



NORTH STAR 360°

Reshaping The Future





“All aspects of the service have been really effective. Staff are so knowledgeable & supportive.”



**North Star 360° was created to provide a complete circle of support around the child, equipping mainstream schools with systems for early identification of concerns, early assessment, early intervention and prevention.**

North Star 360° meets a key part of the SEND review May 2022, by offering ‘the right support in the right place at the right time.’ DfE March 2022.

This report states that, ‘the vast majority of children and young people should be able to access the support they need to thrive in their local mainstream setting, without bureaucratic processes, or the need for an EHCP or a placement in special or alternative provision.

They should have their needs identified promptly, with appropriate support put in place at the earliest opportunity.’

North Star 360° and its Outreach Service has been operating since 2016 and has gained a well deserved reputation for its collaborative and supportive work with mainstream schools. North Star Outreach is a team of SENCo’s, Teachers and Learning Mentors who offer early intervention support to children with Social, Emotional and Mental Health (SEMH) difficulties.

Our work to date has included a range of approaches, each with the ultimate goal of providing support to schools through direct work with both children and staff. Our way of working is strongly evidenced to help schools understand and meet needs in a mainstream classroom. Much of this support builds on existing knowledge, and develops skills identified by the Universal Offer and Local Authorities’ Ordinarily Available Provision.



# SOCIAL, EMOTIONAL & MENTAL HEALTH (SEMH) DIFFICULTIES & THE IMPACT ON THE TEACHER

‘Emotional and behavioural difficulties range from social maladaptation to abnormal emotional stresses. They are persistent and constitute learning difficulties. They may become apparent through withdrawn, passive, depressive, aggressive or self-injurious tendencies’.

## Pupils’ behaviour may be evident at



### The personal level

For example, through low self-image, anxiety, depression or withdrawal.



### The verbal level

For example, the child may be silent or may threaten, or interrupt, or argue or swear a great deal.



### The non-verbal level

For example, through clinginess, truancy, failure to observe rules, disruptiveness, destructiveness, aggression or violence.



### At the work-skills level

For example, through an inability or unwillingness to work without direct supervision, to concentrate, to complete tasks or to follow instructions.

**Early intervention is therefore crucial before situations reach a point beyond repair.**

## HOW NORTH STAR CAN HELP

We support schools by providing an accessible service with clear structures which enable pupils with SEMH to be supported through the school’s special needs or curriculum access systems, rather than through the school’s discipline system. We also help schools develop consistent systems of their own and create space to consider a planned, pro-active response.

“Teachers & parents were grateful for the perspective & knowledge from an outside professional who brings new things to the conversation.”

**DEPUTY HEADTEACHER**

November 2023 survey about NSO





# WHAT WE DO

We support mainstream primary and secondary schools to meet the needs of their children with Social Emotional and Mental Health (SEMH) difficulties. We work collaboratively to assess need, problem solve difficulties and to joint plan next steps.

Our approach allows us to support schools with their understanding of SEMH, and therefore support them with the provision and strategies required. Our aim is to present and model best practice, to provide school staff with the tools and skills needed and to support them to embed effective practice within their schools.



“A lifeline for our school”

SENDCo

November 2023 survey about NSO

## Direct work with schools

- Listening to and supporting staff
- Observations and feedback
- Meetings with school staff
- Team around the Child meetings
- Joint planning to meet SEMH specific objectives
- Co-creating documents (e.g. Supporting Behaviour Plans)
- Bespoke interventions
- Reviewing documents from other professionals to ensure strategies are embedded
- Support to understand and implement strategies
- Supporting with the build up of part-time timetables
- Analysing ABC Charts and Boxall profiles
- Liaising with secondary schools through our transition work

## Resources & training

- Staff meetings bespoke to the needs of the school
- Mentoring and coaching school staff
- Delivering Inset training
- Providing training materials and information packs
- Templates for key documents
- Signposting to further resources
- Recommending other providers (for example, SALT, ALP etc...)

## Statutory paperwork support

- Attending draft EHCP meetings
- Attending annual reviews
- Providing evidence for EHC Needs Assessment
- Supporting schools with target setting
- Advising on alternatives where necessary

## Working with parents & carers

- Meeting parents and providing a point of contact, where appropriate
- Advising around possible strategies at home
- Explaining and supporting through the EHC Needs Assessment process when necessary
- Support following PEX

## Direct with with children

- 1:1 bespoke, targeted interventions
- Enhanced transition support for Year 6 children

## School wide support

- Behaviour / relational policy advice
- Advice around internal alternative provision
- Advice around the use of external ALP providers

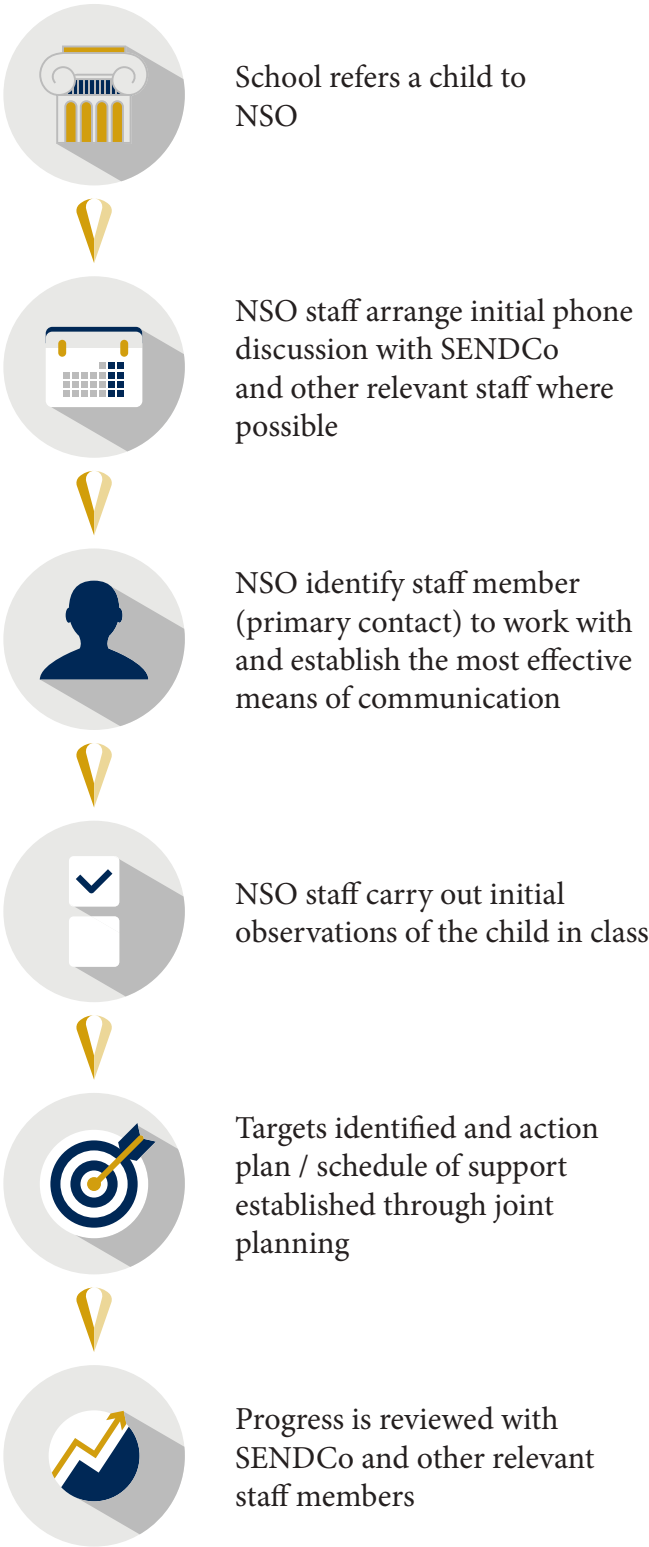
## Safeguarding

- Supporting schools to review risk assessments
- Attending Child Protection meetings where appropriate

# REFERRAL PROCESS

The allocation of work in school is approached in a systematic way through negotiation between NSO and the school's primary contact.

The process may be summarised as follows:



# JOINT PLANNING PROCESS

We believe that joint planning underpins the support process and all our subsequent work.

In line with the SEN Code of Practice 2015, it is essential that parents and other agencies are included or informed about this process. Joint planning provides a clear framework. Working together helps to contain the anxiety that is often generated in working with pupils with SEMH difficulties.

- It provides consistency in an area of inconsistency
- It provides thinking time - ways of responding rather than reacting
- There are clear expectations of all involved
- Responsibility for the task is shared by all
- It provides support in relation to the task

## Advantages & Strengths:

The major success of joint planning is that it gives us, and other adults involved with the pupil, time to think. This provides an opportunity to develop a proactive approach to behaviour - a response to behaviour rather than a reaction to it. We have found that teachers feel enabled by this process.

It helps to see what is possible, what we can all do. Behaviour becomes entrenched through repeated interaction. If we, as adults, can alter our behaviour we begin to see this gives children the opportunity to change also. If outreach intervention is helpful, schools are more likely to refer at an earlier stage.

“It’s brilliant support for children & staff. Can’t think what we would have done without you.”

HEADTEACHER

November 2023





# OUR COURSES

## NS360° provides training for schools and academy trusts.

We joint plan training with our schools once a request is received so that outcomes are clear and agreed. Our training is intended to be bespoke to individual need and therefore can be delivered to small staff groups, whole staff teams or school cluster Inset days.

We have a number of CPD accredited training courses which are also available.



### SEMH

**Course:**  
Social, Emotional and Mental Health (SEMH) – gaining a shared understanding.

- Key objectives:**
- Definition of SEMH and understanding
  - Sharing experiences – what are the benefits and difficulties of working with children/young people with SEMH difficulties?
  - Understanding behaviour as communication through neuroscience
  - Understanding and applying the 3Rs

<b>Duration:</b> 2 hours	<b>Delivery:</b> Face-to-face	<b>Group size:</b> Ideally 30 people
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**Target audience:**  
Suitable for all, ideally attended by members of SLT so that any strategies can be implemented





# EBSA

**Course:**  
Emotionally Based School Avoidance (EBSA) – gaining a shared understanding.

- Key objectives:**
- What do we mean by EBSA?
  - Context and increasing need
  - Common misconceptions
  - What does early intervention look like?
  - Strategies to support communication between home and school
  - Case study example

**Duration:** 2 hours

**Delivery:** Face-to-face

**Group size:** Ideally 30 people

**Target audience:**  
Suitable for all, ideally to include support staff who work consistently with children and young people experiencing EBSA



# ABC CHARTS

**Course:**  
Understanding and implementing ABC charts.

- Key objectives:**
- Why use an ABC chart?
  - What are they?
  - Understanding behaviour as the communication of further need
  - How to use an ABC chart
  - How to analyse and how to ensure findings are matched with strategies

**Duration:** 1 hour

**Delivery:** Face-to-face

**Group size:** Any number

**Target audience:**  
All staff are eligible to attend this training.





# SBP

**Course:**  
Understanding and implementing Supporting Behaviour Plans (SBP).

- Key objectives:**
- The importance of a shared understanding of need
  - Ensuring there is a shared communication and therefore a shared approach
  - Structure of an SBP – what does it need to include?
  - Who needs to use this?
  - The importance of monitoring and review

**Duration:** Up to an 1 hour

**Delivery:** Face-to-face

**Group size:** Ideally 30 in class teams

**Target audience:**  
All staff are eligible to attend this training.

# VISUAL TIMETABLES

**Course:**  
Understanding and implementing Visual Timetables.

- Key objectives:**
- What, why and when used?
  - How are these introduced and used?
  - Exploring different visual styles to support all learners

**Duration:** Up to 1 hour

**Delivery:** Face-to-face

**Group size:** Any number

**Target audience:**  
All staff are eligible to attend this training including support staff.

“She had her leavers play today, which was lovely. Great to see her so engaged in something. Thank you for all of your support. It’s been so reassuring & really appreciated”

**YEAR 6 PARENT**  
November 2023



# THE KEY ADULT TEAM SYSTEM



**Course:**  
Understanding and implementing the Key Adult Team System.

**Key objectives:**

- Defining what is meant by a key adult team and the central support through the 3Rs system (Regulate, Relate and Reason)
- Why and when is this used?
- Understanding behaviour as communication

**Duration:**  
Up to 1 hour

**Delivery:**  
Face-to-face

**Group size:**  
Any number

**Target audience:**  
All staff are eligible to attend this training.



# SALT

Speech and Language Therapy at North Star Academy can offer a range of Speech and Language Therapy provision from individual assessment of one child to a whole school package involving training of staff, screening of children/ young people and regular intervention.

We can support with:

- Attention and listening skills
- Difficulties using language
- Speech sound difficulties
- Literacy and Vocabulary
- Difficulties understanding language
- Social communication skills



**Around 10% of all children have long term Speech Language and Communication Needs (SLCN). 81% of children with Social Emotional and Mental Health (SEMH) needs have significant unidentified language deficits. When problems persist beyond age 5, a child is at risk for low outcomes in education and employment.**

## INTERVENTION SESSIONS

**Course:**  
Intervention sessions

**Duration:**  
45 mins

**Delivery:**  
In-person at your school

**Description:**  
Following an initial assessment, if Speech and Language Therapy sessions are recommended and appropriate, a programme can be tailored to the needs of the child. School staff are encouraged to observe sessions and will be provided activities and materials, enabling follow up. Progress will be regularly reviewed against targets and discussed with parents or carers.

## ASSESSMENT AND REPORTING

**Course:**  
Initial assessment and detailed report.

**Duration:**  
90 mins

**Delivery:**  
In-person at your school

**Description:**  
A Speech and Language Therapist will discuss the child's development & history, followed by age appropriate formal (standardised) and informal (playing/looking at books/talking with the child) assessments. Following the completion of a full initial assessment, the Speech and Language Therapist will provide a detailed report. This report will contain analysis of speech, language and communication needs, specific intervention recommendations and strategies. These reports can be used to enable follow on discussion and guidance for schools and other professionals, especially when considering next steps and any ongoing support requirements.



Team Teach Level One (6hr) course in positive behaviour management. This course will equip individuals with an understanding of the values and philosophy of the Team Teach approach.

We believe that all behaviour is communication being driven by experiences and emotions. We deliver a toolkit approach that is 95% understanding behaviours and encouraging de-escalation. The 5% assesses the need for physical intervention in conjunction with a needs analysis.

## Who is this course for?

Anyone who is operating in a low-risk primary or secondary school setting would benefit from this course, which offers a grounding in positive behaviour management strategies applicable across these environments. This course is also suitable for anyone working in low-risk adult or children's service settings.

Learning Outcomes Participants will learn how to:

- Increase understanding and awareness of behaviour as communication and develop a framework to better respond to reduce risk
- Develop a greater team dynamic in supporting individuals who are distressed with approaches that have impact and strengthen relationships
- Utilise a toolkit of holistic strategies on de-escalation and crisis intervention, both verbal and non-verbal for supporting with disruptive and distressed behaviours
- Execute simple and safe positive handling techniques including personal safety, appropriate for a low risk environment (If required by your setting).

Our techniques are situated within a respectful, supportive approach to behaviour support strategies which maintains positive relationships.

This course is organised into 8 modules:

### Module 1

Background to Team Teach

### Module 2

The Legal Framework

### Module 3

Understanding Aggression

### Module 4

How Feelings Drive Behaviours

### Module 5

De-escalation and Defusion

### Module 6

Personal Safety

### Module 7

Positive Handling – mainly guiding and escorting safely

### Module 8

Repair, Reflection and Review

If a greater degree of holding is required, please refer to the:

**Level Two – 12 Hour course.**

**“A highly efficient, empathetic & knowledgeable team, driven to support schools in developing a positive culture of SEMH provision”**

**HEADTEACHER**

November 2023





“North Star have come in to give us alternative strategies when we have struggled to think of how to support our most challenging children. They have also offered 1:1 training sessions with our teachers for bespoke approaches”

**DEPUTY HEADTEACHER**

November 2023



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in North Star Academy Trust

**northstar-academy.co.uk**

