



## THE CENTRE SCHOOL LOCAL GOVERNANCE COMMITTEE (LGC)

**Tuesday 15 November 2022**

**To be held at 6.00pm**

**At The Centre School**

### **Membership:**

Pri Pinnaduwa (Chair); Sue Raven (Principal); Martin Gerrard-Croxon; Judith Davies; Alison Jones; Kate Lees; Stuart Taylor, Richard Watson.

### **In attendance:**

**Clerk:** Melanie Basson; Jo Myhill-Johnson.

<b>Minute Reference</b>	<b>Summary of action required</b>	<b>Responsible</b>	<b>Status</b>
20.06.22	Principal to arrange in-house training session for members regarding curriculum and assessment relating particularly to TCS. Clerk to arrange suitable time in the LGC meeting calendar for session.	SR  Clerk	Spring 2023
20.09.22	Publish LGC member Declaration of Interests 2022-23	Clerk/Academy	Complete
20.09.22	Circulate examination results to the LGC	Principal	Agenda item 4
20.09.22	Identify potential new LGC members	All	Agenda item 6
20.09.22	Link Leads to send visit reports to SLT member, then to Clerk for presentation at the next LGC meeting	Ongoing	Agenda item 6
20.09.22	Publish Safeguarding policy and Positive Handling policy	Clerk, MCr	Complete

### **Agenda**

<b>Item</b>	<b>Timings</b>	<b>Subject</b>	<b>Format</b>
1	2 mins	Introductions and apologies	Oral item - Chair
2	5 mins	Declarations of interest	Oral item - Chair

3	5 mins	Minutes, action tracker and matters arising Minutes of last meeting on 20 September 2022	Papers attached (pp 3-7) - Chair
4	20 mins	Principals Update <ul style="list-style-type: none"> <li>• Assessment and baselines</li> <li>• Outcomes – Exam results 2022</li> </ul>	Papers attached (pp8-28)- Principal
5	15 mins	Policies <ul style="list-style-type: none"> <li>• TCS Equality policy 2022-23 (pp29-34)</li> <li>• TCS Equality Objectives 2022-26 (p35)</li> <li>• TCS Accessibility Plan 2022-23 (pp36-42)</li> <li>• TCS SEN Information Report 2022 (pp37-46)</li> </ul>	Papers attached (pp 29-46) - Chair
6	10 mins	Membership and LGC Link Lead visit reports <ul style="list-style-type: none"> <li>• KL Basic Skills visit 28 September 2022</li> <li>• RW PD visit 15 July 2022</li> </ul>	Papers attached (pp47-49)- Chair
7	5 mins	TCS Impact Statement 2021-22	Oral item - Chair
8	5 mins	Risk	Oral item- Chair
9	2 mins	Future agenda items and confirmation of forthcoming dates <ul style="list-style-type: none"> <li>• Date of next meeting 17 January 2023</li> </ul>	Oral item - Chair
10	2 mins	Any Other Business	Oral item - Chair



**The Centre School**  
**Local Governance Committee Meeting**  
**Tuesday 20 September 2022**  
**at The Centre School**  
**MINUTES**

Members Present:		Pri Pinnaduwa (Chair); Sue Raven (Principal), Martin Gerrard-Croxon; Judith Davies; Alison Jones; Kate Lees; Stuart Taylor; Richard Watson.	
In Attendance:		Melanie Basson (Clerk)	
Minute Reference	Summary of action required	Responsible	Status
20.06.22	Mr Gerrard-Croxon to provide comparisons between this and the previous Student Survey findings	MCr	Complete
20.06.22	Determine proposals of the Trust wide Reward and Sanctions policy in relation to TCS and report status to LGC	SR	Complete
20.06.22	Principal to arrange in-house training session for members regarding curriculum and assessment relating particularly to TCS. Clerk to arrange suitable time in the LGC meeting calendar for session.	SR Clerk	TBA
20.06.22	Consider TCS LGC membership requirements at the next LGC meeting	All	Complete - Agenda item 8
20.06.22	Link Leads to send visit reports to SLT member, then to Clerk for presentation at the next LGC meeting.	AJ, JD. All	Complete – Agenda item 9
20.09.22 Item 3	Publish LGC member Declaration of Interests 2022-23	Clerk/Academy	
20.09.22 Item 5	Circulate examination results to the LGC	Principal	Autumn 1
20.09.22 Item 8	Identify potential new LGC members	All	
20.09.22 Item 9	Link Leads to send visit reports to SLT member, then to Clerk for presentation at the next LGC meeting	PP, RW	
20.09.22 Item 10	Publish Safeguarding policy and Positive Handling policy	Clerk, MCr	

### **1) Election of Chair**

The committee raised no objections to Ms Pinnaduwa's re-appointment as Chair to TCS LGC, nor were any nominations received by other LGC members. Ms Pinnaduwa was duly appointed as Chair to TCS LGC. Clerk handed proceedings over to Ms Pinnaduwa.

### **2) Introductions and Apologies**

The meeting started at 6.00pm. Introductions were made and staff were welcomed.

There were no apologies for absence.

### **3) Declaration of interest (annual declarations)**

In advance of the meeting, LGC member declarations were reviewed, updated and confirmed. Clerk to arrange publishing.

There were no declarations of interest for agenda items regarding this meeting.

### **4) Terms of Reference and Scheme of Delegation**

The Committee Terms of Reference and the Governance Scheme of Delegation were shared with the committee in advance of the meeting, which the committee acknowledged.

### **5) Minutes, Actions and Matters Arising**

The minutes of the previous meeting held by TCS LGC on 20 June 2022 were approved and adopted as a fair and accurate record of the meeting. The summary of actions was reviewed and the table updated.

The Principal informed the committee that the Trust have introduced a Trust wide Behaviour policy, by which some changes are being implemented from September 2022, with the full policy expected to be rolled out by September 2023. As a Special School, TCS rewards and sanctions differ from the Trust model policy, therefore TCS Behaviour policy published remains unchanged.

Clerk to liaise with Principal to arrange a suitable time in the LGC meeting calendar for an in-house training session for members regarding curriculum and assessment.

The committee noted matters arising from the last meeting and updated the action tracker accordingly.

### **6) Principal's Update and questions**

The Principal informed the committee that future Principal's Update reports will be presented in the course of future LGC meetings.

The Principal informed the committee that TCS Single Central Record was audited this September and was satisfactorily up to date.

The Principal informed the committee that TCS have welcomed 24 new students and two new members of staff this academic year. TCS has 119 students currently registered on its roll.

The Principal highlighted that new students have been baseline assessed on joining TCS in September 2022. Of which eleven students had a reading age of eight years or less, with another seven students having a reading age less than five years on joining TCS.

The Principal reported the start of this academic year saw a number of issues with Taxi services transporting students to TCS, which are now resolved.

The committee were informed of significant behaviour issues including two students who absconded for over 24 hours and there has been serious damage caused to TCS front door. The committee acknowledged the level of staff resource required to deal with such issues and the need to safeguard other students.

On balance, the Principal was pleased to report that a number of TCS students have received awards for a good start to the new academic year.

Mrs Davies questioned whether the Outreach service is available to support Special Schools. The Principal confirmed that the Outreach service is only accessible to primary school settings.

Dr Jones questioned whether it would be possible to arrange for volunteers to read with students.

The Principal agreed this could be beneficial in supporting students reading but staffing and resources are still required due to the complexities of a Special School setting.

The Principal was pleased to report this summer's examination results, which saw some good outcomes with students achieving grade 1 and 2 GCSE's and BTECs. One Year 11 student, with tuition, achieved four GCSE grade 5's. Examination results will be circulated to the committee when ready to publish, later this term, Principal to arrange.

The Principal informed the committee that a meeting is scheduled this Thursday with Regional Director, Jo Myhill-Johnson and Head of Secondaries, Richard Tutt to discuss TCS SEF and TCS Academy Improvement Plan and examination result analysis. The Principal will present case studies for each student including examination outcomes achieved, and what support was offered to students in reaching their full potential.

Acknowledging the status of TCS as a Special School provision, the committee questioned whether the Trust recognises the challenging situations TCS face, compared to a mainstream school.

The Principal reassured governors this would be addressed at this week's meeting and feedback will be communicated to the committee in due course. This was accepted by the committee with a view to reviewing the outcome in addressing their concerns in relation to TCS applying differing policies and procedures as a Special School.

The Principal accepted the committee's suggestion that approaches for SEN students who require extended curriculum is included on their EHCP and are reviewed annually.

The Principal was thanked for their report.

## **7) Gold Award**

Mr Taylor informed the committee that students are engaging well with their progress against objectives set out in the Gold Award.

Dimitris Spiliotis reviewed what support is in place for students at TCS this term and some adjustments have been implemented. Mr Taylor informed the committee that TCS are getting creative with identifying work experience opportunities.

## **8) Skills Audit**

The Clerk shared the outcome of TCS Skills Audit identifying the strengths and areas of development for the current LGC membership:

Taking into consideration the recent skills audit undertaken by TCS LGC members, the committee discussed TCS LGC membership and agreed to seek to appoint more members.

Governors were asked to inform the Clerk of suitable nominees and the Principal agreed to reach out to parents, with a view to recruiting new LGC members.

## **9) Link Lead Visits**

Committee members were invited to arrange Link Lead visits to TCS in the autumn term.

Dr Jones visited TCS as Link Lead for Curriculum on 28 March and the visit report was shared with the committee.

Mrs Davies visited TCS as Link Lead for Safeguarding on 14 June 2022 and the visit report was shared with the committee.

Questions were invited.

Ms Davies and Dr Jones were thanked for their reports.

Ms Pinnaduwa and Mr Watson have visited TCS and were invited to share reports with the Clerk to arrange presentation at the next LGC meeting.

Governors were invited to complete their annual safeguarding training modules through the National College, as directed by the Clerk, to be completed by the end of September 2022.

Mandatory modules:

- Annual Certificate in Safeguarding for School Governors
- Certificate in Data Protection & GDPR for Governors and Trustees
- Certificate in Equality, Diversity and Inclusion

Non-mandatory modules (but preferable to be completed by Governors)

- Annual Certificate in Understanding Sexual Harassment and Sexual Violence for School Governors \*
- Certificate in the Prevent Duty \*\*

Keeping Children Safe Part One, Part Five, Annex B were circulated to the committee and governors acknowledged they had read and understood their responsibilities regarding safeguarding.

## **10) Policies**

TCS Positive Handling policy and Safeguarding policy have been reviewed by TCS and were presented to the committee in advance of the meeting for ratification. The LGC adopted TCS Positive Handling policy and Safeguarding policy. Clerk to arrange publishing.

## **11) Risk**

The committee identified potential areas of risk at TCS:

- Consistency of Trust policies and practices across the Trust relevance to TCS Special School setting

## **12) Future agenda items and confirmation of forthcoming dates**

Future agenda items:

- Assessment and Baselines
- TCS Impact Statement 2021-22 (PP sent to SR for review draft)

The date of the next meeting is scheduled to take place on **Tuesday 15 November 2022.**

### **13) Any other business**

The meeting closed at 7.10pm.

The LGC agreed the above to be a true and accurate record of the meeting on: 12 October 2022



# Astrea Academy Trust

INSPIRING BEYOND MEASURE

**Principal's Report**

**Autumn Term Two**

**2022-2023**

**The Centre School**

**Sue Raven**



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### Introduction and contextual Information about the school:

The Centre School is a special SEMH school, that provides education for students with EHCP's. A proportion of these students will have diagnosed conditions such as ADHD or ASD.

The school shares a site with Cottenham Village College.

### Summary Update:

	Update	Next Steps and Further Actions	Any Trust Actions
Summary of actions and progress made since the last safeguarding audit	<p>Last audit Dec 2021</p> <p>Actions completed:</p> <p>Designated teacher for LAC completed refresher training</p> <p>All staff completed First Aid training</p> <p>Chair of Governors completed safer recruitment training</p> <p>Restraint training delivered to staff team</p> <p>Supporting children with medical conditions policy updated</p> <p>Attendance policy updated</p> <p>Online Safety Policy and AUP updated</p> <p>Behaviour Management and Anti Bullying policy updated</p> <p>Positive Handling Policy updated</p> <p>Online safety 360 tool completed.</p> <p>CPOMS transfers were completed successfully</p> <p>CPOMS 7 day report reviewed weekly by DSL and DDSL</p> <p>SCR checked termly by DSL</p> <p>Health and Safety Audit, business continuity plan and Pedestrian Risk assessment viewed by DSL</p> <p>Review of Health and Safety/safeguarding information for visitors – information updated.</p> <p>Reporting a concern link made available on school website</p>	<p>Outstanding actions –</p> <p>Governors to complete outstanding training (Mel Basson has sent reminder)</p> <p>Health and safety lead to write policy document for students being transported in cars.</p> <p>Process for early intervention around attendance concerns currently under discussion, including procedure for home visits.</p>	

Trends in School	Vaping, online safety – activity via social media between students out of school hours, resulting in ‘beef’ at school. Relationship issues between younger students	Vaping being addressed in PHSE, all students have been reminded of the Student Acceptable Use Agreement (online safety) Respectful relationships being addressed in PHSE lessons.	
Update on significant cases (anonymised)	1 LAC student, many different placements, no education provision currently due to this.	School to continuing to request updates regarding education provision	
Summary of referrals made	Two referrals to social care in relation to a community safety incident and concern about family breakdown.	Social care involved, school to attend meetings and communicate with professionals as needed.	
Ofsted Qualifying Complaints	None		

#### Welfare Profile:

There are 119 students on roll and two guest students at The Centre School

Children at risk and children in need:	Current	Previous Report (start of HT1)	This time last year
Number and % of PP	64		
Number and % of LAC	3		
Number and % of young carers	1		
Number and % of students privately fostered	0		
Number and % of students with CP plan	1		
Number and % of CIN	3		
Referrals made for early help	0		
Family support assessments conducted	0		
Proportion meeting threshold	0		
CP meetings attended	2		
Number and % of students with an EHCP	119		
Number and % of students with serious medical conditions	1		
Number and % of students receiving external support: CAMHS	25		

Number and % of students receiving external support: behaviour support	0		
Number and % of students receiving external support: S and L	0		
Referrals to Channel	0		

#### SCR Scrutiny:

SCR reviewed by DSL on 12.9.22

Actions required and completed – updated information on visitor safeguarding checks and new AP provision safeguarding information updated on SCR.

#### Statutory Requirements:

Type of training	Date	Number of Attendees	Provider
Annual refresher safeguarding training	3.9.22	All Staff	DSL
CASUS information session (substance use)	20.9.22	All Staff	CASUS staff
Autism Awareness Training	9.11.22	All Staff	CCC

#### Bullying:

Aspect	Current number of incidents	Previous report	This time last year
All Bullying Incidents	5		
Racist Incidents	1		
Cyber Bullying	0		
Homophobic Bullying	1		
Transphobic Bullying	0		

## Data Analysis September/October Forecasts 2022: analysis and review

### Analysis and Next Steps

Ongoing conversations between staff and students regarding appropriate and respectful relationships, challenge to inappropriate behaviour.

### Key Performance Targets

Attainment 8 score: ALL: PP: SEND:	Grade 5+ Eng & Maths:	Grade 4+ Eng & Maths:	% of students achieving EBacc	Progress 8 score: ALL: PP: SEND:
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Priority Area	Specific Intent and Actions	Update and summary of impact to date
Reading	See document on next page 'Reading 2021-22'	
English and Maths data management	Enable data to show progress against functional skill criteria ACTION - Bromcom focus for Training Day	Further training on 28 <sup>th</sup> November 2022
Science	Measurement of progress	Further training on 28 <sup>th</sup> November 2022

### Next Steps:

Bromcom will provide progress data for all subjects by December.

## Curriculum

### EBACC Curriculum - N/A - Key Stage 3 Curriculum

The curriculum at KS3 consists of:

- Core - English, Maths, Science, PSHE.
- Options - PE, Humanities, Art, Cooking, DT, Public Services, Drama. Students choose 3 of these options.
- Extended curriculum - for all students on a daily basis.

All subjects have curriculum files detailing the curriculum content.

The curriculum focusses on the SEMH needs of the students and derives from two of the broad areas of SEN need - cognition and learning, and social, emotional and mental health. The curriculum is designed to meet the EHCP needs of students, and we believe that student outcomes improve as a

result of this.

Feedback from students and parents is very positive.

SAR is working on a succinct document to describe this.

Year Group	Areas of strength	How confident are teachers in delivering the curriculum?	Areas for Development and Next Steps
English		G	Planning to be completed for topics up until August 23.
Mathematics		G	
Science		G	
Humanities		G	
PSHE		G	



THE CENTRE SCHOOL  
COTTENHAM  
Astrea Academy Trust  
INSPIRING BEYOND MEASURE

## Reading 2021-22

Data Fields: Sept 2021, Jan 2022, March 2022, July 2022

### Sept 2021-July 2022

**2/3/22 - On Roll Yr 7 to 11 = 86 Students**

**Updated data. Additional 5 students assessed July 22.**

Average progress for all students receiving intervention for reading and spelling is that for every month that passes 2.1 months progress is made. Closing the gap between chronological age and assessed age. More than doubling expected progress.

<b>Group:</b> <i>Students who baselined with a reading (inc comprehension) and / or spelling age of 7 years or less</i>
<b>30% <sup>(26)</sup> of students at The Centre School baselined with a reading and / or spelling age of 7 years or less. Progress for these students on average is for every month that passes 1.8 months progress is made, significantly closing the gap between actual age and assessed age</b> <small>(data includes 19 students whose assessed reading and / or spelling age was 7 years or less than)</small>
<b>Year 7 to year 11</b> <ul style="list-style-type: none"> <li>30% <sup>(26)</sup> of the school cohort baselined with a reading and / or spelling age of 7 or less.</li> <li>36% of students in years 7 and 8 baselined with a read/spell age of 7 years or less.</li> </ul>

<p><b>Year 7</b>  36% of year 7 baselined with a read/spell age of 7 or less (4/11) Jan 22 increase to 5/12  <b>Progress from baseline (25/3/22):</b></p> <p><b>For every month that passes students have made on average 1.7 months progress with reading and spelling. Almost doubling progress and closing the gap between assessed age and chronological age</b>  <i>Data includes x4 students</i></p>
<p><b>Year 8</b>  38% of year 8 baselined with a read/spell age of 7 or less (8/21)  <b>Progress from baseline (25/3/22):</b></p> <p><b>For every month that passes students have made on average 2.1 months progress with reading and spelling. More than doubling progress and closing the gap between assessed age and chronological age</b>  <i>Data includes x6 students HG unable to assess and AH only recently had baseline assessment</i></p>
<p><b>Year 9</b>  18% of year 9 baselined with a read/spell age of 7 or less (3/17)  <b>Progress from baseline (25/3/22):</b></p> <p><b>For every month that passes students have made on average 2.6 months progress with reading and spelling. More than doubling progress and closing the gap between assessed age and chronological age</b>  <i>Data includes x2 students (GB)</i></p>
<p><b>Year 10</b>  23% of year 10 baselined with a read/spell age of 7 or less (3/13) (+RS4/13)  <b>Progress from baseline (25/3/22):</b></p> <p><b>For every month that passes students have made on average 2.3 months progress with reading and spelling. More than doubling progress and closing the gap between assessed age and chronological age</b>  <i>Data includes x2 students (BS)</i></p>
<p><b>Year 11</b>  23% of year 11 baselined with a read/spell age of 7 or less (5/22)  <b>Progress from baseline (25/3/22):</b></p> <p><b>For every month that passes students have made on average 1.5 months progress with reading and spelling. Closing the gap between assessed age and chronological age</b>  <i>Data includes x5 students</i></p>
<p><b>As a school we provide robust intervention that is rigorous and engaging</b></p>

- All students with an area of reading assessed with an age of 7 or less will be offered / receive intervention. Students whose read/spell age is assessed as more than 7 years, but who have reading / spelling areas that can be described as severe difficulty and / or below average are also receiving intervention (*Data for these students end of May 2022*).
- Students are receiving intervention that is highly personalised, targeting assessed gaps in learning. TCS's Intervention strategy combines continuous and reactive assessment, overlearning and repetition is key.
- TCS has devised its own programme for reading and spelling, it incorporates features from programmes such as Catch-Up Literacy, Letters and Sounds, Read Write Inc / Fresh Start, Phonic fairy. Intervention is tailored to be high interest for low level abilities. Phonic focus reading material and flash cards have been carefully selected and, in most cases, designed / written by us.
- Time is taken to source high interest reading material for low level readers.



## September 2022: Reading and Spelling New students

### Sept 22 Baseline Reading

#### ➤ Year 7 starters Sept 2022: 17 students

- 11 students have been baselined for reading – 6 more to baseline.
- 8 out of those 11 students have baselined with a reading and / or spelling age of 7 years or less than.
- 3 of those students can be described as non-readers (read age of less than 5 years)

### Sept 2021 Baseline reading

#### ➤ Year 7: 8 new students, 4 PP / FSM

- 63% <sup>(5)</sup> of students baselined with 1 or more areas of reading that can be described as severe difficulty and / or below average.
- 25% <sup>(2)</sup> of those students can be described as experiencing severe difficulty with all areas of reading assessed.
- 63% <sup>(5)</sup> of students baselined with a spelling age of less than 9 years
- 25% of students baselined with a spelling age of less than 5 years



➤ **Year 8: 5 new students (EB- JULY 21), 2 PP / FSM**

- 60% <sup>(3)</sup> of students baselined with 1 or more areas of reading that can be described as severe difficulty and / or below average.
- 40% <sup>(2)</sup> of those students can be described as experiencing severe difficulty with all areas of reading assessed.
- 60% <sup>(3)</sup> of students baselined with a spelling age of less than 9 years

## Teaching and Learning

### Teacher Grading

Grading should be based on the national Teachers' Standards and reflect the expectations in the Astrea Teaching and Learning Framework.

We have 20 staff members who teach a specific subject. This is made up of qualified and unqualified teachers.

Grading	Number of Teaching Staff	% of Teaching Staff
At Expected Standard (or better) for career stage.	20	100
Requires Improvement.		
Inadequate.		

All staff members (35) are responsible for leading activities for Extended Curriculum

Grading	Number of Teaching Staff	% of Teaching Staff
At Expected Standard (or better) for career stage.	35	100
Requires Improvement.		
Inadequate.		

Staff Receiving Support	Number of Teaching Staff	% of Teaching Staff
<u>ITT and NQT Staff:</u>	0	
ITT Support Plan e.g. TF Support Plans	0	
<u>Teaching Staff:</u>		
'Light Touch' Support	Coaching support provided for people working towards QTS 4 staff	

<b>Informal Support Plan</b>	<b>0</b>	
<b>Formal Capability</b>	<b>0</b>	

‘Light Touch’ support is support provided before moving to the ‘Informal Support Plan’ stage. This ‘Light Touch’ support could be line management support and challenge, coaching support and additional CPD. Clear targets and a timeline for improvement are required in a similar way to an informal support plan. The above process should also apply to staff in their probationary periods. Probationary Hearings would then be held if required.

### Identifying Future Leaders

	<b>Number of Teaching Staff</b>	<b>% of Teaching Staff</b>
<b>Staff ready for promotion</b>	<b>0</b>	<b>0</b>

### Department Grading

Based on an overarching ‘Quality of Education’ judgement.

<b>Subject/Department</b>	<b>Meets or exceeds the standard (green)</b>	<b>Amber</b>	<b>Falls below the standard (red)</b>
<b>English</b>			
<b>Maths</b>			
<b>Science</b>			
<b>PSHE</b>			
<b>PE</b>			
<b>Art</b>			
<b>Humanities</b>			
<b>Public Services</b>			
<b>Cooking</b>			
<b>DT/Construction</b>			
<b>6<sup>th</sup> form vocational</b>			
<b>Drama</b>			

### Rank order (and grade) subject departments against the following standard:

The department is high achieving for all pupils, including disadvantaged pupils or is improving rapidly. Progress 8 is well above national over time or is rising rapidly. Attainment outcomes at 4+, 5+ and 7+ rank highly within the trust or are gaining substantially year on year. The national subject lead agrees that this department is high performing and or high potential.

The Head of Department leads a cohesive and committed team. S/he develops new teachers to a high standard quickly and challenges weak performance robustly. Astrea T&L Framework strategies are visibly effective in every lesson. Teachers can articulate the curriculum plan and how the department's approach to teaching and to behaviour helps pupils learn more and remember more with confidence and fluency.

**The lesson environment is calm and conducive to learning. Pupils are enthusiastic and absorbed learners of this subject. Challenge is consistently high; the curriculum is inclusive and ambitious for all.**

The department is used as a model of excellence within the Trust and would be the Principal's first choice for an Ofsted 'deep dive'.

### Next Steps:

Summary of next steps to improve the quality of teaching and learning:

- Provide a succinct document detailing the SEMH curriculum, ensuring all staff are familiar and understand this.
- Monitoring and evaluation is built into termly reviews of the curriculum and teaching.
- To ensure that skills and abilities are applied by students in all aspects of the school.
- Bromcom is used effectively to provide data as required.

## Behaviour and Culture

### Behaviour Data:

The curriculum is working well for the vast majority of students. When it is not so positive, it is not the curriculum, but issues the student maybe experiencing, usually out of school. Some of these students are fine some days, and not able to cope on other days. The bottom line for us has to be the smooth daily running of the school, safeguarding and the awareness of CVC. If we experience problems on a regular basis, then we will work with the student offsite or if the case is very difficult, use other providers.

What we do:

- Any behavioural incidents are logged on Bromcom.
- Poor behaviour is also recognised on scorecards, which is followed up by house teams.
- Exclusion (often used to give the school time to regroup)
- Offsite education done by TCS staff
- Use of Alternative Provision
- Use of our farm
- Contact with parents/carers

Other punitive measures are **not** effective in this setting and would lead to confrontation and aggression.

#### Suspensions:

	All Students	PP Students	SEND Students	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Number of Suspensions	18	14	18	1	1	5	9	2	0	0
% Of Cohort	15.1%	16.6%								
Total Days	29.5	23.5	29.5	2	1	9	14.5	3	0	0

#### Suspension analysis and commentary:

*Close monitoring of all year 10 and 11 again. Some improvement but a dip just lately - non-compliant/disruptive/refusal to attend lessons.*

*1 serious assault - provision for this student is now offsite. Emergency annual review arranged to ensue that the LA pay for provision and transport until a new placement can be found.*

*Generally positive feedback from students, parents and visitors.*

#### Behaviour and Culture Next Steps:

*Continue to closely monitor and address behaviour in year 10 and 11.*

## Attendance

	Key Attendance Target	This time last year	Year to date
Whole School		79.7%	78.9%
Individual Student			
Pupil Premium		76.8%	77.4%
SEND		79.7%	78.9%
Maximum % of pupils who are PA:			
% of PP pupils who are PA:		60.8%	54.5%
% of SEND pupils who are PA:		53.3%	54.2%

The attendance for students at AP – 36.8%

We have very few students who attend AP. Therefore, this figure has been largely impacted by one or two students.

There are no students moving off roll to EHE.

## SEF and ADP Update

### SEF Update:

Key Judgement	Previous SEF Grade	Current SEF Grade	Progress Made
Overall Effectiveness	G	G	
Quality of Education	G	G	
Behaviour and Attitudes	G	G	
Personal Development	G	G	
Leadership and Management	G	G	
Sixth Form	G	G	

### Challenge Partners

#### WWW - Leadership at all levels

1. Leaders verbalise the rationale for the curriculum design well. They reference the importance of the content of each young person, including when they enter The Centre and their baseline assessments. Such information informs which groups the young person will begin their learning with, using the targets from the EHCP to influence the teaching.
2. Leaders make it clear that, whilst the activities may be adapted, young people in each group strive for the same end points. Units of study are adapted according to the group's current attainment. For example, baseline assessments for a group in PE demonstrated that the young people would not succeed if the initial plan was followed. This led to leaders and staff considering how success could be better engineered in order for the young people to reach the stated end points. This led to games being related which required the young people to practise key skills. These skills would be needed in order to be successful in future games.
3. Deliberate curriculum planning ensures that pertinent learning occurs with each young person acquiring relevant skills and knowledge. For example, if a young person arrives after classmates have studied online safety, then gaps in knowledge are addressed in basic skills sessions. House teams consist of 12-15 young people. This number enables discussions to develop whilst ensuring that each young person has a voice to show their understanding.

### ADP Update:

RAG rated each objective as follows:

**Red:** Not yet started; little or no progress made

**Amber:** Some progress made towards objective.

**Green:** Objective achieved; evidence of impact

Quality of Education			
Objective	Key Actions	RAG	Update of Progress Made
QE1 To build on the very best practice to ensure that the quality of education is high in all areas.	1.1 – Establish working groups (as in English and Gold Award) to peer monitor and share Practice. 1.2 – Identify areas for development through feedback, walks and observations. 1.3 – Training for all staff so that they are ambitious for all students.		Challenge Partners review has been completed. Learning walks are ongoing. Lesson monitor is being fixed. Groups have met but impact is yet to be seen.
QE2 To establish a more effective monitoring system for students that maybe educated by Centre School staff off-site for 2 to 3 days per week.	2.1 – Ensure teaching staff are providing work and that completed work is returned to them for marking. 2.2 – Check in with staff (via email) fortnightly 2.3 – Leaders will ensure that progress is assessed, and needs are being appropriately met.		Booklets made for English at all levels. Regular meetings taking place Folder of evidence for all students available. Impact shows that progress is clear. All students are engaging, and staff are clear about what they are doing.
QE3 To seek a Baseline Assessment for Maths that better suits the Functional Skills criteria from EL1 to L2.	3.1– Research Baseline Assessments available 3.2- Contact other Special Schools to see what they are doing/using. 3.3- Trial any assessments and then select the most suitable.		Need next steps now about what they are doing. Baselines now in place and recorded. This action now needs to be upgraded.
QE4 To continue to provide and monitor different or additional interventions in order to improve outcomes.	4.1- Ensure outcomes on the plan are being met. 4.2-Focused training to ensure needs are being met e.g., autism, trauma, ODD		Autism training for all staff is taking place. Trauma informed work is on-going.
Behaviour and Attitudes			
Objective	Key Actions	RAG	Update of Progress Made
BA1 To explore alternative	1.1 – We have some strategies in place, the most common being off-site education.		Off-site work to continue. This is now well organised.

strategies to fixed term exclusion.	<p>This is costly in terms of staffing but alleviates the impact of certain students in lessons. This will continue.</p> <p>1.2 – To explore other options e.g., later start time, use of bungalow if space.</p> <p>1.3 – To challenge staff for whom this is the immediate go to response.</p> <p>1.4 – Use data to identify any key triggers or times e.g., between lessons for extreme behaviour.</p>		<p>We are using a later start for some students (mainly 9:25am) and this has helped us get off to a calmer start. Data shows nothing in terms of patterns.</p>
BA2 To reduce the number of FTE, particularly repeat.	<p>2.1 – Look at data available on Bromcom for certain students and see if there are things we can change.</p> <p>2.2 – Staff training to re-visit vigilance, awareness, things adults can do to help.</p> <p>2.3 – Accept that there will always be a need but ensure we work through strategies including EAR's to discuss with LA.</p>		<p>Constantly monitoring and addressing.</p> <p>We have to be very careful about our use of FTE, but have taken the decision to exclude when needed.</p>
BA3 To continue to embed the SEMH descriptors that were introduced last year.	<p>3.1 - MGC to monitor RoA's in House Teams.</p> <p>3.2 - House Heads to share resources and good practice.</p> <p>3.3 - Parents/carers to be kept fully informed of progress by House Teams.</p>		MGC to report.
BA4 To continue to ensure that the attendance is a focal point for staff and students at the school.	<p>4.1 - Explore the possibility of enhancement to the team.</p> <p>4.2 - Continue to use systems in place.</p> <p>4.3 - Tighten up on recording on Bromcom.</p>		Sample notes show thoroughness of the work that is going on.
<b>Personal Development</b>			
<b>Objective</b>	<b>Key Actions</b>	<b>RAG</b>	<b>Update of Progress Made</b>
PD1 To continue to improve the House system following the re-organisation at easter.	<p>1.1 – Regular meetings of House Heads to share good practice and to feedback on issues that are arising e.g., accuracy of point system.</p> <p>1.2 – Ensure that House Team sessions are meaningful.</p> <p>1.3 – Ensure that Records of Achievement are up to date and that students are able to talk about their engagement.</p>		<p>This is in place and issues are dealt with effectively.</p> <p>1.4 - this is good.</p>

	1.4 – Ensure that parents/carers are kept fully informed by House Teams and Bromcom is kept up to date.		
PD2 To introduce 1-1 careers meetings for students using an outside provider.	2.1 - Timetable meetings appropriately so that students are willing to attend. 2.2 - Ensure meeting notes go to parents/carers and are filed in Record of Achievements. 2.3 - Provide visits to work placements.		This has happened. All students in 10-14 have had 1:1 meetings for next stage applications post-Christmas.
PD3 To offer further exciting learning opportunities linked to the curriculum e.g., Public Services - Duxford Visits, PE - Grafham, Art - Van Gough Exhibition	3.1 - Curriculum teams to work together to plan this.		We have had several residentials this term. Evidence at end of document.
<b>Leadership and Management</b>			
<b>Objective</b>	<b>Key Actions</b>	<b>RAG</b>	<b>Update of Progress Made</b>
LM1 To ensure that there is robust line management in place for all staff.	1.1 – To draw up roles and responsibilities for staff, with clear line management. 1.2 – To ensure that all line managers are clear about processes and are also fully aware of the School Improvement Plan. 1.3 – To give time in the meeting schedule to ensure that time is available for line management.		Ongoing The AIP has been used by all staff to inform on their appraisal targets.  Time is a major issue at the moment.
LM2 To ensure that there is robust quality assurance of the Gold Award in all areas.	2.1 – Termly 1-1 meetings with Stu Taylor to ensure actions from last term are in place. 2.2 – Termly meeting of group to discuss further developments. 2.3 – All leaders to meet with Claire Fouracre to ensure work experience is embedded in the award structure. 2.4 – Staff to ensure that students are aware of the criteria they are working towards and what they need to do next in order to gain the award.		We should have time this half term in a meeting to build this in.  Work experience is in place for several students.
LM3	3.1 – School to provide time for key staff to build on work already		Ongoing



To continue to explore external funding opportunities.	started and to continue to apply for funding opportunities (1 day per half term). 3.2 – Key staff to seek support from the trust.		We have had meetings RE: ongoing offer and are awaiting a final decision.
LM4 To continue to strengthen leadership by improving staff skills.	4.1 - Identify areas of strengths and weaknesses 4.2 - Develop a clear plan to improve leadership within TCS.		Training
<b>Sixth Form</b>			
<b>Objective</b>	<b>Key Actions</b>	<b>RAG</b>	<b>Update of Progress Made</b>
SF1 To increase the number of Vocational qualifications offered.	1.1 – To explore the on-line Personal Training qualification and to offer this in school. 1.2 – To explore land-based/animal qualifications using the farm, or to build this into the Gold Award.		This has been done and is in place. Bricklaying is also in place.
SF2 To continue to find work placements that support the Gold Award and progression onto the next stages.	2.1 – Work placements that are not costly need to be found. 2.2 – Explore building shorter opportunities into the Extended Curriculum e.g., 2-hour placement at the gym.		
SF3 To provide 1-1 careers advice, work placements and visits to raise awareness of opportunities after 6 <sup>th</sup> Form.	3.1 - Careers advice though Form the Future 3.2 - Work placements on-going, several new places 3.3 - Visits to be planned		Careers advice has been given 1:1 to students in years 10-14. Website has been updated.
SF4 To ensure that the 6 <sup>th</sup> Form timetable is creative and different thus giving opportunities for extended learning.	4.1 - Re-write of the timetable 4.2 - New courses to be introduced 4.3 - Longer sessions to support improved life skills e.g., cooking		Timetable has been rewritten to incorporate longer sessions. This is in place and thus more meaningful work is being covered e.g., opportunities to cook more complex dishes as there are longer sessions available.

## Operations and Site Update

- HR and Staffing
  - *2 vacancies have been advertised*
- Staff Attendance
  - *16 days absence for sickness*
- Site maintenance/improvements and any projects
- New signage update of progress
- An update on next steps following the ROM/RD Review conducted in September

## Number on Roll Update

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13+	Total NOR
October 22 Census	19	12	27	21	15	14	11	119
1 <sup>st</sup> September 22	2	12	22	19	14	13	11	93
5 <sup>th</sup> September 22 (start of term)	18	12	24	21	15	14	11	115
October 21 Census Date taken - (13/10/21)	10	19	15	11	22	12	15	104

### Leavers and Joiners:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Leavers since 1 <sup>st</sup> September 22	0	0	0	0	0	0	0	0
Joiners 1 <sup>st</sup> September 22	18	0	6	2	1	1	0	28

### Elective Home Education:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
EHE since 1 <sup>st</sup> September 22	0	0	0	0	0	0	0	0
EHE 2021-22	0	0	0	0	0	0	0	0

## Any Other Academy Matters

### Brenscombe Residential – 3rd – 7th October 2022

The Centre School have been running the Brenscombe trip now since 2015. It has been hugely successful in bringing together students from our school who may never have had the opportunity to take part in a week-long residential.

This October's trip was the first aimed more at our older students who, we felt, could manage day-long challenges where we could broaden their experience and increase their sense of achievement.

Ten students were offered a place which included: - 3x Year 12, 3x Year 11, 2x Year 10 and 2x Year 9.

60% of the group were made up of Pupil Premium students.

The activities on offer - A night time orienteering challenge (to promote teamwork) A whole water sports day in Poole Harbour followed by a night time Crate stack challenge. A new coastal walk challenge to Hedbury Quarry where students did abseiling and rock climbing on arrival. Thursday was intended as a much anticipated coasteering activity which was sadly called off due to poor weather. The replacement activity was greeted with much enthusiasm which highlighted the resilience of the students taking part.

During the week our students understand that devices and mobile phones must be handed in. They are returned to the students each evening for an hour to contact home and share the days adventures. With no TV in the farmhouse, students get opportunities to mix as a larger group and to get to know people that they don't usually interact with in school. These relationships are some of the staff's favourite discoveries within the group.

Students work exceptionally well together over the course of the week and are often pleasantly surprised at their new-found friendships.

As ever, there are always some stand out moments. This trip was notable due to Justin and Shaun, who are both quiet in school but came out of their shells while away and entertained everyone. It was equally notable because of Rhys and Harvey who went out of their way to encourage and support the whole group throughout our activities.

All in all, this year's residential has been a great success. It has given our students the chance to live away from home, in shared accommodation, and take responsibility for themselves. They organise themselves to take turns with chores and enjoy interacting with both peers and staff. The daily activities allow them to take part in tasks that they may find daunting; facing their fears more confidently because they feel supported by the group.

**The Centre School Battlefields trips** have been running since 2012. They have developed from a simple, one-day visit to the Ypres area of Belgium into a complex, three-day tour covering a number of sites across France and Belgium.

The trips are unforgettable experiences for our students, and also for the staff who accompany them. For some young people, just going somewhere without their family, or travelling outside the UK is new and exciting. We support them all the way, from helping with passport applications to being there to share the emotion of walking in the bloodstained bootprints of the Tommies.

The students go through a programme of preparation in the weeks before the trip, so that they have some understanding before they travel. This period also serves as vital teambuilding before we embark on the long journey.



As we travel, the students learn about the Great War, but they also learn about themselves. They learn to share experiences, share emotions, trust each other and be part of a team. Students who struggle with anxiety in the bustle of school find themselves relaxing, and we start to see wonderful new aspects of our young people.

The bonds formed on our Battlefields trips never break – ask the boys from the very first trip. They still follow the school's social media and still talk about their experiences.

Back in school, students often display new-found confidence and commitment, and better relationship with peers and staff. Students who have been on the trip are very keen to

spread the work and encourage younger peers to aspire to make the journey.



The Centre School Battlefields trips are powerful and memorable – ask anybody who's been!



## Equality Policy

Date	6 October 2022
Written by	Jenni Machin – Head of SEND, Astrea Academy Trust
Date adopted by The Centre School LGC	15 November 2022 (TBC)
Review Date	September 2023

This single policy replaces separate policies on race, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the **Equality Act 2010** and **non-statutory guidance** set out by the government in December 2011 and March 2012. Part One sets out the aims to promote equality of opportunity and comply with the Act; Part Two sets out the legal duties which are referred to in Part One.

### **Part one**

The primary aim of The Centre School is to enable all pupils to take part in educational as well as social and emotional learning by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential.

The Centre School will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation).

This means:

- We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities and wider curriculum on offer. We will make reasonable adjustments to ensure the learning environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to The Centre School. We are also committed to ensuring staff with a disability have equality of opportunity. We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- We will regularly consider the ways in which the taught and wider curriculum will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action. We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and

help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.

- We will monitor the progress and achievement of pupils by relevant protected characteristics. This information will help The Centre School to ensure that individual pupils are achieving their potential, that the provision is being inclusive in practice, and trends are identified which inform the setting of our equality objectives.
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.
- Staff will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, staff will ensure that all pupils are able to take part in extended-curricular activities and residential visits. The Academy welcomes a diverse range of candidates and encourages those who are currently under-represented to join.
- We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources the Academy will take every opportunity to promote and advance equality.
- Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying. We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Throughout the year, the Academy will raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination.
- We will regularly seek the views of pupils, parents, advisory staff and visitors to the Academy, to ensure that the Academy environment is as safe and accessible as possible to all Academy users. We will regularly review our accessibility plans.
- We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.
- The Centre School will establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning. These equality objectives will be reviewed in line with statutory guidance.
- When drawing up policies, it is best practice to carry out an equality impact assessment (EIA) to ensure a policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics. As a minimum, the governing body (or equivalent) must consider to what extent a new/revised policy, practice or plan meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations should it feel the policy, practice or plan could be improved to fulfil the Duties.



## **Part Two**

### **Our Legal Duties**

Legislation relating to equality and discrimination is laid out in the Equality Act 2010.

This legislation covers employment (work), the provision of services and public functions, and education.

Employers are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

### **The 'Protected Characteristics' within equality law are:**

**Age** - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds).

Age discrimination does not apply to the provision of education, but it does apply to work.

**Disability** - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

**Gender reassignment** - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the Academy will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any Academy environment.

**Marriage and civil partnership** – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.

**Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.

**Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.

**Religion and belief** - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent an Academy from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.

**Sex** - A man or a woman.

**Sexual orientation** - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant. For example, a child may have an older sibling or parent who is gay. Academies with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

*It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, an Academy must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.*

## **‘Prohibited Conduct’ (acts that are unlawful):**

**Direct discrimination** - Less favourable treatment because of a protected characteristic

**Indirect discrimination** - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.

**Harassment** - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.

**Victimisation** - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.

**Discrimination arising from disability** - Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) **and failure to make reasonable adjustments.**

**Gender re-assignment discrimination** - Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).

**Pregnancy/maternity related discrimination** - Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.

**Discrimination by association or perception** - For example, discriminating against someone because they “look gay”, or because they have a gay brother; discriminating against someone because they care for a disabled relative. This is direct discrimination against someone because they associate with another person who possesses a protected characteristic.

*Academies are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.*

## **Public Sector Duties (applies to Academies):**

An Academy must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

- Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
- Advance equality of opportunity (remove or minimise disadvantage; meet people’s needs; take account of disabilities; encourage participation in public life).
- Foster good relations between people (tackle prejudice and promote understanding).

*In practice, ‘due regard’ means giving relevant and proportionate consideration to the duty, so decision makers in Academies must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.*

## **Reasonable Adjustments and Accessibility Plans (Schedule 10)** Academies are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.
- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility Plans which will increase disabled pupils’ access to the Academy curriculum
- Improve the physical environment
- Improve provision of information.

The duty is an anticipatory and continuing one that Academies owe to disabled pupils generally, regardless of whether the Academy knows that a particular pupil is disabled or whether the Academy currently has disabled pupils. The Academy will need to plan ahead for the reasonable adjustments that it may need to make, working with the **relevant admissions authority** as appropriate.



**For more information, download guidance from the DfE:**

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

and **Equality Human Rights website:**

<http://www.equalityhumanrights.com> which includes the guidance for education providers

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion.

Aspects of educational legislation have also promoted equal opportunities, for example the Education Act includes a duty for local authorities to educate children with special educational needs in mainstream schools wherever possible.

**Responsibilities – Governance (Executive and Local Governance Committee);**

- Ensure that the Academy complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Principal.
- Ensure all other Academy policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.

**Principal**

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. Academies should no longer require job applicants to complete a generic health questionnaire. Neither should an Academy seek out past sickness records until they have made a job offer.
- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

**All staff**

- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

**Pupils**

- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

**Visitors (e.g. parent helpers, contractors)**

- To be aware of, and comply with, the school's equality policy.
- To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.

## Appendix Definitions

**Equality** - This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.

**Inclusive** - Making sure everyone can participate, whatever their background or circumstances.

**Diversity** - Recognising that we are all different. Diversity is an outcome of equality and inclusion.

**Cohesion** - People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.

**Community** - From the Academy's perspective, the term "community" has a number of meanings:

- The Academy community – the students we serve, their families and the Academy's staff.
- The community within which the Academy is located – in its geographical community, and the people who live and/or work in that area.
- The community of Britain – all Academies by definition are part of it.
- The global community – formed by European and international links

**Gender dysphoria** is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity. Biological sex is assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person "identifies" with, or feels themselves to be.

## **The Centre School (Autumn 2022-26)**

### **Equality objectives**

#### **Overall Target**

To actively encourage positive attitudes towards those with protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy & maternity, race, religion & belief, sex, sexual orientation) and to meet their needs.

#### **Intended Impact**

The Centre School is fully inclusive and there is equality of opportunity for all.

<b>Action</b>	<b>Success Criteria</b>	<b>Intended Impact</b>
To continue to actively promote positive attitudes towards others and awareness of equality and diversity	<ul style="list-style-type: none"> <li>• Opportunities are embraced to enrich multi-cultural and multi-faith education</li> <li>• British Values are promoted</li> <li>• Issues of identity, equality, racism, rights and responsibilities are explored with the children</li> </ul>	Children treat others with dignity and respect and understand the effects of discrimination.
To continue to ensure equality of access for pupils, parents and visitors.	<ul style="list-style-type: none"> <li>• All stakeholders have access to the school site (reasonable adjustments are made where necessary)</li> <li>• School documentation is produced in an accessible format (where needed)</li> </ul>	The Centre School is accessible for all.
To promote positive attitudes towards diverse families and home situations.	<ul style="list-style-type: none"> <li>• Staff include diversity / prejudice awareness in teaching</li> </ul>	Children understand and value the diversity that surrounds them and challenge prejudice and stereotyping
To strive to make enrichment and extended curriculum activities accessible	<ul style="list-style-type: none"> <li>• Pupils participate in all extended curriculum activities (reasonable adjustments are made where necessary)</li> </ul>	All pupils' needs are met and all take as full a part as possible in the activities of the school.
To continue to work well in partnership with all parents	<ul style="list-style-type: none"> <li>• Positive relationships exist with all parents (including those with protected characteristics, single parents, vulnerable families, working parents and parents who are reluctant to engage)</li> <li>• Parent feedback is sought, considered and acted upon as appropriate (eg meetings, surveys)</li> </ul>	All parents feel supported and included in the life of the school and their children's learning.

## Accessibility Plan

Date	6 October 2022
Written by	Jenni Machin – Head of SEND, Astrea Academy Trust
Date adopted by The Centre School LGC	15 November 2022 (TBC)
Review Date	September 2023

### Introduction

It is our intention to remove, as far as we can, those barriers which make it hard for students and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to students and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a *‘physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’*

This definition provides a relatively low threshold and includes more students than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Equality Act 2010 sets out the legal obligations that schools, local authorities and others have towards disabled students and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled students and young people;
- They must not discriminate for a reason arising in consequence of a child or young person’s disability;
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled students and young people are not at a substantial disadvantage compared with their peers;

- This duty is anticipatory – it requires thought to be given in advance to what disabled students and young people might require and what adjustments might need to be made to prevent that disadvantage;
- Schools are allowed to treat disabled students / young people more favourably than non-disabled students / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school can offer;
- Public bodies, including academies, are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled students and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled students, the steps taken to prevent disabled students being treated less favourably than others, the facilities provided to assist access of disabled students, and their accessibility plans.

An accessibility plan is a plan for, over a prescribed period—

- increasing the extent to which disabled students / young people can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled students / young people are able to take advantage of education and associated services provided or offered by the school; and
- improving the delivery to disabled students / young people—
  - within a reasonable time, and
  - in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents,
 of information which is provided in writing for students / young people who are not disabled.
- An accessibility plan must be in writing.
- During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it.
- It is the duty of the responsible body to implement its accessibility plan.

Schools have had a duty to produce an accessibility plan since September 2002.

### **The Centre School's Context**

We are a Special school catering for pupils with Social Emotional and Mental Health needs for who age from 11 years to 16 years. The school comprises of 4 buildings on a site adjacent to Cottenham Village College. The buildings cover a small site and most are of one storey construction, with one building of two storey construction (lift access available in the two storey building).

In October 2022, we had 119 students with social emotional and mental health needs on roll. A number of these pupils also have additional needs.

As part of accessibility planning, we will;

- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for students / young people so that we can improve the access for both individuals and groups;
- work to provide an atmosphere where all students / young people feel safe and valued;
- promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- examine those parts of our active and extra-curricular activities which may have limited access for students / young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

### **Access to this plan:**

This plan will be made available on the school website and upon request to anyone that requests it. If you require a copy of this plan, or any other policy, in a different format, please contact the school.

### **Other School Policies & Documentation**

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equal Policy and Objectives
- Positive Handling
- Supporting pupils with medical conditions
- Inclusion
- SEN Information Report
- Behaviour Management / Anti Bullying
- Safeguarding and Child Protection

The Complaints Procedure covers the Accessibility Plan.

## The Centre School Accessibility Plan

Target 1: To increase access to the curriculum				
Objective	Strategy	Outcome	Timescale	Review
To ensure that all students have access to the physical aids which they need to access their learning.	<p>Use of Education Health Care Plans to highlight physical aids, e.g. workstations, ICT equipment which the students require to access their learning.</p> <p>Liaison with relevant professionals to ensure this information remains up to date.</p>	<p>All students in the school receive the physical aids which they require.</p> <p>Barriers to learning are minimised for every child in this respect.</p>	Ongoing	
To ensure that all work is effectively scaffolded and adaptations made to meet the needs of individual students.	Teaching to ensure that students have access to challenging work through scaffolding and adaptations - deepening understanding, promoting independence and enabling students to achieve	All lessons at The Centre School are appropriately scaffolded to meet the needs of each individual child enabling pupils to access a challenging curriculum	Ongoing. (To be reviewed annually – Autumn 2023)	
To ensure that the range of skills and experience available within The Centre School is diverse and up to date in order that the school is better able to assess and provide for student needs	<p>Current skills, training and experience are regularly reviewed.</p> <p>Training to address areas for development is sought in response to routine monitoring or in anticipation of working with a child with relevant needs.</p> <p>Regular INSETs make use of a range of different specialists to ensure skills are kept up to date and relevant.</p>	Staff are confident at identifying individual students' needs and planning to meet these. Students benefit from an enriched curriculum which targets their needs and ensures that they have full access to the curriculum.	Ongoing	
To ensure the needs of individual students continue to be met during off site activities.	<p>Off-site enriched learning activities are carefully planned, taking into account the needs of individual students involved.</p> <p>Additional support provided for individual students with identified needs in order that they can access off-site enriched learning opportunities to support</p>	All students will be able to benefit from the full range of learning opportunities regardless of their location.	As necessary	

	their personal development and wider curricular-learning			
To ensure that all staff have a good awareness and understanding of all the students at The Centre School and work together to meet their needs.	<p>Twice weekly briefings (one staff meeting and one House Team meeting) ensure that lines of communication are clear and open and as such all staff are aware of the general needs of individual pupils e.g. needs relating to communication, medical needs such as allergies. Any information that needs urgently sharing is done so by email and verbal communication.</p> <p>Termly Parent / Carer home visits /meetings are held as well as Annual Reviews – during which additional information can be obtained and used to inform the curriculum offer.</p> <p>Close links are established with external professionals working with the child to ensure their advice on supporting the child remains relevant.</p>	<p>The full needs of individual students are ascertained and then reviewed on a regular basis giving all professionals a clear and holistic picture of the child they are working with.</p> <p>Students are more likely to have needs met as a result.</p>	<p>Weekly House Team meetings</p> <p>Weekly staff briefings / meetings</p> <p>Termly parent home visits and Annual Review meetings.</p> <p>On-going informal parent meetings.</p> <p>Liaison with external professionals and agencies where necessary.</p>	
NB: Where access to the curriculum is not immediately possible for individual students despite the above measures, we will enter into discussion with appropriate LA representatives to devise and make reasonable adjustment to facilitate that access.				



### Target 3: To increase access to written information in the school

### Target 2: To increase physical access to the school

Objective	Strategy	Outcome	Timescale	Review
To ensure that all students have access to the learning areas which they need to access.	<p>Use of Education Health Care Plans to highlight physical aids, e.g. workstations, ICT equipment which the students require to access their learning.</p> <p>Liaison with relevant professionals to ensure this information remains up to date.</p>	<p>All students in the school receive the physical aids which they require.</p> <p>Barriers to learning are minimised for every child in this respect.</p>	Ongoing	
To ensure that all students have their medical needs met.	The Centre School's Administration of Medication Policy outlines provision for students who require prescribed medication throughout the school day.	All students receive the prescribed medication which they require.	<p>Ongoing in response to individual needs of child.</p> <p>Policy to be regularly reviewed.</p>	
To ensure that the Centre School is accessible by all persons needing to use it.	<p>The Centre School currently has:</p> <ul style="list-style-type: none"> <li>• Disabled toilet.</li> <li>• Disabled entrance to main building as well as lift access to the classrooms in the 2 storey building (upper floor)</li> </ul> <p>To ensure that all pupils have access to all learning activities, considering disabled access to the 2 modular buildings on the site and/or the re-deployment of rooms. To liaise with Astrea Estates team to inform building / site developments.</p>	<p>The main school building and classrooms are accessible to all, including those with disabilities.</p> <p>Pupils to have access to all learning activities through the use of accessible rooms as needed (considering the access to the modular classrooms)</p>	Ongoing maintenance of building. (Longer term objective)	

NB: Where access is not immediately possible for individual applicants for places/jobs or other visitors despite the above measures, we will endeavour to make reasonable adjustments to facilitate access.

Objective	Strategy	Outcome	Timescale	Review
To ensure that information which is produced by The Centre School is accessible.	<p>Adjustments such as enlarging text/pictures or changing seating arrangements made where appropriate for individual students or groups.</p> <p>Similar adjustments made upon request to information designed for staff, parents and/or the general public.</p> <p>Use of pictorial/visual cueing in classrooms and across the school to support information sharing as required</p>	All information disseminated by The Centre School (including that within the classroom) is able to be used by its intended audience.	Ongoing and in response to individual needs of students, staff, parents or members of the general public. (Long term objective)	
Look at alternative ways of providing information – eg audio versions for people with visual impairments or signing / communication support (as needed)	Seek advice from external agencies, the Trust Inclusion team and the Local Authority Hearing Impaired and Visually Impaired Services for advice and strategies to support communication as required.	Relevant school information is stored in different formats and is therefore accessible to all those wishing to use it (as required)	Ongoing process as needed  <i>(Aut 22: No HI/VI pupils at present)</i>	
It ensures all signage around the school is clear and able to be used by all staff, students and visitors to our school.	Plan to ensure all signs are suitable for all those using our school.	All signage at The Centre School is informative, attractive and accessible to all those wishing to use it.	Before next review date.	
NB: Where access to written information is not immediately possible despite the above measures, we will endeavour to make reasonable adjustments or to put in place training programmes which will facilitate that access.				

### How will this policy be monitored and evaluated?

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated in accordance with the agreed timeframe.



# The Centre School, Cottenham

## SEN Information Report – Autumn 2022 (To be reviewed Autumn 2023)

By law, we must publish on the website information about the implementation of the policy for pupils with SEN – this will relate to the Inclusion Policy of the Trust. This must be published annually and the school will endeavour to update any changes to the information occurring during the year as soon as possible. This SEN Information Report should also be read in conjunction with the school's SEN Policy and Accessibility Plan (explaining how the school meets its duties under the Equality Act 2010 (and updates issued in 2012)).

<b>The kinds of special educational needs and disabilities (SEND) that are provided for in school</b>
The Centre School educates pupils with Social Emotional and Mental Health difficulties. Some of our children also have additional Special Educational Needs. All children attending the school must have a 'Statement of Special Educational Needs' or an Education Health Care Plan. In order for your child to receive an Education Health Care Plan you will need to contact the local authority or the school SENCO if they are at a school or nursery to initiate this process.
<b>Name of contact details if a parent has concerns</b>
<ul style="list-style-type: none"> <li>• Headteacher – Sue Raven</li> <li>• Head of Student Welfare and Safeguarding – Annabel Gerrard Croxon</li> <li>• School Office – 01954 288789</li> </ul>
<b>Policies for identifying children and young people with SEND and assessing their needs</b>
<p>This section is applicable to mainstream schools as our pupils have a Statement of Special Educational Need or an Education, Health and Care Plan. However:</p> <ul style="list-style-type: none"> <li>• Pupils are constantly observed and progress noted.</li> <li>• The school works closely with therapists and external agencies to identify the holistic needs of every child.</li> </ul> <p>Policies in school that support this are the:</p> <ul style="list-style-type: none"> <li>• Inclusion Policy</li> <li>• Behaviour Management and Anti-Bullying policy</li> <li>• Positive Handling Policy</li> </ul>
<b>Arrangements for consulting parents of children with SEND and involving them in their child's education. Arrangements for assessing and reviewing children and young people's progress towards outcomes, including opportunities available to work with parents and young people as part of this assessment and review</b>
The school caters for students from a wide area so in order to ensure that parents/carers are kept fully informed. Staff visit homes on a termly basis to discuss pupil progress, provision and to plan pupil outcomes and targets. These meetings are always held on the first day of each term. In addition to these meetings, parents and carers are welcome to contact the school as often as they

need to. The school also aims to keep home fully informed of events in school. Each Year (when able) the school holds an Open Evening which is always well supported by students and their wider families plus members of the Local Governance Committee and other community members. Students are able to show some of the work and activities that they have participated in throughout the year.

Parents / carers are also part of the annual review process (related to the Education Health and Care Plan statutory process) and are consulted with about the progress and provision for their child.

#### **Arrangements for consulting young people with SEND and involving them in their education**

Pupils, where they are able to contribute, are consulted at every opportunity with regards to their education. For example:

- Their views are sought at Annual Person Centred Reviews.
- Where appropriate, Looked After Children's views are sought at their review and target setting meetings.
- Pupils are offered choice making decisions as part of the extended curriculum offer.

#### **Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people**

When joining the school, a personalised tailored approach will be adopted according to the individual need of the pupil. This may involve home visits or support visits to prior settings. The transferral of information from previous settings also takes place.

When leaving The Centre School to attend an alternative school, the same process will take place in terms of sharing information and visits to the school or next setting.

Post 16 provision is planned for very carefully through a series of planned events, educational trips and work experience opportunities specifically designed to formulate the best possible transition to adult life.

The Centre School staff accompany pupils on visits to further educational settings they may transfer to after The Centre School; hopefully ensuring a smooth and effective transition.

#### **Approach to teaching children and young people with SEND**

Our school offers students:

- Learning that will provide them with the functional skills for everyday life beyond the school.
- Effective teaching that enables students to make progress.
- A learning environment that promotes an understanding that in any establishment there has to be boundaries, discipline and routine.
- Opportunities to achieve to the best of their ability both in and out of the classroom.
- Opportunities to succeed both in and out of the classroom, through an extended curriculum.
- Appropriate adult relationships that offer positive feedback and interaction.
- The opportunity to build relationships based on mutual respect and trust.
- An education that values all, and respects diversity.
- Opportunities to explore emotions and an understanding of how behaviour impacts on others.
- A variety of learning experiences.

This is supported by an enriched and extended curriculum offer. Students learn at an early stage that the use of public facilities brings with it a need to understand what is and what is not acceptable behaviour.

**How adaptations are made to the curriculum and the learning environment of children and young people with SEND; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEND:**

The Centre School recognises that our students are not usually confident about their abilities, particularly with regard to literacy and numeracy. We aim to:

- Instil confidence in small ways and in different areas. We recognise areas in which a student may feel confident and encourage them to use skills gained in other areas which they find more difficult.
- Give students opportunities to learn in environments in which they do feel confident e.g. developing reading skills in the kitchen whilst cooking.
- Enable students to experience opportunities to learn a wide variety of skills.
- Give all students opportunities to experience some success each and every day.
- Celebrate success in a wide variety of ways.
- Ensure that confidence building underpins everything that we do. Students that are experiencing difficulties and problems need to know that they can get help.
- Build confidence of parents/carers in the school so that students know home is supportive of the school and our work.

This is supported by an enriched and extended curriculum offer including music therapy, work experience, cooking, horse-riding, swimming, fishing and other sport and fitness groups. Many of the extended learning activities take place in the community.

**The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured:**

The Centre School works alongside a range of professionals from education, health and care; sharing and developing expertise at every opportunity:

- Children have access to health professionals such as the school nurse as needed;
- The Hearing and Language support team will work any children who require this specialist service;
- The Headteacher may contact other services for additional expertise and advice such as the Educational Psychology service;
- There are a number of therapies available at The Centre School including music and equine therapy.

Staff training is regularly provided. All staff have their own personal training targets identified on an annual basis.

**Evaluating the effectiveness of the provision made for children and young people with SEND:**

As part of the Astrea Academy Trust, regular reviews of the provision at The Centre School are completed which consider:

- Quality of education.
- Behaviour and attitudes.
- Personal development.
- Leadership and management.

The school also completes self-evaluation of the effectiveness of provision. Members of the Local Governance Committee receive regular reports at meetings. The support and provision in place for individual pupils are assessed through the termly and annual pupil review processes as well as other internal mechanisms.

<b>How pupils with SEND are enabled to engage in activities available with pupils in the school who do not have SEND:</b>
<p>This section is applicable to mainstream schools as all of The Centre School's pupils have SEND (Social Emotional and Mental Health). However, the school seeks and embraces opportunities to work with mainstream schools, where possible (such as with Cottenham Village College).</p> <p>Through work experience, pupils are also encouraged to engage with the wider community where possible.</p>
<b>Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying:</b>
<p>The emotional and social development of our pupils is a fundamental principle of The Centre School:</p> <ul style="list-style-type: none"> <li>• The learning environment promotes an understanding that in any establishment there has to be boundaries, discipline and routine;</li> <li>• Opportunities to achieve to the best of their ability both in and out of the classroom;</li> <li>• Appropriate adult relationships that offer positive feedback and interaction;</li> <li>• The opportunity to build relationships based on mutual respect and trust;</li> <li>• An education that values all, and respects diversity;</li> <li>• Opportunities to explore emotions and an understanding of how behaviour impacts on others;</li> <li>• The school has a dedicated Student Welfare Officer who can support pupils with their emotional development;</li> <li>• The school has a nurture provision;</li> <li>• Relationships and Sex Education, as well as Personal, Social and Health Education is delivered through the school curriculum.</li> </ul>
<b>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families:</b>
<p>A range of professionals are involved, in partnership with The Centre School, to ensure individual pupils' needs are fully met. This would include; the Local Authority's SEND Specialist Services, the Physical Disability Team, Educational Psychology, Social Care, Child and Adolescent Mental Health Services and School Nurses.</p> <p>Other therapists and specialists will also support in school when required.</p>
<b>Arrangements for handling complaints from parents/carers of pupils with SEND about the provision made at the school:</b>
<p>The Centre School prides itself in building positive relationships at all levels with parents/carers and professionals. However, should it be deemed necessary, the school has a formal complaints procedure which is available directly from the school office or website:</p> <p><a href="https://www.astreacentreschool.org/about-us/policies/">https://www.astreacentreschool.org/about-us/policies/</a></p>
<b>Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published:</b>
<p>The Local Authority's Local Offer is published by following this link</p> <p><a href="https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/">https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/</a></p>



### **LGC Member School Visit Record**

Name	Kate Lees
Date of Visit	28th September 2022
Focus of Visit	Basic skills session
Classes/staff visited	Basic skills/Sam
<p><b>Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc.</b>          I spent time in one basic skills session, talked to Sam about the aims and objectives of the session, how these were carried out in practice, and how the students responded to the sessions. I also chatted to a couple of students about how they were getting on and their views on what they were doing and the centre school as a whole.</p>	
<p><b>What I have learned as a result of my visit</b>          The aim of this session was to build on the foundations of phonics and other reading skills to enable the student to become more confident and fluent in their reading. The students were supported by staff, mainly in groups of two, although some were reading individually and others had come from more advanced session to participate in the peer reading scheme.</p> <p>The students were fully engaged with their learning and were enjoying the opportunity to read together or alongside someone who could help and support them. They were encouraged regularly by the teachers who showed a real desire to see them reach their potential.</p> <p>It was good, once again, to see students from a higher basic skills group taking time to read with and help others. Having talked to a couple of students and spent time listening to them read together it is obvious that the peer reading scheme is enjoyed by those who are helping, as well as those who are learning from students in higher groups.</p>	

**Positive comments about the focus**

I was impressed with the engagement from the students and the ownership they clearly had over their own learning. I was also impressed with their desire to help and encourage one another.

I found it encouraging to see the teachers challenge negative comments the students made about themselves and their own abilities. Having chatted to a couple of the students this was clearly different to the attention they had received in mainstream schools and was having a really positive impact on their learning and their belief in what they are able to achieve.

**Aspects I would like clarified/questions I have**

I would like to clarify what the progression from one basic skills group to another based on? Is it age, ability, attaining certain targets or a mixture of these? Are these things decided on an individual basis or do groups progress together, building a strong identity as a group?

**Ideas for future visits**

It would be good to visit further basic skills groups to build up the full picture of progression that is made by students during their time at The Centre School and also how basic skills feed into their general progression in other subjects.

**Any other comments**

I continue to be impressed with the commitment and dedication of the staff. It was wonderful to talk to students who felt they were listened to and heard and to see how this has helped them to learn and progress both academically and in their life skills.

Signed (committee member): Kate Lees

Signed (link staff member): Martin Croxon



### Committee Member Visit Record

Name	Richard Watson
Date of Visit	15 <sup>th</sup> July 2022
Focus of Visit	Personal Development
Classes/staff visited	Martin Gerrard-Croxon
<p><i>Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc.</i> Discussed personal development policies and looked at Staff PDP records.</p>	
<p><i>What I have learned as a result of my visit</i> All new staff undergo the required training, and older staff undergo top up training, and encouraged to enrol on other training courses – inhouse and external. Staff meetings are not currently held regularly. Method of monitoring effectiveness of training requires improvement. Staff reviews are less frequent than they used to be – last staff reviews were pre-Covid. Staff reviews all carried out by the Principal, in the past reviews carried out by House heads</p>	
<p><i>Positive comments about the focus</i> Staff have access to training and record sheets are kept up to date.</p>	
<p><i>Aspects I would like clarified/questions I have</i>  Could staff reviews be carried out by other members of the management team?  What is the rationale when scheduling staff meetings?</p>	
<p><i>Matters to discuss at committee (e.g. proposed agenda items) and future visits:</i>  Staff Reviews process</p>	
<p>Any other comments</p>	

Signed (committee member): R Watson

Signed (link staff member): M Croxon