



Social Care and Education

Special Educational Needs and Disabilities Support Service (SENDSS): Quality and Inclusion Team

DSP Quality Assurance Report

Name of Designated Specialist Provision (DSP): Fullhurst

Review Panel: Martine Hudson, Jo Rowe, Leila Hedges, Lou Eames and Shelley Piercy

Date of the review: 29th November 2022

Focus	Observations	Next Steps
<p>Leadership and Management</p>	<p>Fullhurst is a newly established DSP for pupils with Communication and Interaction needs. Originally a 10-place unit, it now has 30 pupils with a capacity for 40. The Senior Leadership team (SLT) at Fullhurst have engaged well with the Local Authority (LA), supporting by providing additional places for students with EHCPs. Catherine Murphy and Chris Bailey have further aided the LA in admitting some students who were difficult to place. They have committed to the expansion of Fullhurst by undertaking building works and managing their own building project. Their commitment, ethos and vision for supporting pupils with SEND in the DSP is excellent. The DSP is embedded in whole school processes under SLT steerage. It is not seen as an ‘add on’, but as very much part of the school.</p> <p>Catherine is very committed to developing the SEND offer for DSP pupils and engages well with the LA DSP Lead Shelley Piercy. Catherine has implemented systems and processes for all areas of the DSP including:</p> <ul style="list-style-type: none"> • Curriculum Development • Assessment • Inclusion • Communication/information sharing with the mainstream school. • Reporting and Recording systems 	<p>SLT to embed their vision for SEND within the wider mainstream teaching staff at Fullhurst.</p> <p>Management of Catherine’s extensive workload. Look at the staffing structure within the DSP and wider SEND department with the view to re-distributing or delegating some responsibility.</p> <p>Is it possible to streamline or reduce paperwork to promote mainstream teachers’ engagement?</p>

	<p>Catherine has extensive record keep systems for managing a 30 place DSP. This includes:</p> <ul style="list-style-type: none"> • Initial consults • Weekly briefings/ bulletin • Attendance data • EHCP outcomes • Pupil passports • Communication with whole school staff via SIMS and the school's VLE. <p>Despite Catherine's extensive systems, SLT acknowledge that not all mainstream staff engage with the wealth of information that is available.</p> <p>Catherine is very reflective and has accurately named the next steps for the continued development of the DSP. She is supported by an Assistant SENCo, Thomas Brown, and a SEND administration assistant, Donna Relf.</p>	
Teaching and Learning	<p>There is a clear graduated response to support within the DSP, with the options of attending classes in the Learning Centres and mainstream lessons.</p> <ul style="list-style-type: none"> • Students are taught outside of the DSP when it is felt that this is appropriate to their needs. • In KS3, the pupils are banded and at KS4 all access GCSEs options. • All curriculum content is differentiated. • Last year, Yr11 DSP destinations included two young people transitioning to the supported learning programme at Leicester College and one to a specialist college. All students attempted GCSE qualifications. <p>Catherine is aware that there is a need to offer a differing pathway for non-academic students.</p> <ul style="list-style-type: none"> • The academic curriculum is complemented with a bespoke curriculum to meet EHCP outcomes. • This is taught as part of form time or the whole school PSE programme. 	<p>The LA is willing to support with the implementation of alternative qualifications at KS4 such as AQA Awards / Functional Skills / Asdan within the DSP offer.</p> <p>To timetabling interventions to support autism specific such as social interaction, social communication and emotional regulation.</p> <p>An enhanced specialist PfA offer to build upon the school's PSE programme. The LA are happy to support with this.</p>

	<ul style="list-style-type: none"> • The bespoke programme of learning also includes interventions for Preparing for Adulthood (PfA) working alongside SEND Connections member of staff, Kuldeep. • College visits and independent travel are due to start for KS4 pupils after Christmas. • Themes covered in interventions include personal and internet safety, global education and citizenship. Relationships, money, personal hygiene, and life skills such as food preparation are also taught. • Fullhurst provides KS3 students with the opportunity to learn social skills outside of the classroom in differing environments, such as the school garden. <p>All students have access to extracurricular and differing cultural experiences. Catherine ensures that the 'outside world' is brought into the DSP. The young people experienced a school trip to a local farm and experienced a virtual author visit for Black History Month.</p> <p>Fullhurst have several case studies illustrating improved attendance in students who struggled to attend school regularly.</p>	
<p>Assessment, Monitoring, Reporting and Recording</p>	<p>Assessment: Robust systems are in place in the DSP for recording attendance, behaviour and achievement; these are in line with whole school systems. Baseline Assessments include reading and spelling.</p> <p>Reporting: Achievement Reports are issued three times a year along with mainstream pupils. This can be discussed at the Tutor Evening.</p> <p>Recording: DSP Pupil Passport includes EHCP outcomes, behaviour for learning and teaching and Learning strategies for the young person.</p> <p>VLE:</p>	<p>Communicate to all in school so that all staff adhere to the systems.</p> <p>Given that SLT have put rigorous systems in place, the next step is to ensure mainstream engaging with implementation and embedding processes into practice.</p>

	SIMS – gives the mainstream staff access to all files on SEND needs, past information, EHCP, and pupil attendance.	
Inclusion	<p>General Inclusion opportunities Catherine identified the following opportunities for inclusion at Fullhurst:</p> <ul style="list-style-type: none"> • Access to teaching from mainstream teachers, initially in the DSP, with a view to then attending lessons with them in mainstream classes. This includes PE and art sessions. • Attendance on school trips. • Nominations at celebration events such as Awards' Evening. • Accessing GCSE options. • Attendance in mainstream lessons - options at KS 4. The offer starts with science and music in KS3. <p>Raising the profile of DSP Pupils The SLT continually strive to raise the profile of DSP pupils and an open-door policy. The SENDCo and Assistant SENDCo attend all weekly school wide meetings to ensure that all teachers in mainstream are aware of the DSP students' needs. All staff have access to the SEND register, pupil passports and teaching resources via the school's VLE. Catherine furthers inclusion with writing a weekly bulletin that offers a SEND focus and reminders to processes and policy.</p> <p>Observation Imperial Campus:</p> <ol style="list-style-type: none"> 1. The student was well supported. 2. There was effective communication with SLT regarding student needs – transition information at beginning of year was valuable. 3. The student was well included – visitors would not know he was a DSP student. 4. He arrives early and leaves early which helps transition. 5. The student is happy. 6. He was working independently of adult support working in a small group – interacting fully with other students. 7. The teacher included the student well in group discussion. 	SLT to continue to share their passion for inclusion and promote it with the wider staff.

8. The student was on task, fully focussed, fully engaged, able to share ideas, interacted well and happy to share his performance work.
9. He had friends in the DSP. He talked about the DSP helping him with his 'difficulties' but was unable to verbalise these.

Observation Fosse Campus:

1. The academic work and the support seen were appropriate and accessible to all the students.
2. The Yr. 7 classroom displays were appealing – perhaps a display / visual to remind students of self-calming strategies, which students could then refer to when they are feeling dysregulated could be of help? Use of the 5-point scale?
3. Teacher explained the tasks thoroughly and referred to the earlier lesson – perhaps more visuals could be used to remind students instead of using listening skills?
4. Could students have a way to show when they need help so they can self-advocate more e.g., emotion thermometer?

(A big thank you to your students and teachers for letting me observe today – it was great to see them involved in their studies and learning.)

Observation in the DSP

1. There was a spelling lesson taking place in the DSP. Written instructions, 'Look, cover, write, check', could have stopped the teacher from having to repeat this to every pupil. Possibly a holding activity whilst the paper and spellings were being handed out as this was a lengthy process.
2. The classroom was divided into two with the use of screens; pupils were seated facing away from each other due to group dynamics. Is there a more creative way to use the space that promotes communication?
3. Staff relationships are excellent with the young people. The students like coming to school. One student likes that there are '...more people like me and they are friendlier'. Another liked not having to move rooms. One also commented that some pupils in the class made others angry.
4. Several children were using ear defenders/headphones. What systems are in place that they do not become over-reliant upon them?

	<p>5. Looking at a student's timetables there was no dedicated time other than during Global Education for dedicated EHCP targeted work. This student needs access to evidenced based interventions for life skills and an emotional regulation programme. Can bespoke time be found for EHCP outcomes?</p>	
CPD	<p>CPD sessions have featuring on the DSP, curriculum, Communication, and Interaction needs, and the BERA.</p> <p>AET Training was scheduled but unfortunately had to be cancelled. There is now a need to target and timetable in the training recommended as essential by the LA.</p>	<p>Work with the LA to target/timetable essential training for the DSP over the next two years.</p> <p>Re-schedule AET training as soon as possible.</p> <p>The QIT will also work with mainstream staff promoting inclusion.</p>
Engaging Families and Learners	<p>There is a clear system in place for capturing both parent and pupil voice. An annual questionnaire for both parents and students is distributed each year. Information is collated into the SEND Report and published on the website. The questionnaire is thorough. The SEND information report is readily available.</p> <p>The website is up to date and more development for this is planned. It has a lovely pupil and parent voice content.</p>	
Summary	<p>At Fullhurst there is a clear, inclusive ethos from the SLT and a desire to support young people with SEND in the DSP. Communications, structures and the drive for inclusion now need embedding within the wider school setting.</p> <p>SLT have clearly identified the next steps:</p> <ol style="list-style-type: none"> 1. Continue to review and develop the DSP curriculum offer. The Quality Inclusion Team can support with KS3 / 4 curriculum development. In addition, future support can be given to developing assessment against the AET progression framework tool. 2. Evidencing outcomes other than GCSEs and formal qualifications for non-academic pupils. Progress and develop PfA life skills, communication and interaction skills. The LA can help with looking at non-academic alternative curriculums and programmes. 	

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| | <ol style="list-style-type: none">3. Focus on mainstream teachers' confidence and understanding of working with DSP students. The LA can help with training. Possibly focus on working in one year group initially and moving throughout the school.4. Continue to increase access to lessons outside of the DSP, particularly for KS3 students. Considering a DSP base on Fosse campus. The LA may be able to fund improvements to the space / environment at Fosse.5. To persevere with staff recruitment. It is acknowledged that Fullhurst has tried but struggled to recruit. At present, this is challenge at both a local and regional level. Other schools have advertised with a SEND allowance/ SEN point for TAs for DSP staff to try to make this more attractive. <p>A big thanks to Catherine for all the preparation that was put into making our visit both productive and enjoyable. Her passion and devotion to SEND was evidenced throughout our visit.</p> |
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