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INTRODUCTION

The Local Authority expects children to have their special educational needs met in their local mainstream school. Some children have special educational needs over and above that which a mainstream school should provide through a statement of special educational needs. These children may attend designated special provision attached to mainstream school, or a special school.

This booklet aims to give summary information about each special school and designated specialist provision (DSP) in Northamptonshire. More detailed information about each school or provision can be obtained from your local inclusion area office or directly from the school.

What is the difference between a DSP and a special school?

For children who require more specialist provision the Authority has a range of designated special provisions (DSPs) and special schools. The DSPs may be a unit or resourced provision.

DSPs

By grouping children with similar needs, we are able to provide good facilities and staff expertise to meet significant special needs within a mainstream context.

Each provision has a clear specification outlining the number of pupils and range of need that can be catered for. This includes DSPs for children with speech and language difficulties, with social/communication difficulties, with learning difficulties, with behavioural, emotional and social difficulties and with sensory difficulties (including signing provision). In the majority of provisions, places are over and above the standard number for the school.

Special School

The Local Authority currently maintains 12 special schools catering for a wide range of needs. Each school has a clear specification outlining the age of children and range of needs that can be met. Appropriate specialist facilities are available, including hydrotherapy pools and sensory rooms.

All the special schools have links with local mainstream schools and where possible children spend time with their mainstream peers. We aim to support schools in strengthening these links to increase pupils' opportunities for inclusion.

HOW TO USE THIS BOOKLET

This booklet provides summary information on all maintained Special Schools and DSPs in Northamptonshire. More detailed information can be obtained from NCC and school websites, individual school prospectus, your local area SEN office (address details given on page 10) or from the schools directly. Impartial advice and support can also be given by Northamptonshire's parent partnership service SN-IP (Special Needs Involving Parents).

Pages 13 to 16 provide a cross reference guide to special schools and DSPs by county area and by special educational need. The contents page gives page numbers for each school and provision.

The sections at the back of the booklet summarise local authority policy and procedures as well as providing you with some useful information on what to look for when choosing and/or visiting schools. The final two sections provide contact details for area offices and other support agencies and a glossary of terms used in this document,

CHOOSING A SCHOOL

The SEN Code of Practice 2001 states that parents may express a preference for the maintained school they wish their child to attend. This means a mainstream school or special school which is funded by the state.

A list of all maintained schools in your local area will be sent to you with your child's proposed statement. You can also ask for this booklet, 'Special Schools and Designated Provisions in Northamptonshire' which gives more information about the range of provisions.

The local authority must also send you a list of non-maintained special schools and independent schools approved by the Secretary of State. It is important to remember that local authorities are expected to provide places for children in mainstream schools or within special provision within the authority, wherever possible, and have a duty to use resources effectively. This means that, although you are able to ask the local authority to seek a place for your child in one of these schools, they will only agree to this if there is clear evidence that your child's needs cannot be met within the county.

How do I decide?

It is important that you have as much information as possible to help you make the decision about which school you feel is right for your child. You will probably want to visit schools that you think might be suitable and may wish to take your child with you. You might find it helpful to consider the following points before you go:

- Do you want to visit the school when the children are in class?
- Would you like to meet the special needs co-ordinator (SENCo) or class teacher?
- What information could you take that would help the school to understand your child's needs?
- Would you like to read some information about the school before you go?
For example:
 - the school brochure.
 - the Special Educational Needs Policy.
 - the Behaviour Policy.
 - the latest OfSTED inspection report.
 - the Equal Opportunities Policy.

What should I do when I have decided?

You must tell the local authority which school you prefer for your child within the time scale you are given. The authority must then consult the school and must agree to name the school on your child's statement unless:

The school you name is unsuitable for your child's age, ability or special educational needs.

Your child's attendance at the school would be incompatible with the efficient education of other children with whom they would be educated or the efficient use of resources.

Finally

It is important to keep an open mind and consider several possibilities whilst trying to decide on a school. Talk to people who know your child before making up your mind.

If you would like more help, ask any of the people currently working with your child.

They won't be able to tell you which school to choose but they will be able to talk about the things that are likely to help you child to learn and be happy. Or, if it would help you to discuss matters with someone independent of the situation, contact SN-IP, Northamptonshire's Parent Partnership Service.

VISITING SCHOOLS

To arrange to visit a school please contact the school for an appointment.

What Questions should I ask?

You should try to find out as much information as possible about how the school would help your child and how they would involve you.

- Does the school have experience of helping children with similar difficulties to those of my child?
- How will school arrange the support that my child needs?
- How many children would be in my child's class or tutor group?
- How will I be involved in my child's education?
- How does the school ensure that there is good communication between home and school?
- How does school make sure that all the staff, who will be working with my child, understand his or her special educational needs?
- How are children supervised at break time?
- How does the school make sure that all pupils are able to take part in school trips and other extra-curricular activities?
- If my child needs medication, who would be responsible for storing and administering it?

Some things to look out for:

- When you arrive are you made to feel welcome?
- Are the classrooms bright and interesting?
- Do the children seem happy and busy?
- Is work displayed attractively?
- Is everyone treated with respect
- Does the school look well cared for and are you confident that it is a safe place for your child?
- Are the toilets accessible to your child?
- Would your child be able to access the whole school?
- What does your child think about the school

TRANSFER TO SECONDARY SCHOOLS

All schools are asked to notify the Local Authority by the end of September if they feel that the current statement for Y6 pupils doesn't reflect the current needs.

The following items are sent directly to schools via Pupil Services – for circulation to parents early September:

- Applying for a Secondary School Place in Northamptonshire
- Parental Preference form
- Letter from Northampton Admissions Team

Parents of pupils with a Statement will receive an additional Regulation Letter from their area office in early October enclosing:

- Green Placement Form
- Summary of secondary special schools and provisions (if in mainstream school)
- Summary of Transport Policy
- List of Independent Schools
- List of Non-Maintained Schools
- Proposed amended statement

Primary DSP and special schools will be sent a copy of 'Special Schools and DSP's in Northamptonshire' for each parent of pupils in Year 6.

Parents of **Statemented Pupils** are **NOT** expected to complete the paper preference form from the admissions team or an online application but complete the Green Placement Form and return this to the area SEN base.

When the green placement forms are received by the area bases they are actioned as follows:

- Requests for transfer from a mainstream to a mainstream school are sent direct to the school for acceptance of placement.
- Requests for DSP or Special school placement are first referred to SNAP (Special needs Assessment Panel) before being sent to schools.

Confirmation of places will be sent to parents by end February at latest, exact dates for each year are included in letters to parents.

Summary of Transport Criteria for pupils with special educational needs

Principles

- The encouragement and development of independence is seen as part of the Inclusion process.
- It is the responsibility of all parents with children of compulsory school age to ensure their child's regular attendance at school.
- It has been established that where a pupil cannot travel to school alone, a pupil can be expected to travel accompanied by a responsible adult.
- For pupils with special educational needs each case is considered individually, guided by the criteria that follow.

Procedures

- All requests for transport for pupils with Special Needs are considered by the area Special Needs Assessment Panel (SNAP) using a standard checklist.
- Exceptional requests are initially considered by SNAP who will make a recommendation to Sustainable Transport.
- The provision of transport will be reviewed as part of the annual review of the statement of special educational needs.
- The provision of existing transport will be reconsidered if the child moves school or home address.

Criteria for agreeing home-school transport for pupils with Special Educational Needs

- The letter to parents will state who makes the decision for transport.
- Special Educational Needs transport will need to be reconsidered if the pupil moves address.
- Special Educational Needs transport must be reconsidered as part of the pupils' Annual Review process.

Transport will be agreed for pupils with Special Educational Needs where:

- A pupil lives further than the statutory distance between home and school and has a Statement of SEN i.e.; under 8 years old and over 2 miles from home to school **OR** over 8 years old and over 3 miles from home to school (2 miles from home to school if low income criteria apply) **OR** for low income families with a child of secondary age free transport will be provided to any one of the three nearest suitable schools, where the distance travelled is between two and six miles or to the nearest school preferred on the grounds of religion or belief where this is between 2 and 15 miles away. (Please refer to the full transport policy for further details).
- The LEA has determined the name of the school and type of provision **and** this meets the criteria for distances above.
- A pupil has a statement for a severe medical or physical condition **and** there is **detailed** written advice from appropriate medical personnel.

Transport will not be allocated where:

- the pupil is not attending their local mainstream school, or the closest special provision, and the school is one of parental preference (unless low income criteria apply);
- the pupil lives within 1 mile of the designated school (measured along an acceptable walking route).

Note: No dispensation will be made for parents who are working at the time their children travel to school. They will be expected to make arrangements for someone else to accompany their child or to take them to school.

Exceptional circumstances where transport will be considered and may be granted:

- Where a secondary age pupil lives less than the statutory distance, but their assessed cognitive ability is on or below the 4th centime. This will be supported by professional advice.
- Where a child of secondary age who has severe emotional and behavioural difficulties **and** attends special provision (**not** mainstream) **and** their emotional and behavioural difficulties put them at risk of **chronic** non-attendance or of causing harm to themselves or others or would be considered by professionals to be vulnerable should they walk alone to school.
- Where there are two or more children of primary age in a family (living at the same address) and where for one child the authority has determined specialist provision making it impossible for the parent to make arrangements to get their children to different schools.
- Where a parents' disability might prevent them from accompanying their child along a walking route.

Escorts

The provision of an escort may be recommended by one of the four Northamptonshire Special Needs Assessment Panels on the basis of the pupils' special educational need. Escorts are given basic emergency aid training and issued with notes of guidance.

Escorts are provided where:

- Pupils are of pre – school age;
- A number of pupils travel by mini bus;
- A specially adapted vehicle is used;
- It is necessary in the interests of safety, taking into account the special needs of the pupil or pupils being transported.

A copy of the full policy is available on the Northamptonshire County Council website at the following address:

<http://www.northamptonshire.gov.uk/Learning/Parents/travel.htm>

PARENT PARTNERSHIP SERVICE

Northamptonshire's parent partnership service is called Special Needs - Informed Parents (SN-IP). SN-IP works with all those who help children and young people with special educational needs. This includes the large numbers of children without a statement whose special educational needs are met in mainstream schools, as well as those who have a statement and are educated in mainstream or special schools.

SN-IP aims to:

- Provide information.
- Provide confidential and impartial advice and support.
- Help parents and carers express their views.
- Assist them in getting those views valued by professionals.
- Work with schools and Northamptonshire County Council to help them involve parents in all aspects of their children's special educational needs.
- Provide opportunities for the early resolution of disagreements between parents and school or Northamptonshire County Council.
- Promote working partnerships between all those who provide services for children and young people and their families.

If you would like help or support, please contact:

SN-IP

(Special Needs - Informed Parents)

NORTHAMPTON OFFICE

Springfield

Cliftonville

Northampton

NN1 5BE

Tel No. 01604 636111

Fax No. 01604 630283

email.snip@northamptonshire.gov.uk

OR

WELLINGBOROUGH OFFICE

Fairlawn Centre

Spring Gardens

Wellingborough

NN8 2AA

Tel No. 01933 271673

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USEFUL CONTACTS

Children & Young People Service (Inclusion) area bases

Corby & Kettering

Tel: 01536 533930

Daventry & South West

Tel: 01604 857382

Northampton

Tel: 01604 630082

Wellingborough & North East

Tel: 01933 440289

Parent Partnership Service – Special Needs Informed Parents (SN-IP)

NORTHAMPTON OFFICE

Springfield
Cliftonville
Northampton

NN1 5BE

Tel No. 01604 636111

Fax No. 01604 630283

email.snip@northamptonshire.gov.uk

OR

WELLINGBOROUGH OFFICE

Fairlawn Centre
Spring Gardens
Wellingborough

NN8 2AA

Tel No. 01933 271673

GLOSSARY OF TERMS

Listed below are some of the common SEN abbreviations. Some are nationally recognised while others relate to our service within the county.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ANT	Additional Needs Teacher
AR	Annual Review
ASD	Autistic Spectrum Disorder
BACIN	Behaviour and Curriculum Inclusion
BESD	Behaviour, Emotional and Social Difficulties
BSA	Behaviour Support Assistant
BSP	Behaviour Support Plan
CAF	Common Assessment Framework
CAFS	Child, Adolescent and Family Service
CAMHS	Child and Adolescent Mental Health Service
CAT	Cognitive Assessment Testing
CDC	Child Development Centre
CE	Complementary Education
CFS	Children and Families Service - SEN and Disabilities
CLA	Children Looked After
CoP	Code of Practice
CPR	Child Protection Register
CSW	Communication Support Worker
DDA	Disability Discrimination Act
DSP	Designated Special Provision
ELG	Early Learning Goals
EP	Educational Psychologist
EWO	Educational Welfare Officer
EYA	Early Years Action
EYAP	Early Years Action Plus
EYDCP	Early Years Development and Childcare Partnership
HI	Hearing Impaired
HOE	Hospital Outreach Education
IEP	Individual Education Plan
LAC	Looked After Children
LSA	Learning Support Assistant
MLD	Moderate Learning Difficulties
MSI	Multi-Sensory Impairment
NIAS	Northamptonshire Inspection and Advisory Service
NIL	Note in Lieu
NLS	National Literacy Strategy
NNS	National Numeracy Strategy
OCD	Obsessive Compulsive Disorder
ODD	Oppositional Defiance Disorder
OT	Occupational Therapy
PBs	Protective Behaviours
PD	Physical Difficulties
PEF	Placement Enquiry Form
PEP	Personal Education Plan
PLASC	Pupil Level Annual Schools' Census
PMLD	Profound and Multiple Learning Difficulties
PPO	Parent Partnership Officer

PRU	Pupil Referral Unit
PSP	Pastoral Support Plan
PSPM	Post-Statement Planning Meeting
RET	Race Equalities Team
RSA	Referral for Statutory Assessment
SA	School Action
SAL	Statutory Assessment Letter
SALT	Speech and Language Therapy
SAP	School Action Plus
SENDIST	Special Educational Needs Disability Tribunal
SIA	School Improvement Advisor
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
SNAP	Special Needs Assessment Panel
SN-IP	Special Needs – Informed Parents
SpLD	Specific Learning Difficulties
TA	Teaching Assistant
TEACCH	Treatment and Education of Autistic and related Communication handicapped Children
ToD	Teacher of the Deaf
VI	Visually Impaired
YOT	Youth Offending Team

Categories of Special Educational Need

These are the categories and codes used in the Pupil Level Annual School Census (PLASC – ref DfES/1889/2005)

Cognition and learning

- Specific learning difficulty (SpLD)
- Moderate learning difficulty (MLD)
- Severe learning difficulty (SLD)
- Profound and multiple learning difficulty (PMLD)

Behaviour, emotional and social development needs

- Behaviour, emotional and social difficulties

Communication and interaction needs

- Speech, language and communication needs
- Autistic spectrum disorder

Sensory and /or physical needs

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi sensory impairment (MSI)
- Physical disability (PD)

SUMMARY OF SPECIALIST PROVISION FOR PUPILS LIVING IN THE NORTHAMPTON AREA									
Main Need	Moderate Learning Difficulties	Severe Learning Difficulties	Emotional & Behavioural Difficulties	Autistic Spectrum Disorder	Hearing Impairment	Physical Difficulties	Profound & Multiple Difficulties	Speech & Language Difficulties	Specific Learning Difficulties
Primary:	Billing Brook	Billing Brook	Kings Meadow	Fairfields	Queen Eleanor DSP	Fairfields	Fairfields	Hopping Hill DSP	
		Headlands DSP	Blackthorn Primary DSP	Green Oaks DSP	Vernon Terrace DSP	Barry Primary DSP		Lumbertubs DSP	
	Simon de Senlis DSP	East Hunsbury DSP	Hunsbury Park DSP	Kingsthorpe Grove DSP				Simon de Senlis DSP	
	Thorplands DSP		St James DSP	Headlands DSP				Spring Lane DSP	Thorplands DSP
Secondary:	Billing Brook	Billing Brook		Billing Brook					
		Greenfields		Greenfields		Greenfields	Greenfields		
	Northgate	Northgate		Northgate					
			The Gateway School	Caroline Chisholm DSP	Unity DSP				
				The Duston School DSP					

SUMMARY OF SPECIALIST PROVISION FOR PUPILS LIVING IN THE DAVENTRY AND SOUTH NORTHANTS AREA									
MAIN NEED	Moderate Learning Difficulties	Severe Learning Difficulties	Emotional & Behavioural Difficulties	Autistic Spectrum Disorder	Hearing Impairment	Physical Difficulties	Profound & Multiple Difficulties	Speech & Language Difficulties	Specific Learning Difficulties
Primary:		Fairfields	Kings Meadow	Green Oaks DSP	Queen Eleanor DSP	Fairfields	Fairfields	Nicholas Hawksmoor DSP	Southbrook Junior DSP
	Billing Brook	Billing Brook		Billing Brook					
		Headlands DSP		Headlands DSP	Vernon Terrace DSP	Barry Primary DSP		The Grange DSP	
				Kingsthorpe Grove DSP				Spring Lane DSP	
		East Hunsbury DSP		The Grange DSP					
	Southbrook Infant DSP			Southbrook Infant DSP				Southbrook Infant DSP	
	Southbrook Junior DSP			Southbrook Junior DSP					
Secondary:	Billing Brook	Billing Brook	The Gateway	Billing Brook	Unity College				
		Greenfields		Greenfields		Greenfields	Greenfields		
	Northgate	Northgate		Northgate					
				Caroline Chisholm DSP					
				The Duston School DSP					

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SUMMARY OF SPECIALIST PROVISION FOR PUPILS LIVING IN THE KETTERING AND CORBY AREA									
MAIN NEED	Moderate Learning Difficulties	Severe Learning Difficulties	Emotional & Behavioural Difficulties	Autistic Spectrum Disorder	Hearing Impairment	Physical Difficulties	Profound & Multiple Difficulties	Speech & Language Difficulties	Specific Learning Difficulties
Primary:	Kingsley	Kingsley	Maplefields	Kingsley	Avondale Infant DSP	Kingsley	Kingsley	Henry Gotch Nursery DSP	
		Beanfield DSP	Woodnewton Primary DSP	Beanfield DSP	Avondale Junior DSP	Beanfield DSP	Beanfield DSP	Croyland Primary DSP	
	Studfall Infant DSP	Studfall Infant DSP	Park Junior DSP	Studfall Infant DSP	Studfall Infant DSP				
	Studfall Junior DSP	Studfall Junior DSP		Studfall Junior DSP	Studfall Junior DSP				
				Millbrook Infant DSP	Ronald Tree Nursery DSP				
				Millbrook Junior DSP					
Secondary:	Isebrook		Maplefields	Isebrook	Latimer				
		Wren Spinney		Wren Spinney			Wren Spinney		
	Corby Academy DSP	Corby Academy DSP		Corby Academy DSP		Corby Academy DSP	Corby Academy DSP		Corby Academy DSP

SUMMARY OF SPECIALIST PROVISION FOR PUPILS LIVING IN THE WELLINGBOROUGH AND EAST NORTHANTS AREA									
MAIN NEED	Moderate Learning Difficulties	Severe Learning Difficulties	Emotional & Behavioural Difficulties	Autistic Spectrum Disorder	Hearing Impairment	Physical Difficulties	Profound & Multiple Difficulties	Speech & Language Difficulties	Specific Learning Difficulties
Primary:	Rowan Gate	Rowan Gate	Maplefields	Rowan Gate	Avondale Infant DSP	Rowan Gate	Rowan Gate	Croyland Nursery DSP	
			Croyland Primary DSP	Denefield Park Junior DSP	Avondale Junior DSP			Croyland Primary DSP	
			Park Junior DSP		Studfall Infant DSP				
					Studfall Junior DSP				
Secondary:	Friars	Friars	Maplefields	Friars	Latimer	Friars	Wren Spinney		
	Corby Academy DSP	Corby Academy DSP		Corby Academy DSP		Corby Academy DSP	Corby Academy DSP		Corby Academy DSP

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Special Schools in Northamptonshire

Billing Brook School		Age range: 3+ - 19
Penistone Road, Northampton NN3 8EZ		
School Contact Details	Headteacher: Mrs C Grant Telephone No: 01604 773910 E-mail: head@billing.northants-ecl.gov.uk Website:	Type: Special all through school No. of Pupils: 167 full time places including 28 within the Mereway Campus + 5 places supporting extended work
Type of Provision	Billing Brook is a community special school for children aged 3-19 . For those pupils with severe Autism, who also display challenging behaviours, the school provides discrete provision.	
Range of Need MLD;SLD;ASD	Billing Brook is a school for pupils with significant or severe learning difficulties, communication, physical, medical and sensory difficulties including specialist provision for pupils with Autism combined with learning difficulties .	
School Environment	<u>Specialist Accommodation includes:</u> <ul style="list-style-type: none"> • Art Room; • Design Technology facilities; • Food Technology facilities; • Small ICT suite; • Science room; • Soft play and sensory environments; • Sports Barn; • Kitchen and Dining Hall • Outside space. 	
School Organisation	<p>The school is organised into a Primary, Secondary, ASD and Satellite Department.</p> <ul style="list-style-type: none"> • The Primary department is made up of the Foundation Stage; Key Stage 1, Key Stage 2 and ASD Primary discrete classes. Pupils are based in small groups dependent upon age and need and have a named teacher and generally have two Teaching Assistant. • The Secondary department is made up of Key Stage 3, 4 and 5. Cclasses. • The Satellite provision is based at Mereway Community College and caters for Key Stage 3 and 4 pupils. (see separate sheet) <p>Pupils are based in small groups dependent upon age and need. All class groups have a named teacher and at least one Learning Support Assistant. Many staff have subject specialisms, which enables the school to deliver appropriate accreditation to secondary aged pupils.</p> <p>Inclusion takes place in a number of ways across the school and consideration is given to the needs and rights of all pupils. For those pupils who find larger group settings difficult to manage, opportunities for both social as well as functional inclusion opportunities are planned within smaller class groups throughout the year. The school has developed a wide variety of links with other schools, both mainstream and special to enable our pupils to access the curriculum and wider opportunities at an appropriate level.</p> <p>The School Council made up of elected pupils for class groups across the school, enables pupil contribution to the running and development of initiatives.</p>	

Billing Brook School – Mereway Satellite		Age range: 11 - 16
Penistone Road, Northampton NN3 8EZ		
School Contact Details	Headteacher: Mrs C Grant Telephone No: 01604 773910 E-mail: head@billing.northants-ecl.gov.uk Website:	Type: Community Special School No. of Pupils: 28 within the Mereway Campus
Type of Provision	The Satellite provides specialist provision for secondary aged Billing Brook pupils with a wide range of complex learning difficulties. It provides structured opportunities for functional and social inclusion within the mainstream setting, and use of the specialist facilities on both sites . It does not cater for pupils who have BESD as a stated need.	
Range of Need MLD;SLD	<p>Pupils who attend the Satellite have generalised, global or moderate learning difficulties and are working within the academic range of Level 1 or 2 of the National Curriculum. Pupils within this range of need include those with severe or moderate learning difficulties, often with other complex needs. In addition to the academic levels of learning, pupils who attend the satellite provision will be able to manage a large, busy secondary setting. This enables them to fully access the facilities available.</p> <p>All pupils within the integrated setting will need to be able to manage change of both environment and/or adults, without close support. Those pupils attending the satellite will have:-</p> <ul style="list-style-type: none"> • access to small class groups with individualised programmes as appropriate; • access to daily structured teaching following a differentiated national curriculum based on a small step approach. • benefit from access to mainstream peer group models • opportunities to broaden experience and practise learning across the Billing Brook and Mereway campuses. 	
School Environment	<p>As well as access to facilities on the Penistone Road Campus, the satellite provision offers a suite of rooms based within Mereway Community College. In addition to the specific satellite rooms, pupils access facilities on the main site. Inclusion takes place in a number of ways across the school and consideration is given to the needs and rights of all pupils.</p> <ul style="list-style-type: none"> • All pupils use the main dining hall for their lunch and work closely with the success centre, sharing their activities within the provision and the main site. • Pupils follow a rewards system that feeds into the main site and pupils attend award assemblies as appropriate. • Pupils are invited to represent the provision on the schools council. • A careful balance is constantly sought in order to meet the emotional, social and educational needs of pupils in the most appropriate way. <p>At Key Stage 4 pupils follow national accredited award schemes, which result in a range of practical qualifications at the end of Year 11. These courses are offered across the two campuses, in order for pupils to have a rich and varied practical curriculum. All pupils have access to Careers Education Guidance and work experience.</p>	

School Organisation	<p>The Headteacher of Billing Brook School has overall responsibility for the Satellite provision. An Assistant Head of Billing Brook School leads and manages the satellite provision and is a member of the Billing Brook Senior Leadership Team. The Assistant Headteacher liaises directly with the Mereway Special Needs Co-ordinator, the Headteacher and staff of both schools. Billing Brook Satellite staff attend meetings at both Mereway and Billing Brook, liaising with year group and curriculum co-ordinators as appropriate.</p> <p>Each class group has a named teacher, and learning support assistants. All teaching staff have either additional qualifications and/or experience in working with children with a wide range of special needs. Many staff have subject specialisms, which enables the school to deliver appropriate accreditation to secondary aged pupils.</p> <p>At Key Stage 4 pupils follow national accredited award schemes, which result in a range of practical qualifications at the end of Year 11. These courses are offered across the two campuses, in order for pupils to have a rich and varied practical curriculum. All pupils have access to Careers Education Guidance and work experience.</p> <p>Teaching takes place in flexible settings. This may be working:</p> <ul style="list-style-type: none">• within the provision as an individual or in a group;• in a class group at Billing Brook Penistone Road campus;• or alongside peers using the facilities that the Mereway Community College .
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Fairfields Community Special School		Age range: 3+ - 11
Trinity Avenue, Northampton NN2 6JN		
School Contact Details	Headteacher: Mrs C Murray Telephone No: 01604 714777 E-mail: head@fairfieldsschool.freerve.co.uk Website: atschool.eduweb.co.uk/fairfields	Type: Community Special School No. of Pupils: 77 full time places + 5 places support the extended work of the school
Type of Provision	Fairfields School is a community special school for pupils between the ages of three and eleven.	
Range of Need PD;PMLD	Fairfields provides education, therapies and specialist facilities for pupils with severe and profound learning difficulties and associated physical, medical, multi sensory or communication needs.	
School Environment	<p>The school is situated in large well maintained grounds close to the centre of Northampton. A single level spacious building with wide corridors, hand rails and slopes provide an ideal environment for children with mobility difficulties.</p> <p>There are dedicated, specially designed areas for Conductive Education (with Observation room), multi-sensory dark rooms, music, physiotherapy and dining. There is a library, swimming/ hydrotherapy pool, gymnasium and soft play room. ICT is integrated in to learning areas with all classes and the library having interactive white boards. There is adapted provision for toileting, changing and washing, with appropriate manual handling equipment, to cater for a variety of needs.</p> <p>Accessible outside learning areas and play areas have been developed in each area of the school. We have a music and sensory garden and designated play facilities, each classroom opens onto a play area.</p>	
School Organisation	<p>The school is organised into an Early Years' department for Foundation Stage and Key Stage 1 pupils, and Primary department catering for Key Stage Two pupils. The number of classes and composition vary each year according to the needs of the pupils. This could include:</p> <ul style="list-style-type: none"> • a cross key stage (1 and 2) group of catering for pupils' who have been identified as having multi sensory impairments, or who would benefit from the specialised curriculum and teaching methods suitable for this group, taught by a specially qualified teacher of MSI. • identified groups of pupils who benefit from highly structured curriculum delivery, and particular environmental structures such as is found in TEACCH. Provision could be made for these children within a distinct class group. <p>Links have been developed with a number of mainstream schools allowing children to grow familiar with each other, learn together and value all as individuals. Those pupils, for whom it is felt beneficial, may be involved in individual inclusion opportunities with a school more local to their own community or one with an appropriate designated special provision (DSP). For some pupils there is a planned increase in inclusion building to transfer to a mainstream placement Pupils with physical difficulties from other schools may benefit from working with our curriculum, specialist staff and facilities. This may include conductive education groups for primary aged pupils in mainstream schools. We also support pre school pupils with special needs by providing a music school, communication group and Conductive Education group.</p>	

Friars School and Sports College		Age range: 11 - 19
Friars Close, Wellingborough NN8 2LA		
School Contact Details	Headteacher: Mrs L Thompson Telephone No: 01933 304950 E-mail: head@friars.northants-ecl.gov.uk Website: www.friarschool.ik.org	Type: Community Special School No. of Pupils: 155 (inc 10 post 16) + 5 places support the extended work of the school
Type of Provision	Friars School is a community special school for pupils aged 11 – 19 . There are 10 post 16places.	
Range of Need MLD;SLD;ASD	The school meets the needs of pupils who have attainments well below the expected range of their peers with additional difficulties that may include physical difficulties, speech and language delay, low self esteem, sensory impairment, under developed social skills, have significant learning difficulties and attainments below Level 1 of the National Curriculum or have a diagnosis of Autism Spectrum Disorder that requires structured teaching and may require discrete provision. Pupils will usually be working above 'P' scale levels.	
School Environment	In addition to spacious well-equipped class rooms there are specialist teaching areas in science, ICT, art, pottery, music, expressive arts and food and design technology. Additional rooms are regularly used by parents, staff and visiting professionals. The school has excellent provision for pupils and adults with physical difficulties with easy access to all areas of the school. The school grounds are attractive and well appointed. There is a large playing field that is used for inter-school football and athletics etc. There are extensive hard surface areas that offer alternative play facilities for pupils.	
School Organisation	The school is organised into age appropriate class bases. Teachers in Key Stage 3 teach their own group for up to 50% of the week. In key stage 4 this decreases to 30%, this ensures pupils have the security of being with their base teacher for a period of every day. A strong complementary curriculum recognises the personal and social needs of the pupils and offers a wide range of practical experience throughout their time in school. A range of before and after school activities are available to all pupils. Throughout their school career, pupils are offered access to appropriate accredited courses. These include NOCN, OCR, A.L.L., ASDAN, Sports Leadership and Science Plus. <u>Methodology</u> All pupils are encouraged to take responsibility for their learning through supporting pupils to manage routines and change, to comply with expectations and develop a positive attitude to learning. There is a strong emphasis on developing collaborative working and being part of a team. Learning is taught through practical approaches and real experiences both within school and the wider community. Pupils with ASD use the principles of structured teaching (TEACCH) to support the delivery of the curriculum. Some pupils are taught in discrete provision. This offers a highly structured environment enabling pupils to access all areas of the curriculum. The pupils take part in the broader aspects of school through carefully structured planning. All Pupils at Key Stage 4 participate in an 'Into the Community' programme and have access to work experience appropriate to their needs and ability.	

Gateway School		Age range: 11 - 19
St Johns Centre, St Johns Road, Tiffield NN12 8AA		
School Contact Details	Headteacher: Mr D Lloyd Telephone No: 01604 878977 E-mail: bursar@thegateway.northants-ecl.gov.uk Website:	Type: Community Special School No. of Pupils: 43 including 5 students where arrangements will be made to meet their educational needs through individual learning plans (ILPs) to be delivered in a variety of settings..
Type of Provision	Gateway School is a community day special school for children between the ages of 11 - 16 who manifest severe Behavioural, Emotional and Social Difficulties.	
Range of Need BESD	Pupils placed in special schools on account of their EBD will span a wide range of ability. Many may have significant learning difficulties as a result of their emotional and behavioural problems, and are less likely to become spontaneously involved in learning activities. Their attitudes towards and capacities for learning will vary considerably. In addition to the above, increasing numbers of our pupils are being diagnosed as having organic behavioural disorders such Attention Deficit and Hyperactivity Disorder, Tourettes Syndrome etc.	
School Environment	Moved to purpose built accommodation February 2008	
School Organisation	<p>The school organisation is essentially managed in two departments; Key Stage 3 and Key Stage 4.</p> <p>The Curriculum for Key State 3 is as described by the National Curriculum which in turn is differentiated to meet the needs of the individuals. The Year 7 group is taught in a more structured environment and spend a larger proportion of their time being taught by their class tutor. In Year 8 curriculum delivery takes on a more "secondary" nature in that pupils are expected to move around the school to receive specialist teaching. The introduction to a three year course of Careers Education and Guidance occurs in Year 9 and is delivered through the PSHE curriculum. The expectation of all pupils is that in Year 9 they sit SAT's in core subjects.</p> <p>The organization for year 10 - 11 pupils centres around the delivery of the National Curriculum at Key Stage 4. We provide a range of vocational preparation within the curriculum although essentially our curriculum is the same as that available within mainstream provision and should not be perceived as alternative to it. It is in the delivery where the greatest difference will be detected.</p> <p>The school has a clear policy for the reintegration of pupils into mainstream schools. The school embraces the LA policy and support for reintegration and works closely with those concerned to ensure successful reintegration takes place and that the requirements of the Code of Practice are adhered to. Every youngster has the right to request reintegration and there are very clear and well understood criteria which pupils need to be met in order to make this happen. As such the opportunity for reintegration is open to all students.</p>	

Greenfields School & Sports College		Age range: 11 - 19
Prentice Court, Lings Way, Goldings, Northampton NN3 8XS		
School Contact Details	Headteacher: Mrs J Moralee Tel 01604 741960 Fax 01604 741968 E-mail: head@greenfields.northants-ecl.gov.uk	Type: Community Special School No. of Pupils: 77 + 5 places support the extended work of the school
Type of Provision	Greenfields School & Sports College is a community special school and a Specialist Sports College for pupils aged from eleven to nineteen.	
Range of Need PD;SLD;PMLD;ASD	Greenfields School & Sports College provides education for students with severe learning difficulties and associated sensory, physical, communication and behavioural difficulties including A.S.D. and multi-sensory impairment.	
School Environment	<p>Greenfields School and Sports College is a new build PFI school set in the Goldings area of Northampton. Our accommodation offers a friendly environment and provides accessible, purpose built facilities for our students. Facilities include our fully equipped music and drama studio, a sensory room, a hydrotherapy pool and a floor sunken trampoline which all provide the latest in visual and sensory stimulation. Our interactive ICT room called the 'Clubhouse' provides state of the art technology to support the whole curriculum and provide students with opportunities to control their environment.</p> <p>Greenfields School provides specialist teaching for students within the Autistic Spectrum which has gained accreditation from the national Autistic Society. Two classes, grouped by age, offer a high staff to student ratio and are organised using TEACCH principles. The multi-sensory impaired provision provides appropriate specialised learning environments that minimise the effects of dual impairment and maximise the opportunities for learning and consider the impact of the environment on the learning of the deaf/blind student. Curriculum delivery uses specialized deaf/blind techniques which focus on the development of communication and self help skills. Technological aids and a range of communication methods are used. These include adapted body signing, objects of reference, raised moon text and POPAT reading techniques. The enhanced curriculum includes specialist learning programmes, independence and therapies such as Physiotherapy and Speech and language delivered under instruction from the therapists.</p> <p>The school has a policy of total communication so that every child's individual communication skills are recognised as an integral part of their educational life. Alternative and Augmentative communication methods including the use of technologies are a strong feature of the school.</p>	
School Organisation	<p>Students are taught in class groups identified by age, key stage and primary need. Our Key Stage 5 (Post 16) students are taught in a discrete provision. Sometimes it is necessary to have mixed age groupings. Throughout the day students may change groups for specific subject teaching as appropriate to their individual needs. All students are allocated to a 'School Team' which compete for a weekly and annual trophy. Elections take place annually for a student Captain and Vice-captain for each team.</p> <p>For students for whom it is appropriate integration opportunities are offered in local mainstream schools. Through the P.E. curriculum students have opportunities to take part in sporting events with other local special schools e.g. Billing Brook and Northgate. Students from mainstream schools also come into Greenfields to work in conjunction with our students.</p>	

Isebrook School and SEN Cognition and Learning College Eastleigh Road, Kettering NN15 6PT		Age range: 11 - 19
School Contact Details	Headteacher: Mr P Henshaw Telephone No: 01536 500030 E-mail: head@isebrook.northants-ecl.gov.uk Website: .	Type: Community Day Special School No. of Pupils: 102 + 10 places within the discrete ASD provision, 20 Post 16 + 8 places support the extended role of the school via the NIP
Type of Provision	Isebrook is a community day special school for pupils aged from 11- 19.	
Range of Need MLD;ASD:	Isebrook provides education and specialist facilities for students with significant to severe learning difficulties in class groups which are generally year group classes with a range of needs. There is a discrete provision for complex students with Autism who require a highly structured environment for the majority of their day and some other classes cater for specific types of student need. Isebrook is an accessible single level site and can meet the needs of students with additional physical or sensory needs.	
School Environment	<p>Isebrook is an accessible single level site with well designed facilities for the teaching of science, IT, PE, CDT and Food Technology, Hair and Beauty and Drama. Building adaptations have been carried out to allow access to students with physical disabilities. The school grounds are extensive allowing a wide range of sporting and other activities. A new 14-19 building opened in Nov 2010.</p> <p>The school has a wide range of specialist equipment to support curriculum delivery and the sports hall is equipped for the full range of PE activities which benefit both the school and the local community.</p> <p>The experienced teaching staff are skilled in working with students with significant learning difficulties, complemented by skilled support staff.</p>	
School Organisation	<p>The school is organised into Key Stage 3 and Key Stage 4 and 16+ areas. Most staff and curriculum development is cross phased to facilitate continuity and progression. Although most groups are age determined, flexibility allows for students to be grouped according to their needs as well as their age. While the school offers discrete facilities for students with complex Autism, there is a high proportion of ADS across all classes in the school.</p> <p>The school aims to provide a broad, balanced curriculum in full accordance with National Curriculum requirements. Curriculum content and the style of delivery are designed to be appropriate to the students' individual needs. Personal and social development permeates all activities.</p> <p>Most students will be entered for pre-GCSE, Entry Level qualifications at NC Level 1-3 at the end of Key Stage 4 and a range of vocational and NOCN qualifications. Some Level 1 GCSE equivalent accreditations are available. Isebrook has close links with 2 FE colleges and other providers for vocational links at Key Stage 4 and post 16. Structured teaching (TEACCH) supports the learning of children with autism.</p>	

Kings Meadow School		Age range: 5 - 11
Manning Road, Moulton Leys, Northampton NN3 7AR		
School Contact Details	Headteacher: Mrs K Lewis Telephone No: 01604 673730 E-mail: head@kingsmeadow.northants-ecl.gov.uk Website: www.kingsmeadowschool.co.uk	Type: Community Special School No. of Pupils: 35 + 5 places support the Local Authority response to pupils with behaviour social and emotional difficulties in mainstream settings.
Type of Provision	Kings Meadow School is a Local Authority (LA) community day primary special school for pupils aged 5 - 11 years.	
Range of Need BESD	All pupils at Kings Meadow have been formally assessed (1996 Education Act) and have a Statement of Special Educational Need that identifies severe social, emotional and behaviour difficulties. Although severe social, emotional and behavioural difficulties is the most significant disability in respect of educational progress, it is recognized that pupils may have associated or significant learning difficulties. All pupils at Kings Meadow need close monitoring, consistent management and high levels of professional support and guidance. All pupils need help with the development of social competence and emotional maturity.	
School Environment	Kings Meadow has purpose built facilities designed to meet the needs of its pupils. At Kings Meadow School we are committed to working in partnership with parents / carers, other agencies and the wider community towards achieving our vision which is to create: <ul style="list-style-type: none"> • A learning community where pupils have the right to learn and grow intellectually, emotionally and socially in a nurturing environment. • A school where all pupils are encouraged to achieve their greatest potential. 	
School Organisation	The school is organised into five class groups each comprising eight pupils. A variety of factors are taken into consideration when forming class groups, such as age, level of performance, social and emotional maturity. The layout of the classroom, organisation of the outdoor learning environment and provision of resources support inclusive teaching approaches. Lunchtimes are considered an important part of the pupils' social education. Some members of staff eat with pupils in small family groups. Hot meals are available. During the lunch break all pupils opt for a lunchtime group run by staff. The aims of these organised activities are to help our pupils to develop their range of social skills including team work, turn-taking, sharing, co-operation and collaboration. Such activities include football, cricket, playground games, computer, art & craft, and indoor games. If a pupil demonstrates that they could cope with mainstream experiences then this discussed at a pupil's Annual Review meeting. This experience may be arranged in order to gather information as to whether a pupil is ready to cope with the demands of a mainstream primary school.	

Kingsley School		Age range: 3+ - 11
Churchill Way, Kettering, Northants NN15 5DP		
School Contact Details	Headteacher: Mr T O'Dwyer Telephone No: 01536 316880 E-mail: head@kingsley.northants-ecl.gov.uk Website:	Type: Community Special School No. of Pupils: 104 special needs places + 28 part-time mainstream nursery places.
Type of Provision	Kingsley School is a community day special school. Pupils are aged from three (in the term of their fourth birthday) to eleven years.	
Range of Need PD;PMLD;MLD;SLD;ASD	The school provides education, therapy, support and facilities for pupils with physical, medical, sensory, learning and communication difficulties who have a statement of special educational needs. This includes structured classes organised by age for primary aged children with a wide variety of special educational needs and provision for pupils with autism. There is also a community nursery for local children without special educational needs.	
School Environment	<p>Facilities in the school include an indoor hydrotherapy/swimming pool, soft play room, sensory studio, physiotherapy, occupational and speech therapy rooms, a fully equipped medical room, dining room, gym, kitchens, a library and teaching areas. Some rooms are equipped to meet the needs of deaf/blind children and structured according to the principles of TEACCH. There is adapted provision for toileting and changing throughout the school.</p> <p>The school has extensive grounds for outdoor educational and recreational pursuits, including large playgrounds and grassy areas, a sensory garden, vegetable garden, greenhouses and a variety of play equipment including two adventure playgrounds.</p>	
School Organisation	<p>The school is organised into Foundation, Middles, and Uppers departments. The team leaders are all members of the School Leadership Group. All teaching and class-based educational support staff attend weekly team meetings to share planning, receive communication from the senior team, to deal with departmental issues and to receive in-service training.</p> <p>Kingsley believes in providing integration experiences for all its children and a member of the School Leadership Group has responsibility for promoting and managing integration opportunities.</p> <p>Throughout the school, integration experiences are planned that involve visits to local schools or receiving groups of children into Kingsley to work alongside our children.</p> <p>Once a child is recognised as being ready for transfer to a mainstream school, a carefully planned preparatory programme of visits and support in the designated school is arranged prior to transfer.</p> <p>Kingsley School runs its own After School Activities Club for children in Middles and Uppers departments.</p>	

Northgate School		Age range: 11 - 19
Queens Park Parade, Northampton NN2 6LR		
School Contact Details	Headteacher: MS S Webb Telephone No: 01604 714098	Type: Community Special School No. of Pupils: 95 places including 12 places within the discrete ASD provision. A further 5 places support the extended work of the school.
	E-mail: head@northgate.northants-ecl.gov.uk Website: www.northgate.ik.org	
Type of Provision	Northgate School is a community special school for pupils between the ages of eleven and sixteen.	
Range of Need MLD;SLD;ASD	Northgate provides education for pupils with learning difficulties of a moderate to severe nature. All pupils will have additional needs that may include: ASD, PH, VI and HI. The school has a discrete provision for 12 ASD pupils.	
School Environment	The school has specialist rooms for the delivery of Science, ICT, Food Technology, Resistant Material Technology, Art, PE/Sports and Performing Arts. The structure and principles of TEACCH are followed across the whole school for pupils with ASD. This is of particular relevance within the discrete provision. The school is fully accessible for wheelchairs and is fitted with associated specialized equipment for lifting.	
School Organisation	<p>The school is organized into year groups and key stages with discrete provision for ASD and SLD pupils in KS3 AND KS4.</p> <p>The school has experienced, specialist staff who deliver a secondary style curriculum. The teaching team includes staff that has both subject expertise and specialist skills in teaching pupils with special educational needs (including specialist ASD). A team of Learning Support Assistants (LSA's) that includes Higher Level Teaching Assistants (HTLA's) support learning across the school. Cover Supervisors and Specialized Support Personnel ensure all pupils have the opportunity to access all aspects of school life.</p> <p>The school seeks to actively promote inclusion in its widest sense. All pupils access the curriculum at an appropriate level and make use of the specialist facilities available within the schools. Pupils within the discreet provision access all areas of the school either individually, as part of a group or as a class.</p> <p>The school works closely with other schools across the area to maximize opportunities for pupils to experience mainstream schools for a variety of purposes from social inclusion through specific subject access to the full time return to mainstream. Opportunities are also available for pupils from mainstream to access the schools expertise for specific skills teaching and social integration through part-time packages.</p>	

Rowan Gate Primary School		Age range: 3+ - 11
Finedon Road, Wellingborough NN8 4NS		
School Contact Details	Headteacher: Mrs L Clarke Telephone No: 01933 304970	Type: Community Special School No. of Pupils: 92 full time places + 5 places support the extended work of the school
	E-mail: head@rowangate.northants-ecl.gov.uk Website:	
Type of Provision	Rowan Gate School is a community day special school for pupils between the ages of three and eleven.	
Range of Need MLD; SLD; PD; PMLD; ASD	Rowan Gate offers provision for pupils with significant, severe or profound and multiple learning difficulties. Some will have an additional sensory impairment (HI or VI) and/or physical disabilities. Provision is made for pupils on the Autistic Spectrum with additional learning difficulties.	
School Environment	<p>Facilities in the school include a hydrotherapy pool, soft play room, sensory room, physiotherapy and occupational therapy room, well-equipped medical room and a speech therapy room. The school has 10 classrooms, splash room, music room/therapy base, food technology room and a library. There is a large school hall, which is a multi purpose area. A parents' room is used by the pre-school group and the various parent support groups that meet in school. The school has a range of sensory stimulation equipment particularly suitable for children with profound and multiple learning difficulties including a light/dark stimulation room.</p> <p>The school has extensive grounds for outdoor educational and play pursuits, including large playgrounds with adventure and climbing play equipment. There is a sensory courtyard and a wheelchair swing.</p>	
School Organisation	<p>To enhance the education and care for each child, school staff work as part of a multidisciplinary team which includes parents, guardians and a variety of professionals. These are the Foundation Stage team, KS1 and KS2 teams. Class bases and other teaching areas are designed and managed to promote mobility, access and self-help for all pupils. There is a high emphasis on modern technology and each class base has at least one computer and relevant software and hardware for the children. Each classroom is fitted with an interactive whiteboard, which is accessible to all pupils in the group.</p> <p>Rowan Gate believes in providing inclusion experiences for children as appropriate. The school shares a campus with a mainstream infant and nursery school and negotiates social and learning opportunities for children according to individual need. In the Foundation Stage (nursery and reception children) the basic principle is on-site integration. Throughout the school integration experiences are planned that involve visits to local schools or receiving groups of children into Rowan Gate to work alongside our children.</p> <p>Once a child is recognised as being ready for transfer to a mainstream school, a carefully planned preparatory programme of visits and support in the designated school is arranged prior to transfer.</p>	

Wren Spinney Community Special School		Age range: 11 - 19
Westover Road, Kettering NN15 7LB		
School Contact Details	Headteacher: Mrs D Withers Telephone No: 01536 481939	Type: Community Special School No. of Pupils: 60 + 5 places support the extended work of the school
	E-mail: head@wrenspinney.northants-ecl.gov.uk Website:	
Type of Provision	Wren Spinney is a community special school for pupils aged from eleven to nineteen.	
Range of Need SLD;PMLD;ASD	Wren Spinney is a Community Special School meeting the educational needs of pupils with Severe, Profound and Multiple Learning Difficulties, Autism, Visual Impairment, and Multi-Sensory Impairment.	
School Environment	<p>The school aims to ensure that equal opportunities are genuinely available to all within its community and to further a belief that all people should be valued members of society. All pupils, students and staff are encouraged to develop their full potential, whatever their ability to learn, through an understanding of the world, the acquisition of knowledge, shared experience with others and the development of skills relevant to their individual needs. The school encompasses its ethos in the words "Achieving Together".</p> <p>Wren Spinney offers a range of complimentary therapies within its whole curriculum provision, especially sensory development, Sherbourne, sensory movement, massage and aromatherapy. Working with colleagues in Health and Children the school offers access to a range of therapies including: Physiotherapy, Hydrotherapy, Occupational therapy, Speech and language therapy and Music therapy. The school offers Mobility training and BSL skill development within its extended curriculum. The school also promotes its own programmes designed for the development of independence and life skills.</p> <p>The school has several special classes that take place on a weekly basis; the group of pupils is determined by the need to access the activity. Presently these classes are: Swimming at Kettering Pool, RDA, and Sherbourne / Sensory Movement. The school offers a variety of after school clubs</p>	
School Organisation	<p>Students are taught in class groups identified by age, key stage and primary need. Throughout the day students may change groups for specific subject teaching as appropriate to their individual needs.</p> <p>The school has an established programme of in-reach opportunities that facilitate participation in school activities by pupils on the register of mainstream schools. This may be through joint projects within the field of drama and creative art or through the provision of work experience places. The school also provides opportunities for outreach with pupils accessing appropriate activities in mainstream.</p>	

Designated Special Provisions in Northamptonshire

Nursery, Infant, Junior & Primary Schools

Kettering Buccleuch Academy DSP		Age range: 4+ - 7
Laburnum Crescent, Kettering NN16 9PH		
School Contact Details	Vice Principal: Mr I Denning Type: United Learning Trust Telephone No: 01536 515644 No. of Pupils: DSP places: 7 Admission No.: 60 E-mail: reception.KBA@ketteringbuccleuch-academy.org Website:	
Type of Provision	This is a resourced provision in an integrated setting providing support for up to 7 pupils of four to seven years of age.	
Range of Need HI	This resourced provision offers aural and oral approaches for pupils with a hearing impairment who require specialist provision in an integrated setting, over and above that which a mainstream school can provide through a statement of special educational needs. All hearing impaired pupils experience supported integration in addition to withdrawal sessions with age appropriate or ability appropriate peers. Hearing impaired pupils participate in all aspects of school life.	
School Environment	The major strengths of the DSP include: <ul style="list-style-type: none"> • full time qualified teacher of the deaf • qualified and experienced support staff • a sound base of knowledge, expertise and resources built up over many years • an excellent listening environment in acoustically treated classrooms • classrooms and the school hall fitted with sound field systems to ensure a high quality listening environment • training material on site • a caring and supportive whole school culture in which parents are fully encouraged to take part in the educational process • excellent liaison between school, parents, outside agencies and voluntary organisations 	
School Organisation	Pupils are integrated into acoustically treated classrooms fitted with sound field systems. These classes have carpets throughout, insulated curtains, acoustic tiling and lowered ceilings to enable pupils to optimise the use of their residual hearing. There is a purpose built activity area to provide the opportunity to develop role play, language and socialisation skills. Two acoustically treated classrooms have an adjoining speech room, used by the TOD and support staff for one – to – one and small group sessions. These sessions may include re-inforcement of core concepts. Highly skilled mainstream class teachers teach pupils and timetables of support are planned at the beginning of each term to ensure each pupil's needs are met. A comprehensive handbook is available to accompany this specification.	

Kettering Buccleuch Academy DSP		Age range: 7 - 11
Laburnum Crescent, Kettering NN16 9PH		
School Contact Details	Vice Principal: Mrs D Cotter Telephone No: 01536 515644 E-mail: Website:	Type: United Learning Trust No. of Pupils: DSP places: 7 Admission No: 60
Type of Provision	This is a resourced provision in an integrated setting providing support for up to 7 pupils of seven to eleven years of age.	
Range of Need HI	This resourced provision offers aural and oral approaches for pupils with a hearing impairment who require specialist provision in an integrated setting, over and above that which a mainstream school can provide through a statement of special educational needs. All hearing impaired pupils experience supported integration in addition to withdrawal sessions with age appropriate or ability appropriate peers. Hearing impaired pupils participate in all aspects of school life.	
School Environment	The major strengths of the DSP include: <ul style="list-style-type: none"> • full time qualified teacher of the deaf • qualified and experienced support staff • a sound base of knowledge, expertise and resources built up over many years • an excellent listening environment in acoustically treated classrooms • classrooms and the school hall fitted with sound field systems to ensure a high quality listening environment • training material on site • a caring and supportive whole school culture in which parents are fully encouraged to take part in the educational process • excellent liaison between school, parents, outside agencies and voluntary organisations 	
School Organisation	Pupils are integrated into acoustically treated classrooms fitted with sound field systems. These classes have carpets throughout, insulated curtains, acoustic tiling and lowered ceilings to enable pupils to optimise the use of their residual hearing. There is a purpose built activity area to provide the opportunity to develop role play, language and socialisation skills. Two acoustically treated classrooms have an adjoining speech room, used by the TOD and support staff for one – to – one and small group sessions. These sessions may include re-inforcement of core concepts. Highly skilled mainstream class teachers teach pupils and timetables of support are planned at the beginning of each term to ensure each pupil's needs are met. A comprehensive handbook is available to accompany this specification.	

Barry Primary School DSP		Age range: 4+ - 11
Barry Road, Northampton NN1 5JS		
School Contact Details	Headteacher: Mrs J Pugh Telephone No: 01604 234574 E-mail: head@barry.northants-ecl.gov.uk Website:	Type: Community School No. of Pupils: DSP places: 8 Admission No.: 60
Type of Provision	Barry Primary School DSP is a resourced provision in an integrated setting providing support for up to 8 pupils of four to eleven years of age.	
Range of Need PD	The provision addresses the needs of pupils with physical difficulties with some associated learning difficulties.	
School Environment	<p>Trained staff are able to provide care for a range of medical conditions. The school has wheelchair access and hygiene facilities for catheterisation.</p> <p>Physiotherapy advice and input is available at the school and medical advice and Occupational Therapy monitoring and advice are available where appropriate from the Health Authority. Speech and Language programmes, identified within the statement of special educational needs, are supported where necessary.</p> <p>Advice is available from the specialist teacher for children with physical disabilities (Children and Young People's Services - Inclusion).</p>	
School Organisation	<p>The school is organised into mixed ability classes and the pupils are Integrated in to mainstream classes for the majority of the day.</p> <p>There is dedicated teacher support and additional support from classroom assistants. Staff experience supports the range of needs of pupils within the DSP and the deployment of staff is directly related to the needs of individual children.</p> <p>Much of the learning takes place in the classroom, but there is also a withdrawal area for focused teaching on an individual basis or in small groups. Fairfield's School and Barry Primary School have worked closely to integrate pupils from Fairfield's into mainstream schooling. Some pupils integrate to increase their experience of their mainstream peer group.</p>	

Beanfield Primary School DSP		Age range: 4 - 11
Farmstead Road, Corby NN18 0LJ		
School Contact Details	Headteacher: Mrs C Wilson Type: Community School Telephone No: 01536 262000 No. of Pupils: DSP places: 33 Admission No.: 60 E-mail: head@beanfield-pri.northants-ecl.gov.uk Website:	
Type of Provision	Beanfield Primary School DSP is a unit provision for pupils with severe and profound learning difficulties, including Autism. It offers discrete provision with carefully structured opportunities for inclusion into wider school life.	
Range of Need SLD; PMLD	The provision caters for pupils whose statement identifies severe, profound or multiple learning difficulties including Autism. In addition the provision caters for pupils whose identified need on the Autism continuum requires the majority of their day being spent in a small group. Structured teaching using the TEACCH approach is used.	
School Environment	<p>In addition to the facilities generally available in school, there is a medical/therapy room, light stimulation room, soft play room, a distraction free area, multi-sensory hydrotherapy pool and facilities for disabled changing and toileting needs. The whole school is accessible by ramps and lifts. There is a school nurse on site with a separate phone number for immediate contact with parents.</p> <p>In addition to the generally available resources for all pupils, there is equipment provided to support the individual needs of the pupils. This includes specialist equipment for mobility, posture and IT.</p> <p>The local NHS Trust provides speech and language, physiotherapy, and occupational therapy where appropriate, carried out in school. A doctors' outpatient clinic from Kettering General hospital is held at the school once or twice a term.</p>	
School Organisation	<p>Teaching and non-teaching staff are experienced in meeting the needs of pupils with severe, profound or multiple learning difficulties, including Autism. Specialist qualifications are encouraged through the school staff development programme.</p> <p>The National Curriculum or Foundation Stage curriculum is modified in terms of pace, level and delivery to meet individual needs. The balance of time spent on the National or Foundation Stage Curriculum is adjusted to take account of a child's therapy and individual needs. Individual needs and learning style determine methodologies used.</p> <p>These may include: 1:1 and small group learning opportunities; integrated individual programmes of work as suggested by therapists and other professionals; direct teaching to objectives; signing and teaching in small steps and stages or structured teaching using the TEACCH approach.</p> <p>Particular arrangements are put into place for end of Key Stage assessments.</p>	

Blackthorn Primary School DSP		Age range: 4 - 11
Waingrove, Blackthorn, Northampton NN3 8EP		
School Contact Details	Headteacher: Mrs Debonair Sherman Telephone No: 01604 407254 E-mail: head@blackthorn-pri.northants-ecl.gov.uk Website:	Type: Community School No. of Pupils: DSP places: 5 Admission No.: 60
Type of Provision	<p>Blackthorn Primary School DSP is a unit provision for pupils with behavioural, emotional or social difficulties aged between 4 and 11 years. Pupils are fully integrated into the school with short periods of full time placement in the DSP when appropriate.</p> <p>The provision offers 5 places for transferring pupils and 5 fte places for pupils from within the school. These pupils are above the standard number of the school. While provision is made across all age groups the ideal cohort would be years 2, 3 and 4. To ensure the placement is not incompatible with the efficient education of the other pupils, places are spread across the year groups, with no more than two pupils in any one year group where possible.</p>	
Range of Need BESD	Pupils with significant behaviour and social difficulties that require arrangements in addition to that which a mainstream school can provide. Pupils may have learning difficulties associated with their behaviour but this will not be their primary need.	
School Environment	The DSP suite of rooms includes a large room, a smaller room, a soft play room and an office. Curriculum resources such as structured behaviour programmes and social skills programmes are provided to support the school's special needs resources. Information technology resources support curriculum access.	
School Organisation	<p>The DSP will be managed by the school's Assistant Head teacher, who is a member of the school's Senior Leadership Team. Teaching within the DSP is supported by the Teaching Assistant and the Learning Mentor. The total level of support is determined by the support arrangements outlined on individual pupil's statements and for other pupils as detailed on their Individual Education Plans (IEP).</p> <p>The DSP is a facility for all Blackthorn pupils. All pupils will be part of a mainstream class. They will follow the National Curriculum carefully differentiated to their age and ability. Each pupil will have an Individual Education Plan (IEP) with termly targets.</p> <p>Pupils will be fully integrated into the school wherever possible and included in the full range of activities of the school unless formally disapplied from any curriculum subject.</p> <p>Pupils who are generally supported within lessons will be withdrawn for specific skills teaching. Some pupils may require full-time placement within the DSP for short periods of time. The length of this arrangement is pre-determined with a proposed exit date. These arrangements will be detailed within the pupil's IEP.</p>	

Croyland Nursery DSP		Age range: Pre-school
Croyland Road, Wellingborough, Northants NN8 2AX		
School Contact Details	Headteacher: Mrs C Whelan Telephone No: 01933 279681 E-mail: head@croyland-nur.northants-ecl.gov.uk Website:	Type: Community School No. of Pupils: DSP places: 10 Admission No.:
Type of Provision	To provide for children with speech and language and communication needs within a mainstream Nursery School.	
Range of Need SLCN	Children's general development will be appropriate to mainstream provision, but with verbal skills significantly weaker than non-verbal skills. A speech, language or communication disorder will be the <u>primary</u> need, and children will have one or more of the following difficulties <ul style="list-style-type: none"> • A comprehension difficulty • An expressive language difficulty • An articulation or phonological difficulty (pronunciation) • A semantic and / or pragmatic difficulty (social communication) 	
School Environment	<p>The nursery accommodation is spacious, with large, covered, outdoor play areas and garden. This enables the children to have full access to a very rich curriculum provision, both indoors and outdoors throughout the year. D.S.P. staff also have access to small, quiet rooms, which open directly into the main nursery, for individual or small group work as necessary.</p> <p>There is a range of toys, games, books, tapes and equipment specifically chosen to promote the development of children's speech, language and communication skills.</p> <p>There are a number of specialist computer programmes.</p> <p>Staff use digital cameras (stills and video) to promote children's recall and reflection upon their experiences.</p> <p>Augmentative communication systems such as Makaton signing are used with some children, to encourage the development of communication. Makaton Workshops are held for parents.</p>	
School Organisation	<p>The children are included as part of the mainstream Nursery School, participating in all the same activities as everyone else and this offers positive role models for speech, language and communication.</p> <p>They attend <u>either</u> for 4 morning LEA Nursery sessions, <u>or</u> for 4 afternoon LEA Nursery sessions throughout the year, when they receive specialised DSP support. Parents may choose to extend this time within the options available through the (fee-paying) Neighbourhood Nursery.</p> <p>Children have individual and very small group withdrawal sessions, involving play and fun activities, plus additional support from DSP staff within their Nursery activities. Other Nursery staff are sensitive to the needs of children with SLCN, and reinforce aims.</p>	

Croyland Primary DSP		Age range: 4 - 11
Croyland Road, Wellingborough, Northants NN8 2AX		
School Contact Details	Headteacher: Mr T Hill Telephone No: 01933 224169 E-mail: head@croyland-pri.northants-ecl.gov.uk Website:	Type: Community School No. of Pupils: DSP places: 10 Admission No.: 45
Type of Provision	A unit provision within a mainstream primary school for pupils without a statement of special educational needs whose primary need is a behavioural, emotional and Social Difficulty (BESD). The provision operates a 'nurturing' environment with pupils spending the majority of their time within the dedicated rooms.	
Range of Need BESD	Pupils with significant behaviour and social difficulties who require arrangements in addition to that which a mainstream school can provide. Pupils may have learning difficulties associated with their behaviour but this will not be their primary need	
School Environment	<p>It is our aim to work with the individual child to ensure they have full access to the curriculum whilst accessing a nurturing environment.</p> <p>Any child attending our Nurture class from another school will remain on their school roll. The child's school will support CPS by attending regular meetings, supporting with T.A.'s where appropriate and accessing relevant training to ensure a smooth transition.</p> <p>Specific resources include a classroom area for Nurture class with a minimum of 1 qualified teacher and 1 HLTA both accredited in Nurture Training. The level of support is determined by the identified arrangements for each pupil either through their statement or Individual Education plan.</p>	
School Organisation	<p>Staff working with predominantly DSP pupils either hold additional qualifications or have relevant experience for working with SEN pupils and are committed to receiving further professional development. They will have attended Nurture Group training.</p> <p>A child will remain in the Nurture Class for a maximum of 8 terms unless there are exceptional circumstances. A child attending the Nurture Class will not have a Statement of Educational needs and the maximum number of children from other schools to attend the nurture class is 6.</p> <p>A child will spend up to a maximum of 80% of their time at their base school.</p>	

Croyland Primary SLCN DSP		Age range: 4 - 11
Croyland Road, Wellingborough, Northants NN8 2AX		
School Contact Details	Headteacher: Mr Tim Hill Telephone No: 01933 224169 E-mail: head@croyland-pri.northants-ecl.gov.uk Website:	Type: Community School No. of Pupils: DSP places: 10 Admission No.: 45
Type of Provision	To provide for children with speech and language and communication needs. The role of the provision is to: <ul style="list-style-type: none"> • Provide speech and language assessment and intervention on an intensive basis • Provide access to a mainstream education curriculum and normal models of speech and language • Work with parents and professionals in developing an integrated approach to speech and language therapy In reception it is not necessary for the pupil to have a statement of special educational needs. If the placement is likely to continue beyond Reception a statutory assessment of educational need will identify the suitability of placement	
Range of Need SLCN	Specific speech and language and communication needs. The pupils will usually be known to the community speech and language therapy department and/or be in a nursery DSP provision. Included within the range of need are: <ul style="list-style-type: none"> • Children with phonological difficulties • Children with comprehension difficulties • Children with expressive difficulties • Semantic and / or pragmatic difficulties • Children with articulatory difficulties 	
School Environment	Up to 10 children may be referred to the DSP – 7 for pupils with a statement of special educational needs plus 3 reception places for pupils who have been referred but who may not have a statement. The 10 places are within the standard number of the school Skilled support staff and specialist speech and language assistant, together with a specific resource bank support the needs of the children. One full time and one part time nursery nurse, together with a speech therapist for two days each week are employed by the school. The SENCO works with the DSP children and monitors the provision.	
School Organisation	The children are fully integrated into mainstream classes, accessing a differentiated curriculum alongside their peers. There is a whole school awareness of the impact of SCLN in education. A priority is to develop the child's confidence in communicating, while encouraging all round development to their full potential. Specific Targeted work may be undertaken in small groups. Differentiated targeted work developed in conjunction with the speech and language therapist is delivered in small groups, 1:1 or in class according to need.	

Denfield Park Junior DSP		Age range: 7 - 11
Victoria Road, Rushden, Northants NN10 0DA		
School Contact Details	Headteacher: Mrs A Griffiths Telephone No: 01933 355961 E-mail: head@denfieldpark.northants-ecl.gov.uk Website:	Type: Community School No. of Pupils: DSP places: 8 Admission No.: 60
Type of Provision	Denfield Park School includes unit provision for pupils where Autism has been clearly diagnosed and is the primary area of need.	
Range of Need ASD	<p>Pupils are considered for this provision if, within their statement of special educational need, the following areas of learning difficulty have been identified. These are the impairments commonly accepted as being associated with Autism.</p> <ul style="list-style-type: none"> • A communication impairment – which involves difficulty in making sense of, and using, all aspects of verbal or non verbal communication. This includes gesture, facial expression, body language and the timing of communication, in addition to speech. • A social impairment – affects the pupils’ ability to make relationships with other people. This includes a fundamental disability in developing social empathy (being able to understand something from another’s perspective or point of view.) • Rigidity and inflexibility – which can extend to every area of the pupil’s thinking, language and behaviour, literal thought, insistence on sameness and difficulties with creative processes. 	
School Environment	The bases are organised to include designated areas for individual work, play, group activity, quiet time etc. and are designed to enhance understanding of the environment and to enable the development of independence. There is an outdoor play area for those who need such physical boundaries. Staff working within the provision are experienced in teaching children with special educational needs. In addition they have undergone additional specific training in the field of Autism	
School Organisation	<p>The school is organised into eight classes, two in every year group. While each pupil within the provision will spend a large proportion of their week in the DSP bases they are included in one of these classes. This will be through careful planning and negotiation and may include activities such as P.E., Drama, Music, Art, lunchtime clubs, assemblies and PSHE.</p> <p>Pupils have full access to a broad and balanced curriculum designed to meet their individual needs. The main principle of delivery will be structured teaching which may include structuring and organisation of the curriculum, the physical environment, work schedules and the use of work systems.</p>	

East Hunsbury Primary DSP		Age range: 4 - 11
Penvale Road, East hunsbury, Northampton NN4 0QW		
School Contact Details	Headteacher: Mrs R Arundel Telephone No: 01604 677970 E-mail: head@ehps.northants-ecl.gov.uk Website:	Type: Community School No. of Pupils: DSP places: 35 Admission No.: 60
Type of Provision	East Hunsbury Designated Specialist Provision is a unit provision for pupils with significant learning difficulties where opportunities for structured inclusion exist to meet individual needs.	
Range of Need SLD	Pupils are considered for this provision if, within their Statement of Special Educational Needs the following areas of need have been identified:- <ul style="list-style-type: none"> • Access to daily structured teaching following a differentiated curriculum based on a small step approach. • Needs to be taught in a small class group with access to individual teaching. • A well structured individual language programme. • Access to mainstream peer group models. • A consistent, structured environment with secure, explicit boundaries, with opportunities to broaden experience and practice learning in a negotiated mainstream setting. 	
School Environment	<p>The DSP offers a secure playground with small adventure play area, a small covered play area, a kinaesthetic room, hall, library with ICT suite and art area in addition up to 5 class bases. The class bases have ready and easy access to toilets and hygiene facilities. A multi use room serves as an office, a therapist room and as a venue for annual reviews and parent support group meetings.</p> <p>Equipment reflects the needs of the children and their stage of development. The school has a minibus which is used by all the children in the DSP. Teaching staff have appropriate qualifications and/or experience working with children with severe learning difficulties. Through in service training they have the opportunity to access current education issues and staff development. Support staff attend training sessions and receive in service training by class teachers. Advice is available to DSP staff from other professionals including speech therapists.</p>	
School Organisation	<p>The designated special provision is an integral part of the school.</p> <p>Inclusion takes place in a number of ways across the school and a careful balance is constantly sought in order to meet the emotional, social and educational needs of the children in the most appropriate and meaningful way. Many children in the DSP share in mainstream PE, music, art sessions, assemblies, playtimes and snack times at some point during the school week supported by DSP staff. DSP pupils are frequently invited on main school educational visits and have access to all whole school celebrations, artists in residence, extra-curricular activities as appropriate and visitors to the school e.g. theatre groups. There may be times when a minority of children in the DSP may be able to join in with some mainstream activities unsupported. DSP pupils are also represented on the School Council. During their school career all mainstream children are offered opportunities to be included in the life of the DSP.</p>	

The Grange Primary DSP		Age range: 4 - 11
Staverton Road, Daventry, Northants NN11 4HW		
School Contact Details	Headteacher: Mrs G Yates Telephone No: 01327 705785 E-mail: head@thegrange.northants-ecl.gov.uk Website:	Type: Community School No. of Pupils: DSP places: 10 Admission No.: 60
Type of Provision	The Grange School includes unit provision for children where Autism has been clearly diagnosed and is the primary area of need.	
Range of Need ASD	<p>Pupils are considered for this provision if, within their statement of special educational need, the following areas of learning difficulty have been identified. These are the impairments commonly accepted as being associated with autism.</p> <ul style="list-style-type: none"> ▪ A communication impairment – which involves difficulty in making sense of, and using, all aspects of verbal or non verbal communication. This includes gesture, facial expression, body language and the timing of communication, in addition to speech. ▪ A social impairment – affects the pupils ability to make relationships with other people. This includes a fundamental disability in developing social empathy (being able to understand something from another’s perspective or point of view.) ▪ Rigidity and inflexibility – which can extend to every area of the child’s thinking, language and behaviour, literal thought, insistence on sameness and difficulties with creative processes. 	
School Environment	<p>The DSP provision includes class bases and a soft play room with direct access to toilet facilities. The class bases are organised to include designated areas for individual work, play, group activity etc. and is designed to enhance understanding of the environment and to enable the development of independence. There is an outdoor play area for those who need such physical boundaries. The facilities are designed to accommodate the identified pupil numbers.</p> <p>Staff working within the provision are experienced in teaching pupils with special educational needs. They have additional specific training in the field of Autism. All school staff and new staff receive in-house training to develop an Understanding of Autism.</p>	
School Organisation	<p>The school caters for pupils of all abilities from 3yrs – 11yrs. All mainstream pupils are taught in mixed ability classes with withdrawal as appropriate for very specific, focussed tasks. While each pupil within the provision will spend a large proportion of their week in the DSP bases they are included in one of these classes. This will be through careful planning and negotiation and may include activities such as integrated play activities, lunchtime clubs, assemblies etc</p> <p>Pupils have full access to a broad and balanced curriculum designed to meet their individual needs. The main principle of delivery will be structured teaching which includes structuring and organisation of the curriculum, the physical environment, work schedules and the use of work systems.</p>	

The Grange Primary SLCN DSP Age range: 3 – 5 (Nursery & Reception only)	
Staverton Road, Daventry, Northants NN11 4HW	
School Contact Details	Headteacher: Mrs G Yates Type: Community School Telephone No: 01327 705785 No. of Pupils: DSP places: 8 Admission No.: 60 E-mail: head@thegrange.northants-ecl.gov.uk Website:
Type of Provision	The designated special provision (DSP) offers intensive speech and language therapy to pupils with specific Speech and Language disorders.
Range of Need SLCN	The pupil will have a severe specific speech and language disorder and have cognitive abilities within the average range, normally expected within a mainstream school. There should be evidence that the pupil has already had speech and language therapy input and there is evidence that they would make significant progress from intensive therapy.
School Environment	The DSP team includes speech and language therapists and a nursery nurse. A teacher has special responsibility for the provision and all teachers are closely involved. There is whole school empathy to the needs of pupils with speech and language difficulties. Staff may take a role in giving advice to children who did not receive a place within the provision
School Organisation	There are fortnightly meetings between the provision therapist and the staff involved to discuss targets and progress. Bi-annual reviews are held, involving professionals and parents. The special needs governor and SENCO are involved in regular updates relating to the provision. The intention is to integrate pupils back into their local school as soon as intensive therapy is considered to be complete. If after intensive help it appears that long term intensive speech therapy will be required, the school will consider submitting a request for statutory assessment

Green Oaks Primary DSP		Age range: 4 - 11	
Whiston Road, Kingsthorpe, Northampton NN2 7RR			
School Contact Details	Headteacher: Mrs J Hill Telephone No: 01604 715249 E-mail: head@greenoaks.northants-ecl.gov.uk Website:	Type: Community School No. of Pupils: DSP places: 30 Admission No.: 30	
Type of Provision	We are a unit provision that provides dedicated class bases and specialist resources for pupils with Autism, who for a significant part of their day require a more structured and quieter environment than is normally available in a Mainstream classroom. We aim to work towards all children accessing main school activities and classes from Reception to Year 6 for up to and between 40-60% of the school timetable depending on the individual needs of the child.		
Range of Need ASD	We cater for pupils from 3-11 years whose primary need is Autism, including higher functioning pupils and those diagnosed with Asperger Syndrome, who display the full range of autistic features.		
School Environment	<p>A safe, secure environment is provided both internally and externally. The aim is to provide a calm organised environment, supported where needed by visual cues to reduce anxiety and enable our pupils to be as independent as possible. Organised work areas are created for those pupils who need them and there are quiet areas away from the classrooms for those pupils who need time alone.</p> <p>All classes follow the TEACCH approach and methodology in their approach and design.</p> <p>All classes are equipped to deliver the breadth of the curriculum and have access to all whole school resources including a computer suite, gym/dining hall, dedicated music room and music teacher, assembly hall and library.</p> <p>Visual resources and computers are used to support delivery of curriculum within the DSP. The DSP has a range of bikes and games equipment to help develop constructive leisure skills and a ball pool. A kitchen with full size equipment and a shower suite support food technology and life skills work.</p> <p>Sensory stimulation is developed through our ball pool and sensory room. A 'chill out' room offers a calming environment</p> <p>A minibus allows all pupils access to the wider community for leisure activities and real-life experiences across the whole curriculum. These include swimming, horse riding and trampolining.</p> <p>Teaching and support staff will have specialist knowledge in Autism and/or special needs experience and structured teaching. All school staff have an understanding of the needs of pupils with Autism and the implications for curriculum delivery. The school are committed to ongoing Autism focussed training.</p>		
School Organisation	Pupils are based in DSP classrooms where they can have access to a broad, balanced curriculum. Class teachers plan age appropriate activities using NNS, NLS, QCA or Equals guidelines matching where appropriate with main school classes. Planning is submitted in line with main school, half termly and weekly using a common format with the addition of opportunities for addressing common areas of difficulty for pupils with autism. Pupils all have access to integration activities in main school. The younger pupils also have shared access to our early years play areas. Main school buddies are encouraged to take part in activities within the DSP bases. There is an active programme of reverse integration offering further opportunity to develop shared leisure skills. A life skills programme encourages and supports the development of essential skills for independence living.		

Headlands Primary DSP		Age range: 4 - 11
Bushland, Northampton NN3 2NS		
School Contact Details	Headteacher: Mr A Lakatos Telephone No: 01604 407098 E-mail: head@headlands.northants-ecl.gov.uk Website:	Type: Foundation School No. of Pupils: DSP places: 28 Admission No.: 60
Type of Provision	The unit provision offers specialist provision for pupils with severe/significant learning difficulties and communication difficulties including Autism, who require arrangements over and above that which a mainstream school can provide through a statement of special educational needs.	
Range of Need SLCN; ASD	We cater for pupils from 3-11 years whose primary need is Autism, including higher functioning pupils and those diagnosed with Asperger Syndrome, who display the full range of autistic features.	
School Environment	<p>The provision aims to offer an enriched, individually oriented curriculum within an integrated setting, where the pupil can learn alongside their peers at a pace which suits their needs. Each child has an individualised work programme designed to cover the areas of physical development, personal and social development, language, literacy and communication, mathematics, creative development and knowledge and understanding. The individual needs and learning style determine the methodology used. This includes structured teaching (TEACCH). Pupils participate in all school activities including swimming. In addition there is a weekly DSP water session in the school's training pool. A life skills session takes place each week.</p> <p>In addition to the facilities available at Headlands, the provision has a suite of rooms for pupils to work on specific skills. All pupils within the DSP have access to this suite, either on an individual or small group basis for part or all of their day. The provision resources encourage the acquisition of skills in all areas of the curriculum. There is a large soft play environment and ball pool to encourage motor and social skills. In addition to accessing the computer suite there is dedicated IT within the suite with programmes designed to support learning.</p> <p>A Speech and Language therapist works in the school for a day each week and works with/and/or monitors each child's progress as appropriate to the needs of the children</p>	
School Organisation	<p>Headlands primary school has a nursery unit and an established private day nursery on site offering before and after school and holiday schemes. Classes are organised by year group and there are extensive facilities for pupils.</p> <p>Headlands is an inclusive school and maximum opportunity is provided for pupils to interact with peers both within the school class and DSP suite to develop both curriculum and social skills for all children.</p> <p>New intake pupils begin a structured programme in the DSP suite and gradual integration is developed into mainstream class and activities. This varies according to their needs.</p>	

Kettering Science Academy		Age range: Pre-school
Windmill Avenue, Kettering NN15 7EA		
School Contact Details	Principal: Miss Anne O'Neill Telephone No: 01536 513088 E-mail: head@henrygotch-pri.northants-ecl.gov.uk Website: www.ketteringscienceacademy.org	Type: Academy No. of Pupils: DSP places: 8 Admission No.:
Type of Provision	The unit provision offers specialist speech and language assessment and intervention on an intensive basis and provides access to a mainstream education curriculum and speech and language models. Staff work with parents and professionals to ensure an integrated approach to developing speech, language and communication skills.	
Range of Need SLCN	Included in the selection criteria: i) children with phonological difficulties ii) children with comprehensive difficulties iii) children with expressive language difficulties iv) semantic and/or pragmatic difficulties v) children with articulatory disorder	
School Environment	The children are supported by a speech and language therapist and a specialist nursery nurse. The children are fully integrated within the nursery and participate in all the usual mainstream activities.	
School Organisation	The placement is for one school year, and the children must fulfil the nursery admissions criteria. Speech and language therapy is provided on an individual or small group basis and is supported by continual liaison with parents and nursery staff. Children do <u>not</u> require a Statement of Special educational Needs in order to be considered for placement in the enhanced speech and language provision. Children will be considered from the following areas: Kettering and villages Rothwell Desborough Burton Latimer Corby Transport will be provided in accordance with the Local Authority SEN transport policy.	

Hopping Hill Primary School DSP		Age range: 4 - 11
Pendle Road, Northampton NN5 6DT		
School Contact Details	Headteacher: Mrs T Mitchell Telephone No: 01604 751625 E-mail: head@hopping.northants-ecl.gov.uk Website:	Type: Community School No. of Pupils: DSP places: 10 Admission No.: 45
Type of Provision	Hopping Hill Primary School includes specialist provision that offers speech and language assessment and intervention on an intensive basis, access to a mainstream education curriculum and normal speech and language models and work with parents and professionals in developing an integrated approach to speech and language therapy.	
Range of Need SLCN	<p>The children will usually be known to the community speech and language therapy department and/or be in a nursery DSP provision.</p> <p>Included within the range of need are children whose general development will be appropriate to mainstream but with significantly weaker verbal skills.</p> <p>A speech and language or communication disorder will be the <u>primary</u> need and children will have one or more of the following difficulties:</p> <ul style="list-style-type: none"> ○ Children with phonological difficulties ○ Children with comprehension difficulties ○ Children with expressive difficulties ○ Semantic and/or pragmatic difficulties ○ Children with articulatory difficulties 	
School Environment	<p>Children will be fully included in the school. Specialist resources include a Specialist Speech and Language Therapist, a skilled Speech and Language Assistant and a specific resource bank to support targeted children.</p> <p>There is a dedicated resourced room for individual or group work.</p>	
School Organisation	<p>DSP children are fully integrated into mainstream classes, accessing differentiated curriculum alongside peers.</p> <p>The school has a 39 place nursery and has a two form entry.</p> <p>Children will be fully included in the school. Specific targeted work may be carried out in small groups. Differentiated targeted work in conjunction with speech and language targets is delivered either in small groups, in class or 1:1 according to need.</p>	

Hunsbury Park Primary School DSP		Age range: 4 - 11
Dayrell Road, Camp Hill, Northampton NN4 9RR		
School Contact Details	Headteacher: Mrs G Barnshaw Type: Community School Telephone No: 01604 761566 No. of Pupils: DSP places: 5 Admission No.: 60 E-mail: head@hunsburypark.northants-ecl.gov.uk Website:	
Type of Provision	Hunsbury Park Primary School DSP is a unit provision for pupils with behavioural, emotional or social difficulties aged between 4 and 11 years. Pupils are fully integrated into the school with short periods of full time placement in the DSP when appropriate.	
Range of Need BESD	Pupils with significant behaviour and social difficulties that require arrangements in addition to that which a mainstream school can provide. Pupils may have learning difficulties associated with their behaviour but this will not be their primary need.	
School Environment	<p>The DSP has its own space consisting of a group room, calming room and work room. Curriculum resources such as structured behaviour programmes and social skills programmes are provided to support the school's special needs resources. Information technology resources support curriculum access. The advice, guidance and where possible specific practical support of external professionals will be sought wherever appropriate.</p> <p>The DSP will be managed by the school's Special Educational needs Co-Coordinator/Inclusion Manager, who is a member of the school's senior management team. Teaching within the DSP is coordinated by the INCo and undertaken by all teachers within the school, as pupils are integrated into mainstream classes. The school's learning mentor/family worker and BESD teaching assistants will support the teaching and administration of the DSP. All other teaching assistants will work alongside DSP staff to support the teaching of pupils.</p>	
School Organisation	<p>The provision offers 5 places for transferring pupils and 5 fee places for pupils from within the school. These figures are considered to be within the standard number of the school. To ensure the placement is not incompatible with the efficient education of the other pupils, places are spread across the year groups, with no more than two pupils in any one year group where possible.</p> <p>Pupils will be fully integrated into the school wherever possible and included in the full range of activities of the school unless formally disapplied from a subject. Pupils will usually be supported within lessons as appropriate to their needs but may be withdrawn for specific skills teaching. Some pupils may require full time placement within the DSP for short periods of time. The length of stay within the DSP should be pre-determined with a proposed exit date. These arrangements are detailed within the pupil's IEP.</p> <p>Support for pupils is provided by the DSP Manager, the class teacher or a teaching assistant specifically employed. This support may take place in a class, the DSP base or elsewhere in the school and may be individual or small group.</p>	

Kingsthorpe Grove Primary DSP		Age range: 4 - 11
Kingsthorpe Grove, Kingsthorpe, Northampton NN2 6NS		
School Contact Details	Headteacher: Mrs J Brothers Type: Community School Telephone No: 01604 714674 No. of Pupils: DSP places: 20 Admission No.: 60 E-mail: head@kgps.northants-ecl.gov.uk Website: www.kgps.ik.org	
Type of Provision	Kingsthorpe Grove includes unit provision for children where Autism has been clearly diagnosed and is the primary area of need.	
Range of Need ASD	Pupils are considered for this provision if, within their statement of special educational need, the following areas of learning difficulty have been identified. <ul style="list-style-type: none"> ▪ A communication impairment – which involves difficulty in making sense of, and using, all aspects of verbal or non verbal communication. This includes gesture, facial expression, body language and the timing of communication, in addition to speech. ▪ A social impairment – affects the pupils ability to make relationships with other people. This includes a fundamental disability in developing social empathy (being able to understand something from another's perspective or point of view.) ▪ Rigidity and inflexibility – which can extend to every area of the child's thinking, language and behaviour, literal thought, insistence on sameness and difficulties with creative processes. <p>Pupils will have additional moderate to severe learning difficulties.</p>	
School Environment	<p>The class bases are organised to include designated areas for individual work, play, group activity etc. This is essential as the physical environment is designed specifically to enhance the pupil's understanding of their environment and enable them to develop a degree of independence within the environment</p> <p>There is a light and sound therapy room and access to the main school facilities which include a ball pool, gym facilities and library. A group room is used to support music, dining and social activities. A building programme is due. This will create two new classrooms and a new sensory room. Existing parts of the DSP will be refurbished and a new playground developed. Attention has been given to the safety and security of outdoor play areas with a secured fenced area for those children needing physical boundaries</p> <p>Equipment is necessary to create stimulus free work_stations for pupils as appropriate. The provision makes use of screens and bookcases to organise individual work areas. Similarly equipment which marks visual boundaries within the room is essential (for example mats to designate a play area).The unit has specially designated equipment to motivate pupils with Autism.</p>	
School Organisation	<p>Programmes of integration are planned for each pupil to address their needs. All pupils experience integrated play activities and music within the provision. Pupils may attend breakfast and after school clubs, Literacy and play sessions and a range of extra curricular activities in main school golden time. Main school pupils regularly work and play alongside DSP pupils. The DSP offers integrated play group activities.</p>	

Lumbertubs Primary DSP		Age range: 4 - 11
Tonmead Road, Lumbertubs, Northampton NN3 8HZ		
School Contact Details	Headteacher: Pauline Turner Telephone No: 01604 408147 E-mail: head@lumbertubs.northants-ecl.gov.uk Website:	Type: Community School No. of Pupils: DSP places: 7 Admission No.: 30
Type of Provision	Lumbertubs Primary School includes specialist provision that offers speech and language assessment and intervention on an intensive basis, access to a mainstream education curriculum and normal speech and language models and work with parents and professionals in developing an integrated approach to speech and language therapy.	
Range of Need SLCN	Specific speech and language and communication needs. The pupils will usually be known to the community speech and language therapy department and/or be in a nursery DSP provision. Included within the range of need are children whose general development will be appropriate to mainstream but with significantly weaker verbal skills. Included within the range of need are: <ul style="list-style-type: none"> • Children with phonological difficulties • Children with comprehension difficulties • Children with expressive difficulties • Semantic and / or pragmatic difficulties • Children with articulatory difficulties 	
School Environment	Specialist resources include a Specialist Speech and Language Therapist, a skilled Speech and Language Assistant and a specific resource bank to support targeted children. There is a dedicated resourced room within the school for individual or group work.	
School Organisation	DSP children are fully integrated into mainstream classes, accessing differentiated curriculum alongside peers. The school has a 39 place nursery and has a one form entry. Children will be fully included in the school. Specific targeted work may be carried out in small groups. Differentiated targeted work in conjunction with speech and language targets is delivered either in small groups, in class or 1:1 according to need.	

Millbrook Infants DSP		Age range: 4 – 7+	
Churchill Way, Kettering, Northants NN15 5BZ			
School Contact Details	Headteacher: Lynne Kelly Telephone No: 01536 483714 E-mail: head@millbrook-inf.northants-ecl.gov.uk Website:	Type: Foundation School No. of Pupils: DSP places: 8 Admission No.:120	
Type of Provision	Resourced provision in a mainstream Infant school for children with significant learning difficulties, including autism, where opportunities for structured integration into mainstream activities are planned to meet individual need.		
Range of Need ASD	Pupils are admitted if their statement of need identifies difficulties of a significant nature, and / or including autistic spectrum disorder. Pupils will benefit from small group or individual tuition which is over and above that which a mainstream school can provide through a statement of special educational needs.		
School Environment	<p>Children in the designated provision are included in designated mainstream classes. Classroom environments are adapted to meet the specific needs of individual children. The school has a specialist resource area with a small covered play area, an additional room to facilitate an area for therapists and a venue for annual reviews and parent support meetings and a soft play environment.</p> <p>Individual needs and learning styles determine to a great extent the methodologies used. This would include 1:1, small group learning opportunities and the TEAACH approach.</p> <p>The school has excellent formal links with the Local NHS Trust and Kingsley Special School. These are used to extend professional knowledge and skills of staff as well as supporting individual educational needs of the children. The children who require physiotherapy or occupational therapy are seen by the therapist in school and programmes set by the therapists including speech therapists are followed up in school individually or in small groups. The DSP also provides the opportunity for small group sessions to help develop the children's social skills and to raise their self-esteem.</p>		
School Organisation	<p>Although DSP children are registered separately from mainstream classes it is our aim that they are included in a mainstream class. Inclusion is a two way process organised so that both statemented and non-statemented children can benefit by working together and sharing the resources of the school, in a broadly age appropriate progression of inclusion. Opportunities are tailored to suit individual need.</p> <p>Pupils will spend at least 50% of their time in small teaching groups, which may include individual tuition to enhance their learning. Some children may need to be catered for in a small teaching group for up to 75% of the time. Some children may receive education in partnership with Kingsley Special School and could be subject to dual registration.</p> <p>Additional support for the children will be provided throughout the day and also during those times when the children are not being taught as necessary, e.g. breaks.</p>		

Millbrook Junior DSP		Age range: 7 - 11
Churchill Way, Kettering, Northants NN15 5BZ		
School Contact Details	Headteacher: Mr R Astley Telephone No: 01536 517049 E-mail: head@millbrook-jun.northants-ecl.gov.uk Website:	Type: Foundation School No. of Pupils: DSP places: 8 Admission No.:115
Type of Provision	Resourced provision in a mainstream junior school for children with significant learning difficulties, including autism, where opportunities for structured integration into mainstream activities are planned to meet individual need.	
Range of Need ASD	Pupils are admitted if their statement of need identifies difficulties of a significant nature, and / or including autistic spectrum disorder. Pupils will benefit from small group or individual tuition which is over and above that which a mainstream school can provide through a statement of special educational needs.	
School Environment	<p>The DSP has a dedicated suite of rooms where the pupils may spend a large proportion of their week; pupils are included in mainstream classes. Pupils will have access to all school specialist facilities including a mini bus with hoist. The equipment reflects the needs of the children and their stage of development. Additional support for the children will be provided throughout the day and also during those times when the children are not being taught as necessary, e.g. breaks. The DSP is also essential in the integration work carried out with Kingsley school and Millbrook Infant DSP providing a further base with resources to meet their needs.</p> <p>Individual needs and learning styles determine to a great extent, the methodologies used. This would include 1:1, small group learning opportunities, a TEACCH approach, and close work with therapists etc. Integration opportunities will be geared to each child's needs and abilities.</p> <p>The school has excellent formal links with the Local NHS Trust and Kingsley Special School. These are used to extend professional knowledge and skills of staff as well as supporting individual educational needs of the children. The children who require physiotherapy or occupational therapy are seen by the therapist in school and programmes set by the therapists including speech therapists are followed up in school individually or in small groups.</p>	
School Organisation	<p>The school has 16 classes, 4 per year group with a team leader responsible for each year group. There is also a specialist music and ICT teacher. The team leaders, deputy head and head teacher and DSP Manager form the Senior Management team.</p> <p>Although DSP children are registered separately from mainstream classes it is our aim that they are included in a mainstream class. Inclusion is a two way process organised so that all children can benefit by working together and share the resources of the school, in a broadly age appropriate progression of inclusion. To ensure our aim is achieved we will provide</p> <ul style="list-style-type: none"> • Opportunities for pupil participation in the decision making process • Positive attitudes about learning abilities of all pupils • Teacher knowledge about learning difficulties • Skilled application of specific instructional methods 	

Nicholas Hawksmoor DSP		Age range: 4 - 11
Balmoral Close, Towcester, Northants NN12 6JA		
School Contact Details	Headteacher: Mr R Edwards Telephone No: 01327 351466 E-mail: head@nhps.northants-ecl.gov.uk Website:	Type: Foundation School No. of Pupils: DSP places: 8 Admission No.: 60
Type of Provision	The provision offers intensive speech and language therapy for children with specific speech and language disorders. The provision caters for up to 8 children during their nursery year	
Range of Need SLCN	Children will be aged 3+ years and have a significant speech and language disorder with age appropriate development in all other areas. While there may be behaviour difficulties as a result of the communication difficulty, behaviour will not be the primary need.	
School Environment	A Speech and Language Therapist provides specific therapy up to three times a week and a nursery nurse with specific training and expertise reinforces the therapy on a daily basis in the language centre and in the Nursery. There is a teacher based in the nursery who is Foundation Stage Co-ordinator with responsibility for children in both Nursery and Reception. All Nursery staff are closely involved with the speech and language provision. Staff may take a role in giving advice to children who do not receive a place within the provision.	
School Organisation	The intention is to integrate pupils back into their local school as soon as intensive therapy is considered to be complete. Staff liaise closely with the receiving school prior to transfer. If after intensive help it appears that long term intensive speech therapy will be required, the school will consider submitting a request for statutory assessment	

Park Junior School DSP		Age range: 4 - 11
Great Park Street, Wellingborough, Northants NN8 4PH		
School Contact Details	Headteacher: Mrs L Mura Telephone No: 01933 224501 E-mail: head@park-jun.northants-ecl.gov.uk Website:	Type: Community School No. of Pupils: DSP places: 10 Admission No.: 60
Type of Provision	Unit provision within a mainstream junior school for pupils with a statement of special educational needs whose primary need is a behavioural, emotional and Social Difficulty (BESD). The provision is part of Northamptonshire's response to BESD for schools and pupils within the North of the County and offers advice and guidance to schools identified through the BESD panel. Short block placements are also considered by the panel. Pupils do not require a statement of special educational needs to access this part of the provision.	
Range of Need BESD	Pupils with significant behaviour, emotional and social difficulties that require arrangements in addition to that which a mainstream school can provide. Pupils may have learning difficulties associated with their behaviour but this will not be their primary need.	
School Environment	The DSP offers a classroom fully equipped with aids, interactive whiteboard projector and computers. A calm / sensory room equipped with a variety of visual lighting equipment is available. Dedicated toilets facilities and a terrace and secure outside area complete the specialist facilities.	
School Organisation	The provision offers 8 full time places and 2 fte places to the panel.	

Ronald Tree Nursery DSP		Age range: Pre-school
Laburnum Crescent, Kettering NN16 9PH		
School Contact Details	Headteacher: Mrs R Parker Type: Telephone No: 01536 514240 No. of Pupils: DSP places: 5 Admission No.:	
	E-mail: head@ronalmtree-nur.northants-ecl.gov.uk Website:	
Type of Provision	Ronald Tree Nursery offers provision for children with a hearing impairment. This will take different forms to meet individual needs. We aim to provide a happy, secure, stimulating learning environment for pupils, parents and staff. Within this setting pupils with a hearing impairment feel valued, become fully integrated and therefore can reach their full potential. At Ronald Tree Nursery we have a caring supportive whole school culture in which parents are fully encourages to take part in the educational process.	
Range of Need HI	Ronald Tree Nursery offers provision for children with a hearing impairment.	
School Environment	The Hearing Impaired pupils have full access to the resources at Ronald Tree. In addition a small acoustically treated room is available for focussed work of 1:1 or small group language based activities. Within the Nursery we have a Nursery Nurse with signing skills committed to the hearing impaired pupils, access to a qualified Teacher of the Deaf and a head teacher with considerable experience in work with hearing impaired children.	
School Organisation	The Nursery operates with a free choice range of activities plus planned adult led more structured experiences. The children are encouraged to become independent and socially interactive and there is a high profile on Well Being and Involvement. There is emphasis on Communication, Language and Literacy and all pupils are encouraged to succeed. All Hearing Impaired pupils have access to year one of the Foundation Stage Curriculum.	

Simon de Senlis Primary DSP		Age range: 4 - 11
Hilldrop Road, East Husbury, Northampton NN4 0PH		
School Contact Details	Headteacher: Mr E Howles Telephone No: 01604 661011 E-mail: head@simondesenis.northants-ecl.gov.uk Website:	Type: Community School No. of Pupils: DSP places: 14 Admission No.: 60
Type of Provision	The resourced provision offers an integrated learning environment within a mainstream primary school.	
Range of Need MLD; SLCN	<p>The provision is appropriate for pupils with moderate learning difficulties and speech, language, communication difficulties. In addition children with a combination of significant learning and communication needs will be considered where their statement of special educational needs identifies the following:</p> <ul style="list-style-type: none"> ▪ A need to be integrated into a mainstream class to provide good social and academic role models ▪ A requirements for an individual speech and language programme monitored regularly by a speech and language therapist ▪ A need for access to daily structured teaching following a developmental curriculum based on a small step approach ▪ A need for progress to be recorded monitored and reviewed with the involvement of all appropriate professionals 	
School Environment	<p>There is a base that has a variety of uses including speech therapy and individual and small group work. This provides a quiet distraction free environment.</p> <p>The provision has a variety of constantly updated resources to support the curriculum. These include a dedicated computer, interactive whiteboards, and internet access.</p>	
School Organisation	<p>The pupils are integrated into mainstream classes. The amount of support will vary according to individual needs. This support may be given by teachers or support staff and is available in the class or in small groups in the DSP base or elsewhere.</p> <p>Withdrawal takes place for individual targeted work and speech and language therapy. All pupils follow the National Curriculum differentiated to their age and ability. Each pupil will have an educational programme of work based on his or her specific individual needs and requirements and reflecting the objectives set. The programmes are devised collaboratively by teachers, speech therapist and other professionals and run alongside the rest of the pupils classroom work. They may be undertaken individually, in pairs or in small groups.</p>	

Southbrook Nursery and Infants School DSP		Age range: 4 – 7
Hawke Road, Southbrook Estate, Daventry, Northants NN11 4LJ		
School Contact Details	Headteacher: Miss J Badger Type: Community School Telephone No: 01327 703440 No. of Pupils: DSP places: 10 Admission No.: 60 E-mail: head@southbrook-inf.northants-ecl.gov.uk Website:	
Type of Provision	This resourced Provision offers an integrated provision within a mainstream nursery and Infants school.	
Range of Need MLD; SLCN; ASD	This provision is appropriate for pupils with significant learning difficulties, speech and language delay and social communication difficulties, including pupils within the Autistic spectrum, who require arrangements over and above that which a mainstream school can provide through a statement of special educational needs. Pupils will have a statement of special educational needs.	
School Environment	<p>Within the Infant school there is a fully resourced special needs classroom and a small room offering a quiet distraction free environment for small group and individual work with school staff and visiting professionals. There is a multi-sensory room which is well resourced to support children's learning.</p> <p>The nursery includes a quieter, distraction free environment for individual or small group work with school staff and visiting professionals. There are good facilities for indoor and outdoor play, regardless of the weather. The DSP has developed a wide range of resources to support all areas of the curriculum including information technology.</p> <p>The DSP has staff with a wide range of experience to meet the needs of the pupils. The nursery staff are experienced in the Foundation stage curriculum and work as a team.</p>	
School Organisation	<p>Nursery</p> <p>The DSP pupils are allocated to a group and a member of staff. They are supported in these groups by one of the DSP staff. This support may be on an individual, pair or small group basis as well as in the whole Nursery.</p> <p>Infant</p> <p>The DSP are fully integrated into the Infant classes. The amount of support is determined by individual need.</p> <p>Each morning the year 1 and year 2 DSP pupils work in Daffodil room with other children who have been identified as requiring additional support, particularly with Literacy and Numeracy. This gives the opportunity to work at a slower pace using a small step approach. Each afternoon the pupils work in their mainstream class with support. Children in Reception receive support in their mainstream classes at all times.</p>	

Southbrook Junior School DSP		Age range: 7 – 11
Hawke Road, Southbrook Estate, Daventry, Northants NN11 4LJ		
School Contact Details	Headteacher: Mrs M Mitchell-King Telephone No: 01327 703512 E-mail: head@southbrook-jun.northants-ecl.gov.uk Website:	Type: Community School No. of Pupils: DSP places: 10 Admission No.: 70
Type of Provision	This resourced provision offers an integrated provision within a mainstream junior school.	
Range of Need MLD; SPLD	This provision is appropriate for pupils with significant learning difficulties, speech and language delay and social communication difficulties, including pupils within the Autistic spectrum, who require arrangements over and above that which a mainstream school can provide through a statement of special educational needs. Pupils will have a statement of special educational needs.	
School Environment	In addition to the resources available to all pupils, there is a fully resourced classroom with a smaller room attached for targeted individual and small group work. It is also available for visiting professionals involved with the pupils. In addition there is a Sensory Room and a small ICT area.	
School Organisation	The school is organised into mixed-age, mixed-ability classes, with children from the provision integrated into appropriate mainstream classes. The DSP is co-ordinated by the Special Educational Needs Co-ordinator (SENCO) who is a member of the Senior Management Team. The SENCO leads the direct teaching within the DSP supported by learning support assistants The level of support is determined by the identified arrangements for each pupil.	

Spring Lane Primary DSP		Age range: 4 – 11
Spring Lane, Northampton NN1 2JW		
School Contact Details	Headteacher: Mr D McAlpine Telephone No: 01604 639114 E-mail: head@springlane.northants-ecl.gov.uk Website:	Type: Community School No. of Pupils: DSP places: 15 Admission No.: 30
Type of Provision	This resourced provision provides for pupils with severe specific speech and language disorders; over and above that which can be provided by a mainstream school.	
Range of Need SLCN	<p>The pupil will have a severe specific speech and language disorder and have cognitive abilities within the average range, normally expected within a mainstream school.</p> <p>There should be evidence that the pupil has already had speech and language therapy input and there is evidence that they would make significant progress from intensive therapy.</p>	
School Environment	<p>The DSP team includes speech and language therapists and a nursery nurse. The Special Needs Coordinator (SENCO) is involved in the provision and all year group teachers have additional support in their classes. There is whole school empathy to the needs of pupils with speech and language difficulties.</p> <p>It is hoped that the majority of pupils will make significant improvement to enable them to return to their local mainstream school with minimum support. Some may need additional support once they leave the provision and this will be identified at the transfer meeting prior to leaving. The pupils have full access to the national Curriculum with support to meet their identified communication difficulties. Children will receive support individually or in small groups as necessary, with emphasis on acquiring communication skills.</p> <p>The Music curriculum is organised to give opportunity for children to explore sound, to develop their listening skills and understanding of the musical elements. Speech and language therapy is undertaken in either of two rooms with enhanced sound reduction. These are equipped with specialist speech and language programmes and related materials.</p>	
School Organisation	<p>All pupils are based in mainstream classes with access to the specialist rooms as necessary. The Nursery Nurse attached to the provision has opportunity to support children within their classroom to generalise skills acquired in the therapy situation.</p> <p>All class teachers are expected to differentiate the curriculum according to the pupil's specific needs.</p> <p>Speech and language therapy is arranged according to the needs of the child and can be in one to one or small group withdrawal sessions or across the curriculum.</p>	

St. James Primary School DSP		Age range: 4 – 11
Harlestone Road, Northampton NN5 7AG		
School Contact Details	Headteacher: Mrs J Barke Telephone No: 01604 751475 E-mail: head@stjames-ce.northants-ecl.gov.uk Website:	Type: Voluntary Aided School No. of Pupils: DSP places: 10 Admission No.: 60
Type of Provision	<p>A unit provision within a mainstream primary school for pupils with a statement of special educational needs. School based pupils at School Action Plus whose primary need is a behavioural, emotional and Social Difficulty (BESD). Pupils spend the majority of their day in discrete provision with carefully structured and supported opportunities for inclusion into the main body of the school.</p> <p>The provision offers 5 places for transferring pupils and 5 fte places for pupils from within the school. These pupils are above the standard number of the school. While provision is made across all age groups the ideal cohort would be years 2, 3 and 4. To ensure the placement is not incompatible with the efficient education of the other pupils, places are spread across the year groups, with no more than two pupils in any one year group where possible.</p>	
Range of Need BESD	Pupils with significant behaviour and social difficulties that require arrangements in addition to that which a mainstream school can provide. Pupils may have learning difficulties associated with their behaviour but this will not be their primary need.	
School Environment	<p>The DSP suite of rooms includes a work station room, a social room. a soft play room, toilets and an office. Curriculum resources such as structured behaviour programmes and social skills programmes are provided to support the school's special needs resources.</p> <p>Information technology resources will be provided to support curriculum access. The advice, guidance and where possible specific practical external support will be sought wherever appropriate.</p>	
School Organisation	<p>Pupils are part of a caring nurturing environment. They access a wide and varied curriculum differentiated to meet their needs. Pupils work individually or in small group within the unit on key skills and strategies they require for a positive and successful integration into the full body of the school. Integration into the main body of the school is carefully structured and monitored with programmes of work and support developed accordingly.</p> <p>Teaching within the DSP is undertaken by the DSP leader who is a member of the school's senior management team. Teaching assistants support the teaching and administration of the DSP. The level of support is determined by the identified arrangements for each pupil</p>	

Studfall Infant School DSP		Age range: 3 – 7
Rowlett Road, Corby, Northants NN17 2BP		
School Contact Details	Headteacher: Mrs A Brinkman Telephone No: 01536 264540 E-mail: head@studfall-inf.northants-ecl.gov.uk Website:	Type: Community School No. of Pupils: DSP places: 16 Admission No.: 108
Type of Provision	A resourced provision in a mainstream Nursery / Infant School for children with significant to severe learning difficulties including Autism. Studfall offers an inclusive provision for pupils who require arrangements over and above that which a mainstream school can provide through a statement of special educational needs.	
Range of Need SLD; ASD	In both the Nursery and Infant School pupils are admitted if their statement identifies developmental difficulties of a moderate to severe nature. These may be particularly characterised by communication deficits and difficulties, which may show themselves in speech and language difficulties as well as in more complex interactions with both adults and peers. There may also be a more fundamental social or cognitive basis to the difficulties.	
School Environment	Designated provision staff, both teaching and non-teaching, will be experienced in meeting the needs of children with significant to severe learning difficulties All staff are actively encouraged to seek professional development opportunities and are highly trained. Flexible staffing and physical arrangements enables the school to offer support during both structured and less structured times of the school day. The buildings are incorporated on one level and there is a disabled shower and toilet. There is also an acoustically treated room, soft play area, parents' room and withdrawal facilities. The school maintains a range of materials and equipment suitable to the developmental needs of the children. Secure play facilities for lunchtime and playtime are supervised by DSP staff.	
School Organisation	Every effort is made to ensure that designated provision pupils follow the same school day as fellow pupils. Particular care is taken to ensure that withdrawal does not detract from pupils experiencing a broad and balanced curriculum. Withdrawal takes place in a variety of groupings in areas of minimal distraction to enhance the learning environment for all the children. Whenever appropriate, support for pupils will be given within class groups. Alternative arrangements are made for some pupils to have small group support during unstructured school times such as play-times and lunch times. All pupils are part of a mainstream class group. Additionally, the skills and experience of mainstream pupils are used to enhance the development of children with Special Educational Needs (SEN) by the use of carefully planned groupings for activities such as music, PE and basic skills and cooking. The development of all children is enhanced by the integration /participation of the SEN pupils and staff.	

Thorplands Primary School DSP		Age range: 4 – 11
Farm Field Court, Thorplands, Northampton NN3 8AQ		
School Contact Details	Headteacher: Ms A Pratt Telephone No: 01604 493384 E-mail: head@thorplands.northants-ecl.gov.uk Website:	Type: Community School No. of Pupils: DSP places: 15 Admission No.: 30
Type of Provision	This resourced provision offers an integrated learning environment within a mainstream primary school.	
Range of Need MLD; SPLD	The provision is appropriate for pupils with a combination of needs, which are over and above that which a mainstream school can provide through a statement of special educational needs. This includes moderate and specific learning difficulties (including speech, language and communication difficulties) Provision is also available for pupils with a combination of more severe learning, communication and/or related medical needs	
School Environment	The provision has developed resources to support all areas of the curriculum. A special needs base offers a quiet environment that supports meetings and reviews with parents, individual assessment and speech therapy work. The school has a skilled and experienced team of staff. The DSP staff both teaching and non-teaching, are experienced in meeting the needs of pupils identified for the provision. This training is on going.	
School Organisation	The pupils are fully integrated into the mainstream classes. All the pupils' access the National Curriculum differentiated to their age and ability with a view to maximising inclusion opportunities. Each pupil has an additional programme of work, based on their specific individual needs and requirements. The programmes are devised in collaboration with teachers and other professionals as appropriate and run alongside the rest of the pupil's classroom activities. The amount of support given to each child will depend on their individual needs and the requirements of their individual statements of Special Educational Needs. The Special Needs Co-ordinator, the class teacher or the LSA may give the support. This may be within the class or in small groups.	

Vernon Terrace Primary School DSP		Age range: 4 - 11
Vernon terrace, Northampton NN1 5HE		
School Contact Details	Headteacher: Mrs J Lapsa Type: Community School Telephone No: 01604 633894 No. of Pupils: DSP places: 14 Admission No.: 30 E-mail: head@vernonterrace.northants-ecl.gov.uk Website:	
Type of Provision	This resourced provision offers aural and oral approaches for pupils with a hearing impairment who require specialist provision in an integrated setting.	
Range of Need HI	<p>It is not expected that this type of provision will be suitable for BSL. First language users, or that sign supported communication will continue beyond the Early Years. It offers provision over and above that which a mainstream school can provide through a statement of special educational needs.</p> <p><u>A Natural Oral / Aural Approach</u></p> <p>The natural oral / aural approach is an educational practice aimed at providing optimum opportunities for hearing-impaired children to acquire spoken language through the use of their residual hearing. This enables them to take a full part in the social environment of their family and the wider community. The approach recognises that the hearing-impaired child is capable of acquiring language in a natural way through his / her early communication experiences, deducing the rules of language in a qualitatively similar manner to that of a hearing child. It is a priority that educational provision should take place in an environment where spoken language is the routine means of communication and high regard is paid to all audiological concerns. Through the optimum use of personal (digital) hearing-aids, cochlear implants and radio-aids, from the earliest possible age, children can be enabled to use their residual hearing to acquire spoken language and to access the broad educational curriculum.</p>	
School Environment	<p>A qualified teacher of the deaf (TOD) and highly experienced and qualified support staff support the provision. The DSP is considered to be an integral part of the school and all school staff receive training in the needs of children who are hearing impaired.</p> <p>The DSP has three acoustically treated rooms with their own equipment and resources. All pupils use Solaris and LMXs radio aid systems in conjunction with their personal hearing-aids / cochlear implants. All classrooms and the school hall are currently being fitted with "frequency sensors", to work in conjunction with the LMXs radio system. A KS1 classroom and the school hall are equipped with a "Sound-Field", system which also has benefits for the hearing children. Classrooms throughout the school are being fitted with interactive white boards.</p>	
School Organisation	All hearing impaired pupils experience supported integration in addition to withdrawal sessions with age appropriate or ability appropriate. In some specific cases sign supported communication may be used for assessment and teaching of some pupils in the foundation stage. Pupils are integrated into their mainstream classes. Support may be provided in-class with individual and small group withdrawal sessions where appropriate. All pupils follow the national curriculum, with modification as appropriate. The school follows the literacy and numeracy strategies.	

**Designated Special Provisions
in Northamptonshire**

Secondary Schools

Caroline Chisholm DSP		Age range: 11 - 18
The Wooldale Centre for Learning, Wooldale Road, Northampton NN4 6TP		
School Contact Details	Headteacher: Mr T Downing Type: Community School Telephone No: 01604 669210 No. of Pupils: DSP places: 15 Admission No.: 210 E-mail: office@ccs.northants.sch.uk Website: www.ccs.northants.sch.uk	
Type of Provision	A unit provision within Caroline Chisholm school secondary phase. The provision will support students across the age range 11 to 18. The provision is within the standard number of the school and offers immediate and continuous access to the discrete specialist facilities designed for a maximum of 15 students.	
Range of Need ASD	<p>The provision addresses the needs of students with Asperger's Syndrome and high functioning autism. Students will be expected to participate in mainstream lessons for a large proportion of the week but they will also require continuous access to a discrete provision that exceeds what a mainstream school should provide with additional support through a statement of special educational needs.</p> <p>Students will have at least one score within the average age range as measured on a standard test of cognitive ability. This will have been assessed within 2 years prior to admission to the DSP. Students' attainments are further expected to be likely to achieve 5 A* - C at Key Stage 4 based on prior attainment at Key Stage 1 and 2. This will be evidence based e.g. Cognitive Ability Test Scores (CAT), Key stage 2 SATS results.</p> <p>Students may display challenging behaviour resulting from their Autism, but this is not their identified primary need. Students with a diagnosis of Pathological Demand Avoidance (PDA) require specific approaches that are not available at this provision.</p>	
School Environment	Caroline Chisholm is a large, open site with open spaces, landings and facilities open to the general public. Neither the school nor the specialist facilities have secure boundaries. It is therefore not a suitable provision for students where this may pose an identified and significant risk	
School Organisation	<p>The DSP will enable students with autistic spectrum disorders (ASD) to succeed in the mainstream setting by removing barriers to learning and by providing:</p> <ul style="list-style-type: none"> • A supported inclusive educational experience • Social support • Aspects of TEACCH • Advice to teachers on structure and learning styles <p>Curriculum delivery takes place both in mainstream lessons and in the DSP base through carefully planned strategies, the use of structure, and differentiated delivery to promote effective learning. The base offers targeted individual and group work and the delivery of a social curriculum and is essential throughout the day, particularly at less structured times of the day. ICT provides the key to individualised work programmes and developing communication and social involvement.</p>	

Corby Business Academy DSP		Age range: 11 - 19
Priors Hall, Corby, Northants NN17 5PH		
School Contact Details	Headteacher: Dr Campbell Telephone No: 01536 397000 E-mail: head@corbybusinessacademy.org Website:	Type: City Academy No. of Pupils: DSP places: 65 in KS3&4 + 10 places post-16 provision Admission No.: 200
Type of Provision	This designated provision for pupils with moderate, severe and profound learning difficulties including Autism, is part of a mainstream secondary school. It offers both discrete and integrated provision throughout the school.	
Range of Need MLD; SLD; PMLD; ASD	The provision is for students whose statement identifies severe and profound learning difficulties, autistic spectrum disorder (ASD) and moderate learning difficulties over and above what a mainstream school can provide through the support of a statement of special educational needs. The DSP includes discrete provision for students with ASD.	
School Environment	<p>In addition to the facilities generally available there is purpose built discrete accommodation for pupils with the most significant levels of need. There is purpose built access for students who arrive by school transport. The school site has been adapted to ease the movement of students with mobility difficulties, paying due regard to the D.D.A. and S.E.N.D.A..</p> <p>Additional facilities include – a laundry area, an ICT suite, an active sensory area, meeting room, interactive soft play environment, hydrotherapy pool and separate outdoor play area. A range of off site, curriculum activities take place. As part of the college, students will have access to the main school facilities including all sports facilities, Library, ICT Suite, Design and Technology facilities, and Science Facilities.</p>	
School Organisation	<p>The Designated Special Provision is a specialist provision seen as an integral part of Corby Community College. It offers pupils an appropriate curriculum based upon the National Curriculum. Where possible pupils are taught in year groups however some students with severe learning needs may be taught in a mixed age group.</p> <p>Each student has a Base Teacher who co-ordinates their pastoral and curricular needs and ensures the individual education plans are implemented, monitored and reviewed. Students may be attached to a main school tutorial group and may register with this group. Access to the main school curriculum for students is actively promoted, according to the needs of the student.</p> <p>The school is committed to offer carefully structured access, with the appropriate support, to the main school curriculum if this is appropriate to the students' needs. Management structures are across the whole college including the Designated Special Provision. Curriculum Managers in mainstream have overall responsibility for their subject in the Designated Special Provision.</p>	

The Duston School DSP		Age range: 11 - 19
Berrywood Road, Duston, Northampton NN5 6XA		
School Contact Details	Headteacher: Mrs J Herriman Telephone No: 01604 460004 E-mail: jherriman@thedustonschool.northants.sch.uk Website:	Type: Trust School No. of Pupils: DSP places: 30 Admission No.: 270
Type of Provision	Specialist provision within a mainstream secondary school for students with Autism. Students access to mainstream school life will be determined as appropriate to their individual needs, some will spend a significant part of their day in the DSP whilst others will only use the DSP as a base for periods of time to work on specific individual programmes.	
Range of Need ASD	The provision addresses the needs of students with a diagnosis of Autism. It offers discrete provision for students that exceeds what a mainstream school is expected to provide. The students may have learning difficulties and behaviour challenges associated with their Autism but behaviour will not be their primary need.	
School Environment	The DSP is a discrete unit provision within the school. This enables the curriculum to be delivered in a variety of settings according to individual need. Students will be linked with a mainstream form group to encourage and support involvement in the mainstream school. The provision offers purpose built accommodation within the school. The provision will have teaching and support staff with specialist training for students with ASD. These staff are dedicated to the provision. All school staff will have ASD awareness training.	
School Organisation	Access to main school inclusion opportunities is actively promoted through developing the experience of all school staff, joint working between DSP and main school staff on curriculum initiatives-extending the differentiation and accessibility of the main school curriculum, developing opportunities for involvement in general school life as well as teaching arrangements in main school and developing opportunities for involvement of main school students in the life of the DSP. Staff involved in direct teaching will have Autism focused qualifications and special needs experience. Staff will continue their Autism focused training, both in-house and from external providers including the principles of TEACCH. The environment will be safe and secure. The provision will offer a calm, organised environment supported by visual clues to reduce anxiety and develop independence. Class organisation includes organised work areas and quiet areas with reduced visual stimulus. Students will have access to all school resources, including specialist facilities as appropriate, with adequate degree of supervision and support, taking account of individual learning needs and any health and safety issues. The provision has specialist equipment to encourage structure, independence and social interaction.	

The Latimer Arts College DSP		Age range: 11 - 19
Castle Way, Barton Seagrave, Nr Kettering, Northants NN15 6SW		
School Contact Details	Principal: Ms Siobhan Hearne Telephone No: 01536 720300 E-mail: mail@latimer.org.uk Website: www.latimer.org.uk	Type: Foundation School No. of Pupils: DSP places: 7 Admission No.: 196
Type of Provision	This is a resourced provision for students who have a moderate to profound hearing loss using a natural oral/aural approach to develop language. It offers provision over and above that which a mainstream school can provide through a statement of special educational needs.	
Range of Need HI	Students will have a primary need of hearing impairment. Mild binaural conductive loss with other social and learning difficulties, through to profound hearing loss.	
School Environment	<p>The DSP includes 1 Teacher of the Deaf and classroom assistants experienced in work with students with a hearing impairment. All new learning support assistants receive training in the support of hearing impaired students. All mainstream staff take advice from specialist staff on the individual needs of students, classroom management of HI students and their equipment</p> <p>The majority of classrooms are now acoustically improved and students have access to acoustically improved classrooms in each subject. The DSP base has specific acoustic treatment and is used for individual and small group work with students. The Performing Arts Centre includes an Induction Loop</p> <p>All students have radio aids and there are facilities for direct input to radio aids when using the computers or the Coomber tape players. A teletext television and video / DVD player and access to digital hearing test box is also available.</p> <p>The audiology department at Kettering General Hospital holds clinics in school at least termly. DSP students can report faults and be fitted for new moulds. Parents and students are still able to arrange hospital appointments and repairs for post aural aids independently.</p>	
School Organisation	<p>The active inclusion of all DSP students within and outside the classroom is a high priority. The oral / aural approach to the education of the deaf is used and students have access to small group and/or individual work as appropriate to their needs.</p> <p>In addition to access to the National Curriculum we offer:</p> <ul style="list-style-type: none"> ○ Specific language and speech development work, individually and in small groups. ○ Re-enforcement of curriculum vocabulary and concepts ○ Social skills awareness and its development within hearing, hearing impaired and mixed groups. ○ Opportunities for peer group support from other hearing impaired young people ○ The understanding input of personal learning support ○ Opportunities to develop life skills and independence 	

Malcolm Arnold Academy DSP		Age range: 11 - 19
Trinity Avenue, Northampton NN2 6JW		
School Contact Details	Headteacher: Philip Cantwell Telephone No: 01604 778000 E-mail: enquiries@malcolmarnoldacademy.co.uk Website: www.malcolmarnoldacademy.co.uk	Type: Voluntary Aided School No. of Pupils: DSP places: 10 Admission No.: 240
Type of Provision	This is a Total Communications provision for students with a moderate to profound hearing loss following a total communication philosophy. It includes oral/aural, Sign Supported English and British Sign Language approaches for students of mixed ability.	
Range of Need HI	Pupils will have a moderate to profound hearing loss. All students are encouraged to improve their spoken and written language according to their ability. They are also offered opportunities to learn to sign if they wish.	
School Environment	<p>A qualified teacher of the deaf (TOD) and a core of highly experienced and qualified support staff support the students within the provision. In addition all school staff receive training in the needs of students who are hearing impaired. Staff are allocated according to individual student needs.</p> <p>Each pupil will have a radio aid where required and these are checked regularly. Students are expected to be responsible for the care and maintenance of their own hearing aids and are expected to carry their own spare batteries and change/charge them when required.</p> <p>Classrooms are carpeted and there is dedicated acoustically treated provision within the Educational Support Faculty suite offering an environment for individual or small group work for students.</p>	
School Organisation	<p>Students are integrated into mainstream college life and are part of a mixed ability tutor group. For all students there will be a focus on developing their independence and self-confidence. There are opportunities for all college students to learn to sign if they wish. A signing culture is encouraged and the promotion of a 'deaf friendly' college as described by the National Deaf Children's Society.</p> <p>Students have access to a broad and balanced mainstream curriculum with support and/or modification. There is language reinforcement for mainstream subjects through individual programmes of withdrawal. This includes sign language for individual pupils as appropriate. There is also reinforcement of concepts for mainstream subjects; work experience and post 16 options and practice of examination questions and techniques for all students – oral or signing.</p>	