

Designated Specialist Provision: Schools Provision Statement

School	Stokes Wood Primary School
DSP Contact	Jane Gadsby

Please produce text under the headings below. The text in '*Italics*' provides guidance re suggested content.

<p>Our School</p> <p>Stokes Wood Primary School is a developing, improving and growing school in one of the most deprived areas of Leicester and nationally. Awarded Good in a DT subject inspection in Feb 2011 and Good by OFSTED in November 2013, in May 2018 and in June 2023 · 484 in July 2019 pupils on roll, April 2021 469, July 2021 479, a considerable increase since Jan 2011 from 301. · A generally increasing % of ethnic minority pupils and pupils whose first language is not English, although this has levelled out more recently. Reputation for very good teaching and support for SEND pupils and those with Social and Emotional Health difficulties. · Excellent support for families in need ·</p> <p>Outside eating area has been covered to accommodate extra pupils eating meals and can be used for curricular activities too. · Committed to full programme of inclusive extra- curricular clubs, before and after school · Commitment to full programme of inclusive team and individual competition in a range of sports through the Schools Sports Partnership and School Games programmes. High levels of participation in community activities: art displays, singing and musical events, literacy events, allotment Society, ECO and family activities. New Parks Community, The Square Mile Project (De Montfort University), links with Nottingham Trent University, Leicester University, LOROS hospice and several charities, Our Fosse ECO. Commitment to supporting pupils and families through a full time Learning and Behaviour mentor/family support and dedicated Assistant Head Teacher. · Very highly regarded in local community</p> <p>§ Diana project for Anti-bullying 2018-19, 2019-20 All 4 accreditations: Internet Safety, Respect, community action and well-being.</p> <p>§ School Games Gold Mark in 2018 and 2019 , 2020, 2021; Platinum in 2022 and 2023</p> <p>§ Food For Life Bronze Accreditation February 2016 Silver Accreditation March 2021</p> <p>§ Green Flag ECO schools Accreditation April 2018, March 2020, 2022 and 2023</p> <p>§ ADHD Mark accreditation 2019 and 2023</p> <p>§ Music Mark accreditation 2019, 2020. Working towards bronze in 2023</p> <p>§ Route to Resilience Accreditation November 2019</p>

§ Carnegie Mental Health Award Silver Standard 2020

§ Science Quality Mark achieved 2019

DSP Provision

Our DSP provision is for pupils with 10-12 pupils with ASD. The aim of the school is to provide a unit which is part of the wider school so that children attending are included in activities and opportunities. That is: we aim to provide an inclusive provision as far as it safe and appropriate for the pupils. The provision is in 2 classrooms at one end of the school which whilst being necessarily secure will be adjacent to groups and classes of children learning in the mainstream school.

Aims of the provision is to provide an inclusive resource where pupils can receive quality first teaching from staff with expertise regarding the pupils' educational needs alongside the opportunities, activities and experiences of a mainstream school. The inclusive ethos promotes a valuable learning environment for the whole school and wider community.

The provision is supported by the relevant agencies who provide the advice, support and expertise to ensure all the pupils achieve their potential.

Our Expertise

At Stokes Wood, teachers and Teaching Assistants have been teaching, supporting and nurturing pupils with ASD in our mainstream setting. Staff are experts in this field, having experience and training which enables them to support pupils to make the expected progress and achieve their potential. The SENCo has AET training to Level 3 and has used AET progression framework which can be used to support target setting and monitoring small step progress, specifically aimed at children with Autism. The supporting staff also have been trained in the basic level of AET.

Staff attend continuous professional development and have certificates and accreditation in a range of approaches, strategies and systems to ensure each individual child receives the teaching and support they need.

Stokes Wood provides an inclusive, creative and exciting environment. The outdoor facilities include a forest school, gardening area and extensive grounds. Our children are familiar with their peers having differing needs and they are welcoming and supportive to all pupils.

Our specialist teacher has a BA honours in SEND and specifically studied Autism and speech and language. In addition, she has attended Autism training courses, play interaction, speech and language training, attachment and trauma training, transition training, SEND and disability training. The school SENDCo has Level 2 Makaton which has been disseminated to other staff, including all staff involved with the DSP to use as

appropriate within the classroom and in the mainstream school. All staff use a nurturing approach that gives children a chance to flourish and have their needs met in a safe environment. The school has had a nurture class for several years and this ethos is firmly embedded throughout the school. All children are encouraged to develop independence and life skills to use where possible. This includes activities such as being involved in school events like serving or collecting money in a café or taking messages around school.

To support the children on trips and changes around the school environment we use social stories, time tables and calendars. Children who require them will also have now and next boards, task lists and individual time tables. Visuals are used to support children with learning such as colourful semantics, and lesson planning is adapted to meet individual children's learning needs.

In the DSP there is an allocated sensory room which can be used to support a variety of sensory needs whether stimulating or calming is required. Our staff have had training in sensory processing disorders and strategies to support both over and under responsive needs.

Our Facilities

Stokes Wood provides resources to support a range of academic levels and abilities and uses differentiated assessment tools for monitoring progress. Programmes are highly individualised to suit the needs of all pupils. The aim of a DSP is to be inclusive within the mainstream school and so pupils have access to activities in mainstream classes and school trips where relevant, appropriate and safe to do so.

Pupils have their lunch in the mainstream school with the other pupils. Toilets and changing facilities are within the DSP unit to enable pupils to learn self-help skills in a safe and private environment. There is a kitchenette where pupils are able to learn life skills such as preparing food under supervision.

All pupils are unique and our approach at Stokes Wood allows us to adapt to each and every pupil's needs.

When in the mainstream settings and at unstructured playtimes, pupils are well supported.

The ethos at Stokes Wood promotes acceptance and celebration of diversity and difference. Every child is welcome at Stokes Wood Primary School. There are NO OUTSIDERS!

The DSP unit provides a range of facilities from sensory room, to kitchenette, individual work stations, wet play area, outdoor play areas as well as all the facilities available to the mainstream pupils.

Pupils take part in SEND sporting events to represent the school. The school takes part in these events and celebrates the teams' successes in celebration assemblies which all

pupils attend weekly on a Friday. Pupil of the Week certificates are awarded to pupils in the DSP in the assemblies as they are for all pupils.

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

Stokes Wood highly values the partnership we share with parents, carers and families. We have an open door policy where parents can meet with the head teacher, a member of the pastoral team or DSP unit, in most cases immediately. All parents are welcome to visit before their child starts to visit the unit and wider school. Parents are invited to various events and activities and we encourage parents to attend. Some of these are in school time and some are after school. Parents can experience how the school works and join in with learning and fun activities. There are termly parents' evenings but parents can book a formal appointment to speak to their child's teacher at any time. Our pastoral team supports parents, carers and families with issues at school but also with wider issues or difficulties parents may be having at home. They offer advice and sign post parents to agencies and organisations who may be able to offer further support.

In addition, parents are invited to contact us if parents have any concerns or difficulties over any aspect of their child's education or placement at the school, including transport and transition.

What your child will study

Our curriculum will build on the strengths and interests of your child. Within the DSP we provide a broad and balanced curriculum covering all National Curriculum subjects, at a level appropriate for each individual. This is linked to the child's EHCP recommendations and advice from external agencies alongside our own professional judgements and expertise.

The curriculum is differentiated through extra visuals, innovated texts, sensory lessons and activities. Children are assessed formatively throughout the school day, checking time tables, completing independent tasks and learning through play. Summative assessment is used to assess children in interventions such as: big moves, language for thinking, reading, tricky words, maths skills, Sandwell maths assessments, the British picture vocabulary assessments.

Strengths of the children are used in all aspects of our daily timetable. We incorporate the children's likes and interests into their 1,2,3 task boxes, rewards, sensory activities and learning. With each literacy topic we ensure play based toys are out, and sensory opportunities available which all give the children a chance to explore.

Across the school we link specialist support for individual children closely to an appropriate year group which enables integrated learning to take place. Within the DSP this can be adapted further and specific topics of interest and relevance to the individual

children takes place. Where appropriate links to a specific year group are made and events, trips and experiences can be shared.

See below

Setting targets/Individual Education Plans (IEP)

When we receive the children EHCPs, we look in depth at children's targets and needs for the next academic year. Through these targets we introduce different interventions and set all learning to the needs of the child. When teaching lessons, children are supported with visuals, equipment, manipulatives and set targets to meet in the school day.

In the morning children have an emotional check in, which is used for both the staff and the children to understand why they might be feeling this way and so staff are aware of any changes. This then may change the routine for the child in order to ensure a calm and productive day. We are also flexible with routines if children have had a tricky morning, lunch or break when they may need an extra few minutes, calming down time, a snack or comfort from an adult in the classroom. We recognise it is important for children to feel safe and secure with the environment and the staff around them before they are asked to complete learning activities in the classroom.

Children's progress and achievements are shared both informally and through regular update meetings. Informal updates may be in person, via phone call or through written/picture messages to parents. Formal parents. evenings, EHCP reviews and other relevant review times will take place in person whenever possible.

Behaviour support

Each child has their own positive behaviour plan as required. This is signed and completed with the parents, ensuring all the children's likes and dislikes are known by the staff in the classroom. De-escalation will be used at all times, children will have calming areas in the classroom, safe spaces and a visual to use if they need time away / breaks from the activity they are completing.

The children will also receive individualised reward charts, now and next boards in order for them to feel secure, know their routine and boundaries.

Our aim is to reward and praise positive behaviours alongside teaching explicitly which behaviours are not acceptable within school. This may become a specific target for an

individual and finding alternative ways to express emotions in an appropriate way will always be part of a behaviour plan.

Support from specialist staff

The specialist teacher has achieved a BA honours in special educational needs and disability and continues to develop professionally through further training as well as keeping up to date with relevant changes in documents (BERA). The school SENDCo has achieved the National SENCO Qualification and has certification in AET levels 1-3, Makaton Levels 1-2, Learning Assessments, Maths assessments, ASD L3 training, Speech and Language support, Dyslexia training, Lego Therapy, Sensory Processing disorders, KTC/ALS Phonics, Charanga music, Attachment disorders, as well as other school based CPD alongside all staff.

We have good relationships with a variety of external agencies who support the school on a regular basis. They will have input to individual children's plans based on needs.

External agencies often comment about how Stokes Wood always goes above and beyond to support the needs of individuals. The school's senior leadership team (SLT) recognise and actively seek to support all children with SEND across the school. They are seen as an integral part of the school community and treated as such. This means that children with SEND get support from the SLT throughout the school.

Speech and Language specialists (S&L), Language, Communication and Interaction specialists & Autism specialists (LCI), Educational Psychologists (EP), Visual Impairment team (VI), Hearing impairment team (HI), Social, Emotional Mental health team (SEMH), and any other relevant agencies will support staff and pupils on a regular basis.

In addition, the school employs a play therapist who will work with children where appropriate.

The Teaching Assistants are also well qualified and experienced in supporting pupils with ASD and have regular CPD in a range of SEND.

Inclusion

Children are supported with social stories to attend appropriate trips both from within the DSP setting and also with their peers in the mainstream classes. Sufficient time is taken to prepare the children. The DSP staff visit venues before trips take place to take extra photos and find out the necessary information in order to support children really well and valuably on the trip.

Children take part in play interaction activities to support playing games with peers in the classroom and on the playground. Children are sufficiently supported to attend assemblies, whole school events and classroom activities where appropriate. Children from the mainstream classes visit the DSP unit for joint activities like storytelling, cooking, PE etc. as appropriate.

Our DSP is situated within the main school building, adjacent to mainstream teaching classes. We aim to make this setting as inclusive as possible, whilst maintaining and supporting the social, emotional and mental health needs these children may have. Initially some children may need time to settle within the DSP area before spending much time within larger and busier settings around school. This is judged and monitored by staff alongside recommendations from external agencies.