

Welcome to Year 6 Information Evening

Lincroft Academy

2026



Amethyst
House



Emerald
House



Sunstone
House



Topaz
House



Community



Aspiration



Respect



Excellence



Welcome From Our Senior Tutor Team

Miss K Anning
Mrs S Magill
Miss A Oswick
Mrs K Webb



Amethyst
House



Emerald
House



Sunstone
House



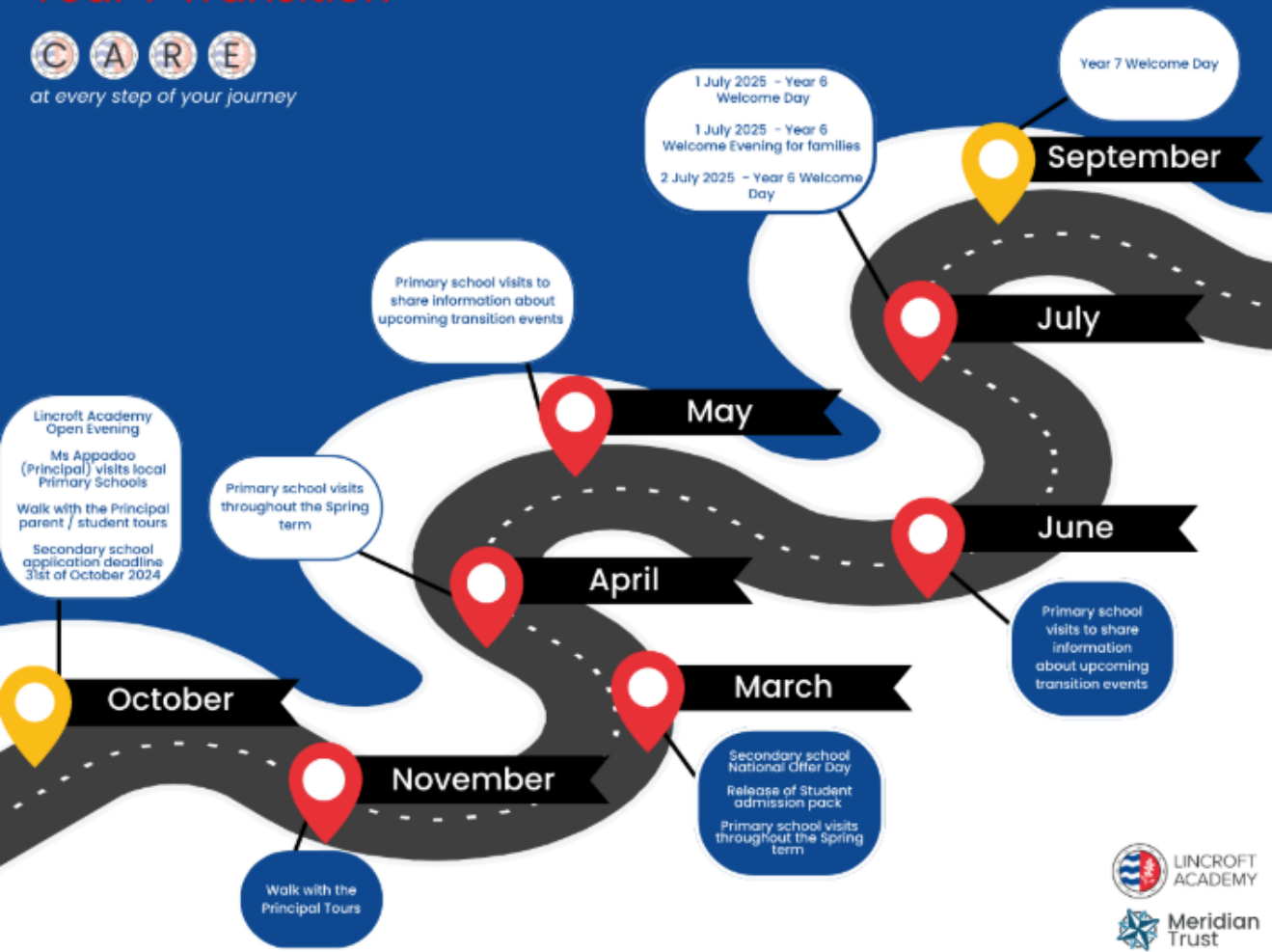
Topaz
House



Welcome To Lincroft Academy

Year 7 Transition

C A R E
at every step of your journey



Community

Aspiration

Respect

Excellence

Welcome From Our Principal Ms E Appadoo



Amethyst
House



Emerald
House



Sunstone
House



Topaz
House



We Are Lincroft

At Lincroft Academy, we



Community



Aspiration



Respect



Excellence



CARE Values



Community

We contribute to a shared sense of belonging where everyone can thrive and feel known, valued and supported.



Aspiration

We aim high and work hard for personal and academic growth.



Respect

We value everyone's voice and always show kindness and care to each other, our school and ourselves.



Excellence

We take pride in always being the best we can be.



Community



Aspiration



Respect



Excellence



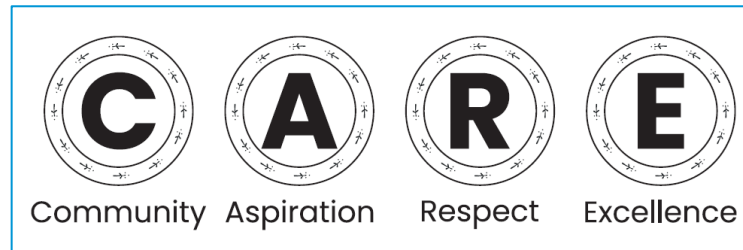
We Are Lincroft – Our Year 6 Experience

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



Community



Aspiration



Respect



Excellence



The Highest Standards and Expectations



Community



Aspiration



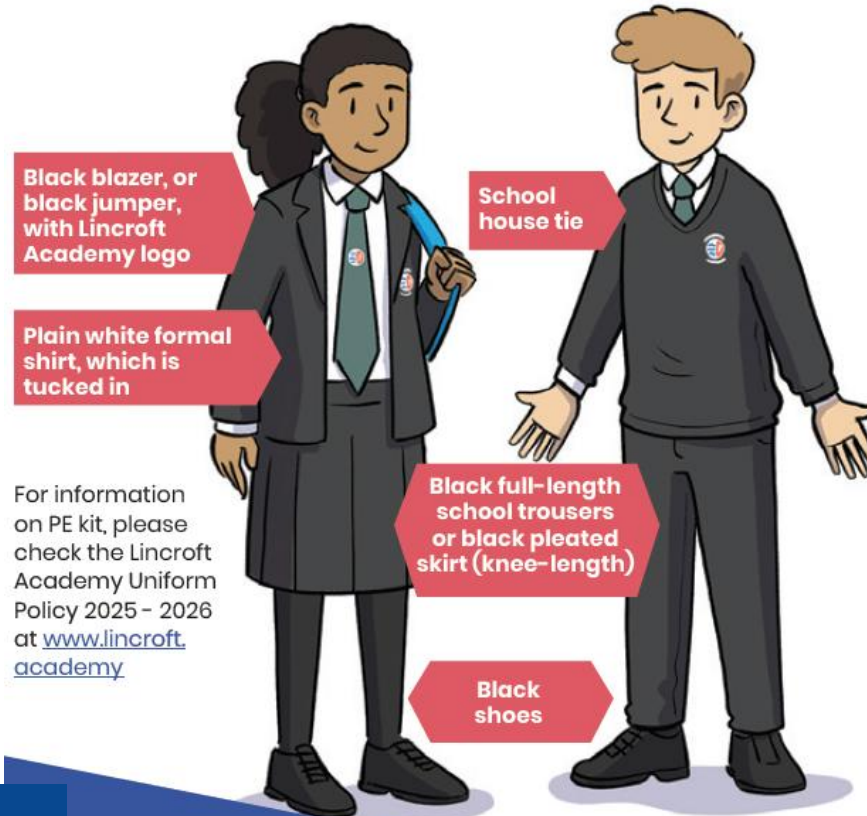
Respect



Excellence



Lincroft Academy Uniform and Equipment



Please Note,

Not all 'school uniform' ranges in shops will meet our uniform policy.



Community



Aspiration



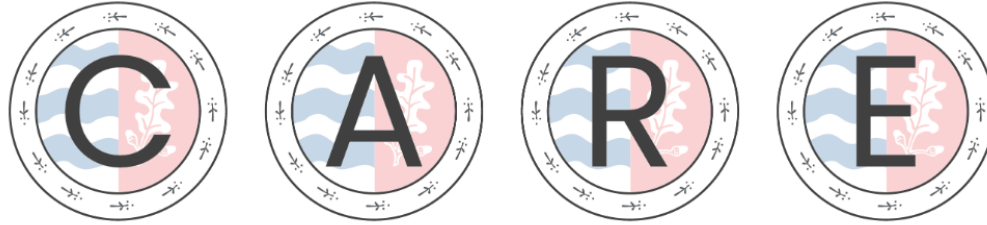
Respect



Excellence



We



about

ATTENDANCE

Every day at school matters

Make a difference for **your** future

Be the best **you** can be



Community



Aspiration



Respect



Excellence



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.

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%	50-55%	55-60%	60-65%	65-70%	70-75%	75-80%	80-85%	85-90%	90-95%	95-100%

Attendance Band 1

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.



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



Community



Aspiration



Respect



Excellence



What about **95%**?

1/4 of a **year**
absent

throughout your Lincroft career!



Community



Aspiration



Respect



Excellence



Ready to Learn & on time, every time

Ready To Learn (Students)

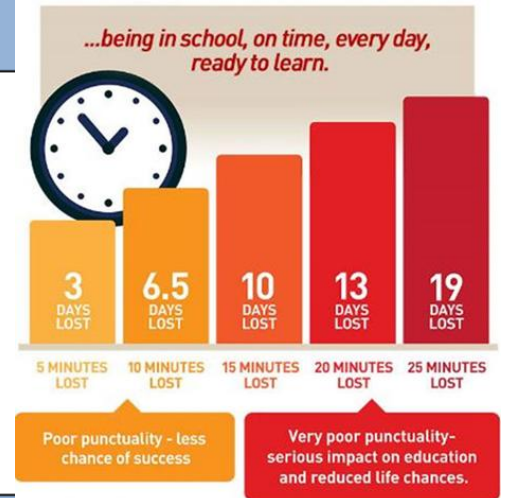
Register promptly and silently in seating plan

Equipment ready

Answer the Do Now independently

Demonstrate CARE

You are ready to learn



Community



Aspiration



Respect

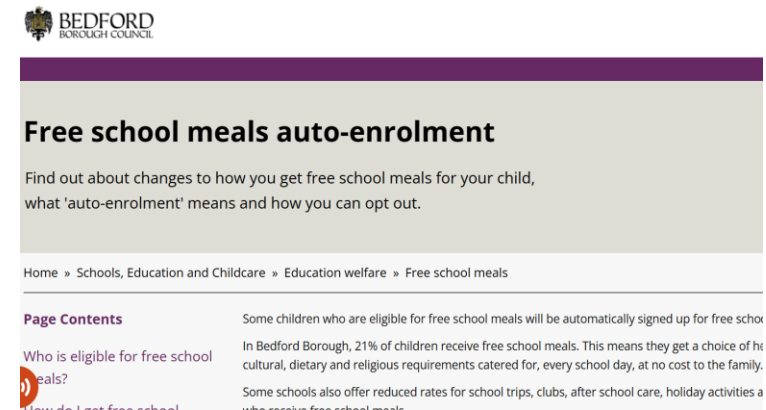


Excellence



FSM Eligibility Check

- Changes to the Free School Meals (FSM) scheme from September 2026
- Extended to all families receiving universal credit, regardless of income
- Families will need to reapply each year – 1 July 2026
- Children in Reception, Year 1 and Year 2 will continue to receive free meals as usual
- [Free school meals auto-enrolment | Bedford Borough Council](#)



The screenshot shows a webpage from Bedford Borough Council. At the top left is the council's logo and name. The main heading is "Free school meals auto-enrolment". Below this is a sub-heading: "Find out about changes to how you get free school meals for your child, what 'auto-enrolment' means and how you can opt out." A breadcrumb trail reads: "Home » Schools, Education and Childcare » Education welfare » Free school meals". There is a "Page Contents" section with two items: "Who is eligible for free school meals?" and "How do I get free school meals?". To the right of the page contents, there is a short paragraph of text: "Some children who are eligible for free school meals will be automatically signed up for free school meals. In Bedford Borough, 21% of children receive free school meals. This means they get a choice of breakfast, lunch and dinner, every school day, at no cost to the family. Some schools also offer reduced rates for school trips, clubs, after school care, holiday activities and school meals." The page is partially cut off at the bottom.



Community



Aspiration



Respect



Excellence



Welcome From Our Vice Principal & Designated Safeguarding Lead Mrs J Attreed



Amethyst
House



Emerald
House



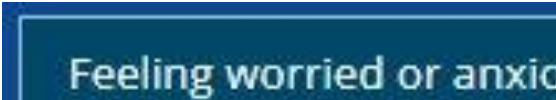
Sunstone
House



Topaz
House



Safeguarding at Lincroft Academy

- Our Safeguarding Team
- worried@lincroft.academy
- Website 

We encourage students and families to share concerns, however small they may seem.

Designated Safeguarding Staff



Mrs Attreed
Designated
Safeguarding Lead
Vice Principal



Mrs Byrne
Deputy Designated
Safeguarding Lead



Ms Appadoo
Principal



Mr Lewis
Assistant Principal



Mr Drake
Assistant Principal



Mr Davis
Assistant Principal



Miss Stoodley
Assistant Principal



Miss Magill
Senior Tutor



Mrs Webb
Senior Tutor



Miss Oswick
Senior Tutor



Miss Anning
Senior Tutor



Miss Reed
Student Support
Assistant



Mrs Holliss
Student Support
Assistant



Miss Lloyd
Student Support
Assistant



Miss Stears
Student Support
Assistant



Community



Aspiration



Respect



Excellence





LINCROFT ACADEMY

MENTAL HEALTH & WELLBEING SUPPORT

We **CARE** about you

How we support you – the right support for the right child at the right time.

We're here for you, every step of the way.



TIER 4

EXTERNAL & SPECIALIST SUPPORT

For complex or high-risk needs



CAMHS (Child & Adolescent Mental Health Services)



Early Help



Educational Psychology



Social Care (as appropriate)



Multi-agency meetings



Safeguarding & risk plans

TIER 3

SPECIALIST IN-SCHOOL SUPPORT

For ongoing or therapeutic needs



Individual ELSA programmes



School CAHMS (where appropriate)



Mental Health Lead oversight



Individual support plans

TIER 2

TARGETED EARLY HELP

For emerging needs



School Counsellor



Head of House & Pastoral check-ins



Targeted / short-term ELSA



Anxiety & emotional regulation support



Safe / time-out spaces

TIER 1

SUPPORT FOR ALL STUDENTS

Every student, every day



Daily tutor check-ins



Trusted relationships with staff



House Office & Pastoral Team access



Lifeskills (PSHE & wellbeing curriculum)



Clear routines & safeguarding culture e.g. CALM corridors & SOAP



Therapeutic Thinking – rewards & behaviour policy

SUPPORT IS ALWAYS AVAILABLE – WE WANT EVERY STUDENT TO FEEL KNOWN, VALUED AND SUPPORTED.

WAYS TO SPEAK TO SOMEONE



TALK TO A TRUSTED ADULT
Any member of staff



VISIT YOUR HOUSE OFFICE
We're here to listen



EMAIL US
worried@lincroft



USE SAFE SPACES
A quiet place if you need a break



ASK A FRIEND
and get support together

OUR SCHOOL VALUES



COMMUNITY



ASPIRATION



RESPECT



EXCELLENCE



If you are struggling or need someone to talk to,



You matter. We're here for you.

Anti-Bullying Charter

Anti bullying ambassadors

LINCROFT ACADEMY ANTI-BULLYING CHARTER

C A R E

WHAT TO DO

SPEAK OUT

- REPORT BULLYING BEHAVIOUR IF YOU SEE IT
- SILENCE SUPPORTS BULLYING
- LOOK OUT FOR ANTI - BULLYING AMBASSADORS IF YOU ARE WORRIED, THEY WILL TAKE YOU TO THE NEAREST ADULT.



TELL A TRUSTED ADULT
ASK FOR HELP
LOOK AFTER OTHERS
KNOW WHAT BULLYING IS

STAND UP



- TAKE RESPONSIBILITY
- STAMP OUT STEREOTYPES
- BE AN UPSTANDER
- KINDNESS ALWAYS WINS!

ALWAYS REACH OUT



- CHECK IN WITH PEOPLE
- LISTEN TO ONE ANOTHER
- BE THE FRIEND YOU'D WANT TO HAVE

BULLYING IS:

"Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally"

**SEVERAL
TIMES
ON
PURPOSE**

WHO TO TELL?

TRUSTED ADULTS
SCHOOL STAFF
FRIENDS
FAMILY
CHILDLINE 08001111
REPORT TO

WORRIED@LINCROFT.ACADEMY



BE THE BEST YOU CAN BE



Community



Aspiration



We have CALM corridors at  LINCROFT ACADEMY

C	A	L	M
			
Continue Purposefully and quietly to your destination.	Always walk on the left.	Leave the corridors clean and tidy.	Mobile phones off and away.

Behaviour for Learning curriculum - a behaviour for learning curriculum, which models and reinforces the behaviour we expect from students to ensure that they demonstrate excellence every day.

The ten areas of behaviour that we explicitly teach via our behaviour curriculum are:

1. Our CARE values
2. What is CARE?
3. CARE around the Academy-CALM corridors , SOAP
4. CARE for each other- No contact rule, Anti bullying Charter, Respectful language
5. CARE to attend – Importance of attendance and Punctuality
6. CARE for our work – Pride in work presentation
7. CARE to learn- behaviour for learning principles
8. CARE CUP-Awards and rewards
9. READY to learn routines – positive start and ends to lessons
10. CARE Code- stages of support and change and behaviours and consequences

When using the toilet at  LINCROFT ACADEMY , use SOAP:

S	O	A	P
			
Single file queue.	One person per cubicle.	Always wash your hands.	Please exit, no waiting.

A truly mobile free Academy

How the Pouch system works — Step by Step

1



Morning Arrival

Turn your phone off and place it inside the pouch with your smart watch & earphones.



2



Lock It

Close the top and press the lock button. Put your locked pouch in your bag.



3



School Day

Your pouch stays locked all day — lessons, break, and lunch. No distractions!

4



End of Day

Tap the button against the unlocking station (magnet) at 3:05 pm. It unlocks in under a second!



Community



Aspiration



Respect



Excellence





LUNCH ACCOUNTS IMPORTANT REMINDERS

EFFECTIVE FROM MONDAY 18TH MAY 2026



*Be responsible.
Plan your spending.
Make great
choices!*



KEEP YOUR ACCOUNT IN CREDIT

Make sure there is enough money on your MCAS dinner account before buying food.



Parents/carers will get email alerts when the balance is low.



NOT ENOUGH FUNDS?

You won't be able to overspend.

If you don't have enough money, you'll be sent to the finance office (next to the dining room) to get a meal voucher for a sandwich or a pot of pasta.

The cost will be added to your account afterwards.



CHECK & TOP UP YOUR ACCOUNT

Check your balance on the MCAS app.



A minimum top up of £5.00 applies to all accounts.



FREE SCHOOL MEALS

The allowance is for lunchtime meals only.

Buying items at breaktime may leave you with too little for lunch. Plan your spending carefully.



BRING A WATER BOTTLE

Refill your bottle using the water stations around school or the jugs in the dining room.



**GLASS BOTTLES
ARE NOT PERMITTED.**



USE YOUR FINGERPRINT

Payments are taken using your fingerprint for security and speed.



If you haven't given consent, you can use your name instead.



MENU INFORMATION

View all weekly menus, meal deals and prices on our website:

www.lincroft.academy/catering

Menus are also displayed in the Dining Room and Grab and Go areas.

*All menus, meal deals
and tariffs can be
found on our website!*



FOR ANY QUESTIONS ABOUT YOUR MCAS DINNER ACCOUNT, PLEASE EMAIL FINANCE@LINCROFT.ACADEMY

Welcome From Our Inclusion Team Mr T Johnson



Amethyst
House



Emerald
House








Sunstone
House



Topaz
House



	House Office (Pastoral support) 	Pivot (Triage) 	Restoration (Behaviour intervention) 	The Compass (SEMH / coms 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 workstations for targeted students 	<ul style="list-style-type: none"> - Cognition and learning based interventions - Targeted reading, literacy, arithmetic, maths and academic interventions.
WHO CAN ACCESS	<ul style="list-style-type: none"> - All students in the House - Those on Senior Tutor or Head of House report. - Those who have exhausted tutor support. - Those that need to co-regulate. - Trusted adults in school 	<ul style="list-style-type: none"> - Universal access with a member of staff - Those with a House pass when House is not available - Those withdrawn from a lesson or social times - Those who may have an injury / restricted movement 	<ul style="list-style-type: none"> - Universal support in response to detrimental or dangerous behaviours - Those who have been referred from a subject / social times - Part of a stepped response or after a serious one-off event 	<ul style="list-style-type: none"> - Targeted students only - Those with a timetabled intervention - Those who can access it as part of their APDR - Those who need access to a designated workstation 	<ul style="list-style-type: none"> - Targeted students only - Those with a timetabled intervention - Those who need academic support as part of a personalised support curriculum
WHEN TO ACCESS	<ul style="list-style-type: none"> - Social times for support in contacting home etc. - Need to self or co-regulate (House Pass) - Part of agreed plan 	<ul style="list-style-type: none"> - The impact of a student's current behaviour is detrimental to others - House not available (House Pass) 	<ul style="list-style-type: none"> - Continued detrimental or dangerous behaviour - After a serious one-of event - As part of a reintegration package 	<ul style="list-style-type: none"> - Timetabled SEMH or communication and interaction intervention - Workstations for specific mainstream students 	<ul style="list-style-type: none"> - Timetabled academic interventions as part of a personalised curriculum - Timetabled delivery of the support curriculum
HOW TO ACCESS	<ul style="list-style-type: none"> - Independently during social times - House Pass during lessons 	<ul style="list-style-type: none"> - Withdrawn from lesson or social times - Other immediate reasons 	<ul style="list-style-type: none"> - Referred after daily behaviour meeting or re-integration meeting - Placed there from the Pivot 	<ul style="list-style-type: none"> - Part of ADPR or EHCP - Part of personalised curriculum - Compass Pass 	<ul style="list-style-type: none"> - Part of APDR or EHCP - Part of personalised curriculum



Community



Aspiration



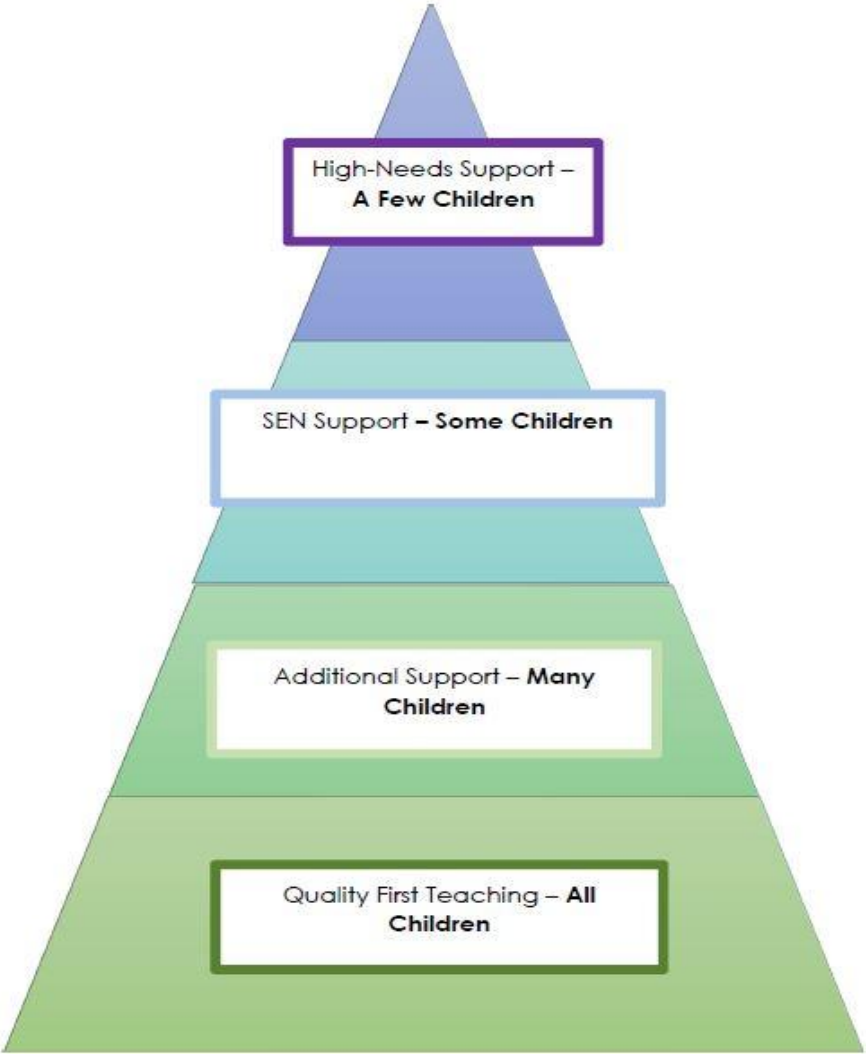
Respect



Excellence



Graduated response



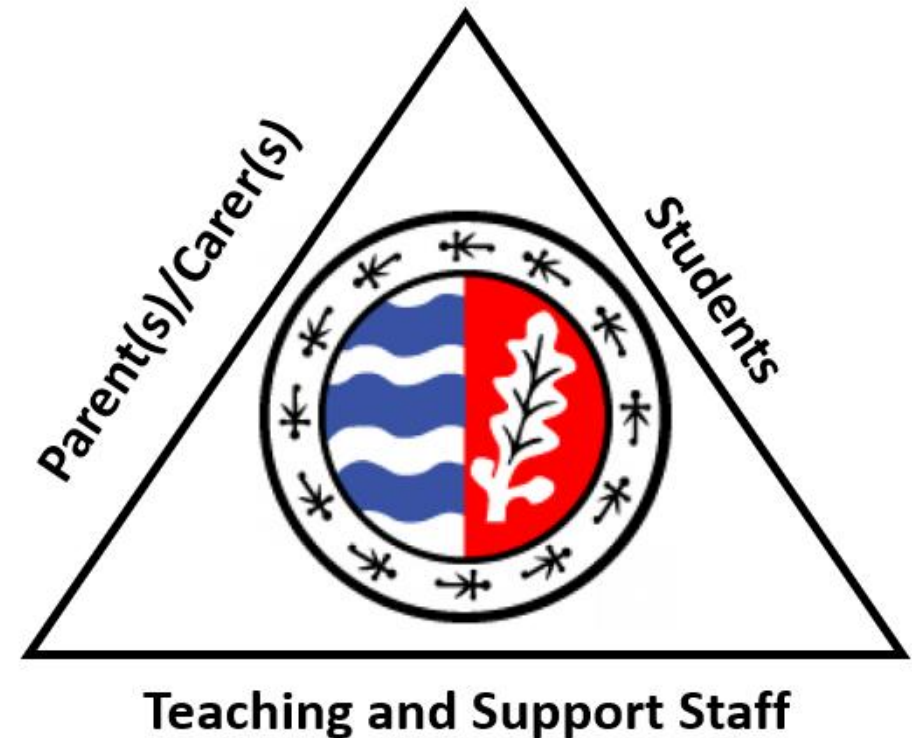
SEND Waves	Description
4 – EHCP	It explains the extra help that, legally, needs to be provided to meet the student's needs, and how that help will support the young person to achieve what they want to in their life.
3 – Personalised	SEND support – individualised intervention with possible support from an external source / agency, such as CAMHS or an Educational Psychologist.
2 – Targeted	Monitoring impact of a targeted intervention - early identification of barriers to a child's learning allows them to close the gap.
1 – Quality first teaching	High quality and inclusive teaching for every child in a classroom.



Working In Partnership

How We Support In School

- Form Tutor
- House Team (SSA, Senior Tutor and Head of House)
- Teaching Assistants
- Emotional Literacy Support Assistant
- Inclusion Support Assistants
- Deputy designated safeguarding lead
- Early Help Practitioners (solution focus, protective behaviours, CBT, mentoring)
- CAMHS (Level 2) Practitioner – linked to the school
- ARC lead (Deputy SENDCo) and ARC teachers



Contacting Us:

Our website:

<https://lincroft.academy/welcome-to-the-send-department/>

Inclusion (SEND) email contact:

contactSEND@lincroft.academy

Local Offer:

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>



Community



Aspiration



Respect



Excellence



Welcome From Our Assistant Principal Mr P Davis



Amethyst
House



Emerald
House



Sunstone
House



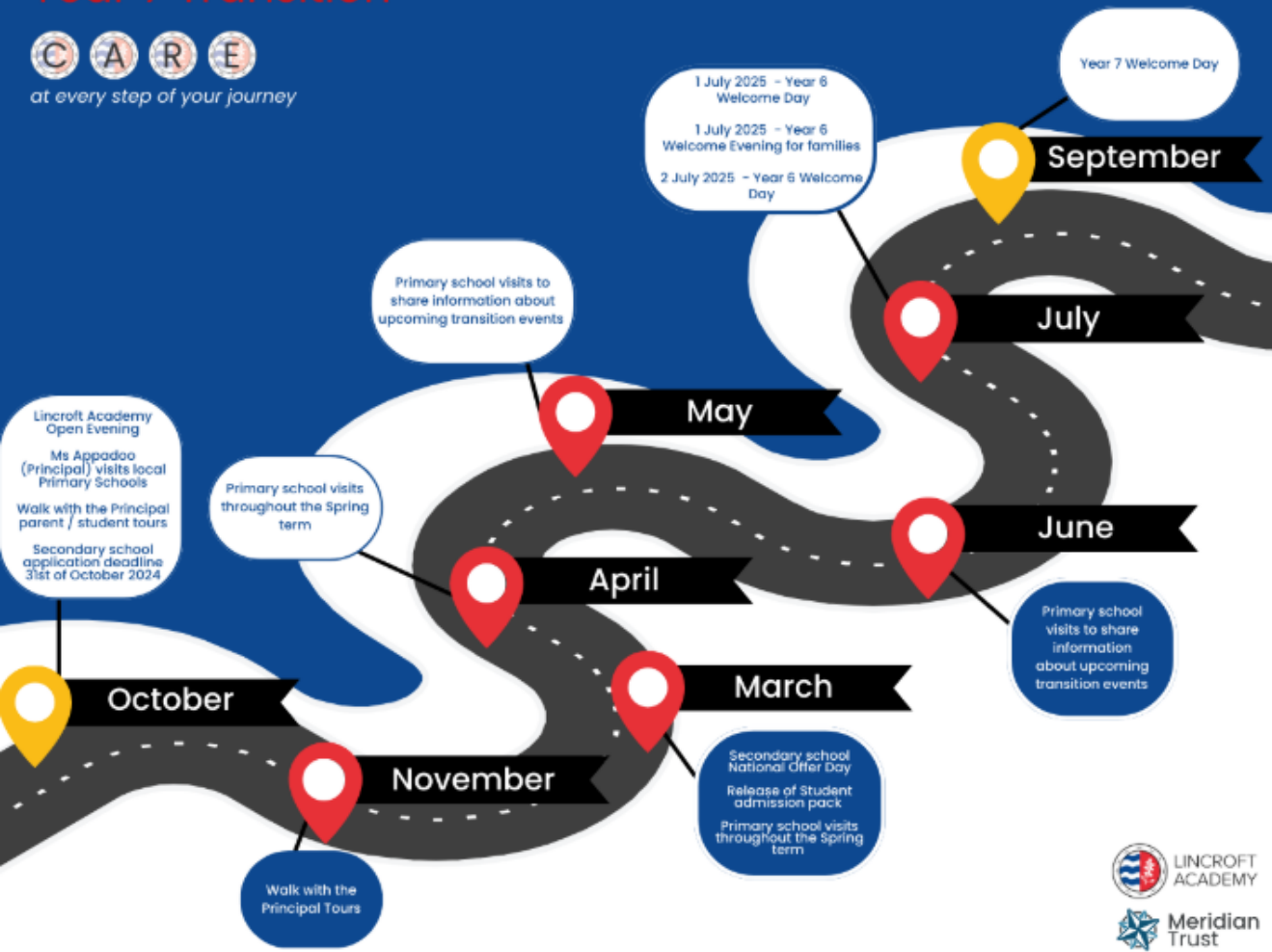
Topaz
House



Welcome To Lincroft Academy

Year 7 Transition

C A R E
at every step of your journey



Community

Aspiration

Respect

Excellence

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.



Community



Aspiration



Respect



Excellence



House System



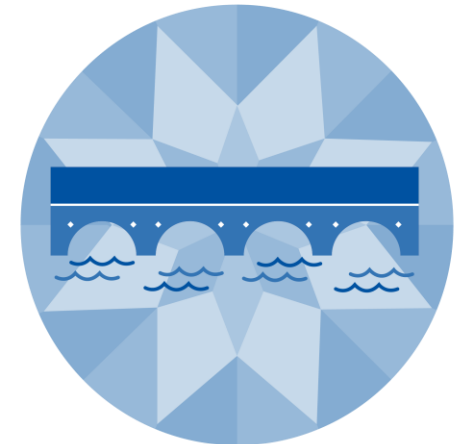
Amethyst
House



Emerald
House



Sunstone
House



Topaz
House



Community



Aspiration



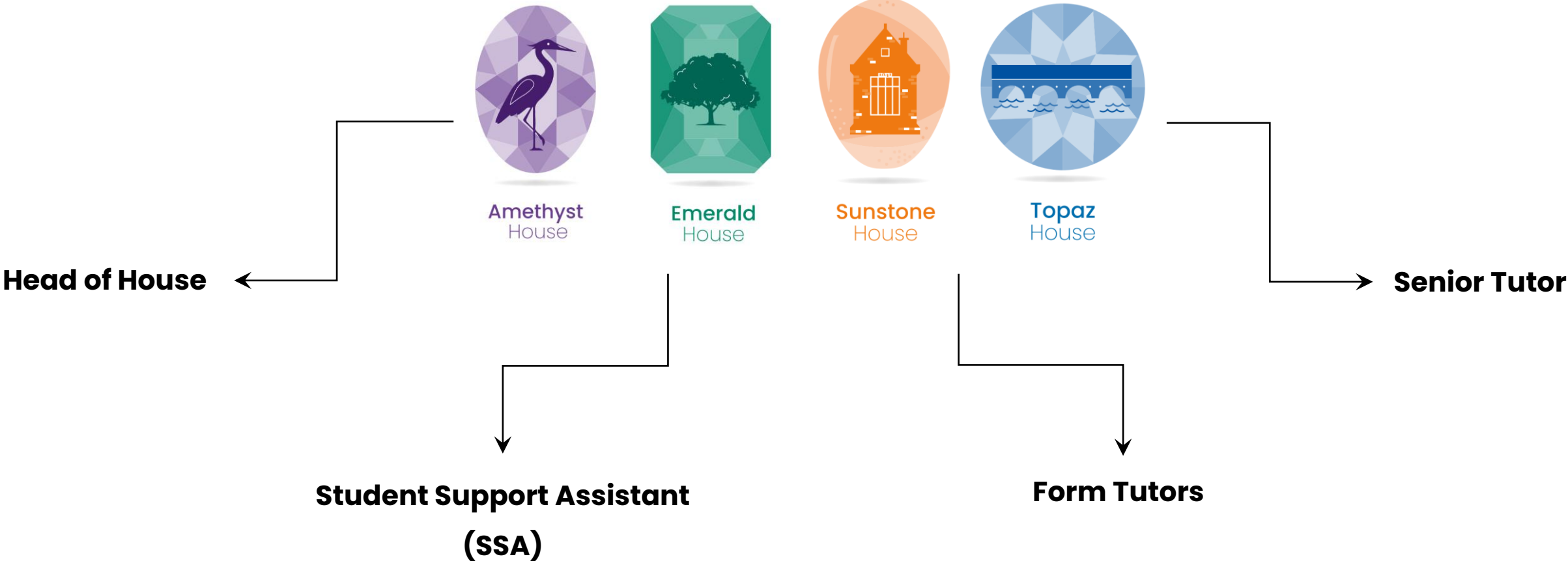
Respect



Excellence



The House Team



You will be **KNOWN, VALUED** and **SUPPORTED**



- **Houses:** Four schools in one – each lead by a senior member of staff
- **Assistant Principal / Head of House:** Leads each House
- **Senior Tutor:** Monitors academic progress and ensures the quality of tutoring
- **Student Support Assistants (SSA):** First point of contact with a dedicated phone-line
- **Form Tutor:** Strong student relationships through daily interaction
- **Tutoring Family:** Sibling in same house; mixed-age ‘vertical’ tutoring
- **Academic Mentoring:** academic achievement, parallel curriculum and futures guidance and support; personal contact with families as part of academic mentoring process
- **Smaller tutor groups:** 25-26 students per tutor



Community



Aspiration



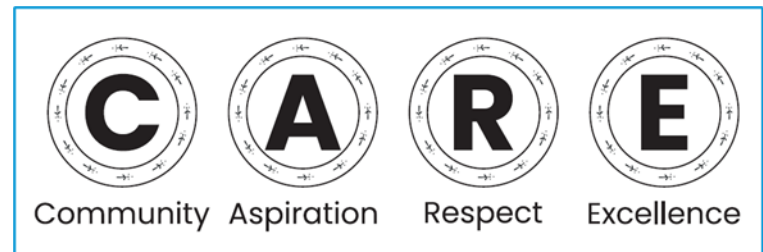
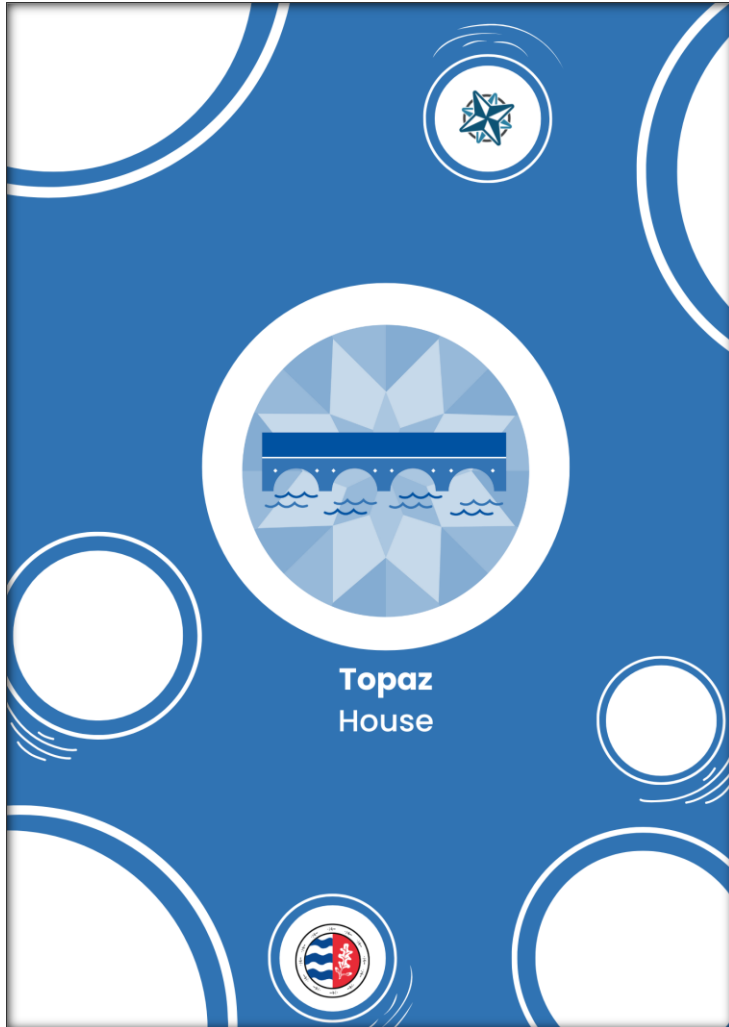
Respect



Excellence



Working in Partnership



Community



Aspiration



Respect

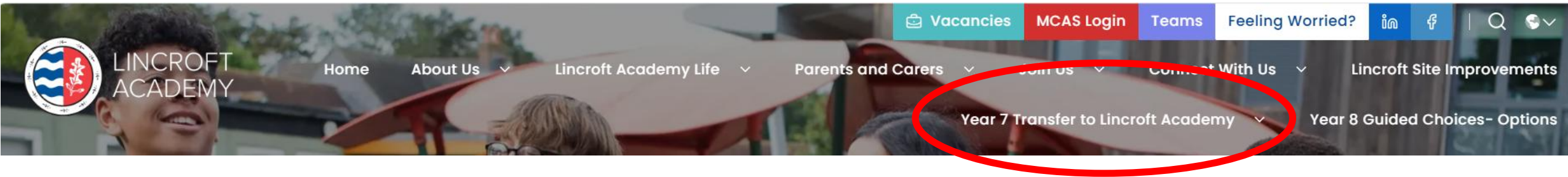


Excellence



Communication

Our website is regularly updated with information, presentations and resources. **Please check the page regularly.**



Weekly **Principal's Message** to parents/carers (includes links to letters sent throughout the week, in case you miss them!)

Half termly '**We CARE**' newsletters

MCAS

Social Media – **Facebook**

Contact us page on website



Community



Aspiration



Respect



Excellence

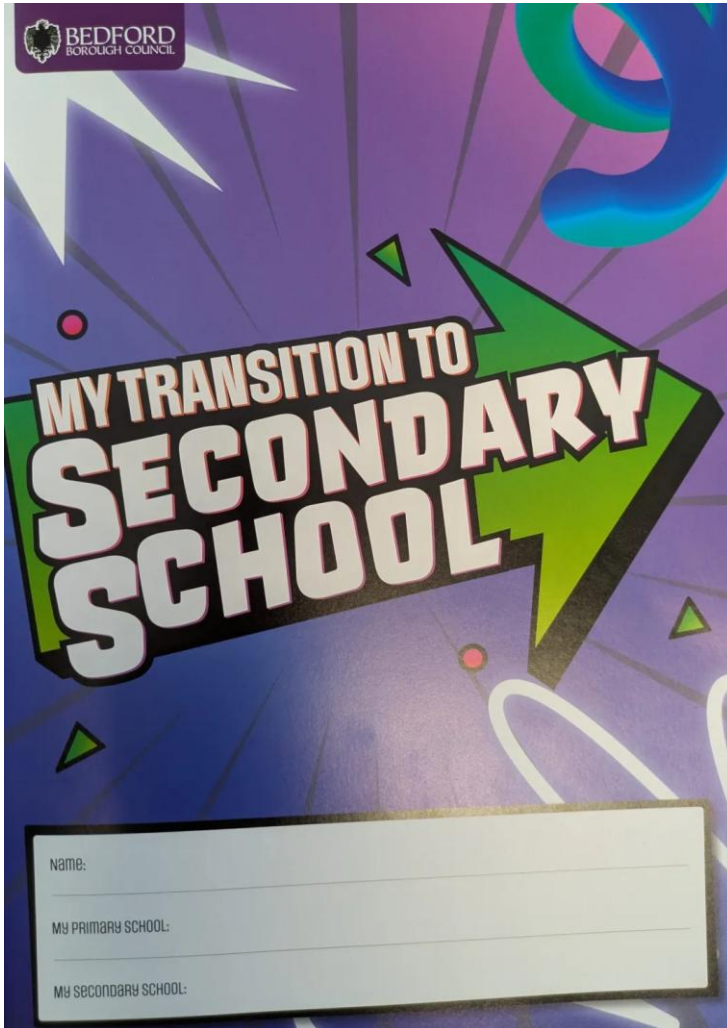


School Transport

- Students living in Oakley and Clapham are expected to make their own arrangements to get to/from Lincroft Academy.
- Students living in Bromham and Stevington are applicable to apply for school transport.
- Students living elsewhere are expected to make their own arrangements to get to/from Lincroft Academy, e.g. LC70 currently provides a service for those living in Kempston and Great Denham. If you live in these locations you will have received correspondence today.



My Transition to Secondary School booklet



- Distributed to all primary schools. By Bedford Borough Council
- Preparation activities completed in primary school.
- Transfer day activities will be completed tomorrow (Transfer Day 2).
- Reflection activities completed in primary school.



Community



Aspiration



Respect



Excellence



The Academy Day



8.15am	Academy opens for arrivals. Movement Bell at 8.30am START OF FORMAL SCHOOL DAY
8.35am – 9.05am	Tutor Time
9.05am – 10.05am	Period 1
10.05am – 11.05am	Period 2
11.05am – 11.25am	Break
11.25am – 12.25pm	Period 3
12.25pm – 1.25pm	Period 4
1.25pm – 2.05pm	Lunch
2.05pm – 3.05pm	Period 5
	END OF FORMAL SCHOOL DAY
3.05pm – 4.05pm	Extending the Boundaries (optional after school activities/clubs/fixtures)



Community



Aspiration



Respect



Excellence



Personal Belongings & Equipment

- Please name **all** clothes and equipment including your PE kit.
- Strong large school bag OR one school bag and one PE bag. Comfortable to carry throughout the day.



Helping with organisation

- Please encourage your child to check their timetable each evening before packing their bag(s).
- We recommend that student only pack their bag with what is needed for that day (including any homework that may have to hand in).
- Please encourage your child to check their pencil case is packed and contains the items on the equipment list (please see website).



CARE to Learn Independently – Home Learning



- Please use the MCAS parent app to support your child with planning and organising home learning to ensure all work is completed to a standard that reflects their true ability and best efforts.
- Should students need support, please encourage them to attend home learning club or speak to their subject teacher, their tutor or house team.
- Please communicate with us (subject teacher / tutor / house team) if your child is experiencing difficulty with home learning or accessing a device.



Community



Aspiration



Respect



Excellence



September - Food (example)

Spring Summer Menu 2026					
Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Option one	Smokey Beef Chilli Tacos and Wedges with Fresh Tomato, Pineapple and Cucumber Salsas	STREET FOOD Chicken Shawarma with Tabouleh, Tomato Salad, Pickles and Dips	Roast Chicken with all the Trimmings with Roast Potatoes, Stuffing, Carrots, Broccoli and Gravy	SPICE & RICE Chicken Biryani with Sambals	Battered Fish or Chicken Goujons with Chips,
	Option two	Butternut & Feta Quesadilla and Wedges with Fresh Tomato, Pineapple and Cucumber Salsas	STREET FOOD Falafel Bowl with Tabouleh, Tomato Salad, Pickles and Dips	Quorn Roast with all the Trimmings with Roast Potatoes, Stuffing, Seasonal Veg and Gravy	SPICE & RICE Vegetable Biryani with Sambals
Dessert of the day	Sticky Toffee Apple Crumble with Custard	Pineapple Upside Down Cake	Chocolate Brownie	Jam & Coconut Sponge	Oaty Flapjack

Allergies

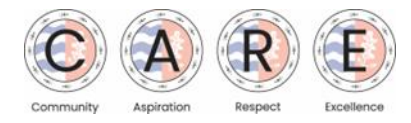
Please speak to a member of staff if you have an allergy and need to know what's inside our food dishes. They will advise you of your available choices

Menu Key

-  Vegan option
-  Added plant protein
-  Source of wholemeal

Also Available..

Our hot and cold grab & go selection alongside soup of the day and filled jacket potatoes



Catering | Lincroft Academy

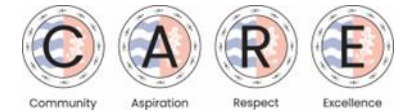
September - Structure of the day

Thursday 3 September

Year 7 and Year 11 only

Extended Tutor Time with their new Form Tutor

Timetabled lessons



Friday 4 September

All year groups present

Extended Tutor Time with their new Form Tutor

Timetabled lessons

Please note: We will write to you with further details before students return in September.



Community



Aspiration



Respect



Excellence



We Are Lincroft

At Lincroft Academy, we



Community



Aspiration



Respect



Excellence



Community



Aspiration



Respect



Excellence

