



Northcott School



Online Prospectus 2019

Believe.
Belong.
Blossom.

 @NorthcottSchool northcottschool.org.uk

Welcome

Welcome to Northcott School

We believe Northcott is not just a building, it is a community. It is a community that welcomes individuality, celebrates success and provides a bespoke learning experience. We believe that our pupils learn best when they are actively involved in their learning; are encouraged to become independent and enabled to grow in confidence. At Northcott we aim to meet all the social and academic needs of our pupils, however complex those needs may be.

Our approach to learning is holistic and extends beyond the classroom, providing wrap around care, which teaches life skills and provides the best possible opportunities for our community of pupils to blossom; to grow socially and academically.

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Northcott is going places and has fantastic potential

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We are committed to safeguarding and promoting the well-being of our community.



Our Facilities

The environment is an important part of the inclusive vision at Northcott. We offer a range of formal and informal learning environments which our pupils can access throughout the school day.

Our primary setting has many formal learning spaces including three classrooms, one to one work rooms, quiet rooms as well as a wealth of alternative learning spaces including a woodland exploration area and sensory play space. We offer outdoor facilities that support our primary pupil's sensory needs including a sunken trampoline, a small sports hall with sensory movement play equipment, an adventure playground, outdoor gym equipment and a bike track.

Over two floors, our secondary school facilities appear very traditional and offer the practical spaces that our more formal curriculum requires. We have a Science laboratory, Library, Food Technology room, ICT suite, Music room, Art room with pottery kiln and a senior common room. Each of the eight classroom spaces are equipped with an interactive whiteboard and an adjacent quiet room for those needing sensory regulation.

We have a Sport England accredited sports hall offering the full range of sport facilities which

doubles as an assembly/performance space, as well as a multi-gym and inclusive changing facilities.

Outside, we have a large playing field used for competitive sport and a large playground with outdoor gym equipment.

Our provision classes are equipped for the much more bespoke learning that the pupils accessing these provisions require. Each area has a main central space for group interaction and communication and this is complemented by a series of one to one or alternative small group spaces for more targeted input. These areas have their own external spaces as well as quiet rooms for pupils to access as required.

Our dining hall seats our full school community and each of our tables are of mixed age. We encourage full independence during the lunch period. A member of staff is allocated to each table to encourage communication throughout the seated lunch period. Our pupils wait in line and clear up once their meal is complete. After lunch, a range of up to eight activities per day are offered for pupils to select. These range from a daily sport club to reading club, Lego club, music and craft club.



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Northcott benefits from a range of high quality resources and varied external learning spaces

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Our support staff and Well-being Team are integral to our pastoral system and providing effective home/school liaison.



Pastoral Care and Well-being

Our school is wholly inclusive. We provide wrap-around care for all pupils with their tutors at the start and end of each day. Our tutors' focus is on the well-being of each individual pupil in their care. Along with their team of support staff, our tutors understand the needs of each pupil and work closely with parents, carers, subject staff, our speech and language specialists and external agencies to provide excellent pastoral care.

Our tutors attend EHCP meetings and are the main point of contact if parents and carers have any concerns they wish to discuss. Form tutors can be contacted through the main reception. Each tutor group has support staff who stay with their form throughout the school day. They work closely with subject staff to make sure that individual needs and interests are taken into consideration when delivering lessons. This enables pupils to form strong, healthy relationships with familiar adults.

We strongly believe that staff should be given the opportunity to develop their understanding of mental health issues, which is why we are working closely with HeadStart to gain the HeadStart Mark of Excellence. Our Well-being Team are trained to support with mental health concerns. They work with a wide range of external agencies and regularly liaise with CAMHS, Turn2Us and Mind.

All of our pupils have support with social skills and self-esteem through our Talk About programme. Referrals can also be made for additional one-to-one sessions with our ELSA staff or Cornerhouse who support pupils who may be having difficulties with friendships, identity, anger, resilience or relationships.

For some of our young people, maintaining friendships outside of school can be difficult so we run a wide range of trips, with two residential trips per year. We also run a fantastic range of lunch clubs to meet everyone's interests and after school clubs which provide further opportunities for pupils to mix socially.

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**Vulnerable pupils
increase their self-esteem
and achievement**

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Our Commitment to Speech, Language, Communication and Interaction

Our formal SEN designation is as a Speech Language and Communication Needs school (SLCN). Over half of our current population have this as their diagnosed primary need. Many of our pupils have Autism Spectrum Disorder as a secondary or additional need.

Our commitment to communication extends throughout the school day, through the formal curriculum and beyond. Each key stage has a defined period of the week for targeted speech and language support, delivered by our in-house Communication Team.

Our Communication Team consist of two Level 4 support staff who deliver bespoke programmes such as Talk About under the guidance of our designated NHS Speech and Language Team. This allows us to extend the amount of time spent focussed on communication in addition to the formal and individual speech and language programme a pupil may have.

A small percentage of our pupil community have a limited use of language and they are supported through alternative methods of communication and our belief in providing an inclusive, immersive, rich spoken language environment. We firmly believe that peer support and language modelling

can help pupils with limited speech extend the use and understanding of their own language.

Symbol support is embedded across the school to provide visual clarity for pupils with complex ASD as well as those with a more limited understanding of language. We model the symbols and techniques developed and used by our ASD Outreach Service. This service provides support for our pupils in their feeder primaries and secondaries before they attend our school. For more information about our ASD Outreach Service, please see the Outreach section.

Our wrap-around curriculum from 9am until 5pm includes three different after school clubs each week as well as a Breakfast Club. This provides opportunities for our pupils to learn social language and communication and build friendships. Our comprehensive range of structured lunch time activities allow us to offer and model communication opportunities throughout the whole school day.



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The needs of the children are supported, managed and developed to an excellent level

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Our aim is to provide a curriculum that is tailored to meet the needs of each individual child.

Primary Curriculum

Our primary classes follow the Early Years, Foundation and Primary National Curriculum. We currently have three primary classes where pupils are placed according to a combination of age and ability. We offer a safe, nurturing and caring environment that allows each child to flourish and develop to their full potential.

In our youngest primary class pupils have a combination of formal learning of phonics, literacy, and numeracy in the morning with teacher led learning through play in the afternoon. This can be carousel sensory activities or even cross curricular themed lessons linked to celebrations or castles and knights. We passionately believe that learning through play is essential for social and emotional development and encourage this in all aspects of the curriculum. There are daily timetabled opportunities for cooperative play, outdoor exploration and sensory learning in our wooded areas and sensory garden.

In our middle primary class more emphasis is put on formal learning of phonics, reading, writing and numeracy. Foundation subjects such as: Science, History, Geography, creative and physical

development are taught in themed lessons, in blocks or units. For example pupils in Science and Technology will have very hands-on, practical lessons looking at materials and their properties.

In our older primary class we very much build upon the skills developed earlier and begin to prepare our pupils for transition to our secondary phase. Our pupils follow key-stage 2 of the National Curriculum in this class but do not do SATs at the end of Year 6. Throughout key-stage 1 and 2 our pupils have social skills lessons and, if it is part of their EHCP, follow a bespoke programme for their speech language and communication needs.

Pupils in all key-stages have access to additional support for Literacy and Numeracy and many receive additional one to one intervention. Throughout the school day pupils are supported first and foremost by passionate and skilled staff. They are also supported to communicate using a range of communication methods and visual aids. In the primary phase pupils may spend more than one year in a class, dependent upon their individual needs.



Secondary Curriculum

Our pupils in both key-stage 3 and key-stage 4 follow the National Curriculum. Classes are mixed ability but each pupil has a learning pathway which enables them to progress at a rate that is matched to their ability and potential. We provide a secondary curriculum which is very similar to mainstream but in smaller classes, in a physical environment which supports pupils with social communication learning difficulties. Our curriculum combines core, foundation and statutory subjects alongside lessons which: improve communication and social interaction; build independence and resilience; and prepares our pupils for life post-16.

In key-stage 3 our pupils have four Maths and four English lessons per week, and three Science lessons. In Science our pupils focus on Biology which enables the pupils to have a depth of understanding of the natural world around them and their own physical development and health. Our pupils are also taught Humanities, Life-Skills and Technology, and ICT. All our pupils take part in termly rotation of Expressive Arts and weekly sessions of PE and PSHE. Additionally, pupils have social skills lessons and theme days which are specifically designed to increase interaction and improve social communication.

In key-stage 4 our pupils build upon the work and the timetable done in key-stage 3 and continue to engage in the National Curriculum. In the summer of year 9 many pupils will begin work which will prepare them for moving onto accredited courses for Maths, English and Science. Our pupils continue to study Humanities and Expressive Arts but are also supported to develop their life-skills further. In key-stage 4 our pupils have timetabled access to local colleges, a range of outdoor learning activities and work related learning.

Many of our pupils have potential to access courses in mainstream college with the right support in key-stage 4 which is why we work closely with local colleges and training providers to ensure our pupils have individual support during transition into post-16.

Our pupils can complete qualifications which range from Unit Awards, Entry Level 1, 2, and 3, Functional Entry Level and Functional Skills 1 or 2. Some pupils will begin GCSE courses in year 10 if this is appropriate to their ability and identified pathway.

“Northcott promotes real life learning, academic opportunities and experiential learning”

Our Provision Classes

Our Provision classes provide the highest level of support for pupils struggling with emotional regulation, social interaction, communication and behaviour in a protected, carefully managed environment. We have three Provision classes and the staff to pupil ratio is high. Pupils follow an individualised curriculum which includes Sensory Art, Pottery, Woodwork, Sensory/Emotional Regulation and community visits alongside more traditional academic learning such as Literacy, Numeracy and thematic Humanities projects.

Our ultimate aim is to help our pupils in the Provision area to eventually integrate into the main school, into age appropriate classes. The specialists in this area also provide outreach support and advice for the whole school community on social, emotional and learning behaviour.

Provision 1 focusses on emotional regulation and behaviour management. A specially designed timetable is in place to provide pupils with consistency and structure to ensure they are given the best possible opportunities to achieve and develop.

Provision 2 provides support for younger pupils and implements bespoke behaviour strategies within a sensory/nurture environment.

Provision 3 is the bridge between the Provision and the main school. Pupils here develop their social skills by working in a more traditional classroom environment whilst still receiving personalised IPP targets and staff support.

Each pupil has an Individual Progress Plan which is reviewed regularly. IPPs are designed to provide pupils in the Provision with targets that specifically match their academic and personal development needs. All Provision staff are involved in the delivery of IPP targets in order to increase understanding of individual pupils' learning needs and strengths whilst enhancing communication between teachers, parents and pupils. Alongside discreetly taught one-to-one lessons, the Provision provides pupils with opportunities to develop their tolerance and understanding of social environments.

Pupils' attainment and behaviour are carefully monitored and tracked through a uniquely developed behaviour system that enables staff, pupils and parents to see the positive changes and progression throughout the year. This system also enables accurate and effective target setting to ensure pupils are constantly being challenged appropriately.



Our ASD Outreach Service

Our team are experienced professionals who have excellent knowledge and understanding of Autism both in mainstream and specialist settings.

At Northcott, we provide an ASD Outreach Service to the local authority. The Outreach Service is a successful and much valued service, working with approximately 113 settings across Hull and the East Riding. We are currently funded by the Local Authority through schools' delegated funding.

Our role is to support the inclusion of pupils with Autistic Spectrum Disorder (ASD) in mainstream and specialist settings to ensure they can blossom within their primary or secondary setting. Some pupils will be able to remain in a mainstream setting with the techniques and strategies we deliver, others with more complex needs will move into a specialist provision.

We support pupils through an initial assessment and then a longer term plan which usually involves training and coaching of school staff in ASD specific strategies. We deliver whole school training on visual support, Teen Life, Social Skills and Lego Therapy.

We offer in-reach support to staff at Northcott, ensuring that our practice is kept up to date and that strategies used in our feeder primaries are then followed through transition. The Outreach Team also coordinate our transition events, offering bespoke support to our new starters specific to their needs.

We work in an advisory role within schools, supporting staff in developing their understanding of ASD. Our aim is to empower staff by: sharing practical advice and training; sharing tools and strategies to enable pupils to access learning and social opportunities; promoting a holistic approach to working with pupils.

Currently, the Outreach Team are providing integral support to the Local Authority's long term strategy as we provide the specialist input for the creation of ASD resource provision across the city.



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The support we receive from Northcott Outreach is invaluable

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Pupil Voice

Our pupils are at the forefront of everything we do at Northcott. We value, respect and encourage pupil voice across our school. Our established school council meets every two weeks to discuss whole school issues and make formal suggestions to the Senior Leadership Team. We also have three Anti-bullying Ambassadors and two nominated prefects in each year group. These pupils represent the pupil voice of their peers and carry out additional responsibilities such as parent and visitor tours.

As part of our HeadStart programme, we have independent counsellors that attend weekly to offer a drop-in service for our pupils. The intention is for them to train two peer mentors for the school who can assist with any issues our pupils may wish to discuss with a peer.

We expect our pupils to contribute to the wider school community and take part in fundraising and whole school events. We are committed to promoting British Values and SMSC. This is embedded in our curriculum and has a fortnightly tutor focus.

Our school has high expectations in terms of behaviour and uniform, and we expect that our pupils show a good attitude to learning and engage in their lessons. Our uniform is very

formal, with blazer worn as optional. This change was presented to Senior Leadership Team via our School Council and was subsequently voted in by our pupils.

We also expect that our pupils maintain a good level of attendance. We have an allocated Education Welfare Officer who follows up any concerns that we may have in relation to punctuality or attendance.

Our reward policy reflects effort and attainment and allows class and individual achievements to be celebrated. We come together to celebrate at the start and end of each week, with achievements also shared daily at the start of the whole school lunch time as well as in designated tutor periods at the start and end of each day.

We are a community built on individuality, and as such, we celebrate all our pupils' achievements.

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Northcott is a fantastic school to be part of

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Keeping Safe

At Northcott we believe in empowering our pupils to become safe, independent young people. Our aim is to help build our pupils' resilience, to help them stay healthy and keep safe.

We have a clearly defined pastoral curriculum which ensures that all pupils have access to appropriate PSHE and SRE curriculum. Through our delivery of the Jigsaw programme, during PSHE time, pupils have opportunity to explore themes and issues which are relevant to our young people today, such as: staying safe on-line; road safety; morals and ethics; law and consequences; and making safe choices.

Pupils are aware of our Safeguarding and Well-being Team and know they will receive support through difficult or confusing times. Attendance is monitored and personalised support and Attendance Action Plans are arranged as needed.

Katherine Willson, Head Teacher, is the Designated Safeguarding Lead

Lisa Allan, is Safeguarding Officer and Emotional Literacy Support Advisor

Julie Wickenden, Deputy Head, is the Designated Teacher for Looked After Children

Joyce Collier, is our Education Welfare Officer

We provide a safe and structured environment where individuality and diversity are celebrated and empathy is encouraged and modelled. If you have any concerns about a child please do not hesitate to contact us or use the links on our website for advice.



Disclaimer: any information shared with other agencies will be done so in line with the local authority Safeguarding Childrens' Board guidelines, GDPR and Government guidelines on Keeping Children Safe in Education.



Northcott School

Dulverton Close,
Hull, HU7 4EL

01482 825311

admin@northcottschool.org.uk



@NorthcottSchool

northcottschool.org.uk

