## SCHOOL DETAILS AT A GLANCE......

<table>
<thead>
<tr>
<th><strong>Address</strong></th>
<th>Turning Point Academy, Essex House, Bootle, L30 4UE</th>
</tr>
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<tbody>
<tr>
<td><strong>Telephone</strong></td>
<td>0151 345 7750</td>
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<tr>
<td><strong>Local Authority</strong></td>
<td>Sefton</td>
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<tr>
<td><strong>Email</strong></td>
<td><a href="mailto:enquiries@turningpointacad.co.uk">enquiries@turningpointacad.co.uk</a></td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td><a href="http://www.turningpointacad.co.uk">www.turningpointacad.co.uk</a></td>
</tr>
<tr>
<td><strong>Principal</strong></td>
<td>Mike Marshall</td>
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<tr>
<td><strong>Proprietor</strong></td>
<td>Pamela Constance</td>
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<tr>
<td><strong>School Type</strong></td>
<td>Independent School</td>
</tr>
<tr>
<td><strong>Pupil’s start</strong></td>
<td>at 950am Mon – Fri</td>
</tr>
<tr>
<td><strong>Pupils end</strong></td>
<td>at 340pm Mon - Fri</td>
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</tbody>
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@TPAcademyNW

@TPAcademyNW

Belong ~ Commit ~ Accomplish
Welcome to Turning Point Academy, a small innovative independent school, specifically set up to meet the needs of children with additional and special educational needs.

TPA is a school ‘where amazing happens.’ Amazing relationships, amazing new beginnings where our pupils grow like never before, amazing personalised planning and amazing staff who go that extra mile for our pupils and families – I could go on!

We place great importance on personalised learning and there is a high emphasis on character, confidence and resilience building throughout our curriculum. Our small, well equipped learning environment enables pupils to establish a sense of belonging, where they are able to commit to their education and accomplish great things. A culture of nurturing and restorative practice is embedded throughout our school.

With our team of caring teachers and support staff we offer a safe, secure environment where our pupils can develop strong, meaningful relationships. We offer a warm, welcoming family atmosphere where everyone is valued and included.

Our broad aim is to work beyond standard developmental and teaching models and take full account of our pupil’s needs, capabilities and future aspirations. A deep understanding of our pupils enables us to take a ‘holistic’ approach to the development of each pupil.

I hope you find our prospectus useful. We have a range of policies that describe how we work which are available through the school office on request and published on the school website. The only true way to find out what we do is to come and visit us, where you will be made most welcome.

Mike Marshall
Principal
Nurture Principles
Our pupil’s learning is understood developmentally. A nurturing approach recognises that positive relationships are key to both learning and well-being. A key aspect of a nurturing approach is an understanding of attachment theory and how early experiences can have a significant impact on development.

Restorative Practice
Restorative Practice is an effective way to resolve conflict, prevent harm and build trust. Our pupils learn the value of mutual respect, and the impact of their actions on the world around them. Opportunities are given to repair and maintain relationships.

Trauma Informed Care
Well-being is a high priority at TPA. Our practice, culture and ethos are sensitive to the needs of children that may have suffered trauma / crisis. At TPA we understand the vulnerabilities and triggers of trauma. We ensure both physical and emotional safety and security.

Person Centred Practice
Everything we do will always involve your child, who is put at the heart of decision making. We actively promote and teach our pupils to make good choices and be in control. At TPA parents/Carers and their children are equal partners in the planning of education, care and support.

At TPA we look at the holistic needs of our pupils, and always plan through the lens of a ‘think family’ approach. This means that we recognise and promote the importance of a whole-family approach, working in a multi-agency manner to co-ordinate any support. Effective partnerships are based on mutual trust and respect, and shared responsibility for the education of our pupils. At TPA we work in a collaborative manner with our families.

The above ‘Key Pillars of Practice’ underpin our schools ethos and culture.
Our Vision & Values

At Turning Point Academy we believe that to truly flourish children must feel valued. So, we focus on what each pupil can achieve, through a personalised approach, and we celebrate their successes at every opportunity.

Our vision is to have a rich understanding of the needs of our pupils, so that the response is targeted and effective, delivering the best possible outcomes. Alongside our academic curriculum, our enrichment programme helps to bring learning to life. We encourage independence and develop interests, and we build character and resilience in everyone, so that our pupils are able to take their place in society as successful citizens.

Through a deep knowledge of our pupils, and through the skills and expertise of our staff, together with a close working partnership that includes the thoughts and wishes of our pupils and their parents, our core values of **BELONG, COMMIT** and **ACCOMPLISH** will come to life!

**BELONG** - We promote a strong sense of belonging for our pupils, nurturing the skills they need to develop appropriate friendships and interests. We foster a true vision for inclusion so that everyone feels part of our school.

**COMMIT** - Each pupil encounters the fundamental outcomes of physical and emotional wellbeing, and a platform for effective communication and personal safety, leading to higher level outcomes of enjoyment, achievement, feeling valued and respected.

**ACCOMPLISH** - Each pupil has access to high quality teaching, which develops social skills and resilience for future independence. We foster confidence and respect so that everyone has the opportunity to experience success and achievement.

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Who do we cater for?

Turning Point Academy is a small, specialist independent school, established to cater for children and young people between the ages of 9 and 16 years. We cater for pupils with or without an Education, Health & Care Plan, and assessment places are also available. We typically cater for pupils with the following needs, although the examples given are not exhaustive.

Many of our pupils will have had some disruption to their education previously to coming to TPA. Our small, nurturing learning environment helps our pupils to develop close, meaningful relationships.

Our school has established an effective culture and ethos that promotes successful learning outcomes and attitudes.

Disorders considered neuro-developmental in origin.

EXAMPLES

- **Autistic Spectrum Conditions** such as Asperger’s Syndrome
- **Motor disorders** such as Tourette’s Syndrome
- **Genetic disorders** such as
  - Fragile X Syndrome
  - ADHD
  - ADD
  - Foetal Alcohol Spectrum Disorder
  - Conduct Disorders
- **Communication disorders** such as Social Pragmatic Communication Disorder
- **Attachment Disorders**
Our Aims

We aim for every pupil at TPA to –

- Develop a strong sense of self-worth and the confidence to take risks in their learning.
- Communicate their choices and opinions effectively and appropriately in everyday situations and about their future aspirations.
- Engage meaningfully and successfully in regular independent activities, in and out of school.
- Build and maintain deep friendships, managing conflict effectively and repairing relationships appropriately.
- Develop a strong set of values by which they treat themselves and others.
- Have a strong voice within the development of our school and their community.
- Understand how to keep themselves safe.
- Develop a love of learning and engage with a wide range of activities.
- Feel safe to make mistakes and view misunderstanding as a positive part of the learning process.

Belong ~ Commit ~ Accomplish
Our Curriculum

| CORE CURRICULUM | • English  
|                 | • Mathematics  
|                 | • Science  
|                 | • Computing  
| 14 lessons per week |  

| CREATIVE CURRICULUM | • Art  
|                    | • Design Technology  
|                    | • Food Studies  
|                    | • PE, Sport & Fitness  
|                    | • Competition  
|                    | • Enterprise  
|                    | • Forest Skills  
| 8 lessons per week |  

| LIFE CURRICULUM | • Our World  
|                | • Personal, Social & Emotional Development  
|                | • Health & Wealth  
|                | • Relationship Education  
|                | • Citizenship & British Values  
|                | • Character & Resilience Building  
|                | • Workability  
|                | • Stay Safe  
|                | • Stress Management & Relaxation  
| 8 lessons per week |  

We follow the National Curriculum, and deliver a high interest, age appropriate curriculum which is differentiated to individual needs.

Our timetable has 30 lessons per week

At TPA our curriculum can be personalised for each pupil. All pupils will study the ‘Core Curriculum’ subjects, which take up 14 out of 30 lessons each week. For pupils in Years 5, 6, 7, 8 and 9, the Creative Curriculum subjects, which take up another 8 lessons a week are also studied. In Years 10 and 11 there are options available for the ‘Creative Curriculum.’ We find that our pupils learn best when we make their learning as creative as possible. At TPA pupils are able to learn in a safe environment where they can experiment, explore, challenge, take risks and make mistakes.

Our ‘Life Curriculum’ is an important part of our offer. For this aspect of our curriculum, all pupils will study the ‘Our World’ and Personal, Social and Emotional Development.’ The other components are modular based and are taught as topics at various stages through the age ranges. The Life Curriculum can be very flexible, and tailored to individual needs and circumstances. Some will be taught at whole class level, other aspects will be taught in small groups, in pairs or on a 1:1 basis.

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At TPA we place a high emphasis on ‘Social and Emotional Learning.’ This aspect of our Life Curriculum can be very much tailored to meet the needs of individual pupils.

The diagram opposite outlines the benefits of social and emotional learning.

TPA is a restorative, nurturing school. This means that any sort of conflict is dealt with in a manner to restore meaningful relationships. In this way pupils learn about the impact of their actions on others and how to amend their response to get a better outcome next time.

Our nurturing environment enables pupils to be well supported and promotes a calm, purposeful learning ethos.

“Do not learn how to react. Learn how to respond.”

Buddha

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Our Enrichment Curriculum

We do not limit our educational opportunities to the classroom. Our enrichment programme is designed to enable our pupils to experience a range of learning opportunities beyond the classroom, to enhance their cultural development, and their understanding of the world they live in. All off site learning and social development opportunities are appropriately risk assessed, down to an individual level, ensuring that any additional support needed is made available so that no one is excluded from activities.

**Examples of our enrichment activities are –**

- Break and lunchtime clubs, enabling our pupils to socialise and interact with a range of structured activities.
- After school clubs e.g. get fit, get crafty, relax kids, games club, sports clubs.
- A range of day and residential trips
- A range if activities to get involved with during school holiday periods.
- Our Help4Me Programme – cognitive behaviour therapy, solution focussed therapy, aromatherapy, relax kids, draw & talk therapy.
Behaviour for Learning

‘The TPA Way’ is a statement of preferred behaviours that covers all aspects of our learning community. This contributes to the development and maintenance of appropriate behaviour and a positive ethos. All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect and the use of restorative practices and principles as standard.

ACCOMPLISH

Complete my work to the best of my ability.

1 ABC MERIT per lesson

BELONG

Be here, take part and be kind.

1 ABC MERIT per lesson

COMMIT

Try new things, have a go and learn from any mistakes.

1 ABC MERIT per lesson

It is very important that positive aspects of praise and reward should have a great emphasis. Pupils respond better to systems which recognise their difficulties and strengths. Pupils can earn ABC Merit Points for following ‘The TPA Way,’ linked to the 3 values of the school. Each lesson, up to 3 merits can be given. Two bonus merits can be given each day, making a total of 20 merits per day.

Turning Point Academy is a school whose aim is to help pupils modify their behaviour to enable them to be successful learners and become young adults able to cope with the demands of life, and contribute well to the community they live in.

Parents and carers have a vital role to play in encouraging good behaviour. For the school policy to be effective, pupils, parents, carers and staff must work together to help ensure that pupils achieve and become successful learners.

TPA is a nurturing environment and we all work to the 6 principles that underpin the work of nurture groups –

1) Children’s learning is understood developmentally
2) The classroom offers a safe base
3) Nurture is important for the development of self esteem
4) Language is understood as a vital means of communication
5) All behaviour is communication
6) Transitions are significant in the lives of children

Our behaviour policy is available on request via the school office and published on our website.
TPA is a restorative school – this means that staff have the necessary skills to deal with any issues using a Restorative Approach. We use and promote the use of restorative language across the school community. Each class at TPA puts together their own ‘Core Values and Beliefs,’ and we encourage everyone to talk about their feelings. Restorative meetings are used as a vehicle to resolve any conflict and pupils and staff are encouraged to participate in restorative meetings.

Restorative practice gives a clear overarching mindset and strategic framework and supports any targets that depend on building, maintaining and repairing relationships. It is an effective way of addressing discipline and behavioural issues as well as provide school staff with a consistent framework for preventing and dealing with problems.

Benefits of a restorative approach -

- Improved relationships and wellbeing amongst pupils and staff
- Staff better equipped to manage difficult situations
- Improved communication skills
- Improved emotional literacy
- Reduced exclusions and persistent absenteeism

Classroom Rules
- Be ready to learn
- Dream big
- Say please and thank you
- Try new things
- Take risks and make mistakes
- Follow directions
- Raise your hand
- Believe in yourself
- Work hard

Classroom Pledge
All pupils are asked to ‘Pledge allegiance to their Classroom,’ by signing their classroom pledge –
- To treat each new day as an exciting opportunity, even if yesterday wasn’t great.
- To be kind to everyone, even the people that drive us crazy.
- To complete our work on time and to the best of our ability, despite the pressures of our social lives.
- To believe in ourselves and know that we can achieve everything we put our growing minds to.
- To fulfil our side of the teaching and learning partnership, every lesson of every day, so that we may go into the world doing brilliant and wonderful things.

Positive Handling
All staff at TPA are trained in an approved positive handling technique called ‘Team Teach.’ This is a safe way of de-escalating any conflict situations, which may include physical intervention as a very last resort. More detailed information can be found in our behaviour policy.
We are fortunate to employ our own School Guidance Counsellor who delivers a range of interventions to meet the holistic needs of our pupils, designed to remove or reduce any barriers to learning. They are able to deliver interventions such as cognitive behaviour therapy, solution focussed counselling, anger management programmes, crisis intervention programmes, play therapy, draw and talk therapy – these are just some of the range of interventions we are able to deliver ourselves.

We commission an Educational Psychologist to work alongside TPA staff to assess the needs of pupils and help put together tailored plans. They work directly with pupils and also provide professional advice and guidance to our staff in order to meet the wide range of needs we cater for.

All our staff deliver a range of learning experiences aimed at making sure that our pupils can reach their full potential, both educationally and socially. We are a dedicated team whose work is not restricted to the school day. We offer a range of services / activities outside of the school day and in school holidays as part of our enrichment curriculum.

Leadership & Governance at TPA

Day to day leadership of Turning Point Academy sits with the Principal, ably assisted by the schools Deputy Principal. Ultimate responsibility for the school sits with the Proprietor, who has overarching responsibility for regulatory compliance. The Proprietor at TPA is Mrs Pamela Constance.

TPA has established a School Leadership Board, which consists of the Proprietor, Principal, a staff representative, parent representative and the Trustees of the school. This board help to make important strategic decisions about our school, like finance and budgets, resources and staffing. They monitor the schools performance and hold the school to account.

Contact details –
Mike Marshall    Principal    Contact via school office
Pamela Constance  Proprietor

Address – Lytham Care, 400 Longmoor Lane, Liverpool, L9 9DB
Tel : 0151 523 9851
At TPA we have thought carefully about the school day, which is why we have opted to start the day later than a traditional school day. This is to better support the needs of our pupils and their families.

Our school day offers 6, 45 minute lessons per day, split between our 3 curriculum areas –

• **CORE CURRICULUM**, making up 14 out of 30 lessons per week.
• **CREATIVE CURRICULUM** – making up 8 lessons per week.
• **LIFE CURRICULUM** – making up 8 lessons per week.

School starts at 9:50am with Learning Preparation which includes breakfast

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<th>Start</th>
<th>End</th>
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<tr>
<td>9:50</td>
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<td>Learning Preparation</td>
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<tr>
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<td>Lesson 1</td>
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<td>Structured Break</td>
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<td>3:00</td>
<td>3:45</td>
<td>Lesson 3</td>
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<td>5:25</td>
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<tr>
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<td>7:25</td>
<td>Lesson 6</td>
<td>45 mins</td>
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<tr>
<td>7:25</td>
<td>7:30</td>
<td>Reflection Time</td>
<td>5 mins</td>
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</tbody>
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We cater for pupils aged 9 through to 16, from Year 5 to Year 11. Our pupils are grouped in their Key Stages, with mixed ages and ability groups. At TPA we teach to stage not age.

- **Class BELONG** is Key Stage 2 – Years 5 and 6.
- **Class COMMIT** is Key Stage 3 – Years 7, 8 and 9.
- **Class ACCOMPLISH** is Key Stage 4 – Years 10 and 11.

All our pupils will experience whole class teaching, small group work teaching, paired teaching and 1:1 teaching, so they do not remain in their key stage class groups all the time.

Each key stage class group has its own form teacher who is responsible for monitoring the progress of children within their class group. They have a link learning support professional, who supports both the learning and welfare needs of pupils throughout the day.

**Breaks and Lunchtimes**

Our breaks and lunchtimes are structured with a range of activities pupils can choose from. These are aimed to promote appropriate social relationships and interaction. At lunchtime our staff eat with the pupils in family groups.

**After School & Holiday Clubs**

A range of activities are available for pupils after school on Tuesdays and Thursdays. The school opens for 5 days over the Easter school holiday period and 15 days during the summer holiday period, where a range of clubs and activities are available.

We do not operate an after school care club to support working families, but we will consider this if there is demand.
SAFEGUARDING

Our Safeguarding policy aims to promote a safe environment where child safeguarding concerns can be managed in an appropriate way. It supports the Safeguarding agenda, and draws links through, and is reflected in, all relevant School policies and documents.

Turning Point Academy is a place where children and young people of various abilities, cultures and ethnic backgrounds have the opportunity to learn and understand what is and what is not acceptable behaviour towards them.

Our school ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, to develop positive and healthy relationships, how to avoid situations where they might be at risk including by being exploited.

Our school also has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children’s services. Schools are not able to investigate concerns but have a legal duty to refer them. In most instances the school will be able to inform the parents/carer of its need to make a referral. However, sometimes the school is advised by children’s services or police that the parent/carer cannot be informed whilst they investigate the matter. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset.

The school follows legislation that aims to act in the interests of the child.

Turning Point Academy will always seek to work in partnership with parents and other agencies to ensure the best possible outcomes for the child and family.

Anti-Bullying

At Turning Point Academy we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere free from oppression and abuse. Bullying is an anti social behaviour and affects everyone. All types of bullying are unacceptable at our school and will not be tolerated. All pupils should feel able to tell and when bullying behaviour is brought to our attention, prompt and effective action will be taken.

We are a TELLING school.

This means that anyone who is aware of any type of bullying that is taking place is expected to tell a member of staff immediately.

Our safeguarding & anti-bullying policies is available on request via the school office and published on our website.
TPA has a School Governance Board, responsible for the oversight of the school. The Chair of the Board is Mrs Pamela Constance.

Parents / carers are always welcome to visit our school, as are professionals. As part of the decision making process for placements at TPA we require an admissions form to be completed in as much detail as possible. We follow a ‘Person Centred’ approach to our admissions meetings.

**Attendance**
We monitor attendance of all pupils rigorously. It is our expectation that pupils attend 100%. Any absence should only be the result of illness or a hospital appointment. We run a first day response to following up any absences from school.

**Mobile Phones**
Mobile phones are NOT allowed in school. If they are brought into school at the start of the day they must be locked away in the school lockers until the end of the day when they are returned to pupils for their journey home.

**School Governance**
TPA has a School Governance Board, responsible for the oversight of the school.

The Chair of the Board is Mrs Pamela Constance.

**Prohibited Items**
The following items are NOT allowed in school and will be removed without consent if found –

- Knives or weapons
- Alcohol
- Illegal drugs / legal highs
- Stolen items
- Tobacco and cigarette papers (inc. electronic devices)
- Fireworks
- Pornographic images

**Fees**
We offer great value for money, and our rates are very competitive within the independent school sector.

Fees are paid by the commissioning body (often local authorities where children reside).

**Medication**
All medication must be handed in and accounted for. We are duty bound to keep accurate records of medication, including a record of consent and administration. Medication must be in its original packaging.

**GENERAL INFORMATION**
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**TRAVEL TO SCHOOL**
The local authority children live in are responsible for transport to and from school. This will be dependent on whether eligibility criteria is met. If transport is agreed it may take many forms – public transport (train, bus), mini-bus shared with other children (who may attend different schools), individual or shared taxis.

TPA may be able to provide home to school transport as part of our service. This will be discussed as part of the admissions process.
This page will be updated as we develop

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We feel that an effective partnership with our parents / carers and families is vital.

As part of our admission process we ask that a ‘home-school partnership agreement’ is signed by the Principal, parents/carers and the child. This agreement sets out how we all agree to work together.

At TPA pupils have a ‘Home-School Communication Book.’ A new one is given every week and the old one is stored away.

The book is a effective means of daily communication between home and school.

How do I use this book?

Teacher –
- Will write a brief evaluation of the day.
- Will make a note of any home learning tasks given and when they should be completed and returned.
- Write the number of merits for the day

Your child –
- Will evaluate their day before they go home.
- Will bring this book home for you to see.
- Should return the book to school each day.
- Will receive one of their two bonus merits for returning the book signed.

Parents / carers –
- Ask to see this book and read any comments from school.
- Talk to your child about their evaluation of the day.
- Acknowledge any progress – celebrate success.
- Write any comments for your child’s teacher if you need to.
- Sign the book for that day, even if you don’t write any comments.
- Give the book back to your child in the morning.
Turning Point Academy takes their responsibility for children seriously. We value the support and partnership of parents and carers and staff. They try very hard to get things right. However, despite everyone’s best efforts, situations may arise which require further attention.

The vast majority of concerns can be resolved informally. There are many occasions where concerns are resolved straight away by the class teacher, office staff or the Principal, depending on whom the complainant first approaches. It is in everyone’s best interest that complaints are resolved at the earliest possible stage.

Complainants must feel able to raise concerns with members of staff without any formality, either in person, by telephone or in writing. This allows staff to establish whether a person is asking a question, expressing an opinion or making a complaint.

TPA has a complaints policy, a copy of which can be obtained from the school office.

As well as complaints, we are always happy to take any comments or compliments.

Our complaints policy is available on request via the school office and published on our website.

WHERE ARE WE?

Address -
Essex House, Bridle Road, Bootle, L30 4UE
We are based within easy reach of major road networks including the A59, M62, M57 and M58, so we are easily accessible to local authorities within the Merseyside region.

BELONG ~ COMMIT ~ ACCOMPLISH
Where Amazing Happens

Check out our website at
www.turningpointacad.co.uk