



RESPECT. RESILIENCE. INTEGRITY.

Prospectus **and** Statement of Purpose

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LCE ACADEMY

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An education built around the young person

We start by understanding what has made learning difficult and what will help it become possible again.

Families who come to LCE Academy may have spent a long time trying to find an education that works. Some young people have experienced exclusion, disrupted attendance or repeated situations in which anxiety and dysregulation have made school feel unsafe. Our responsibility is to understand that history without allowing it to define the pupil's future.

At LCE Academy, we begin with safe relationships, predictable routines and accurate assessment. We find out what each pupil knows, how they communicate, what helps them regulate and which barriers are preventing them from learning. We then build a clear route forward through small teaching groups, careful adaptation and direct teaching.

We remain ambitious. A pupil may need foundational teaching in one subject and GCSE-level work in another. We protect chronological-age entitlement while teaching the missing knowledge and skills that make progress possible. Attendance, engagement and emotional regulation matter, but they are foundations for learning rather than substitutes for it.

I want families and professionals to experience honest communication from us. We will be clear about what we can provide, what evidence is showing and what needs to change. Decisions about curriculum, support and next steps will be made with the pupil's safety, dignity and long-term future in mind.

Sam Gray

Headteacher

STATEMENT OF INTENT



What LCE Academy intends to achieve

LCE Academy intends to provide a safe, ambitious and carefully structured secondary education for pupils aged 11 to 16 whose social, emotional and mental health needs have made it difficult to access or sustain learning.

We start with relationships because trust makes learning possible. We use accurate assessment to understand what each pupil knows, what is getting in the way and what support will help next. We teach a broad, age-respectful curriculum in groups of no more than six, adapting pace, communication, environment and adult support without lowering expectations.

We want every pupil to leave LCE able to understand themselves, communicate, work with others, take increasing responsibility and move into a positive, sustainable next step. For some pupils, success will include GCSEs. For others, it may include Entry Level or Functional Skills qualifications, recognised units, practical competence, work-related learning and greater independence. Mixed outcomes are expected. Each pathway must be honest, ambitious and supported by evidence.

Respect, resilience and integrity shape how we work. We listen to pupils, keep them safe, work with families and professionals, and make decisions in the young person's best interests. We do not use a pupil's starting point as a ceiling. We teach the knowledge, skills and habits that will help each young person build a future they can sustain.

Our values in practice

Respect means listening carefully, protecting dignity, using clear boundaries and recognising the pupil's voice. Resilience means helping pupils recover, practise, persist and face manageable challenge with support. Integrity means being honest about need, progress, risk and what the school can deliver.

SCHOOL PROFILE

A specialist secondary school for SEMH

LCE Academy is proposed as an independent special day school for mixed pupils aged 11 to 16 whose principal special educational need is social, emotional and mental health. Many pupils may also have communication needs, autism, ADHD or other special educational needs. Co-occurring needs are considered carefully when SEMH remains the principal need and the school can provide a safe and suitable placement.

School detail	Current position
Age range	11 to 16
Pupil group	Mixed pupils with SEMH as the principal special educational need
Teaching groups	Normally no more than six pupils
School type	Proposed independent special day school with no religious character
Planned capacity	Maximum 108 pupils with a controlled opening phase of up to 48
Registered site	Unit 4, Howarth Court, Oldham Gateway, Gateway Crescent, Chadderton, Oldham, OL9 9XB

A suitable placement

A placement is most likely to be suitable where a pupil needs small-group teaching, consistent adult relationships, structured regulation support and an adapted route into a broad secondary curriculum. The school primarily expects placements to be made through local authority EHCP consultation and commissioning.

Every consultation is considered individually. The decision takes account of the pupil's strengths, needs, communication profile, safeguarding information, current cohort and the school's capacity to deliver the provision in Section F of the EHCP safely and consistently.



Safety and belonging make learning possible

Small groups and trusted adults create the conditions for pupils to take on real academic challenge.

Pupils learn in groups normally limited to six. This allows staff to notice quickly when a pupil is confused, anxious or beginning to disengage, and to adjust explanation, pace or support before learning is lost. The aim is not dependence on adults. Support is planned so that pupils can become increasingly confident and independent.

Relationships and clear boundaries

We understand behaviour as communication, while maintaining clear expectations for safety and respect. Staff teach routines and expectations explicitly, respond calmly and proportionately, and use de-escalation, regulation and restorative work when things go wrong. Reasonable adjustments are made where needed, but boundaries remain clear.

A predictable school day

The Academy opens from 8.30 am for optional, supervised arrival, breakfast, reading, mentoring and regulation. The compulsory school day and morning registration begin at 9.30 am. English and mathematics are taught every day, normally early in the timetable. Pupils also receive a broad subject curriculum, form and personal-development time, and planned opportunities for communication support, regulation, careers, projects and practical application.

- Monday, Tuesday and Thursday: compulsory provision from 9.30 am to 3.30 pm; optional supervised arrival from 8.30 am.
- Wednesday and Friday: compulsory provision from 9.30 am to 2.00 pm; optional supervised arrival from 8.30 am.
- The compulsory week is 27 hours from 9.30 am, including supervised breaks and lunch. It contains 22 hours of planned learning: daily form/personal development, 30 subject lessons and the compulsory extended curriculum on Monday, Tuesday and Thursday. The optional 8.30–9.30 provision is not counted as compulsory attendance or curriculum time.
- Any reduced or individualised timetable is purposeful, time limited, formally agreed where required and reviewed at least every six weeks.

CURRICULUM



A broad curriculum with clear foundations

Every pupil retains an entitlement to an age-respectful secondary curriculum. Assessment identifies the prerequisite knowledge, communication access, adaptations and intervention needed to make that entitlement achievable. Earlier learning may be taught where gaps exist, but through materials and contexts that respect the pupil's chronological age.

English mathematics and communication

English and mathematics are taught every day. Reading, writing, spoken language and mathematical thinking are also reinforced across the wider curriculum. Structured literacy or phonics intervention is used when diagnostic evidence shows that it is needed; an approach that has already proved ineffective is not repeated unchanged. Speech and language expertise helps staff adapt explanations, vocabulary, interaction and recording so pupils can participate and show what they know.

The wider curriculum

- Science taught through knowledge, enquiry and teacher demonstration, with practical work introduced only after the approved facilities, risk assessment, supervision and competence controls are in place
- Humanities including history, geography, religious education and citizenship
- Computing, digital literacy and online safety
- Art, design, music and other creative learning
- Physical education, movement and health
- PSHE and relationships and sex education
- Careers, personal development and practical or work-related application

Educational visits and external facilities may extend learning when they are individually appropriate and risk assessed. They do not reduce the school's responsibility for curriculum entitlement, attendance, safeguarding, supervision or progress.

CURRICULUM PATHWAYS



Flexible responses rather than fixed tracks

The three responses may operate together and vary by subject or strand. Teachers record subject attainment and qualification decisions separately. Every response supports ambitious learning from the pupil's assessed starting point. A pupil studying GCSE content may need intensive Belonging support; a pupil securing earlier prerequisites may demonstrate strong agency, independent application and contribution.

Belonging	Mattering	Progression
Safety, trust, connection, communication and access.	Voice, agency, identity, purpose and contribution.	Increasing knowledge, independence, application and preparation for next steps.

How responses and next steps are reviewed

Teachers and leaders review what pupils know, retain, apply and can do with increasing independence. They also consider communication, attendance, regulation, engagement, pupil voice and EHCP outcomes. These factors help staff decide what access and support are needed, but activity or attendance alone is not presented as academic progress.

- Live assessment changes teaching during and between lessons.

- Targeted support is checked after six weeks and continued, faded, intensified or changed.
- Formal qualification, destination and overall progress reviews take place at least three times each academic year.
- Responses overlap and change with assessed needs; decisions can differ by subject and strand.

SEND COMMUNICATION AND WELLBEING



Support is embedded across school life

SEND provision is not a separate layer added after teaching. It informs curriculum planning, communication, routines, behaviour support, safeguarding and assessment from the outset. Staff use a graduated assess plan do review cycle, with clear targets and adjustments linked to learning, regulation, communication and independence.

Communication access

The opening model includes full-time in-house speech and language therapy expertise. Universal communication screening, professional assessment where appropriate and classroom strategies help staff understand how a pupil receives information, expresses ideas and manages interaction. The aim is for specialist knowledge to strengthen everyday teaching, not remain confined to isolated sessions.

English as an additional language (EAL) is assessed separately from SEND and from subject attainment. Staff establish proficiency in listening, speaking, reading and writing, consider prior education and literacy in other languages, and use an interpreter or translated information where needed. Teachers pre-teach essential vocabulary, chunk and model language, use visuals and structured talk, check understanding and offer accessible ways to respond while retaining the intended subject ambition. The in-house SaLT practitioner strengthens universal communication-friendly practice and contributes where evidence indicates speech, language and communication need; EAL alone is not treated as SEND. English proficiency and subject knowledge are reviewed separately.

Regulation and emotional wellbeing

Predictable routines, daily check-ins, trusted adults and individual regulation strategies help pupils become ready to learn. Assessment-led specialist input may be used where appropriate and linked back to curriculum access. Educational and therapeutic support complements, but does not replace, clinical or medical services.

Reasonable adjustments

Adjustments may be made to teaching, resources, communication, the environment, routines or the level of adult support. They are reviewed against evidence so that support removes barriers while building independence. Pupils with EHCPs receive provision planned around their identified needs and outcomes, with the school contributing fully to statutory reviews.



Success is ambitious and individual

LCE Academy values academic learning, communication, regulation, independence, relationships and employability. The right age-16 profile may be mixed: a pupil could work towards a GCSE in one subject, Functional Skills in another, Entry Level or recognised units elsewhere, and a substantial practical or work-related portfolio.

Qualifications are chosen for a reason

The confirmed opening qualification offer is AQA Unit Award Scheme; TQUK Functional Skills English and mathematics at Entry Levels 1, 2 and 3 and Levels 1 and 2; AQA GCSE English Language 8700; and AQA GCSE English Literature 8702 where appropriate. Each pupil's entry is selected from assessed readiness, sufficient teaching time, access arrangements and destination. Additional subject or vocational qualifications use a separately approved feasibility process.

No course is promised simply because it appears in a prospectus. Families and commissioners will receive accurate information about what is available, what approval is in place and why a particular route is being recommended.

Careers and next steps

- Individual guidance linked to strengths, needs, interests and EHCP outcomes
- Teaching of communication, teamwork, reliability, punctuality and response to feedback
- Carefully prepared employer encounters, visits and work-related learning
- Early planning for further education, apprenticeships, supported internships, training or employment
- Support with visits, applications, interviews, travel and the communication of support needs

The goal is a positive destination that is realistic, appropriately ambitious and sustainable.

SAFEGUARDING AND PARTNERSHIP



Pupils learn best when adults work together

Safeguarding

Safeguarding is the school's highest priority and is part of everyday practice. Staff are trained to identify concerns early, record and report them promptly, and follow clear procedures. Attendance, behaviour, SEND, communication and emotional wellbeing are considered together because a change in one area may be a sign that a pupil needs help.

Pupils are encouraged to speak to trusted adults. The safeguarding team works with families and external agencies wherever it is safe and appropriate, always putting the child's welfare first. Online safety and digital citizenship are taught through the curriculum and reinforced through supervised use of technology.

The approved Safeguarding and Child Protection Policy is published on the Academy website and is available free of charge in paper, translated or communication-accessible form on request.

Working with families

Parents and carers know the young person in ways that no assessment can replace. Their information helps staff understand what supports regulation, how distress presents and what has or has not worked before. The school aims to communicate openly about progress, attendance, wellbeing, incidents, risks and changes to provision.

- A planned induction and clear first point of contact
- Regular communication matched to the pupil's needs and placement plan
- Pupil and family contribution to targets and reviews
- Termly placement and progress review with commissioners and professionals
- Full contribution to EHCP annual review and transition planning

Partnership means sharing evidence, listening carefully and agreeing practical next steps in the pupil's best interests.

ADMISSIONS



A careful route into school

Most pupils are expected to join LCE Academy through a local authority consultation where the school is being considered for naming in Section I of an EHCP. Parents, carers or current schools may also make an initial enquiry, but no placement is confirmed until statutory processes, safeguarding information and commissioning arrangements are complete.

- 1 Initial consultation** The school receives the EHCP and available reports and clarifies the proposed placement, funding route and timescale.
- 2 Professional review** The Headteacher, safeguarding lead and SEND leadership consider need, communication, curriculum access, risk, current cohort and the provision required in Section F.
- 3 Getting to know the pupil** Where appropriate, the process includes discussion with the family and professionals, a visit, observation or other assessment needed to understand suitability.
- 4 Decision** The school confirms whether it can meet need safely and effectively. Any decision to decline is recorded with a clear rationale.
- 5 Planned transition** Once placement and commissioning are confirmed, staff gather records, complete risk planning, agree induction arrangements and prepare the pupil's first programme.

Induction and review

The initial assessment and settling-in period establishes academic starting points, communication access, regulation needs, learning behaviours, attendance support and safeguarding arrangements. Provision is adjusted as evidence develops. The school does not use informal or unregistered trial placements.

Placement decisions remain under review. Outcomes may include continued placement, a change in curriculum response, preparation for reintegration where appropriate, or a planned move to post-16 or another specialist setting.

Information for parents and commissioners

Life Changing Education Ltd is the sole legal proprietor. Krystian Liptrot is Chair of the proprietor board and company and application signatory. The proprietor's correspondence address is the Academy's registered site: Unit 4, Howarth Court, Oldham Gateway, Gateway Crescent, Chadderton, Oldham, OL9 9XB. Required policies and particulars are published on the Academy website or supplied free of charge on request.

As a new school, LCE Academy has no public examination results for preceding school years. Results and destination information will be published when the Academy has reportable cohorts, with suppression or aggregation where necessary to protect individuals.

For every pupil wholly or partly funded by a local authority, the Academy provides that authority with the annual account of income received and expenditure incurred that is required by the Independent School Standards, in the format and timescale agreed with the commissioning authority.

CONTACT AND CURRENT STATUS



Talk to us about a possible placement

A useful first conversation is open about the pupil's strengths, needs, education history, communication, attendance, safeguarding and the provision specified in the EHCP. This helps families, professionals and the school decide whether a full consultation should follow.

Contact	Details
School	LCE Academy
Address	Unit 4, Howarth Court, Oldham Gateway, Gateway Crescent, Chadderton, Oldham, OL9 9XB
Telephone	07446 417002
Email	LCEAcademy@lifechangingeducation.uk

Registration position

The proprietor, Life Changing Education Ltd, acting through Krystian Liptrot as Chair of the proprietor board and company and application signatory, is applying to register LCE Academy as an independent special school. The current target opening date is 2 November 2026, subject in all respects to registration by the Secretary of State. If that date is not achievable through DfE casework, the Academy will use the earliest viable date after registration. No pupil will be admitted and the school will not operate as an independent school before registration is confirmed.

This prospectus describes the proposed school model and intended curriculum. Qualification routes and specialist arrangements are represented as available only when the relevant readiness, approval, staffing, resource and safeguarding checks have been completed.

Respect Resilience Integrity