



KINGSWOOD SECONDARY ACADEMY

Designated Special Provision (DSP)

Type of provision

A unit provision within a mainstream secondary Academy for up to 14 students with EHCPs whose primary need is autistic spectrum disorder/ condition (ASD/ASC) who may require a more structured and quieter environment than is normally available in the secondary mainstream setting.

Admission Criteria and Arrangements

Admissions are determined by consultation between the Local Authority and the Academy. In accordance with the SEN and Disability Code of Practice 2015, if the pupil has an EHC plan consultation by the Local Authority with the academy will be in accordance with these documents, before decisions are made about placement. Provision for post 16 will be agreed on an individual basis and could include access to 6th form if the Academy Sixth Form entry criteria is met.

The provision meets the needs of pupils with a diagnosis of autism as their primary need, as stated on their EHC plan. Pupils may have additional special educational needs and difficulties associated with their ASD diagnosis. The EHC plan will indicate significant or profound difficulties under communication and interaction within the triad of impairments for autism. Pupils are considered for the provision if the following primary areas of difficulty have been identified:

- Communication impairment
- Social impairment
- Rigidity and inflexibility of thinking

Characteristics of the School

Kingswood Secondary Academy is a larger than average secondary school, which serves pupils across Corby and the surrounding areas. It is sponsored by the Greenwood Academies Trust. There is a whole Academy approach to meeting special educational needs led by the Principal and SENDCo. Mainstream facilities, which include specialist teaching rooms e.g. science labs and food technology rooms, are made available to the pupils in the Unit Provision by negotiation between the SENDCo and Heads of Faculty and pupils in the unit provision are fully included in the wider academy life.

Description of the Provision

The Unit Provision has two main teaching rooms and a quiet room. The provision enables the acquisition of life skills as well as all areas of the curriculum. The teaching rooms are structured with individual workstations and the approach to learning encompasses best practice for working with young people who have an autistic spectrum condition. The provision offers a calm, organised, safe and secure environment supported by visual cues to reduce anxiety and develop independence. This will include designated areas for individual work, group activity, quiet time etc. with reduced visual stimulus and is designed to enhance understanding of the environment and to enable the development of independence. There is also a garden area for those who need a quiet space outdoors.



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Arrangements for integration with the mainstream Academy:

The Unit Provision enables pupils with ASD to succeed in a mainstream setting by removing barriers to learning. The provision aims to ensure all pupils have access to a broad, balanced curriculum, have opportunities to develop communication and life skills, and are fully supported to achieve or exceed personal and academic targets.



In Key Stage Three, the majority of the curriculum is delivered within the Unit Provision, unless we decide in liaison with the student and home that the learner can and should access mainstream learning and teaching. Carefully planned strategies promote effective learning and development through a broad curriculum that includes social skills, wellbeing, independent study, as well as English, maths, science, humanities, art and technology. There is access to mainstream learning and the wider academy environment for identified pupils or for some group activities e.g. to lessons in a specific subject or for whole year group events. Individual needs and learning style determine the approaches used and the extent of integration. Work on the social curriculum takes place either in the unit or in mainstream according to need.

Periods of quiet time, particularly during less structured times of the day are usually taken within the unit. There are many opportunities for pupils to be included in break time arrangements, assemblies and extracurricular activities. Pupils will also have the opportunity to interact and learn alongside peers in the mainstream classes with support tailored to their needs. Similarly, carefully planned reverse integration into the unit environment may take place to develop social, communication and collaborative learning skills with other pupils.

In Key Stage Four some pupils, often those who have been based within the unit for some time, have usually accessed learning in the mainstream academy and may feel confident enough to study for a range of GCSEs and other level 2 courses. They can often be supported to do so in the mainstream academy alongside their peers. Otherwise, learning continues within the unit. Each student is different, their programme continues to be highly personalised with personal development, social, and life skills and independent learning delivered within the unit on an individual or small group basis. A differentiated timetable provides for additional supervised supported study within the unit and a familiar base for social activities, form time and independent study.



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Review arrangements

Review arrangements for pupils with EHC plans are set out in the relevant SEN Codes of Practice. Kingswood Secondary Academy adheres to these; ensuring that due process is followed, and relevant deadlines are met.

Role of the Local Authority:

The Local Authority will review a pupil's EHC plan and statement of SEN in accordance with the relevant SEN Codes of Practice. The Local Authority ensures that due process is followed.

Monitoring and Evaluation:

Academic progress is tracked and evaluated in line with the whole academy assessment procedures and pupils are supported to meet or exceed their expected targets. Academic data is collected regularly from each curriculum area and Progress Check reports are sent home in line with mainstream pupils. Parents are invited to Parents' Evenings to meet with the teachers and staff. Pupils in the Unit provision are usually set individual targets for learning and personal development following each Progress Check. The pupil's statement of special educational needs /EHC plan is reviewed in accordance with the requirements of the SEN Code of Practice.

For the provision:

- The Unit is included within the Local Authority's monitoring cycle undertaken by the Local Authority. A report is written, and the academy incorporates recommendations within the academy development plan.
- The Unit is inspected as part of the whole academy OFSTED inspection.

Exit Arrangements

If there comes a time when the needs of the student are such that a Unit Provision placement is no longer deemed appropriate, then an Interim Review can be scheduled following a full reassessment by other professionals such as the Educational Psychologist.

Staffing Details

The SEN Unit is led by the SENDCo who works with a team of qualified and experienced teachers and support staff to assure that all aspects of teaching and learning meet the individual needs of the pupils who are based in the Unit Provision. The high ratio of staff to pupils ensures that individual needs can be met at all times and that pupils feel safe, cared for and make good progress.

For further information about the school, please visit its website:

www.kingswoodsecondaryacademy.org