

Designated Specialist Provision: Schools Provision Statement

School	Barley Croft Primary School
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Our School
Barley Croft is a Local Authority (Leicester City) maintained school, catering for 315 pupils from nursery to Year 6.
DSP Provision
Our DSP (Designated Specialist Provision) has a maximum capacity of 15 pupils. The unit provision offers specialist speech and language intervention on an intensive basis and provides access to mainstream education, curriculum and speech and language models. Staff work with parents and professionals to ensure an integrated approach to developing speech, language and communication skills.
Our Expertise
Pupils are placed in the DSP when their primary need is SLCN (Speech, Language and Communication Needs). Included in the selection criteria are pupils with: • phonological difficulties • receptive language difficulties • expressive language difficulties • semantic and/or pragmatic difficulties • articulatory disorder The provision at Barley Croft is not suitable for children: • children who require an environment suitable for needs below the National Curriculum eg nursery/reception or those who require play-based, free flow, continuous provision style of learning.
Our Facilities
The DSP has provision: • For up to 15 places from Y1 to Y6. The 15 places are over the school PAN. • The children are supported by speech and language therapists and specialist teacher/teaching assistants. • The children may be based fully in the dedicated resourced teaching base or a mainstream class or a combination of both depending on need. • Children are fully included in the mainstream school for P.E lessons, trips, assemblies, playtimes and also have a dedicated playground/outside learning space.

- The length of the placement is dependent on need and an annual review will determine whether the child remains in the unit, returns to their mainstream school or progresses to a special school.
- Children require a statement of Special Educational Needs or EHCP in order to be considered for placement.
- Children are placed in the DSP by Leicester City and Leicestershire County Councils
- Transport (when needed) is provided in accordance with the Local Authority SEN transport policy.
- The DSP has one teacher and three Teaching Assistants. This allows for small group support and therefore differentiated tasks at the appropriate level for the pupil.
- Within the DSP we use Makaton, Widgets, Colourful Semantics and Shape Coding to support their communication skills.
- The children are monitored and assessed using a small step assessment tracking software called iASEND.
- We also break down each child's EHCP outcomes into termly individual targets to be worked on in a small step approach.
- Children's speech and language programmes are highly individualised, set by a Speech and Language Therapist and followed up with additional sessions each week of individual input by a Ekkan trained Level 3 Teaching Assistant.
- Other specific learning needs are identified and supported using school based interventions e.g. zones of regulation, cued articulation phonics, BRP reading as well as more specialised interventions recommended by external agencies.

How we work in partnership with parents/carers and families-

Pupils are either brought to school by parents who may live locally or by Local Authority organised transport (taxis). Taxis have escorts alongside a driver and are fully trained on how to support SEND pupils and their needs.

We keep in regular contact with parents by WEDUC messages, email, newsletters and parents meetings/ phone class when needed.

Class teachers also share and receive information with parents via SEESAW – our online learning sharing platform.

Parents are also invited to their child's person-centred annual review meetings each year.

What your child will study

The children within the DSP follow the same curriculum as the rest of the school in all areas of learning. In maths, we use the Power Maths scheme differentiated to the needs of the children. In literacy we use the National Curriculum 2014 steps of development, but taught at their own pace. These lessons tend to be taught within the DSP. Where children are working within their year group expectations we organise for them to learn within a mainstream class alongside their peers.

All other areas of the curriculum are covered within our REAL project approach. Children join their year groups for trips and activities related to their REAL project.

The children have weekly life skills lessons which include cooking, social skills, how they fit into their community, experiencing real life situations etc. There is also a weekly dedicated outdoor learning session. Last year we are proud to say that our DSP became part of the Leicestershire Music SINGclusive choir and they attend weekly virtual choir sessions as well as attending the Big Sing Events once a year.

Disapplication from National testing, such as SATS, may occur dependent on the individual needs. Where children are able to access the tests specific access arrangements are made to meet their individual needs.

Extra curricula activities are open to all children within school and children in the DSP access these where they can.

Setting targets/Individual Education Plans (IEP)

Each child arrives with an EHCP (Education and Health Care Plan) which sets out what provision is needed. Staff, alongside the school SENDCo, parents and outside agencies will develop and work on individual targets through the year; reviewed annually at a meeting with parents. Targets will be based on academic achievement, Speech and Language targets as well as social and self-help skills and behaviour (if required)

Behaviour support

Pupils follow the normal expectations of the school but are adapted to suit the needs and targets of each pupil. These are reviewed annually.

Support from specialist staff

- Speech and language therapy is provided on a weekly basis, for 7-10 weeks every term, by NHS speech therapists as specified on their EHCP health provision.
- The speech therapy is provided on an individual basis or in small groups and further supported by programmes of study carried out by the DSP staff.

Inclusion

The children within the DSP are included in every aspect of school life. Where appropriate we integrate children into their year group for lessons, this always includes P.E but also can include maths, literacy, REAL project. For maths or literacy they need to be working within their year group expectations and their communication skills need to be at a level where they can understand at the faster pace of classroom teaching. When joining their year group for any REAL project activities they will be accompanied by an adult from the DSP to support their understanding and differentiate the work to their

level. They also join their year groups for trips and activities linked to learning e.g. A roman day.

Playtimes, assemblies (including taking part in their own class assembly twice a year), sport days, year group parties/ celebrations, shows, in fact any activities happening within their year group are also opportunities where children can mix with their peers.