

# Luminous Oak Academy

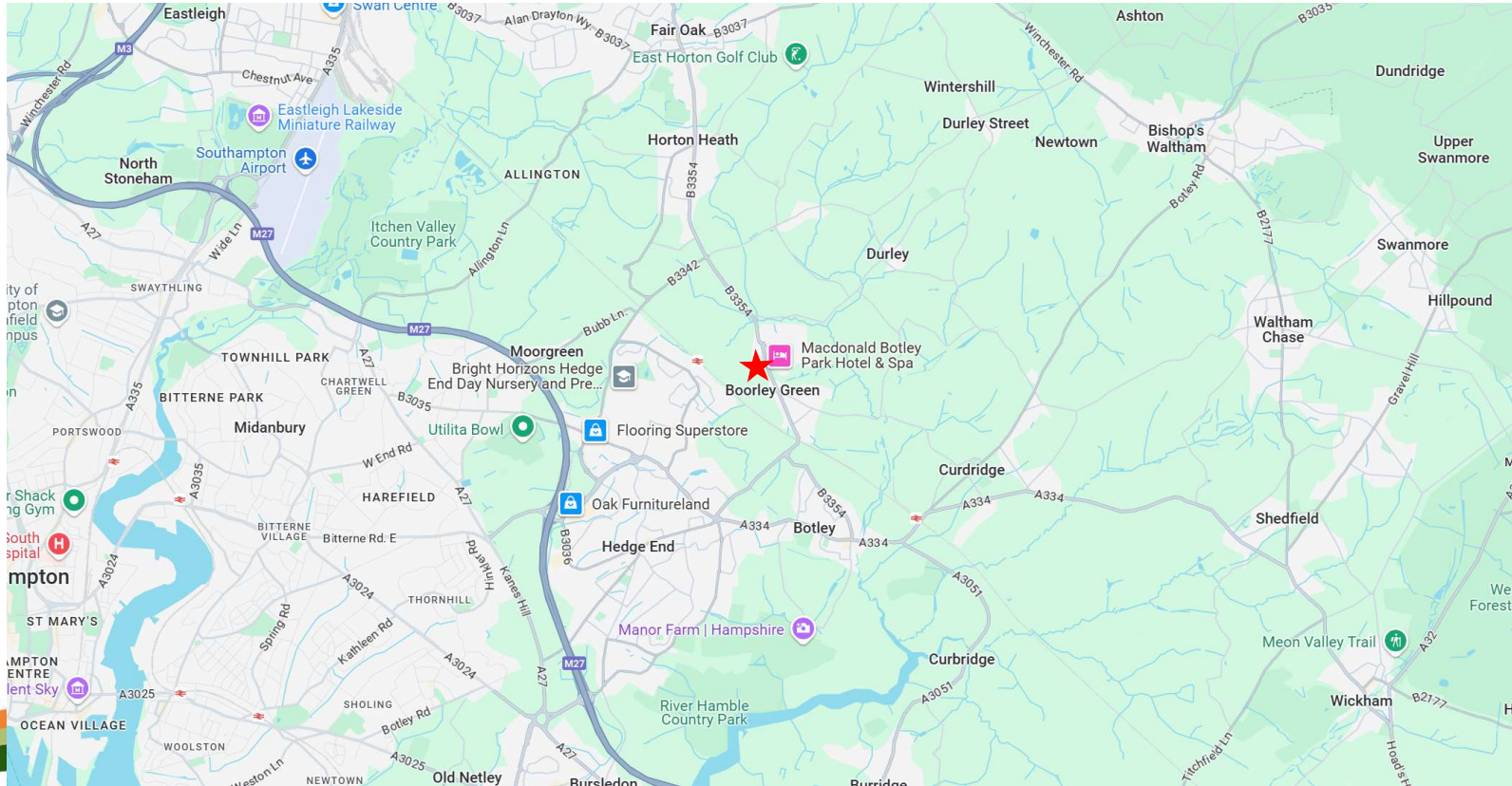
**New free school for  
125 pupils aged 8 to 16**



# The project

- Who?** Solent Academies Trust in partnership with Hampshire County Council
- What?** 125 places for Years 4 – 11 (8-16 years) special school for children with social, emotional and mental health (SEMH) needs
- Why?** The need, ensuring places locally for all children, improving outcomes
- Where?** Boorley Green, nr Eastleigh
- When?** Opening in September 2026

# Location



# Who are Solent Academies Trust?



Formed in 2013

5 member schools – Mary Rose, Redwood Park, Cliffdale Primary, Littlegreen, Dove House

Chief Executive Officer – Sharon Burt

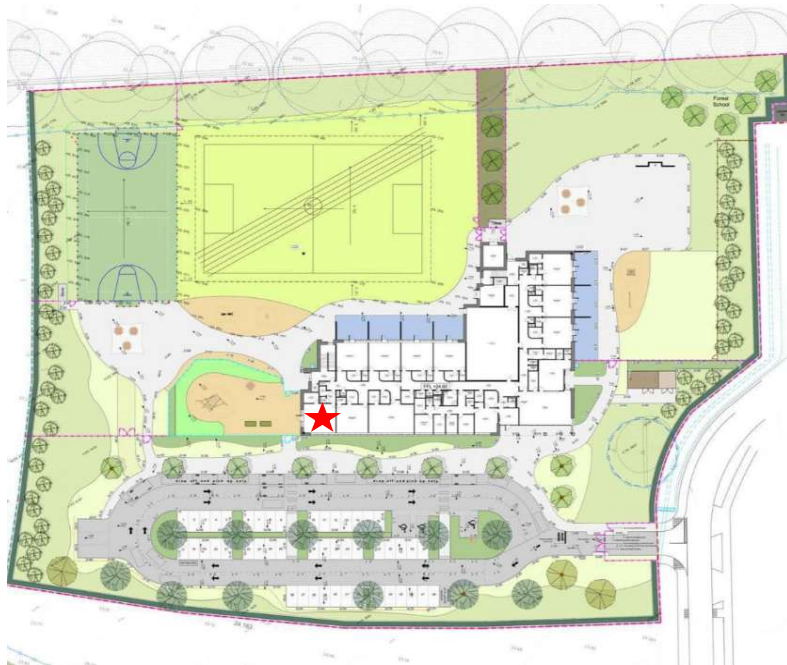
Chief Finance & Operating Officer – Sam Galloway

Chair of Trustees – Andrew Hill





# Design and layout



# Growth

Year 1 (26/27)	Year 2 (27/28)	Year 3 (28/29)
40	80	125*

\*15 classes of 8 + high support provision

# Key Policies

- [Accessibility Plan \(consultation draft\)](#)
- [Attendance Policy \(consultation draft\)](#)
- [Child Protection and Safeguarding Policy \(consultation draft\)](#)
- [Trust Relationships and Positive Behaviour Policy](#)
- [SAT SEN Policy and Information Report \(consultation draft\)](#)

# Curriculum aims

- An exciting and stimulating offer which develops and extends pupils' range of interest and reignites a lifelong love of learning
- Equip pupils with the required knowledge, skills and accreditation to be confident in their transition to the next stage in education, employment or training
- Ensure all pupils leave Luminous Oak Academy with the social and emotional skills required to become emotionally resilient, intrinsically motivated adults skilled in communication, building relationships and resolving problems
- Recognise and encourage talents, having the highest expectations through personalised learning programmes linked to Education, Health and Care Plans
- Prepare pupils to play an active role as citizens, develop a healthy, safe lifestyle, maintain good relationships and respect differences between people
- Prepares pupils for an adult life in which they have the greatest possible degree of agency



# Curriculum progression

## Key Stage 2

- Pupils are re-engaged with a love of learning, that they develop their confidence and self-esteem so that they see themselves as successful learners and take pride in their achievements. There will be a strong emphasis on becoming increasingly self-aware and extending their emotional vocabulary

## Key Stage 3

- Pupils will better understand themselves and develop their interests, raising aspirations so that they are fully engaged in the process of exploring future opportunities. The curriculum will support pupils in their journey towards independence with an emphasis on life skills and their personal and social development.

## Key Stage 4

- Pupils will be fully prepared for their transition to a post-16 provision of choice through a personalised pathway. We will support them in improving their self-esteem and constructing their own identity as young adults so that they then have the confidence to be fully independent and engage positively in society.

# Curriculum organisation

Organised into Primary (Key Stage 2) and Secondary (Key Stages 3 and 4) departments

Pupils will be grouped within Key Stages and by compatibility. KS2 taught by a class teacher. KS3 and KS4 taught English, maths and PSHE by tutor, and other subjects by specialists

Core National Curriculum subjects for Key Stages 2 and 3

In Key Stage 4:

- English and maths to GCSE (or other L1 or L2 alternative)
- Science, computing, PE, RSHE, Citizenship, ASDAN Personal and Social Effectiveness
- Options - geography, history or art and design at GCSE or Entry Level, or the John Muir Award
- FE college link programme

Enrichment programme for all pupils

# Curriculum impact

Best evidenced by outcomes



Many, if not all pupils will have experienced challenges in education, including long periods of non-attendance at one or more schools. A willingness to attend, re-engage in the learning process and rediscover a thirst for learning are the short- to medium-term indicators.

Longer-term impact indicators will include:

Academic outcomes – progress from their own starting points in all academic subjects, annual reading, spelling and maths age testing, exam and accreditation outcomes at the end of Year 11.

Social and emotional outcomes – attendance (including improvements made from previous settings), pupil and parent feedback, assessment tools such as THRIVE or SDQ profiles, a reduction in suspensions compared to previous settings

Future outcomes

# Governance at Solent

