



## North Star 82° Special Educational Needs Report

### Overview

#### School Contacts:

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

North Star 82° is part of the North Star Academy Trust and is a day special school for young people aged 6-11 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 needs. At present we also have a class for pupils with complex needs that may include ASC (autistic spectrum condition). Some pupils may have other needs in addition to this, for example Speech, Language and Communication needs.

North Star 82° 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.

### Personalising Provision

#### How will the school support my child?

At North Star 82°, 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.

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 SENDCO is responsible for ensuring your child receives 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 at most 1:4.

It is important to us that the school works closely with the families; therefore, a member of the tutor team will contact parents/carers 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 annual review 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 82° 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.

#### **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 with their EHCP outcomes. Parents/carers are encouraged to take part in 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 pupils 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 the children'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 the progress of pupils' learning formally 3 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 82° will make an application to your local authority for additional 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 every 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
- 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 EHCP

There is also an opportunity to join the school governing body as a parent governor.

## **Curriculum**

#### **How will the curriculum match my child’s needs?**

First and foremost, North Star 82o 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 82o 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 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 and skills for life beyond North Star 82°, in line with the National Curriculum and Early Years Framework.

The timetable and curriculum are reviewed annually to ensure compliance with the current



legislation and guidance and considering best practice within special needs of 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; play therapy, reading, numeracy, speech and language therapy, LEGO therapy, emotional literacy and social skills support and training. We know that our pupils with SEMH are happiest and achieve most when their routine is clear and when their learning opportunities are built 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:**

English and maths are explicitly taught each morning and form part of the pupils' daily routine – in addition, English and maths are 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', 'Benchmarking' and our bespoke phonics programme. 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 White Rose Maths and Teach Active.

### **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.

### **Sex and Relationships Education**

Sex and relationships education 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.

Parents/carers may request that their child is excused from sex education.

### **Foundation curriculum**

Our project-based curriculum is led by a question and children learn by exploring real-life topics through hands-on projects. Instead of focusing on traditional lessons and assessments, pupils work together over time in order to address the over-arching question. This approach helps children develop a deeper understanding of what they're learning by applying it in practical, meaningful ways. It also encourages important skills like resilience, teamwork, communication, creativity, and problem-solving. Our projects combine humanities, art, DT, Forest School, Gardening, music and IT. Through this approach, we have found that children are immersed in the learning, can see how their learning connects, and become more engaged and confident as each project progresses.

Other scheduled lessons during the week include Science and PE.

### **Enrichment**

The curriculum is enriched by educational trips and visits, local community links and weekly



opportunities within the timetable to engage with new experiences, for example; Basketball, Sports coaching, Swimming, Music, Gardening, Sensory Art and Forest School.

**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 it 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 82°?**

All admissions to North Star 82° are managed through the Local Authority in which you live.

We are currently only able to accept students with a primary SEN need of SEMH.

In order to access a place at North Star 82°, your Local Authority SEND Team will need to send a 'Consult' to our SENDCo Administrator, Vicky English.

**How will the 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.

The Headteacher meets with all new parents/carers and their child before starting at North Star 82° 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 to school for baseline assessments.

If your child is leaving North Star 82° at the end of year 6 to attend our secondary provision (North Star 240°) in Year 7 there is a robust transition programme, which includes staff visiting your child in the school and a full timetable of transition events including taster days. We will work with other secondary schools, including mainstream schools, to ensure the transition into secondary school is as smooth as possible.

## **Wellbeing**

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

Staff at North Star 82° 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 82° has an emotional and social support assistant who offers emotional support and guidance. Twice a week, we also have therapists on-site who work with students on a one-to-one basis.

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 management of medicines on the school site. This can be obtained from the school.

#### **What specialist services are available at the school? Services**

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

- Emotional and social support assistants
- 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
- Empire Fighting Chance

##### **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

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. Each child has a Passport and an IEP as well as a supporting behaviour plan which lists specific supportive mechanisms, triggers and behaviour management techniques that each young person has identified work for them. Many pupils also have individual risk assessments in place. Our approach to behaviour is truly 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 'behaviour and 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 Assistant Headteacher, Phelim Byrne, who works closely with young people and their families 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 82° has one main building; an old manor house and a converted stable block which is next to the main building. The stable block is out of use due to building work during the next academic year. The ground floor of the main building is fully accessible.

### **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 lead, Phelim Bryne
- You can request to meet with our SENDCo, Derrian Hawkes
- Contact Supportive Parents – [www.supportiveparents.org.uk](http://www.supportiveparents.org.uk)





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/sen-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