



## 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 value and respect the diverse educational, social, and emotional needs of our pupils, recognising that each child has unique aspirations and requires personalised approaches to learning and behaviour support. We maintain high expectations for every learner and deliver an aspirational curriculum tailored to their needs. This is complemented by the targeted provision outlined in each pupil's EHCP, which plays a crucial role in supporting their development and progress. The effectiveness of this provision is regularly monitored by the senior leadership team and external professionals to ensure the best possible outcomes.

Your child will be placed in a tutor group, where the dedicated tutor team will take responsibility for supporting their emotional wellbeing and personal development. The school's SENDCo oversees the implementation of the educational and intervention provisions detailed in your child's EHCP, ensuring that their individual needs are met effectively.

Class sizes at our school are significantly smaller than in mainstream settings, with a maximum of 8 students per class and an enhanced staff-to-student ratio of 1:4. This allows for more personalised support and attention. We place great importance on building strong partnerships with families. As part of this, a member of your child's tutor team will contact you by phone at least once a week, typically on Friday afternoons, to share updates and maintain open communication.

Additionally, teachers meet with parents and carers at least three times a year—during two parent open days and your child’s annual review. In practice, many families engage with staff more frequently throughout the year.

## **Curriculum**

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

At North Star 240°, we are first and foremost a school—a place dedicated to learning. Our small class sizes allow teachers to plan lessons that meet the individual needs of every pupil. Learning is differentiated to ensure all students can make progress, with EHCPs carefully considered in lesson planning.

Teachers provide regular, detailed feedback to help students understand their next steps. Learners are given time to reflect on this feedback and respond, supporting continuous growth and engagement.

The curriculum at North Star 240° offers pupils a supportive and creative environment where achievement is recognised, progress is encouraged, and students feel safe and happy. Praise is focused on the learning process rather than outcomes. The curriculum is ambitious, flexible, and tailored to meet individual needs, promoting pupils’ social, moral, spiritual, cultural, intellectual, and physical development.

We deliver a broad and balanced curriculum based on the National Curriculum for pupils of compulsory school age, enriched with opportunities to build social and independence skills in preparation for adulthood. The curriculum and timetable are reviewed annually to ensure compliance with current legislation and reflect best practice in special education.

We also provide opportunities for pupils with identified gifts or talents to develop their strengths. Recognising the complex needs of our learners, we offer personalised timetables that include targeted interventions such as play therapy, literacy and numeracy support, speech and language therapy, emotional literacy, and social skills development. For pupils with SEMH needs, we prioritise clear routines and learning that builds on their strengths, ensuring they can thrive.

### **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:**

In Key Stage 3, English and maths are taught explicitly each morning as part of the daily routine. These core subjects are also reinforced across the wider curriculum to support consistent development.

Reading and writing skills are supported through structured, age-appropriate programmes such as *Talk for Writing* (Year 7), *Read Write Inc.*, and *Accelerated Reader*. These schemes help build literacy and comprehension in an engaging way.

Mathematical skills are developed using resources like *IXL*, *Times Tables Rock Stars*, and *White Rose Maths*, which offer level-appropriate content and structured progression.

In Key Stage 4, English and maths are delivered by subject specialists through two qualification pathways: Entry Level and GCSE, both provided by Pearson Edexcel. While all students are entered for GCSE, the pathway they follow is guided by their individual Year 11 targets. Some students may begin with Entry Level and progress to GCSE, ensuring the course aligns with their needs and supports success.

Given the importance of English and maths qualifications for accessing Post-16 education, our curriculum design and lesson weighting reflect their critical role in future opportunities.

## Science

In Key Stage 3, students receive three science lessons per week, rotating through two terms each of physics, biology, and chemistry. Lessons include both practical and theoretical work, encouraging students to develop scientific thinking and skills.

All students complete an Entry Level Single Science qualification in Year 9, which prepares them for Key Stage 4. In KS4, students follow a science pathway that includes GCSE Single Award Biology, tailored to their individual learning needs.

## IT

The IT curriculum at North Star 240° is designed with students' futures in mind, reflecting the digital demands of modern society. We aim to engage learners through innovative and relevant content that supports meaningful outcomes.

In Key Stage 3, students work towards a Level 1 IT qualification, while in Key Stage 4, they progress to a Level 2 BTEC in IT. These pathways equip pupils with practical digital skills and knowledge essential for further education and employment

## PSHE and SMSC

PSHE and Extended Tutor sessions are timetabled weekly, following a structured long-term plan. An annual calendar of key religious and cultural events ensures that assemblies and PSHE lessons highlight significant festivals and commemorative days.

The curriculum also places strong emphasis on developing students' social and communication skills, forming a core part of their personal, social, moral, and spiritual education.

## Relationship, Sex and Health Education

RSHE is delivered through PSHE lessons and is carefully adapted to match students' cognitive levels and understanding. We work closely with external partners, such as the School Nursing Team, to enhance delivery. This includes weekly girls' groups and collaboration with the YU+ (Yuno) Sexual Health Service, which operates across Bristol, North Somerset, and South Gloucestershire and manages the C-Card Distribution Scheme (CDS).

## KS4 Qualifications

In Years 10 and 11, students select three option subjects to study alongside the core curriculum. Our offer is designed to support progression into further education, employment, or training. Students can access a range of qualifications, including GCSEs, BTECs, Entry Level, and Functional Skills, depending on their individual needs and aspirations.

Our current offer includes:

- **Duke of Edinburgh**-Bronze Award.
- **Physical Education**-GCSE short course
- **Construction**-BTEC level 1 and 2
- **Home Cooking skills**-BTEC Level 1 and 2
- **Art and Design**-GCSE
- **Music**- Rockschoool certification
- **Land Based Studies**- BTEC level 1 and 2

## **Enrichment**

The curriculum is enriched through educational trips, community engagement, and weekly opportunities for students to explore new experiences. In Key Stage 3, students follow a structured enrichment programme designed to develop a range of skills, build confidence, and occasionally take them out of their comfort zones to support personal growth. Activities include cultural capital trips around Bristol, carpentry, catering, and swimming.

In Key Stage 4, enrichment becomes more focused and subject-specific. Students benefit from targeted activities, guest speakers, and educational visits linked to their curriculum and future aspirations. A key component is careers education, which includes work experience placements, visits to Post-16 providers, and increased encounters with employers to help prepare students for life beyond school.

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

All students are included in every aspect of the school curriculum, including educational visits. We are committed to providing the necessary support to ensure all pupils can participate fully and safely.

Prior to any off-site activity, a thorough risk assessment is conducted to safeguard the health and safety of all involved. In the rare instance where participation is deemed unsafe, an alternative activity will be arranged in school, and parents/carers will be informed.

## **Transitions**

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

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 SENDCo Administrator, Vicky English.

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

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

A member of the Senior Leadership Team meets with every new student and their parents/carers for an admissions meeting. This provides an opportunity to set clear expectations, review the Home School Agreement, and discuss all aspects of school life. New students also attend for baseline assessments prior to starting.

For students leaving North Star 240° at the end of Year 11, a personalised and well-planned transition programme is put in place in collaboration with their Post-16 destination. These plans are typically agreed during 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° engage in ongoing professional development and regularly share best practice to ensure they are well-equipped to support students' wellbeing and learning.

Each tutor has overall responsibility for the pastoral care of the students in their group and serves as the main point of contact for both students and families, maintaining at least weekly communication. Where additional support is needed, tutors work closely with the SENDCo to arrange appropriate interventions or referrals to external agencies. The SENDCo also leads on liaising with outside professionals to ensure coordinated support for each child.

We also have dedicated Emotional and Social Support Assistants who provide targeted emotional support. Every student has access to a trusted adult they can speak to.

Wellbeing is central to our school ethos, and we are committed to supporting the whole child throughout 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
- Engagement team
- Speech and language therapist
- Forest school
- Play therapy

**External agencies include:**

- Educational psychology services
- CAMHS
- School nurse and paediatrician
- First response/Early help
- Bristol Drugs Project
- Off the Record
- Bristol WORKS
- St Giles Trust
- Social services
- SAS- substance advice service

**Staff training includes:**

- Attachment
- ADHD
- ASD (including PDA)
- Emotions coaching
  - Emotional literacy
  - Team Teach (behaviour management/positive handling)
- Trauma informed teaching

- Non-violent resistant approaches
- The Science of Learning
- Sensory processing
- EBSA
- Social skills
- Boxall

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?**

At North Star 240°, we take a positive and restorative approach to behaviour, underpinned by a clear policy and reward system. While boundaries and expectations are essential, we believe that recognising and rewarding achievement is the most effective way to promote positive behaviour.

Each student has a personalised Behaviour Plan, Passport, and IEP, which outline supportive strategies, known triggers, and effective behaviour management techniques. Many students also have individual risk assessments. Our approach is fully tailored to meet each young person's needs. Where appropriate, we may seek advice from the Educational Psychology Service to further support behaviour planning.

All teaching and support staff are trained in Team Teach to safely manage challenging behaviours and ensure the wellbeing of all students. Regular refresher training is provided to maintain best practice.

We also have a dedicated team of Engagement Tutors who work closely with tutors, families, and senior leaders to ensure behaviour is managed in line with our policy and each student's EHCP. They help implement strategies that support students' success in school. Our Behaviour Policy is available online, and we also offer Hub-based interventions for additional support.

Student attendance is closely monitored by North Star 240°'s Attendance Officer and Safeguarding Lead, Thomas Marsh. The Assistant Head works directly with students and their families to identify and address any barriers to regular attendance.

Our core aim is to support families and help remove obstacles that may impact attendance. Good attendance is actively encouraged and rewarded across the school. Where further support is needed, we work in partnership with the Educational Welfare Service to promote and improve attendance.

## **Further Information**

### **How accessible is the school environment?**

North Star 240° consists of two main buildings: the main building, which houses Key Stage 3, and a separate Key Stage 4 building located behind it. The ground floors of 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, Thomas Marsh
- You can request to meet with our SENDCo, Sylvie Lloyd
- Contact SEND and You - <https://www.sendandyou.org.uk/about-us/>
- Bristol's Local Offer 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. [SEND Local Offer \(bristol.gov.uk\)](https://www.bristol.gov.uk/send-local-offer)

### **Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our schools have discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services





## 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 1:8
- 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)
- X 3 Termly IEP plans
- SENDCo advice, guidance and support to staff
- SENDCo moderation of annual reviews
- SENDCo 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
  - forest schools
  - additional sporting activities
- 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)