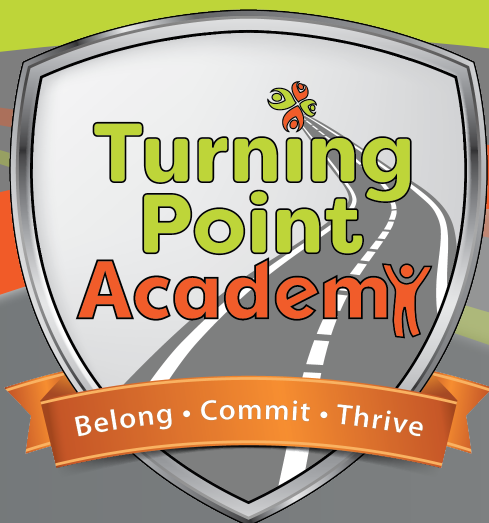




Turning Point Academy



Prospectus

School Details

Name	Turning Point Academy
Age Range	7-16yrs (Years 3-11)
Admission Limit	80 pupils
Local Authority Area	Lancashire
School Type	Independent Special School
Address	Hants Lane, Ormskirk, West Lancashire, L39 1PX
Telephone	01695 227 690
Email	enquiries@turningpointacad.co.uk
Website	www.turningpointacad.co.uk
Principal	Mike Marshall
Proprietor	Stefan Campbell

Welcome from our Principal

I am immensely proud to lead a school community that is built on care, ambition and strong relationships. Our school is a place where every child is known, valued and supported to be the very best version of themselves. At Turning Point Academy, we believe that every child deserves a place where they feel safe, understood and valued – a place where they truly belong.

We are a specialist independent school for autistic young people and those with associated needs, built around a simple but powerful belief: when children feel secure, they can engage; when they engage, they can flourish. Everything we do is shaped by our core values – Belong, Commit, Thrive. These are not just words on a page; they are the foundations of daily life at Turning Point Academy. They shape how we build relationships, how we design learning and how we support each young person to grow in confidence, independence and self-belief.

Our school is intentionally small and relational. We know every pupil as an individual and take the time to understand their story, their strengths and the barriers they may have faced.

Many of the young people who join us have experienced disrupted education, high levels of anxiety or environments where they felt they did not fit. Our role is to provide a genuine turning point – a fresh start where stability and belonging come first.

Our approach is calm, structured and deeply nurturing, combining high expectations with compassionate understanding. We recognise that progress looks different for every child, and we celebrate success in all its forms – whether that is re-engaging with learning, building friendships, developing independence or achieving academic milestones.

At Turning Point Academy, education extends far beyond the classroom. Alongside a carefully designed academic pathway, we place equal importance on personal development, emotional wellbeing and preparation for adulthood. Our pupils are supported to develop resilience, self-awareness and the confidence to navigate the wider world with increasing independence.

We are proud of the culture we have built – one defined by warmth, clarity and purpose. Visitors often comment on the sense of calm, the quality of relationships and the genuine care shown by our staff team. This culture is not accidental; it is the result of a clear vision and a shared commitment to doing the right thing for every child, every day.

Turning Point Academy is more than a school. It is a community built on belonging, driven by values and focused on transformation.

For many of our pupils and families, joining Turning Point marks a new chapter – one where young people rediscover confidence, reconnect with learning and begin to see a positive future for themselves.

We are delighted to share our school with you through our prospectus, but the best way to find out more is to visit us in person.

You'll be made very welcome and you'll feel the positive culture and ethos we have established as soon as you step through our doors. If you'd like to visit, please telephone the school office to make arrangements.

Best Wishes,

Mike Marshall
Principal





"Pupils flourish at Turning Point Academy. They are respectful and kind to others."

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Who do we cater for?

Turning Point Academy is a specialist independent school, established to cater for up to 80 children and young people between the ages of 7 and 16 years (from Years 3 through to 11). All pupils we cater for have an Education, Health & Care Plan (EHCP).

Our school primarily supports children and young people whose main area of need is Autism Spectrum Condition (ASC).

All pupils placed with us have a diagnosis of autism or are on the diagnosis Pathway and many also have a co-occurring diagnosis of Attention Deficit Hyperactivity Disorder (ADHD).

Alongside autism and ADHD, some pupils may experience additional needs, including:

- ◆ Sensory processing differences, which can affect how pupils experience sound, light, touch, movement or busy environments.
- ◆ Specific or moderate learning difficulties, which may impact the pace at which pupils acquire and retain new skills or knowledge.
- ◆ Many of our pupils experience high levels of anxiety, which can significantly affect their emotional wellbeing and ability to engage with learning.

◆ Some pupils may also have experienced trauma or adverse life experiences, which can influence how safe they feel in educational settings and how they form relationships with adults and peers.

◆ It is not unusual for pupils to have missed significant periods of education prior to joining our school, often as a result of unmet needs, school-related anxiety or difficulties coping within previous settings. As a result, pupils may arrive with gaps in learning, low confidence, or a reduced trust in education.

We recognise that every pupil's profile is unique. Our provision is therefore designed to be highly personalised, with a strong focus on emotional safety, predictability and understanding.

Through a calm, structured and autism-affirming environment, we support pupils to rebuild confidence, reduce anxiety and re-engage positively with learning, relationships and school life.

Our Key Pillars of Practice

At Turning Point Academy 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 Turning Point Academy we work in a collaborative manner with our families. The following are embedded in everything we do at Turning Point Academy and help to form the basis of how we develop a deep understanding of how best to meet our pupils needs.

1. Nurture

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.

2. Relational Practice

At Turning Point Academy, relationships are at the heart of everything we do. We know that young people learn best when they feel safe, understood and valued. Our relational approach focuses on building trusting, respectful connections between pupils and staff, creating an environment where every child feels they belong.

By understanding each pupil's individual strengths, needs and experiences, we provide calm, consistent and compassionate support that helps them develop confidence, emotional regulation and resilience. Through positive relationships, we enable our pupils to engage in learning, overcome challenges and thrive both in school and beyond.

3. 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.

4. Person Centred

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.



Our Visions and Values

At Turning Point Academy, our values aren't just words on our logo – they are promises.

Promises to every child and every family that they will belong, be supported to commit to their very best, and be given every opportunity to thrive.

Our values of Belong, Commit and Thrive are lived and breathed every single day. They shape our relationships, our curriculum, our decision-making and every aspect of school life. They are the foundation of everything we do.

Belong

We are included, valued and respected.

We create a safe, inclusive and nurturing environment where pupils feel accepted, respected and secure. Strong relationships are at the heart of everything we do.

Commit

We work hard, stay focussed and never give up.

We are committed to high expectations, consistency and teamwork. Our staff go above and beyond to support pupils and families, ensuring every child has the opportunity to succeed.

Thrive

We achieve, grow and become our best.

Coping is not good enough at TPA, we want our school community to thrive. We aim for every pupil to thrive academically, socially and emotionally, developing the skills, confidence and aspirations they need for life beyond our school.

Our Aims

We aim for every child at TPA to –

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



"The school empowers pupils to succeed in aspects of the curriculum where they may have found learning difficult in the past."

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Our Curriculum

At our school, we deliver the National Curriculum through our three-dimensional curriculum that recognises pupils as whole individuals and prepares them for both success in learning and success in life.

Our curriculum is structured across three interconnected strands: Core, Creative and Life. Together, these strands ensure pupils develop the academic foundations, personal skills and real-world understanding they need to progress confidently to their next steps.

The TPA Curriculum provides pupils with essential knowledge and skills in key subjects, delivered through adaptive, high-quality teaching that reflects individual needs and starting points. Our curriculum enables pupils to express themselves, build confidence and develop transferable skills through engaging, practical and exploratory learning experiences. We equip pupils with the skills needed for independence, wellbeing and positive participation in their communities, with a strong focus on preparing for adulthood.

Our enrichment programme is threaded through our curriculum, helping to bring learning and social experiences to life.

Our Core curriculum offer

Our Core Curriculum is designed to meet the individual needs, strengths and aspirations of every pupil, recognising that learning is most successful when young people feel safe, understood and valued.

At the heart of our curriculum is a strong focus on the following subjects, which form the 'core curriculum.' –

English | Mathematics | Science | Computing

Our Creative curriculum offer

Our Creative Curriculum provides pupils with meaningful opportunities to express themselves, explore their interests and discover their strengths through a broad and engaging range of creative experiences.

The curriculum includes the following subjects –

**Art & Design | Design Technology
Food Technology | Music | PE and fitness**

Key Stage 4 Options (Creative Curriculum)

**Construction | Animal Care | Music
Health & Fitness | Photography | E.Sports
Food and Cookery Skills**

These subjects are carefully adapted to meet the diverse needs of our pupils. Learning is hands-on, exploratory and inclusive, enabling pupils to access creativity in ways that build confidence, communication and self-esteem.

Creativity plays a vital role in supporting emotional regulation, social development and wellbeing, particularly for pupils who may find traditional academic learning challenging.

Through structured creative activities, pupils learn to take risks, solve problems, work collaboratively and persevere – developing the skills they need to commit to learning and personal growth.

Our Life curriculum offer

Our Life Curriculum is designed to equip pupils with the essential skills, knowledge and confidence they need to lead safe, independent and fulfilling lives beyond school.

Our Life Curriculum focuses on the following subjects / areas –

- ◆ World Studies – a mix of history, geography and religious studies (Key Stage 2 and 3)
- ◆ GCSE History (KS4 options subject)

- ◆ Childcare (KS4 options subject)
- ◆ GCSE Religious Studies (KS4 options subject)
- ◆ Personal, Social, Health and Citizenship Education (PSHCE)
- ◆ Relationships and Sex Education (RSE)
- ◆ ASDAN Award Scheme (Key Stage 4)
- ◆ Duke of Edinburgh Award Scheme (Year 9 upwards)
- ◆ Volunteering and work experience
- ◆ Careers guidance and education

Our Enrichment programme

- ◆ Forest Skills and bushcraft activities
- ◆ Residential experiences
- ◆ Stress management & relaxation
- ◆ Well-being activities
- ◆ Various trips out to build confidence and social skills.

Learning is purposeful, real-life and highly personalised, enabling pupils to apply skills meaningfully both in and beyond the classroom.

"Pupils are prepared for each stage of their education. They gain qualifications in a broad range of academic and vocational subjects."

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Key Stage 4 Curriculum

At Turning Point Academy, we are proud to offer a broad, balanced and ambitious Key Stage 4 curriculum that prepares pupils for their next steps in education, employment and adult life. Our carefully curated curriculum provides a wide range of subject choices, with qualifications available at different levels to ensure every pupil can achieve success from their individual starting point.

Our curriculum combines the best of academic and vocational learning, enabling pupils to develop essential knowledge alongside practical skills and real-world experience. Whether studying GCSEs, vocational qualifications or personalised learning pathways, every pupil is supported to follow a programme that reflects their strengths, interests and aspirations.

By offering flexible pathways and high-quality teaching, we ensure that every young person leaves Turning Point Academy with recognised qualifications, increased confidence and the skills they need to thrive in the future. Subjects and qualifications offered are as follows –

COMPULSORY FOR ALL

English

GCSE, Functional Skills Levels 1 and 2, Entry Level 1, 2 and 3, AQA Open Awards,

Maths

GCSE, Functional Skills Levels 1 and 2, Entry Level 1,2 and 3, AQA Open Awards.

Science

GCSE, Entry Levels 1, 2 and 3, AQA Open Awards.

IT User Skills

NCFE – Levels 1 and 2

Personal & Social Development

ASDAN qualification

Duke of Edinburgh Award Scheme

Bronze Level Award

OPTIONS SUBJECTS

Pupils choose 3 subjects from the following –

GCSE

History | Religious Studies
Art and Design | Photography

Statistics

(Offered as further after school tuition option)

BTEC

Construction | Childcare (Level 1 & 2)
Music (Level 1 & 2) | Animal Care (Level 1 & 2)
E.Sports (Level 1 & 2)

NCFE (Levels 1 & 2)

Health & Fitness | Food & Cookery Skills



Reading: Opening the door to opportunity

At Turning Point Academy, we believe that reading is one of the most important skills a child can develop.

It is the key that unlocks learning across the entire curriculum and a fundamental life skill that enables young people to communicate effectively, access information, develop independence and enjoy lifelong learning.

Many pupils join us having experienced difficulties with reading. Some may have gaps in their learning, while others arrive lacking confidence or seeing themselves as reluctant or unmotivated readers.

We understand that every child's journey is different, and our nurturing, personalised approach helps pupils rediscover both the enjoyment and the purpose of reading.

Reading is woven throughout daily life at TPA. Through high-quality teaching, dedicated reading time, targeted interventions and a curriculum that promotes reading for both learning and pleasure, we place a clear and consistent emphasis on developing literacy skills.

Staff work hard to match reading materials to each pupil's interests and ability, helping to build confidence, motivation and success.

As a result, our pupils often make remarkable progress in their reading during their time with us. More importantly, they leave us with greater confidence, increased independence and the knowledge that reading is a skill that opens doors to opportunities throughout life.

"Pupils respond well to the high aspirations that the school has of their achievement and conduct. Pupils achieve well."

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Behaviour and Relationships 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.

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 Merit Points for following 'The TPA Way,' linked to the 3 values of the school, and which promote effective learning and behavioural habits and routines. Each lesson, up to 3 merits can be achieved.

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 well 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.

Pupils gain their merits in lessons for focussing on one bullet point from each value (we focus on each bullet point as a whole school).

BELONG	
• Being kind and respectful to others • Listening when others are speaking • Accepting help and supporting my classmates	
✓	One merit per lesson for achieving focused bullet point
COMMIT	
• Being ready to learn and following routines • Having a go, even when work feels tricky • Learning from mistakes and trying again	
✓	One merit per lesson for achieving focused bullet point
THRIVE	
• Celebrating my progress and achievements • Challenging myself in a safe way • Being proud of what I can do	
✓	One merit per lesson for achieving focused bullet point



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



The Six Principles of Nature

Turning Point Academy 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. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transitions in children's lives





"Pupils benefit from the extremely positive relationships that they enjoy with staff."

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Our Restorative Approach

Turning Point Academy 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 providing school staff with a consistent framework for preventing and dealing with problems.

Benefits of a restorative approach

- ◆ Pupils are encouraged and supported to take responsibility
- ◆ Children and young people empowered to make their own decisions
- ◆ Staff are better equipped to manage difficult situations
- ◆ Improved relationships and well-being amongst pupils and staff
- ◆ Improved communication skills
- ◆ Improved emotional literacy
- ◆ Reduced exclusions and persistent absenteeism

Relational Practice

At Turning Point Academy, relationships are the foundation of everything we do. We recognise that young people learn best when they feel safe, understood and genuinely valued. For many of our pupils, positive relationships are the key to reducing anxiety, building trust and creating the confidence needed to engage in learning.

Our relational approach means taking the time to understand each child as an individual—their strengths, interests, communication style and support needs. Rather than simply responding to behaviour, we seek to understand what lies beneath it, responding with empathy, consistency and high expectations. We believe that behaviour is a form of communication, and we work alongside pupils to help them develop the skills to regulate their emotions, solve problems and build positive relationships with others.

Through warm, respectful and consistent interactions, our staff create a nurturing environment where every pupil feels they truly belong. These strong relationships enable our young people to grow in confidence, develop independence, embrace new challenges and achieve success both in school and beyond. Relational practice is not something we do – it is who we are, and it underpins every aspect of life at Turning Point Academy.

Positive Handling

Positive handling / physical restraint is very rare at TPA. All staff are trained in an approved positive handling methodology called 'Team Teach.'

This is a safe way of de-escalating any conflict situations, which may include physical intervention as a very last resort, as part of our duty to keep children and staff safe. More detailed information can be found in our behaviour and relationships policy.

"Staff use their subject expertise well to create activities that help most pupils to learn the curriculums that the school had designed."

Ofsted 2024



The TPA Team

At Turning Point Academy, our greatest strength is our people. Every member of our team shares a common purpose: to help every young person feel safe, valued, understood and able to thrive.

From our teachers and learning support professionals to our administration, catering, premises and leadership teams, everyone plays an important role in creating the warm, nurturing and ambitious environment that defines life at TPA.

We are proud of the collaborative culture that exists throughout our school. Our staff work together closely, sharing expertise, celebrating successes and supporting one another to ensure every pupil receives the very best education and care.

This strong teamwork allows us to respond flexibly to the individual needs of each child, ensuring that support is consistent, personalised and built around trusting relationships.

Our multi-disciplinary team brings together a wealth of knowledge, experience and specialist expertise. Many of our colleagues have extensive experience of working with autistic young people and those with additional needs, while several members of our team are neurodivergent themselves.

Their lived experience provides invaluable insight, understanding and authenticity, helping us create a school where differences are recognised, respected and celebrated.

Leading this work is our experienced Leadership Team, who are committed to maintaining the highest standards of education, safeguarding and pastoral care. Together, they ensure that every aspect of school life reflects our core values of Belong, Commit and Thrive, creating a culture where pupils and staff alike can flourish.

Supporting Every Child to Thrive

Our dedicated Wellbeing Team is central to our school. Working alongside teachers, families and external professionals, they help identify and reduce barriers that may prevent a child from engaging successfully in school life and life beyond the school gates.

Whether those barriers relate to emotional wellbeing, anxiety, attendance, communication, regulation, safeguarding or family circumstances, our team works proactively to ensure every pupil has the support they need to succeed.

Using a graduated Universal, Targeted and Specialist model of support, we provide the right intervention at the right time.

This tiered approach enables us to intervene early, respond effectively to changing needs and ensure that every child has the opportunity to engage, achieve and develop the confidence, resilience and independence needed for life beyond TPA.

At Turning Point Academy, every member of staff believes in the potential of every child. Together, we are far more than a collection of professional – we are one team, working in partnership with our pupils and families to ensure every young person can truly belong, commit and thrive.

Leadership and Governance

Day to day leadership of TPA sits with the Principal, ably assisted by the school's two Deputy Principals to form the Senior Leadership Team (SLT). Ultimate responsibility for the school sits with the Proprietor, who has overarching responsibility for regulatory compliance.

TPA has a Governance Board, consisting of the Proprietor, the Trustees of the school and the Principal or SLT representative.

This board meets approximately every six weeks and makes important strategic decisions about our school, like finance and budgets, resources and staffing. They monitor the school's performance and hold the school to account.

The Principal is Mike Marshall. He can be contacted via the school office or by email: mike.marshall@turningpointacad.co.uk.

The Proprietor is Stefan Campbell. He can be contacted via the school office or by email: Stefan.campbell@turningpointacad.co.uk



"The school prioritises the welfare, health and safety of its pupils."

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TPA WISH

Wellbeing, Inclusion, Support & Help

Removing barriers. Building belonging. Helping every pupil thrive.

At Turning Point Academy, we know that children learn best when they feel safe, understood, included and emotionally ready to engage.

For some young people, barriers relating to emotional wellbeing, regulation, relationships, attendance, communication, confidence or previous experiences can make accessing education more difficult.

Our job is not simply to recognise those barriers, but to work alongside each young person and their family to understand them and, wherever possible, reduce or remove them.

TPA WISH – Our Wellbeing, Inclusion, Support & Help Hub – brings together our specialist wellbeing, pastoral and inclusion provision under one clear and coordinated approach.

More than a place – a whole-school approach

WISH is both a multidisciplinary team and a purpose-designed Hub within our school. It provides pupils with access to a wide range of support, interventions and specialist expertise within a welcoming environment created specifically around their needs.

However, WISH is much more than a room or a building. Its principles reach across the whole of Turning Point Academy. Wellbeing, inclusion and relational practice are woven into everyday school life, with WISH working alongside teachers, Learning Support Professionals, school leaders, families and external professionals to ensure that pupils receive the right support at the right time.

Our Wish Team

Our WISH Team brings together different areas of expertise including emotional wellbeing, regulation, relational practice, safeguarding and vulnerability, family engagement, attendance and transitions, careers and preparation for adulthood, and support for pupils experiencing complex needs or circumstances.

WISH includes a number of distinct but closely connected roles and areas of responsibility and functions. There are six distinct roles within the team, all working within our Well-being Hub, strategically led by one of our Deputy Principals, as follows –

- ◆ Clinical, Complex Cases & Risk Lead
- ◆ Relational Practice Lead
- ◆ Family, Attendance & Engagement Lead
- ◆ Thriving Futures Lead
- ◆ Safeguarding & Vulnerability Lead
- ◆ Emotional Wellbeing, Identity & Regulation Lead

Our Graduated Approach

Every pupil is different, and the level of support they require may change throughout their time at TPA. WISH therefore operates through a graduated model of Universal, Targeted and Specialist support.



WISH Universal

Our universal provision is available to all pupils and is embedded within everyday TPA practice. It includes our relational approach, support with emotional literacy and regulation, opportunities for pupil voice, preparation for adulthood, wellbeing education and the consistent routines and relationships that help our young people feel that they belong.

WISH Targeted

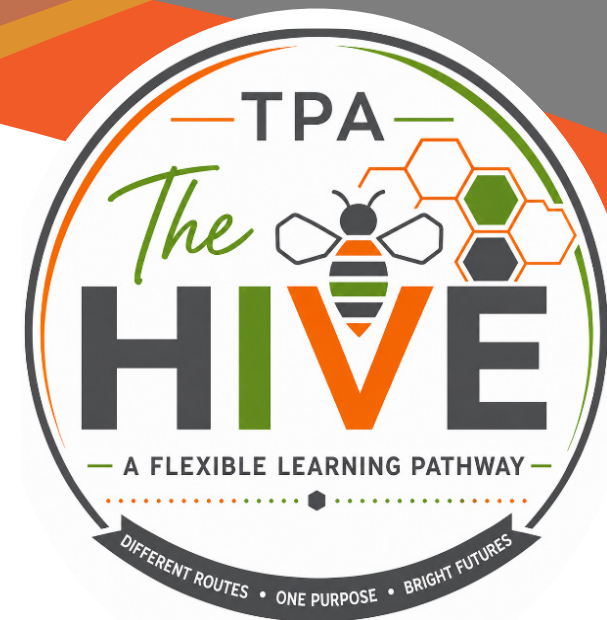
Sometimes a pupil needs something additional. Targeted support provides planned interventions in response to an identified need or emerging barrier. This may involve individual or small-group work, emotional wellbeing and regulation support, attendance and engagement work, social and relational interventions, transition support or focused work with families.

WISH Specialist

For pupils with more complex or persistent needs, WISH can coordinate a highly personalised package of specialist support. This may involve intensive individual intervention, complex case work, risk management and safeguarding support, multidisciplinary planning and collaboration with external agencies and professionals.

Importantly, our graduated approach is fluid rather than fixed. Pupils can move between different levels of support as their circumstances and needs change.

Our ambition is always to build skills, confidence and independence so that, where appropriate, pupils can successfully step down from more intensive support.



THE HIVE

A Flexible Learning Pathway

The WISH Hub

At the heart of the service is our dedicated WISH Hub – a bespoke environment on the school site designed specifically for the delivery of wellbeing and inclusion services.

The Hub provides a calm, welcoming and purposeful base where pupils can access interventions, meet members of the WISH Team, receive individual support and develop the strategies they need to successfully engage with school life.

It is not a place pupils are simply sent to when things become difficult. Instead, it is a positive and proactive resource where young people can access help, develop skills and build trusting relationships with adults who understand them.

Working Together

Successful support rarely happens in isolation. WISH works closely with pupils, families, class teams, school leaders and external professionals to develop a shared understanding of each young person's strengths, needs and circumstances.

Our families are an essential part of this process. We recognise that parents and carers know their children incredibly well, and we value open, honest and respectful partnership working – particularly when circumstances become challenging.

Ultimately, WISH exists to help every young person access everything that TPA has to offer. By identifying barriers early, responding thoughtfully and bringing the right people together around the child, we can create the conditions in which pupils feel safe enough to engage, confident enough to participate and supported enough to succeed. Because at TPA, wellbeing and inclusion are not an addition to education – they are often what make education possible.

The Hive at TPA is our bespoke, flexible learning provision for pupils who need something different from a traditional classroom-based approach.

We recognise that, for some young people, attending school full-time or accessing learning within a conventional classroom environment can present significant challenges. Anxiety, emotionally based school avoidance, previous negative experiences of education, sensory needs or periods of significant change can all create barriers to engagement. The Hive provides a supportive bridge back into learning.

Built around the individual young person, The Hive combines personalised education, wellbeing support and carefully planned opportunities for wider school engagement. Pupils may access learning through a blend of individual and small-group teaching, flexible timetables, targeted interventions and supported access to the wider TPA curriculum and school community.

The aim is not simply to get pupils completing work. It is to help them rebuild trust, confidence and a positive relationship with education.

Every pupil accessing The Hive has a personalised pathway, with expectations and support carefully matched to their needs and reviewed regularly.

As confidence, regulation and engagement develop, pupils are supported to take their next steps – whether that means increasing their time in school, accessing more lessons and activities within the wider TPA community, preparing for qualifications or developing the independence and life skills they need for their future.

Importantly, pupils accessing The Hive remain very much part of TPA. They are members of our school community, share our values and are encouraged to participate in wider school life wherever this is appropriate and beneficial.

The Hive reflects our belief that one size does not fit all. Sometimes a young person needs a different route, a different pace and a different starting point in order to succeed. At The Hive, we provide that opportunity – helping every young person to Belong, Commit and Thrive.

"Pupils settle quickly at the school because of the high degree of care that they receive. Pupils are happy."

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School Organisation and Daily Structure

The school is organised into a number of class groups, led by an Assistant Principal. The school organisation may change from one year to the next, to reflect demand. An up to date school organisational chart is available on the school's website – www.turningpointacad.co.uk.

At TPA we have thought carefully about the school day, which is why we have adopted to start the day later than a traditional school day. This is to better support the needs of our pupils, many of whom have disrupted / poor sleep.

The school day is structured as follows –

Time	Session	Duration
9:45am - 10am	Star of day, Arrival & Registration	15 minutes
10am - 10:45am	Lesson 1	45 minutes
10:45am - 11:30am	Lesson 2	45 minutes
11:30am - 11:45am	Break Structured break with planned activities to socialise / play both outside and inside.	15 minutes
11:45am - 12:30pm	Lesson 3	45 minutes
12:30pm - 1.10pm	Lunch Dining in class groups in 2 sittings - (20 mins) Play and Social Time - (20 mins)	40 minutes
1:10pm - 1:20pm	DEAR TIME Drop Everything And Read	10 minutes
1:20pm - 2:00pm	Lesson 4	40 minutes
2:00pm - 2:45pm	Lesson 5	45 minutes
2:45pm - 3:00pm	Break Comfort / movement / sensory regulation break	15 minutes
3:00pm - 3:45pm	Lesson 6	45 minutes
3:45pm	Back to class / form tutors (Prep for end of day / transport home)	

Safeguarding

'Turning Point Academy is committed to safeguarding children and promoting children's welfare and expects all staff, trustees, volunteers and visitors to share this commitment and maintain a vigilant and safe environment.'

Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours' that underpins this commitment.

The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.'

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 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.

The Designated Safeguarding Lead is Mike Marshall.



"Pupils make a strong contribution to the life of the school."

Ofsted 2024



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 and anti-bullying policies are available on request via the school office and published on our school website. Our policies are updated regularly to reflect any changes to Government guidance. On our website, you can access our Safeguarding Briefing Pages where you will find some really useful briefings about a whole range of safeguarding issues.

Communication

We believe that strong partnerships with parents and carers are built on open, honest and regular communication. By working closely together, we can celebrate successes, respond quickly to any concerns and ensure every young person receives the very best support to thrive.

At the beginning of each week, we publish our Weekly News Page, keeping families up to date with important information, upcoming events, celebrations and key messages from across the school. These are shared on our Facebook page and emailed directly to parents and carers who have chosen to receive them electronically.

Throughout the year, we also produce our Friday Focus one-minute briefings. These short, easy-to-read information guides provide practical advice, helpful strategies and insights into topics linked to autism, wellbeing, learning and family life.

Friday Focus briefings are available on both our Facebook page and our school website, creating a growing library of resources that families can access at any time.

Each term, we invite parents and carers to attend a Progress Consultation Day, providing dedicated time to meet with your child's class team, discuss their achievements, celebrate progress and agree next steps. Alongside these meetings, every pupil receives a written progress report each term, ensuring families have a clear picture of their child's academic, personal and social development.

At the start of every academic year, families receive an Annual Calendar of Events, outlining the key dates and activities planned across the school year. Whilst occasional changes may be necessary, this provides parents and carers with advance notice of important events and opportunities to become involved in school life.

If you ever need to speak with someone about your child, we encourage you to contact the school and ask to speak with a member of your child's class team in the first instance. They know your child best and will either be able to help directly or ensure you are connected with the most appropriate member of staff. We are always here to listen, work alongside you and provide the support your family needs.

"The school provides an impressive range of activities that helps pupils to develop their interests and talents."

Ofsted 2024



"The school has established an ambitious suite of subject curriculums."

Ofsted 2024

Home-School Partnership

At Turning Point Academy, we believe that the very best outcomes for children are achieved when school and home works together as one team. Parents and carers are the experts on their child, and we value the knowledge, experience and insight that every family brings. By combining this with our professional expertise, we can create the strongest possible support around each young person.

We recognise that parenting a child with autism and additional needs can sometimes be challenging, and there may be times when things feel difficult at home or in school.

During these times, our commitment to working in partnership becomes even more important. We do not see challenges as barriers to our relationship with families, but as opportunities to strengthen it. We will always seek to work with you, listening carefully, communicating openly and finding positive solutions together in the best interests of your child.

Our relationships are built on trust, honesty, mutual respect and a shared commitment to helping every pupil feel safe, valued and successful.

We encourage regular communication and believe that no concern is too small to discuss. By working together proactively, we can often resolve issues quickly and ensure that every child continues to receive the support they need.

To support this shared commitment, every family receives our Home-School Partnership Agreement. This sets out the responsibilities of the school, parents and carers, and our pupils, establishing a clear understanding of how we will work together positively, respectfully and consistently.

It reflects our shared commitment to creating an environment where every child can Belong, Commit and Thrive.

Complaints Procedure

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.

Other Useful Information

Referrals & admissions

All admissions to TPA are through the local authority that a child resides, through their usual commissioning processes. For children and young people who have an Education, Health and Care Plan, placements are likely to be dealt with by the SEN team within the local authority the child resides.

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.

TPA take new admissions throughout the school year. Once a placement has been agreed, our Referrals and Home-School Partnership Officer work directly with families to arrange for a personalised transition into our school.

TPA is not a Section 41 registered school. This means that Local Authorities and SENDIST Tribunal's cannot name our school in a child's EHCP without our agreement. We fully manage our own admissions.

School Travel

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.

Medication

We follow strict guidelines regarding administration of medication to pupils in school. We have named, trained staff who administer medication, and strict records are kept when any type of medication is administered. Our 'Administration of Medication to Pupils' Policy is available on request from the school office and is published on our school website.

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.

Many of our pupils have experienced disrupted periods of schooling prior to attending TPA, and some have not attended school for some time. For these pupils it is important that we are able to see improving trends in school attendance over time, while we work in close partnership with parents/ carers to build confidence and resilience, while carefully re-engaging pupils back into learning.

Academy 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).

It is important to see the costs paid for placements as an investment in your child, and to value the place. It is very rare we have children leave our school, unless they are of statutory school leaving age.

"Pupils are prepared exceptionally well for life in modern Britain."

Ofsted 2024

"Pupils become resilient and independent young people."

Ofsted 2024



Mobile Phones

In line with Government legislation, mobile phone are NOT allowed in school. We recognise that most of our pupils travel long distances to and from school and may need access to their devices on their journeys to and from school.

If mobile phones are brought into school, they must be securely locked into each child's allocated phone pouch on arrival. They are not to be used during the school day and there are strict consequences for breaking the rules / law and trust that we place in each child.

Phone pouches are kept by each child throughout the day and remain their responsibility. They are unlocked at the end of the school day – phones go home and pouches stay in school. Our phone policy is part of our school's daily routine.

Prohibited Items

The following items are not allowed in school and will be removed without consent if found. The Principal has a legal power of search, should we believe any child has anything in their possession that may cause harm to themselves or others.

- ◆ Knives, blades or weapons
- ◆ Alcohol
- ◆ Illegal drugs / legal highs
- ◆ Stolen items
- ◆ Tobacco, cigarettes, vapes, lighters, matches
- ◆ Fireworks
- ◆ Explosives
- ◆ Hazardous chemicals and substances

School Lunches and Snacks

School meals are cooked fresh on site every day. We supply all pupils with a free, nutritional, hearty daily meal as part of our provision, regardless of whether they are entitled to free school meals. Lunchtimes at TPA are a pleasant experience, providing an opportunity to eat well and connect socially with their classmates.

We also provide free water, fruit juice, milk and fresh fruit throughout the day, and toast is served at breaktimes.

School Uniform

We have a loose / personalised approach to school uniform. We do have a school blazer and jumper bearing our logo, and a tie. These are provided free of charge to all pupils. However, we recognise that many of our pupils have sensory needs that may prevent them from wearing clothes that feel restrictive or uncomfortable to their personal sensory needs. For these pupils, they are able to wear an adapted uniform, as follows –

- ◆ Black or grey trousers, jogging bottoms, leggings, dress or skirt.
- ◆ Plain black, grey or white shirt with a collar, blouse, polo shirt or t-shirt
- ◆ Plain black shoes or trainers.

On the days your child has a PE lesson, they should come dressed in their PE Kit. They will remain in their PE kit all day.

This avoids the stress of getting changed at school and saves valuable lesson time. PE kit can consist of a track suit, shorts, t-shirt and trainers.

First Aid

The health, safety and wellbeing of our pupils is always a priority. Turning Point Academy has a number of trained first aiders who are available throughout the school day to respond promptly to illness, accidents or injuries.

Should your child require first aid, they will be cared for in a calm and reassuring environment by a trained member of staff.

Where appropriate, parents and carers will be informed, particularly if an injury is more than minor, ongoing monitoring is required or further medical advice is recommended.

To further support the safety of our school community, we have a defibrillator (AED) on site, with trained members of staff able to use and administer it in the event of a medical emergency.

We also hold emergency adrenaline auto-injectors (allergen pens) in accordance with Benedict's Law, with appropriately trained staff available to administer them should an emergency anaphylactic reaction occur.

We work closely with families to ensure that medical information, healthcare plans, allergy information and emergency contact details are kept up to date, enabling us to provide safe and effective care for every pupil.

Our aim is to ensure that every child feels safe, supported and well cared for throughout the school day.

Our Holiday Fun Clubs

School holidays can be challenging for many families, particularly when children thrive on routine, familiarity and opportunities to maintain social connections.

That's why we are delighted to offer our Holiday Fun Club, helping to bridge the gap between term times and ensuring our pupils continue to feel connected to their school community.

Our Holiday Fun Club is completely free of charge and runs during the school holidays on Tuesdays, Wednesdays and Thursdays, with the exception of the Christmas break and the first and last weeks of the summer holidays.

The club provides a safe, supportive and enjoyable environment where pupils can reconnect with friends, build new relationships and continue developing their confidence and independence.

Every holiday programme is packed with exciting activities, community visits and days out, giving pupils the opportunity to explore new places, try new experiences and develop important social and life skills beyond the classroom.

For many of our pupils, Holiday Fun Club is an extension of our school community, where they continue to Belong, Commit and Thrive, even during the school holidays.

"Parents value the positive impact that the school has had on their child's achievements and their enjoyment of school."

Ofsted 2024



"The school accurately identifies the additional needs of pupils. It has a precise understanding of the areas that each child needs to improve."

Ofsted 2024



"The school provides an impressive programme of careers education to all pupils."

Ofsted 2024



"Pupils quickly become confident learners."

Ofsted 2024

"Staff skilfully provide support to a small number of pupils that need help to improve their behaviour."

Ofsted 2024



"Pupils have highly positive attitudes towards their learning."

Ofsted 2024



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