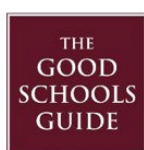


Centre Academy East Anglia

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



Prospectus



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

Introduction

Centre Academy East Anglia offers an exceptional educational opportunity for children with dyslexia, AD/HD, and other learning challenges. We are well-known for our specialist, whole school approach.

Our mission is:

- To equip pupils with key skills in literacy and numeracy within a broad, balanced and suitably differentiated National Curriculum;
- To develop positive attitudes to, and implement effective strategies for learning;
- To increase each child's confidence and self-esteem;
- To recognise and respect each child's learning needs and style, challenging and supporting them in achieving their personal best both academically and socially;
- To support and advise parents in understanding their child's specific educational needs.

The progress our children make is evident as they achieve levels of success previously thought unattainable. It is also evident in the happy, confident and motivated students they become as they engage fully in the learning process.

This *Prospectus* provides you with important information when considering whether CA East Anglia is the school that will make the difference for your child. But to fully appreciate our school, I would invite you and your family to visit us. You will meet our staff, tour our lovely buildings and grounds, and speak with the children. You will be most welcome.

Mrs Lisa Gilbert
Head of School

The Suffolk Countryside

Centre Academy East Anglia is set on the site of a Georgian Rectory in the small rural village of Brettenham. The School embraces 10 acres of grounds surrounded

by fields and friendly neighbours. Our serene setting provides a calming environment that supports learning and social growth. We are also fortunate enough to be located near several National Trust and English Heritage properties, which we frequently visit with the children.





CA East Anglia's curriculum is carefully designed for children with specific learning difficulties ages 7-19. Working within the National Curriculum, pupils receive specialist tuition and support to develop skills in literacy and numeracy. Fundamental disciplines are gained and confidence in learning is restored.

The principles guiding our curriculum are:

- Pupils have access to a broad and balanced National Curriculum;
 - Teachers hold specialist qualifications in teaching pupils with special educational needs;
 - Classes are small (usually 5 or 6 pupils) and set by ability and level of preparedness, not year group;
 - All pupils have access to individual or paired tutorials in English and/or Maths;
 - Teachers skillfully employ a wide range of strategies, materials and resources designed for, or adapted to, the needs of pupils with a specific learning difficulty;
 - ICT is integrated throughout the school, including the teaching of keyboard skills and the use of a range of software specifically written for children with learning difficulties;
 - Pupils are guided in discovering their own learning styles and actively participate in developing strategies to compensate for weaknesses and capitalise on strengths;
 - Pupils develop skills, strategies and attitudes necessary for independent learning relative to their age and ability;
 - Learning is linked through whole-school themes, enabling pupils to apply learned skills and strategies in all lessons, and to knowledge-linking curriculum areas;
- Regular reviews of subject themes and whole school themes ensure that the curriculum is fresh, stimulating and relevant to the needs of all pupils.



In the Junior School, children ages 7 to 13 are taught the skills, strategies and attitudes necessary for independent learning relative to their age and ability. As you will understand, the Junior School places great emphasis on literacy and numeracy, the foundation for much subsequent learning.

Class tutors are responsible for the pupils' welfare and the delivery of their curriculum, which also focuses on whole School themes. For example, the theme of 'Great Britain' may lead to cross-curricular studies in British history, the country's geography and its cultural foundations, to name a few.

Subject themes also enable students to see relationships between various disciplines and topics. Thus, a unit on 'light, sound and heat' in a Science class may also generate interest in and exploration of 'climate change' in a Geography class.



The whole school theme approach enables our children to apply learned skills and strategies in both broad and narrower contexts— and in a secure and supportive environment.



The Senior School

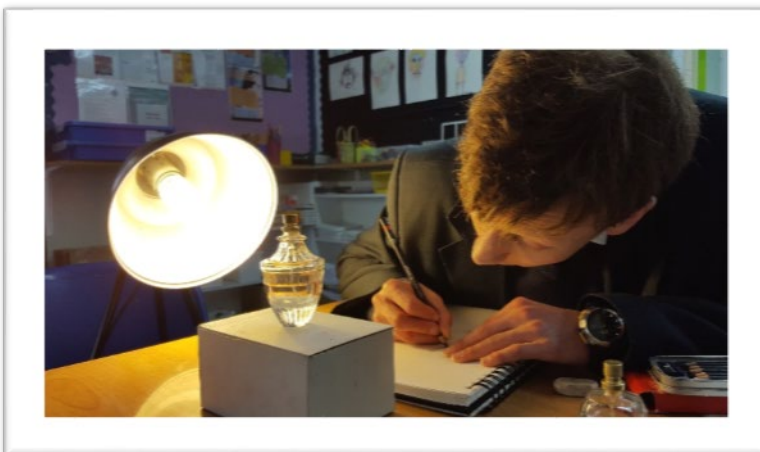
The Senior School extends the skills and coping strategies taught in the Junior School to students ages 14 to 19. There is significant emphasis in the Senior School on literacy and numeracy, and senior students are also expected to make gains in independence and related skills.

Much of the Senior School curriculum is given over to GCSE study in years 10 and 11. Our curriculum enables students to select at least five GCSE courses from a relatively broad range of options. Within this framework, there are some subjects that are indispensable: English, Maths, Science and Information Technology. Other choices include Geography, History, Expressive Arts, Religious Education, Music and Drama. 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.



We also offer the High School Diploma in place of A-Levels. Recognised by all British Universities, the Diploma, unlike A-Levels, is not examination-based. Rather, it uses a system of continual assessment wherein a student earns credit for research, writing essays, completing an Art project and dozens of other subject-based tasks.

In essence, the Diploma removes much of the stress and anxiety that students feel when sitting examinations.



Pioneered by our sister school in London, we have never had a Diploma Graduate who has not gone directly to university.

Music/Drama & Art

Many of our pupils exhibit particular strengths in the creative and expressive arts, and at CA East Anglia these can really flourish. Approaches and techniques are taught to provide frameworks for the development of personal style, giving pupils a chance to achieve their absolute best and go beyond the ordinary – which they do! Art projects are proudly displayed throughout the school, while plays and concerts showcase case talent as well as enthusiasm. Visitors frequently comment on the quality of the children's work and their performances.



Sports

Through our physical education programme at CA East Anglia our aim is to develop physical skills and positive attitudes to health and fitness as well as co-operation and teamwork.

Lessons cover a range of sports and games depending on the season. Pupils also have the opportunity to compete against local mainstream schools in sports such as football, cricket, netball, hockey and cross-country running. Swimming lessons are held at the local pool.



We offer a wide range of extra activities

Duke of Edinburgh Award

Senior students will have the opportunity to join in the Bronze Duke of Edinburgh Award which is taught within the school. The programme enables students to help in the community, plan and complete an expedition and develop new skills.



Pastoral Care and Support

The CA East Anglia community of pupils, staff and parents share a commitment to values that include respect for self and others, co-operation, individual responsibility and integrity. We are proactive rather than reactive in our approach, and care for ourselves and each other through:

- The creation and maintenance of strong relationships among the school staff, between staff and pupils, among pupils and their peers and between parents and the school;
- Set tutors who provide pupils with academic and personal support;
- Speech and language, occupational therapy and independent counselling provided on site;
- A PSHE programme that is integral to the life of the school and where values are not just taught but modelled by all staff;
- Recognising, rewarding and celebrating individual achievement in classes, assemblies and public events;
- Pupils being consulted about matters which affect them and having opportunities for leadership and shared ownership as Prefects, Student Council Representatives and Peer Mentors;
- Participation in activities that develop empathy and regard for self, others and the wider community;
- Pupils following a clearly defined and fairly administered code of conduct;
- Repudiating bullying in any form;
- Ensuring safety through carefully maintained buildings and grounds;
- Having fun! At special days, end of term parties or just being together, we enjoy each other's company. The friendships formed here are lasting ones.



“The school has offered what no other school could, the small, safe, nurturing surroundings, and the teachers who understand the complex conditions.”

Parent Survey

“We are so incredibly happy and absolutely blown away by the change in our child after just 3 days at Centre Academy! Every day for the last 3 years she has dreaded school, avoided it and begged me for her not to attend before refusing to go at all. Now, despite still feeling anxiety (particularly in the mornings) she actually wishes to attend school and is doing just that!! Every day she has got up, put her uniform on and bravely headed out the door which is no small feat for her. She says that settling at Centre Academy is easier than at any previous school that she’s been at previously.” Parent

Mission Statement

Centre Academy East Anglia is an independent, co-educational, day and boarding school committed to providing excellence in education for students with various learning difficulties. We offer a supportive and nurturing programme for all our students, ages 8 to 19, so that each may achieve his or her full potential.

We instil within our students an appreciation of those values we believe essential for an effective education: honesty, integrity, trust, fairness, respect, compassion and civility.

Within the school’s Christian ethos, we welcome students of any religious persuasion, any socio-economic background, any race.

We promote international understanding within our diverse student population by emphasising community as well as individual responsibility.

Finally, we are committed to the belief that excellence in education can best be achieved when a partnership exists between school, student and family.



How to Find us



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