

The Martin Bacon Academy

Prospectus



Welcome to The MBA



Sarah Louise
Interim Associate
Executive Principal



William Hawes
Interim Head
of School

Welcome to The Martin Bacon Academy. We are delighted that you are considering MBA for the education of your child.

Our school is a busy and vibrant place where we are dedicated to creating positive, appropriate learning experiences and opportunities. It is a place where all are valued, included and challenged to develop to their full potential in a holistic environment that is supportive, nurturing, safe, stimulating and where aspirations for a successful pathway to a brighter future is key. Martin Bacon Academy celebrate each individuals' qualities, keeping children at the centre of all that we do.

At Martin Bacon Academy we seek to build and develop strong relationships with our parents and carers and embrace the MBA family ethos. We see that those relationships play just as an important part in the child's education. We welcome conversations with parents and actively encourage your support in achieving some of our school pledges and 99 Things.

We hope that you find the contents of this booklet useful and that it provides you with some of the information you need to assist your child's transition to Martin Bacon Academy.

We look forward to welcoming you and your child to Martin Bacon Academy and becoming part of the MBA family.

MBA



The Martin Bacon Academy is a purpose built Area Special School for children and young people aged 3 to 19 and can cater for up to 130 pupils. The school follows the Cambridgeshire Local Authority area brief or specification. All our pupils will be provided with a balanced education which is appropriately paced and adapted to meet the individual educational needs of our pupils. At the Martin Bacon Academy our pupils identified needs are often complex and significant in the area of cognition and learning (PMLD, SLD or MLD with other cooccurring conditions). Many pupils have a diagnosis of autism spectrum condition and associated needs in the area of communication and interaction.

Admissions

For a child to be admitted to The Martin Bacon Academy, the Academy must be named, by a local authority, in the child's education health and care plan (EHCP). Parents wishing their children to benefit from our provision should ask their local authority to name our school in their child's EHCP.

A local authority can also refer a child to our school to be assessed for an EHC plan or following a change in the child's circumstances for his or her needs to be assessed or reassessed. Any assessment should be completed within the 20 weeks set out in the [SEND Code](#). Children being assessed for an EHCP will be dual registered and return, full time, to their mainstream school if the LA decides not to issue an EHCP.

Our Vision

The Martin Bacon Academy is dedicated to creating positive, appropriate learning experiences and opportunities. Where all feel valued, are challenged to develop to their full potential and are included in a holistic environment that is supportive, nurturing, safe, stimulating and where aspirations for a successful pathway to a brighter future are key. Where they celebrate each individuals' qualities, keeping the child at the centre of all they do, planning from where the learner is.

We share our charter with the Northstowe Secondary College with whom we proudly share a site.

The Martin Bacon Academy is proud to be at the heart of the Northstowe Learning Community.



Our Core Values

The Martin Bacon Academy enshrines the five core values of the Meridian Trust:



We are committed to the pursuit of excellence: MBA will reflect and encourage a commitment to continuous improvement that will create positive and optimistic 'can do' attitudes among students and staff, supporting pupils to reduce their dependence on others as far as possible. The Academy will systematically benchmark its practices against the very best in other schools to energise organisation, fuel ambition and stimulate improvement.



We value people: We will be uncompromising in our commitment to know and value every Pupil and support them to achieve in the widest sense. This commitment underpins all aspects of all we will do.



We are committed to achievement for all: We are committed to the individual achievement of every student and recognise the flexibility and rigor – in terms of the curriculum, support, resources and monitoring – required to make this happen. Students' transition and progression will be carefully planned and monitored to ensure that they achieve to their potential. All of this will be underpinned by a simple but highly effective '**My Journey**' philosophy that provides the focus of teachers, students and parents.

Our Core Values



A high quality
learning
environment

We will provide a high quality learning environment: We know how important it is to create the right environment for our pupils to learn. We are committed to maintaining the state of the art, purpose built environment which is the Martin Bacon Academy. The classroom environment will provide students with stimulating and varied learning opportunities that engage and motivate them. Outside the classroom, students will feel safe, happy and secure, and will be inspired and support to learn in all environments.



Extending the
boundaries of
learning

We will extend the boundaries of learning: We will explore the role of the academy as a source of pride and hub for their community. This outward focus will provide new and exciting opportunities to extend experience, skills and confidence, reflected in unique local and national partnerships as well as our '**Pledges**'. For staff and the Academy as a whole, we will explore ways to share our knowledge, expertise and facilities with other academies, schools and groups within our community.

PLEDGES: Participation, Leadership, Excellence, Diversity, Giving, Environmental & Service.



Curriculum

At The Martin Bacon Academy children and young people will be placed at the centre of all we do. This will focus on a core offer of a personalised curriculum. The underpinning ethos of our school is to develop and celebrate everyone's qualities, making sure that we plan from where the learner is; if we look/listen carefully enough they will show us.

Everyone's curriculum will centre on what we know about them, what they want and need, and the knowledge, visions and priorities of parents, carers and other professionals.

“My Journey” is a personalised curriculum, with communication at the core. Everyone's curriculum must start from what we know about them, what they want and need, and the knowledge, visions and priorities of parents, careers and other professionals. We think about future outcomes and put targets and strategies in place to begin the journey of equipping them with skills that will lead to a future where they can be happy, communicate as well as they can and be as independent as possible.

Further Information about age appropriate curriculum is available on our website.



Curriculum Pathways



The 'My Journey' Curriculum has four pathways. These pathways consider the needs of pupils and the ways in which they will make best progress. This means that the pathways, whilst they may on occasion teach the same area of study, will have different approaches to learning. All pathways have a planned curriculum approach and, whilst all are taught by highly skilled staff, not all are taught by subject specialists.

All pathways cover the Seven aspects of the 'My Journey' curriculum and consider the individuals and their families hopes for the future. All have high expectations and none of them limit the learning journey of a pupil. Just like roads, pathways can cross, and pupils can have some individual aspects of curriculum which might be delivered in another pathway approach, for example, a pupil who is musically talented will be encouraged to develop their skills from their starting point and not be limited by the pathway they are on.

Class groupings are age and stage (pathways) based but also consider the dynamics of the individuals and the group. This gives everyone the best opportunity to make progress.

Extending the Boundaries

At MBA, we all understand that learning does not just take place in the classroom. We want to challenge students to try new things and experiences, to help them find what skills and interests they have. Our staff have collaborated with Northstowe Secondary College to create '99 Things to Achieve'. Each pupil will have these written to be bespoke to their needs, likes and strengths and these individualised versions will be written into the 'My Journey' Document.



99 THINGS TO DO BEFORE YOU'RE 15³/₄

- | | | |
|--|---------------------------------|-----------------------------------|
| 1. Climb a tree | 34. Watch a live performance | 67. Identify 5 different trees |
| 2. Roll down a hill | 35. Play an instrument | 68. Identify 5 different birds |
| 3. Skim a stone | 36. Read a newspaper | 69. Collect shells |
| 4. Go out in the rain | 37. Watch the news | 70. Lead an activity |
| 5. Eat fruit/vegetables straight from a tree | 38. Visit a Cambridge college | 71. Play a boardgame |
| 6. Catch a fish with a net | 39. Play beach games | 72. Call an owl |
| 7. Hunt for treasure on the beach | 40. Visit a foreign country | 73. Fly a kite |
| 8. Play conkers | 41. Go star gazing | 74. Canoeing |
| 9. Feed an animal from your hand | 42. Take a photo of nature | 75. Cook a meal |
| 10. Have a sit-down meal (out) | 43. Hold a scary animal | 76. Wash a car |
| 11. Open a bank account | 44. Visit a farm | 77. Go bird watching |
| 12. Go on a long bike ride | 45. Explore in bare feet | 78. Go punting |
| 13. Play in a competitive game of sport | 46. Hunt for fossils and bones | 79. Visit a zoo |
| 14. Perform in front of a crowd | 47. Play a card game | 80. Go geocaching |
| 15. Play 3 different sports | 48. Play a game of tidily winks | 81. Visit an arcade |
| 16. Go on the guided busway | 49. Listen to live music | 82. Build a raft |
| 17. Check out crazy animals in a rock pool | 50. Know basic first aid | 83. Bake a cake |
| 18. Go to the beach | 51. Have your work displayed | 84. Build a sandcastle |
| 19. Try rock climbing | 52. Wash up by hand | 85. Climb a hill |
| 20. Cook on a campfire | 53. Sing around a campfire | 86. Make origami |
| 21. Eat fish and chips by the sea | 54. Go tobogganing | 87. Build a den |
| 22. Read and orientate a map | 55. Send a letter in a post-box | 88. Make a daisy chain |
| 23. Play in the snow | 56. Put up a tent | 89. Create some wall art |
| 24. Set up a snail race | 57. Plant it, grow it, eat it | 90. Paint with hands and feet |
| 25. Play pool sticks | 58. Wander through the woods | 91. Make something from clay |
| 26. Play in waves | 59. Camp out at night | 92. Draw a sculpture |
| 27. Make a trail with sticks | 60. Bury someone in the sand | 93. Build a rocket |
| 28. Make a mud pie | 61. Hunt for bugs | 94. Design and make something |
| 29. Dam a stream | 62. Find some frogspawn | 95. Make a grass trumpet |
| 30. Light a fire without matches | 63. Catch a falling leaf | 96. Make a home for a wild animal |
| 31. Listen to classical music | 64. Track wild animals | 97. Make your own lunch |
| 32. Visit a museum | 65. Catch a crab/sea star | 98. Make a cup of tea |
| 33. Watch a film at a cinema | 66. Experience nature at night | 99. Watch a show in a theatre |



Pledges

Northstowe
Martin Bacon Academy

PLEDGES

CMAT

Cambridge Meridian
Academics Trust

Extending the Boundaries of Learning

	 PARTICIPATION	 LEADERSHIP	 EXCELLENCE	 DIVERSITY	 GIVING	 ENVIRONMENT	 SERVICE
COPPER	Take part in a school event	Lead an activity in my class	Show Kindness, Curiosity or Hard work	Take part in a cultural event	Share with others	Put things I use away	Help someone in my class
BRONZE	Complete 50% of '99 Things'	Plan and deliver an assembly as part of a team	Represent my class in a school event	Communicate with someone from a different cultural background	Take part in an event which raises awareness of a charity or community project	Consistently demonstrate responsibility for keeping the classroom tidy	Help someone when they are finding something difficult
SILVER	Create an article for the school newsletter	Be a class monitor and complete this to my teacher's satisfaction	Receive an award for sporting or cultural achievement from school	Actively participate in activities which explore/ promote/ challenge diversity	Complete a sponsored event	Help organise activities which would actively improve the school environment	Be a tour guide for parents or visitors to the school
GOLD	Complete '99 Things'	Make a positive contribution as a student receptionist and have a reference written up	Represent the school in a team or individual sport, cultural or academic competition	Produce a project about a culture new to you or country that you have not lived in	Organise with support, a fund raising activity in school as part of a team which benefits a charity or community project	Complete cleaning duties in the dining hall for 1 week	Play a role in supporting an activity that provides a service to the MBA community
PLATINUM	Help to organise a concert, show or sporting event	Be a leader of a sporting, cultural or academic event/ team	Represent the school in 3+ team or individual sport, cultural or academic competitions	Lead an assembly on diversity to the school community	Organise donations to a food bank or local community project	Be part of an organisation of a group of students, to implement a whole school environmental initiative	Volunteer and help at a school event after school
DIAMOND	Take on a lead role in a concert, show or sporting event	Be a member of the School/ Student Council or/ and an ambassador for the school in a particular area	Achieve an award from an organisation outside of school	Lead an event for the 'Northstowe' community on diversity	Independently run a fund-raising activity in school which benefits a charity or community project	Participate in an out of school community environmental event	Volunteer in a local charity shop or for an out of school charity event or community project

Many of the PLEDGES have at their core the 'British Values' of:

• Democracy • The rule of law • Individual liberty • Mutual respect • Tolerance

PLEDGES: Participation, Leadership, Excellence, Diversity, Giving, Environmental & Service.

In all Meridian Trust schools the trust has developed and invested in a simple but broad set of Academy PLEDGES that students are expected to complete during the course of their time at the academy.

At The Martin Bacon Academy our Pledges are tailored to each pupils interests. Pupils who have siblings who attend another Meridian Trust school will be able to share their pledges success in the same way with equal reward.

PLEDGES is an awards system which offers students a range of opportunities that enhance their learning and development. It is an expectation of every pupil to complete their PLEDGES during their time at the academy.

The PLEDGES system aims to encourage and support many important qualities in students, such as responsibility, leadership, and citizenship, all of which are crucial for ensuring pupils are ready for the next stage in their education, training or employment and have brighter futures.

Baseline Assessment

Pupils will arrive at the Martin Bacon Academy at different times throughout the school year and at any point during their school life. It is therefore important to be accurate about the assessment information we receive. Prior to entry pupils will have been met by at least one member of the SLT. This will have been carried out, if possible, at their current school or education provision. This will ensure that staff have a clarity of understanding about the needs of pupils and that important information is accurately recorded and effectively shared with the staff team.



During their first term, pupils will participate in a range of assessments in order to develop a holistic baseline. These assessments will, of course, be completed in a coproduced manner to ensure that parents and families, as well as the pupil, have knowledge of what is being recorded about them and what this means. The assessment information gathered will then be used to support improvements to EHCP writing and curriculum planning for the individual needs of the pupil. At MBA we will set challenging targets from our accurate knowledge of starting points.

Assessment & Recording

Our cohort of learners are all individuals and as such their strengths and needs vary widely. Whilst assessment is a powerful tool in understanding our learners better it must be flexible to record their individual strengths and needs. At MBA we believe that assessment should be the opportunity for the learner to share the narrative of their progress, success, challenges and potential.

Through the pupil centered reviews we will ensure that all people around each learner understand where they are, how they are doing and where they want to be. The Purpose of Assessment at MBA is to inform planning and enables us to be aspirational for all pupils. It keeps us on task and on track without placing a ceiling on expectations. Our approach to assessment tracks and monitors learning daily and promotes regular and active discussion between professionals and parents/carers. This progress is an integral part of our curriculum and supports us in celebrating the small, but huge, steps of progress. Our assessment is based upon pupils EHCP outcomes and our own baseline assessments, it builds on 'preparing for adulthood' expectations. We believe that assessment must capture attainment in a variety of contexts. Skills gained by the learner need to be recognised and to be generalised both in school and at home because learning occurs within a 24hr context.

At MBA we use the Evidence for Learning App to capture learning with a photo and/or video, framework and progressive commenting. Evidence can come in many forms, including:

- Photos showing a skill being used
- Videos recording evidence of learning
- A short write up of what has been learnt
- Photos of written work completed by the learner
- Observations captured as part of EYFS expectations

Each piece of evidence is matched to a target that is set by the Teacher with reference to the child's EHCP plan and My Journey. Any Framework used is decided on an individual basis and should support the learner in achieving meaningful attainment that contributes to real progress at home and in school.



Intervention Strategies

Colourful Semantics - is a targeted approach to support children with their sentence building and to teach them about sentence structure.

Widgit Online- is a desktop publishing program for creating symbol-supported resources for printing. This allows us to communicate with a child who is non verbal, or unable to sign.

Social stories - Social Stories were devised as a tool to help individuals with ASD better understand the nuances of interpersonal communication so that they could "interact in an effective and appropriate manner"



Intervention Strategies

Sensory cues, AAC – switches, electronic devices/ talkers Intensive interaction - Intensive interaction is an approach for teaching communication skills to children and adults who have autism, severe learning difficulties and profound and multiple learning difficulties who are still at early stages of development.

Objects of reference - Objects of Reference are objects used to represent a person, activity or event. When used, children will learn over time that the object represents an event, activity or a person. These objects are used to help a child to understand what is happening in their environment.

TACPAC - Tacpac is a sensory communication resource using touch and music to align the senses and develop communication skills.

Makaton - Makaton is a language programme that uses signs together with speech and symbols, to enable people to communicate. It supports the development of essential communication skills such as attention, listening, comprehension, memory and expressive speech and language.

PECS - The Picture Exchange Communication System, PECS, allows people with little or no communication abilities to communicate using pictures.



Intervention Strategies

Occupational Therapy

We have an occupational therapist who works in school with some pupils. The aim is to maximise a child's potential ability and increase independence.

This can look different across the school but may include:

- Fine motor skills such as tying shoelaces, cutting and handwriting.
- Hand-eye co-ordination, such as when children have problems with copying from a blackboard or ball games
- Feeding, dressing, toileting, general hygiene tasks and participation in other school routines.
- Participation in leisure and play activities.
- Using playground equipment
- Developing a range of play skills
- Riding a bike.

Intervention Strategies

Speech and Language Therapy

We have a speech and language therapist who works in Martin Bacon Academy with some pupils. Pupils are referred to the service by their class teacher to address their communication and feeding needs.

The Speech and Language Therapists work with children to enable them to communicate to the best of their ability. An SLT works on developing a child's understanding and use of language through a variety of methods to enable them to develop maximum understanding and communicate with those around them. This includes using objects, photographs, symbols and speech. Some children use specialised equipment such as a PECS communication book.

This involves training, joint assessment, target setting, joint planning, assessment for & provision of equipment and set up & review of communication/ feeding programmes at school & at home.

It may also include direct work within a group or individual setting or in the classroom to develop & generalise specific skills.

Music Therapy

Our music therapist creates strategies and pre-teaches skills to encourage and support a student's effective and independent engagement both individually and in groups to build students' capacity to participate successfully in the least restrictive environment.

Intervention rooms

Hydrotherapy pool – Sensory pools make hydrotherapy and movement development more engaging. The use of carefully planned lighting, projections and atmospherics can encourage even the most reluctant user to be more motivated to enter the pool. As well as developing physical skills, a sensory pool can be used for a wide variety of activities, including colour and shape recognition, cause and effect understanding, tracking and switching skills, as well as social interaction and relaxation.



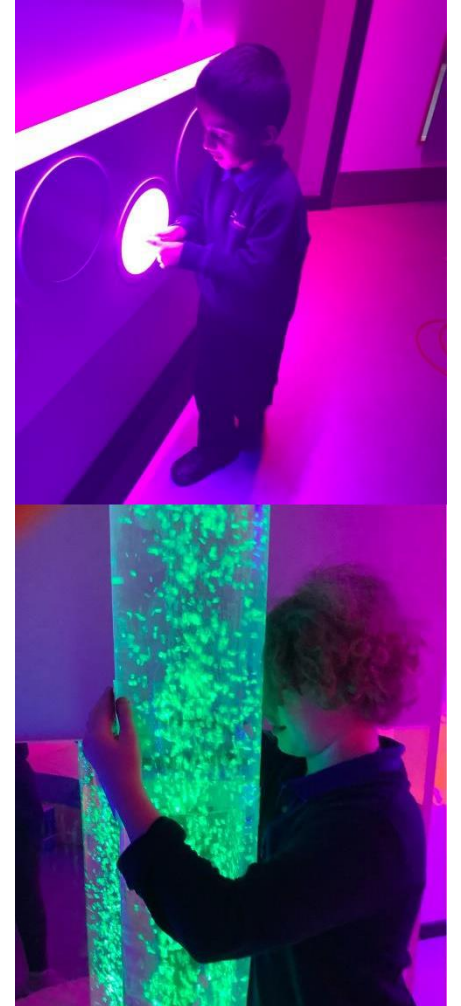
Intervention rooms

Move and Motion room – This room provides access to a variety of swings and balance boards to support the modulation of sensory feedback through a child's proprioceptive and vestibular systems.

Sensory room – Multi-sensory rooms can also help develop skills such as switching and cause and effect to colour or hand eye coordination. Using an appropriate, accessible switch in an interactive sensory room provides the autonomy of development of choice, boosting their confidence and therefore their mental health and these benefits can translate over into the rest of their lives

Explore 1 and 2 room – An Immersive Environment provides the most beneficial multi-sensory experience for all levels of ability and learning. Immersive environments, allow for a calming and engaging place to develop key skills and encourage interaction for all users.

Soft Play – Develops coordination, gross motor skills and social interaction for users.



Lunchtime Clubs

We offer a wide variety of clubs which take place after the pupils have eaten lunch. These change on a termly basis. Currently on offer is:

Primary Clubs: Art: swimming, parachute games and book clubs.

Secondary Clubs: Makaton Choir, dance, fitness, Social, History, Science, chess, swimming, cricket and ICT clubs.



Literacy Support Dog

Otto is a Labrador and lives at home with a member of staff. Whilst Otto is growing up fast, he is still only a puppy and is working towards being a literacy support dog.

Reading to dogs has been proven to help children develop literacy skills and build confidence, through both the calming effect the presence of dogs has on children and due to the fact that the dog will listen to the children read without being judgemental or critical. This comforting environment helps to nurture children's enthusiasm for reading and provides them with the confidence needed to read aloud. When children are trying to read in a room with dogs, they become less stressed, less self conscious and more confident. If children are partnered with a dog to read to, the dog provides comfort, encourages positive social behaviour, enhances self-esteem, motivates speech and inspires children to have fun and enjoy the experience of reading.

Why have a dog in school?

- Dogs teach children about responsibility – by children having to remember to feed and give water to the dog it can give them a sense of importance and satisfaction that they may not get from other responsibilities.
- Dogs teach children patience – they do not always do as they are told first time!
- Dogs teach children compassion – just like us dogs feel pain and emotion.
- Dogs teach children about socialisation – by the children learning how to interact with a dog they can better learn how to socialise with other children.
- Dogs are fun – they greet you with a wagging tail every day and put a smile on your face, even on a bad day.

Otto is a member of the Dog's Trust which means he has public liability insurance. This means he will be able to come into school. Otto has gone to the vet for vaccinations, flea, worm treatments and his puppy checks. When he is moving around the school he will be on a lead and with an adult.



Attendance

Attendance is extremely important to us at The Martin Bacon Academy. This is because research demonstrates high levels of attendance and punctuality are crucial in ensuring students achieve their full potential.

We will work in partnership with parents and carers and so seek your full support in ensuring that your child **attends the academy every day, on time.**

The target attendance figure for all students is 100%.

The table above indicates the number of hours (lessons) lost for learning and impact of reduced attendance from school. We will refer to this chart in discussion with parents and carers to help to maximise school attendance.

There are a number of important steps that you can take as parents and carers to ensure your child maintains a high level of attendance

- Ensure your child attends every day.
- Ensure the Academy has up to date addresses and telephone numbers. We will contact you by telephone if your child is absent and you have not contacted us.
- If your child is ill, contact the school every day, before 9am, your child is absent and provide an explanatory note on their return.
- If no contact is received regarding an absence, it is recorded as unauthorised. Ultimately the academy is responsible for deciding if the absence is authorised or not. **(For your information, a Penalty Notice may be issued in relation to a child whose attendance at school is less than 90% including unauthorised absences over a given period and a range of interventions have been implemented by the College to raise the attendance.)**
- Only genuine absence will be authorised. You will be asked to provide medical certificates and/or proof of medication if your child has a poor attendance record.
- Ensure that medical appointments are made outside of academy time.
- Respond to academy letters or telephone calls regarding attendance and punctuality.



Attendance Matters

100%	0 Days	0 Lessons Missed
99%	1 Day	5 Lessons Missed
98%	3 Days	15 Lessons Missed
97%	1 Week	25 Lessons Missed
96%	1.5 Weeks	35 Lessons Missed
94%	2 Weeks	50 Lessons Missed
93%	2.5 Weeks	65 Lessons Missed
92%	3 Weeks	75 Lessons Missed
90%	3.5 Weeks	90 Lessons Missed

Home/School Agreement

When your child joins Martin Bacon Academy we invite you to sign this agreement with us to affirm your own enthusiastic interest and support for your child's education.

THE SCHOOL WILL

- Offer all pupils a broad, balanced, relevant and appropriately differentiated curriculum.
- Provide a safe, caring and stimulating environments for all children;
- Let you know on the same day if there are problems with your son/daughter's health, behaviour or work;
- Provide opportunities to meet staff and discuss your son/daughter's progress within a multi-disciplinary environment.
- Provide opportunities for home tasks as agreed with parents/ carers and incorporating advice from colleagues from other professional services
- Keep you informed about school events through regular letters, newsletters and other correspondence.
- Inform you of activities you have a right to request your child is withdrawn from (e.g., Acts of worship) and will provide positive activities in their place.
- Treat all parents/carers with respect, we are all here to support the wider MBA community as best we can.

Home/School Agreement

THE PARENTS / CARERS I / WE WILL

- See that my child attends school regularly.
- Attend annual reviews as a priority at least once per academic year.
- Keep my child at home if he/she is unwell and notify the school accordingly
- Accept the school's policies on behaviour, internet, visits and video usage.
- Work in partnership with the school in all areas of my child's education and share any relevant information which might affect them and keep the school informed of any changes;
- Ensure my child wears school code of dress / uniform and P.E kit which is named and brings the equipment needed to participate in all activities;
- Help my child with his/her home tasks as agreed with the school.
- Understand and agree that there will be shared arrangements with Health and social services colleagues under the Cambridgeshire Confidentiality agreement to
- Treat all staff with respect, we are all here to support the wider MBA community as best we can.

ensure a joint approach to pupil needs. This includes multi-disciplinary meetings at which my child's progress will be reviewed as part of a rolling programme. Photographs and video clips of my child in school may be taken for internal assessment purposes only and, once assessed, a number of these will be sent home.

Pick up and drop off arrangements

Drop off time: 8.50am

Drop off arrangements: For those travelling by car/taxi there is a drop off system whereby vehicles will be let through the first set of gates, and wait in the carpark until the second set of gates is opened. Once the second set of gates are opened the car/taxis are directed to park in the playground/turning circle and turn their engines off. Once all engines are off and the gates have been closed, children will be collected from the vehicles by a member of the class team, and once all children are in the building safely vehicles will be able to exit the gates.

Pick up time: 3.10pm

Pick Up arrangements: For those travelling by car/taxi the same system is in place for collection. Children will be escorted to their vehicle by a member of the class team, please remain in your cars; and if you require an update on the day the class teacher will call or email you. Only once all children are secured in the cars will we open the gates and allow cars to leave the premises.



General Information



Nut-Free School

We are a nut-free school. We have children and staff who are allergic to nuts, so we **must not** have any nut products on site. Please do not send children with peanut butter sandwiches and avoid placing any nut- based products in your child's packed lunches or snacks.

Lunchtime:

Meals are cooked on our premises and offer a wide range of options. We currently work on a three weekly cycle and offer both a hot and cold lunch option. Lunches can be ordered on the day, and children will get to choose what they would like off the menu that day. Any allergies your child has must be notified to the office and a dietary request form must be completed supported with medical evidence, which will be detailed to the kitchen staff.

Children can bring in a pack lunch if they wish, providing it contains no nuts, sweets or fizzy drinks.

Breaktime

As a school we encourage healthy eating and ask for snacks at breaktime to be fresh or dried fruit.

Free School Meals:

If you feel that your child is eligible for Free School Meals, you can apply on online at www.cambridgeshire.gov.uk/freeschoolmeals

Payment for meals:

Payment for school meals is made via MCAS, our secure on-line payment system. You will be sent information on how to download the app by the school office. Please activate this account within one week of receiving it and add money on to it to pay for any meals to be taken.

Map of the school

Site Map – Ground Floor



Site Map – First Floor



School Uniform

Our official school uniform is as follows:

Trousers Smart charcoal grey trousers/ jogging bottoms

Skirts Smart charcoal grey skirts

Polo shirts Purple

Jumper/cardigan Navy

Shoes Smart/sensible Black shoes or trainers (without large logos)

Shorts Smart charcoal grey shorts

Dresses Gingham dresses

PE kit Purple round neck T-shirt and black PE shorts/Joggers/leggings trainers/plimsoles

Swim kit A one piece swimming costume/swimming trunks/shorts and towel

Lost Property

To avoid any lost property, we ask that you name all items belonging to your child so that it can clearly be read. If your child mis-places an item of belonging to them, please contact the class teacher in the first instance. There is a lost property box kept in the office for any items that are not clearly named or have been mislaid and the office staff will endeavor to return items to child; however, if items are not collected or we are not notified by parents that they are missing items, we will use these items as spares within the school after keeping them for a term.



Ordering School uniform:

School uniform can be ordered directly from Chroma Sport <https://www.chromasport.co.uk>. Whilst crested and non-crested items of uniform are available from the website these are not mandatory and other suppliers can be used.

Medication:

Unless children are acutely ill, they are encouraged to attend school. Sometimes it may be necessary for children to take medication during school hours. Staff are able to administer prescribed medicines, providing the correct paperwork has been completed and consent has been given. Once the paperwork has been agreed the medication must be sent in to school in the original container and must be clearly labelled, by the dispensary, with:

- Child's name
- Name of medication
- Strength of medication
- Dose and frequency
- Any other instructions
- Expiry date

Please note the label stating "To be taken as directed" does not provide sufficient information for us to administer medication.

All medication and medical forms can be obtained from the school office.

If your child requires non-prescribed medicines, such as Calpol, we are very happy for parents to come into school and administer the required dose; however please can you notify the class teacher and the school office in advance.

Asthma:

If your child suffers from Asthma and uses a prescribed inhaler you will be required to complete an Asthma plan form and medication consent form. We now have a salbutamol inhaler in school for emergency use only, and consent must be given for us to be able to administer in the event of your child's own inhaler not working. It is your responsibility to ensure your child has the correct, and in date, inhaler in school and one for travelling into school if they travel by taxi. Forms and inhalers will be sent home at the end of each half term and must be returned on the first day returning back to school.

Accident and illness at school

In the event of an accident or illness the school will contact the parents/carers in accordance with details kept on file. The appropriate measures may include first aid at the school by a qualified member of staff. Please ensure you notify the school office of any changes to telephone numbers or contact details as soon as there is a change, to ensure efficient and effective administration of any required treatment can be delivered.

Dental/medical appointments:

We understand that from time to time your child may need to attend medical or dental appointments. We ask wherever possible these appointments are made for out of school hours but are aware that this is not always something that can be arranged. If your child has a medical appointment and needs to either leave school during the school day or be absent for the day, please notify the school office prior to the appointment by emailing them and included a copy of the appointment letter or card. If your child has an appointment during the school day, we would appreciate that they are only absent for the duration of the appointment and return to school as soon as possible.

Medication:**Illness:**

If your child has been ill with sickness or diarrhea, please do not send him/her to school for at least 48 hours after the symptoms have ceased.

Sun Protection:

We encourage you to provide a hat or cap for your child to wear during hot, sunny weather. As a precaution, please apply sun-cream at home before your child leaves for school.

Head Lice:

If your child has head lice at any time, please let the School Office know so we can distribute a letter to the class ensuring that everyone is aware of the need to check their child's hair regularly. Early detection prevents spreading and we encourage parents to work with us to ensure we can contain the spread as best we can.

Holiday Absence

The law does not grant parents/carers an automatic right to take their children out of school during term time, and holidays taken during this period will NOT be authorised by the school and could be subject to a £60 Penalty Notice for each child. If you choose to take a child on holiday during term time, it will be recorded as an 'unauthorised absence' in the register. However, where there are exceptional circumstances, such as family bereavement, funeral, wedding etc, and Term-time request for absence form should be completed and sent to the School Office. These can be found on our website. The Principal will consider these applications on an individual basis.

Other Information

Charging and Remissions Policy

Schools are not allowed to charge directly for activities during the school day, apart from residential visits. However, it is in order to invite voluntary contributions to fund activities additional to the normal school curriculum, for example trips outside school, theatre groups in school etc. We hope that parents/carers will be willing to provide the costs involved. We do make every effort to keep costs low. Whilst sufficient voluntary contributions are necessary to allow such activities to go ahead, children will not be precluded from taking part if a voluntary contribution has not been paid. If parents/ carers have temporary or long-term financial difficulties regarding payment for visits, please contact the Principal in confidence.

Complaints Procedure

Occasionally, there are breakdowns in communication, misunderstandings, or concerns about actions that have been taken, or not taken. Our complaints policy and procedure can be found on the school website www.martinbacon.academy. We advise all parents to contact the school office, in the first instance, if there is something they need to discuss with either a class teacher or senior leadership. Please either call the office on 01223 340800 or email office@martinbacon.academy and your concern will be dealt with in a timely manner. The school office is open from 8am until 4pm daily.

Other Information

Safeguarding and Child Protection Procedures

Under the Education Act 2002 (section 175/157) schools must make arrangements to safeguard and promote the welfare of children. We will endeavour to provide a safe and welcoming environment where children are respected and valued.

As a school all staff are trained to adhere to safeguarding protocols and therefore be alert to signs of abuse and neglect and will follow the Safeguarding Children Partnership Board procedures. Through their day-to-day contact with pupils and direct work with families all staff in academy have a responsibility to:

- Identify concerns early to prevent them from escalating
- Provide a safe environment in which children can learn
- Identify children who may benefit from early help
- Know what to do if a child tells them he/she is being abused or neglected
- Follow the referral process if they have a concern

For further information regarding our safeguarding policy please visit our website www.martinbacon.academy

Evidence for Learning –

Discover, Explore, Adventure & Pioneer Pathway

Families of pupils will receive daily EFL updates. Broken down, each parent will receive...

- 4 days written communication: generalised overview of the day, with a couple of personalised statements celebrating wow moments, learning that has taken place in class and work towards Pledges and 99 Things.
- 1 day weekly overview with pictures - 3 pictures of different learning opportunities across the week with written comments explaining key learning.

We aim to strike the balance between collecting pictures and engaging in meaningful interactions with our learners. This will ensure that parents are kept informed with how your child's day has been, whilst ensuring high quality learning information continues to be captured. This will also enable staff to prioritise engaging learners in meaningful interactions and access their learning.

Communication



Parent coffee morning: Throughout the year we host a coffee morning for each of our pathway's learners. This is an opportunity for parents to meet other parents of learners on a similar learning journey and to speak to staff around what their child will be learning and what the learning opportunities are. Also, present is our Family Support Worker who is on tap to share a wealth of knowledge and information and answer any questions you may have. These events are a successful way for parents to network with one another.

Curriculum sessions – Phonics/reading/maths: Sessions for parents will be held in the key areas of phonics, reading and maths. These sessions will be led by an experienced teacher and aim to give parents and carers an overview of how we teach phonics, reading and maths at MBA. The overarching aim of these bespoke sessions is to provide parents with practical activities, games and learning opportunities to support their young people at home.

School events: We are very lucky to have a My Community lead in school who liaises with the Friends of MBA (FoMBA) to arrange a host of community events for both our learners and parent/carers. Some of these are Christmas, Easter and summer fairs. We are always keen to hear of any suggestions and welcome parent/carers to join our growing FoMBA. Please get in touch with the office if you are interested office@martinbacon.academy

Topic webs: Topic webs will be published on the website on a termly basis to show the learning within your child's class/pathway.

Communication

Parents/carers consultations:

You will expect to have 2 meetings a year with your class teacher via Teams or in person and one formal report a year.

Emails

We aim to answer your emails within 48 hours of receiving them, the school office is open 8-4pm Mon – Thursday and 8-3.30pm Fridays.

Teaching staff at MBA will respond to emails between the hours of **9am-5pm Monday to Friday**. So, we can ensure a continued and respectful working relationship, we ask that you do not send emails of an evening or over a weekend to the teaching staff emails, instead please send these to the office@martinbacon.academy and these will then be forwarded the next working day.

Newsletters

You will receive weekly newsletters every Friday via email and these can also be found on our website. The weekly newsletter is full of the latest from our classes, plus information regarding school events and trips.

With a section from the Family Support Worker there are helpful signposting to events and activities in the area, together with helpful links to a wealth of information for families.

Contact for further information

Further information can be found on our website – www.martinbacon.academy

Or contact the school office via email – office@martinbacon.academy or
01223 340800



Final Note

We hope you have found this document useful and feel excited about the times ahead with the MBA family. We are aware there may be times when you need to find out more information about a particular area. In the first instance we advise you to look on our website as all information relating to our school can be found on there. Included on the website is a copy of the weekly newsletter sent home to parents on a Friday (or last day of a part week) and on these newsletters you can find information about specific upcoming events happening in the school or local community.

Our website is www.martinbacon.academy

Please keep this document in a safe place for future reference.

We look forward to welcoming you and your child to the Martin Bacon Academy and becoming part of our very unique family.

Best wishes

Sarah Louise—Interim Associate Executive Principal

