

MEDESHAMSTEDE ACADEMY



Academy Prospectus

Welcome

Medeshamstede Academy is an all through Academy for 117 pupils, aged 4 to 16. All pupils have an Education, Health and Care Plan (EHCP). Communication and Interaction with a diagnosis of Autism is their main presenting need. Pupils may have associated difficulties, within the areas of: Cognition and Learning and/or Sensory and Physical needs.

Our mission is simple, **we strive to provide the very best for every child, every day**. In doing so our pupils are at the centre of everything we do, creating an environment that supports development and prepares each child for the future by fostering knowledge and skill which will allow them to thrive in adult life.

Our compassionate and committed staff team work together to form a united and dependable group, where every child and young person is valued and treated with dignity. We place their rights, individual needs, ambitions, preferences, and chosen paths at the heart of the school's structure. Our aim is to empower our pupils, helping them build a foundation for a fulfilling and purposeful adult life.

To make this a reality, we are dedicated to building strong partnerships with families

and working closely with a diverse network of professionals. Their guidance and support are key to supporting the unique needs of each pupil. Through this collective effort, we create an environment where every student can flourish, grow, and succeed.

Medeshamstede Academy is sponsored by the Greenwood Academies Trust (GAT) who currently has 38 open academies educating over 18,000 pupils across seven local authority areas including Nottingham City, Nottinghamshire, Leicester City, West Northamptonshire, North Northamptonshire, Peterborough and Lincolnshire.



Our Values

Our mission is simple, **we strive to provide the very best for every child, every day**. In doing so our pupils are at the centre of everything we do, creating an environment that supports development and prepares each child for the future by fostering knowledge and skill which will allow them to thrive in adult life.

By acknowledging the varied and complex special educational needs of our cohort, we understand the necessity of creating a culture where connection and collaboration, with all key stakeholders, is at the forefront of all we do. To achieve this, all members of Medeshamstede Academy aspire to and are accountable for the following shared values.

Understanding – We take time to truly know and understand each pupil — their communication style, sensory profile, interests, and challenges. We respond with empathy and adapt our support so that every child feels seen, heard, and respected. Understanding is the foundation of trust, connection, and learning.

Nurturing – We provide a caring, predictable environment where pupils feel emotionally and physically safe. Our staff build positive relationships that support wellbeing and help students develop confidence, independence, and emotional regulation. We nurture growth, not just academically, but as whole people.

Inclusion - Every pupil belongs and is part of our community. We create flexible, accessible learning environments so that all students, regardless of their starting point, can participate meaningfully in school life. Inclusion means more than access — it means celebrating difference and making sure everyone feels valued.

Trust – Trust is built through honesty and reliability. We keep our promises and always act with respect and kindness. You can trust that we will be here for each child, supporting and helping them every step of the way.

You Matter – Our school community know they are seen, heard, and valued every single day.



Meet the Leadership Team

Our senior leadership team is dedicated to maintaining a safe, calm, and purposeful environment where learning is prioritised and every pupil feels supported. Through strong leadership, clear expectations, and a nurturing approach, they help ensure that the school remains a place where both students and staff can thrive.



Mr Bloodworth-Flatt
Principal



Mrs R Chagger
Assistant Principal



Mrs N Maker
Assistant Principal



Mrs S Johnson
Assistant Principal



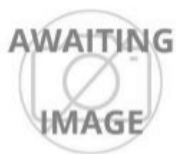
Mrs B Houghton
Assistant Principal



Mrs A Charlton
Assistant Principal

Teaching Team

Our passionate teachers are committed to making learning an enjoyable and engaging experience. Meet the dedicated team who bring creativity, energy, and inspiration to every lesson.



Mrs D Walewska



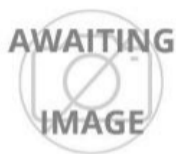
Miss D Harding



Mr S Anderson



Mr M English



Miss T Webster



Mrs K Cooper



Mrs R Abbott



Mr M Milner



Mrs S Hayward



Mr M Cannon



Mr A Reichelt



Mr J Eames



Miss C Santoro



Mrs K Greene



Miss C Spaxman



Miss J Shabir

Our Curriculum

At our Academy, we tailor the curriculum to suit each child's individual needs. We recognise that our pupils have diverse developmental stages and a wide range of learning needs. To make sure our curriculum stays meaningful and appropriate, we've shaped it around key principles that guide everything we do.

Tailored	Accessible	Engaging	Purposeful	Promotes Independence	Prepares
----------	------------	----------	------------	-----------------------	----------

EYFS / Key Stage 1

In the EYFS and Key Stage 1, our goal is to create a nurturing and supportive environment for children with complex needs. We focus on helping each child grow in their communication, physical skills, and social and emotional development, so they feel safe, confident, and ready to explore the world around them. We recognise that children learn in different ways and at different paces, so we've designed a curriculum that reflects their individual profiles and needs. By providing tailored opportunities and encouraging small, achievable steps, we help each child make steady progress. As they move through this stage, we ensure they're gaining the knowledge, skills and understanding to move onto the most suitable learning pathway for them.



Pre-Formal Pathway



Within our pre-formal learning pathway, we strive to create a safe, supportive environment that helps pupils with complex needs develop as much independence as possible in navigating the world around them. All children in this pathway have a diagnosis of Autism Spectrum Condition and severe learning difficulties, which may include challenges in communication, attention, sensory processing, and emotional regulation.

We understand that these pupils have 'spikey' learning profiles, often working below National Curriculum levels in some areas. That's why our focus is on providing meaningful experiences rather

than following a set curriculum—acknowledging each child's developmental stage and offering the right support to build the foundational skills they need to become ready to learn.

Communication and Interaction	Becoming Independent	Physical Development	Me and My Body	Me and My World	Being Together	Targeted Provision
-------------------------------	----------------------	----------------------	----------------	-----------------	----------------	--------------------

Semi-Formal Pathway

In this learning pathway, we follow a theme-based approach to the curriculum, with a new theme introduced each term. Where appropriate, key knowledge and skills are taught through the term's theme, though we recognise that some subjects may be better delivered separately if they don't naturally fit. The curriculum is largely based on Key Stage 1 National Curriculum content, with lessons also designed to support positive learning behaviours, communication and interaction, problem-solving and reasoning, and essential life skills. We enrich pupils' learning through regular experiences such as visits from guest speakers, educational outings, and meaningful involvement in the local community.



English	Maths	Personal, Social and Health Education	Relationships and Sex Education
Physical Education	STEM	Arts	Humanities

Formal Pathway

In this learning pathway, subjects are taught separately to ensure focused and structured learning. When it enhances understanding, topics may be linked to a class-selected reading text. The curriculum content is thoughtfully planned in line with National Curriculum expectations, while also being adapted to meet the wide-ranging abilities of pupils working below age-related levels. Alongside the core learning objectives, lessons are carefully designed to support the development of positive learning behaviours, communication and interaction skills, reasoning and problem-solving abilities, and essential life skills. To enrich learning, we regularly provide engaging experiences such as guest speakers, educational visits, and opportunities for involvement in the wider community.

English	Maths	Personal, Social and Health Education	Relationships and Sex Education	Physical Education	Science	Computing
Design Technology	Food Technology	Arts	History	Geography	Religious Education	Careers

Wider Offer

Wider Curriculum Opportunities

Themed Days

Work Experience

Culture and Enrichment

Community Inclusion

International Days

World of Work Days

Extra-curricular Activities

Sporting Events

School Council

Lunch time clubs

Therapies and Interventions

ELSA

Speech and Language Therapy

Physiotherapy

Occupational Therapy

Sensory Circuits

Academic Interventions

Home School Agreement

As an Academy we will:

- Provide a safe, caring and purposeful learning environment for your child where they feel valued, respected, listened to, included and able to achieve their full potential.
- Model our Academy values at all times.
- Provide inclusive teaching, personalised support and a bespoke and meaningful curriculum offer that meets pupil's special educational needs.
- Achieve high standards of behaviour by providing opportunities for children to develop positive social relationships, self-esteem and a sense of responsibility.
- Work in partnership with parents, carers and a range of other professionals to promote every pupil's personal development and well-being.
- Promote a wide range of wider-curriculum and enrichment activities.
- Be polite and always welcoming.
- Keep you informed about Academy matters and your child's progress through home/school communication (dojo), routine reporting, regular parent/carer consultation meetings and annual EHCP reviews.
- Offer opportunities for you to become involved in the life of the Academy.
- Listen to parental concerns and work in partnership with you to support your child.
- Respect the confidentiality of information regarding each child.

As a parent / carer I will:

- Ensure that my/our child attends the Academy regularly, on time and properly equipped, including PE kit.
- Inform the Academy of any concerns or problems that might affect my child's learning, behaviour, attendance and/or wellbeing.
- Attend parents' evenings, reviews and contribute to other discussions about their child's progress.
- Support your child's learning by engaging your child in activities linked to planned topics as outlined within curriculum planning available on the Academy's website and/or by supporting them to complete set homework.
- Support the Academy by attending functions such as sports day and/or fundraising events and by encouraging your child to participate in extra-curricular events such as enrichment activities.
- Refrain from using social media to air any issues or concerns I/we may have with the Academy and to contact the Academy in the first instance.
- Support the Academy by encouraging your child to develop a positive attitude towards every member of our Academy community and beyond.
- Support the Academy by encouraging your child to follow school expectations and display positive behaviours for learning (as outlined in Academy policy).
- Ensure my child understands that when an electronic device, including a mobile phone, is brought to school, it must be handed in to School staff on arrival.
- Ensure my child understands and follows uniform expectations of the Academy and that they do not attend school wearing items such as baseball caps or hoodies.

Pupil Values



As a student at Medeshamstede Academy



I

will follow



our



student



values.



Respectful



Responsible



Reflective



Resilient

Respectful

- I will wear the Academy uniform and be tidy in appearance.
- I will be polite and courteous to all people within the academy.
- I will respect the feelings, views and property of others in the Academy.
- I will follow all instructions from Academy staff.
- I will keep the Academy free from litter, graffiti, and vandalism.

Responsible

- I will attend the Academy regularly, on time and with the right attitude to learn
- Be ready and equipped for the school day, including PE kit.
- I will do all my classwork and homework as well as I can .
- I will be responsible and safe when using the Academy's computer network.

Reflective

- I will go to adults when I help with my learning, behaviour, relationships or emotions.
- I will work with adults when things go wrong so I can learn and do better next time.
- I will listen to staff feedback when I am learning so I can make progress.

Resilient

- I will believe in myself and my ability to achieve great things.
- I will try new things and experiences and give everything a go.
- I will try my hardest even when faced with new or difficult challenges.
- I will try my best to show my emotions and feelings in an appropriate way.
- I will share, take turns and celebrate mine and others successes.

Admissions

The placing authority for pupils attending Medeshamstede Academy is Peterborough Local Authority (LA) who will name the Academy on the pupil's Education Health and Care Plan (EHCP). A provision panel with a multi-professional membership considers and advises the LA on suitability for a placement in our special school.

Admission Criteria

The age range of our pupils are 4 -16 years.

All pupils at Medeshamstede Academy have an EHCP for communication and interaction as their main presenting need. All pupils have a diagnosis of Autism. Pupils may have additional needs associated with autism, including sensory and physical and cognition and learning needs.

Consultation for a place

Prior to naming Medeshamstede in the EHCP, the LA will have consulted fully with the Academy in line with their statutory obligations. The Principal will consider the following in responding to the LA's request for a placement:

- The Academy is suitable for the child's age, ability, aptitude and special educational needs
- The child's placement in the Academy would be compatible with the efficient education of the other children with whom the child would be educated
- The placement is an efficient use of resources
- Parents have expressed a preference for the Academy (or in cases of dispute between parents and the LA, the LA intends to name the Academy on the EHCP)
- The child has an EHCP indicating ASD as the primary need

Appeal arrangements where a referring agent wishes to question a decision about admission

The SEND Code of Practice entitles parents to appeal to the SEN and Disability Tribunal if their home LA refuses to name the school in the EHCP or the School refuses to offer a place.

LA Transport Service

Many pupils access the local authority transport service to and from the academy, arranged by parents/carers through their LA. This is funded by the pupil's LA if the criteria for distance between home and school is met.

MEDESHAMSTEDE
A C A D E M Y



is part of the



**GREENWOOD
ACADEMIES TRUST**

**We believe in providing the very best for Every Child, in Every
Academy, Every Day.**