



# DAYLESFORD ACADEMY

(Formerly Summerfield Education Centre)  
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## **Daylesford Curriculum Intent Statement**

We recognise that most of our learners are referred to AP having become disengaged from learning and not seeing the value of education; they often have gaps in their knowledge and understanding because they have experienced disruption to their schooling. They likely exhibit a wide range of both emotional and educational needs, which by their very nature can impinge negatively upon their progress.

Daylesford identifies a tailored, personalised curriculum to meet each individual need, and one which we hope will also capture their interests and prepare them for the next stage of their educational journey.

Our aim is always to broker the highest quality provision but also 'a fresh start' and provide a curriculum which is enriched by a range of planned activities and experiences to enhance learning and personal development so that all our young people:

- Become confident individuals who are able to live a safe, healthy and fulfilling life.
- recognise core values of spiritual, moral, social, cultural, physical and mental development, and their contribution to healthy individual well-being.
- Recognise the value of Education.

Our curriculum therefore, is flexible, inclusive and offers continuity, coherence and progression. It aims to motivate and provide challenge for all young people whatever their ability and promote achievement for all so that 'we make a difference'.

The curriculum promotes a sense of moral and social responsibility through a range of spiritual, moral, social and cultural opportunities, delivered through our PSHCE, Personal Development and Enrichment programmes. Our pupils develop resilience and confidence and learn not to 'give up'.

## **Implementation**

The curriculum offer is discussed with learners and their parents/carers at our initial meeting following referral, and it is always made very clear that regardless of whether their child's programme is full or part-time – they

remain a member of Daylesford Academy's community, and they will be fully supported throughout their time with us.

All full-time learners have access to 25 hours of education. However, for some learners, their needs may be best met by a flexible timetable for a period of time; this may be due to their emotional wellbeing; their ability to cope with full time provision (especially for those who have been out of education for some time); or due to challenging personal circumstances not connected with school. Where this is the case, it is always identified, in agreement with the local authority, as the best means of a therapeutic return to a full-time curriculum.

Any external provisions are reviewed regularly with a commitment that all of our full time AP learners attend a fulltime structured curriculum. Each of these learners has a support plan for their next steps, clearly-defined timescales and systems to put planning into action.

### **Curriculum Entitlement and Choice**

Our students attend provisions where they are able to access a wide variety of academic and vocational courses that reflect their academic abilities and interests.

All students have the opportunity to complete GCSEs dependant on their level of ability. In addition to their academic progress, students are supported in their personal development through a range of PSHE and Careers opportunities.

All of our students' access and engage in Maths, English, English Literature, Science, Music Technology, Art, PSHE, Food Technology & Careers.

### **Placements**

Daylesford Academy works in conjunction with a number of alternative providers who offer a broad range of courses for KS4 pupils:

- Maths and English Functional Skills
- Level 1 Motor Vehicle Studies
- Level 1 Sports Leadership
- Award in Construction Skills
- Hair & Beauty

Students may engage in more than one qualification (or attend more than one provider) but this is dependent upon the number of days an individual attends alternative provision.

Students who attend alternative provision for 1 or 2 days per week generally attend one provider per week in addition to Daylesford.

All bespoke packages are agreed with pupils and parents/carers and are implemented in order to best meet the needs of the individual student. Subsequently, ensuring a positive educational experience, raising aspirations and providing a post 16 pathway.

## **Safeguarding**

All providers are audited by the head Teacher of Daylesford Academy, which includes:

1. Safeguarding and/ or Child Protection Policy (Including sexual violence and harassment)
2. Safer recruitment information
3. Prevent Policy
4. Anti-bullying Policy (including cyber bullying)
5. E-safety (Including social networking/mobile phone usage)
6. Health and safety
7. Behaviour Policy
8. Staff code of conduct
9. Attendance Policy
10. First Aid Policy
11. Site RA /Fire Policy / RA
12. Driving/Trips/Visit Policy

These are scrutinised by our Head Teacher to ensure our students are safe.

Student surveys all report that our students say they feel safe at their provisions and feel safe travelling to and from their respective provisions.

## **Progress**

The progress of all learners is monitored carefully through regular visits and weekly communication with our providers. Parents are regularly updated and are always involved in discussions where a concern is identified or a curriculum/provision may be adjusted to better meet the student's need.

Reports are provided at the end of each term and discussed in Daylesford Progress Events.

## **Impact**

Daylesford prides itself on the very positive relationships with our students, parents and providers, we focus on the following measures:

- Percentage of pupils staying in education or employment after key stage 4 (destination)
- Percentage of pupils achieving the threshold in English and Mathematics (basics)
- Progress, from baseline, towards their identified destination pathway and entry requirements to prevent them from becoming NEET.
- Success stories/destinations

Our aim for each of our pupils is that they transition to the next stage of their education or training with as much potential to achieve their best outcomes as possible.

Bespoke packages are implemented to ensure pupils have access to a varied curriculum that:

- Increases attainment – our students have left with qualifications identified in the placements above
- Increases attendance – Attendance and is above national average for alternative provisions
- Reduces the number of suspensions and disruptive incidents a pupil is involved in – students previously receiving high numbers of suspensions have now settled and built strong relationships
- Those on part time show a reduction in previously sanctioned behaviours.
- Improves pupil's self – esteem, confidence, motivation and sense of direction
- Supports pupils to build and sustain positive relationships with professionals, family and friends which includes the ability to communicate, cope with authority and work with others.
- Raises aspirations
- Provides a post 16 pathway

Consequently, having a positive impact on expected outcomes and life trajectory. The success of our current and previous cohorts is evidence that most of our students have successfully re engaged so that they have either been able to move into further education, college courses or secure an apprenticeship.