

Designated Specialist Provision: Schools Provision Statement

School	Willowbrook Mead Primary Academy
DSP Contacts	Alternative Provision Lead: Hannah Sharpe (Vice Principal) Teaching Staff: Jamie Lynch (teacher), Bethany Walter (teacher) and Susie Lee (SENDCO)

Our School
Willowbrook Mead Academy is a City Primary school for children aged 3-11 years.
DSP Provision 'The Willow'
<p>A key stage 2 provision for pupils with Social, Emotional and Mental Health needs. 'The Willow' will cater for up to 10 students across year 3 to 6 and all these students will have an Education, Health and Care Plan, detailing a primary need of Social, Emotional and Mental Health needs. The DSP environment has two classrooms, a small intervention space and a large communal space.</p> <p>The aims and purpose of The Willow SEMH DSP are to:</p> <ul style="list-style-type: none"> • Provide children with specialist teaching targeted at those with SEMH • Provide children with the skills and behaviours to thrive successfully in the mainstream school whenever possible and appropriate • Provide a structured, supportive environment where children can feel secure, develop confidence and achieve their potential • Provide a broad and balanced differentiated curriculum using a wide range of teaching methods and styles to meet the needs of individual students • Provide opportunities for specific interventions, for example to develop character, independence and social skills • Enable children to be included in mainstream lessons and extra curricula activities whenever this is appropriate • Work in close partnership with parents/carers, outside agencies and the children
Our Expertise
All staff at Willowbrook are skilled in meeting Social, Emotional and Mental Health needs, and therefore are well placed to support integrated placements at The Willow and in the main Willowbrook Mead setting. The staff in the DSP are highly skilled practitioners who have received specialist training in the area of social, emotional and mental health.

Our Removing Barriers to Learning Team have extensive experience and training in meeting the needs of children with emotional difficulties and will work closely with the children and staff at the DSP.

The Trust Intervention Team also support as required.

Our Facilities

The DSP has 2 classrooms, a small intervention space and access to a communal social area. The DSP is a formal learning environment which uses a highly engaging curriculum that is adapted to need and ability but still in line with that being taught in the mainstream setting to support re-integration. Children are taught with higher ratios of adults to students and in significantly smaller sized classes. Teaching and learning is delivered to ensure accelerated progress is made and the focus is always on engagement and progress. Where appropriate, specialist teachers may work with children and pupils will always have access to a sports coach for PE. The behaviour policy in the DSP is structured and consistent to support positive language and restorative practice.

Students in the DSP have access to a wide range of specific interventions designed to meet the needs of the individuals; examples of these are: emotional literacy, life skills sessions as well as specific interventions such as phonics if required. They will also have access to a range of enrichment opportunities to support SEMH needs.

Students attitude to learning is assessed against each subject whilst in the DSP and those children that reach silver and gold pathways in specific areas will access these lessons in the mainstream classroom with the close monitoring and support of a behaviour mentor.

During non -structured times, students are supported by staff that model the correct behaviour. Adults support students with their social and interaction skills and help them develop their personal independence skills. During these periods, children will have access to the DSP's outdoor provision; this including a small football pitch/playground.

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

Once a place in the DSP has been finalised, the child will be offered transition visits, including initial visits with parents. The child will receive a 'My New School' booklet that contains photographs of their new teachers, classrooms and all other areas they have access to.

When students begin their journey with us, they will gradually build their time up to a full day. For example, their first day may be one hour, the second day two hours, etc... This timescale is flexible and is designed to support all students.

Parents/carers are actively encouraged to be involved with all aspects of their child's education. Parent's evenings are held twice a year and we have annual EHCP reviews. Parents/carers are always welcome to make an appointment or have a telephone conversation to discuss any concerns they may have.

All parents are contacted via telephone at least once per week. Staff are supported to share positive progress as frequently as possible.

Transport is provided in accordance with the Local Authority SEN transport policy.

What your child will study

The DSP reflects the inclusive nature of the school. All students in the DSP follow a broad and balanced differentiated curriculum, which meets the requirements of the National Curriculum at an appropriate level.

The curriculum is flexible and is adapted to meet individual needs. There are different pathways within the DSP that cater for different needs and curriculums support this.

The students in the DSP will receive individualised interventions to support their learning. Staff will incorporate the students' strengths and interests in their planning to ensure their long-term outcomes in their EHCP are also addressed.

Students will access a curriculum that supports high levels of engagement with personalised learning. Furthermore, an emotional literacy curriculum supports students SEMH needs.

Setting targets/Pupil Passports

All students have individual Pupil Passports, which include SEMH outcomes as well as academic targets.

Progress towards these short-term outcomes are continually monitored and formally reviewed three times a year (once will be at the annual EHCP review) with parents/carers, and if appropriate, the child, in accordance with the revised SEN Code of Practice 2014. Pupil voice will always be collated even if the child is not present in the meeting.

At these meetings, new outcomes may be set in collaboration with professionals, parents/carers and the child where appropriate. Students' outcomes are communicated clearly with all relevant parties involved in working with the students e.g. SEMH Team

Students may also undergo other formal and informal assessments, where appropriate, by the DSP team, SENCo and/or outside agencies, such as the Educational Psychologist.

Behaviour support

The DSP and its curriculum are set up to support behaviour that arises through SEMH needs. This is aligned with staff who have received specialist CPD to further support the behaviour that is displayed.

The DSP follows an adapted version of the whole school behaviour policy with the key values still prevalent. The DSP is supported by the SEMH team and Director of SEND and Inclusion for the Trust to support high-level behaviour where necessary.

There would be ongoing communication with the child's family as and when required in order to support the child and their family. This may be done via dojo or a phone call home.

An emotional literacy curriculum is delivered to support SEMH needs. We use 'character muscles' to strengthen our muscles of resilience.

Support from specialist staff

The DSP works collaboratively with external agencies to seek guidance and support for individual students. The Director for SEND and Inclusion provides weekly support to ensure the DSP is supporting all students.

Children in the DSP will receive lessons taught by adults with extensive experience and expertise in SEMH. Where appropriate, specialist teachers will also be used – for example sports coaches for PE.

Inclusion

Where appropriate, students attend mainstream classes and trips, with support if required; this inclusion is reviewed weekly.

Students have the opportunity to take part in all school events and activities and have the same access to the school's facilities and resources as all other students.