Family Handbook

2026 / 2027

Welcome to Supreme Start School

Welcome to Supreme Start School, a nurturing and inclusive learning community in Oldham, dedicated to supporting children with Special Educational Needs (SEN), in particular, those with Autism and Communication and Interaction needs.

At Supreme Start, every child is valued as an individual. We provide a safe, calm, and stimulating environment where children engage with learning, build confidence, and achieve their full potential - supporting them to become independent and beginning preparation for adult-life.

Our small classes, highly trained staff, and personalised approach ensure that each pupil receives the care, understanding, and education they deserve.

Through sensory learning, outdoor experiences, and creative teaching, we help children to discover the joy of learning and develop vital skills for life. We believe every success — no matter how small — is worth celebrating, and every challenge is an opportunity for growth. We are proud to be a school where children feel happy, confident, and supported to shine.

We want you to be happy with your child's educational journey with us and we value your feedback, if there is anything that we can do to support you and your child, please let us know.

There are many opportunities to communicate with us: email the headteacher, your class teacher, through our Parent App, on our Family Coffee Mornings, Family Days, Stay and Play sessions and many more.

We look forward to welcoming you and your child to Supreme Start School and working together to support them to learn, grow and thrive.

Best wishes,

Rachael Martin
Headteacher
Supreme Start School

Introduction

This Family handbook has all of the information that you will need to ensure you have a full oversight of our school, our procedures, policies and how we will prepare pupils for their next steps in life.

The purpose of this handbook is to provide an overview of Supreme Start School. It should provide children and families with the details they need to make the most out of their time here with us. It should be read in conjunction with the school policies, in particular, those that are listed on the school website - which can be located here: https://supreme-start.com/policies/

At the end of the document, you will find all of the forms and information we need from you as a parent/carer. These can also be completed on line, rather than on paper. A link to them can be requested from the school office.

If you require any assistance with reading this information or accessing in a different language, please do not hesitate to get in touch.

If you require any further information, do not hesitate to get in touch with the Headteacher, your child's class teacher or the school office.

Rachael Martin: Headteacher - rmartin@supreme-start.com

Supreme Start School
7 Roman Road
Royton
Oldham
OL2 5PJ

0161 974 4777

Important Action Needed:

Once you have read this document, you will need to confirm that you have understood it by clicking on the link below. If a family does not sign the form, after multiple requests, this will be considered as 'assumed consent' to the agreements therein and you will be advised of this in writing.

Click HERE to sign these agreements

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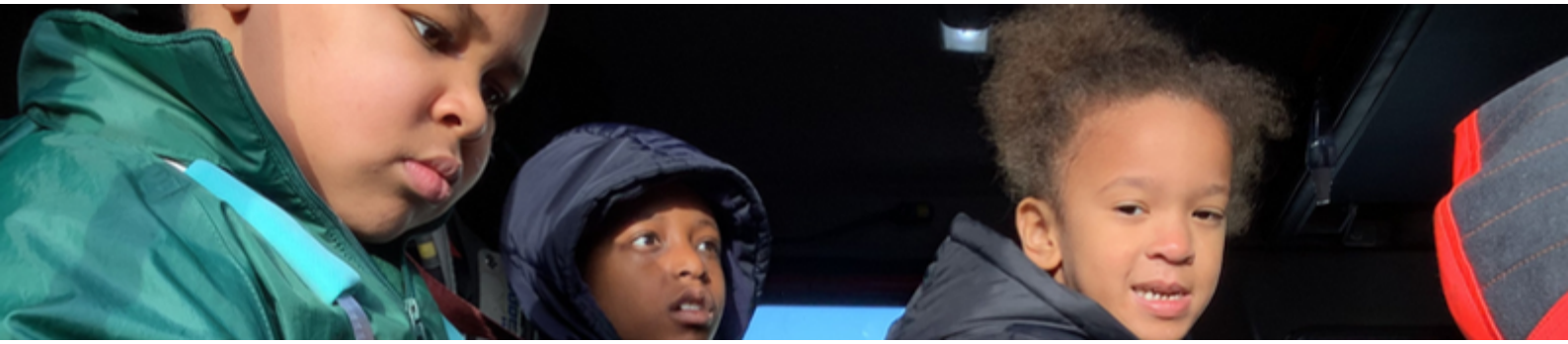
"They (pupils) value the recent opportunities to visit the local library and have outdoor physical educations in the nearby park. these outings, along with new swimming lessons, are high points in their week"

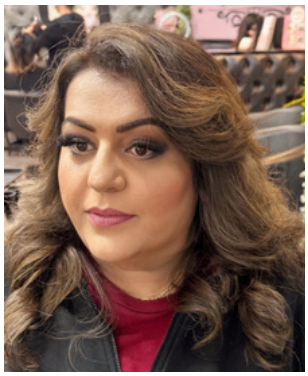
Ofsted Jan 2026

Section 1 About our School



Supreme Start School

Supreme Start School was founded in 2024 by our Proprietor, Aneela Sattar. Aneela has a background in social care and social work and her ambition is to support members of the SEND community in providing opportunities to become independent, successful adults who can thrive in modern society.



Aneela Sattar
Proprietor
Supreme Start School

Supreme Start School serves the community of Greater Manchester, with partnerships with various local authorities. We work alongside our Local Authority partners, EHCP teams, SEND Professionals and internal SEND support teams to ensure that our children have the very best education.

We have a culture of high expectations for staff, families and ourselves and we follow guidance and legislation that ensures we keep our community safe; our highest priority is always the health, safety and welfare of our children and staff - Safeguarding is paramount and is the foundation for everything that we do within the school. Our dedicated and well-trained team of staff receive a wealth of training that supports this foundation.

We hope that you and your child are happy at Supreme Start School. If you need anything help and support during your time with us, please don't hesitate to get in contact.

"There is now a concerted effort on the part of new leaders to promote British values more deliberately."
Ofsted 2026

Section 2 Attendance and Punctuality

Attendance Expectations:

We expect all of our children to have good attendance at school, this means they should be in at least 96% of the time. If a child is not at school, we are unable to keep them safe. For this reason, we will robustly challenge poor attendance in a number of ways:

1. Families must report a child absence on the first day of absence and then on each subsequent day of absence. This must be done by telephoning the school on 0161 974 4777. A clear reason for the absence must be provided (i.e. reporting that they are 'unwell' is not acceptable) along with an estimation of when they will return to school.

2. Any child absence that is not reported to school will be challenged by a telephone call or a home visit by a member of staff.

3. If we are unable to ascertain a reason for the absence, it will be recorded as an unauthorised absence.

4. Students who have 5% or more unauthorised absences at any point in the school year may be referred to the local authority with a recommendation of a fixed penalty notice or legal prosecution procedures.

Attendance in school plays a crucial role in ensuring that students receive a consistent and comprehensive education. Regular attendance allows students to engage fully with the curriculum, participate in interactive learning experiences, and benefit from the expertise of their teachers. It fosters a structured learning environment where students can build upon their knowledge day by day, promoting better retention of information. Moreover, consistent attendance helps develop important life skills such as responsibility, time management, and commitment. Schools that emphasize the importance of attendance often see positive outcomes in student performance, as well as a greater sense of community and collaboration among students and teachers. By attending school regularly, students set a foundation for lifelong learning and success.

Descriptor	Threshold attendance	Actual attendance	Whole days absent	Learning hours lost
Excellent	100%	190 days	0	0
	99%	188 days	2	10
Good	98%	186 days	4	20
	97%	184 days	6	30
	96%	182.5 days	7.5	37.5
Cause for concern	95%	180.5 days	9.5	47.5
	94%	179 days	11	55
	93%	177 days	13	65
	92%	175 days	15	85
	91%	173 days	17	
Unsatisfactory	90%	171 days	19	95
	89%	169 days	21	105
	88%	167 days	23	115
	87%	165 days	25	125
Serious cause for concern	86%	163 days	27	135
Critical	85%	161.5 days	28.5	142.5
	84%	159.5 days	30.5	152.5
	83%	158 days	32	160
	82%	156 days	34	170
	81%	154 days	36	180
	80%	152 days	38	190

Holidays and Trips taken during Term Time:

Families whose children are absence from school outside of the school holidays, due to a holiday or similar event, will be issued with a fixed penalty notice of a minimum of 60 pounds. Parents who believe the absence is exceptional and wish it to be authorised must notify the school in advance and request permission from the headteacher for the absence. School will not provide work for students who miss school for these reasons, nor will they provide 'catch up' work on their return.

Absence due to sickness:

Students who are unable to attend school due to a medical need will have all reasonable and proportionate absences approved. However, if we feel that the amount of time a child has taken off due to sickness becomes disproportionate, we will insist on medical evidence, by way of an appointment card or letter from the GP, before we approve any other illness-related absence. If this is the case, parents will be notified by letter/email that this decision has been made. If after this letter, medical evidence is not provided, all absence related to sickness will be unauthorised and will be eligible for a fixed penalty notice or legal prosecution.

Encouragement and Rewards for Good Attendance:

Throughout the year there are several opportunities to reward good attitudes to attendance. Whilst we recognised that there are some external factors that can influence a child's attendance which may be out of their control, we do not believe that we should take this away from those students who do achieve good attendance. All rewards and celebrations are at the discretion of the SLT team and Lead Teacher and therefore a child who has attendance below 96% will never be automatically disqualified from rewards and celebrations.

Punctuality to school:

Students arriving to school late create a worrying disruption to not only their own learning but also the learning of others from within their class. Missing even just a few minutes of a lesson has a significant impact on everyone, including the teaching in the class as the lost learning has to be caught up, or the difficultly in understanding this can lead to dysregulation. For this reason, we have a firm stance on punctuality to school.

The school day begins at 8.45am.
The school day ends at 2.45pm.

Section 3 The School Day

Our children are welcome on site from 8.40am. Children can enter the building and will be supported by teaching staff, provided with breakfast and have settling time and a story in their classroom space, ready for lessons to begin by 8.50am

Our school day officially starts at 8.50am with the lessons, as below on the example timetable (this timetable, is subject to change depending on the individual needs of each child within our setting - when changes are made, you will be informed via the parent app.

	Monday	Tuesday	Wednesday	Thursday	Friday
8.45am – 9.15am	Settle Time: Breakfast /Circle time including Day/ Weather	Settle Time: Breakfast /Circle time including Day/ Weather	Settle Time: Breakfast /Circle time including Day/ Weather	Settle Time: Breakfast /Circle time including Day/ Weather	Settle Time: Breakfast /Circle time including Day/ Weather
Session 1: 9.20am – 9.50am	Phonics (RWI)	Phonics(RWI)	Phonics(RWI)	Review Phonics (RWI)	
Session 2: 9:50am -10:10am	Sensory Circuits	Sensory Circuits	Sensory Circuits	Sensory Circuits	
Session 3: 10:10am – 10.30am	Language and Communication	Language and Communication	Language and Communication	Language and Communication	Personal Development – Off site provision
Session 4: 10:30am-11am	Interventions :Linked to personal targets/ EHCP	Interventions :Linked to personal targets/ EHCP	Interventions :Linked to personal targets/ EHCP	Interventions :Linked to personal targets/ EHCP	3hours
Break: 11am – 11:30am	Snack Time	Snack Time	Snack Time	Snack Time	
Session 5: 11:30am – 12pm	Maths / Numeracy	Maths / Numeracy	Maths / Numeracy	Maths / Numeracy	
Lunch: 12pm – 12:30pm	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
Session 6: 12:30pm – 1pm	Topic: PSHE Including attention bucket	Topic: Topic Including attention bucket	Topic: Arts (Art) Including attention bucket	Topic: PSHE Including attention bucket	Sensory play / Creativity Play 1hr 30 min
Session 7: 1pm –2pm	Personal Development	Personal Development	Personal Development	Personal Development	
Session 8: 2– 2:15pm	Reading for pleasure/ Story time	Reading for pleasure/ Story time	Reading for pleasure/ Story time	Reading for pleasure/ Story time	Reading for pleasure/ Story time
Session 9: 2:15pm – 2.30pm	Golden Time / End of day routine	Golden Time /End of day routine	Golden Time/End of day routine	Golden Time /End of day routine	Golden Time /End of day routine
Personal Development					
Physical Education / PSHE / SMSC / Careers / Relationships / British Values / Safeguarding / Mental and Physical Health / Citizenship / Character Development					

The structure of the timetable allows pupils to have breaks between sessions to allow them to re-focus and transition from one subject to another, reintegrating them to learning without losing valuable education time.

We have an ambitious curriculum, which follows the national curriculum but is adapted for the individual needs of each child and their EHCP outcomes and targets. We also ensure that our children have access to the interventions necessary to support them to thrive - for example, we have our own in-house SALT and Occupational Therapists and in conjunction with them, we ensure sessions are delivered daily.

Section 4 The School Rules

We really believe in our school community and values. Our staff and children will strive to model these values at all times, and we expect that our community and stakeholders will also do the same.

We believe in:

- Kindness
- Community
- Enjoyment
- Perseverance and continuous improvement
- Commitment
- Independence
- High Expectations
- Empathy and Patience

For clarity, we have 5 basic habits that we expect all of our school community to always follow. They are:

Mobile Phones, Devices and Personal Belongings:

Mobile phones and devices are not allowed on school site, they will be taken off your child, if they are brought in to school and will need to be collected by a parent or carer.
Mobile phones and devices can be a great learning tool in the right environment but in school, we use own own technology, so that children do not have to bring their own.

When children bring their own personal items into school, it can cause dysregulation for them and their peers.

We encourage parents to keep personal items at home as we cannot be responsible if they are broken or damaged on the school site.

Section 5 School Uniform

Our practical-style uniform builds community while supporting comfort and sensory needs. Uniform can be purchased from Debonair Schoolwear (Oldham). We'll support reasonable adjustments for sensory needs and can help with uniform where needed.

You can contact Debonair Schoolwear (Oldham) on:
0161 620 0237
info@debonairschoolwearoldham.co.uk

Our uniform consists of:

Supreme Start School sweatshirt (dark green with logo)
Plain green polo t-shirt or plain green t-shirt (non-branded)
Plain black trousers or jogging bottoms (non-branded)
Black shoes or all black trainers
Plain black crocs or indoor shoes

Extras:
A weather appropriate coat - children will go outside even if it is raining!
Wellington boots
Labelled refillable drinks bottle

Section 6 Essential Items

To help your child feel comfortable, supported and ready for the school day, we ask that the following essential items are provided, where appropriate. These items allow staff to respond quickly and sensitively to your child's needs, particularly during emotional dysregulation, outdoor learning or changes in routine.

We strongly encourage all items to be clearly labelled with your child's full name to avoid confusion or loss.

Essential Items:

- A full set of spare clothes
- Packed lunch boxes with any snacks for your child
- A named drink bottle
- A named PE kit
- Outdoor and weather appropriate items for example: wellies and waterproof coat
- Personal care items: nappies or pull ups, specific wipes, or any other personal care items (these should be clearly labelled and replenished as needed)
- If your child uses a harness or reins for travelling or walking in the community, please ensure these are also provided as we do go out of school regularly for walks to the park, the library, sensory rooms, swimming pool and leisure centre.

We understand that all children's needs are different and are happy to discuss anything specific for your child or any alternative support that you may need.

Section 7 Behaviour and Culture

Supreme Start School believes that in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life, although we understand the needs of each child are different and their individual behaviours may differ. However, we have high expectations of our children and we want to ensure that they are equipped with the necessary skills to be able to thrive later in life. Therefore, as a school, we are committed to:

- Modelling and promoting positive behaviours
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding positive behaviours.
- Challenging any negative behaviours.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

As per our Behaviour Policy, reasonable and proportionate natural consequences will be used where a pupil's behaviour falls below their usual baseline and expectations, alongside supporting the child to prevent recurring misbehaviour. The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The help to reduce the likelihood of behavioural issues, the school has created a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.

To promote resilience as part of our whole-school approach using the following methods:

- Culture, ethos and environment: the health and wellbeing of pupils and staff is promoted through our curriculum, leadership practices and policies, values and attitudes as well as the physical environment.
- Curriculum and Teaching: the foundation of our curriculum is our Personal Development Framework, this underpins our three pathways and is used to develop pupils' knowledge of health, safety and wellbeing, as well as developing skills for life.

- Community engagement: the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

There may be times when a child becomes highly dysregulated and enters crisis, all of our staff are trained in therapeutic understanding and awareness, as well as being trained to de-escalate any situation using a range of techniques that support them to regulate and return to baseline.

In the event that this does not happen, and in line with statutory guidance for Restrictive Physical Intervention in Schools (April 2026), all staff have also been trained to intervene using *Team Teach* de-escalation strategies to support a child to return to a state of regulation and calm.

If staff are unable to use de-escalation or this does not work and the child becomes further distressed, attempts to cause physical harm to themselves, others or the building, a physical intervention may be necessary but this will always be the last resort.

If this happens, you will be informed by the headteacher and will receive a completed Restrictive Physical Intervention form within 24 hours which will detail all of the information of the incident. A post-incident meeting with all staff involved will take place and your child's Individual Education Plan, Risk Assessment and One Page Profile will be updated with any relevant and new information. These will also be shared with you for clarity and shared understanding.

For more information about Restrictive Physical Interventions and the use of Reasonable Force in schools, please refer to our Policy on the website or the Department for Education guidance, which can be located here: Restrictive Physical Interventions and the use of Reasonable Force in Schools (April 2026)

We are a Team Teach affiliated school

Section 8 Rewards and Celebrations

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated.

When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere.

Staff will also ensure that they use the same, consistent language and vocabulary to support pupils when they receive praise:

For example:

Children will be praised for using 'Kind Hands' as this is part of our daily expectation but they will not be rewarded for this.

Children will be praised when they show 'busy bee brains' or 'magnet eyes' as these are part of our expectations of learning.

Children will be rewarded for continued showing of expectations, they will receive a star or a shape to add to their token jar, which will be counted up at the end of the day, resulting in Golden Time where a child can choose a structured activity to finish the day.

Children may also receive stickers, postcards of praise, a certificate or an activity of their choice on a Friday

All rewards will be shared with parents through the Parent App.

For more information about our Rewards, please see the Rewards Policy.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again.

For rewards to be effective, the school recognises that they need to be:

Immediate: immediately rewarded following good behaviour.
Consistent: consistently rewarded to maintain the behaviour.
Achievable: keeping rewards achievable to maintain attention and motivation.
Fair: making sure all pupils are fairly rewarded. Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g., being entrusted with a particular project or task
- Trips and activities for a whole-class or year group

Section 9 Teaching Environments

At our school, classrooms are designed to be safe, calm and supportive spaces where every child is supported to learn, regulate their emotions, thrive in their education and build positive relationships.

Our classroom practise reflects the understanding and places relationships, consistency and emotional safety at the heart of learning.

Classroom Structure and Support:

- Class sizes are small and allow for individualised support and strong staff/pupil relationships
- Staff are trained to support children when they become dysregulated through therapeutic techniques and approaches
- Clear routines and familiar structure to help pupils feel confident and safe
- Visual supports are used to communicate with children through our total communication approach

Curriculum and Teaching:

- Our Curriculum follows three distinct pathways that support all of our children with their learning.
- Learning is adapted to each individual pupils' EHCP
- Emotional regulation and social skills are embedded throughout the school day
- Pupils are encouraged to develop independence, resilience and self-belief at their own pace
- Lessons are engaging, practical and broken into manageable steps to support success: for example with outdoor experiences, sensory learning, creative teaching

Behaviour and Attendance:

- We focus on on understanding that behaviour is a form of communication
- Staff support pupils to recognise and manage their emotions using de-escalation strategies
- Staff will always respond with patience, empathy and consistency

Relationships and Respect:

- We focus on mutual respect within our community and classroom culture
- Positive behaviour and efforts are recognised and celebrated
- We promote kindness, honesty and responsibility in all interactions

Partnership with parents and carers:

- We value strong communication with parents and carers in your child's education Any concerns about classroom learning or wellbeing will be shared promptly
- We encourage parents and carers to share information that may help us better support their child

Supreme Start School - Learning Environments

Section 10 Community Aims and Ambitions

At Supreme Start, every child is valued as an individual. We provide a safe, calm, and stimulating environment where children can re-engage with learning, build confidence, and achieve their full potential. We believe that every child deserves to feel safe, values and included within a positive and supportive community. Our ambitions extend beyond academic learning and focus on helping pupils develop the emotional, social and life skills they need to thrive in school and in the wider world.

We aim to create a school community where:

- every child feels a sense of belonging
- differences are respected and celebrated
- pupils are able to express themselves safely
- emotional well-being is prioritised alongside learning

We support pupils to:

- build trusting relationships between adults and peers
- learn how to communicate their feelings, needs and boundaries
- resolve difficulties in a calm manner
- understand the impact of their actions on others

We encourage pupils to:

- take pride in themselves and their school
- develop confidence in making positive choices
- gradually build independence at a pace that feels safe
- understand their role as part of the wider community

We are committed to helping pupils develop:

- resilience and managing strategies for everyday challenges
- social skills that support friendships, teamwork and future employment
- a sense of hope, aspiration and belief in their own potential
- respect for the wider community and how to stay safe within it

We recognise that strong communities are built through collaboration, we aim to:

- work closely with families to support each pupils' journey
- communicate honestly and openly
- celebrate progress together, no matter how seemingly small it may be
- provide support and guidance to families when needed

Section 11 Phonics and Reading

We are a **Read Write Inc.** partner school and have two dedicated reading leaders who have been trained to deliver phonics to all pupils

Read Write Inc (RWI) is a phonics based english programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7. However some children will need to access this programme beyond the age of 7 to meet individual needs.

RWI was developed by Ruth Miskin and more information on this can be found here: https://www.ruthmiskin.com/parentsandcarers/

At Supreme Start School, we are embarking on a new phonics adventure with Read Write Inc. We want to offer your child the best possible start to becoming independent readers. Children who read regularly or are read to regularly have the opportunity to open the doors to so many different worlds! More importantly, reading will give your child the tools to become independent life-long learners.

We can achieve this together through:

- Read Write Inc, a program to help your child to read at school
- Encouraging children to develop a love of books by reading to them daily, at home and at school
- Giving children access to a wide range of books at school and at home

We have put together a guide to how the RWI programme works together with some useful links on our website - which can be located here: https://supreme-start.com/read-write-inc/

Our reading leaders are Catherine Baldwin and Chloe Clegg, if you have questions about RWI, please contact the school directly and we can put you in touch with them. Please take the time to read the information as it will provide invaluable information as to how you can help and support your child in reading

Catherine Baldwin,
Class Lead
Reading Leader

Chloe Clegg,
Class Lead
Reading Leader

When the time is right, we will ask you to support your child with reading at home, all of the information about how we will do this can be located on the website but we will also hold parent briefing sessions beforehand, so you will know exactly what do do and how to support. However, simply showing a love of books and reading, as well as daily reading to your child can enhance their own relationship with books and reading. Visiting the library, having access to a range of books at home and modelling reading yourself will instil great habits in your child too.

Links to help your child with reading and pronouncing sounds correctly.:

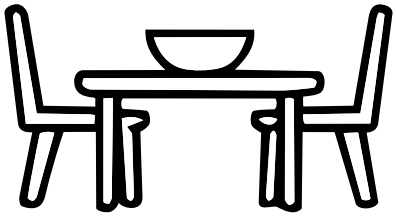
Click here to hear how to pronounce sounds correctly.

For more support you can also visit: www.facebook.com/miskin.education

Free e-books for home reading and further support:
http://www.oxfordowl.co.uk/Reading/
Children will also use pictures for each sound to help recognise the sound and then form the shape of the sound

Section 12

Family Dining



Family dining is an important part of our community at Supreme Start School. We want our pupils to enjoy meal time and learn the value of eating together, learning from each other and getting to know one another, sharing foods and experiences.

Therefore, we use mealtimes as an opportunity for our pupils to continue their learning as is an important aspect of life.

Whether your child brings their own lunch or food, enjoys a school meal or has a specific dietary requirement, family dining is for everyone.

We recognise that meal times and food may be a cause of some challenge for children with Autism or communication and interaction difficulties and therefore, we will support all of our pupils to build their understanding and resilience in this shared experience.

Pupils will be brought together for meal times and snack times, so that they can interact with staff and peers in a structured environment. Staff will also sit with pupils to enjoy lunch and model conversation, interaction and enjoyment of food. It is relaxed and un-rushed, predicatble and safe

Staff provide:

- Clear routines
- Emotional and sensory support
- Encouragement without pressure
- Adjustments for individual needs, preferences or medical requirement

Family Dining promotes:

- Positive social communication skills
- Table manners and routines
- Trusting relationships with staff and peers
- trying new foods and textures at their own pace
- independence around food and mealtimes

Where food is provided for pupils, we operate on a two-week rotating menu, with week A and week B menus repeating throughout the half term. Meals are planned to offer a variety of nutritious options and encourage healthy eating habits. All of our provided food is prepared and cooked on site by our school cook.

If your child has any dietary requirements, allergies or medical needs, please inform the school office so that the appropriate arrangements can be made.

Section 13

Policies

All of our school policies can be located on the school website:
www.supreme-start.com/policies

Our policies are in-line with up to date legislation and guidance, always ensuring that we have the correct information available to you and your family.

When policies are updated, they will be shared with you via the Parent App and email, as well as being uploaded to the school website.

Please ensure that you have read the policies and that you understand our expectations and requirements. Working in partnership with our families, parents and carers is vital in supporting our children to thrive.

You will be asked to sign our Home/School agreement to confirm that you have read the policies. If there is anything that you are unsure of, or would like to discuss, please don't hesitate to get in touch with us.

Section 14 Safeguarding and Online Safety

Safeguarding our children is the most important area of school life.

Making sure that our community is safe, calm and thriving is extremely important to us; it is indeed one of the pillars of a successful educational environment. By ensuring that our school is safe, calm, and nurturing, we create a foundation where students can thrive academically, socially, and emotionally.

This involves not only protecting children from physical harm but also fostering a positive atmosphere where bullying, discrimination, and other harmful behaviours are actively addressed.

Engaging the entire community—teachers, parents, students, and staff—in these efforts is crucial and this collaborative approach helps in building trust and ensuring that all voices are heard and valued, ultimately leading to a resilient and supportive environment where every child has the opportunity to flourish.

We have a highly-skilled and trained Safeguarding team who can support you and your child, should there be any issues of a Safeguarding nature. We have excellent relationships with the Local Area District Officer (LADO) and will respond seriously to any allegations made.

All staff have had training on de-escalation, PACE and are trauma-responsive practitioners, we use Team Teach structures and principles to ensure our community is kept safe at all times.

All staff are first-aid trained, including for anaphylaxis and using AAIs for allergens. If your child has first aid administered on site, you will be informed at the end of the school day and you will receive a follow-up email with the completed first aid form as soon as is practicably possible - but within 24 hours. If you have any queries about the first aid, please contact the school office.

We also have a trained counsellor and Mental Health First Aider on site to support staff, children and parents where necessary.

Supreme Start School
Health, Safety and Welfare Team
0161 974 4777

Rachael Martin: Headteacher
Designated Safeguarding Lead
SENCO
Lead First Aider
Health and Safety Lead
Counsellor and Mental Health Leader

Catherine Baldwin
Deputy Designated Safeguarding Lead
First Aider
Fire Marshall

Chloe Clegg
Level 3 Safeguarding Trained
Anaphylaxis Trained
Fire Marshall

Sylwia Zylewicz
First Aider
Anaphylaxis Trained
Fire Marshall

Online Safety and Safeguarding

Ensuring the safety of children in the digital age is paramount.

At Supreme Start School, we use technology to support the pupils' day to day learning but prioritising online safety is vital to ensuring our children stay safe on line.

We use the National Police Curriculum 'Pol-Ed' and PSHE Association-aligned resources to ensure that we are equipping pupils with the essential knowledge and skills to navigate the digital world responsibly.

These programs not only enhance their understanding of technology's benefits and risks but also promote critical thinking and informed decision-making.

We have an in-house web filtering software, called Titan HQ which adds an additional layer of security, providing real-time alerts if inappropriate content is accessed. This helps us to protect pupils from potential online dangers while allowing them to harness the educational benefits of technology.

Fostering an environment where children can learn safely online is crucial in preparing them for a future where digital literacy is increasingly important.

We have in-house web filtering and our Titan software to protect pupils from accessing anything inappropriate online, however, if your child is able to access anything, depsite these measures, we will follow our safety procedures and you will be informed on the same day. We will also use the incident as a learning opportunity for your child through a workshop to enhance their understanding of keeping safe online.

For more information about our Safeguarding and Online Safety policies, please see the website here: https://supreme-start.com/policies/

Pupils may use ICT as part of learning activities including tablets and interactive technology.

All ICT use in school:

- Is supervised by staff
- Supports learning, communication and skill development
- Is appropriate to pupils age, ability and emotional needs
- Takes place in line with the school's online safety and acceptable use policies.

Online safety is taught regularly in an age and stage-appropriate way.
Pupils are supported to:

- Keep personal information private
- Understand online risks including bullying and harmful contact
- Use respectful language and behaviour online
- Know how to report concerns

Social media use:

We do not allow pupils or staff to access social media while they are at school.

We encourage parents and carers to monitor their child's online activity at home.

We ask families to support safe and respectful online behaviour.

The school does not accept responsibility for social media activity that takes place outside of school, however, concerns that may impact a pupil's well-being in school should be shared with us.

We ask families to:

- be aware of the apps and platforms that your child is accessing
- set appropriate boundaries and privacy settings at home
- report any online safety concerns that may affect their child in school

By working together we can help pupils to develop healthy, safe and positive digital habits that support their emotional well-being and future independence.

Section 15 Behaviour of Parents and Carers

We are committed to building positive, respectful and supportive school community. Strong relationships between school and home are essential in support pupils. We expect all parents and carers to model the values we encourage in our pupils.

We ask that all families, parents and carers:

- Treat all pupils, staff and other families with respect
- Communicate calmly and constructively, even when concerns or disagreements arise
- Support the school's values, policies and agreed approaches
- Use appropriate language and behaviour at all times, when on school premises

We welcome open and honest communication and ask that families, parents and carers:

- Raise any concerns in a timely and appropriate way with staff
- Allow time for issues to be investigated and responded to
- Avoid aggressive or abusive behaviours
- Use agreed communication channels to contact the school

When visiting the school, we ask parents and carers to:

- Follow school procedures
- Refrain from using offensive behaviour or language
- Not approach other pupils or families regarding concerns or incidents
- Support a safe and calm environment for all pupils and our community

We understand that emotions can run run high particularly when supporting children with additional needs. However, behaviour that is abusive, threatening or aggressive will not be tolerated. Our aim is always to work positively with families. By treating one another with respect, tolerance and understanding, we can create the best possible environment for our pupils to feel safe, supported and ready to learn.

If you have a concern about something in school, raise it with the headteacher as quickly as possible. You can contact the headteacher by phone on 0161 974 4777 or by email rmartin@supreme-start.com

If your concern is about the headteacher, you can contact the Proprietor, Aneela Sattar by email: info@supreme-start.com or you can contact the LADO on 0161 770 8870 / 07583 101863

We welcome any feedback that you have about our school, complaints and compliments will be received and dealt with using the Complaints Policy, which can be located here: www.supreme-start.com/policies/

Section 16 Term Dates and School Holidays

We publish term dates in advance and update them annually, including INSET days. Please avoid term-time holidays. Dates are shared on the website, in newsletters, and via app reminders.
Please contact the office if you need any further information.

Term Dates for the Academic Year 2026/27

Autumn Term		
Thursday	3rd September 2026	School open to pupils
Friday	23rd October 2026	School closes to pupils
Half Term		
Monday	2nd November 2026	School reopens to pupils
Friday	18th December 2026	School closes to pupils
Inset Day(s)		
Tuesday	1st September 2026	
Wednesday	2nd September 2026	
Bank Holiday(s)		
Friday	25th December 2026	
Saturday	26th December 2026	
Monday	28th December 2026	
Friday	1st January 2027	

Spring Term		
Tuesday	5th January 2027	School open to pupils
Friday	12th February 2027	School closes to pupils
Half Term		
Monday	22nd February 2027	School reopens to pupils
Thursday	25th March 2027	School closes to pupils
Inset Day(s)		
Monday	4th January 2027	
Bank Holiday(s)		
Friday	26th March 2027	
Monday	29th March 2027	

Summer Term		
Monday	13th April 2027	School open to pupils
Friday	21st May 2027	School closes to pupils
Half Term		
Tuesday	1st June 2027	School reopens to pupils
Wednesday	21st July 2027	School closes to pupils

Inset Day(s)	
Monday	12th April 2027
Thursday	22nd July 2027

Bank Holiday(s)	
Monday	3rd May 2027
Monday	31st May 2027
Monday	30th August 2027

Section 17

SEND Offer

We are extremely passionate about making sure your child has highly-personalised experience at Supreme Start School.

This experience will begin before your child starts with us at Supreme Start School. We will liaise with you and you child, your family, the local authority SEND team, the previous setting's SENCO and class teacher and using the EHCP to create an individualised timetable and plan in place to help them to settle and thrive.

At Supreme Start School, we offer:

- Small classes and high levels of support
- Individualised, EHCP-led provision
- A total communication package to support pre-verbal and non-verbal children
- Highly skilled and qualified staff with expertise in SEND
- Daily phonics and a focus on reading across the curriculum
- Consistency of approach through our habits and routines
- A therapeutic and nurturing environment
- Positive support for emotional regulation and behaviour
- An adapted and creative curriculum
- Family dining to support communication, interaction and social skills
- Working in partnership with families
- A specialist environment for children with Autism
- Internal therapies from our on-site SALT and Occupational Therapists with daily EHCP-based interventions for all children
- Off-site Physical Education with specialist providers from Oldham Active
- Weekly swimming sessions at Royton Leisure Centre and other physical activities at The Castlebrook Centre
- Weekly on-site music therapy with Oldham Music Service

We want your child to gain:

- independence
- confidence
- communication
- engagement in learning
- physical and mental well-being
- emotional regulation

Using your child's EHCP and your input, we will create an Individual Education Plan (IEP) and a One Page Profile. These documents help ensure that all staff across the school have a clear and consistent understanding of your child's needs, strengths and targets.

We also create a provision map based on your child's individual needs and outcomes. Staff use this information when planning and delivering sessions to ensure learning and interventions are carefully tailored to meet your child's specific needs.

We follow the Assess, Plan, Do, Review (APDR) cycle for all support and interventions and continually evaluate the progress your child makes in school. Progress and development will be shared with you regularly through a range of communication methods, including daily emails or messages, end-of-term reports, EHCP reviews, parent coffee mornings, stay and play sessions, and any other methods you request.

We believe it is important to share every step of progress your child makes, no matter how small it may seem.

For further information, please contact Rachael Martin, SENCO, on 0161 974 4777 or email rmartin@supreme-start.com

On-site therapies

Varey Therapy Ltd is an independent **Occupational Therapy** service offering Individualised assessment, treatment, and support across all ages. Founded by Keeley Varey, a passionate and experienced Occupational Therapist, the service is built on the values of respect, empowerment, and person-centered care. Whether you need help with mental health, sensory processing, or physical challenges — we are here to help you thrive.

Keeley, has years of experience in both mental and physical health services and brings compassion, skill, and a deep understanding of each individual's unique journey. Since 2020, her focus has been in paediatrics, working with children in SEN and SEMH schools, and supporting families with a wide range of developmental and sensory needs.

Keeley is HCPC-registered (OT77558) and trained in Sleep Unlimited's R.E.S.T. program — a Cognitive Behavioural Therapy (CBTi) approach for insomnia.

Keeley can support with

- sensory assessments and ongoing programmes
- Support and development of fine and gross motor skills
- Support and development of Activities of Daily Living (ADLs)
- Development of Motor Co-ordination, visual perception and visual motor integration
- Development of independent skills

We also have an independent **Speech and Language Therapy** service offering individualised assessment, intervention, and support for children and young people across a range of communication needs. our SALT Therapist is a passionate and experienced Speech and Language Therapist, the service is grounded in values of respect, empowerment, and truly person-centred care.

Whether support is needed with speech development, language comprehension, social communication, or eating and drinking difficulties, we work collaboratively with families and settings to help children reach their full communication potential.

Our SALT therapist brings extensive experience across both health and educational settings, with a strong understanding of how communication challenges impact learning, wellbeing, and daily life.

SALT can support with:

- Speech and language assessments and tailored therapy programmes
- Receptive and expressive language development
- Speech sound and clarity difficulties
- Social communication and interaction skills
- Support for ASD-related communication needs
- Development of functional communication and independence
- Advice and strategies for parents, carers, and educational settings

Section 18 Parent Governors and Parent Support

At Supreme Start School, we believe that when families and school work together, children thrive. Your involvement, encouragement and voice play an important role in shaping our school community and ensuring we continue to provide the highest quality support for our pupils.

By supporting Supreme Start School, parents and carers help us to:

- Create a strong, consistent learning environment by sharing common values between home and school
- Ensure decisions reflect the real experiences and needs of families
- Strengthen our inclusive, nurturing school community
- Continuously improve our provision for autistic children and children with additional needs
- Celebrate achievements and promote positive outcomes for every child

Your involvement shows children that education is valued and that the adults around them are working together in their best interests.

There are many ways to get involved and support Supreme Start School and our community, all of which will be valued and appreciated.

Working in Partnership Day-to-Day

You can support your child and the wider school community by:

- Maintaining regular communication with staff
- Sharing information that helps us better understand your child
- Supporting routines, strategies and communication approaches used in school
- Attending meetings, reviews and school events when possible

Becoming a Parent Governor

Some parents may wish to take a more active role by becoming a parent governor:

- Parent governors play an important role in the strategic leadership of the school. They help ensure that the school remains well-run, inclusive and focused on the needs of pupils and families.
- Parent governors do not manage the day-to-day running of the school. Instead, they:
- Offer a parent and community perspective
- Support and challenge the school leadership appropriately
- Help ensure policies, decisions and practices are in the best interests of pupils

Taking Part in School Life

Parents and carers are encouraged to get involved by:

- Attending parent coffee mornings and information sessions
- Taking part in stay-and-play sessions or open events
- Sharing feedback, ideas and suggestions
- Supporting school initiatives and celebrations
- Your voice helps us reflect, improve and grow.

Who Can Be a Parent Governor:

- You do not need professional or educational experience to become a parent governor.
- We welcome parents and carers who:
- Are interested in contributing to the school community
- Want to represent the views of parents and carers
- Are willing to listen, ask questions and work collaboratively
- Can attend scheduled governor meetings and undertake basic training
- A commitment to confidentiality and safeguarding is essential.

How to Become a Parent Governor:

- If you are interested in becoming a parent governor:
- Speak informally with the Headteacher or a member of the leadership team
- Express your interest when a parent governor vacancy is advertised
- Take part in the selection or election process, where applicable
- Complete the required safeguarding checks and induction
- Governors are fully supported through training and guidance, and no one is expected to have all the answers.

Section 19 Forms to be Completed and Returned

It is vital for communication between home and school that the following documents and information is returned to school at your earliest convenience. Without receiving these documents, we will be unable to admit your child to the school. These can be provided on paper or via email for you to complete online - whichever is easiest for you and your family. Please let the school office know what you would prefer.

✅ Parent Document Checklist

Please complete and return the following documents to school:

👤 Pupil and Family Information:
◻ Parent/Carer Data Sheet
◻ Emergency Contact Details
◻ Pupil Information Form

🏥 Medical, Health and Care:
◻ Medical Information and Health Care Needs Form
◻ Consent for Administration of First Aid
◻ Consent for Administration of Prescribed Medication (if applicable)
◻ Medical / Care Plan (if required)

🛡️ Safeguarding and Permissions:
◻ Photo, Video and Social Media Consent
◻ Local Area Consent (walks and visits in the community)
◻ Educational Visits and Off-Site Activities Consent
◻ Swimming Consent and Health Declaration (if applicable)

🎓 SEND-Specific Documentation:
◻ Copy of your child's EHCP (if not already shared by the Local Authority)
◻ One Page Profile – Parent Contribution
◻ IEP / Provision Planning Parent Contribution
◻ Therapy Consent Forms (e.g. Speech and Language Therapy, Occupational Therapy, Music Therapy)

🏠 Communication and Partnership:
◻ Consent for Home–School Communication (email, messages, phone calls)
◻ Consent for Daily Updates and Progress Sharing

🍽️ School Life and Practical Arrangements:
◻ School Meal and Dietary Information Form
◻ Family Dining Consent and Agreement
◻ Transport / Collection Arrangements Form

📄 Policies and Agreements (Acknowledgement of Reading):
◻ Home–School Agreement
◻ Behaviour and Positive Support Agreement
◻ Acceptable Use of Technology Agreement
◻ Safeguarding and Child Protection Acknowledgement

Section 20 Home/School Agreement

Supreme Start School
Home–School Agreement

At Supreme Start School, we believe that children make the best progress when school and families work together in partnership. This Home–School Agreement sets out our shared commitments to support your child's learning, wellbeing and development.

This agreement is based on Supreme Start School's policies, values and culture, and reflects our specialist provision for autistic children and children with additional needs.

Our Commitment to Your Child
At Supreme Start School, we will:
- Provide a safe, calm, nurturing and inclusive environment where every child is respected and valued.
- Deliver a high-quality, individualised education, tailored to your child's Education, Health and Care Plan (EHCP).
- Use autism-inclusive approaches, including structured routines, visual supports and a total communication approach.
- Support your child's communication, independence, confidence and emotional regulation through positive, relationship-based practice.
- Provide a therapeutic and nurturing environment, with access to specialist support as outlined in your child's EHCP.
- Deliver a broad, adapted and creative curriculum, including opportunities for physical activity, enrichment and therapy.
- Use positive approaches to behaviour, recognising behaviour as communication and supporting regulation with care and consistency.
- Keep you informed about your child's progress, achievements and any concerns through regular communication.
- Work closely with families, therapists and other professionals to ensure joined-up support.
- Safeguard all children and promote their physical and emotional wellbeing at all times.

Parent / Carer Commitment
As a parent or carer, I/we will:
- Support the values, ethos, routines and expectations of Supreme Start School.
- Share relevant information about my/our child, including changes to medical needs, wellbeing or home circumstances.
- Work in partnership with the school and attend meetings, reviews and discussions where possible.
- Communicate openly and respectfully with staff about concerns or successes.
- Support learning, communication and independence skills at home where appropriate.
- Ensure my/our child attends school regularly where they are able to do so and arrives on time.
- Treat all members of the school community with respect.
- Follow school procedures relating to communication, safeguarding and health and safety.

Pupil Commitment: (Supported by staff and appropriate to age, stage and need)
At Supreme Start School, we will support pupils to:
- Try their best and take part in learning in ways that feel safe and manageable.
- Use their preferred ways of communicating to express needs, feelings and choices.
- Follow school routines with support from adults.
- Be kind to others and respect differences.
- Ask for help when needed.
- Look after the school environment and resources.

Working Together
By working together, we aim to help your child develop:
- Independence
- Confidence
- Communication
- Engagement in learning
- Physical and mental wellbeing
- Emotional regulation

We recognise that progress looks different for every child, and we are committed to celebrating every step forward, no matter how small.

Agreement
By signing this agreement, we confirm our shared commitment to working together in the best interests of the child.

Parent Name:

Signature:

Signed by the Headteacher: