



Bradford Christian School

Bradford Christian School Designated Specialist Provision Policy

Written October 2017 – Review date October 2018

1.0 Introduction

1.1 Bradford Christian School is an inclusive school.

The Designated Specialist Provision offers an enriched, individually orientated curriculum within an integrated setting where the pupil can learn alongside their peers at a pace and with the support that meets their needs. The aim of the provision is to support pupils to gain independence in both their learning and their personal, social and communication skills, whilst encouraging them to achieve their academic potential.

2.0 Framework for Inclusion

The aim of the DSP is to provide an education appropriate to each pupil's needs, either within the DSP unit, or within mainstream classes with support from the DSP. We provide DSP pupils with a range of supported groups, individual work and whole class support with access to appropriate stages of the national curriculum. This includes access to assemblies, pupil forums, educational visits and social events as appropriate.

2.1 Type and range of Provision

DSP for autistic spectrum disorder promotes the development of pupils with a diagnosis of ASD by providing an additionally resourced, special educational provision within a mainstream school. All pupils placed in DSP for ASD will have complex ASD within a broad spectrum and will require specialist provision beyond that which is normally available within a mainstream school. Pupils moving into the DSP from other schools must have a diagnosis of ASD and an EHCP (Education and Health Care Plan). Up to 25 percent of each DSP class may be children from our own school, who may access the DSP without a diagnosis if the SENCo and DSP Head decide there is enough good cause for a placement.

2.2 Area Served

Pupils come to the DSP primarily from the schools in the Bradford Authority. However, where places are unavailable at other facilities in the area, placement will be considered for pupils from outside the district.

2.3 Pupil Numbers

Current pupil numbers are limited by existing available physical space.

The total number of places in the secondary DSP (currently NC Year 5 – 11) is currently 8, moving towards 12 by September 2018. Unless we are given the provision of additional space by the Local Authority and have the ability to recruit further staff, we will be unable to take any further children into the unit.

The primary DSP (currently NC Year 1-4) is currently 4 places for children from BCS and 1 place for a child from the Local Authority. There are no plans to increase these numbers until we have a more established Primary DSP team.

The fit for Year 5 and 6 children (primary or secondary) is still to be decided, and can be allocated on a child by child basis

3.0 Specialist Resources

3.1 Staff

The resource is currently staffed as following:

- Head of the DSP
- Full time primary teacher and 1 support staff. (Currently 1:2 ratio)
- Secondary teachers for English, Maths, Science, History, Geography, R.E., ICT, P.E. PSHE/Citizenship, Art.

The DSP Head, and Learning Support staff work with each of the pupils on an ongoing program of Specialist Interventions, including Speech and Language therapy, Social/Communication skills, Behaviour Management support, Play therapy, Asdan program.

- 5 FTE support staff. (Currently 1:2 ratio + Intervention specialist)

Support staff are allocated to pupils as needed. Staffing numbers in the unit will change in line with the numbers and academic need of the students within the unit. The staff are trained and experienced in working with pupils with ASD. The staff undergo an ongoing training program facilitated both in house sessions and by external providers.

3.2 **Environment**

The provision has several rooms as a base for pupils to work on specific skills requiring a quieter environment. All pupils who are part of the DSP have access to these rooms either on an individual or small group basis for some part of their school day as appropriate to them. This includes breaks and lunchtimes.

3.3 **Professional Support**

The DSP Head and staff team work on a Multi-Agency approach within school, including work with specialist services such as SEN Assessment Team, Autism Team, Educational Psychology, Children's Social Care, CAMHS, Adoption and Fostering Service, Specialist Speech and Language Service, Careers Services and Local Colleges.

4.0 **School Organisation**

Bradford Christian School is privately funded, independent school with designated specialist provision covering the Bradford area. It meets the educational needs of children aged 3 to 16 years old.

4.1 **Home School Liaison**

This is vital to achieve the pupils full potential and for continuity of approach. Staff are available throughout the day if parents have concerns. Regular liaison with parents takes place through pupil planners, text, email and by telephone. Progress meetings are also held, alongside annual reviews.

5.0 **Main Admissions Criteria for DSP (Autistic Spectrum Disorder)**

All students allocated places will have an Education Health Care Plan (EHCP). The DSP is an enhanced provision where students are mostly taught in the DSP with some lessons in our mainstream setting. Placements will be sought through and formally approved by Bradford Local Authority in consultation and final agreement with the school.

5.1 **Transitions**

Transition from primary school to secondary, or from another primary or secondary school, is a stressful process for pupils and parents. Transitions are managed by the DSP in consultation with the existing provision. Transition visits are made to the DSP by the new pupil with staff from the existing provision and visits to the existing provision are made by DSP staff. The number and nature of the visits is individually tailored depending on the pupils needs.

6.0 **Assessment/ Review/Monitoring**

Within 6 weeks of placement in the DSP an initial planning meeting is held. The purpose of the meeting is to discuss how the pupil is settling in and to plan the first year's educational arrangements in line with their EHCP. Parents meet with the Head of the DSP on this occasion. A review of the pupil's EHCP takes place at least annually, in accordance with LA guidelines and the SEND Code of Practice (Sept 2014). These are held with parents and Bradford Christian School and all relevant professionals are invited. Open evenings for all pupils in school take place twice a year. Additionally, parents are welcome to discuss progress at any mutually convenient time. Each pupil has an annual written report in line with school policy.

7.0 **Transfer to next stage**

Transitions planning for post 16 starts in Yr. 9. Information about post 16 provisions is available within the DSP including local colleges, sixth form provision and work options. Visits and taster courses at local colleges can be arranged. As with transition into the DSP, transition to other facilities is carefully managed in consultation with parents, the pupil and other professionals involved.

For Further Information please contact
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Formally agreed through Governors compliance:	1st March 2018
Signed Andrew Taylor – Chair of Governors	Andrew Taylor
Signed Phill Moon – Head Teacher	Phill Moon
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