



**STANGROUND
ACADEMY**



Personalised Learning Centre

**Important information for
students, parents and
carers**

Vision

The Stanground Academy's aim is to become an outstanding school which offers high levels of teaching and provision for all students. We recognise that every student can make good progress and that all students have individual learning needs.

Our priority is for all students to feel safe and happy in the Academy and to achieve. To ensure that students are able to reach their full potential we offer a range of resources and tools to remove barriers to achievement.

The Personalised Learning Centre (PLC) is an essential aspect of the Academy that enables students to maintain not only good progress but also offers support to students and families depending on individual need. The following pages describe the function of the PLC and how we will support your child.

What is the PLC?

The PLC is not just a geographical area of the Academy. It is an individualised process which aims to

- use a range of data to identify where students require support or intervention
- put in place a support programme to mentor students to enable them to realise their full potential and to achieve
- ensure that parents are fully aware of intervention strategies and are integral to decisions made about their child's learning journey whilst at the Academy
- provide a personalised approach for a range of students so that they can make good or outstanding progress whilst at the Academy

Testing

Your child will be assessed regularly throughout their time at the Stanground Academy. This will consist of a range of tests, some of which are standardised by external agencies and others which are based on teacher assessments.

Testing generates data that enables the Academy to identify and provide personalised provision for students. It also gives teachers at the Stanground

Academy the confidence to deliver differentiated lessons that will be pitched at the appropriate level to enable students to make progress. Data is analysed by key staff in the Academy (Senco and heads of year) so that early intervention programmes can be implemented.

Who will use the PLC?

The PLC is for all students at the Stanground Academy. Every student's profile is scrutinised to ensure that they can make progress. If a student is identified as not requiring any focused intervention they will simply follow the natural path through the Academy curriculum. They will receive daily support and guidance from curriculum leaders and heads of year, classroom teachers and their form teacher. We envisage that the following students may benefit from additional support and intervention

- special educational needs and disabled (SEND) students
- students who have social, emotional and mental health difficulties (SEMH)
- children looked after (CLA)
- vulnerable students
- students who may have a medical need
- students with low attendance
- students who are not making expected progress

Support programme

If your child is identified as requiring support then personalised guidelines are produced to support your child's progress in class. In addition, individual targets will be provided for your child on their progress check report; these are reviewed four times per year. This is a document that will be prepared by the class teacher or head of year, in conjunction with the Senco, parents/ carer and the student in question.

Special educational needs and disabled (SEND)

At the Stanground Academy we work very hard to support all our students including those with special educational needs and disabilities. We work closely with our partner primary schools to ensure we have a thorough understanding of the individual needs of our students when they start with us.

The transition from primary to secondary education can be a daunting time for students. We develop careful plans to ensure our students are prepared well for this move. For some students we offer a bespoke programme to help them have a smooth transition. Once at the Academy, we provide a range of strategies including:

- individual support in the classroom or through individual interventions
- a curriculum catering for the needs of every child
- one-to-one catch-up reading programmes including Accelerated Reader, Lexia and Toe-by-Toe
- monitoring of statement reviews and student guidelines

Our work in this area is led by Senco Matthew Tee and Deputy Senco Tina Sanderson.

Contact us



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