

Enhanced Provision - Rationale

The Starshine Enhanced Provision is rooted in a commitment to inclusion and ambition, ensuring every child is supported to achieve their best. Our dedicated environment allows pupils to access support flexibly while remaining closely connected to their main classrooms, helping them feel valued, included, and understood as individuals.

Created in partnership with specialists from the educational psychology service, speech and language and Nottingham City Autism Team, the Starshine provision is shaped by up-to-date research and recognised effective practice. It is fully aligned with the SEND Code of Practice and forms an integral part of our whole-school graduated response, promoting fairness and high aspirations for all learners.

We take time to understand each child's unique profile, building on their strengths and responding to their challenges. Our aim is to provide a safe, nurturing setting where personalised support sits naturally within the life of the school. Expectations remain consistently high, supported by realistic, meaningful targets within a rich and well-balanced curriculum.

Our Purpose

Starshine focuses on meeting the communication and interaction needs of pupils with, or on the pathway to, Education, Health and Care Plans (EHCPs) and who are in receipt of additional funding. It provides a bespoke, multi-faceted curriculum, using total communication approaches to ensure that every child can access learning effectively. For some children, this supports a gradual, well-supported transition into specialist education; for others, it offers a pathway back into mainstream provision. These decisions are made collaboratively with families, the school team, and external professionals, and are reviewed regularly (at least termly) through the graduated approach and EHCP review processes.

The provision is delivered by skilled staff with specialist training, ensuring that each pupil receives tailored support informed by high-quality practice.

Through this approach, Starshine creates a nurturing, high-expectation environment where children are supported to flourish, succeed, and move forward confidently into the next phase of their education.

Mission

The mission of Starshine is to help every child grow into the fullest version of themselves, fostering high ambition ensuring they are given the experiences and support that allow their abilities to grow and be recognised. We look at each pupil as a whole person, understanding that their wellbeing, strengths, and individual needs all shape how they learn and flourish.

Our curriculum is intentionally challenging and forward-looking, encouraging children to engage with learning that links their personal experiences to the wider world. This approach supports the development of confidence, resilience, and independence.

Starshine offers a bespoke approach to learning, carefully tailored to each child's individual needs. Learning is delivered in manageable chunks, supported by an increased sensory diet and a high adult-to-child ratio to ensure pupils feel safe, regulated, and ready to learn. The environment is highly adaptable, responsive to sensory and developmental needs, and designed to be language-rich and multi-sensory. Through continuous provision and a flexible approach, children are supported to move in and out of the mainstream classroom as appropriate, promoting inclusion while ensuring the right level of support at every stage.

Within Starshine, every child is recognised, valued, and given the support they need to succeed. Our aim is for pupils to thrive academically, socially, and emotionally.

Entry and Exit Criteria

Decisions regarding a child's access to the Enhanced Provision are informed by detailed observations within the mainstream classroom and are made collaboratively with parents/ carers, the Senior Leadership Team (SLT), the SENCo and where appropriate, outside agency involvement. Consideration is given to children with communication and interaction needs, with an EHCP or on the pathway for an EHCP, working within the B Squared Engagement Steps or where there is a clear difference between a child's assessment and their peers (likely on B Squared Primary Steps). Where appropriate, a part-time timetable may be implemented to support a gradual and successful transition.

Pupil voice on inclusion within the enhanced provision, is gathered through observation, with particular attention paid to the child's sensory integration, engagement, and progress over time. Parent and carer views are central to the decision-making process, and discussions take place to ensure families are fully informed and involved in decisions about their child joining the enhanced provision.

An exit strategy is shared with parents/ carers from the outset and reviewed regularly. This remains fluid and responsive, allowing for a pathway back into the mainstream classroom or, where appropriate, transition into specialist provision. A full-time return to the mainstream classroom is supported when a child can access adult-led learning with reasonable adaptations, communicate their wants and needs effectively (this may be through alternative methods of communication), and have improved self-regulation and independent strategies or accept help from an adult with these. When these elements are in place, the child can engage in learning for the majority of the school day.

Vision for Learning

The vision for learning within Starshine Enhanced Provision is to create an inclusive, ambitious, and nurturing environment where every child is supported to reach their full potential. Learning is carefully tailored to individual needs, ensuring that pupils are recognised, valued, and challenged holistically.

Evidence based teaching approaches, enriched through collaboration with external partners, specialist colleagues, and Nottingham City Local Authority, underpin the provision. Children learn through sensory exploration, repetition, and structured activities that help them understand their surroundings and their place in the school and local community.

This provision is a fluid pathway with the aim to support children either back into the mainstream classroom setting or as part of a specialist pathway. Starshine enhanced provision is not to replace a specialist setting.

Curriculum

Starshine offers a unique placement for children, with capacity for up to six pupils. Each child follows a personalised timetable that prioritises Communication and Interaction as the primary need. Learning is structured around the children’s needs, is supported by assessment tools that track progress and ensures equity and ambition for all.

Children stay closely linked with their mainstream classes, moving between Starshine and their peers as appropriate. This approach promotes a strong sense of inclusion and community while ensuring that each pupil receives the support that best suits them. Children's learning will be informed by their AET assessments, alongside their BSquared engagement steps or BSquared primary steps (as appropriate). These become our learning enquiries, mapped out across the year to align with the wider year-group themes. They are enriched through meaningful, real-world experiences and, where appropriate, are linked to the Autism Education Trust Framework. The curriculum is broad, balanced, and individually tailored, reflecting each child’s agreed EHCP outcomes and SEND Support Plan targets.

Alongside core learning, children access sensory experiences, opportunities to develop communication and functional movement, and life skills that prepare them for the future.

Class teachers are responsible for planning and overseeing the implementation of learning within the Enhanced Provision, with guidance and support from the Curriculum Lead to ensure consistency and progression. All subject leaders contribute to the monitoring of planning, teaching, and learning, working collaboratively to maintain high standards, ensure curriculum coverage, and support effective practice across the provision.

Through this curriculum, Starshine ensures that every child receives a personalised, ambitious education that equips them to thrive both within school and in the wider world.

Stanstead Curriculum

Our curriculum is designed to **LEAD** the children to become the very best that they can be. They are **Taught to Understand the World, empowered to change it.**

Rationale:

<p>L - Children on entry (based on baseline assessments) are working below national average and have lower than expected speech and language. Therefore, we need to immerse the children in as much language as possible.</p>	<p>In Starshine, this is even more important as communication and interaction is the children’s primary area of need and many of our children are either pre-verbal or at early language acquisition.</p>
<p>E - Many of our children and families have not experienced life beyond their local community. Therefore, we know our children need to be given opportunities to experience things beyond their daily experiences.</p>	<p>In Starshine, we plan the majority of our learning for experiential learning to support engagement. We also create even more opportunities to get out and about within our community.</p>
<p>A - The local area is an area of high deprivation and measures lower than the national average for education and skills meaning that our curriculum is ambitious and aspirational</p>	<p>In Starshine, we ensure we plan our curriculum in line with their peers and seek opportunities for the children to learn alongside their peers wherever possible.</p>
<p>D - Stanstead ethnicity profile shows that 55% of children identify as white British, 5% have not given any information and the remaining 40% of children represent 20 different ethnicities. Therefore, it is essential that our curriculum helps every child feel seen, valued and celebrated, while deepening their understanding and appreciation of the diverse identities within our community.</p>	<p>In Starshine, we create opportunities for the children to work alongside their peers wherever possible and ensure they access the diverse curriculum planned for their chronological year groups.</p>

Stakeholder Involvement

Stakeholder involvement is central to the success of the provision. Pupil voice is gathered through careful observation and, where appropriate, through alternative pupil-voice activities such as sorting cards or choice-based interactions, ensuring that children's views and preferences are captured in accessible ways.

Parents and carers are actively involved in the process, with their knowledge of their child's interests and what works well at home informing planning and support. Formal termly meetings are held with parents and relevant external agencies, alongside statutory annual reviews, to ensure a shared understanding of progress and next steps.

Professional support services are involved in setting the strategic vision for the provision and review its effectiveness at least annually, ensuring that practice remains responsive and informed by specialist expertise.

Oversight and accountability are maintained through termly monitoring visits by governors. In addition, all subject leaders monitor planning, teaching, and learning at least termly to ensure quality, consistency, and continuous improvement across the provision.