



Online Prospectus

**Believe.**  
**Belong.**  
**Blossom.**



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# 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. We empower our pupils to have a voice and to contribute through councils and groups.

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.**



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## 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 two 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. We have conversation huts and Buddy Bus Stops to aid interaction, communication and play.

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 and life skills flat. 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.

We have recently added an immersive sensory room which allows lessons to be taught in an immersive and interactive way. This helps our pupils contextualise their learning.

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

Part of this field has been "re-wilded" by Youth In Nature and our pupils, with the planting of over 100 saplings which will grow into a woodland space, complete with fire pit and conversation circle.

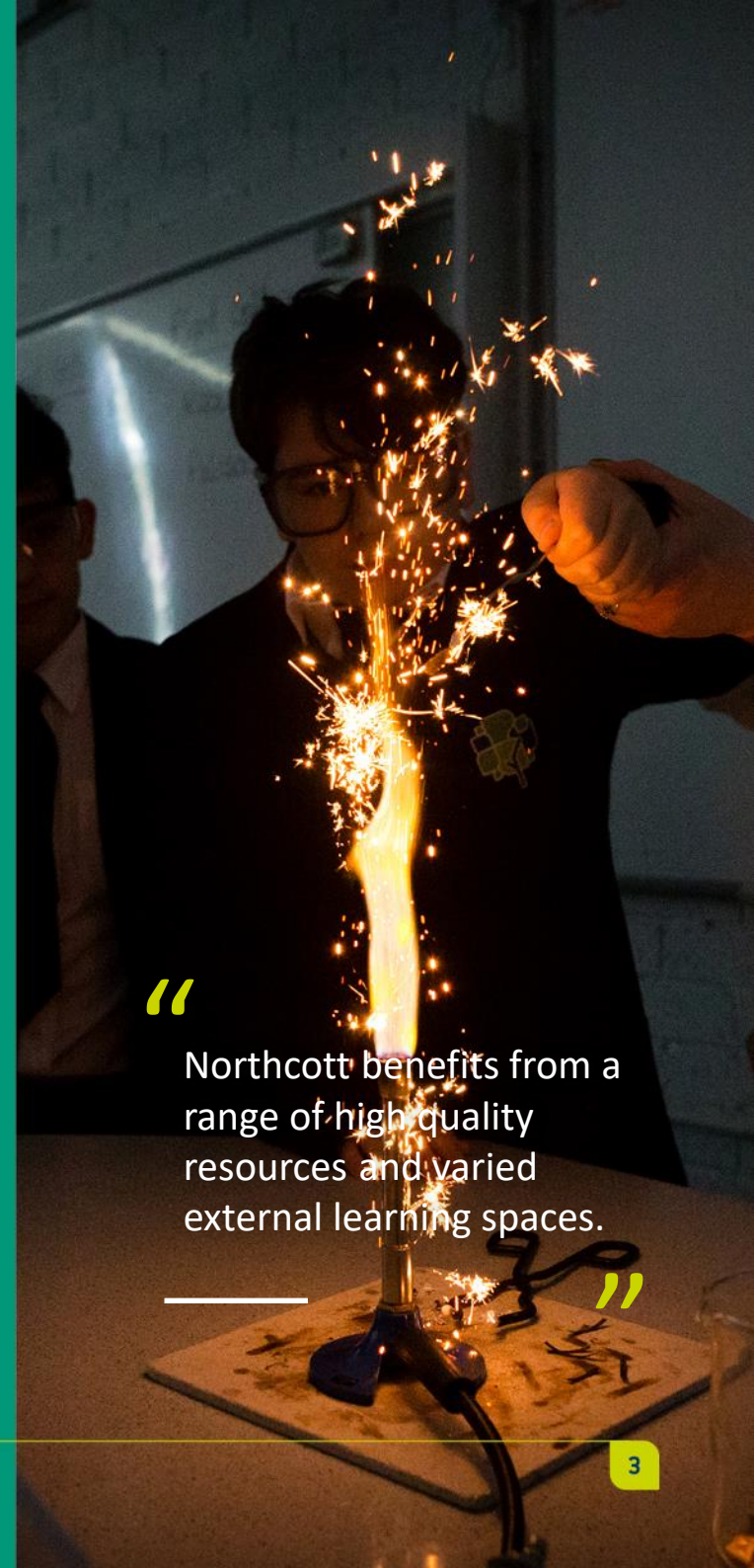
Our provision class spaces are equipped for the much more bespoke learning that the pupils accessing these provisions require. Each area has a main central space for group interaction and communication, and this is complemented by a series of one to one or alternative small group spaces for more targeted 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, over 2 sittings, and each of our tables are of mixed age. We encourage full independence during the lunch period. Our pupils queue, wait in line and clear up once their meal is complete. After lunch, a range of activities are offered for pupils to select. These range from a daily sport club to reading club, Lego club, and music 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.**



## Our Facilities

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, we have just been awarded the HeadStart Mark of Excellence in recognition of our commitment to staff and pupil well-being. Our newly extended 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 and Mind.

All our pupils have support with social skills and self-esteem through our ELSA 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 work hard to help them build and maintain these peer interactions. Sometimes their own individual needs make other people's individual needs hard to understand and accept.

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.

**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. Currently 92% of our pupils have Autism Spectrum Disorder as a primary or secondary need.

All pupils are immersed in a communication rich environment where language is encouraged and modelled. This can be informal communication with staff or other peers, or formal communication in lessons with their teachers and support staff. Every adult at Northcott models the language we want our pupils to use. Every adult in the school is responsible for encouraging communication with the pupils they meet. This includes our visitors, parents, site staff, lunch staff and cleaners.

Some pupils find natural conversation hard. This includes those pupils who are non-verbal, reluctant communicators, or those who find choosing the right words difficult. It is up to us to initiate communication that helps them to talk or provide an alternate method to say how they feel. Our pupils' needs sometimes mean that they are not able to express themselves in a way that we can. Where a pupil struggles to communicate verbally, it is important that we use alternative methods of communication. This may include using visual support.

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 includes breakfast on arrival to lunch activities and seeing pupils to transport at the end of the day. 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.



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



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

## Primary Curriculum

Our primary class follows the Primary National Curriculum. We currently have one primary class where pupils are of mixed 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 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 pupils have more emphasis 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.

Our older primary pupils 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 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 Phonics, 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.



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Northcott promotes real life learning, academic opportunities and experiential learning

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## 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 their choice of KS4 options such as Construction, Hair and Beauty, Motor Vehicle, Computer Science or Animal Care as well as weekly sessions of PE and PSHE.

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 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.

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## Our Nurture Provision

Our Nurture Provision provides the highest level of support for pupils struggling with emotional regulation, social interaction, communication and behaviour in a protected, carefully managed environment. Our Nurture Provision has a high staff to pupil ratio. Pupils follow an individualised curriculum with embedded opportunities for Sensory/Emotional Regulation and community visits alongside more traditional academic learning such as Literacy, Numeracy thematic Humanities projects and Life Skills.

Our ultimate aim is to help our pupils in the Nurture Provision to eventually integrate into the main school, into age-appropriate classes. The staff and pupils focus 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.

We also provide support for younger pupils and implement bespoke behaviour strategies within a sensory/nurture environment. Each pupil has an Individual Progress Plan which is reviewed regularly.

Pupils in the Nurture Provision have targets that specifically match their academic and personal development needs. All Nurture Provision and subject specialist staff are involved in the delivery of IPP targets in order to increase understanding of individual pupils' learning needs and strengths.

Alongside discreetly taught one-to-one sessions and group lessons, the Nurture Provision provides pupils with opportunities to develop their tolerance and understanding of social environments. Our aim is to increase their ability to interact positively and communicate confidently.

Pupils' attainment and behaviour are carefully monitored and tracked to enable staff, pupils and parents to see the positive changes and progression throughout the year. This holistic monitoring 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 of addressing and meeting the needs of an increasing number of children with an EHCP in mainstream settings.



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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 Pupil Anti-bullying Ambassadors. These pupils represent the pupil voice of their peers and carry out additional responsibilities such as parent and visitor tours.

We have a group of young evaluators that contribute to pupil voice as well as a formal school council. We also have a team of peer mentors who can assist with any issues our pupils may wish to discuss with a peer. We also have a team of break time buddies and Anti-bullying ambassadors. Currently, about 45% of our pupils represent their views formally through their involvement in these groups.

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. Our two periods of PHSE with their tutor on a Friday allow for extended curriculum time to embed this.

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, although amendments are in place to support with sensory needs. Where required, these are done in a subtle way.

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 formally at the end of each week, with achievements shared daily in 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 Support Plans are arranged as needed.

Katherine Johnson, Head Teacher, is the Deputy Designated Safeguarding Lead

Lisa Allan, is Parent Liaison officer and Emotional Literacy Support Advisor

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

We have a Local Authority allocated Education Welfare Officer who we commission for additional time in school

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.





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