



ST LUKE'S ACADEMY

St. Luke's Academy is part of the White Horse Federation and is a Secondary Special Academy to support the social, emotional and mental health (SEMH) needs of students across Swindon, and other authorities when appropriate, from Y7-Y11.

Address: Cricklade Road, Swindon, SN2 7AS

Website: <https://www.stlukes.swindon.sch.uk/>

School opening hours for students: 8.55-3.00

Point of contact: Becky O'Brien, SENCO, bobrien@stlukes.swindon.sch.uk

Type of provision: Education (Special)

Age range: We cater for students aged 11-16

Admission arrangements for St. Luke's Academy: SENRAP (Special Educational Needs Resources and Assessment Panel), in consultation with the academy, make decisions as to the placement of students at the Academy. The school governors can suggest that the school cannot meet the student's needs. This would then have to go back to SENRAP for a final decision as to where the student is best placed. All of the students at St. Luke's Academy have a Education Health and Care Plan (EHCP) however on occasions students are placed at the Academy with draft EHCP's with the agreement of the family.

Cost: Transport costs will be met by the borough if appropriate

Partnership Agencies: We work with;

- Educational Psychologists,
- Speech and Language Therapists
- Occupational Therapists
- SpLD Advisory Services
- ASD Advisory Service (ARC)
- TaMHS and CaMHS
- Health care professionals (School nurse, Community Paediatrician)
- SENDIASS
- Virtual Schools for CLA students

- Special Educational Needs Assessment Team
- Education Welfare Officer
- Young Carers
- Social Care
- Youth Engagement Service
- Police
- Therapists at St. Luke's Academy

Curriculum: At St Luke's Academy we believe in providing all of our students with appropriate education at a level and a pace that is appropriate to their needs. The curriculum is planned in order to promote learning, personal growth and employability for the future. We want them to achieve in their schooling, throughout their life and in society. It includes not only the formal requirements of the National Curriculum, but also a range of additional opportunities in order to enrich the experiences of the students and teach them new skills to provide them with the best chance of employability once they leave. Social aspects, that are essential for life-long learning, are also an important part of our curriculum.

KS3 Theme is an integral part of the Year 7 and 8 curriculums; all subjects, apart from maths, will be taught through it. This provides them with the opportunity to become immersed and enthused about a topic where they can build links to help them understand key concepts. The reading, writing and maths curriculum has been tailored to provide students with the necessary skills that they need to lead a successful adult life. This includes time, money and writing sentences that link together.

Curriculum content:

- A 'main teacher' akin to the primary model to deliver reading, writing and maths.
- All subjects (apart from maths) to be delivered through a topic-based curriculum.
- A range of outdoor and practical trips and activities.
- Citizenship and Community – building a community at St Luke's
- Sport and healthy living – teaching core values like resilience and teamwork
- Therapy

KS4 Students in year 9, 10 and 11 will continue to develop their core skills in reading, writing and maths. To increase their employability, all students follow individualised pathways with the opportunity to complete qualifications in these subjects. This includes functional skills and GCSE. The rest of the curriculum has been designed to support our students to gain skills to lead a successful adult life. Where possible, the students have the opportunity to gain accreditations that could give them a starting point in the workplace.

Curriculum content:

- English and Maths delivered by specialists, leading to Functional Skills or GCSE qualifications
- A range of vocational choices leading to Level 1 vocational qualifications
- Sport and healthy living

- Citizenship, participation in our local community and careers
- Life skills
- Therapy

Assessment: At St Luke’s Academy students are regularly assessed formatively and summative because “...It can be difficult to judge academic progress if students have complex learning or emotional difficulties.” We develop a bank of evidence in different forms to show where progress is being made – both against their personal and academic progress.

Core skills framework This framework has been designed for reading, writing and maths to provide students with the necessary skills that they need to lead a successful adult life. Each student will work, at their own level in a tailored curriculum designed by the teacher, to master the different skills on the framework. Once they have mastered the skill, they will move up to the next band

Progress Tracker In all accredited courses, a progress tracker has been designed. This identifies all of the objectives of the course. Once the student has mastered the objective, it will be highlighted. Teachers will monitor the percentage of the course that each student has achieved. This will be tracked and monitored by SLT each term

Marking for Progress Teachers need to use the school marking in the moment policy to highlight the progress that the student has made, both personally and academically, during the lesson.

Data drops and assessments are in place to ensure the academy can show progress in specific areas and to identify any students who may need additional support. All students have access to Quality First Teaching however they may need specific intervention with their reading, phonics, spelling in Maths which would be done on a 1:1 within a classroom setting. In addition to support our student’s SEMH needs individual students may need further pastoral intervention or a therapy session.

Reading –NGRT	Boxall Profile	Spelling – Schonell	Data drop (RAG)
October	November	September	October
February	May	January	December
June		May	April
			July

Transition: Transition will involve conversations and meetings with other professionals. The transition process may included checking for relevant funding , writing plans or risk assessments and on some occasions employing additional staff. We also recognise the

strength of parental knowledge and information about the student and the importance of their views in ensuring a smooth transition.

New student transition timeline

LA consults with St. Luke's Academy on individual student



St. Luke's have 15 working days to respond to consultation. During the consultation period SENCO will contact school and/or LA for further information if needed. In addition, social services may also be contacted for a CLA student or if there are specific social care concerns



If St. Luke's Academy agree to consultation and LA name St. Luke's Academy, then SENCO to contact the family.



SENCO to arrange a home visit to ensure new student induction and all transition work completed, including uniform, finalising transport, discussion of phased induction and option choices for Year 9 upwards.



SENCO to share all relevant information in whole staff briefing and specific information with relevant staff including copy of student induction form. SENCO to ensure all relevant information is with office staff including correct banding level to business manager. Keyworker to ring home and introduce themselves to the family and explain role. Keyworker to complete risk assessment before student begins.



Student begins phased induction. Week 1 8.55-11.25, Week 2 8.55-12.15, Week 3 8.55-1.00 (to include lunch), Week 4 8.55-3. Review each week on a Friday with SENCO, SLT and pastoral team and keyworker to communicate plans with family for the week ahead and office staff around transport.

Staff Expertise: WHF expectations are that all teachers are responsible for and teachers of SEN and have the support of the SENCO to ensure good progress and attainment of all students.

The SENCO at St. Luke's Academy is a fully qualified teacher. We have teachers who are expected to and committed to have a good understanding and awareness of SEND and SEMH. The Academy provides access to quality and effective CPD for all staff through a weekly meeting. At least one meeting a term is dedicated to SEMH issues and de-escalation and the other staff meetings are allocated to the needs of the Academy including one a term on safeguarding. Fortnightly we have a student circle where we focus on the needs of one student and how we can best support them.

Monitoring of the effectiveness of the provision: There are systems in place for senior leadership staff to monitor the effectiveness of the school provision including:-book scrutinies, learning walks, lesson observations, monitoring the quality of provision for SEND students and monitoring of planning.

Equal opportunities: All students have equal access to all facilities , activities and resources , regardless of SEND, race, religion, culture, gender, sexuality of disability. Access is subject to and determined by a thorough risk assessment for each student.

Spiritual, Moral, Social and Cultural Curriculum: The WHF is a values based organisation and therefore recognises the contribution that all students can make to all aspects of life within the Academy community including an academy council, pupil voice, zero tolerance to bullying and building strong and meaningful relationships between staff and students.