited ability. Nonsense. At the Centre Academy schools, the term 'special needs' is simply our acknowledgement that some children learn differently from others. It is our job to understand how a child best learns and then to create programmes and approaches that will enable that child to achieve his or her full potential. *At our schools, one size definitely does not fit all!*

How successful are we? Very. Dyslexic children frequently gain two or more years in reading and comprehension each year. Our Middle School students almost always go on to GCSE study. Our vocational students, fresh from work experience, frequently gain admission to college. Diploma students undertake a challenging curriculum that leads to university; in fact, we have never had a Diploma graduate who has not gone directly to university. And as our students achieve success in a variety of ways, their options also increase.

Our success is also reflected in other equally important ways. It is discernible in the sense of accomplishment our students have; in their growing confidence; in the discovery of their own talents and strengths and unique gifts. And when these discoveries take place, our students are ready to reclaim their futures.

## Teachers

*Teachers are key to the success of our students.*

They are dedicated professionals who have chosen to work with students who face learning challenges. This fundamental decision informs all their activities and governs all they do.

Special needs teaching demands certain gifts and abilities beyond what may be required in the mainstream school. Our teachers have advanced and very specific qualifications.

They have a wealth of experience and are fully in command of small group, subject-specific instructional techniques. Their methods are multi-sensory, with attention given to visual, auditory, tactile and kinaesthetic elements. And they know that small classes are not a luxury. They are essential if learning is to flourish.



Beyond the areas of qualifications and expertise, however, are other factors that are especially important. Our teachers have been chosen because they have the capacity to devote themselves to the well-being and development of their pupils. They know their students and understand that what works for one may not work for another; they see each child as an individual with unique needs, abilities, gifts and talents. They are always highly supportive, nurturing and patient.

Our teachers understand that a good teacher is one who respects and draws out all that is best in a child. Accordingly, close communication with the child and, indeed, with the parent, is vital, for this forms the basis by which the child's development moves ahead.



## *The Curriculum*

The Centre Academy core curriculum is broad yet highly focused, structured yet stimulating, sequential yet flexible. At its heart are Literacy and Numeracy. These disciplines are fundamental if students are to gain access to all other subjects, essential if they are to have the necessary tools for success in the 21st century and required if they are to pursue the many options open to them following their time at the Centre Academy schools.

As our students gain mastery in Literacy and Numeracy, they may also explore History and Geography; Science; Foreign Languages; ICT; Art, Drama and Music; Citizenship and Religious Studies; Careers; and PE.

We are guided by the National Curriculum through Key Stage 4, with modifications as necessary to suit children with learning challenges. For some students, the American curriculum

involves continual assessment and is therefore not examination-based, may be the more appropriate option. Unique to all schools (including mainstream) in the UK, the Centre Academy schools offer both curricula—and both open many doors to higher education. Finally, we also offer Foundation Learning and individualised special programmes—including work experience—for our more vocationally orientated students.



# A Summation

A leading educator has called the Centre Academy schools (London and East Anglia) “the most successful special needs schools in the UK and, indeed, the most unique.”

Here's why:

- We accept a broad range of ages, from 8-19; this eliminates the anxiety, common to Special Needs children, of having to move from one school to another.
- We address an equally broad range of learning challenges on a case-by-case basis, including Dyslexia, AD/HD, ASD, Speech and Language needs, to name a few.
- We cap our enrolment to ensure very small classes; at CA London, 60 students; at CA East Anglia, a total of 40.
- We follow the National Curriculum through GCSE or the Foundation Learning and other programmes for more vocationally orientated students.
- We are the only school in the UK, including mainstream schools, also to offer the American High School Diploma; the Diploma is not examination-based but instead involves a system of continual assessment, thus reducing pressure and anxiety. All UK Universities recognise the Diploma.

## CENTRE ACADEMY EAST ANGLIA

Co-educational and offering both day and boarding programmes, CA East Anglia is located at the edge of a small, rural village 20 minutes from Bury St Edmunds and 30 minutes from Cambridge by car, and 75 minutes from London by train. The campus comprises elegant buildings and excellent boarding facilities. Ten acres of lawns and playing fields provide the ideal setting for extensive sports and activities programmes. Key subjects include English; Mathematics; History; Geography; Current Events; Science; French; Art; Design Technology; ICT; Drama; Music; Religious Studies; Thinking Skills; Study Skills; PE

## CENTRE ACADEMY LONDON

Co-educational and the oldest special needs school in the UK, CA London is housed in a listed Edwardian building located south of the River Thames and is served by all forms of public transportation. Our proximity to central London gives our students all the benefits of the capital's cultural, artistic and historic possibilities. In essence, London serves as one of our classrooms. Key subjects include English; Mathematics; History; Geography; Science; Spanish, Art; ICT; Drama; Media Studies; Religious Studies; Study Skills; PE.

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