

## Designated Specialist Provision: Schools Provision Statement

<b>School</b>	Fullhurst Community College
<b>DSP Contact</b>	Christina Bailey/Catherine Murphy

### Our School

We are proud to serve a diverse community of 1560 students, aged 11-16 years, on our two sites in south west Leicester and are oversubscribed each year. As the first school in Leicester to be rebuilt under the 'Building Schools for the Future' programme, Fullhurst provides an exceptional environment in which to learn and work.

Students follow personalised pathways for learning which meet their individual needs. Our curriculum is broad and varied enabling each student to thrive. We also offer an extensive range of extra-curricular activities including sport, music, art and languages. We want our students to be excited by their learning in the classroom and beyond, committed to achieving their very best and confident about their futures.

Our vision is for all of our students, whatever their needs or abilities, to be the best that they can be. We want to provide as many opportunities as possible to support the development and achievement of each young person. We recognise that all students are different and we believe that if a student is not learning the way that we teach, then we must adapt what we do to the way that the student learns. Our ethos is to "Transform Lives" and support all of our young people, whatever their needs, to exceed all expectations.

### DSP Provision

Our DSP is aimed at supporting young people with needs in the area of Communication and Interaction and now has 60 places. This includes young people with Autism, speech and language difficulties, selective mutism and associated cognition and learning needs and is highly inclusive.

We aim to ensure that every young person in our DSP will learn happily within a positive, developmental, supportive and inclusive educational environment.

We recently had our first Quality Assurance Review, which can be found on the website and clearly highlighted our inclusive environment and commitment to our most vulnerable students.

They will receive a programme of social, emotional, academic, sensory and physical support. This will enable them to develop the skills and ability required in order to learn

and communicate constructively with other young people and adults, in both individual and small group situations.

Students will access a bespoke, personalised curriculum that is both broad and balanced to incorporate provision for their additional needs. They will benefit from access to highly trained and enthusiastic staff in a calm and safe environment.

We provide opportunities for individualised intervention groups or 1 to 1 sessions and always facilitate our young people to join their peers in their class age range for specific lesson where appropriate. It is essential to provide as many inclusion opportunities as possible for our DSP student alongside their mainstream peers.

We work in close partnership with parents, carers and other professionals.

## **Our Expertise**

Our priority is to make a difference to our most vulnerable young people and this is reflected in our mission statement 'transforming lives'. We are totally committed to removing barriers to learning and want all of our students to succeed.

In 2019, we were accredited as an Area of Excellence for our SEND provision, "There is very strong leadership of SEND, which transforms lives. Everybody buys into the culture of inclusivity". This was further evidenced by our Ofsted reports in 2018 and 2023, "There is strong leadership of the provision for pupils who have SEN and/or disabilities". Leaders have taken effective action to reduce persistent absence, particularly of disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities...The attendance of disadvantaged pupils and those who have SEN and/or disabilities has also

been a key focus for leaders. Communication between school and home and closer liaison with external support are more effective”.

Our Executive Principal is the Senior Leader for SEND. This has ensured that the vision for SEND has been at the heart of whole school provision. The SENCO is a member of the Senior Leadership Team, is the Deputy Principal for SEND/EAL/LAC vulnerable pupils and is a Specialist Leader of Education for SEND.

The school has seen a significant reduction in the waiting times for students in need of external assessments, as staff have the expertise to deliver many in house. There is an Assistant SENCOs, significantly increasing the school’s capacity and supports the specialist Learning Centre provision along with supporting teaching and learning for SEND students accessing mainstream provision.

The school also has two primary trained specialist SEND teachers, who deliver a bridging curriculum between Key Stage 2 and Key Stage 3 in a primary classroom environment for the most vulnerable students in Years 7 and 8. The school also has a specialist inclusion

links, trained in social, emotional and mental health (SEMH) interventions and a LAC team who lead provision for the school's large cohort of looked after children.

Our students with Communication and Interaction requirements access a broad, yet bespoke curriculum, differentiated to meet their very individual needs. The school has a sensory room, providing a safe area for young people in crisis and opportunities for motor skills and anxiety based therapeutic interventions. All SEND students have access to curriculum pathways that meet their wide ranging needs. The Learning Centre also provides many bespoke curriculum provisions. The school also has a dedicated Year 7 classroom on the Fosse site. Leaders ensure that students with difficulties in one subject area are not held back from accessing higher classes in their areas of strength and reading interventions are also accessed as part of their curriculum offer.

Our Designated Specialist Provision will provide access to highly trained and experienced staff. Our SENCo is currently completing a Level Seven postgraduate qualification in Autism and we have a wide range of Academic Mentors and Teaching Assistants with various related qualifications and extensive experience of working with young people with wide ranging Communication and Interaction needs. Teachers across our whole setting, including the DSP are committed to providing a genuinely inclusive learning environment and access a wide range of CPD throughout the academic year to ensure that they are confident and effective in meeting the needs of our young people.

No one single programme or approach is followed, we are highly competent at ensuring that we focus on provision that will meet the individual needs of our students. This has included Social Stories use of structure and visual strategies to support learning, life and independence skills training depending on the needs of each individual. We are continuously developing our provision and this includes access to horticulture weekly sessions, Art Therapy, Anxiety groups, EAL teaching groups, mentoring, emotional literacy and targeted programmes including I Am Special and the Anxiety Gremlin.

Our Designated Specialist Provision is a welcoming environment, replicated on both sites. The KS3 and KS4 DSPs feature large and well maintained classrooms, small group areas, a library area, and a calm room. Students also have access to our gardening provisions at both Key Stages.

## **Our Facilities**

Fullhurst benefits from our dedicated SEND provision and facilities across all three sites. Firstly, we have the DSP groups based on both Fosse and Imperial campuses. These offer both full and part time provision dependent on individual need for as long or short a period of time required by each individual student.

We then have our Learning Centre classrooms on both our Fosse and Imperial campuses. These will cater for students who still require small group learning, bespoke provision and access to elevated levels of adult support, but who may not require fulltime DSP support. Finally, we have our mainstream classrooms which all DSP students can access as required, again with the necessary support in place.

This is very unique across schools as it enables progression at any point in the academic year, on a part time or full time basis.



Equally, should a student begin to struggle or their needs change, we can amend the provision and increase support at any time.

We use a range of assessment tools to monitor progress. In addition to whole school assessment cycles and tracking, our SEND students benefit from a qualified staff member on site who delivers Psychometric Testing, Access Arrangements and Educational Testing. (CPT3A).

We provide ongoing opportunities to develop personal skills and constant adult support for unstructured times ensuring that no student is left unsupported at any time.

It is extremely important to us that SEND is positively promote across school. This was commented upon in our Challenge Partners Review which stated, “Everybody plays their part in supporting students with SEND across the school”.

Students can enter and leave our DSP via a smaller gate. We have found that this increases their confidence and as we ensure it is staffed both before and after school, they are always welcomed in by a friendly face.

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

Building positive relationships with parents/carers and families is central to our work. We hold statutory meetings and parent’s evenings throughout the year of course, but we also ensure that we are far more accessible than this.

Our contact with parents also includes:

Weekly telephone and/or email contact as required by parents/carers/families.  
Telephone and virtual meetings as required by parents/carers/families.  
Professionals meetings throughout the year.  
Assess, Plan, Do, Review meetings three times per academic year.

Open mornings and evenings.

Saturday Open Days.

Once your child has been offered a place in our DSP, we would like to begin our welcome process immediately.

This will include:

Visits to the DSP with your child.

A welcome pack with faces of key staff and pictures of key places.

Visits for you child to the DSP at different times of the day so that they can join in activities.

Meet the teacher and key staff opportunities.

Planning meetings with involved professionals to ensure that your child experiences a smooth transition.

Daily updates in the early days to discuss how your child is settling.

Home school books upon request.

Working together to develop a Pupil Passport ensuring consistency with teaching and learning and agreed targets.

### **What your child will study**

Your child will have access to a broad and balanced curriculum, adapted to ensure that their Communication and Interaction requirements are fully met.

This will include: English, Maths, Science, PE, ICT, Art, History and Geography.

The curriculum offer can also be adapted to meet individual need from Phonics and Catch Up Reading to French, Spanish or Advanced Maths.

As part of their school day, your child will have 1:1 or small group provision according to need and what is identified in their EHCP. They will also have the opportunity to take part in our gardening group or study Horticulture.

A quality English curriculum should develop children's love of reading, writing and discussion. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing; can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in

the art of speaking and listening, and who can use discussion to communicate and further their learning.

We want to support our children to become fluent in the fundamentals of mathematics, being able to reason mathematically and solve problems by applying their mathematics. These skills are embedded within Maths lessons and developed consistently, and repeatedly, over time. We aim to ensure that children are able to recognise the importance of Maths in the wider world and that they are also able to use their

mathematical skills and knowledge confidently in their lives in a range of different contexts.

In History and Geography, where the main curriculum is followed, reasonable adjustments and significant differentiation occurs, so that the students in the DSP are able to access the curriculum. It is also taught at an appropriate pace to allow for key vocabulary and concepts to be revised and reinforced. In Geography this will include exploring the UK, recycling, climate change and the Amazon rainforest. In History, they will explore the Tudors and Stuarts, Medicine over time and crime and punishment.

Students will also have increased access to field trips in the local area.

## Setting targets/Individual Education Plans (IEP)

All students will have a Personalised Learning Plan and Pupil Passport. These will link to their EHCPs and targets will be set and reviewed every half term. This frequency can be increased as required.

We attach great importance to the Pupil Passports which benefit from the input of everyone involved and support consistency and personalisation in the experience of the student.

Targets will not only be curriculum based, but will also recognise personal development, behaviour and engagement and Autism specific skills. The growth of character, culture and independent life skills hold equal value for us.

We believe very firmly in the importance of academic progress and attainment, yet also want to recognise those “softer targets” which may not be data based, but will represent individual milestones for each young person.

We want all stakeholders to be involved in the setting and monitoring of targets and each child will have an achievement portfolio monitoring all of their achievements and celebrated regularly throughout their time at Fullhurst.

## Behaviour support

Fullhurst has a clear behaviour policy which focuses primarily upon encouraging and rewarding achievement. Our sanctions system contains clear steps and at each step there is the opportunity to allow students the time and space to make the correct choice. This is especially important for our students with SEND, to ensure that they access reasonable adjustments which take into account their specific needs.

We want to ensure that our learning spaces and unstructured times are calm, purposeful and happy. Our higher than average levels of adult supervision throughout the day do support with this.

We have a trained behaviour specialist on site and staff are experienced in agreeing and implementing behaviour support plans where required. This ensures that staff are aware of both potential triggers for emotional and behavioural reactions and also strategies that are both to be avoided and likely to be successful. We always want to work with families, involved professionals and where possible the child themselves to develop the plans and ensure they are as effective as possible.

Our approach to behaviour focuses strongly on de-escalation and support, allowing students time to reflect with an adult when things have gone wrong and access to safe spaces to calm down without being questioned by multiple different adults. We also have our Turning Point Provision which works with students in a small and sometimes 1:1 environment if they are too upset or frustrated to return to class, or if a sanction is agreed and they need to work with specialist support.

### **Support from specialist staff**

Fullhurst works hard to liaise with appropriate external professional support where required and below we have identified some of the professionals that we work with. We also benefit from our own specialist staff in school to ensure that each young person has constant access to specialist support.

Special Education Service (supporting families and schools)

Educational Psychology (meets with students, families and key workers to assess and discuss student needs)

School Health including Hearing and Visual Impairments and School Medical Team

CAHMS (Child and Adolescent Mental Health Service)

Learning Support Team – LCI (Learning Communication Interaction)

ADHD solutions (Attention Deficit Hyperactivity Disorder)

Ashfield Special School – Micro Technology assessments

Specialist Assessments for Access Arrangements (Support in exams) Virtual

School Team (Supporting Looked After Children)

Our own faculty list is provided below:

**Staff member**

**Key information**

Christina Bailey	Executive Principal and leader of SEND.
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Catherine Murphy	Deputy Principal SEND, EAL, LAC and Vulnerable Pupils/SENCO (SLE) across all sites
Donna Relf	SEND Administrator
Thomas Brown	SEND Phase Leader
Kevin Cliff	Teacher for DSP
Naghmana Chaudry	KS2 specialist teacher and SEND Phase Leader
Olivia Murphy	Teacher – DSP
Callum Wrighten	DSP teacher
Robert Weatherill	Academic Mentor with a focus on Horticulture provision
Tatjana Sakalauskaite	Academic Mentor with a focus on EAL
Marcia Casimir	HLTA for behaviour
Janine Scouta	TA
Helen Tebbutt	TA

Lesley Redpath	TA
Laura Whitmore	TA
Sonia Sarpal	TA

### **Inclusion**

We provide an extensive range of activities, trips and visits for all of our students. It is important to enable students to develop their confidence in a range of activities outside of the classroom.

Parents will be notified in advance of any events, including reward and celebration events. The school is committed to putting in place any additional support that may be required to ensure full participation of all students with SEND in all areas of school life. Students with SEND are not excluded from any aspect of school life.

The school will liaise with parents as appropriate with issues such as additional requirements for school trips. It is important that we provide the maximum opportunity for all of our children to engage.