



## North Star 240° Special Educational Needs Report

### Overview

#### School Contacts;

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#### Special Educational Needs and Disability (SEND) information for parents / carers

North Star 240° is part of the North Star Academy Trust and is a day special school for young people aged 11-16 years. All pupils attending the school have an Educational, Health and Care Plan (EHCP), with an identified 'primary need' of Social, Emotional and Mental Health. Some pupils may have other needs in addition to this, for example Speech, Language and Communication needs. See Core Offer – Appendix 1.

North Star 240° aims to provide an individualised and high-quality education for all young people who are referred to us. We believe that all young people have a common entitlement to a broad and balanced academic and social curriculum and recognise the importance of preparing all young people to be an active part of their community. We believe in equipping our young people with skills for life in line with our core purpose of "Reshaping the Future." (See Trust Ethos.)

### Personalising Provision

#### How will school support my child?

At North Star 240°, we recognise and respect the fact that pupils have different educational, social and emotional needs along with different aspirations and require different approaches to learning and behaviour support. We tailor our approach to supporting our students based on their own individual needs and the provision outlined in their EHCP. This is monitored by the Senior Leadership team and external advisers on a regular basis. We have a team of Speech and Language Therapists to ensure effective communication.

Your child will be allocated to a tutor group and the tutor staff team are responsible for the emotional welfare and development of your child. The school SENCO is responsible for ensuring your child received the education and intervention provision outlined in their EHCP.

Classes are much smaller than in mainstream schools and the staffing levels are enhanced so that your child will be taught in a class of a maximum of 8 students, with a staff to student ratio of 1:4.

It is important to us that the school works closely with the families; therefore, a member of the tutor team will contact you by telephone at least once a week, usually on a Friday afternoon. In addition, teachers will meet with parents/carers of all pupils at least 3 times a year – for two Parents' Open Days and at your child's Annual Review – although in reality, most parents/carers meet with the staff more frequently.



At the meetings, we will set long term outcomes, short term targets and review the progress of your child. This is an opportunity discuss any additional support that will help your child achieve their aspirations. At North Star 240° we believe that a young person's aspirations should be the 'golden thread' that continues through all conversations, interventions, decision making and curriculum planning. Your child will be asked for their views on their education and their progress, which are very important to us. We truly believe in a child centred 'whole child' approach to education. Equally important, are the views of the parents/carers who will also have a chance to share any concerns, thoughts and aspirations for their child.

Parents/carers are welcome to ring the school at any time to discuss issues relating to their child. Messages will be passed to the relevant staff who will return their call after the school day or before, if a matter demands urgency. Parents and carers are also encouraged to visit the school and meet with the staff by prior arrangement.

The SENDCO can also be contacted for further information. The SENDCO produces an annual report for governors. The governors agree priorities for spending, with the overall aim that all pupils get the support they need in order to make the progress identified in their EHCP.

#### **What is the Individual Education Plan (IEP)?**

Your child will have an Individual Education Plan (IEP) with individual targets based around their education and their social and emotional needs. These targets will be set through consultation with your child and in accordance to their EHCP outcomes. Parents/carers are very much encouraged to be part of this process. IEPs are reviewed termly with students and they are invited to discuss each target and contribute their views to show how much progress has been made towards them. If targets have not been achieved - this will be discussed with parents/carers and pupil and a different approach tried. It might be necessary for the target to be fragmented, creating smaller achievable steps.

Your child will also have an Annual Review. This is a formal meeting to discuss your child's progress and to gather parents/carers and child's views. This is a crucial part of their SEN provision and is an opportunity to reassess needs with professionals and agencies involved in your child's education.

As a school, we track progress of pupils' learning formally 6 times a year. We have pupil progress meetings to discuss young people who are not on track to reach their termly targets. Discussions then take place around the support required to enable them to reach their target and relevant interventions are implemented to allow them to progress and thrive.

#### **How is the decision made about what type and how much additional support my child will receive?**

The tutor team and SENDCO will discuss your child's needs and what additional support is required over and above our core offer, which is available to all students. If your child requires support over and above our core offer, North Star 240° will make an application to your local authority for 'Top-Up' funding, which will allow us to support your child with the necessary provision. Different young people will require different levels of support at different times. There will be on-going discussions with parents/carers and any external professionals involved with



your child.

#### **How will my child be able to contribute their views?**

We value and celebrate each child being able to express their views on all aspects of school life. This is partly carried out through the School Council, which is an open forum for any issues or viewpoints to be raised.

As aforementioned, we place great importance on student voice, and students review their IEP targets with their Tutor twice a term. In addition, students are given the opportunity each day to reflect on their progress toward their IEP targets and suggest how many positive points they should be allocated for that day. We believe that supporting young people to take ownership for their progress prepares them for adult life.

At Annual Reviews and Transfer Reviews, young people are encouraged to comment about their progress in school and any issues they may have. Their views are collected by the Tutor Team and/or SENDCO- possibly through a PATH approach. This is a meeting to gather views of everybody involved with your child, with their aspirations and hopes as the “golden thread”.

#### **How am I involved in my child’s education?**

We actively encourage parents/carers to be involved in our school community. You will be invited to or should expect to receive:

- Initial visit to the school before your child starts, to meet with a member of SLT
- Weekly telephone calls home from tutor team staff
- Progress Review meetings about your child twice a year
- One school report a year
- Your child’s Annual Review or Transfer Review, to review your child’s statement of SEN or EHCP

There is also an opportunity to join the School Governing Body as a Parent Governor.

## **Curriculum**

#### **How will the curriculum be matched to my child’s needs?**

First and foremost, North Star 240° is a school – a dedicated place of learning. When teachers are planning their lessons, they consider the needs of every pupil in their class, such is the benefit of having such small groups of learners. Learning is differentiated so that all pupils are able to make progress. A child’s Statement or EHCP is thoughtfully considered to ensure learning happens in line with their needs. Teachers give regular, detailed feedback to young people so they know what their next steps for learning are. Learners are then given dedicated time to reflect on and respond to this feedback.

The curriculum at North Star 240° gives pupils the opportunity to learn and develop in a supportive and creative environment in which there is focus on recognising achievement and



supporting progression and in which pupils feel safe and are happy. Praise focuses on the learning process, as opposed to the outcome. The curriculum is ambitious, individualised, creative, innovative and flexible allowing for the needs of each pupil to be met. It aims to promote the social, moral, spiritual and cultural development of the pupils as well as their intellectual and physical development.

The school is committed to providing a broad and balanced curriculum, based on the National Curriculum for those pupils of compulsory school age. This is blended with opportunities for pupils to develop social skills, independence skills preparing them for adulthood beyond North Star 240°, in line with The National Curriculum

The timetable and curriculum are reviewed annually to ensure compliance with the current legislation and guidance and considering best practice within special needs education. We endeavor to provide opportunities for pupils who are identified as having a gift or talent to develop their skills and abilities in that area.

We recognise that our pupils have a wide range of complex needs. In addition to the academic curriculum, their individualised timetables provide opportunities for pupils to take part in additional interventions in line with their needs and EHCP provision. These interventions include but are not limited to; Music Therapy, Art Therapy, Numeracy, Literacy, Reading, Speech and Language Therapy, NLP, Emotional Literacy and Social Skills Support. We know that our pupils with SEMH are happiest and achieve most when their routine is clear and when their learning opportunities build on their particular skills and talents. To this end, we tailor the curriculum to help pupils make progress in a way that best suits them.

#### **The Bristol Preparation For Adulthood (PFA) Outcomes Framework**

Our curriculum is written in line with Bristol's PFA Outcomes Framework, which aims to prepare young people for a fulfilling adult life and covers four key areas with 'aspirations statements' for young people;

##### *Independent Lives*

- I have developed the right skills to be as independent as possible
- I have the skills to manage my own life as far as possible
- People around me are ambitious for me
- I can make my own decisions about my own life and care
- I am able to express myself, speak out and I am listened to

##### *Friends, Family and Community*

- I have an active and interesting life
- My family is able to have an ordinary and happy life most of the time
- I am able to play, have friends and socialize
- I feel safe in my home and my community
- I feel valued in my home and part of my community



- I have family and friends in my community

#### *Good Health and Wellbeing*

- I have the right knowledge and support to help with my own physical and mental health
- The carers in my life are as healthy as they can be
- I am able to care for myself as much as possible
- I enjoy my life
- People let me be me
- I know how to get help when I need it

#### *Learning, Employment and Positive Contribution*

- I am able to obtain paid employment
- I am able to continue to learn new skills and knowledge
- I am able to play an active role in my community
- I can use my skills where I live

**English and Maths KS3:** English and Maths are explicitly taught each morning in KS3 and form part of the pupils' daily routine – in addition, English and Maths are taught discretely and consciously reinforced throughout all aspects of the curriculum.

Pupils' reading and writing skills are developed using a number of different programmes and schemes, including; Talk 4 Writing, Power of Reading and Literacy Planet. These programmes provide a structured, age appropriate and engaging way to support reading, writing and comprehension skills. Pupil's mathematical skills are supported by the use of Mathletics and Mathematics Mastery which also provide level related schemes of work. There are also dedicated literacy and numeracy 'remembering sessions' within the timetable to support accelerated progress for students who are working below age related expectations.

English and Maths in KS4 are explicitly taught by subject specialists who cover two qualification pathways. Depending on the year 11 target of the pupil, they will follow either a GCSE course or an Entry Level Skills pathway. All of these courses are provided by Pearson Edexcel. Maths and English grades are integral to students gaining places on Post 16 courses and our choice of qualifications and weighting on lessons reflects the importance of the this.

#### **Science**

Within Key Stage 3 students have 4 Science lessons per week, this is broken down into two term of Physics, two terms of Biology and two term of Chemistry. Students work scientifically in both practical and theory lessons. This is in preparation for science in KS4 where pupils will either take the GCSE pathway doing a dual award qualification or an Entry Level Skills pathway, making science accessible for all pupils.



## **IT**

The IT curriculum at North Star 240 is designed around the futures of our pupils. It is vitally important for us to mirror society and therefore develop innovative curriculum ideas in order to engage our learners to achieve successful outcomes. Our computing curriculum at North Star 240 can be divided into 7 inter-related strands which include using a computer and internet, digital media and communicating and collaborating online.

### **PSHE and SMSC**

PSHE and Extended Tutor are weekly timetabled sessions with a clear focus and long-term plan. An annual plan of significant dates in the religious and cultural calendar ensures that there is focus, through assemblies and PSHE lessons, on important cultural and religious festivals and commemorative days. The development of social and communication skills is also a key part of the PSHE/SMSE curriculum.

### **Relationship, Sex and Health Education**

RSHE is taught in PSHE lessons in a way that is tailored to the level of cognitive understanding of the young people. We liaise closely with partner organisations, such as BASE and sexual health clinics and have a dedicated staff member who has completed additional training around Sex and Relationships and can be a key point of contact for students.

### **KS4 Qualifications**

In years 10 and 11, students will choose three subjects/qualifications to study alongside the compulsory core subjects. Our curriculum offer is designed to prepare our students for the next stage of their Education, Employment or Training. Students are able to access different types and levels of qualification such as GCSE, BTEC and NCFE Level 1 & 2 as well as Entry level/Functional Skills qualifications.

Our current offer includes:

1. **Duke of Edinburgh**-Bronze Award.
2. **Physical Education**-GCSE
3. **Construction**-NCFE level 1
4. **Food and Cooking**-BTEC Level 1 and 2.
5. **Art and Design**-GCSE.
6. **Music**- Level 1 and 2 (GSCE Equivalent).
7. **History** - GCSE

### **Enrichment**

The curriculum is enriched by educational trips and visits, local community links and weekly opportunities within the timetable to engage with new experiences. KS3 have a timetabled plan whereby they will develop different skills, have new experiences and at times be taken out of their comfort zone in order to support their development. Activities include cultural capital trips in Bristol, carpentry/catering and swimming



KS4 gain their enrichment through more focused and subject specific activities, visitors and trips. This includes careers education where they will all partake in work experience, visit post 16 destinations and have an increased number of employer encounters.

**Will my child be included in activities outside the classroom, including school trips?**

All young people are included in all parts of the school curriculum and we aim for all young people to be included on school trips. We will provide the necessary support to ensure this is successful. A risk assessment is carried out prior to any off-site activity to make sure everyone's health and safety will not be compromised. On the rare occasion that is considered unsafe for a child to take part in an activity, then an alternative activity will be provided in school and parents/carers will be notified.

**Transitions**

**Admission Arrangements – how can my child get a place at North Star 240°?**

All admissions to North Star 240° are managed through the Local Authority in which you live. In order to access a place at North Star 240°, your Local Authority SEND Team will need to send a 'Consult' to our SENCO Administrator, Danni Richards.

**How will school prepare and support my child when joining and transferring from the school?**

We would encourage all parents and carers to visit the school before accepting a place with us.

A member of SLT meets with all new parents/carers and their child before starting at North Star 240° for an admissions meeting, which allows all parties to have clear expectations on what it means to be part of the North Star community. It is an opportunity to review the 'Home School Agreement' and discuss all aspects of school life. New students will also come in to school for baseline assessments.

If your child is leaving North Star 240° at the end of year 11 for a post 16 destination, there is a robust transition programme which is planned between the destination and the school. All transitioned plans are personalised and are usually agreed at the transitional annual review at the start of year 11.

**Wellbeing**

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

Staff at North Star 240° take part in continuous professional development and sharing of best practice, to ensure they are highly skilled in supporting and nurturing the wellbeing of our students.

The tutor team has overall responsibility for the pastoral care of every child in their class. They are the first point of contact for young people and their families and, as such, have at least weekly contact with parents/ carers. If further support is required, then the tutor team will liaise with the SENDCO for further advice and, if appropriate, allocations of interventions or referrals to outside agencies. The SENDCO is the main point of contact in liaising with outside professionals



to provide the best service we can offer jointly to support your child and their wellbeing.

In addition, North Star 240° have Emotional and Social Support Assistants who offer emotional support and guidance. Each child has a Trusted Adult that they can talk to in school.

Wellbeing is very much part of our school ethos and we consider the needs of the whole child as they navigate through their educational journey.

#### **How does the school manage the administration of medicines?**

The school has a policy regarding the administration and managing of medicines on school site. This can be obtained from the school.

#### **What specialist services are available to the school?**

##### **Services in school include:**

- Emotional and Social Support Assistants
- Neurolinguistic Programming Therapy
- Engagement Team
- Speech and Language Therapist

##### **External agencies include:**

- Educational Psychology Services
- CAMHS
- School Nurse and Paediatrician
- First Response
- Bristol Drugs Project
- Off the Record
- Bristol WORKS
- St Giles Trust
- Social Services

##### **Staff training includes:**

- Attachment
- ADHD
- ASD (including PDA)





- Emotional Literacy
- Team Teach (behaviour management/positive handling)
- Trauma Informed Teaching
- Non-Violent Resistant Approaches
- The Science of Learning (Thinking Schools)

We know if the support has had an impact by:

- Reviewing IEP targets and ensuring they are met
- Tracking your child's academic, social and emotional progress
- Verbal feedback from teachers, you and your child

## **Behaviour and Attendance**

### **How does the school support behaviour and attendance?**

As a school, we have a positive and restorative approach to all types of behaviour, with a clear policy and reward system. We believe that, whilst boundaries and rules are necessary, recognizing and rewarding achievement is the most effective way to improve behaviour. Having said this, we have clear boundaries and rules and consequences for breaking these, which we believe are necessary to help children feel safe and will prepare them for adulthood. Each child has a Personal Provision Map (PPM) which includes their IEP; "graduated response" of additional support put in place and their pupil voice document. They also have a 'Supporting Behaviour Plan', which lists specific supportive mechanisms, triggers and behaviour management techniques that each young person has identified work for them and a personalized Risk Assessment. This includes a "Five-Point Scale" to help them recognize and manage their emotions. Our approach to behaviour is personalised to each child. Where necessary, we may also commission the Educational Psychology Service to provide us with advice and guidance around a young person's behaviour.

Teaching staff and support staff are trained in Team Teach in order to support young people with challenging physical behaviours and to ensure their safety and the safety of others. As a school, we take part in regular Team Teach refresher training.

In addition, we have a team of 'Engagement Tutors', who work closely with tutors and senior leaders to ensure behaviour is managed in accordance to our behaviour policy and the child's EHCP. The Engagement Tutors work with Tutors, families and individual students to put strategies in place in order to support success at school. Our behaviour policy is available to view online.

The attendance of every child is monitored by our Trust Attendance Officer and Safeguarding Lead, Georgia Melias. Miss Melias works closely with young people and their families across the



Trust where there is a barrier to good school attendance. Our overarching aim is to support families and remove barriers to good school attendance for our students. Good attendance is encouraged and rewarded throughout the school. Where necessary, school will work with the Educational Welfare Service to support and encourage improved attendance.

## Further Information

### How accessible is the school environment?

North Star 240° two main buildings, The main building where KS3 reside and the KS4 building behind this. Ground floors in both buildings are fully accessible for wheelchair users.

### Who can I contact for more information?

- The first point of contact is your child's staff tutor team
- You can request to meet with our Attendance Officer, Georgia Melias
- You can request to meet with our SENCO, Rob Dickins
- Contact Supportive Parents – [www.supportiveparents.org.uk](http://www.supportiveparents.org.uk)
- Findability maps out Bristol's Local Offer. It has information on services for young people and young people with special educational needs and/or a disability, and their parent/carers, in Bristol, from birth to 25 years old. [www.findabilitybristol.org.uk](http://www.findabilitybristol.org.uk)

## Appendix 1:

### SEMH Groups Core Offer:

- Maximum class size of 9 pupils
- In class adult : pupil ratio of 1:4 (1 teacher and one TA in each class)
- Break time adult : pupil ratio of 1:9
- A key tutor in KS4 or key class teacher in KS1, KS2, KS3
- One hour each week of behaviour support team intervention outside of the classroom.
- SLT support and intervention for pupils when needed.
- Availability of Designated Teacher for Children in Care
- Staff attendance at multi-agency meetings where required,
- Multi-agency liaison
- Staff trained in trauma-informed practice
- Staff trained in understanding attachment styles
- Staff trained in de-escalation of behaviours and physical intervention (Team-Teach)
- Termly IEP plans
- SENCO advice, guidance and support to staff
- SENCO moderation of annual reviews
- SENCO attendance at annual reviews as required
- SALT assessment on admission
- Baseline assessment on admission
- Regular assessment of academic development



- Regular assessment of emotional development
- A classroom environment that takes account of sensory needs.
- A consistent and structured behaviour policy, with secure and explicit boundaries and consequences
- A classroom environment monitored by the SALT
- A modified, flexible curriculum that is tailored to the needs of the cohort
- An extended curriculum that includes:
  - gardening (KS1, KS2)
  - forest schools (KS1, KS2, KS3, KS4)
  - additional sporting activities (KS1, KS2, KS3, KS4)
  - additional music activities (KS1, KS2)
- Two terms of swimming each year
- Subsidised school trips
- Lunchtime supervision focusing on social skills
- Whole schools reward systems that has hourly, daily, weekly and termly focus
- Dyslexia friendly differentiation.
- Managed transitions
- Daily (written) and weekly (verbal) contact with parents.
- Support plan for low or non-attendance
- Vocational and GCSE pathways (KS4)
- Support with college applications – Post 16 (KS4)
- Personalised careers advice and guidance (KS4)