



North Star 265° Special Educational Needs Report- June 2025

Overview

School Contacts;

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

North Star 265° is part of the North Star Academy Trust and is a day Alternative Provision school for young people aged 8-16 years. Pupils attending the school may have an Educational, Health and Care Plan (EHCP) or may be in the process of applying for one. On entry some pupils may not have an identified need. Many pupils will have Social, Emotional and Mental Health needs. Some pupils may have other needs in addition to this, for example Speech, Language and Communication needs.

North Star 265° 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."

During a 12-week placement, we focus on engaging pupils in an enriching curriculum, personalised early intervention and collaborative transition in order to ensure a successful reintegration into mainstream education. We work with schools and the parents and carers of our students to successfully reintegrate pupils back into mainstream with an improved attitude to education, greater positive parental involvement and raised attainment and engagement.

Personalising Provision

How will school support my child?

At North Star 265°, 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/or the provision outlined in their EHCP. This is monitored by the senior leadership team and external advisers on a regular basis.

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 received the education and intervention provision outlined in their EHCP or IEP.

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 every 6 weeks to review their child's IEP targets, Ready to Reintegrate scaling and discuss strengths and areas of development.

North Star 265 ° all pupils will transition into school and out of school with a planned transition to a new setting. During and before this transition regular meetings will take place.



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 265° 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 to make the progress identified in their EHCP.

Additionally, we also ensure pupils have access to 1:1 ESSA interventions to support their social and emotional development using Boxall assessments to inform targets linked to pupil's IEPs. At North Star 265, we have a Speech and Language therapist who leads all SALT interventions and refer pupils to Occupational therapy as appropriate.

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/or in accordance with 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 a regular transition 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 x6 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 265° 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 termly. 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 transition 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 during your child's time in AP
- Your child's annual review or transition review, to review your child's progress and/or need for an 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 265° 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 and adapted so that all pupils can make progress. A child's needs are 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 265° 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 265°, 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 endeavour to provide opportunities for pupils who are identified as having a gift or talent to develop their skills and abilities in that area.

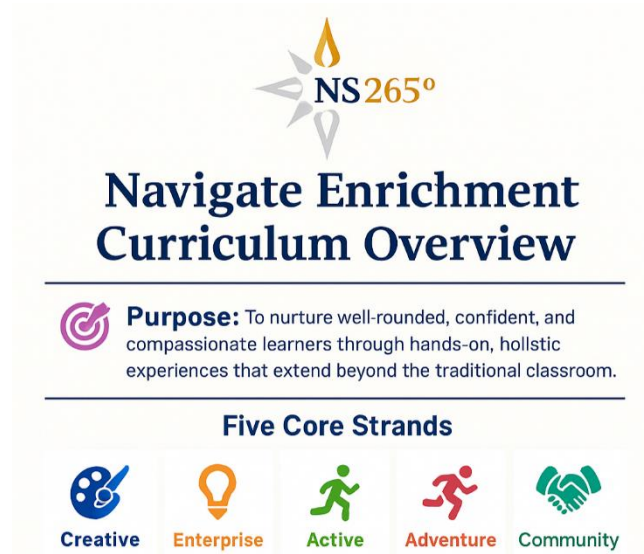
Explore	The Point		Stages of Practice (Variation)		
Connect 	Explain 	Example 	Attempt 	Apply 	Reflection and Challenge 
Share LO Introduce the LO and link to the subject eg this is Geography	Introduce new vocabulary (with supporting image) Read the curriculum – get children to close read new knowledge (as you would in reading lessons) before explaining it to them. Stem Sentences	I do Explain the key concept/idea and model with examples . Techniques: Thinking aloud, flip chart modelling , steps to success.	We do Complete an aspect of the learning task together to ensure the children understand what is being asked of them and your expectations	You do Children complete a learning task. This should be tightly linked to the LO not a general task which isn't a tight fit 	Check understanding through: checking responses; quizzing or questioning: <i>Think-Pair-Share</i> ; 'Tell me more'; 'and you know that because...?'
Retrieval Start the lesson by recapping past linked knowledge: from the previous lesson or previous unit. Show-me boards, Flashback 4, Quizzing.   Connect to concept and 'Big Idea'- explain the why	Explicit vocabulary instructions (Knowledge Organizers and essential knowledge)   Retrieval and Inference Questioning	Fully or partially completed diagrams	Deliberate Practise Allow for misconceptions to be identified Specific feedback given   	Assessment for Learning- (Hinge) EEF 5 a Day- Explicit Instruction Scaffolds Flexible Groupings	Finish by checking children's understanding. Techniques: Quizzing, Think-pair-share, 'Tell me more?', 'and you know that because?'   

Navigate Curriculum

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/or EHCP provision. Across the Trust, 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 skills and talents. To this end, we tailor the curriculum to help pupils make progress in a way that best suits them.

Navigate is designed to nurture well-rounded, confident, and compassionate learners through hands-on, holistic experiences that extend beyond the traditional classroom. At North Star 265, we teach and coach pupils to develop holistic skills that pupils will need to navigate the world outside of school and beyond. Enrichment activities are designed to develop pupils' resilience,

independence and social skills. The behaviour and transitions curriculum is designed to provide direct explicit regular instruction for pupils on the expectations, standards and routines needed for their next steps.



The Bristol Preparation for Adulthood (PFA) Outcomes Framework

Our curriculum in line with Bristol's PFA Outcomes Framework, which prepares young people for a fulfilling adult life and covers four 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

KS2 Curriculum

Literacy:

Our aim for English is for all children to be confident speakers, listeners, readers and writers. We teach English using Talk 4 Writing, wider reading, SPaG and Little Wandle Phonics.

Talk 4 Writing

With Talk 4 Writing children first learn a text by heart. This helps children to develop a long-term memory of the language needed for reading and writing. It then gives them the confidence to read and write independently. Children can work independently because they become very familiar with the words they are writing.

The stages of Talk 4 Writing are:

- 'Cold Write' – what can I already write without any help?
- The imitation stage – learning the text by heart
- The innovation stage – looking at what changes we can make to the text we now know well. Writing that new text independently.
- The invention stage or 'Hot Write' – what can I now write without any help and is it better than the 'Cold Write' I did at the start.

This process takes 2-3 weeks to complete so children will learn many texts over the year. Working this way helps pupils become more confident when writing in other lessons.

Reading

We want every child to have a love of reading and books. Many children come to our school with a negative view of themselves as readers. We will use high quality reading books at the right level for the child. Children will read regularly in school and at home. This gives them the skills and confidence to make great progress.

Reading is a key life-long skill. Students will be able to read a text out loud, e.g to sound out the words and say them (phonics). We will also teach them to understand the meaning what they are reading (comprehension). Each child will read to an adult at least twice a week. We will encourage the children to read at home with their parents and carers. Because we feel reading at home is so important we will award the pupils points for doing this. We will also consider if it is appropriate to offer support around literacy to families We will check reading progress three times a year.

As a whole school we use Star Reader and Accelerated Reader (AR) which is a digital whole-class reading management and monitoring programme that aims to foster independent reading among primary and secondary pupils. The internet-based software initially screens pupils according to their reading levels using Star Reading Assessment and suggests books that match their reading age and reading interest. Pupils take computerised quizzes on the books they have read, and quiz performance allows teachers to monitor pupils progress in reading. This is an evidence informed approach based on the latest EEF research.

SPaG (Spelling Punctuation and Grammar)

For 25 minutes of each school day, we will have SPaG. In these quick sessions pupils are encouraged to improve their spelling, sentence structure and increase their vocabulary.

Each child will have a set of weekly spellings. We will practice these in the SPaG lessons and have a spelling test every Friday.

We will have a daily 'Word of the Day.' These words will come from the statutory list of high frequency words. Pupils will be encouraged to learn, use the word throughout lessons, and then discuss them in our celebration assembly every Friday morning.

Phonics

All children will be taught phonics to read and write.

We will follow the Little Wandle phonics scheme to give all pupils the best possible start with their reading and writing.

We will teach phonics for all pupils who need it, whatever their age. We use Little Wandle to do this.

Through the Little Wandle programme, pupils will:

- Learn the 44 sounds that we use in the English language
- Learn the letter or letters that match these sounds
- Learn to read words by breaking the word down into the sounds it makes and) those sounds back together to both read and spell words
- Read from a range of story books

A Little Wandle phonics check tells us if the pupil still needs to be taught phonics. Pupils will be taught phonics three times a week. Some pupils will be taught phonics daily. At the end of every term, pupils are assessed so we know if they are remembering the sounds they have learned.

When a pupil has completed all sounds, they will be assessed reading a short text. We check that the pupil can read the words, can understand the whole text and can read at a reasonable speed.

Reading Books

All pupils will bring reading books home base on banded accelerated reader approach. All reading books are ordered by colour. To make sure children are successful at reading we will take great care to match reading books to the sounds a pupil knows.

After this, pupil's reading level will be checked regularly, and children will continue to move through banded reading levels.

For those who have not mastered phonics we will use the Read Write Inc Fresh Start model to provide high quality intervention to support children to become confident readers. Fresh Start is a systematic synthetic phonics programme for struggling readers aged 9 – 13+. Pupils are taught at their challenge point, so they learn to read accurately and fluently in just 25 minutes a day.

Maths

We will use White Rose Maths which is a pioneering educational initiative that emphasizes a comprehensive understanding of mathematics. It's a pedagogical approach that has been embraced by both primary and secondary schools to enhance maths skills and problem-solving skills.

The core of White Rose Maths is the maths mastery approach, which focuses on depth rather than acceleration, ensuring that key concepts are fully grasped before moving on. This approach aligns with the Learning Objectives of a range of school years, providing a coherent and connected curriculum.

This means teaching can be very precise and we make sure everyone understands new learning before moving on. Maths will be taught every day. There will also be a daily Maths Meeting where children practice key maths facts.

We will follow the White Rose maths curriculum.

Initial Assessment

At the start of a new unit, children will complete an initial assessment task so the teacher can check what they already know and if they are ready for the new learning. Teacher and pupils then talk about what they know about a topic while the teacher make notes. Teachers will then teach the mathematical language needed for the unit.

Maths Fluency/Arithmetic

This involves the key skills of addition, subtraction, multiplication and division. Spend 10 minutes practising arithmetic every day. This is also the focus of our homework each week. For children learning at EYFS curriculum children will learn about number formation and the number of quantities. By the end of the they should be ready to move onto addition within 10 and number bonds.

Times Tables

We learn our times tables in this order:

2 x tables, 5 x tables, 10 x tables, 3 x tables, 4 x tables, 8 x tables, 6 x tables, 9 x tables, 11 x tables, 7 x tables, 12 x tables

The children are tested on their times tables each week in school. When children complete a x table, they are welcomed to the next challenge in our weekly whole school Celebration Assembly.

Assessment

Children will sit a test at the end of each half term (6 across the year) to find out if children have fully learned what was taught that term. In term 6, children will sit the end of year test which covers everything they have learned that year.

Science

At North Star 265° the science curriculum focuses a healthy curiosity in students about our human body, the environment and scientific enquiry. We aim to give our students a knowledge in science that will aid them in their future endeavours. Students develop an understanding of how science works through different types of science enquiries that help them to answer scientific questions about the world around them. They widen their knowledge base and therefore actively engage them to find out for themselves outside of the classroom environment. Students will acquire and develop their knowledge and scientific skills to progress.

We follow the White Rose Science curriculum, which emphasizes depth, progression, problem-solving, and the integration of scientific inquiry into lessons.

Regular whole-school events, such as Girls in STEM, Science Day, Wildlife and Environment Days, and outdoor science learning, provide opportunities for hands-on exploration and skill development.

We adopt a cross-curricular approach, integrating science into other subjects such as:

Circle Time: Engaging discussions about scientific concepts, encouraging students to share their observations and questions about the natural world.

IT

At North Star 265°, we intend our learners to be equipped to become more independent, creative and competent with technology in their future lives. The curriculum at is designed to reflect the capabilities and future needs of our learners. Three main strands of the Primary National Curriculum for Computing form our underlying framework and are taught in dedicated terms: Digital Literacy, Information Technology and Computer Science, with an additional strand of Basic Computer Skills, which form the building blocks of future learning in computing, to ensure that key skills are overlearned.

PSHE

Our PSHE curriculum aims to develop the whole child through carefully planned, relevant and well-resourced lessons that develop the knowledge, skills and attributes our children need to protect and enhance their wellbeing. Through the lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. It fulfils the requirements of 2020 Statutory Relationships, Sex and Health Education.

Our PSHE education also makes a significant contribution to students' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety, and to their social and emotional development and wellbeing. It also supports development across our British Values (Tolerance, Respect, Rule of Law, Democracy and Individual Liberty).

KS3 Curriculum

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. These programmes provide a structured, age appropriate and engaging way to support reading, writing and comprehension skills. Pupil's mathematical skills are supported using Mathletics and White Rose Maths 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.

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.



IT

The IT curriculum at North Star 265° is designed around the futures of our pupils. It is vitally important for us to mirror society and therefore develop innovative curriculum ideas to engage our learners to achieve successful outcomes. Our computing curriculum at North Star 265° 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.

Enrichment

The curriculum is enriched by educational trips and visits, local community links and regular 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 to support their development. Activities include cultural capital trips in Bristol, carpentry/catering and swimming.



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 265°?

All admissions to North Star 265° are managed through the Local Authority in which you live or by a referral from your child's school. Further information regarding referrals to our school can be found at [Referrals - Northstar 265](#).

A referral meeting will happen before the transition to establish objectives and the next steps. Invited attendees will include; the student, parents/carers, agencies involved with the student, mainstream school staff (where applicable) and special educational needs (SEN) staff (where applicable). These objectives and next steps will then be reviewed (after an agreed period) in the following areas:

- Self-control and management of behaviour
- Social skills
- Self-awareness and confidence
- Skills for learning
- Approach to learning
- The progression of a student's academics, as well as their learning gaps

The data collected in these areas tracks progress and informs planning for transition back to the mainstream host school or negotiated transfer to an alternative mainstream school. An overall score of 70% indicates readiness to return to mainstream school. Where data tracks below 70%, a further review meeting is set for 6 weeks from the post-referral meeting date. The same process will inform the next steps and educational routes; mainstream, assessment for EHCP, special or longer-term placement at North Star 265°.

Where North Star 265° is indicated as a longer-term need, a 12 month follow-up meeting will determine the next steps and educational routes. This meeting is informed by continuous robust data as well as frequent communication with the above parties.

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

265° 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 preparing for a transition on to a new setting there is a robust transition programme which is planned between the new school setting and at North Star 265° which allows all parties to have clear expectations on what the transition will look like and to prepare for all barriers and opportunities.

If your child is leaving North Star 265° 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 265° 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 Academy Trust 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

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 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 across the Trust to ensure behaviour is managed in accordance with our behaviour policy and the child's EHCP. The engagement tutors work with tutors, families and individual students to put strategies in place to support success at school. Our behaviour policy is available to view online.



Further Information

How accessible is the school environment?

North Star 265° is a new purpose-built building and is 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 Sam Richardson, North Star 265 Attendance Officer.
- You can request to meet with our SENDCo, Freddy Clemo
- Contact Supportive Parents – 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 \(bristol.gov.uk\)](http://SEND.LocalOffer(bristol.gov.uk))

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 8 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 class teacher/tutor 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
- 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 (KS1, KS2)
 - ☐ Forest schools (KS1, KS2, KS3)
 - ☐ Additional sporting activities (KS1, KS2, KS3)
 - additional Music activities (KS1, KS2)
- One term 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

