



**St Luke's School**  
**Learning and growing**  
**towards independence**





## Welcome to St Luke's School

### Headteacher, Paul Johnson says:

It is with great pleasure that I welcome you to our wonderful school.

St Luke's School is in Redbourn, catering 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).

I would urge you to visit. I am truly confident you will find this a welcoming and supportive school, with staff that listen, consult and actively encourage your involvement. I know that you will be impressed by the quality of education and care we can offer your child. To make an appointment to visit, or to simply ask me a question, please call the school office on 01582 626727.



Shivani and Vidya Sagar Singh live in Rickmansworth, Hertfordshire, with their children Saumya, 17, Rishi, 15 and Avi, 13. Rishi has autism with moderate learning difficulties and is in Year 10 at St Luke's School.

## Shivani feels St Luke's School has a real talent for nurturing individual strengths and showcasing talent.

### Great ambience with excellent opportunities

Shivani and Vidya Sagar were really impressed with the opportunities available at St Luke's School. "The school had a nice ambience and open feel to it. There were animals and opportunities to get close to nature. And the music department looked very encouraging. Rishi is really into music so this was very appealing."

### A strong sense of integration

When moving Rishi to St Luke's School for secondary education, Shivani found that Rishi always looked forward to going to school. "It was really refreshing to see," she says.

Shivani feels the way Rishi settled into life at St Luke's School was largely due to the way the staff helped him to feel integrated. "Rishi is part of a family group at St Luke's School. I really feel this has helped him to settle so well," explains Shivani. "Moving from one class to another was never an issue for Rishi and I think this is because it was explained to him and put to him in a way that has helped him to really feel at ease."

### Huge growth in confidence

According to Shivani, Rishi's confidence has grown a huge amount during his time at St Luke's School. "He used to be a child that would run away from situations. His confidence has grown a great deal over the last few years. Socially, he has really thrived at St Luke's School. He's very confident to do things with people now, which is great to see!" says Shivani.

### Great opportunities to learn

The opportunities to be involved with nature and to get out and about has been an enjoyable aspect of school life for Rishi. "Rishi has learned about horticulture and has got a lot from being

able to be outdoors," says Shivani. "He's also really enjoyed dance at St Luke's School and the opportunity to showcase that skill. I really think these opportunities away from the normal academic subjects have done a lot for Rishi's confidence."

### Awarding achievement

Shivani also believes the school's willingness to mark individual achievements has helped Rishi's confidence to grow. "He recently won a prize for his dance performance. He loves his dance and the opportunity to showcase his talent. He has won an award each year he has been at St Luke's and this year the school recognised his progress by giving him a further special award for his continued hard work," says Shivani.

### Individual needs recognised

A real strength of the school, for Shivani, is their ability to recognise the needs of each individual child. "Lessons will be the same, but catered to each child's individual needs. Rishi has been getting subject awards too and I think the school's ability to communicate the lesson to meet the child's needs is a real skill that has supported Rishi's learning," says Shivani.

### St Luke's School allows social skills to blossom

Shivani is hopeful that Rishi will continue at St Luke's School for sixth form education. "His social skills have really blossomed," explains Shivani. "The autism base means the teachers have the training they need to get the best from children on the autistic spectrum."

Shivani adds: "Everyone gets attended to and their strengths are showcased. Everyone is someone in the true sense at St Luke's School."



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Shivani and Vidya Sagar Singh

## How does your child get a place at St Luke’s School?



All pupils who attend St Luke’s School need to have a Statement of Educational Needs or an Education Health and Care Plan (EHCP).

### Moving schools

If you feel that your child’s needs are not being met at their current school, or require a change of provision, you will need to speak with the SENCO, or SEN caseworker, at your child’s current school. They will talk you through the process.

### Choosing a special school

If your child is identified as needing a place in a special school, Hertfordshire County Council will recommend a school. Should you have a preference, you are able to specify a particular school. 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.

### St Luke’s

If you are allocated 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 meet with you and your child in their current setting. We will also gather more information, liaise with the SENCO/class teacher, and arrange for you to visit or revisit our school.

### Settling in

Once a decision has been made that we can meet your child’s needs, we will contact you to discuss the transition process. Each child’s induction programme is tailored to their individual needs, ensuring as smooth a transition as possible.

## How will St Luke’s let me know about my child’s progress?

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.

### Parents contribute to the Pupil Profile

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 profile will include 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.

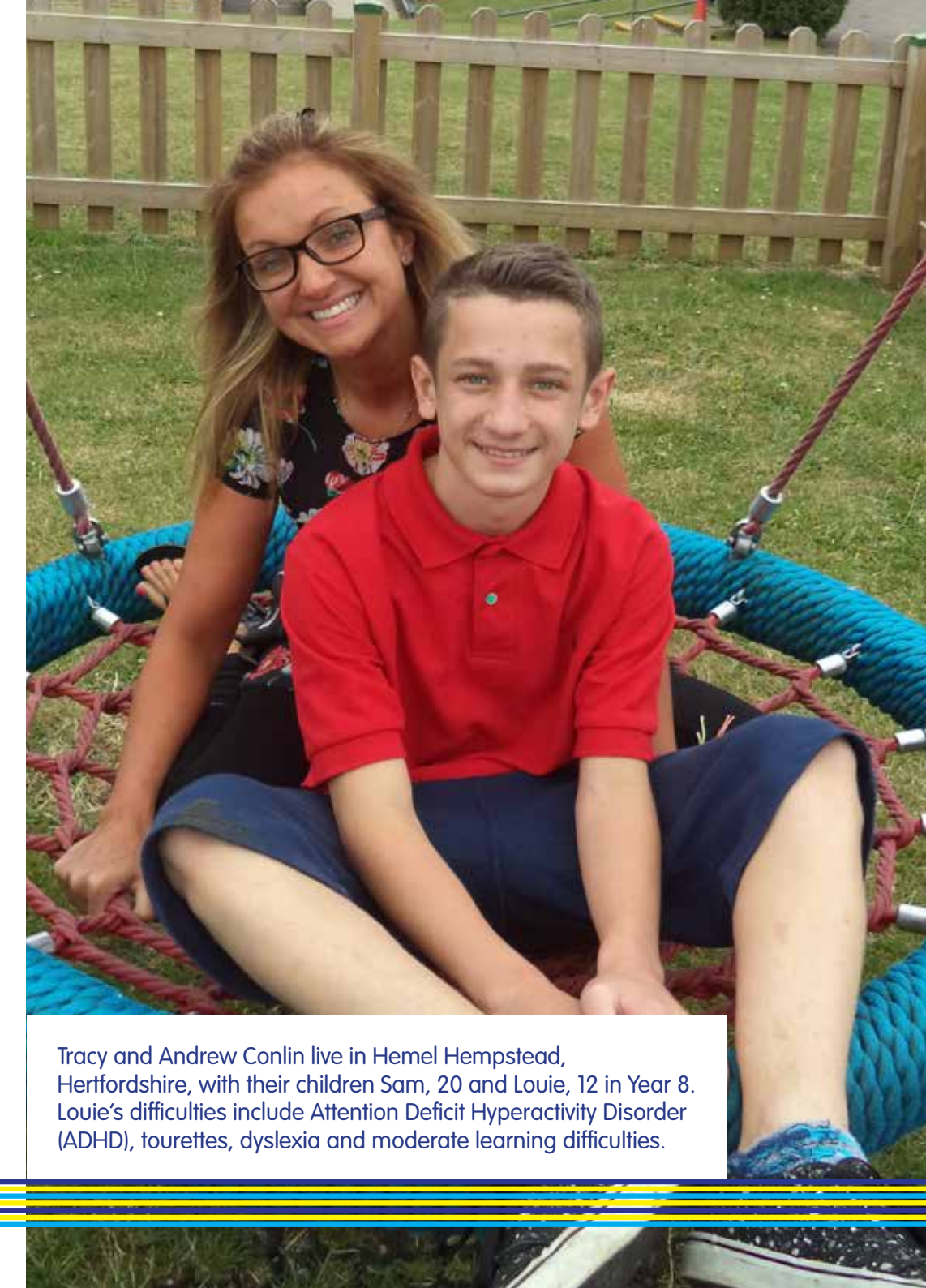
### Parent Evening

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

### Home-School Diary



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.



Tracy and Andrew Conlin live in Hemel Hempstead, Hertfordshire, with their children Sam, 20 and Louie, 12 in Year 8. Louie’s difficulties include Attention Deficit Hyperactivity Disorder (ADHD), tourettes, dyslexia and moderate learning difficulties.

## Tracy believes the caring approach of the dedicated staff at St Luke’s School has really helped her son grow in personality and confidence.

### Enthusiastic and vibrant teaching staff

Louie moved across to St Luke’s School in Year six after main stream school was not meeting his needs. “We looked at other schools for Louie, but at St Luke’s School I could see other children like him that I knew he could be friends with. What stood out for me was how enthusiastic, hands-on and vibrant the teaching staff were. It just felt like the right choice for him,” says Tracy.

### Smooth transition

Moving to St Luke’s School happened quickly and smoothly. Tracy explains: “It happened at the end of the six weeks school holiday so Louie missed the meet and greet session. Instead they sent Louie a book with pictures of the animals and drawings by the other pupils. There were also instructions on how to get to his classroom. It was fab! And something we referred to throughout the holidays so he felt familiar with the school before he even got there!”

### Ensuring everyone can learn

Tracy loves how St Luke’s School caters for different learning styles, allowing all children to feel included in lessons. “Compared to mainstream school, I immediately noticed how St Luke’s School uses more visual methods of learning. Signs on doors and timetables, for example, include pictures as well as words, and the teaching itself incorporates 3D models for touch,” says Tracy. “When I saw these things in place at St Luke’s, I knew instantly that Louie would be able to learn better from methods like this.”

### Confidence and responsibility

“I’ve noticed a big difference in Louie’s confidence in the two years he has been there,” says Tracy. “I think this has a lot to do with the small responsibilities the teachers give to him which really help his self-esteem.”

Tracy feels the way St Luke’s School acknowledge achievements has really helped Louie to grow. “Before he came to St Luke’s he was always so low down. He’s come to St Luke’s and is top in PE - being top in something never ever happened before,” explains Tracy.

### Children are people in their own right at St Luke’s School

Tracy is very enthusiastic about the way children are accepted as individuals at St Luke’s School. “The children are always praised and receive reward stamps for achievements,” explains Tracy. “Everything is positive! I really think this has benefited Louie hugely and helped him to accept the way he is.” Tracy adds: “And what has really stood out for us is the way that children are considered people in their own right. The school really helps the children accept who they are.”

### Gradual progression

Tracy and Andrew have seen some wonderful progression from Louie during his time at St Luke’s School. “He is making some small steps academically, in line with his difficulties. As a person, his confidence has grown so much. He participates in school plays now - he never would have done that before, nor been given the opportunity. For us, it’s not just about academic progress but about how happy your child is. We know Louie is content at St Luke’s School.”



“As a person, his confidence has grown so much. He participates in school plays now - he never would have done that before, nor been given the opportunity. For us, it's not just about academic progress but about how happy your child is. We know Louie is content at St Luke's School.

“St Luke's School treats every child individually. Teacher's meets their needs with enthusiasm, dedication and a real caring approach. It's a fantastic school!”

Tracy and Andrew Conlin

## Curriculum



### Teaching groups

To reduce anxieties about movement around the school, most lessons are taught in the teaching group classroom. This enables the tutor to deliver daily literacy and numeracy, as well as providing pastoral stability. However, as they move upwards through the school, we would expect pupils to have more curriculum choice and independent movement around the school.

### Your child's abilities

Pupils are organised into different teaching groups within their Key Stage. These groups are based on their abilities, social and learning needs and learning styles.

### Literacy and numeracy

All our pupils will be supported in continually developing their core skills of literacy and numeracy. This forms a strong element of our timetable, not only as separate subjects, but intertwined throughout the curriculum.

### Outdoor curriculum

We also recognise the importance of an outdoor curriculum in developing independence and life skills, and this forms a strong focus of our ethos and curriculum development.

### Practical life skills

As well as promoting academic skills, St Luke's helps pupils to develop practical life skills, along with an awareness of, and development of, their social and emotional wellbeing.

### Purpose built, modern facilities

St Luke's 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
- Interactive Sensory Studio
- TV/Radio Studio
- specialist teaching rooms for:
  - food technology
  - resistant Materials/practical skills room
  - music
  - science
  - art
- 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
- four mini buses.

All pupils have a personal wireless networked netbook or Tablet too.



Judith and Norman McIntosh live in Luton with their children Nathalie 25, Hayden 21 and Kieron, 14 in Year 9. Keiron has Down's Syndrome with some speech and language difficulties and complex learning needs.

Judith feels St Luke's School is a superior school whose teaching skills have really helped her son's confidence and social skills to grow.

### A fantastic recommendation

Judith and Norman chose St Luke's School for Keiron from Year 7. Judith had wanted Keiron to attend mainstream secondary school but on his first trial day she realised this was not the right environment for him. "The other children were obviously academically way ahead of Keiron and it just wasn't right for him. The local special needs schools didn't appeal, but a friend recommended St Luke's School to us and I loved it immediately," explains Judith.

### Facilities to support life skills

What stood out for Judith was the way St Luke's School felt like a typical school but with extra facilities like the animals, a fantastic outdoor space for gardening and an area for cooking, all areas aimed at building life skills. "We were shown around by some of the pupils, which I just thought was great!" says Judith.

### Amazing improvement

Judith and Norman feel that Kieron has developed a great deal during his time at St Luke's School. They have noticed amazing improvements in a number of areas. "Certainly his confidence has grown. He'll say 'hello' readily now and he has friends at school. His reading and speech have both come on a lot," says Judith. "His skills in reading and writing are improving, which is brilliant to see; and his ability and confidence to communicate has developed a great deal."

Judith believes this growth is due to the adjustments the school has made to benefit Kieron personally. "Kieron's teachers have been able to identify any issues he has and they work

with him to improve. I find it really encouraging that they focus on him as an individual, based on how he is responding. They currently give him a phoneme a week to focus on and this seems to work well for Keiron," explains Judith.

### Talented teaching staff

Judith believes Keiron's progress is also thanks to the warm, friendly staff at St Luke's School. "Their teaching skills are excellent - they can adapt to all learning needs, but more importantly, they treat the child as part of a family and are so welcoming."

### Parent involvement in learning

Judith also has praise for the way the school has involved her and Norman in Kieron's education. "You're always updated on the strategies they are using to educate your child, and they will call you if there are any issues. You feel involved in your child's education - I never felt that way with my two older children," explains Judith. "The teachers will go through things with you quite clearly and you're given an opportunity to offer your opinion, which is wonderful."

### A life changing school

Choosing the right school for your child is always an important decision. Judith is firm in her opinion that she has no regrets in her choice and would fully recommend St Luke's to others. "St Luke's School is life changing. They really help children who are disadvantaged by helping them to improve the talents they already have; but they also help them to build confidence for life," says Judith. "St Luke's has a real talent for helping children to develop the skills they need to be able to cope out in the world and have the independence they need to live as adults."



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“Kieron is very happy at school. He wants to go and that is so reassuring as a parent. I have worked at special needs schools and I really feel St Luke’s School and the way they structure their teaching and take time to get to know the child is far superior. There should be more schools like St Luke’s!”

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Judith and Norman McIntosh

## School day



### Getting to school

Pupils either travel to school by LA-funded transport or are dropped off by their parents. After being dropped off, pupils line up in a safe area and are escorted into school by their tutors.



### Skills for Learning

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



### Literacy and numeracy

The next two sessions are literacy and numeracy, which are personalised around the abilities and additional needs of pupils.

### Meeting your child’s specific needs

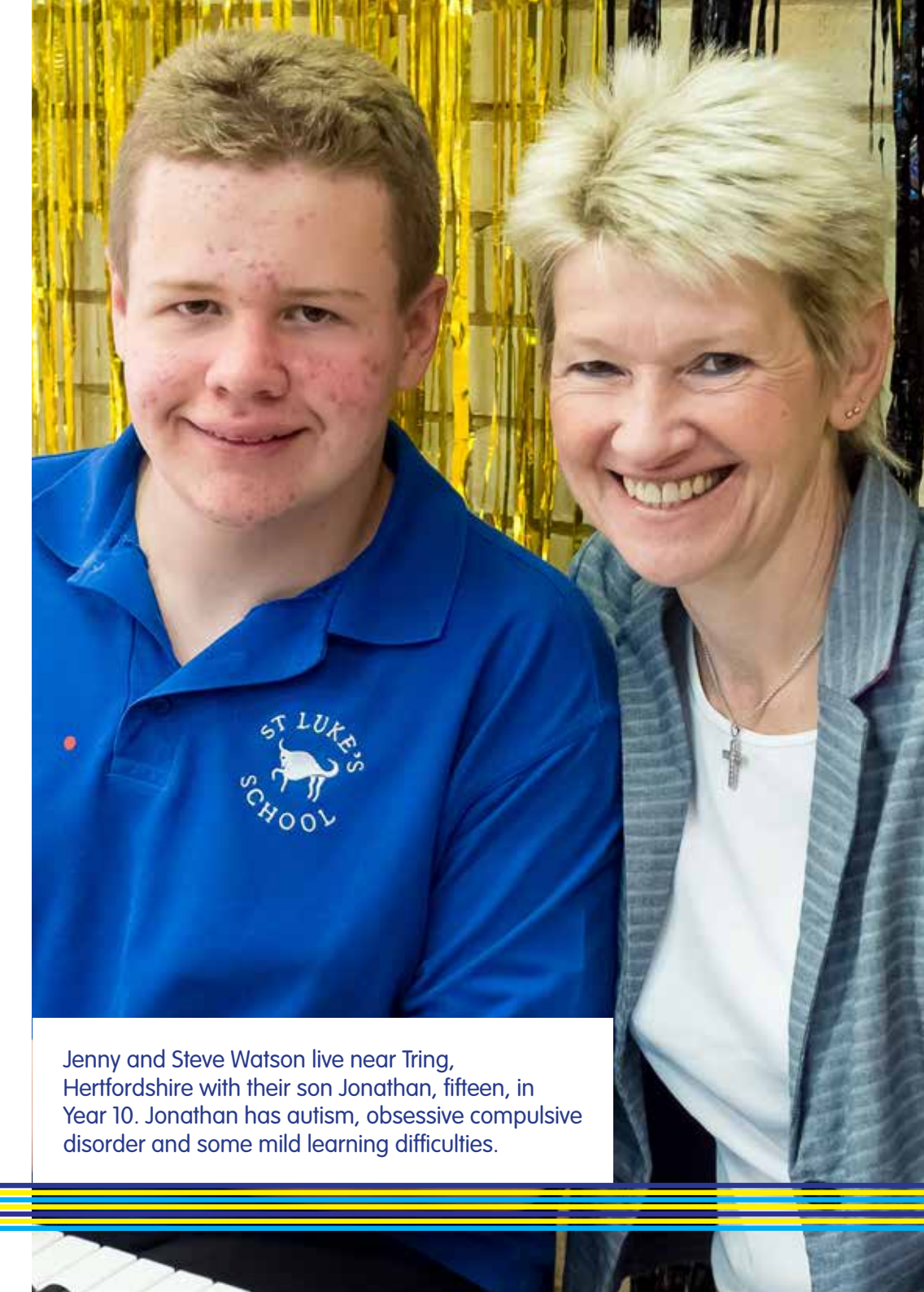
Session four of the day is when the structured intervention groups take place. These are six-week blocks tailored according to the needs on the pupil’s Statements/EHCPs or other identified additional needs. See pages 10-11 for more information on structured intervention.

### Experiencing curriculum variety

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. It is a chance for pupils to experience lots of interesting lessons!

### Pastoral...then going home!

At the end of the 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.



Jenny and Steve Watson live near Tring, Hertfordshire with their son Jonathan, fifteen, in Year 10. Jonathan has autism, obsessive compulsive disorder and some mild learning difficulties.

## Jenny feels the kind, caring and patient staff at St Luke’s School are helping her son develop into a confident and independent young man.

### “I want to go there!”

Jenny and Steve felt life at a mainstream secondary school was not the environment best suited to Jonathan’s needs. “When I viewed St Luke’s School, it felt like the most supportive school for Jonathan. It was very friendly and welcoming,” says Jenny. “Jonathan suffers with high anxiety so it was important to gauge his reaction. When I took him along for a visit, he simply said: ‘I want to go there!’ I knew I’d made the right decision!”

### Calm and positive staff

According to his parent, Jonathan is very content once at school. Jenny has seen a huge change in his self-esteem since he joined St Luke’s School in Year 7. She feels this is down to the calm nature and positive attitude of the staff.

Jenny considers the patience of the staff at St Luke’s School and their wonderful ability to get to know each child a real strength.

“When children have special needs, knowing what works for each of them individually is so important. St Luke’s takes the time to do that. We’ve seen some positive changes in Jonathan’s development which wouldn’t have happened in mainstream school.”

### Supporting children to reach their potential

Jonathan has mild learning difficulties finding English particularly challenging. “The school spends each morning focusing on English and Maths, which is brilliant! Jonathan’s trying very hard,” explains Jenny. “The staff are all trained and know exactly what they are doing, which makes all the difference when it comes to engaging the children in their lessons.”

Jenny adds: “Whilst learning doesn’t come easy to Jonathan, he’s coping very well and it’s great to see his enthusiasm.”

Music is a strong focus at St Luke’s School. “The staff were quick to pick up on Jonathan’s talents in piano and drums and to help him develop his skills in this area,” says Jenny. “Music is a big part of life at St Luke’s and something Jonathan loves. At the end of term shows, you can really see the delight and pleasure the children get from singing, dancing or playing a musical instrument!”

### A nurturing environment

According to Jenny, the opportunity to work in small groups has really helped Jonathan to feel safe and secure. “Jonathan has friends now and has a giggle at school. It’s lovely to see! He’s really grown during his time at St Luke’s School!” says Jenny.

“They seem to know how to deal with Jonathan’s individual traits. They know his interests - there are always extra-curricular groups available to encourage these interests and to engage children in their learning. The radio group, for example, has helped Jonathan’s social skills enormously.”

### The best for your child

For any parent, knowing your child is happy at school is so important. “The staff at St Luke’s are very approachable and are always available to speak to. It’s a huge sense of relief that Jonathan is progressing, but also, and more importantly, that he’s so happy and content there.”



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“The staff were quick to pick up on Jonathan’s talents in piano and drums and to help him develop his skills in this area.

“Music is a big part of life at St Luke’s and something Jonathan loves. At the end of term shows, you can really see the delight and pleasure the children get from singing, dancing or playing a musical instrument!”

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Jenny and Steve Watson

## Supporting your child



A wide range of resources and professionals will be used to support your child at St Luke’s, including:

- Physiotherapy
- Occupational Therapy
- Mentoring
- Counselling
- Music Therapy
- Anger Management
- Speech and Language Therapy
- Personal Social Health and Citizenship Education (“PSHCE”)
- Social and Emotional Aspects of Learning (“SEAL”)
- Social Use of Language
- Resilience Skills (based on the Healthy Minds Programme)
- Access to CAMHS teachers and services
- Connexions advice and support.

## Intervention groups

Intervention Groups are where your child is taught a range of skills, planned to meet your child’s specific abilities and needs. Each group last seven weeks, with an assessment at the end. Skills include:

- Social Use of Language Programme (SULP)
- Makaton
- Emergent Language
- Language Skills,
- Social Skills
- Fine Motor Skills
- Gross Motor Skills
- Play Skills
- Handwriting
- Reading for Meaning
- Handwriting
- Booster Reading
- Phonics
- Anger Management
- Protective Behaviours
- Anti-Bullying
- Girls Social Skills
- Social Skills
- Independence Skills
- Basic Level ICT Skills



Jayne and Mick Sheehan live in Borehamwood with their son Michael, 20, who has autism. Michael finished his education at St Luke’s School in 2010. Impressed with the school, Jayne became involved with the school and is currently Chair of Governors.

Jayne believes St Luke’s School is very **visionary**, always **eager** to move forward for the **benefit** of the children.

Jayne and Mick chose St Luke’s School for Michael after he was becoming very stressed in mainstream school. “Michael struggled to cope with changes to daily school routine and would get very angry,” explains Jayne. “It was recommended that we should look at a special needs school and St Luke’s really stood out for us and for Michael. It looks like a very normal secondary school but the teaching is very different.”

### A good balance

For Jayne, the layout of the school was impressive. “The site had lots of open space for children to move around. Like an ordinary secondary school, I liked its separate curriculum areas for subjects like wood work and science, but I really liked the way it taught at a primary level meaning the curriculum was accessible,” explains Jayne. “This reassured me that Michael could cope in the environment.”

### A consistent approach

Jayne was impressed with the school’s understanding of autism, She feels it was this that helped Michael to settle so well. “The staff understand the need for consistency in their approach. They very much understand that they can’t change routine and that things need to be regimented. They do introduce change but it’s done gradually. And the behaviour policy is very consistent at St Luke’s.”

### Building confidence and skills for a brighter future

According to Jayne, Michael is now a very independent 20 year old. “If you’d have told me when Michael first started school where he

would be now, I wouldn’t have believed you. He has GCSE’s, has passed his driving test and is now on a level three Business Studies course at college,” says Jayne.

Jayne believes St Luke’s School played a huge role in Michael’s progress. “St Luke’s is excellent at delivering the different teaching styles required by special needs children. This allowed Michael to realise he could access the curriculum but in a different way,” explains Jayne.

“At St Luke’s School, children are entered in to exams that they can achieve in. Things like this play a huge part in their self-confidence! Michael hopes next year to start a career in accounts and bookkeeping.”

### Parent involvement

Jayne became a Parent Governor while Michael was at St Luke’s School but has remained actively involved as Chair of Governors even though Michael has since moved on to college. “The school gave us so much that I really wanted to give something back,” says Jayne. “St Luke’s is a truly wonderful school. It’s very visionary, always willing to change what it does for the best interests of the children. That’s why it’s such a good school.”

### About his time at St Luke’s School, Michael says:

“The school gave me the support I needed. The teachers were very good at explaining why certain behaviours were wrong. The same was true with lessons too. They had a very good way of always explaining things in a way I could understand,” says Michael.



“The school gave us so much that I really wanted to give something back. St Luke’s is a truly wonderful school. It’s very visionary, always willing to change what it does for the best interests of the children. That’s why it’s such a good school.”

Jayne and Mick Sheehan

## Pupil well-being



### Pupil well-being is vitally important to everyone at St Luke’s School.

- All new children are given a buddy.
- There is an 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.
- There is access for all children to learning mentors when needed.
- All children can talk with the school counsellor.
- All children have access to a music therapist.
- There is high emotional literacy through intervention groups.
- All pupils have access to other professionals such as an Autism Advisor, School Nurse, Educational Psychologist etc.

### Trips

To enhance the curriculum, and make learning even more creative and enjoyable, there are a wide variety of school trips available. We conduct both internal and offsite risk assessments to ensure that each child is as safe as possible. Recent trips have included:

- swimming
- Duke of Edinburgh Award Scheme trips
- sponsored walks
- theatre trip at Christmas.

### Clubs

- Clubs that children can take part in include:
- Radio/TV Club
- Animal Club
- Basketball Club
- library
- Dodgeball Club
- Football Club.



Ros and Paul Wood live in Northwood, Hillingdon with Aimee who is thirteen and in Year 8. Aimee is on the autistic spectrum, with speech and language issues and complex learning difficulties.

## Ros believes St Luke’s School provides a safe and nurturing environment, which is perfect for her daughter to thrive in.

### Fantastic facilities to compliment special needs

Aimee was attending mainstream primary school and was having difficulties socialising with her peers, preferring to seek out adult company. Ros and Paul felt her needs weren’t being adequately met and secured a place for Aimee at St Luke’s School after being impressed with the facilities on offer. They also knew the atmosphere would really compliment Aimee’s needs.

### Great support for vulnerable young people

Ros explains: “Aimee has no interest in learning. She finds it difficult to socialise and form friendships and is a very vulnerable young person, but the nurturing environment at St Luke’s really helps her.”

Ros believes Aimee’s progression is largely due to the smaller class sizes and family groups. “The children are divided into smaller groups depending on needs, not age,” explains Ros. “It’s a much more nurturing environment and I think this has really benefited Aimee. She mixes well with children of different ages to her and the set-up at St Luke’s compliments this.”

### Each child as an individual

What has particularly stood out for Ros and Paul is the ability of the staff to get to know each child individually. “It’s obvious the teachers have a real understanding of children with special needs and autism. They handle the children in a way that is appropriate to their needs,” explains Ros. “They don’t take a blanket approach to behavioural issues but work with the child based on their individual needs. And a learning mentor will spend time talking through any issues in a way appropriate to the child’s development,” says Ros.

### Open door policy

Aimee travels to school via taxi meaning Ros doesn’t routinely get the opportunity to speak with teachers on a daily basis. Ros found the school very open to her suggestion of a daily diary to help ensure consistency for Aimee both at school and at home. “We asked the teachers to put a sad face or a happy face in the diary to allow us the opportunity of rewarding Aimee for any good behaviour at school.”

### Rewards and recognition for achievements

The staff at St Luke’s School acknowledge the children’s achievements by rewarding them stamps in their school diaries. “They get to go up in assembly to receive their bronze, silver or gold certificate. In return they can choose a reward; Aimee chose a non-uniform day, which she really enjoyed! I think recognising their achievements, both big and small, in this way really helps to build their confidence,” says Ros.

### Opportunities for parent involvement

Ros was keen to get involved in St Luke’s School and enjoys her roles as Parent Governor and member of the Parent and Teacher’s Association. “These roles allow me to have much more involvement in the school and with Aimee’s education. And it’s great to see the school develop and to have some input in that,” says Ros. “We’ve been able to contribute towards, amongst other things, play equipment, a duck house and a sensory room, things that have really benefited the children.”



“Aimee has no interest in learning. She finds it difficult to socialise and form friendships and is a very vulnerable young person, but the nurturing environment at St Luke’s really helps her. The children are divided into smaller groups depending on needs, not age. It’s a much more nurturing environment and I think this has really benefited Aimee. She mixes well with children of different ages to her and the set-up at St Luke’s compliments this.”

Ros and Paul Wood

## Getting involved

### Visiting St Luke’s School

Parents and children are welcome to visit the school at any time. Please contact the school office. We will be delighted to show you around!

Parents are encouraged to attend tutorials and annual reviews, along with social functions like the Christmas Fair and Summer BBQ. Parents can also become a member of the Friends of St Luke’s Redbourn (FOSLR), be a parent governor, or volunteer in the classroom or help create resources.

### FOSLR

The Friends of St Luke’s Redbourn (FOSLR) is a charity whose aim is to advance the education of the pupils of St Luke’s School by raising funds for extra equipment, and developing effective relationships between staff, parents and others associated with the school.

### Donation

If you wish to make a donation to St Luke’s, please do so via the BT MyDonate website <https://mydonate.bt.com/charities/friendsofstlukesredbourn>

### Raising money online

You can also raise money every time you shop online by signing up to <http://www.easyfundraising.org.uk/stlukesredbourn>. It is free to sign up and by using the links on the site to take you to your favourite retailers, a percentage of whatever you spend comes directly to us at no extra cost to you!

### Do you want to join FOSLR?

If you are interested in becoming a member of FOSLR, please contact the school office.

### Governorship

Our school governors manage the school with the Headteacher. Our Governing Body is made up of elected parents, members appointed by the Local Education Authority (LEA), teacher representatives and the Headteacher.

### Do you want to be a Governor?

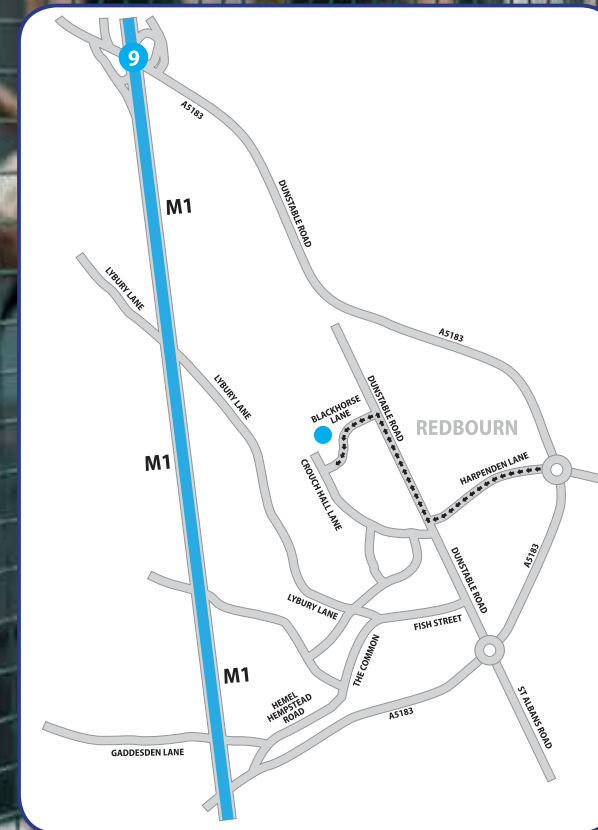
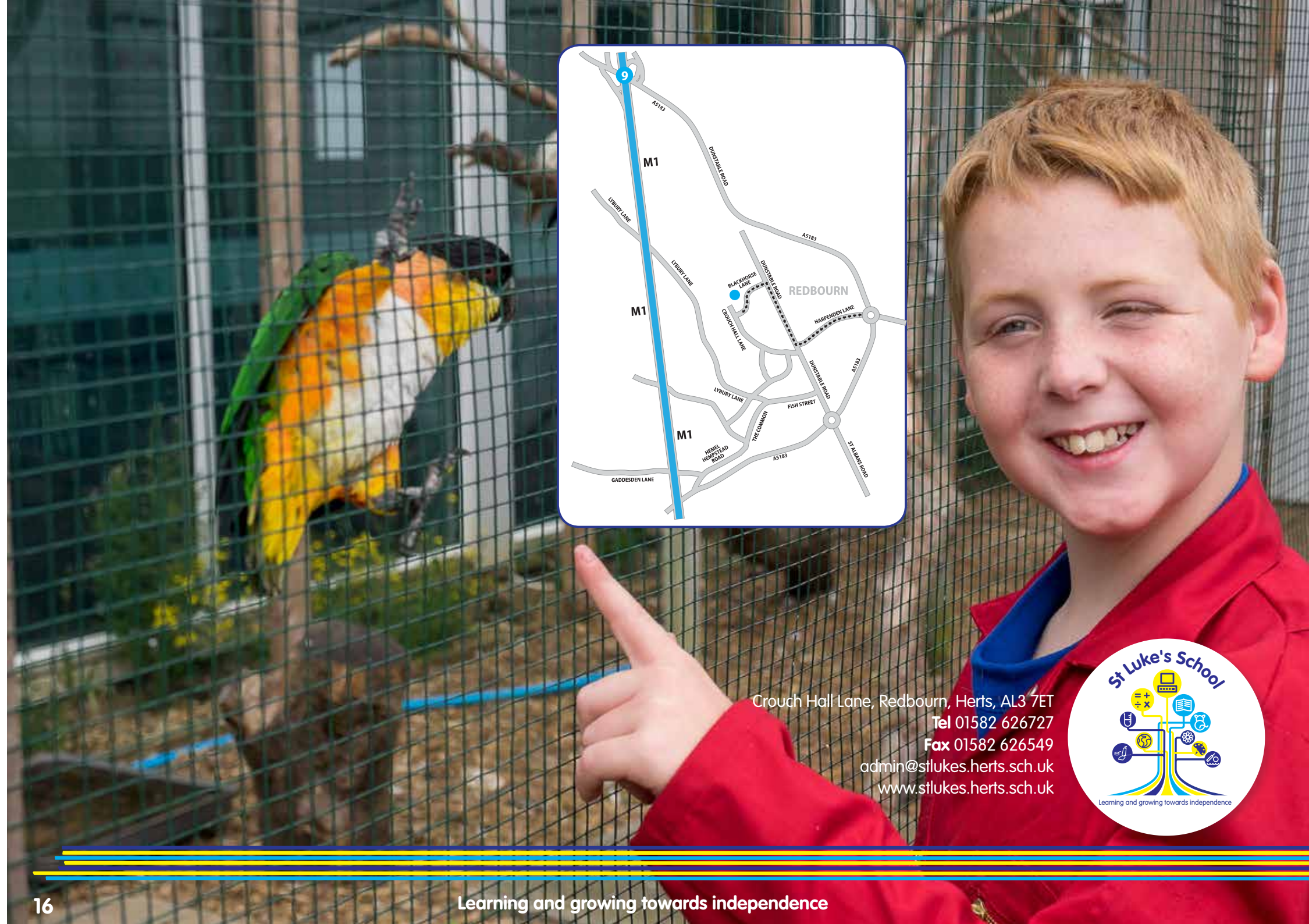
Our parent governors give parents a voice in decision making. They are elected by parents through a ballot. If you are interested in becoming a school governor, please contact the school office.





**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.



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