



GOSBERTON
HOUSE ACADEMY



UNIVERSITY OF
LINCOLN



Ofsted 2008, 2012, 2019 'Outstanding'
'An Inspiring Place to Learn' Ofsted 2019
National Autistic Society ADVANCED
status since 2018



"the school clearly sees itself as having a mission to try and make the world outside the school gate a better place for autistic people"

Working Together Learning Together

GOSBERTON HOUSE ACADEMY
11, WESTHORPE ROAD
GOSBERTON, SPALDING, LINCS PE11 4EW

PRINCIPAL: Miss Katharine Saywell
CHAIR OF GOVERNORS: Mr J Boor

TELEPHONE: (01775) 840250
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ACADEMY GOVERNORS

Chair of Governors:	Mr J Boor
Trustee Appointed:	Mr S Baragwanath
University of Lincoln Academy Trust:	Mrs L Allison
University of Lincoln Academy Trust:	Mr N Kargas
Parent Governor:	Mrs A Littlecott
Parent Governor:	Vacancy
Principal:	Miss K Saywell
Teacher Representative:	Mrs V Edwards
Governor:	Ms R Daw
Governor:	Mrs E Fawcett

The Governing Board meets at least termly



Welcome to Gosberton House Academy!

School Vision: To provide a happy, stimulating and challenging environment in which we can all achieve our full potential.

Welcome to our school prospectus. We hope that you find it useful and that it will give you some insight into our academy. Gosberton House is a specialist primary academy mainly for children with an Autistic Spectrum Disorder, with a number of places for children with additional needs including learning, communication, sensory and social needs. Our children are at the centre of everything we do and we work closely with parents and carers to ensure that we give the children every chance to develop their interests, independence and confidence. We work within the National Autistic Society's SPELL approach to ensure that our children feel safe and secure, and that their sensory needs as well as their academic, social and emotional needs are supported throughout their time with us. Working within an engaging and creative curriculum allows our dedicated and knowledgeable staff to give the children a range of experiences to develop their understanding of the world and to support them to become lifelong learners. We also make the most of the opportunities available within our local community and within our extensive grounds.

If you have any questions or would like to visit our school, please do get in touch.

Miss K Saywell
Principal



Our Staff:

Principal:

Miss Katharine Saywell

Vice Principals:

Mr Paul Squire

Mrs Vicki Fitzakerley

School Business Manager:

Ms Vanessa Lambert

Senior Administrator:

Mrs Rachael Wainwright

Administrative Assistant:

Mrs Lisa Massam

Office Assistant:

Mr Alex Richardson

Teaching Staff:

Mrs Charlotte Bonnett

Miss Amy Machin

Mrs Rosie Gandon

Mrs Vicky Edwards

Mrs Kath Hooper

Mrs Justine Booth

Mrs Rhian Worley

Mrs Lynn Wood

Miss Charlotte Hall

Miss Megan Daw

Ms Julie Hastie

Teaching Assistants:

Mrs Debbie Jinks
Mrs Clare Cumberworth
Miss Alex Mound
Mr Luke Allen
Miss Emily Newton
Miss Natasha Hubbard
Mrs Jess Wilson-Kilsby
Mrs Claire Matson
Mrs Eleanor Graham
Miss Jessica Bradbury
Miss Louise Rathbone

Miss Lianne Bratcher
Miss Natasha Harman
Miss Chloe Howling
Mrs Rebecca White
Mrs Lauren Wilson-Kilsby
Mrs Carolyn Gibbons
Mrs Helen Moore
Miss Laura Dainty

Site Manager:

Mr Duncan Gray

Assistant Site Manager:

Mrs Louisa Waltham-Shute

Kitchen Team:

Mrs Angela Ward (Head Cook)
Mrs Rachel Baxter (Assistant Cook)
Mrs Louisa Waltham-Shute
Mr Alex Richardson
Mrs Victoria Holstead



Academy Mission Statement

WORKING TOGETHER LEARNING TOGETHER – we are constantly striving towards excellence; we have a culture of aspiring to be better

Values:

- We value education because it has the power to change lives
- We value success for all
- We believe that all of our children have the right to a high-quality education that is tailored to meet their individual learning needs and learning styles
- We believe that all of our children should have equal access to all social and educational opportunities
- We believe that our children should be fully involved in the life of the Academy
- We value our work with parents, communities and the multi-professional team

Vision:

- To provide a happy, stimulating and challenging environment within and beyond the classroom, in which we can all achieve our full potential.

Aims:

- To provide the highest quality education possible for each child
- To provide a stimulating, relevant learning environment that enables each child to maximise his/her learning potential
- To focus teaching to the development of the whole child
- To begin from where the child is
- To be proactive in supporting all staff to achieve their potential
- To support our children to participate fully in the Academy and their local community, and to take part in decisions about their education
- To support Inclusion and Outreach work
- To produce a strong partnership with children, parents/carers and other stakeholders
- To be creative and innovative so that we may carry on improving
- To value each other and our contributions

Originally the home of the Welby-Everard family, Gosberton House Academy stands in very pleasant grounds, which were purchased by Holland County Council in 1952.

In order to comply with the 1944 Education Act it was converted into a school for 40 children. It opened in 1953 initially as a day school

On the completion of the construction of the classroom block in 1955, full-time boarding for 20 boys and 20 girls was introduced, bringing the total number of Children on roll to 80. Most of the children came from within the area covered by the old Holland County Council. The majority came from Boston and Spalding areas, although on the boarding side some children came from Kesteven, Lindsey, and Lincoln.

After Easter 1984 the Academy once again became a day school as boarding provision was transferred to a new accommodation block at Teal House, Spalding. A building programme started in August 1988 which enabled the "Old House" to be sold. It is now a Residential Care Home.

Today, Gosberton House Academy is a National Autistic Society Advanced status school.

In order to develop facilities for children with an Autistic Spectrum Disorder, two new classrooms were built during the academic year 1994/95 and plans were approved to build a new staff room and reception room. In 2001/2002 the Academy added a Library/ICT room, refurbished the play areas and added, some much needed, additional storage. In 2003/2004 significant improvements were made to play areas, transport collection and car parking. In 2004/2005 a Sensory Garden and creative area were opened. In 2006 the 'Rainbow Room' was opened for youngsters with complex needs, providing a specialist base for youngsters requiring a very highly structured and individualised teaching and learning programme.

In 2007 our grounds were further enhanced with the development of a creative play area, pavilion and nature area. In 2009-10 the Academy funded the development of a new Reception Area/Offices and Meeting Room. Throughout 2011-12 other rooms were re-modelled including a kitchen for children's cookery and Breakfast Club. During 2012-13 further work was carried out to join the two Key Stage One classrooms, creating a KS1 shared space. 2015 onwards brought further enhancements to school grounds and buildings culminating in the award of RHS 5 Star School Garden, Forest School status and The Learning Outside the Classroom QM. 2018-21 has seen a rolling programme of classroom refurbishment and redesign and the creation of the Sunshine Room - a low arousal group activity space. These developments have had a very positive impact on our aim to create a SPELL environment [Structured, Positive, Empathetic, Low arousal, Links [NAS] within which our children can - and do - thrive.



Weekly Forest School for all children

Children in Gosberton House Academy:

Children are admitted to Gosberton House Academy through an Education, Health and Care Plan. This document states the educational provision that your child requires in order to progress. This is formally reviewed at least annually in consultation with parents and professional bodies. Parents/carers are encouraged to liaise with the Academy at all times and particularly if there are any concerns. It is important to realise that the Academy is not able to meet the needs of all youngsters.

Please see Page 22 for Admissions Procedures

The Academy has a Special Educational Needs Policy. Copies available from the school office on request.

Staffing levels and pupil numbers in each group vary according to the needs of the individuals. Children are usually taught with others of a similar age but there is some flexibility between year groups. The Academy day starts at 9am and finishes at 3pm. The lunch break is between 12 noon and 12.55pm.

Curriculum:

The curriculum offered at Gosberton House Academy is designed around the requirements of the National Curriculum. All children work within the National Curriculum at levels appropriate to meet their individual needs.

Teaching and learning strategies are adapted to meet personal learning styles. Teaching of English, Maths and Science and other subjects of the National Curriculum are made more meaningful to the children by relating them to themes and interests. Individual learning objectives are planned and progress carefully monitored. The Academy has played an important part in the East Midlands Pupil Participation Project. The Academy has been National Autistic Society Accredited since 2003.



Assessment:

The Academy keeps detailed records of children's progress which are communicated to parents at their Annual Review. Children take Standard Assessment Tests where appropriate at the age of 7 and 11 years old. Parents receive the details of these results along with other comparative data expressed in percentage terms. The Academy uses the CASPA system for record keeping and value-added analysis.

Sex and Relationships Education:

Sex education is taught as part of PSHE at a development level appropriate to the needs of the individual child. Please contact the Academy if you have any concerns.

Emotional Literacy:

Staff and families work hard together to ensure that children are happy and that they learn to behave appropriately. A copy of the Academy Behaviour Policy is available on request. The Academy operates a pro-active self-management strategy, through which children are taught to recognise and self-manage their feelings [Emotional well-being / Growth Mindset]

In the event of a child having to leave a situation, the Academy has low Sensory areas [a relaxing space with music, books and calmers] and Sensory Spaces [a secured area used for youngsters who may try to continue with dangerous behaviours]. Staff have Team Teach Training. This training is focussed on supporting children to self-manage; creating an environment which minimises potential difficulties and if necessary, moving children safely.



The use of force to control or restrain Children:

DfE Guidance for Safer Working Practice for Adults who Work with Children and Young People January 2009 - 9/2004 Safeguarding Children in Education. Use of Restrictive Physical Interventions (07/02), Circular 10/98 requires all schools to have a policy for force and restraint. At Gosberton House Academy restraint will be used in exceptional circumstances. If the situation arises, the incident will be recorded and the parents/carers will be informed in writing.

Safeguarding Children:

In the interest of the child, there are set procedures which the Academy must follow. It is hoped parents will understand why such procedures are necessary. This policy is available on request. The Academy always follows County and DfE guidance.

Contact with other Schools:

Gosberton House Academy runs a comprehensive inclusion programme. Children may come into contact with their mainstream peers through a variety of activities including music, sports, activity days and joint placements.



Gosberton House Academy offers a National Autistic Society fully accredited Outreach Service – Working Together Team – for children and young people with an ASD, who are in mainstream and other specialist settings. This is funded by Lincolnshire County Council. Academy staff work very closely with local and national bodies to ensure that Lincolnshire is at the forefront of educational practice.

The objective of the Working Together Team is to provide skills and knowledge to all the staff and to promote a whole school approach to educating an individual with an ASD.

An equal part of the support and planning is the recognition of the knowledge and expertise of the parents/carers and the inclusion of parents/carers as equal partners in the education of their children.

The Specialist Teachers aim to promote awareness and good practice throughout voluntary, educational and health establishments. If you would like to know more about this service, please contact the Academy.

Transport:

Transport is contracted via Lincolnshire County Council.



Academy Meals:

There is a 55-minute break for lunch from 12am to 12.55pm. Excellent Academy lunches are cooked on the premises. A few children bring their own sandwiches. Eating lunch is seen as a very important part of the Children' education.

For those who qualify, free cooked meals are provided.



Academy Uniform:

The Academy uniform consists of:

- Royal blue sweater or cardigan (available from school)
- Blue or white shirt/blouse or polo shirt
- Grey trousers or skirt
- Grey socks
- Black shoes [with low heels]
- Summer grey/blue shorts/gingham blue dresses

Please note that some children may need clothing that pulls on rather than clothing with buttons and fasteners. Parents are asked, therefore, to consider the ability of children to dress when buying clothes, so that clothing with no buttons or fasteners is worn by younger children. Children are expected to be clean and well presented. **All clothes should be clearly labelled please. For your child's safety and that of his/her peers, no jewellery/earrings please.**



P.E. Clothing:

Parents are asked to provide t-shirt (white/navy), shorts (white/navy) and plimsolls, and in Year 4 and Year 6, swimming trunks/costume and towel. Please ensure that clothes are clearly labelled. Thank you.

Sporting provision:

Various sports are taught in the academy. These are designed to foster individual skills and understanding of team games. It is noticeable that many children use these skills during playtime and we hope that parents will provide opportunities for the transfer of these skills to situations outside Academy such as family games or organised clubs. Spalding swimming pool is used each week [usually Year 6 and Year 4 children] to improve the performance of our swimmers.

Mini-Bus:

The Academy has a 14-seater mini-bus which is used on a regular basis. Hargrave International very kindly carry out general maintenance, free of cost.

Learning Beyond the Classroom:

We are a nationally recognised 'Learning Outside the Classroom' school.

We want your children to enjoying learning and exploring across a very wide range of activities and experiences. These include 'Wow' experiences as part of our theme activities – visits to museums, parks, shops, places of historic/scientific/cultural interest; the use of re-enactors, story tellers, musicians and theatre groups. We also have access to sporting, social and charitable activities. We want to be active contributors to our society at a local, regional and international level; local Flower Festival, sporting/music competitions, visits to our local Care Home, fund raisers for children in other countries, food bank contributions and an ever-increasing range of other activities. We are very



grateful to everyone who helps us to do this and much more. Voluntary contributions to enable us to access some activities are requested. We are very grateful for your support. Please note that the Academy reserves the right to withhold out-of-school activities from any child when their risk assessments indicate that they may not yet be able to self-manage their anxieties to a degree that behaviours may pose as a significant risk to peers, themselves or staff. Learning objectives identified for these activities will be met in school using alternative resources.



Outside Agencies:

Gosberton House is fortunate to receive excellent support from outside agencies such as Speech and Language Therapists, Educational Psychologists, Physiotherapists, Occupational Therapist, Sensory Impaired Services, nurses and doctors. Parents are asked for permission for their child to be assessed.

Religious Affiliation:

The Academy has no particular religious affiliation. The Academy teaches Religious Education in accordance with the requirements of the Lincolnshire agreed syllabus.

Visits to the Academy by parents:

Parents will be invited to attend Academy functions, and to discuss their child's progress during the Annual Review and open afternoons. However,

parent visits are not restricted to these times, and parents are invited to telephone the Academy office to arrange visits. The Academy operates an open-door policy. If you have any worries or concerns, please contact us immediately. We will do our best to help.

Communication:

The Academy uses Tapestry as the primary means of communication. Please ask for a copy of our Home/Academy Liaison Policy.

Medication:

We are able to administer medicines under strict controls. Medicines should be clearly labelled by the Doctor or Chemist and given to the taxi driver/passenger assistant who will then sign them in at the School Office. Please help us by keeping your child's medical forms up-to-date.

Educational Records:

The children's attainment records are available. You are welcome to request to see them. You will receive updates via Tapestry.

Personal Accident Insurance for Children:

The insurance market offers personal accident cover for children 24 hours a day. Parents may not be aware of this and if they wish to avail themselves of this cover for their children then they should make enquiries with insurance brokers or companies accordingly.

Personal Property on Academy Premises:

Children are responsible for the security of their personal possessions. Some children benefit from having distractors- small toys, games consoles, for their journey to and from school. Children are asked to leave these in the school office. We cannot accept responsibility for any losses. Children are not allowed to have phones, video/audio technology on the transport nor in school.

Home Learning:

Please ask for a copy of our Family Learning/Home Learning Policy. Home Learning challenges are set via Tapestry. Children are encouraged to complete tasks at home with you and other family members. We hold a termly celebration, to which you are invited. Prizes are awarded to everyone who participates. This is crucial to supporting your child to 'learn for life and live to learn' to learn to use emerging skills and strengths with flexibility across all aspects of their lives. We recognise that this might be a challenge to some of our youngsters. Your child's class teacher will be happy to help you to support your child – we find that the promise of suitably motivating 'prizes' works miracles!



PTFA/Parents/Carers Support Group:

We are fortunate to have a very active Family Liaison programme. Please join us if you can. Activities range from organising fayres to group discussions about eating/sleeping strategies, emotional literacy support, teaching reading and maths skills and speech and language strategies.

Complaints:

Whilst we will always do our best, parents may have cause for complaint. Please ask for a copy of the Complaints Policy.

- Arrange for a discussion with someone at the Academy
- Contact the Principal if the matter cannot be sorted out
- If there is still concern contact the Governing Body
- If still concerned, contact the Academy CEO via the school.

We are very proud of our Academy. Your contribution is vital to its continuing development. Please contact us at any time.

Comments we have received from some of our “satisfied” parents:

- Because of your expertise and dedication we have been able to get to know our son so much better.
- Fantastic SATS results. We cannot thank you enough.
- The change in life and ours has been enormous. We cannot thank you enough.
- I will never be able to put into words how eternally grateful I am...you have given me a son that I never dreamed I would have...I've watched him grow into a fine young man...you really are amazing.
- I love that every teacher knows ... and I am even more impressed at how many know us.
- Our child's life has changed so much. It is wonderful to see him laughing...we never thought that would happen. Thank you so much.
- We feel very optimistic for his future, a future we dared not think about before he came to you.
- We would like to say a big thank you...it is with your care and understanding that we have seen our daughter change into a confident, capable young lady.
- Words are never enough to thank you all for your brilliant and dedicated work that you put in for the children.....is so lucky to be at such a wonderful Academy and it gives him so much hope for his future.
- I love my Academy. I enjoy it.' "We're so happy that she wants to go to Academy every day and talks about you all every day.
- Thank you for your hard work in helping ... achieves all his targets in life and for giving us our son back, who we thought we had lost in Autism.
- Your time, patience, dedication and care are wonderful.
- Gosberton House is an excellent Academy. Our son has improved in every way.
- It's a truly magical place.
- Thank you for today. It just amazes us that other people get so involved and enthusiastic about our son. We feel very lucky that.....has such warm, loving people around him, who teach him and care for him. After our meeting we felt lifted and we greatly appreciate everybody's part.

If you have received this prospectus following a visit, thank you and we hope your visit has been useful. Whether or not the decision is taken to request a place for your child at Gosberton House Academy, we would be most grateful if you would take a few minutes to complete our feedback form that is on the screen as you sign out. Thank you.

Gosberton House Academy Admissions Procedures

1. Parents/Carers are very welcome to make an appointment to visit the Academy and discuss a possible placement with the Principal or a member of the Senior Leadership Team.
2. If parent/carers are interested in securing a place, they will inform their child's existing school and/or your case worker.
3. Referral documents [including a Statement/Education, HealthCare Plan] will be forwarded to the Academy from the SEND Team.
4. If the Academy is able to meet needs, SEND agree and a place is available, a Transition Plan will be agreed.
5. An integration programme will be drawn up responding to the particular requirements of the child. These arrangements may include a part time or staggered admission.
6. Details of emergency arrangements and medical needs will be sort out and the parent/carer will sign general consent forms for Academy trips and activities.

