North Star 180o Special Educational Needs Report

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| **Overview** |
| **School Contacts:**  Susy Summers – SENCO. Tel: 01225 832212 or [susy.summers@northstar-academy.co.uk](mailto:susy.summers@northstar-academy.co.uk)  Jodie Plummer – SENCO Administrator. Tel: 01225 832212 or [jodie.plummer@northstar-academy.co.uk](mailto:jodie.plummer@northstar-academy.co.uk)  North Star 180o is part of the North Star Academy Trust and is a day special school for young people aged 5-16 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 needs. Many of our pupils have other needs in addition to this, for example Autism, ADHD and Speech, Language and Communication needs.  North Star 180o 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 school support my child?**  At North Star 180o, 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 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. |

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| At the annual review meetings, we will set long-term outcomes 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 180o 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 on 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 very much encouraged to be part of this process. IEPs are reviewed 3-times a year 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, more achievable steps.  **How will my child’s education progress be assessed?**  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 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 180o 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. |

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| **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, of which there is at least one student representative from each class. This is held termly and 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 three times a year. 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 helps prepare 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. 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(s) to the school before your child starts * At least weekly telephone calls home from tutor team staff * Progress Review meetings about your child twice a year * Two school reports a year * Your child’s Annual Review or Transfer Review, to review your child’s EHCP and plan next steps   There is also an opportunity to join the school governing body as a parent governor.  As well as this, we offer termly ‘tea and talk’ sessions, where parents and carers are invited in to meet other parents and carers, as well as receive support and training on a variety of topics (e.g. ‘sleep hygiene’ and ‘managing big behaviours at home’). PowerPoints and resources from the tea and talk sessions are on the school website for all to access.  At North Star 180, we have a PTA, which meet termly to plan and organise whole-school events. We put on Winter and Summer Fayres, which raises money for the school to participate in even more extra-curricular activities, such as the ‘I can and I am bus’ and Theatre visits. |
| **Curriculum, behaviour and attitudes and admissions** |
| **How will the curriculum be matched to my child’s needs?**  First and foremost, North Star 180o 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 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 180o gives pupils the opportunity to learn and develop in a supportive and creative environment where there is focus on recognising achievement and supporting progression, in which pupils feel safe and are happy. Praise focuses on the learning process, as 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 and any additional qualifications the young people may take. This is blended with opportunities for pupils to develop social skills, independence skills and skills for life beyond North Star 180°.  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. As well as 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: English and maths, SALT (Speech and Language therapy) OT (Occupation therapy), LEGO therapy, ELSA (Emotional Literacy Support Assistance), mentoring and sessions with MHST (Mental Health Support Team). We know that 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 BANES Preparation for Adulthood (PFA) Framework**  Our KS4 curriculum is written in line with BANES PFA Framework, which aims to prepare young people for a fulfilling adult life and covers four key areas:   * [Employment, Education and Training](https://livewell.bathnes.gov.uk/preparing-adulthood-14-25/employment-education-and-training) * [Health](https://livewell.bathnes.gov.uk/preparing-adulthood-14-25/health-14-25) * [Independence and Housing](https://livewell.bathnes.gov.uk/preparing-adulthood-14-25/independent-living-and-housing) * [Community Inclusion, Relationships and Friendships](https://livewell.bathnes.gov.uk/preparing-adulthood-14-25/friendships-relationships-and-community)   **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 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' and our bespoke phonics programme, ‘Little Wandle’. These programmes provide a structured, age-appropriate, and engaging way to support reading, writing and comprehension skills. Pupil’s mathematical skills are supported using White Rose Maths.  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. 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.  **PSHE**  PSHE are weekly timetabled sessions with a clear focus and long-term plan, using the Jigsaw PSHE curriculum and resources. 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 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 the school nurse to ensure we deliver the most up-to-date sexual health information.  Parents/carers may request that their child is excused from sexual education in writing.  **Foundation curriculum**  Other timetabled lessons throughout the week include history, geography, RE, science, PE, ICT, DT, forest school, art and cooking.  In Primary, the children also have opportunities to go to swimming and gymnastics sessions throughout the year.  **KS4 Qualifications**  In years 10 and 11, students will choose extra 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 can access different types and levels of qualifications such as GCSEs, BTECs and Level 1 & 2 accreditations as well as Entry level/Functional Skills qualifications.  Our current offer includes:  **English and Maths –** GCSE and/or Functional Skills  **Biology –** GCSE  **Physical Education –** GCSE  **Construction** – BTEC  **Food and Cooking –** BTEC Level 1 and 2  **Art and Design** – GCSE  **History** – GCSE  **Geography –** GCSE  **Media** – 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, for example: swimming, gymnastics, forest school and using the sports centres in the local community. We also have both a primary and secondary football team who play against other schools within the local area.  Students of all ages can take part in school camps, which range between day-camps up to 2-night camping trips. The whole school participates in national celebrations such as PRIDE, World Book Day, Mental Health Awareness Day, Autism and ADHD awareness day and Black History month, as just a few examples.  Our pupils also take part in whole school events such as fund raising, sponsored walks, school fayres, art exhibitions, school nativity plays, choir at the local Care Home and of course – our annual trip to the local church to participate in the Christmas Carol Service.  KS4 gain their enrichment through more focused and subject-specific activities, visitors and trips. This includes careers education where they have regular meetings with a careers’ guidance counsellor and all will partake in work experience one day per week for a whole term, as the very minimum. KS4 students also visit different post-16 destinations, careers fayres and have an increased number of employer encounters, such as with the Bath Crescent Hotel and the Army.  North Star 180 also offer various lunch-time and reward-time clubs, such as Dungeons and Dragons, ‘Girls Group’, Spanish, Choir and Music Club.  **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, an alternative activity will be provided in school and parents/carers will be notified.  **Transition and admission arrangements**  **Admission Arrangements – how can my child get a place at North Star 180o?**  All admissions to North Star 180o are managed through the Local Authority in which you live. To access a place at North Star 180o, your Local Authority SEND Team will need to send a ‘Consult’ to our SENDCo Susy Summers.  **How will school prepare and support my child when joining and transferring from the school?**  The SENDCo visits all children and speaks to key stakeholders prior to accepting a consultation to ensure that the needs of the child can be met within our provision and that they would be successful within the cohort in their year group. We would encourage all parents and carers to visit the school before accepting a place with us. Visits prior to the SENDCo receiving a consult cannot be accommodated due to high numbers of requests.  The SENDCo meets with all new parents/carers and their child before starting at North Star 180o for an admission meeting and tour of the school, 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. At the start of the school year, a home visit will be take place for new children starting school and families will be given an appointment slot to visit the school and meet with the teachers.  As we are a Primary to Secondary through-school, parents/carers do not need to apply for their child to move from Primary to Secondary. There is a robust transition programme, which includes secondary staff visiting the children in the primary school and a full timetable of transition events, including taster days.  If a child is moving to another setting at any point, we work with other schools, including mainstreams, to ensure transition is as smooth as possible.  If your child is leaving North Star 180° at the end of year 11 for a post-16 destination, there will be a 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 180o take part in continuous professional development and sharing of best practice, to ensure they are highly skilled in supporting and nurturing the wellbeing of the 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, 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 every child and their wellbeing.  In addition, North Star 180o have four ELSAs (Emotional Literacy Support Assistants) who offers emotional support and guidance to all pupils. Where deemed necessary, more specialist therapies such as play, art or sports therapy can be provided upon agreement with the LA.  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:**   * ELSAs * Behaviour and Engagement Team * Sports Mentors   **External agencies include:**   * Educational psychology services * CAMHS (Child and Adolescent Mental Health) * MHST (Mental health Support Team) * School nurse and pediatricians * SALT (Speech and Language Therapist) * OT (Occupational Therapists) * Sporting Family Change * Project 21 * Willow * Black Families * Compass * Youth Connect * SARI (Stand Against Racism and Inequality) * Mentoring Plus   **Staff training includes:**   * Attachment * ADHD/ADD * Autism (including PDA) * Emotional literacy * Team Teach (behaviour management/positive handling) * Trauma informed teaching * The science of teaching and learning * ELKLAN * Lego therapy * Safeguarding and PREVENT * Emotional Resilience * Dyslexia * Adaptive Teaching   **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, recognising and rewarding achievement is the most effective way to improve behaviour. Each child has a One Page Profile (OPP), an Individual Education Plan (IEP), a 5-point scale (a visual tool used to help students understand and regulate their emotions and behaviors), an Individual Risk Assessment and Supporting Behaviour Plan, which lists specific supportive mechanisms, triggers, and behaviour management techniques that each young person has identified work for them. Our approach to behaviour is truly personalised to each child.  Teaching and support staff are trained in Team Teach to support young people who demonstrate challenging physical behaviours and to ensure their safety and the safety of others around them. 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 teachers and the leadership team to ensure behaviour is managed in accordance with our behaviour policy and the child’s EHCP. The Engagement Tutors work with teachers, 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 School Attendance Officer and Safeguarding Lead, Helen Whitley, who works closely with young people and their families across the school where there is a barrier to good school attendance. Our overarching aim is to support families and remove barriers to 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 180o is a purpose-built school with one main building, that is organised into discrete areas for students in different Key Stages. The whole school is fully accessible for wheelchair users.  **Who can I contact for more information?**   * The first point of contact is your child’s tutor team * You can request to meet with our Safeguarding and Attendance Officer, Helen Whitley * You can request to meet with our SENDCo, Susy Summers * BANES parent, carers forum: <https://banespcf.co.uk> * BANES 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 BANES, from birth to 25 years old: <https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send> |