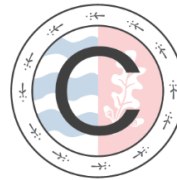


Year 9: Supporting your child through KS4



Community



Aspiration



Respect



Excellence

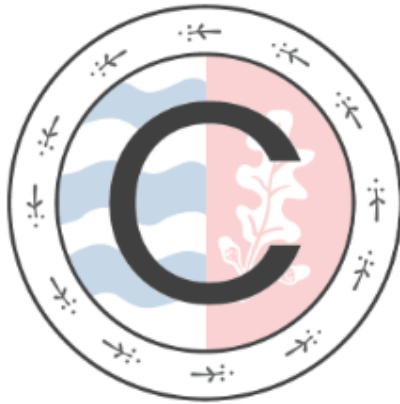


Aims:

- To know the key events and dates for the year ahead
- To understand the different elements of our curriculum, breadth and depth
- Understand the curriculum coverage for core subjects
- To be familiar with the learning platforms and resources available
- To know who to contact for support



At Lincroft Academy, we



Community



Aspiration



Respect



Excellence



The Class of 2025



The Pursuit of Excellence Valuing People Achievement For All High-Quality Learning Environment Extends the Boundaries of Learning

Students at Lincroft Academy celebrate excellent GCSE results

By Rosie Sly Contributor

Published 21st Aug 2025, 14:11 BST | Updated 21st Aug 2025, 14:16 BST



Lincroft Academy GCSE results - Matthew Price

Lincroft Academy was filled with pride this morning as Year 11 students collected a fantastic set of GCSE results.

Across a wide range of subjects, many surpassed their target grades - an achievement that reflects not only their talent, but months of dedication and determination.



[Students at Lincroft Academy celebrate excellent GCSE results](#)



The Class of 2024

- Record-breaking GCSE results for students at Lincroft Academy (bedfordtoday.co.uk)

Bedford Today

Education

Record-breaking GCSE results for students at Lincroft Academy

By Clare Burnell Contributor

f X Comment

Published 22nd Aug 2024, 14:38 BST



The Pursuit of Excellence Valuing People Achievement For All High-Quality Learning Environment Extends the Boundaries of Learning

The Class of 2023

Don't worry if you missed us on ITV news last night, here is a link to our students celebrating their fantastic results yesterday! itv.com/news/anglia/20... (2nd video down - ITV News Anglia West). Be quick! It's only available to watch until this evening! Thank you @itvanglia



itv.com
Catch up: Watch the most recent edition of ITV News Anglia | ITV News



The Pursuit of Excellence Valuing People Achievement For All High-Quality Learning Environment Extends the Boundaries of Learning



ment Extends the Boundaries of Learning

We Are Lincroft

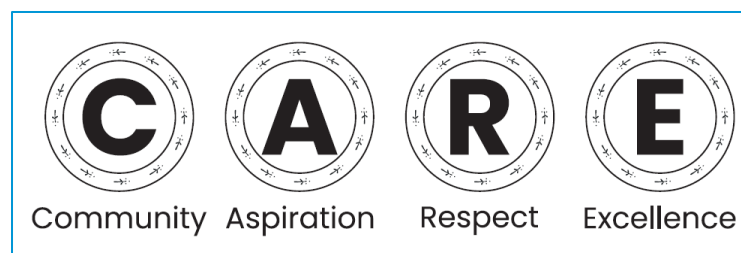


Our Vision

An **exceptional** school of which the community can be very proud.....

.....so that our students become exceptional learners, confident and empowered to make a rewarding contribution to society.

Our Values



Our Mission

Be The Best You Can Be



Pastoral CARE at Lincroft Academy



Every Child Is Known, Valued & Supported



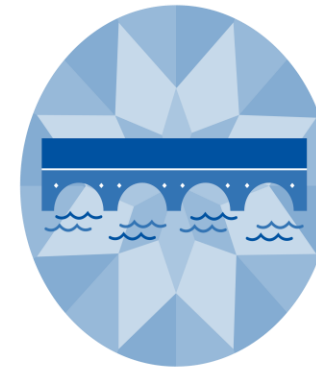
Amethyst
House



Emerald
House



Sunstone
House

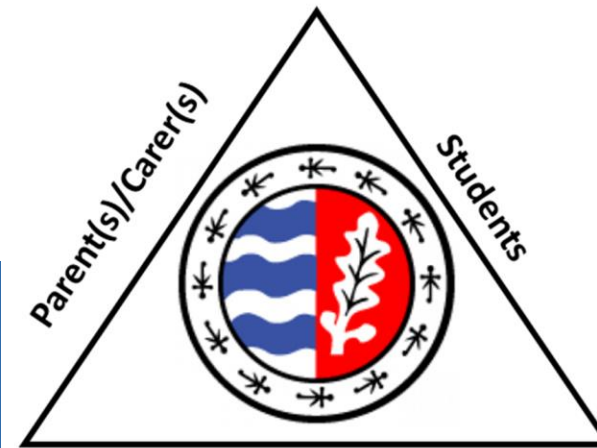
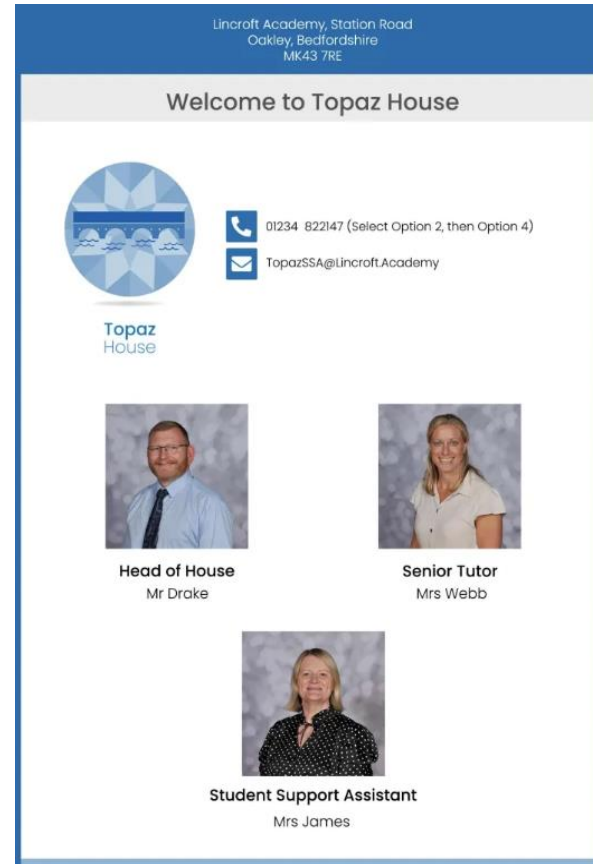
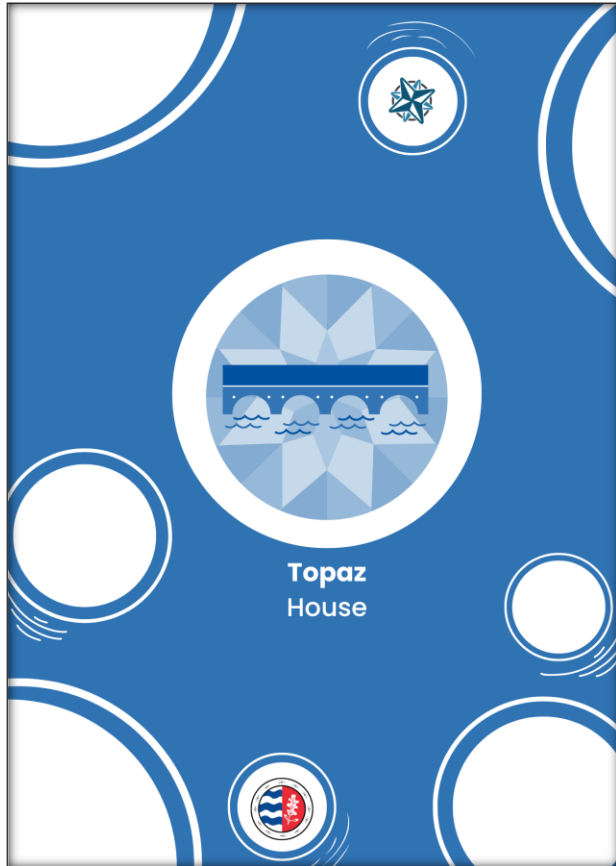


Topaz
House

Lincroft Academy



Working In Partnership



Teaching and Support Staff

- **Form Tutor- tutor first interventions**
- **House Team- point of contact**
- **Inclusion Support Assistants- wellbeing**
- **Targeted interventions**
- **Trained school counsellor**
- **5 pillars of inclusion**
- **Academic mentoring**
- **Vertical tutoring**
- **Student council**



We



about

ATTENDANCE

Every day at school matters



Ready to Learn & on time, every time



Ready To Learn (Students)

Register promptly and silently in seating plan

Equipment ready

Answer the Do Now independently

Demonstrate CARE

You are ready to learn



4.3 The link between absence and attainment at KS4

For pupils at the end of KS4 in 2022/23, as the 5% band of attendance during Year 11 increases the proportion of pupils achieving GCSE Maths and English Grade 5 increases as shown in Figure 6. Over the entire cohort, pupils with 95-100% attendance were 1.6 times more likely to achieve the expected outcome in reading, writing and maths than

23

pupils with 90-95% attendance and 2.4 times more likely than pupils with 85-90% attendance. Due to low numbers of pupils in the low attendance bandings they are aggregated into a single <50% attendance band for subsequent analysis.



The long-term impact on earnings

Missing school doesn't just affect exam results and a child's time in education – it can impact future earnings too.

Persistently absent pupils in secondary school could earn £10,000 less at age 28 compared to pupils with near-perfect attendance.

For each additional day of absence between Years 7 to 11, the typical pupil could miss out on an average of £750 in future lifetime earnings.

Attendance Band 2

95-100%	0.04	0.07	0.08	0.09	0.10	0.12	0.16	0.21	0.33	0.53	1
90-95%	0.08	0.13	0.15	0.17	0.19	0.22	0.31	0.40	0.62	1	1.9
85-90%	0.13	0.21	0.25	0.27	0.30	0.36	0.49	0.64	1	1.6	3.0
90-85%	0.20	0.33	0.39	0.43	0.47	0.56	0.77	1	1.6	2.5	4.8
80-85%	0.26	0.42	0.50	0.55	0.61	0.73	1	1.3	2.0	3.3	6.2
75-80%	0.36	0.58	0.69	0.76	0.84	1	1.4	1.8	2.8	4.5	8.5
65-70%	0.43	0.69	0.82	0.90	1	1.2	1.6	2.1	3.3	5.3	10.1
60-65%	0.48	0.76	0.91	1	1.1	1.3	1.8	2.6	3.7	5.9	11.2
55-60%	0.53	0.84	1	1.1	1.2	1.5	2.0	2.6	4.1	6.5	12.3
50-55%	0.63	1	1.2	1.3	1.5	1.7	2.4	3.1	4.8	7.7	14.7
50%	1	1.6	1.9	2.1	2.3	2.8	3.8	4.9	7.7	12.3	23.3
<50%											

Attendance Band 1



The link between attendance and attainment in an assessment year

Research Report
March 2025

Pupils who attend 95-100% of the time are 1.9x more likely to achieve Maths and English GCSE Grade 5 than pupils who attend 90-95% of the time. Pupils who attend 90-95% of the possible sessions are 1.6x more likely to achieve the outcome than pupils who attend 85-90% of the time

What about **95%**?



1/4 of a **year**
absent

throughout your Lincroft career!



The Pursuit of Excellence



Valuing People



Achievement For All



High-Quality Learning Environment



Extends the Boundaries of Learning

Ways for parents/carers to encourage attendance:



1. Find out regularly your child's absence and check this matches with your own record.
2. Talk regularly with your child about school and how they feel about it. More likely to attend if they feel supported and anxieties listened to.
3. Phone us as soon as possible to tell us why your child is absent, and when you expect them to return. Putting the school number in your phone can save you time. Know the school routine for alerting you to absence.
4. Only grant days at home for genuine illness. (you will know!!)
5. Avoid taking holidays in school time.
6. Know routines of the school day to avoid issues, e.g. have they got their PE kit?
7. If you have concerns ring us – we will check attendance and be discreet.
8. PRAISE AND REWARD GOOD ATTENDANCE: even small successes.



Key Dates

W/C	
06-Oct	MTG Reports
03-Nov	PASS Survey
19-Jan	Yr9 PR1 Reports followed by Academic Mentoring
09-Feb	Parents evening
18-May	Yr 9 PR2 Reports followed by Academic Mentoring

We use data based on a student's Key Stage 2 SATs results, prior attainment, gender, and birth month to help with a starting point

identifies non-academic barriers that may affect learning and engagement in the wider school community, including motivation and confidence



New Academic Demands



- Being more self-motivated and taking more responsibility for their own Learning.
- Asking when they do not understand.
- Developing their abilities to overcome frustrations and strategies for persisting when they are learning material that they find challenging.
- Organising themselves, notes, handouts and information for different subjects, and different topics within these.
- Completing more work at home, independently.
- Understanding the exam structure and the relative importance of each piece of work to their final grade.
- Planning and carrying out their revision.
- Perfecting their 'exam technique'



How to help at home



I don't understand all this coursework, levels and module exams - it's completely different from when I was at school....

I didn't even do GCSEs - how can I help him?.....

There's a million websites to help but how do you know which are any good?.....

Sounding board and adviser – helping your child to break tasks down so that they are manageable, keeping an eye on progress and celebrating achievements. Agreeing the rules for homework or revision, helping them to make a realistic timetable, balancing work against the 'fun stuff' and revising the plans as necessary.



How to help at home-Independent learning & MCAS parent portal



English

YOU ARE HERE: Dashboard > Homework

Homework

Search:

Created Date	Due Date	Assignment	Status	Points	
15/09/2025 18:54:32	21/09/2025 23:59:00	Tassomai - complete your weekly goal!	Created	-	View
15/09/2025 17:08:31	22/09/2025 23:59:00	Learn vocab and complete LanguageNut	Created	-	View
11/09/2025 07:52:46	20/10/2025 23:59:00	Online Meridian Masterclasses - SIGN UP NOW	Created	-	View



How to find key curriculum information

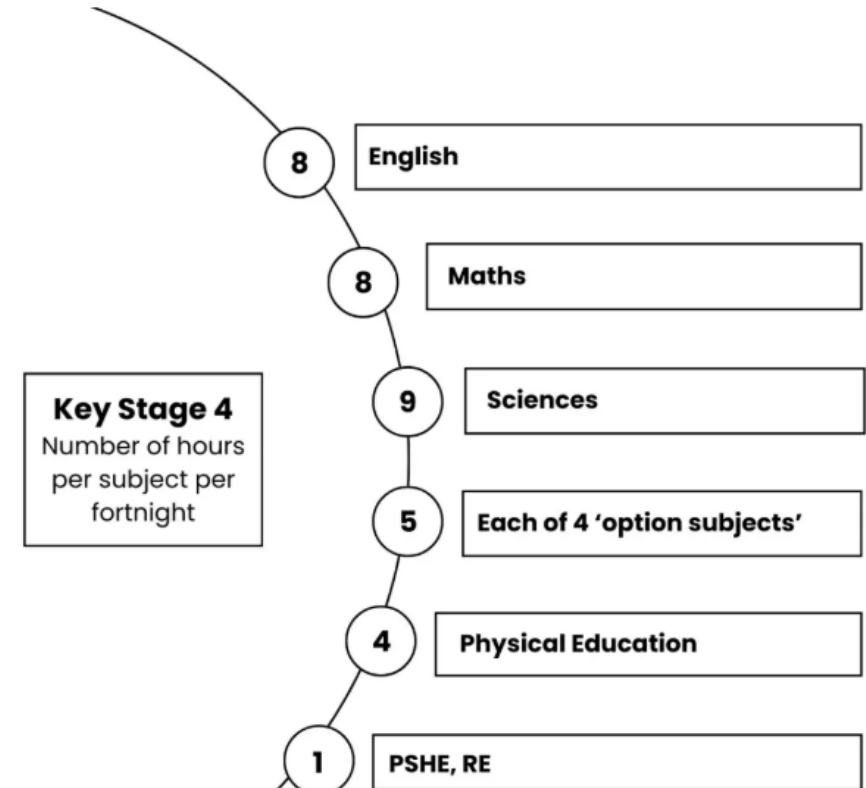
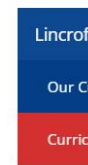


About Us ▾ Lincroft Academy Life ▾ Parents and Carers ▾ Join Us ▾ Connect With Us ▾ Lincroft Site Improvements & ▾



Curriculum Overviews

Below you can find our Meridian Trust Curriculum Overviews for each subject. These documents provide an overview of our Key Stage 3 and Key Stage 4 Curriculum in each subject area. They also contain an overview of the Key Stage 5 Curriculum delivered at Meridian Trust schools with Post 16 provision including, most locally, the sixth form at Sharnbrook Academy.



Online platforms to support learning



Maths
Science
Sparx Reader

Learn step by step
Memorise- active recall
Challenge-play with
friends



Free to join,
endless practice,
specific to each
exam board



Revision Guides

- Recommended revision guides available to order through the school
- Departments have some samples to look through today if you are interested
- Available on MCAS from today (16/9)
- Deadline is 2 weeks (30/9) for any orders



Qualities And Experiences PLEDGES

An award system which offers students a range of character-building opportunities that enhance their learning and development.

The PLEDGES system aims to encourage and support many important qualities in students such as leadership, citizenship, moral purpose, sense of community and collective responsibility.

PLEDGES can be achieved through subject based PLEDGES, activities undertaken outside of school and extra-curricular undertaken inside school.





Careers Education, Information and Guidance (CEIAG)



Aspiration





Networking Breakfasts – Career themed events linked to curriculum subjects where students can opt in depending on their interest.



Unifrog – Career lessons within Life Skills. Students are encouraged to use at home to research next-steps options, careers, labour market information, further study options.



Career related assemblies with NHS, RAF, local employers – gives students the awareness of options available to them within the services/businesses including apprenticeships



Careers 1 to 1s available and drop ins (based in Topaz) to ask any questions or via e mail jripley@lincroft.academy



Academic mentoring may highlight students wishing to have or who would benefit from having a 1 to 1 appointment



Your child's future starts here

Meridian Career Pathways will give you everything you need to get inspired, spark conversations and support your child with planning their future career.



Year 6-7



Year 8-9



Year 10-11



Year 12-13

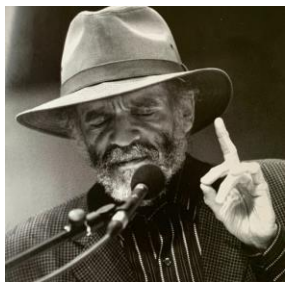
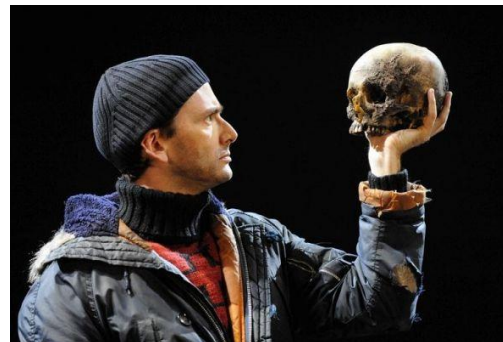
Meridian Trust website [Meridian Pathways](https://meridiantrust.co.uk)
(meridiantrust.co.uk)

English in Year 9


- Builds on knowledge and skills of Year 8
- Builds towards Years 10 and 11

Two GCSEs, with overlapping knowledge and skills:

- English Language
 - responding to an unseen text;
 - independent writing
- English Literature
 - responding to known texts;
 - engaging with the writer's ideas
 - analysis of language/structure



AQA English Language GCSE



AQA
GCSE
ENGLISH LANGUAGE

Paper 1 Explorations in creative reading and writing

Insert

The source is

Source A:

ad

AQA

Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

GCSE
ENGLISH LANGUAGE
Paper 2 Writers' viewpoints and perspectives

Monday 12 June 2023 Morning Time allowed: 1 hour 45 minutes

Materials
For this paper you must have:
• Source A and Source B - provided as a separate insert.

Instructions
• Answer all questions.
• Use black ink or black ball-point pen.
• Fill in the boxes at the top of this page.
• You must answer the questions in the spaces provided.
• Do not write outside the box around each page or on blank pages.
• If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
• Do all rough work in this book. Cross through any work you do not want to be marked.
• You must refer to the insert booklet provided.
• You must not use a dictionary.

Information
• The marks for questions are shown in brackets.
• The maximum mark for this paper is 80.
• There are 40 marks for Section A and 40 marks for Section B.
• You are reminded of the need for good English and clear presentation in your answers.
• You will be assessed on the quality of your writing in Section A.
• You will be assessed on the quality of your writing in Section B.

Advice
• You are advised to spend about 15 minutes reading through the sources and all five questions you have to answer.
• You are advised to plan your answer to Question 5 before you start to write.
• You should make sure you have sufficient time to check your answers.

For Examiner's Use
Question
1
2
3
4
5
TOTAL

Assessments

All texts in the examination will be unseen.

Paper 1: Explorations in Creative Reading and Writing	+	Paper 2: Writers' Viewpoints and Perspectives	+	Non-examination Assessment: Spoken Language
What's assessed <p>Section A: Reading</p> <ul style="list-style-type: none"> one literature fiction text <p>Section B: Writing</p> <ul style="list-style-type: none"> descriptive or narrative writing 		What's assessed <p>Section A: Reading</p> <ul style="list-style-type: none"> one non-fiction text and one literary non-fiction text <p>Section B: Writing</p> <ul style="list-style-type: none"> writing to present a viewpoint 		What's assessed <p>(AO7-AO9)</p> <ul style="list-style-type: none"> presenting responding to questions and feedback use of Standard English
Assessed <ul style="list-style-type: none"> written exam: 1 hour 45 minutes 80 marks 50% of GCSE 		Assessed <ul style="list-style-type: none"> written exam: 1 hour 45 minutes 80 marks 50% of GCSE 		Assessed <ul style="list-style-type: none"> teacher set throughout course marked by teacher separate endorsement (0% weighting of GCSE)
Questions <p>Reading (40 marks) (25%) – one single text</p> <ul style="list-style-type: none"> 1 short form question (1 x 4 marks) 2 longer form questions (2 x 8 marks) 1 extended question (1 x 20 marks) <p>Writing (40 marks) (25%)</p> <ul style="list-style-type: none"> 1 extended writing question (24 marks for content, 16 marks for technical accuracy) 		Questions <p>Reading (40 marks) (25%) – two linked texts</p> <ul style="list-style-type: none"> 1 short form question (1 x 4 marks) 2 longer form questions (1 x 8, 1 x 12 marks) 1 extended question (1 x 16 marks) <p>Writing (40 marks) (25%)</p> <ul style="list-style-type: none"> 1 extended writing question (24 marks for content, 16 marks for technical accuracy) 		



Summer Term Year 9



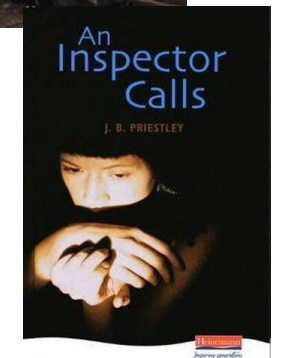
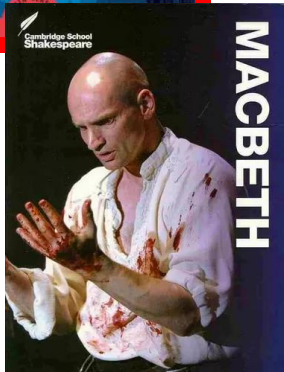
AQA English Literature GCSE

Assessments

All assessments are closed book: any stimulus materials required will be provided as part of the assessment.

All assessments are compulsory.

Paper 1: Shakespeare and the 19th-century novel	+	Paper 2: Modern texts and poetry
What's assessed <ul style="list-style-type: none"> • Shakespeare • The 19th-century novel 		What's assessed <ul style="list-style-type: none"> • Modern texts • Poetry • Unseen poetry
How it's assessed <ul style="list-style-type: none"> • written exam: 1 hour 45 minutes • 64 marks • 40% of GCSE 		How it's assessed <ul style="list-style-type: none"> • written exam: 2 hour 15 minutes • 96 marks • 60% of GCSE
Questions <p>Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p>Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p>		Questions <p>Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p>Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p> <p>Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>



CARE to Read



COMMUNITY

We use the experience of reading to bring us together.

ASPIRATION

We place reading at the heart of our curriculum to support our students in achieving their goals and aspirations.

RESPECT

We enable our students to read a diverse range of texts to promote respect for others.

EXCELLENCE

We recognise that excellent readers are often more prepared to tackle complex subjects, articulate their ideas clearly, and perform well in assessments.



WE CARE ABOUT READING



We employ evidence-based strategies such as modelled reading, explicit vocabulary instruction, and dual coding to support our students with their reading every day.



We deliver the Powerful Words 5-year programme to our tutees weekly, teaching them a range of Tier 2 words from Coxhead's 'Academic Word List'.

We follow the Meridian Trust Reading Charter in our aim for every young person to leave our school as a skilled reader.



We provide high-quality literacy interventions and whole-school practices for our students who struggle with their reading.



We welcome all students every day to our school library, a communal space to share the experience of reading together.

Year 8 Summer NGRT Outcomes

Average increase +6.7 points (SAS)

Better than expected progress

36%

Year 8 – 80% Sparx reader completion and 80%+ accuracy

Sparx Reader

446 SRP ★ Hannah Bu



Set texts



A Christmas Carol

Charles Dickens, Laura Kerslake

This is the story of a lonely and bitter man, Ebenezer Scrooge, who learns to change his ways when he is visited by three ghosts.

The Ghosts of Christmas Past, Present, and Yet-to-Come show Scrooge what he is missing out on, and what will happen to him if he doesn't change his ways.

This is a Sparx Easy Reader which tells the story in simpler language while keeping important...

Your Difficulty Rating: 🟢 About right

6%

Continue Reading >

Swap this book >



The Pursuit of Excellence



Valuing People



Achievement For All



High-Quality Learning Environment



Extends the Boundaries of Learning

Mathematics



lalder@lincroft.academy

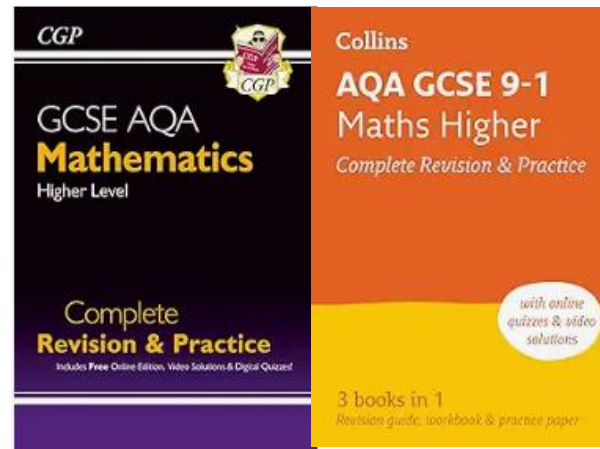


Subject Content

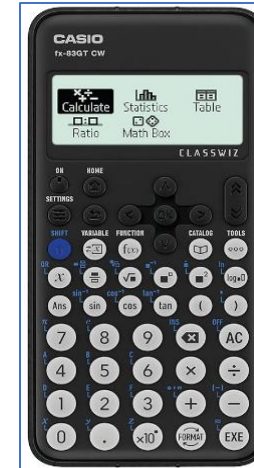
- Number
 - Algebra
 - Ratio, Proportion and Rates of Change
 - Geometry and Measures
 - Probability
 - Statistics
-
- Paper 1 – Non-Calculator
 - Paper 2 – Calculator
 - Paper 3 – Calculator

Sparx Maths

Problem Solving



Casio FX-83GTCW



Thursday Sparx Support/Revision
3.15pm-4pm – T6 every week



Mathematics Subject Content



Autumn Term

1. Indices
2. Circles
3. Proportion
4. Charts and Graphs
5. Constructions and Loci
6. Volume
7. Transformations

Spring Term

8. Expanding double brackets
9. Solving equations
10. Scatter graphs
11. Angle properties
12. Backwards percentages
13. Similarity
14. Congruence

Summer Term

15. Rearranging formula
16. Pythagoras
17. Linear Graphs
18. Averages and Sampling
19. Probability

		1	2	3	4	5	6	7	8		1	2	3	4	5	6	7
Year 9 (New)	Aut	Indices		Circles			Proportion		Charts and Graphs 1	Tier Students	Charts and Graphs 1	Constructions and Loci		Volume	Revision	Transformations	
	Spr	Expanding double brackets			Further solving equations	Scatter graphs	Angle properties				Angle Properties	Backward Percentages	Similarity	Congruence			
	Sum	Revision	Rearranging formulae	Pythagoras' Theorem		Linear Graphs 2					Averages and sampling		Revision	Mid Term 3	Advanced Probability		
		Mid Term 2															



Lessons

- 9 lessons a fortnight
- Lessons typically split between two teachers who share the Biology, Chemistry and Physics content
- Curriculum is spiral in nature and revisits KS3 content adding in new detail and further information
- Mixture of content, maths skills practical work and data analysis/interpretation

Required practicals

- Set curriculum practicals done in depth
- Questions in exams are specifically targeted
- Bio: 7 (+2 in separate)
- Chem: 6 (+2 in separate)
- Physics: 7 (+3 in separate)

Homework

- Sparx Science set weekly (~30 mins)
- Designed to be chunked, 10 min sessions
- Embeds key knowledge through retrieval

Sparx
Science

Science Subject Content



Biology

- 1. Cell biology**
- 2. Organisation**
- 3. Infection and response**
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

Chemistry

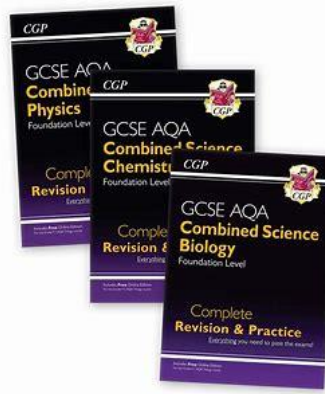
- 1. Atoms and periodic table**
- 2. Bonding, structure, and the properties of matter**
- Quantitative chemistry
- 4. Chemical changes**
- Energy changes
- Chemical changes
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using Earth's resources

Physics

- 1. Energy**
- Electricity
- 3. Particle model of matter**
- 4. Atomic structure**
- Forces
- Waves
- Magnetism and electromagnetism
- Space physics (*separate only*)



Science



Pathways

- Combined or separate sciences
- All students begin on the separate science pathway
- Recommendation of continuation or moving to combined pathway in year 10
- Based on performance in assessments and in class
- Prior to this nearly all content covered is common to both pathways

Examinations

Combined Science (Double Science)






- Six 1 hr 15 min exams
- Two for each science discipline
- Each discipline has a paper 1 and a paper 2
- A double grade is awarded (2 GCSEs)

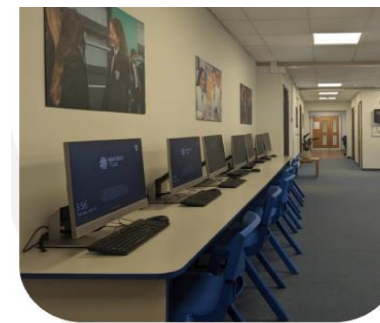
Separate Sciences (Triple Science)

- Three separate courses
- Each course has two papers of 1 hr 45 mins each
- Total of six exams
- Three GCSEs are awarded



Inclusion Provision – 5 Pillars

	House Office (Pastoral support) 	Pivot (Triage) 	Restoration (Behaviour intervention) 	The Compass (SEMH intervention) 	The Bridge (Academic intervention) 
Type of support:	<ul style="list-style-type: none"> - Administrative support - Reports / PSP's - Early Help - Coaching conversations - Self and co-regulation 	<ul style="list-style-type: none"> - Short term regulation - Debrief after an event - Withdrawal from lesson or social times 	<ul style="list-style-type: none"> - Classroom ready intervention - Re-establish behavioural routines and expectations - Reflection and next steps 	<ul style="list-style-type: none"> - SEMH and communication interventions - CREW at form time - Regulation base and work-stations for targeted students 	<ul style="list-style-type: none"> - Cognition and learning based interventions - Targeted reading, literacy, arithmetic and maths skills.



Stage One (Teacher / tutor)

If you have any queries, contact your child's tutor, teacher, or House SSA regarding your concern. They will give a clear picture of how your child presents in school and might collect further information from other teachers.



Queries are recorded and answered by the appropriate member of staff, using data and observations in the classroom. Possible next steps discussed.



If resolved, ongoing communication between your child's teachers/tutors will continue through tracking, parent-teacher consultations, academy mentoring reports, notes in planners or phone calls.

IF THE DISCUSSION LEADS TO OTHER POSSIBLE INTERVENTIONS, TEACHER/TUTOR WILL DISCUSS WITH THE DEPARTMENT / HOUSE.

Stage Two (Department / House)

After an initial conversation with your child's teacher/tutor/SSA, your child may need classroom-based adaptations, or become part of department-based intervention, or House-based social support.



In discussion with the department / House, a cycle of 'Assess, Plan, Do, Review' could be implemented, based around the identified barrier to the young person.



Intervention strategy implemented – reasonable adjustments made. One-page profile created if appropriate.



Following interventions, a meeting with you and/or your child will be arranged to assess the impact of the strategies, using data and observations.

IF YOUR CHILD HAS RESPONDED AND SHOWN PROGRESS, THEN NO FURTHER ACTION WILL BE TAKEN. IF NEEDED, THE DEPARTMENT OR HOUSE WILL REFER TO STAGE THREE.

Stage Three (Partnership with External agencies)

After the first round of APDR, if progress/impact has not met expectation, we will seek external specialist support that will help develop a more personalised provision.



External agencies could involve Early Help, CAMHS, IFD, an Educational Psychologist, or other agency depending on threshold and need.



A new cycle of APDR established, with a one-page-profile updated.



Cycles of APDR will continue to support your child's need.

IF YOUR CHILD HAS RESPONDED AND SHOWN PROGRESS, YOUR CHILD COULD BE REMOVED FROM THE SEND REGISTER. IF FURTHER INTERVENTION IS NEEDED, MOVE TO STAGE FOUR.

Stage Four (External)

If your child's needs continue to be a significant concern a request will be made to Bedford Borough Council and other agencies for further, higher level support.



This could involve an EHCP assessment, CAMHS, further referrals to the Integrated Front Door, support from the Inclusion team around Appropriate Provisions, access to Grey's Education or partnership placements, access to the Adolescent Response Team (ART), Managed Moves, further counselling,



A new cycle of APDR established, with a one-page-profile updated.



Cycles of APDR will continue to support your child's need.

THIS LIST IS NOT EXHAUSTIVE BUT YOU ARE ALWAYS PART OF THE PROCESS.

Sharing, reviewing and adapting



Every Wave 3 (K) or Wave 4 (EHCP) has an APDR and 1-Page Profile that are highlighted on their registers and attached to their student profiles on Bromcom.

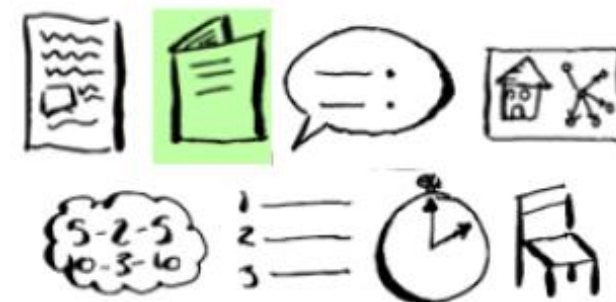
Others might have additional supporting documents like 5-point scales or exit cards.

The ADPR documents are sent to staff throughout the year to be reviewed and adapted where necessary.

The idea behind the 'wave' system is that students can move up and down it depending on their presenting need.

ContactSEND@lincroft.academy

- Speak clearly and make sure you get my attention first.
- Prepare visual, printed documents for me to follow, printed on **GREEN** paper, including process mini goals. (This includes notes on videos or verbal discussion.)
- Let me re-set by using my Inclusion time-out pass.
- Using the 5-2-5 or 10-3-10 model of work.
- Doodling in my doodle book.
- Support me to re-engage with my work. (Non-verbal hints, and blank paper to cover any work that isn't the question I'm on!)
- Sit me near you at the front, so you can discretely



Name:

Year: House:



Access Arrangements

- When we have an external professional report suggesting additional time will be needed for any exams, we add this on to a student's profile. They are also time sensitive as the results of the tests can be affected by multiple factors and change over time.
- JCQ state that we will need to have this verified through additional tests by our accredited assessor, which we generally do in Y10
- We also use staff feedback, our own assessments, and previously raised concerns to identify students who might need access arrangements
- Access arrangements at GCSE are at a higher threshold than at SATS



Where to find more information



About Us ▼ Academy Information ▼ Curriculum ▼ SEND & Inclusion ▼ Vacancies Contact Us Calendar
Lincroft Site Improvements & Expansion Year 7 Transfer to Lincroft Academy September 2024 ▼ Appropriate Provision



Art & Design



Business & Economics



Computer Science



How to contact us



Amethyst – 01234 827149
Mrs Stears (SSA)

Emerald – 01234 827146
Miss Reed (SSA)

Sunstone – 01234 827148
Miss Lloyd (SSA)

Topaz – 01234 827147
Miss Chalmers (SSA)

Amethyst: AmethystSSA@Lincroft.Academy

Emerald: EmeraldSSA@Lincroft.Academy

Sunstone: SunstoneSSA@Lincroft.Academy

Topaz: TopazSSA@Lincroft.Academy

If your call is not immediately answered, please allow 10 seconds for the voicemail to register. Please leave your name, contact number and message for the Student Support Assistant to return your call.

