



Supreme Start School has now reopened and we are accepting pupils back on site.

School Re-Opening

Following the voluntary closure in February, we are now pleased to inform you that our school has now fully reopened.

As you know from our March newsletter, we have made significant changes to the building, provision, staffing, the curriculum and our universal SEND offer. We are now fully re-open, following acceptance of our plans and quality assurance of our processes and procedures.

If you would like to come and have a look around Supreme Start School, including our newly acquired premises that will form part of our offer, please get in touch with us.

Our Curriculum Offer

We've been working really hard to make sure that we have a curriculum that fits the needs of our children. Following extensive research, collaboration with other providers and support from Oldham Local Authority, our curriculum is exciting, new and ready to meet the needs of our children.

Our new curriculum model has three pathways that each follows a similar model.

We know that our cohort of children need a tailored and individualised approach to their learning and so we have teamed up with The Neurodiversity Education Network (formerly the AET) to implement a progression framework that supports

The AET Progression Framework is a comprehensive interactive assessment tool that supports practitioners to identify learning priorities, set key learning intentions, and track progress for autistic children and young people in specialist educational provisions.

The framework focuses on 8 content areas that support pupils to make more progress in areas that will help them to grow independence and thrive in life.



We have embedded the NEN Progression Framework into our new curriculum plans and these now follow three pathways:

Puffin - our engagement and experiential learning

Peacock - linked to the pre-key stage standards

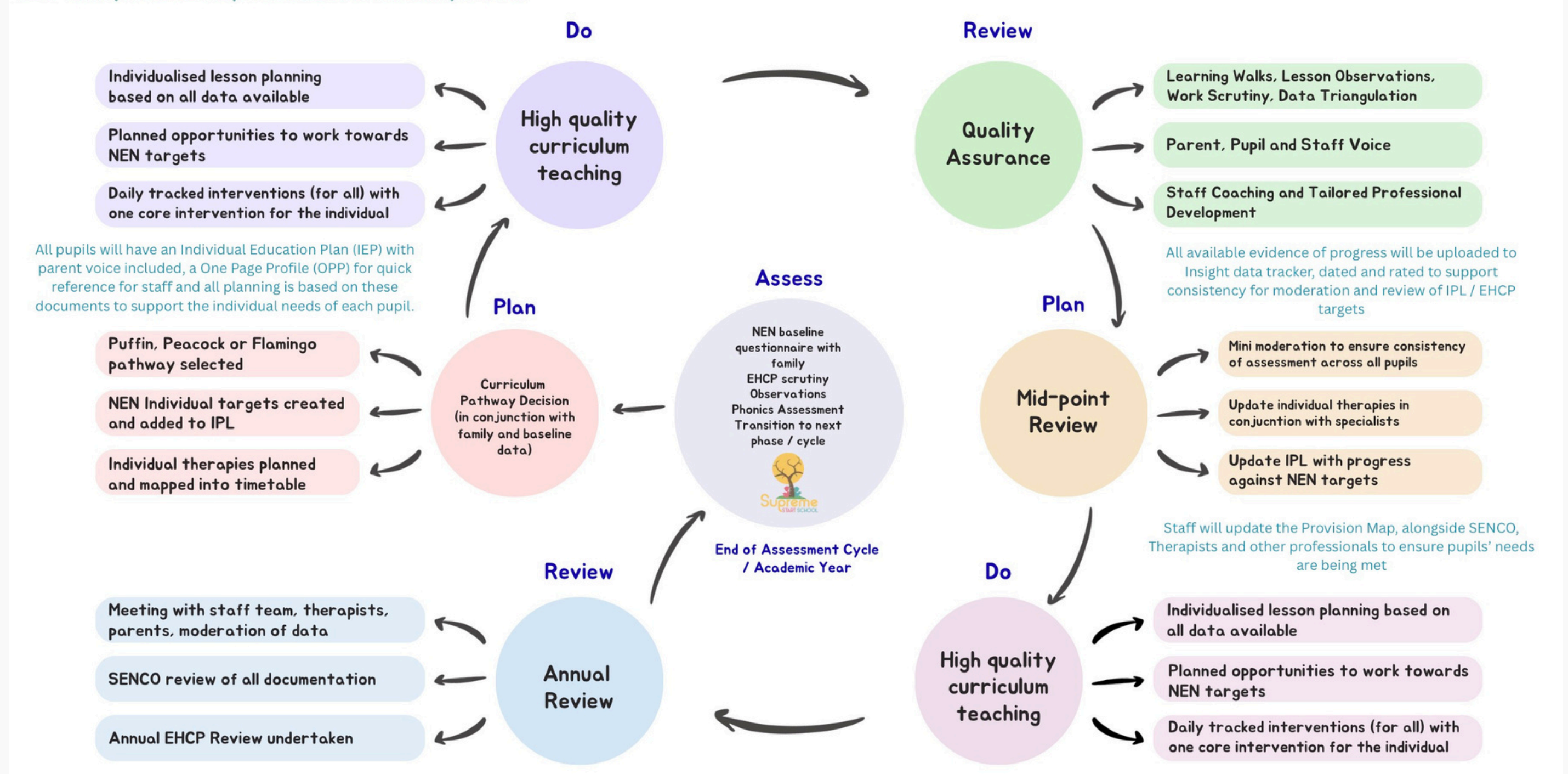
Flamingo - linked to the national curriculum

Through our new pathways, we will be able to ensure that our pupils' progress can be measured in very small, individualised steps, linked to their EHCP targets which will allow them to acquire new knowledge, skills and understanding that is relevant and linked to their stage of learning.



Supporting our SEND Learners and their Families

Half-Termly Process Map: Individualised for every learner



The **Assess, Plan, Do, Review** model is at the heart of our curriculum, with Communication and Interaction being the golden thread that underpins every subject and topic.

The plan above shows the journey that we will take with yourselves, your child, external partners, therapists and other professionals to ensure that your child is making progress towards their goals.

Our staff have been trained to be able to deliver the curriculum, specific to the needs of your child in the following areas:

- Phonics and Literacy
- Reading and Writing
- Maths and Numeracy
- Understanding the World (Science, History and Geography)
- Life Skills
- Arts and Music
- Physical Development
- Personal Development

Our Universal Offer includes all of the above, plus:

- Our highly-specialised Autism-Friendly curriculum
- On site, weekly Speech and Language Therapy
- On site, weekly Occupational Therapy
- Weekly Swimming sessions
- Weekly Music Therapy
- Emotional and Mental Health Support with an onsite counsellor
- Calm spaces and zones of regulation
- Autism-friendly spaces and classrooms with low arousal stimuli
- A continuous provision with access to outdoor space
- Support for independence and preparation for adult life
- Personalised intervention packages
- Trips and Visits to museums, farms, sensory spaces, the zoo, Sealife and many other places
- Family support, through coffee mornings, stay and play
- Tailored therapies and inclusive enrichment opportunities (Forest School, Animal Therapies, SEND-friendly visits)





The daily timetable (below) is designed to create a highly structured, predictable, and responsive learning environment that balances academic learning with therapeutic support and regulation. It uses short, engaging sessions, regular brain breaks, and sensory-based activities to help pupils maintain attention, manage sensory needs, and stay emotionally regulated, while consistent routines such as circle time, life skills, and closing routines provide security and reduce anxiety.

Integrated therapies (e.g. OT, SALT, music and play therapy) alongside EHCP-linked interventions ensure that each child receives personalised, consistent support which is tracked through small, measurable steps to maximise engagement, independence, communication and wellbeing by embedding learning within a calm, supportive, and autism-friendly structure that meets individual needs throughout the day.

Settling Time: Sensory Circuit
Circle Time
Phonics
Brain Break / Targeted Therapies
Maths
Attention Bucket
Break Time
Life Skills
Rhyme Time and Bubble Therapy
Lunch Time: Family Dining and Outdoor Play
Understanding the World
Brain Break / Targeted Therapies
Personal Development
EHCP-Linked Targeted Interventions
Golden Time: Structured free choice
Story Time
Closing Routines

Supported Therapies (As prescribed by OT, SALT, Music)
Sensory Activities: audio, visual, tactile, sensory circuit
Lego Therapy
Disco Dough
Music Therapy
Attention Bucket
Play Therapy
OT Specific Therapy
SALT Specific Therapy

Our daily timetable is based on short, engaging sessions, linked to the individual curriculum pathway for each child.

All children will access group therapies and interventions between lessons including movement or brain breaks.

Every child has an individual EHCP-linked intervention every day, delivered by the same person for consistency of approach and tracking progress. These are tracked daily, following our curriculum process map with small steps of progress being measured and added to our tracking system, with evidence.

Personal Development Framework:

Personal development at Supreme Start School is an holistic approach that builds pupils' social, emotional, moral, and physical wellbeing through structured experiences such as developing emotional literacy, understanding relationships, promoting safety, celebrating diversity, and encouraging independence and choice.

It integrates areas like mental health, safeguarding, equality, citizenship, and British values into everyday learning through practical strategies including visual supports, sensory circuits, brain breaks, structured routines, and explicit teaching of feelings and social skills. This directly supports the foundations of our autism-friendly curriculum by providing predictability, personalised support, and meaningful opportunities for communication and self-regulation, while recognising individual needs, reducing anxiety, and fostering a safe, inclusive environment where pupils can build confidence, independence, and a sense of belonging.

School Website:

You may notice that there are new features on the school website, this includes:

- Our Family Handbook, filled with everything you need to know about our school
- Dedicated Therapies area with information about our onsite therapists
- Curriculum Information
- A new dedicated safeguarding web form to raise concerns (anonymously, if you'd prefer)
- All of our updated policies and procedures

Take a look: www.supreme-start.com

Stay in Touch

0161 977 4777



info@supreme-start.com



www.supreme-start.com

School Tours and Meet the Staff

If you would like to come for a look around, see the new facilities, speak to staff or have any questions, please get in touch.

You can contact the school directly and speak to Rachael Martin, Headteacher to organise your visit or have a chat.

Alternatively, we will be holding a coffee morning on Friday 5th June 2026, from 9.15am for you to pop along, have a chat and see the school. Everyone is welcome.

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.

JUDICIUM & EDUCATION



Read Write Inc. Phonics

If you have any queries or questions, please feel free to get in touch. We look forward to seeing you soon.

Rachael and the Team