



## Designated Specialist Provision Policy

**Written October 2017 – Review date January 2022**

### 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, integrated playtimes with age appropriate school cohort, educational visits and social events as appropriate.

#### 2.1 **Type and range of Provision**

The DSP is for students with autistic spectrum disorder which enables 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 the 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 middle/secondary DSP (currently National Curriculum Year 5 – 11) is 24. We have capacity for 16 students in Oak Class across 2 classrooms, National Curriculum Years 5-10, working at Year 1 – 4 academic levels. The curriculum is highly differentiated to meet their learning needs. Cedar Saplings Class at middle school (age 5-8) and Cedar Upper class Y9-11 has capacity for 8 students 2 per paired year group, all working at around age related expectations with high levels of support and a differentiated curriculum.

The primary and EYFS DSP (National Curriculum Year 1-4 and EYFS) currently has capacity for 6 students 2 per paired year group. When the Local Authority ask school to consult for a Primary DSP place, each case is looked at on an individual case basis and assessed by Mrs Horton and Mrs Prothero before any final decision is agreed through SLT.

The fit for Year 5 and 6 children (primary or secondary) is decided on a child by child basis according to their needs and best provision placement within school.

### 3.0 **Specialist Resources**

#### 3.1 **Staff**

The resource is currently staffed as following:

- Head of the DSP
- Deputy Head of the DSP
- Oak Class – 1 Teacher and the equivalent of 5 Full Time LSA's
- Cedar Saplings, Cedar Upper Classes – Specialist Middle/ Secondary teachers for English, Maths, Science, History, Geography, R.E., ICT, P.E. PSHE/Citizenship, Art and the equivalent of 6 Full Time LSA's and 1 Part Time LSA.

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, SEMH support and Learning engagement and access.

Support staff are allocated to pupils as considered appropriate by the DSP head. 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 by 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, School Nursing Team, Careers Services and Local Colleges.

### 4.0 **School Organisation**

Bradford Christian School is a privately funded, independent school with a 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 pupil's 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.

There is also an open morning arranged termly for parents to come in and visit the DSP to see the work the children have completed and allow parents to meet the staff working with their children.

### 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. The aim of the outworking of the DSP is to see students access mainstream learning where and when this is appropriate in the child's development. Placements will be sought through and formally approved by Bradford Local Authority in consultation and final agreement with the school.

### 5.1 **Entry assessment**

The local authority will send a consultation to the school for each child requesting a place. Assessment will usually take place in the child's existing school. The head of the DSP will visit and observe the child in their normal learning environment and assess whether Bradford Christian school will be able to meet their educational needs, and report the findings of that assessment back to the local authority offering or refusing the placement as appropriate.

If we are asked to consult on child where it is not possible to assess the child adequately in their current setting, the school may suggest an assessment period of up to three days. The school will make clear the criteria to be applied in the assessment period. The school reserves the right to reduce the length of the trial if it is clear, during the assessment period, that it will not be possible to offer the child a place. In this instance the school will invite parents or careers into school to explain this decision. Bradford Christian School will report the findings of that assessment back to the local authority offering or refusing the placement as appropriate.

### 5.2 **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, along with termly progress reports and Pupil Passports.

**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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**8.0 Review**

8.1 This policy was written in October 2017 and is reviewed on an annual basis, this latest review being completed in January 2021. The next review of this policy will be January 2022.

Formally agreed through SLT:	<b>11<sup>th</sup> March 2021</b>
Signed Jane Prothero – Head Teacher	
Review Date:	<b>January 2022</b>