

# Centre Academy East Anglia

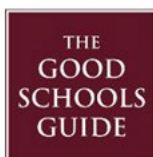
School for Children with Special Needs  
Where Confidence grows day by day



## Key Stage 4/5 Programme of Study



COMMUNITY  
ACCEPT  
ENCOURAGE  
ACHIEVE





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ACCEPT  
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ACHIEVE

# Vision and Values

Our vision is underpinned by a shared set of values, which we endeavour to demonstrate every day

‘Everyone is a learner and every experience, a learning opportunity

We value	Intent	We Value	Intent
<b>Respect</b>	To promote tolerance and respect for individual differences, abilities, needs and beliefs. Be polite, listen and think of others.	<b>Aspirations</b>	Challenge ourselves to realise and exceed our potential and grow to take a full part in our family and local community. Believe in ourselves. Anything is possible.
<b>Learning</b>	Create, nurturing, challenging and empowering learning opportunities for children, staff, and parents.	<b>Independence</b>	Equip ourselves with the knowledge, skills independence, and resilience to face future challenges.
<b>Achievement</b>	Celebrate the achievements and successes of each individual.	<b>Leadership</b>	Secure the accountability of all through distributed leadership and governance, rigorous monitoring, and evaluation.
<b>Communication</b>	Ensure everyone has a voice and their contribution is valued.	<b>Engagement</b>	Enjoy and take part in all learning activities together.
<b>Reflection</b>	Improve future performance through the continuous evaluation of our practice.	<b>Equality</b>	Treat everyone fairly and respect differences.
<b>Community</b>	Foster positive working relationships with students, staff, parents, multi-agency professionals and the local community.	<b>Happiness</b>	Bring enjoyment and self-belief to all. We all achieve better when we enjoy learning in a positive, optimistic environment.
<b>Well-being</b>	Create a safe, caring environment in which everyone is healthy, happy, and ready to learn.	<b>Teamwork</b>	Achieve more by working together.

## Section 1

American Diploma

## Section 2

GCSE

## Section 3

UAS

## SECTION 1

### THE HIGH SCHOOL DIPLOMA

Centre Academy East Anglia is an independent special needs school. We provide small classes, individualised programmes of tuition, and OT and S&LT support to enable young people with a very wide range of moderate learning difficulties to access a mainstream curriculum of Level 1/2 courses, GCSEs and - as an alternative to A Levels/IB - the American High School Diploma (HSD). Its highly experienced staff is entirely committed to serving the needs of children with learning difficulties.

Of the many attributes that distinguish Centre Academy East Anglia, it is the dual track National Curriculum/High School Diploma that has perhaps had the greatest impact on the school, its ethos and its students. Understandably, the dual track programme has generated a considerable amount of interest from both our students (and their families) and, indeed, from others who are contemplating post-secondary educational options. The information that follows is a guide to the basics of the programme and explains how a student within Centre Academy East Anglia's curriculum moves from secondary to college and university study.

The American Diploma is a two-year programme of study, that builds on the work that students have completed for their GCSEs. It gives students a route into higher education as well as providing life skills and careers information. The American Diploma follows a broad curriculum as opposed to the narrow curriculum that would be followed at college or by completing A-Levels. This means that students have more time to make choices on specific areas of study in higher education or career paths they would like to pursue.

Students study seven core subjects for the two years: English (American Literature), Maths, History (American History- to include Geography and Social Studies), Environmental Science, Current Affairs, Economics, and ICT. The Foreign Language requirement can be replaced for students profoundly dyslexic or suffering from certain other learning challenges with an elective. Elective subjects include Geography, Music, Art, Media, and Drama. Careers and Life Skills area also taught alongside PSHE/RSE/Citizenship.

Most students at Centre Academy East Anglia may take GCSE-level subjects in their first two years in the Upper School (years 10 and 11) and have the option of sitting up to eight or nine different GCSE examinations; some students, of course, take only one or two, depending on their strengths and plans for academic or vocational study. It is important to note that a significant number meet with considerable success in GCSEs.

That said, the ability of a student to do particularly well on the GCSEs is largely dependent on that student's ability to perform well—frequently in an essay situation—in a limited amount of time. Because of their learning difficulties, many of our students receive extra time for their examinations; nevertheless, the examinations frequently prove especially challenging, particularly for students whose learning difficulties may cause frustration and anxiety when they are faced with the pressures of an examination.

Because the High School Diploma is not examination-based, there is considerably less pressure on the individual student. The bulk of a student's assessment is comprised of the class work and homework he/she has been required to complete. Accordingly, the assessment in each subject is ongoing. If a student encounters a difficulty with a particular aspect of a subject, he/she will have ample opportunity to remedy the situation. Assessments are provided at the end of each school term, and these then generate a subject grade for the entire year. Clearly, the system is considerably more forgiving than the examination-based system; it also gives the student direct feedback on a regular basis regarding his/her progress.

Within the traditional British system, a student will spend two of his/her high school years (years 10 and 11) studying at GCSE level. The final two years of high school (years 12 and 13) will be devoted to A-level study. The traditional American system would have the student spend the four high school years (years 10-13) studying courses within the five major subject areas.

Because the course content in the Diploma and GCSE subjects is largely the same, Centre Academy students studying GCSE subjects also receive credit within the framework of the Diploma programme. For example, a student studying GCSE English would receive two years of English credit for the Diploma. The same situation would hold true for all other courses. All this information is compiled to produce an Academic Transcript, which details students' results.

Following completion of the GCSE years, the student wishing to pursue the Diploma would spend two additional years finishing the remainder of the course requirements. Thus, just as an A-level student usually finishes his/her secondary studies at age 18, so does the Diploma student.

The High School Diploma is widely recognised by British universities and colleges.

The High School Diploma offers a route to gain admission to both university and college. In this, they have noted that the procedure is in many ways significantly less pressurized than the traditional “A-level to university route”. This requires the student to complete his/her application for entry into a UK university by 15 January; when the student is accepted to a particular university, that offer is contingent on the student “making” his/her bid, that is, on the student achieving specific grades at A-level; the A-level exams are usually taken in May, with the results announced in mid-August. A student not making the bid (for example, getting two Bs and one C when the bid was for three Bs) will potentially lose his/her place. In essence, the traditional system is one that requires a student to validate the university’s original assumption by performing at a particular level.

Holders of the Diploma do not face the pitfalls and the pressures of the A-level examinations or the added pressure of waiting for an additional three months to find out if they have made their bids. Where the A-level student uses his/her examination results to gain admission to university, the Diploma student uses his/her Transcript. The Transcript is a record of the student’s attainment in every subject he/she has taken during the four years of high school study. Therefore, while a CAEA student completes the same application form as the A-level student, the Transcript that accompanies the application essentially requests admission based on what the student has achieved during the past four years. A university offering a Diploma student a place is doing so on the basis of prior achievement.

Centre Academy East Anglia will provide a significant level of support for students whatever their next steps. In this, the Head of School frequently discusses the student’s needs with the university Admissions Tutor; in some instances, holders of the Diploma will be required to take a foundation year at the university prior to beginning the traditional British three-year course leading to the BA or BSc. Centre Academy East Anglia is generally supportive of this requirement, for we believe that the foundation programme will work to the advantage of certain students by getting them off to the best possible start at university.

## Section 2

GCSE Programme Overview

Core Curriculum Studies

English Language and English Literature

Mathematics

Science

Geography

History

Media

Art & Design

Music

Drama

ICT

This booklet is intended to give parents and students a basic introduction to the GCSE programme at Centre Academy East Anglia and also to explain briefly the range of specific courses that are open to our students. We run a 3-year programme from year 9 to year 11. It is important to note that this booklet is not intended to take the place of discussions with the Head of School or individual teachers and tutors. Courses change, students have specific interests and different working styles, and all this may mean that one student will perform better in one course rather than another.

The GCSE curriculum at CAEA enables students to choose at least five GCSE courses from a range of eleven; the School will be adding to these as time goes on, but the initial list provides plenty of choices. The courses currently on offer reflect our belief that it is right that young people should be able to study subjects in which they are interested and in which they are likely to succeed. Above all, we want their GCSE education to be relevant to their lives ahead.

There are, however, some subjects that are indispensable: English, Maths and Information Technology, and all students study these subjects. In addition, other subjects such as History are taught in part using ICT and related techniques. In this way, students develop their ICT skills, which will stand them in good stead for the rest of their lives.

Most of our students will study five GCSEs, although there are opportunities to extend this to seven or eight, depending on the individual students. Your son or daughter will likely profit from discussion with you regarding course selection, and as you embark on such a discussion, it may be useful to bear in mind some important criteria upon which to base your decisions.

### **Special Needs**

Research has shown that many students who have learning challenges are nevertheless able to achieve encouraging results at GCSE providing that certain obligations are fulfilled on the part of the school and, of course, that the student works with appropriate purpose and maturity. Within this framework, the School undertakes to ensure that all students have the maximum assistance to which they are entitled. Thus, some children may need readers, others may need scribes and some of them may qualify for additional time for taking the appropriate examinations. In addition, the School will ensure that GCSE students profit from work in Thinking and Study Skills, Research Methods and Note-taking to name a few.

It is especially important for students and parents to understand that there is an additional option of great significance: length of time of study. Traditionally, GCSE study takes two years, and involves Year 10 and Year 11 students. However, some students may take an additional year to prepare for the examinations, and it is the School's policy never to put a student forward for a GCSE exam until he/she is fully



ready to sit it. In some instances, the extra year can be the difference between a full grade or more. And, of course, for students who face challenges with regard to reading and writing, that extra year can make a huge difference in their levels of preparedness and, indeed, maturity. For these reasons, it is important that strong communication takes place between the School, the student and the family.

## **Enjoyment**

It is crucial that students choose subjects that they want to study and that they expect to enjoy. No-one looks forward to two or three years of study in a subject that they dislike. De-motivation from the start is a recipe for disappointment.

At the same time, our students do need to understand that English and Maths are fundamental to their future lives, for these subjects involve skills that are vital for success in virtually any environment.

## **Ability**

All of us enjoy doing well and achieving what we consider to be our best. With this in mind and in your discussions with your son or daughter, aim for subjects in which your child will gain the maximum fulfilment.

## **Careers and University**

Even at this stage, students should be aware that there are some careers and university courses that require specific subjects. Primary school teachers generally must have a science GCSE, for instance, and many university degree courses require qualifications in English and Maths – and not always just at A-Level. If your son or daughter has a specific career in mind, please feel free to contact the School for whatever advice you may need.

## **Parents' Consultation Meetings**

The Head of School and all GCSE teachers are pleased to meet with parents at any point to discuss aspects of the programme, as well as the progress that individual students are making.

Your son or daughter will study English, Mathematics, Science, RE and ICT alongside their GCSE options. This will give them a broad and balanced programme that is tailored to their needs and their strengths. The GCSE subject choices are outlined in the following pages. In addition, the School's programme for GCSE and pre-GCSE students also encompasses some additional subject areas we believe are central to any young person's education. They may be divided up as follows:

## **Citizenship**

All students study Citizenship as part of their education. The Citizenship programme seeks to identify key issues within society and to promote the concept that we all bear responsibility within that framework. It investigates multi-faith societies, social and ethical dilemmas that we face and environmental issues. Inevitably the course investigates attitudes towards and within politics, business and economic theory.

## **Personal, Social and Health Education**

PSHE in the secondary curriculum focuses on personal development and the acquisition of individual learning and thinking skills, reflecting the 'Every Child Matters' outcomes. Students see themselves as developing individuals, profit from learning about their own and other peoples' feelings, and become aware of the views, needs and rights of others. The course encourages students to become successful learners who make progress, who become confident individuals able to live safe and healthy lives and who, finally, become responsible citizens.

**GCSE BOARD: Edexcel**

Website: [www.edexcel.com](http://www.edexcel.com)

Students will take 2 GCSEs, by taking English Language and English Literature.

At all times and in all situations the ability to communicate clearly and effectively is vital. This is why the study of English is given such importance both nationally and at Centre Academy East Anglia, where every student for whom English is his/her first language takes the English GCSE.

The ultimate goal of these English courses is crisp, clear and accurate communication. An appreciation of the techniques employed by writers, an ability to sort out fact from opinion, expressing opinions and analysing ideas: these are the attributes required to succeed.

Whatever A-Levels or perhaps further study for the High School Diploma or other choices for continuing education, English is an essential GCSE.

**GCSE BOARD: OCR**

Website: [www.ocr.org.uk](http://www.ocr.org.uk)

The overall aim of Mathematics GCSE is:

- To develop a positive attitude to Mathematics
- To consolidate basic skills and to meet appropriately challenging work
- To think and communicate mathematically, precisely, logically and creatively
- To develop functional problem-solving skills so students can apply their mathematical knowledge in everyday life, as well as in other curriculum areas and in employment
- To appreciate the place and use of maths in society

The GCSE assessment consists of two tiers: Foundation and Higher.

The Foundation tier cannot be awarded a grade higher than 5. The Higher tier offers 9-4. The assessment consists of three papers, two calculator papers and the other a non-calculator paper.

**GCSE BOARD: AQA**

Specification: Science Synergy

Website: [www.aqa.org.uk](http://www.aqa.org.uk)

The synergy syllabus is divided into two main sections, Life and Environmental Sciences and Physical Sciences, which contain connections between areas of biology, physics and chemistry that sit together as part of good science. Both sections include topics that draw together and apply key concepts.

By basing the study sections on observable criteria the course becomes very relevant with a real “hands on” feel. The practical nature of the course also enables many different direct links to be made with other subject areas such as Geography, Mathematics, ICT and PSHE.

Students will sit four exams, equally weighted.

**GCSE BOARD: AQA**

Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Studying geography gives students the opportunity to travel the world via the classroom, learning about both natural and social sciences along the way. They will understand how geography impacts everyday life and discover the key opportunities and challenges facing the world. Students will also develop academic and life skills from writing, teamwork and communication to analytical skills.

The course is based on a balanced framework of physical and human geography. It allows students to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds.

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

**GCSE BOARD: AQA**

Website: [www.aqa.org.uk](http://www.aqa.org.uk)

The new history specification is split into two parts 'Understanding the Modern World' and 'Shaping the Nation'. This will enable students to study history across three eras, three timescales and three geographical contexts. The course enables students to understand change and continuity across a long sweep of history.

Students are required to study:

One thematic study which enables students to understand change and continuity across a long sweep of history.

One period study which allows students to focus on a substantial and coherent medium time span of at least 50 years. The study will require students to understand an unfolding narrative of substantial developments and issues.

Two depth studies (one British and one European/wider world) enable students to focus on a substantial and coherent short time span. The studies enable students to gain understanding of the complexities of a society or historical situation and the interplay of different aspects within it.

A study of the historic environment. The study of the historic environment should focus on a particular site in its historical context and enable students to study the relationship between a place and historical events and developments.

History provides an understanding of political mistakes and the consequences, gaining a better understanding of the current political climate. The importance of studying history is not just learning history, but learning from history. Understanding past events and people and their significance gives students a better insight into the world around them.

**GCSE BOARD: OCR****Specification: Cambridge Technicals**

Website: [www.ocr.org.uk](http://www.ocr.org.uk)

The course will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education. The qualifications will encourage independence, creativity and awareness of the digital media sector.

The Cambridge Technicals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively.

The 'hands on' approach that the course uses has strong relevance to the way young people use the technology required in creative media. It will underpin a highly valid approach to the assessment of their skills. The qualification design will allow learners the freedom to explore the areas of creative media that interest them as well as providing good opportunities to enhance their learning in a range of curriculum areas.

**ICT (Functional Skills)**

GCSE BOARD: OCR

Website: [www.ocr.org.uk](http://www.ocr.org.uk)

The Functional Skills ICT qualification will give students a practical grounding in how to apply ICT skills to everyday situations. With a strong focus on explanation and problem solving, using real-life contexts they allow your students to apply their ICT skills in a variety of situations.

The course covers how to:

- Interact with ICT for a given purpose
- Use ICT to plan and organise work
- Select and use software applications to meet needs and solve straightforward problems
  - Work with files, folders and other media access, organise, store, label and retrieve information
  - Recognise and take account of currency, relevance, bias and copyright when selecting and using information
  - Apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content
  - Developing, presenting and communicating information

There is the opportunity to achieve both the Level 1 and Level 2 qualification.

**GCSE BOARD: UAL**

Website: [www.arts.ac.uk](http://www.arts.ac.uk)

The UAL Level 1 in Art and Design course provides our students with a stimulating range of creative and exciting opportunities to explore their interests in Art and Design. There are a wide range of units that can be selected as part of the course covering a variety of different media and techniques. During the course students will develop knowledge, understanding and skills related to art, craft and design which may be expressed as fine art, graphic communication (packaging design, advertising) three dimensional design and photography. The portfolio-based approach to assessment will also support the development of communication skills such as extended writing and drafting, critical skills of analysis, team working, working from a prescribed brief, working to deadlines, presenting information effectively, accurately completing tasks and processes and study skills such as research and time management.

For some students there may be the opportunity to follow the level 2 UAL Art program. This two unit specification is continually assessed through a portfolio of work and includes a 10 hour practical exam. This enables students to develop their ability to actively engage in the processes of Art and Design. It will help them to build creative skills, to develop imaginative and intuitive ways of working and to develop a knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures.

**GCSE BOARD: RSL**

Website: [www.rslawards.com](http://www.rslawards.com)

GCSE Music is a practical, creative syllabus that is broken down into two units:

- Live Music Performance
- Music Rehearsal Skills

Music is constantly evolving, inspiring creativity and expression in a way that no other subject can. The course offers students the chance to study a wide range of musical genres, with opportunities for practical learning. GCSE Music will broaden student minds and foster a love of all music that students of all abilities and backgrounds will enjoy.

**GCSE BOARD: AQA**

Website: [www.aqa.org.uk](http://www.aqa.org.uk)

“I don’t want to be an actor-what use is Drama to me?”

What is covered?

Drama is like your own psychologist allowing you to show how you’re feeling, then reviewing the situation and seeing if you could respond in a different way. Drama gives you confidence; the ability to be able to stand up and say - this is who I am and what I’m capable of. It helps you to understand life from a different view, taking on different characters; emotions and problems. It trains you for the future when you may experience similar scenarios in your own life.

Drama is one of those subjects where students are thankful for the break from sitting at a desk with their heads in a textbook. No two lessons are ever the same. One minute you could be acting out a script from a play, the next you could be having lively discussions about a production you went to see with the rest of the class the night before. Drama brings people together and enhances their spiritual, moral, social and cultural intelligences.

Students will be required to display a high level of commitment to the subject and to each other.

Communication and confidence are key skills in any job, and drama is a key player in teaching you these. The course also provides a worthwhile introduction to a wide range of personal and organisational skills, which are valuable in the workplace. This subjects centres heavily around the acquisition of appropriate and sensitive social skills, a necessity for many of our students here at CAEA.

The course is split into two units and contains a mixture of both practical and theoretical drama studies.



## SECTION 3

### Introduction

#### THE UNIT AWARD SCHEME

The Unit Award Scheme (UAS) is a KS4 programme of study that Centre Academy East Anglia runs parallel to its GCSE programme. UAS is designed specifically for students that find the demands of GCSE too challenging and UAS allows all students to engage with learning and have their achievements formally recognised. Students are rewarded with a certificate each time they successfully complete a unit of learning. They can build up a portfolio of certificates to evidence their skills, knowledge and experience. The scheme boosts confidence, increases engagement and improves motivation, helping students to make progress on their lifelong learning journey.

Some students will be given the opportunity to study 1 or 2 GCSEs alongside the UAS, if they are able to cope with the level of work. This would be determined through discussions with subject teachers and the Head of School.

### Programme of Study

#### Programme of Study

The Unit Award Scheme is comprehensive and covers all topics, from the school curriculum subjects to life skills, outdoor activities, arts and crafts, and work-related learning. The units that are taught are adaptable and staff can tailor which units are completed by individual students, meaning that the units studied are accessible for all. Students can achieve an unlimited number of units each academic year, receiving certificates on-demand at any time throughout the year.



## How to Find us



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