



Abraham Darby Academy

Specialisms: Performing Arts and Business & Enterprise

Abraham Darby Academy is an independent state school; a company limited by guarantee. The sponsors of the Academy are the Haberdashers' Livery Company and Telford and Wrekin LA. It opened in September 2008 as the successor to the Abraham Darby School and as part of The Haberdashers' Adams' Federation along with Adams Grammar School, Newport. The Haberdashers' Adams Federation provides a strong joint partnership structure at various levels: Governance, Training School, support for learning and student development. There will be 900 places in the Academy in years 7 to 11, and potentially 200 places in the 6th Form.

The Philosophy:

"Talking up students' aspirations is crucial. If you look out for the things that people are doing well and emphasise the positive, dealing with the negative in a sensible and tactful way, you're likely to make people exceed their own notion of their potential. And that's what education is to a large extent about, isn't it? Helping people go beyond where they think they might go."

and Mission:

'To develop in young people of all abilities the traits necessary for them to play a useful, productive and leading role in society in the Twenty First Century, and to enable them to exceed their own notion of their potential.'

The Academy will provide its students with outstanding opportunities and create an ethos of the highest possible personal achievement. To this end there will be four aspirations for all students: -

- To develop students who are ambitious, hard working and successful.
- To develop in students an intellectual interest and curiosity in their studies. We want them to be excited by their studies.
- To see students fully involved in extra-curricular activities and aspiring to do these to the best standard possible.
- To encourage all students to aspire to the highest of standards of behaviour and to have high principles and values.

The medium term aspiration would be to achieve 80% students gaining 5 A* - C grades at GCSE in 5 years and as always our target will be to try to exceed our aspirations.



The Worshipful Company Of Haberdashers

Members of the Company, or Fraternity, were originally haberdashers by trade, selling ribbons, beads, purses, gloves, pins, caps and toys. The Company also had the right to search all Haberdashers' shops within three miles of the City, and to destroy goods, which were not up to standard.

Like other Companies, as the Haberdashers' became more successful they collected the status symbols appropriate to the times. Their first surviving ordinances were recorded by the Mayor's Court in 1371. In 1446 the first coat of arms was adopted and in 1448 Henry VI granted a charter of incorporation which entitled the Company to hold land, and to have its own Hall for meetings. The present coat of arms dates from 1503 and the current charter by which the Company is governed today was granted by Elizabeth I in 1578.

However, by the middle of the 17th century the emphasis had changed when control of the trade was lost. The charitable funds, hitherto operated by the early fraternity as a 'safety net' for members, multiplied and educational establishments became the Company's main *raison d'être*. The original foundations and almshouses provided by a number of wealthy, but mostly childless, Haberdashers at that time continue to the present day, together with numerous other minor charities of which the Company is trustee. Their objectives include such varied causes as relief for poor clergymen, help with school fees and limited support for the eleven parishes of which the Company is patron. Assistance is given to a wide range of national and local charities including major support for Centrepoin Soho (homeless youngsters), the Royal Hospital and Home at Putney (rehabilitation of those with severe brain injuries) and the Royal Surgical Aid Society.

The Company takes great interest and pride in all the schools of which it is Trustee ensuring that the revenues accruing are spent wisely and that building projects give good value for money. Most of the Governors and the Heads are appointed by the Company, but not members of staff; nor does it interfere in the daily running of the schools which is the proper concern of the respective Head under the direction of the Board of Governors. All the schools encourage the full development of the individual, and help the pupil to get the most out of both work and leisure time. The Schools are also concerned to promote a broad tolerance of different viewpoints and consideration for others, within the context of a Christian heritage. From their foundation by four, childless, Puritan Haberdashers who sought to enlighten future generations, the schools have developed and, today, over 7,000 pupils in ten schools encompassing the independent sector, 3 Academies, a Voluntary Aided Grammar School and a Voluntary Aided Primary School, are offered the best education available.

The other schools for which the Haberdashers' Company is Trustee are:-

Adams' Grammar School
 Bunbury Aldersey Primary School
 Monmouth School
 Haberdashers' Monmouth School for Girls
 Agincourt School in Monmouthshire
 Haberdashers' Aske's School, Elstree
 Haberdashers' Aske's School for Girls, Elstree
 Haberdashers' Aske's Hatcham Academy
 Haberdashers' Aske's Knights Academy

Abraham Darby Academy was the tenth school to become a member of the Family of Haberdashers' Schools. The DCSF have now agreed to the Haberdashers' forming two new Academies in South London, involving a Primary School and 11 – 18 comprehensive.

Governing Body

The Governing Body runs all aspects of Academy life and meets regularly to look after student/parent/staff interests.

Name	Status	Term of Office	End of term
Mr J Hamilton	Chair	Aug 06	Aug 10
Mr M Barratt	Staff	Sept 08	Aug 12
Mr P Bishton	Nom	Sep 08	Aug 12
Mr S Burrell	L.A	Sep 08	Aug 12
Mrs M Chaundler	Nom	Sep 08	Aug 12
Mr I Fletcher	LA	Aug 06	Aug 10
Dr D Gradwell	Parent	Aug 06	Aug 10
Mr N Robins	Staff	Aug 08	Aug 12
Dr H Harnisch	Nom	Aug 06	Aug 10
Mr S Hawke	Staff	Sep 08	Aug 12
Mrs L Holland	Staff	Aug 06	Aug 10
Mr T Jackson-Stops	Foundation	Aug 06	Aug 10
Mr D Juster	Foundation	Aug 06	Aug 10
Mr S Key	Foundation	Aug 06	Aug 10
Mr S Taylor	Foundation	Aug 06	Aug 10
Dr N Tindall	Foundation	Aug 06	Aug 10
Haberdashers Master	Foundation	Aug 06	Aug 10
Mr R Phillips	Clerk to Haberdashers		
Mr L Davis	Staff	Sept 08	Sept 12
Mr J Gallagher	Parent	Sept 08	Sept 12
Dr M Broomfield	Parent	Aug 09	Aug 13
Dr R Jacob	Nom	Sept 09	Sept 13
Mr J Richardson	Clerk to Governors		

Senior Leadership Team

Principal:	Mr S Hawke
Vice Principals:	Mr J Larking – Student Welfare Mr L Hadley – Curriculum Mrs A O'Brien – Initiatives
Year Leaders	Mrs S Doster – Year 7 and Transition Mr A Morris – Years 8 and 9 Mr T Wasdell – Years 10 and 11 Mrs A O'Brien – Year 12
Heads of House	Mrs L Duggan – Ash Mrs L Larking – Beech Mrs G Hickman – Elm Mr A Gillespie – Oak

Admissions

Abraham Darby Academy is an Academy sponsored by the Haberdashers' Livery Company in London and Telford and Wrekin Local Authority. In an exciting and unique venture the Academy is linked to Adams' Grammar Academy in Newport bringing the two schools together under one Federation to share the same ethos and values. That vision is one where all students are inspired to reach their full potential, no matter what their ability or background; where aspirations and achievements are constantly raised; where the improvements of standards reflect the needs of the local and wider communities; through the highest quality academic, personal and vocational teaching and guidance. We will build on the strengths and experiences of Adams' Grammar School and Abraham Darby, so that our students become independent learners, fully equipped for the opportunities, challenges and responsibilities of adult life in the 21st century and well prepared to be the leaders, professionals and parents of tomorrow.

The Academy holds a well-publicised open evening each autumn.

However, tours of the Academy are provided all through the year during the working day. Please phone the Academy to make an appointment.

The Academy does seek to satisfy the needs of families new to the area or seeking transfer from another school/Academy. Please contact the Academy to arrange for a visit and discuss possible admission for your child.

Students are not selected for admission on the basis of aptitude or ability and all are valued equally. Our standard admission number for Year 7 in 2010 is 180 students. Plus 6th Formers. Please refer to the 6th Form brochure for further information.

Admission to the Academy is based upon the Telford and Wrekin Co-ordinated Scheme for Admissions to Secondary Schools. Telford and Wrekin operate an equal preference scheme. This means that where possible parents will be allocated their first preference school but if this is not possible then parents' second preference is considered alongside preferences expressed by other families for that school, then their third preference and so on.

If the Academy is over-subscribed then the following criteria will be applied in this order:

1. Those children who are in public care and then
2. Those children who live in the Academy's defined attendance area.

If places are unavailable for all of these local children, then places will be given first to:

- a. Those children who have exceptional health reasons where there is written medical evidence that admission to the academy is essential for their medical well-being; and then
 - b. Those children who will have, on the day of admission, a brother(s), sister(s), step brother(s), step sister(s), half brother(s) or half sister(s) living as a family at the same address and who attend the Academy; and then
 - c. Other children living in the Academy's defined attendance area.
3. Any places remaining available will then be allocated to applicants from outside the academy's defined attendance area in the priority area a) to b) as detailed above.

If there are insufficient places for all children in any of the above categories, places will be allocated on the basis of straight line distance between home and the main academy entrance, as measured by a straight line, with those children living closest to the Academy having priority. The distance is measured on a computerised mapping system.

The admission of children with statements of special educational needs will be in accordance with parental preference as far as is possible and will be agreed between the parent, the Academy and the LA. These admissions will be counted towards the agreed admission number.

If any places are left after first preference claims have been met, second preference claims will be considered in the same priority order as above and so on.

The following definitions apply in the case of public care and home address:

Children who are in public care are those who are the subject of a care order and the local authority share parental responsibility with the natural parents, or other who hold parental responsibility; and children who are looked after by the local authority under a voluntary agreement with the parent.

A child's home address will be the normal residence of the parent(s) or legal guardian(s) who has care of the child. Where a child lives with parents with shared responsibility, each for part of the week, the home address will be considered to be the address where the child spends most time. If time is spent equally with two parents, the home address will normally be taken to be the address registered to receive child benefit in respect of the child.

Appeals for places may be made to Telford and Wrekin (Schools Admissions) by those parents whose child(ren) have not been able to be allocated a place.

Links with Primary Schools.

Abraham Darby Academy enjoys very close links with local primary schools and a senior member of staff, Mrs Susan Doster, (Transition Manager) is responsible for making regular visits and developing contacts to facilitate the exchange of ideas and information beneficial to both staff and students here and at our partner school.

The Academy continues to develop and strengthen its partnership with local primary schools in order to enable the effective and continuous implementation of the National Curriculum. The English Department have been busy creating transition modules which allow students to transfer the work they complete in year 6 to year 7. Peripatetic Music teachers from the Academy visit local Primary Schools to give free instrumental lessons to pupils, who also have the opportunity to attend the Saturday morning Music Academy and to take part in the Academy Bands that have won national and international acclaim. The PE Department also contribute to Primary School sporting activity through the Sports Coordinator Scheme.

When parents have chosen Abraham Darby as the Academy for their child, contact between staff takes place to ensure a smooth transfer. In the summer term, each child will visit Abraham Darby for two days to meet his or her mentor and other staff, as well as experiencing a transfer process and answer any questions children may have. New parents are invited to a New Intake Evening in July where it will be possible to meet relevant staff and share information about their child. They will also be encouraged to attend Academy events of interest during the Summer Term and beyond. All Year 6 students who are allocated a place at Abraham Darby Academy are invited to spend three days at 'Summer School' which is run at the Academy during August.

Arrangements for Visiting the Academy

We are delighted to discuss admission to the Academy with parents at any time. The Academy holds a well-publicised Open Evening each Autumn where students and staff demonstrate some of their work and the Academy can be seen by prospective students and their parents. This year Open Evening will be on Thursday 8th October from 6.00-8.30pm. There will be open days on Thursday 8th October, Monday 12th October and Tuesday 13th October by appointment only. Parents who wish to attend one of these days should contact Mrs Doster at the Academy to make an appointment. Those who cannot attend these events are invited to contact Mrs Doster at the Academy to arrange a convenient time to look around during a working day. Parents are encouraged to visit by appointment in any week of the year, to see the Academy in action.

The Academy Day

8.20am	Arrive at Academy
8.30 – 9.30	Lesson 1
9.30 – 10.30	Lesson 2
10.30 – 10.45	Break
10.45 – 11.45	Lesson 3
11.45 – 12.10	Lesson 4 – Mentor Period
12.10 – 12.55	Lunch
12.55 – 1.55	Lesson 5
1.55 – 2.55	Lesson 6
2.55 – 5.00	Extra-curricular activities

Term Dates 2009/10

STUDENTS' PROGRAMME

STAFF PROGRAMME

AUTUMN 2009			Student Days				Staff Days
	Monday 7 September * Friday 23 October			Monday 7 September Friday 23 October			--
<i>Holiday:</i>	<i>Monday 26 October</i> <i>Friday 30 October</i>	(5)		<i>Monday 26 October</i> <i>Friday 30 October</i>	(5)		
<i>PD Days</i>	<i>Monday 2 November</i> <i>Tuesday 3 November</i>	(2)		Monday 2 November Tuesday 3 November			2
	Wednesday 3 November Friday 18 December		33	Wednesday 3 November Friday 18 December			33
<i>Holiday:</i>	<i>Monday 21 December</i>	(10)		<i>Monday 21 December</i> <i>Friday 1 January 2010</i>	(10)		
	Friday 1 January 2010						
SPRING 2010							
<i>PD Day</i>	<i>Monday 4 January</i>	(1)		Monday 4 January			1
	Tuesday 5 January Friday 12 February		29	Tuesday 5 January Friday 12 February			29
<i>Holiday:</i>	<i>Monday 15 February</i> <i>Friday 19 February</i>	(5)		<i>Monday 15 February</i> <i>Friday 19 February</i>	(5)		
<i>PD Day</i>	<i>Monday 22 February</i>	(1)		Monday 22 February			1
	Tuesday 23 February Thursday 1 April		28	Tuesday 23 February Thursday 1 April			28
<i>Easter Holiday:</i>	<i>Friday 2 April</i>	(11)		<i>Friday 2 April</i>	(11)		
	Friday 16 April			Friday 16 April			
SUMMER 2010							
	Monday 19 April Friday 28 May		30	Monday 19 April Friday 28 May			30
<i>Bank holiday</i>	<i>Monday 3 May</i>	(1)		<i>Monday 3 May</i>	(1)		
<i>Holiday:</i>	<i>Monday 31 May</i> <i>Friday 4 June</i>	(5)		<i>Monday 31 May</i> <i>Friday 4 June</i>	(5)		
	Monday 7 June Friday 23 July		35	Monday 7 June Friday 23 July			35
			190				195 *

Programmed PD Days during School Year:

Monday 2 November 2009
 Tuesday 3 November 2009
 Monday 4 January 2010
 Monday 22nd February 2010
 * 5th PD Day = Twilight Sessions during summer term 2010

Attendance

As you would expect there is a strong correlation between a student's attendance and punctuality, and enjoyment, progress and academic success. Therefore we do encourage and actively seek full and punctual attendance from all students. It is in fact a legal requirement, but we want to work closely with parents/carers to gain their support to ensure this is the case.

If a student is unwell, parents are asked to contact the Academy on the first day of absence by 8.30am. When the student returns, he or she must bring a written note, signed by the parent/carer for each period of absence. Absences will not be authorised without this procedure.

The Attendance Officer and the Education Welfare Officer actively monitors attendance on a weekly basis. We actively discourage parents from taking students out of the Academy during term time.

Academic Results

The predecessor school was an improving school. There have been significant improvements in its GCSE results in the past 3 years as can be seen from this table:-

	2006	2007	2008	2009
5 + A* - C	31%	42%	49%	64%
5 + A* - C (inc. English and Maths)	20%	22%	34%	38%

Our aim as an Academy is to transform an improving school into an outstanding Academy. Our targets for students and staff have already risen dramatically. The new Academy GCSE target for 2010:

	Target
• 5+ A* - C	70%
• 5+ A* - C including English and Maths	50%

Curriculum

"We will develop a curriculum that meets the needs, sparks the imagination and brings the best out of each individual student according to his/her ambition, aspirations, ability, interest and learning styles"

"Young people will respond to challenge as long as that challenge is relevant to their individual needs and aspirations"

To achieve our desired aims the curriculum in the Academy will change markedly over the next few years.

All students will be offered the full National Curriculum although we will take full advantage of the new national flexibility in order to provide students with a personalised learning experience.

Every student will have a structured programme of personalised learning and will have access to mentoring and coaching where needed. Mentors will monitor every student closely, ensuring their courses match their needs and that they are progressing as well as they should.

The Academy will promote the expectation that all students will remain in full-time education or training until at least 19 and will extend the range of vocational and work-related courses that are available.

We will ensure that all young people have the English and Mathematics skills they need to succeed in life. To do this the Academy will use specialists in literacy and numeracy. We will assess the individual needs of all their students and will support vulnerable students by providing intensive literacy and numeracy teaching.

For the 2010/2011 academic year, both the KS3, KS4 and KS5 curriculum plans are modelled on a 50 period fortnight, with lessons of 60 minutes duration. An aspect of the transformation planned will see the introduction of longer blocks of teaching time that will facilitate a wider range of learning activities and more easily make learning experiences beyond the Academy available to students.

Please refer to the 6th Form brochure for further details about KS5 courses.

Across all Key Stages, teaching groups will be rigorously set by ability to ensure that students receive the appropriate level of challenge and support required to ensure progress. Prior attainment data and CAT scores will be used to create these groupings on entry in Year 7, and by closely monitoring student progress we will ensure that students are appropriately placed on their learning journey through the Academy.

The key features of the curriculum in **2010-2011** are:

Year 7

We will provide common curriculum for all Year 7 students. This will deliver the full National Curriculum, with 40% of the time available given over to the core subjects, and also include a programme in "Learning2Learn" thus building on existing good practice. It will focus on developing higher-level thinking skills and the ability to articulate arguments and will promote emotional intelligence. A transition group will be established for weaker learners and intensive literacy catch up will be provided. This group will be maintained, according to need throughout Key Stage 3. Students will study French, German and Spanish.

Years 8 and 9

The strong focus on English, maths and science will be retained with 40% of curriculum time again being allocated for the delivery of the core subjects. Three learning pathways will then be available, each delivering the National Curriculum, albeit with differences in emphasis and balance. Students will be able to take up to 2 languages whilst others will continue to benefit from the Learning2Learn programme and from booster classes in English and maths.

Years 10 and 11

A number of learning pathways will be available offering opportunities to study GCSE's, BTEC and OCR qualifications. Each pathway delivers a core experience in English, Mathematics, Science, PE, RE and ICT, although the balance will vary according to workskills, student's aptitude and interest. An online course which students can work on at home will also be available as part of one Pathway. Students will have chosen up to four optional subjects. A limited number of students will be able to pursue vocational opportunities through Telford and Wrekin's Travel2Learn programme.

Year 12

A separate 6th form brochure is available on request.

By September 2009, the KS4 curriculum will more distinctly reflect the Academy's specialisms in Performing Arts and Business and Enterprise. It will have an enhanced academic/vocational balance through the introduction of a more diversified range of courses and qualifications and in so doing will better meet the needs and interests of students, better engage them in their learning and ultimately result in improved outcomes.

Post 16

The Academy implemented post 16 education from September 2009 with up to 100 places available per cohort. The Federation with Adams' will be key to the sixth form becoming established, not least in providing some access to and /or shared teaching of courses.

The Specialisms

The Academy has two specialisms – Performing Arts and Business & Enterprise and will be developed over time to reflect these specialisms.

- Performing Arts

BTEC Performing Arts (Level 2 and Level 3) and GCSE and GCE Music will be offered. The Academy will continue to investigate alternatives to GCSE so that it can provide a 14 - 19 curriculum which will match the aspirations, abilities and aptitudes of all students. These will include the development of the Creative and Media Diploma.

Outside the formal curriculum the aim is to maintain/build on the excellence, national and international reputation of the band while widening the range of opportunity and the levels of excellence elsewhere – choirs, popular music, drama, public speaking & debating, dance etc. We hope that by providing a top rate theatre in the new Academy building, we can draw in other organizations to offer opportunities to young people and professional theatre companies.

- Business & Enterprise

- The establishment of a framework within the student development systems which will track (and therefore emphasise) the development of the traits necessary for students to be successful/enterprising in life. These traits can be subdivided into three groups as follows:

- Higher Traits: judgement, recognising others' styles, sense of justice, integrity, loyalty, initiative, decisiveness, moral courage, good listener, resilience, accept responsibility and sense of community.
- Intermediate Traits: enthusiasm, selflessness, knowledge of others, physical courage, endurance, teamwork, tact, trust, motivation, self-confidence, respect and self-esteem.
- Building Blocks: self-knowledge, organisation, continuous learning, individual responsibility, communication, independence and dependability.
- o The employment of an Industrial Fellow / Creative Partner who will look to create links/experiences for students/subject areas – music, languages Business & Enterprise, D&T – in museums, tourism, business & enterprise, community projects, primary schools etc and drawing parents into the school
- o Shaping the curriculum experience – looking at and emphasising Business & Enterprise in all subject areas.
- o Enhancing curriculum time and opportunity – in KS3, Applied GCSE & A Levels, 14 - 19 diplomas to match the aspirations, abilities and aptitudes of all students.
- o Providing entrepreneurial opportunities for students both within the Academy and the local community – such as a 'Starbuck's café and a shop'.
- o The development of opportunities offered to students beyond the classroom – leadership roles, sports, music, drama, Academy council.
- o Stand alone experiences.
- o The Academy has already become T&W's first Creative Partnerships 'Change School.' This is a three year funded programme enabling schools to look at whole school change and as such is complimentary to the academy agenda. It will enable the development of innovative and long-term partnerships between the Academy and creative professionals from all aspects of business and commerce, and in so doing create real, imaginative and challenging opportunities to actively engage students in their learning and build their self confidence.

Abraham Darby will also share the Training School status held by Adams'. The Federation between the two schools will lead to a sharing of culture, the opportunity for teachers, to share ideas and 'best practice', the improvement of Teaching and Learning, the Training School, Gifted and Talented opportunities, joint events and activities for pupils, and joint services. The Training School will become a catalyst for the improvement in Teaching and Learning, new ideas, change and development in both schools via sharing best practice, training teachers and support staff and providing a supply of young, dynamic and dedicated teachers.

Homework Policy

Homework is set regularly according to a published timetable. By taking advantage of after-school clubs, lunchtime activities and Academy research facilities, all students do complete their work by the set deadlines.

Homework is extremely beneficial to a student's learning – not only does it reinforce the work done in class, but it also serves to widen their knowledge and understanding. It should never be seen as an imposition or punishment, but rather as an opportunity to improve, extend, or vary work. It also serves to develop the spirit of enquiry and independence that young people will need as they move into higher education and ultimately employment.

At the Academy we believe learning can take place anywhere, not just in the building itself, and that families and communities play a major role in making that learning

successful. We therefore ask parents and carers to support us in this by not only ensuring that homework is done, but also to go one step further and take an active interest in the work – encouraging and supporting their children as much as possible.

All students have a Planner in which they write their homework tasks each day. This acts as a memory aid for the students but also forms a vital link between parents and the Academy. Parents are asked to sign the Planner and to comment, and in turn this is closely monitored by Mentors.

We want all students to see the value of homework, and how it can help them succeed, as well as become more motivated and independent. However, if a student ignores the rules then the Academy must apply sanctions. When this aspect of our disciplinary code is broken and a student consistently fails to complete homework, then they will be issued with a series of detentions to ensure the homework is finished. Detentions may be given at lunchtime, break-time, or after-school (with 24 hours notice). Parental support in ensuring that homework is completed is valued by the Academy.

We consider homework to be an integral part of a student's work at the Academy. Good habits are essential if homework is to be successful and lead, as it should do, to exam success. As in all aspects of Academy life, we seek to establish a strong partnership between staff and parents in the best interests of their children. Evidence shows that students who regularly do homework get better examination grades and better jobs. Please support us in supporting your children.

Special Educational Needs and Accessibility

All children, including those with special education needs and those with disabilities, admitted to the Academy have access to the full curriculum offered by the Academy. An Access Plan has been completed to assess the accessibility of the Academy and priorities and actions for improving access for students with disabilities has been identified.

The Academy has a comprehensive policy for meeting the needs of those students who have special educational needs of any kind. This broad term covers a wide range of need, from those students who require some temporary support with their spelling or reading for example, to those who have long term needs recognised in a statement issued by the Local Education Authority.

There are a team of specially trained staff within the Academy who successfully implement the Special Needs Code of Practice. This is done with thought and care so that it is advantageous for the students concerned. A register of Special Needs is in operation that is updated termly and is accessible to all staff. A Provision Plan outlines the support available in the Academy for all students with Special Needs who are featured on the register. Individual Education Plans are written by Learning Support Staff for students who are statemented or at Academy Action Plus with input from various mainstream staff such as English and Maths departments.

We try to identify at an early stage any student who is experiencing difficulty with their learning. A great deal of liaison takes place between the Learning Support Department and Partner schools to identify those students who will need support when they transfer. The majority of students are entered on the Academy SEN register at Action Plus and are helped in mainstream situations. Students at Action Plus have their needs met by their Heads of Year and SEN specialists. Some students, however, need more specific help either within a lesson or in small groups withdrawn from agreed subjects. During the

course of this year we will refine the support model across the curriculum for students with Special Educational Needs so that learning needs are even more effectively met.

The admission arrangements for those students with special needs but without a statement are the same as those for all students. Students with a statement are placed by the Local Authority and we have good links with LA officers to ensure that students placed at the Academy are welcomed and supported. These students have the additional provision of a team of Teaching Assistants who aid them in mainstream lessons.

The Academy is committed to inclusion and less able students are very much part of the Academy. All staff make every effort to enable all students to access all events, such as trips and in-house special events

Full details of the Academy's policy for supporting students with Special Education Needs and information about accessibility are available from the Academy.

Extending and Enriching the Curriculum

In keeping with the Haberdashers' tradition, the Academy will place great importance in offering a rich variety of curriculum enrichment and extra curricular activity. This will serve to balance the demands of academic work and thereby educate 'the whole person' developing in students those traits which will allow them to play an important and leading role, in the Twenty First Century.

There are two aspects which can be related to the terms 'I can' and 'I want', and these terms are also significant when considering the provision for Gifted and Talented students:

- 'I can' – it is important that we identify 'the most able and talented' in different areas and provide the opportunity to develop these talents to their fullest. This will be done via external academic competitions (e.g. the Olympiads), Academy level activities (music, drama, CCF, Duke of Edinburgh and sport) and by encouraging students to participate at even higher levels (e.g. county, regional, national). Specific details on provision for Gifted and Talented students are set out later in this section.
- 'I want' – at the same time we will provide the opportunity for all students to develop their interests and talents at their own particular level. This will be done via clubs and societies and by providing a very wide range of House competitions. The aspiration would be that in almost every week of the year there would be some form of educational, cultural or sporting activity taking place at a house level aimed at getting all students involved and thereby feeling that they belong to the house and the Academy and that they are getting kudos from their involvement. Students will also gain leadership opportunities and opportunities to contribute their ideas through these activities.

The aspiration is that each Lower Academy student is actively involved in extra-curricular activity each term in sport (at an Academy, house or individual level), in music and drama (at an Academy, house or individual level), in CCF/Duke of Edinburgh Award and/or in one of the wide range of clubs and societies. As they progress through the Academy some will begin to specialise, though we should continue to encourage breadth through participation in house events.

We also want students to be taking leadership responsibilities both in the Academy and in their house – Academy Prefects, Mentor Prefects, House Prefects with responsibility for specific events, subject mentors, peer mentors and peer support, Academy Council leaders and representatives.

In terms of students aspiring to the highest values and standards of behaviour, the role of assemblies, the code of conduct, the emphasis on commendation and the continuous reinforcement of the whole ethos of the Academy are key parts. Headteachers tend to emphasise systems, but the key is the quality of teachers appointed and the induction process. It is through the example set by teachers, the informal relations between students and staff on trips, during extra-curricular activities, in mentor time and in the classroom that these values and standards are learnt.

Through the opportunities it offers, the Academy will help students to discover their interests, aptitudes and talents, and to develop them to their fullest. Through extra curricular activity as well as through work in the classroom, we will encourage students to grow in self discipline and to prize integrity, tolerance and respect for others.

Opportunities will be widened by the links with Adams' and the wider Haberdashers' Family of Schools and these contacts will all be a major force in developing this co-curriculum.

Provision for Gifted and Talented Students

Gifted and Talented students are defined as those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities). The term 'Gifted' refers to those students who are capable of excelling in academic subjects eg: science, maths and 'Talented' to those students who excel in areas requiring visio-spatial skills or practical abilities, eg in sport, music, drama, art.

It is fully recognised that provision for Gifted and Talented students can act to counteract disadvantage. Direct intervention is particularly critical for students from disadvantaged backgrounds to enable them to reach their potential and raise their aspirations.

The Academy will develop an agreed process for identifying Gifted and Talented students and then regularly review those identified so that identification and review becomes an ongoing process.

In providing for its Gifted and Talented students, the Academy will seek to:

- Develop an ethos where its 'cool', accepted and sought after to be bright and/or talented.
- Recognise and reward achievement.
- Provide a wide range of extension and enrichment opportunities
- Maximise the links with Adams' and the wider family of Haberdashers' schools to achieve this end.
- Ensure that attainment targets reflect the ability and potential to secure appropriate pace and challenge in learning.
- Ensure students are working at an appropriate level and are provided with resources to support their learning and progression.
- Provide a range of 'fast track' or 'early entry' routes through KS3 and KS4 for the more able students supporting stage not age examination.

Academy Visits: Charging Policy

Educational visits from an important part of Academy life, enhancing not only the academic experiences of children but also fostering their emotional and social development. Where such excursions form an integral part of the curriculum it is hoped that all students will be able to take part.

Steadily rising costs of both transport and admissions mean that the Academy generally has to ask parents to make a voluntary contribution towards the costs of trips. It may be that where insufficient voluntary contributions are forthcoming the visit will not be able to go ahead.

The Academy has a policy entitled Charging for Educational Activities. Copies of this can be obtained from Reception.

In those subjects of the curriculum where students make items to be retained or consumed at home parents are asked to provide the raw materials. Where the items must remain at the academy voluntary contributions will be sought.

Through its Benevolent Fund the Academy is sometimes able to assist those families who cannot afford the cost of a visit. Such remissions, however, have to be used sparingly and parents who have a genuine case are encouraged to let staff know as a case arises. All such applications will be dealt with discreetly in the strictest confidence.

Enrichment Days

During the year the Academy holds Enrichment Days, when the timetable for that day is suspended. These days are used to deliver part of the Personal, Social, and Health Education (PSHE) and will cover topics such as Careers, Sex Education, Economic and Industrial Understanding and Citizenship.

Sex Education

Appropriate and responsible sex education is an important element in preparing students for adult life. It calls for careful and sensitive treatment.

The teaching offered by the Academy should be complementary and supportive to the role of parents, but some parents may feel unable to discuss sexual matters fully and frankly with their children. This means that the Academy has a clear responsibility to ensure that students are adequately prepared for adult life.

Parents are given the opportunity to see teaching materials for themselves and to receive explanations as to how the materials will be used. All outside speakers used to assist with sex education are expected to comply with the Academy's policy as well as with the statutory requirements.

At Abraham Darby Academy, the Governors feel that sex education is best co-ordinated through a course of Personal and Social education. Sex Education is structured in such a way that the age and maturity of the students determines the content of the lessons. It is presented in a moral context and in such a manner that it encourages students to have due regard for moral considerations and the value of family life.

Parents should note that they are entitled to withdraw their children from all or any aspect of sex education provided.

The Abbey

The Academy has an advice centre open for students every Tuesday lunchtime. It is staffed by the School Community Nurse as well as youth and health workers. It is a valuable aid to helping our students to deal with a wide variety of health, personal and social issues. The centre encourages students to access a wide range of information and help available to them and is breaking down the barriers that often lie between young people and the Health Service. At regular times during the week we have counsellors from Mind and Relateen available to talk through issues and problems.

Work Related Learning

At Abraham Darby Academy, students follow a programme of careers guidance and education which is delivered through a series of enrichment days and encapsulates Personal, Social and Health Education. The Academy believes that work related learning should help students to make the choices about their own continuing education and about career/work opportunities. An integral part of the programme is a period of work experience for Year 10 students. The Academy has strong links with a number of local companies and Connexions. We believe that these partnerships enable the Academy to offer a programme that is both useful and interesting to students. Students can also have access to the 'Fast tomato' careers programme on the computers in an ICT room or Learning Resources Centre. Further information regarding this ICT programme will be made available during Mentor Time in year 9.

Connexions

The Academy works closely with the Connexions service and providers of Post 16 education to ensure our Academy students are fully aware of the opportunities available to them.

Religious Education

All students at Abraham Darby Academy study religious education. In Key Stage 3 the course follows the Shropshire/Telford and Wrekin Agreed Syllabus and aims to help young people to achieve a knowledge and understanding of religious experiences, insight, beliefs and practices. This will enable them to deepen or realise their own beliefs and respect the freedom of other people to hold beliefs different from their own. All students study Religious Education during Key Stage 4, this will lead to either Short Course GCSE or Full Course GCSE in Philosophy and Ethics.

Collective Worship

Each week all students will take part in a year group Assembly which will involve an act of collective worship of a broadly Christian character. At other times when they are gathered as a mentor group, students reflect on moral issues.

Uniform, Dress and Appearance

The Academy outfitter is: Baker & Son, Wellington Market Telephone: 01952 641897	
ALL STUDENTS (Years 7-11)	
Girls' Uniform List	Boys' Uniform List
<p style="text-align: center;">BLAZER Compulsory for all students Dark maroon single breasted With the Academy badge</p>	
<p style="text-align: center;">Blouse/Shirt Plain white, official school style, button to the neck</p>	
<p style="text-align: center;">Academy Tie In House Colour</p>	
<p style="text-align: center;">Pullover Plain Black V-neck with Maroon and Yellow stripe</p>	
SKIRT / TROUSERS	TROUSERS
Academy skirt black, (knee-length) Or Academy trousers, black both available from Baker & Son	Plain black available Baker & Son Wellington Market
Socks/Tights Plain black	Socks Plain black
<p style="text-align: center;">SHOES Plain black leather/leather type (not suede or trainer style), no boots (covering ankles) or trainers (Trainers are not to be worn to and from the Academy)</p>	
<p style="text-align: center;">Outdoor Coats/Rainwear (These are not to be worn in lessons, and should be put in the student's bag) Plain black coats, jackets, anoraks or parkas No denim, leather or hooded tops, no patterns, insignia or other colours Safety stripes are allowed but not other patterns NO HOODIES ARE ALLOWED AND WILL BE CONFISCATED</p>	
Please note the Academy expects a smart standard of uniform and requires all students' ties to display 5 stripes long and blouses/shirts to have the top button done up and to be tucked in at all times.	
<p style="text-align: center;">Jewellery Only a watch, 1 small pair of plain gold or silver studs, worn at the owner's risk, no other studs, no other jewellery or badges. No facial/body piercing.</p>	
<p style="text-align: center;">Hairstyles Hair ribbons, slides, etc all plain black or white No extreme unkempt hairstyles as these are not appropriate for the Academy Hair to be a natural colour only, smart and business-like</p>	
<p style="text-align: center;">Scarves Plain black These are not to be worn in lessons or inside Academy</p>	
<p style="text-align: center;">Hats In winter only, pull-on woolly hats in plain black may be worn to and from the Academy Baseball caps are not to be worn and will be confiscated if worn</p>	

In summer, plain sun hats or white style cricket hats only may be worn for cricket or for extended periods of sport
 No other headwear is permitted to be worn in the Academy unless it is for religious reasons or because of a medical condition. In these cases written confirmation is required from a parent/carer which will be kept in the student's file.

PHYSICAL EDUCATION KIT

GIRLS	BOYS
Abraham Darby crested track suit White crested polo shirt Black crested shorts Maroon/White top sports socks in winter Plain white short socks in summer White sports cross trainers 1 house vest A gum shield must be worn for all hockey lessons	Abraham Darby crested track suit Maroon and black winter sports shirt Black crested shorts Maroon/White top sports socks in winter Plain white short socks in summer White crested polo shirt White sports cross trainers 1 house vest Football or rugby boots with aluminium safety studs A gum shield must be worn for all rugby lessons

In summer, students should provide themselves with sun cream with an appropriate protection factor

ALL ARTICLES OF CLOTHING MUST BE CLEARLY MARKED WITH THE STUDENT'S NAME.

Please refer to the 6th Form brochure for details of the 6th Form uniform code.