

School's Offer (SEN)

School Setting

St Luke's Foundation school consists of two sites, one based in Redbourn and the other in Radlett.

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St Luke's special school is in Redbourn and is for pupils aged 9-16 with Learning Difficulties (LD); this includes pupils with complex Moderate Learning Difficulties (MLD), Speech, Language and Communication Needs (SLCN) and Autism Spectrum Conditions (ASC).

As of September 2013 an Early Years unit has been based on the premises.

Forest House Education Centre (FHEC) in Radlett is a hospital education provision for young people from 13 to 18 years, principally serving (and located adjacent to) Forest House Adolescent Unit, a Tier 4 16-bed inpatient unit dealing with long- and short-term, planned and acute admissions for a number of serious mental health problems. In addition to Unit pupils, FHEC has a small number of day pupils for whom mental health problems are also a condition of admission, but whose medical needs are being met by CAMHS within the community.

We became a Foundation School in 2012. This document details the St Luke's offer.

The SENCO for St Luke's is: **Carol Morris**

Member of SLT, Assistant Head, Director Access Participation and Inclusion, DSP, DT

The school's mission statement is '**Learning and Growing towards Independence**'.

Our aim is to provide a safe learning environment to enable all pupils to grow and develop, with a commitment to provide opportunities to increase independence for every individual.

We plan to achieve this by:-

- ❖ continuing to develop independence skills for future living
- ❖ fostering good relationships based on trust and mutual respect
- ❖ developing personal and moral values and interpersonal skills
- ❖ providing a happy and well-ordered environment
- ❖ giving opportunities for life-long learning
- ❖ creating a broad, balanced and enriched learning environment for all
- ❖ ensuring effective links between home and school
- ❖ valuing and supporting individuals
- ❖ maximising everyone's talents

- ❖ having high expectations of all
- ❖ celebrating achievements
- ❖ appreciating individual aspirations and achievements
- ❖ taking an active part in the life of the school and the wider community
- ❖ respecting others cultural and religious beliefs

1. How does your child get a place at St Luke's?

All pupils who attend St Luke's need to have a Statement of Educational Needs or an Education Health and Care Plan (EHCP). If you feel that your child's needs are not being met or require a change of provision at transition, you will need to speak with your child's current school's SENCO or your child's SEN caseworker, who will be able to talk you through the process.

If they are identified as needing a place in a special school, currently the Hertfordshire County Council (HCC) will recommend the relevant type of school to meet the needs of your child at a Provision Panel meeting. Should you have a preference, you are able to specify a particular school that you believe will meet your child's individual needs. However, if it is not your nearest relevant special school, you will be asked to provide your own transport to school or to pay the full transportation cost.

If HCC allocates St Luke's for your child, we will receive a letter detailing your child's proposed placement along with a copy of their Statement or EHCP. We then have 14 days to respond, stating whether we believe we are the right placement for your child.

To allow us to make this decision we will endeavour to visit your child in their current setting to gather more information and to liaise with the SENCO/class teacher and arrange for you to visit or revisit our school.

Once a decision has been made that we can meet your child's needs, we will contact you to discuss the transition process, including visits to school by your child, discussions with other professionals, including therapists and advisory staff.

Before induction we will make decisions about teaching groups and any additional interventions, including medical care plans and other professional support needed.

Each child's induction programme is tailored to their individual needs to ensure as smooth a transition as possible.

2. How will both you and I know how my child is doing and how will you help me to support my child's learning?

Once allocated to a teaching group, your child will have a named tutor, who will be your first point of contact. You will also meet the tutor once a term at a Tutorial Day to discuss your child's progress.

Within the first few weeks, we will conduct baseline assessments within literacy and numeracy. We would also ask you to contribute to developing your child's Pupil Profile; this includes specific information and strategies to meet the needs of your child. This information is used by the school to develop an individual Provision Map for your child.

These two documents are reviewed termly with your child's tutor at allocated tutorial times.

Other opportunities to meet will include Parents' Evenings, Annual Review meetings and other meetings as required.

On a daily basis, you will be able to communicate with school by using the home-school diary. However, if we feel your child would benefit from more specific and regular contact between school and home, this may be using the more detailed home-school contact book or weekly calls from an allocated member of staff.

3. How will the curriculum be matched to my child's needs?

Most of the lessons are taught in the teaching group classroom to reduce anxieties about movement around the school. This enables the tutor to deliver daily literacy and numeracy as well as providing pastoral stability. However, as the children move upwards through the school we would expect them to have more curriculum choice and independent movement around the school. Pupils are organised into different teaching groups within a Key Stage (KS), based on their abilities, social and learning needs and learning styles.

The size of the teaching groups and support within the groups reflects the learning styles and the needs of the individuals in the group. At present our group sizes range from four in our KS3 Nurture Group with two members of staff to 14 pupils with two members of staff in a more able group.

The school is currently arranged as follows:

- KS2 mixed Y5/6 teaching group(s) following a two-year curriculum
- KS3 is vertically grouped with a mixture of Years 7, 8 & 9, with two pathways (Nurture yrs 7 and 8 and Integrated curriculum) and this follows a three-year curriculum.
- KS4 follows a vertically grouped model, one of which is a nurture group for pupils who are in Years 9, 10 and 11 following a three-year programme, and the other group is Years 10 and 11 following a two-year programme.

4. What does the curriculum offer for my child?

The school provides a broad and balanced curriculum using the guidance of the National Curriculum. This gives a relevant and applicable school curriculum for our pupils, which provides progression to prepare them for each transition throughout their lives.

Our curriculum continues to evolve to meet the changing needs of our pupils. Historically we were a funded specialist college for Science and Humanities, with a rural dimension. However, when the funding was removed, the staff and the governing body recognised the importance of an outdoor curriculum in developing independence and life skills, and this forms a strong focus of our ethos and therefore curriculum development

All our pupils need to continually develop their literacy and numeracy skills; this forms a strong element of our timetable, not only as separate subjects, but intertwined throughout the curriculum, which provides pupils with the opportunity to use these core skills in a consistent and functional way, as well as developing their life skills for the future.

The majority of the KS2 and KS3 curriculum is delivered by the class teacher following a topic-based integrated curriculum. This provides more opportunities for pupils to consolidate and transfer skills within the curriculum, which is more suitable to the way our pupils learn. The pupils also access specific specialist subjects such as Learning Outside the Classroom (LOtC), PE, RE, art and music within KS2 and KS3, science in KS3 and KS4, work related learning and vocational options in KS4.

We recognise that as well as academic skills, we must provide opportunities to develop practical life skills as well as their social and emotional wellbeing. This is embedded throughout our curriculum and some pupils follow a more specifically focused curriculum.

The Nurture groups' curriculum has an emphasis on the social learning and enhancement of life skills. Literacy is embedded within the Integrated Curriculum to enable pupils to make connections and generalise their learning. The nurture curriculum is concerned with pupils acquiring and developing their listening, sharing and turn-taking skills that will help reduce or remove barriers to learning. If pupils have specific interests and skills they may access parts of the school's main curriculum model.

The School is on a purpose built site, which includes:

- Dedicated gymnasium
- Hall with stage
- Dining room
- Library / resources centre
- Base rooms for all teaching groups
- Environmental and Land-based Studies (ELBS) Centre
- Outdoor Classroom
- Interactive Sensory Studio
- TV/Radio Studio
- Specialist teaching rooms for:
 - Food technology
 - Resistant Materials/practical skills room
 - Music
 - Science
 - Art
 - ELBS
- Dedicated therapy room for speech and language/occupational therapist/physiotherapist/music therapist.
- Focus Room, incorporating a Thinking room (calm area), where pupils who are having difficulty in maintaining their learning in the classroom are supported.
- Medical room.
- Large secure grounds for outside sports and the outside curriculum, including a meadow, wildlife pond, small copse

- Trim Trail and other outside play equipment
- 4 Mini Buses

All pupils have a personal i-Pad

5. What does the school day look like?

The pupils either travel to school by LA-funded transport or are dropped off by their parents/carers. The pupils line up in a safe area and are escorted into school by their tutors.

The first session of the day is Skills for Learning, which is structured to prepare the pupils for learning. This comprises physical, social and life skills activities, including choosing and preparing a hot or cold brunch snack to provide energy for learning.

The next two sessions are literacy and numeracy, which are personalised around the abilities and additional needs of the pupils. These sessions are delivered following structured and motivational programmes, delivered by trained staff. During this time there is a 15 minute break to separate the two subjects.

Session four of the day is when the structured skills groups take place. These are six-week blocks tailored according to the needs on the pupils' Statements/EHCPs or other identified additional needs.

The rest of the day consists of three learning blocks; one before lunch and then two afterwards. This is when the remaining curriculum subjects are delivered, either within an integrated learning programme or as separate curriculum subjects, which for the older pupils may be options.

At the end of the learning day, pupils go back to their teaching groups for their final pastoral session to review the day. Pupils are then escorted to their transport for a safe journey home.

The Nurture Group timetable looks slightly different. Skills for Learning is until break and is where the pupils develop their communication skills in addition to the physical, social and life skills. During this time pupils discuss their own goals relating to the development skills linked to learning how to learn. These goals are based on individual assessments using the Boxall Profile. The pupils stay within their nurture class during the literacy time and maths lessons are taught throughout the week. Much of the literacy learning is embedded in the integrated curriculum.

6. How will the school staff support my child?

A detailed provision map is produced for your child within the first term, based on the following:

- Transition
- School Visits
- Meet with parents
- Show them round school
- Any issues raised from parents or former school create pupil profiles
- Statements/EHCP
- Strategies

This is a working document that is revised regularly at least each term. The Provision Map is updated by all staff to include Skills groups, input from visiting professionals and support available to all and works on a traffic light system to indicate need.

The school also has designated staff who are responsible for delivering specific support. This includes:

- Director of Access, Participation and Inclusion responsible for additional needs provision across the school.
- Leader of Autistic Spectrum Conditions (ASC) Specialist LSAs including Medical needs, Sensory needs, Literacy interventions, Numeracy interventions, Lead behaviour support, Lead for Mental Health support
- Leader of Pupil Development and Progress
- Two Learning Facilitators who cover for absent staff, and who know and understand the needs of the children, therefore minimising stress when staff are ill, on CPD or at meetings
- A Learning Support Co-ordinator who oversees the performance management, training and allocation of LSAs to ensure they effectively reduce the pupils' barriers to learning
- A team of learning support assistants (LSAs), including those qualified as Higher Level Teaching Assistants (HLTAs)
- Access to:
 - School counsellor
 - Music therapist
 - Individual support from specialist teachers for Visual and Hearing Impairment Speech and Language Therapist. The school receives 3 days per week not including Speech Therapy assistant time of 1 day per week.
 - Physiotherapists support a small group of pupils according to identified need
 - Occupational Therapist supports a small group of pupils according to identified need on statement /EHCP School nurse provision according to identified need.
 - Educational Psychologists according to identified need
 - The school works collaboratively with the Social Care Team around individual needs
 - This includes Children's Disability Team and CAMHS
 - Autism Advisory Service
 - Community Paediatrician visits the School
 - Challenging Behaviour Support Team
 - Down's Syndrome Advisor

Training and development of staff

Keeping abreast of changes in legislation and appropriate continuing professional development (CPD) training of all staff and Accredited courses are provided as applicable. This includes:

- SEN areas of Autism including Picture Exchange and Communication System (PECS), TEACCH, Social Communication, Emotional Regulation and Transactional Support (SCERTS), Social Use of Language Programme (SULP), Deaf Awareness, Makaton, Speech Language and Communication Needs (SLCN) including ELKLAN accredited courses, Medical Needs, Physical Intervention training, Specific Learning Difficulties including Dyslexia and Dyscalculia, Literacy and Numeracy development, Sensory needs, Challenging Behaviour.

- We achieved Autism Accreditation in 2014 and are ready to submit for the Dyslexia Friendly Schools Mark at present. We also achieved whole school Learning Outside the Classroom Accreditation in 2015 and the International Schools Award in September 2016.

7. How will my child be included in activities outside the school classroom including school trips?

We endeavour to include every child in all aspects of the curriculum. The curriculum is adapted taking into consideration the needs of each child within the school. We conduct both internal and offsite risk assessments to ensure that each child is as safe as possible.

8. What support will there be for my child's overall wellbeing?

- All new children are given a buddy
- Allocated form tutor who is responsible for home/school communication and the pastoral care
- Learning Support Assistants are allocated to each teaching group, depending on activity and pupil needs.
- Access for all children to learning mentors when needed; however some young people have one of the learning mentors as their named key worker.
- Access to school counsellor
- Access to music therapist
- Emotional Literacy through Skills groups
- Access to other professionals such as Autism advisor, school nurse, Educational Psychologist etc.

9. How accessible is the school both indoors and outdoors?

The school produces an annual Accessibility Plan, which shows that all areas of the school are accessible to pupils. As new learning areas are introduced to the curriculum, the plan is reviewed to reflect the changing pupil needs.

10. How are parents involved in the school? How can I get involved?

Parents are encouraged to attend tutorials and annual reviews, along with social functions like the Christmas Fayre and summer BBQ, become a member of the Friends of St Luke's Redbourn (FOSLR), become a parent governor, or as a volunteer perhaps in the classroom or creating resources.

11. Who can I contact for further information?

Contact the school reception initially, using the contact details at the top of this document and your request will be directed to the relevant person in school.