



# Western Park

## Braunstone Frith Primary

### Academy DSP



# About Us



## Admission Process

At Braunstone Frith Primary Academy, we are extremely proud to have a local authority funded designated specialist provision (DSP) within our grounds. This specialist provision currently has 12 places for pupils with an EHCP for Communication and Interaction needs. The group is fondly named 'Western Park'. The pupils who attend the group are very much part of the whole school and are included in mainstream activities as soon as they are ready.

The admission process for a place in the DSP is through the local authority. When finalising an EHCP, the provision stated would be a DSP. The school would then be sent a consultation document to decide whether the pupil would be a match for the provision and the other pupils currently attending. At this stage, we would encourage parents to visit the DSP. Staff from the DSP may also visit a pupil in their current setting. Once the school has responded with the pupil's suitability and parents have stated a DSP as a preference, the final decision will be made by a panel of professionals at a local authority.



# Ethos

The ethos of the DSP mirrors that of the mainstream school – we believe that all pupils can become 'Positive Thinkers and Lifelong Learners'. Through this we aim to:



Make learning fun and make the most of our fantastic space and resources



Expect our children to try their hardest and achieve their best



Connect learning in an exciting way



Meet the needs of all learners



Work in partnership with parents, professionals and wider school community



Value and nurture the development of character

# Words from Our Parents



This provision is amazing for children with ASD – the staff know exactly what they're doing, and the environment is so calm and safe

My child is so happy at school. He gets ready every morning without a fuss because he knows he is going somewhere he is understood.

My child's learning has progressed so much since being in the DSP – we've noticed huge changes at home too.



# Words from Our Parents



Home to school book is a brilliant way to keep communication open – I always know what my child's been up to!

The staff have done an absolutely AMAZING job with my child. I feel so blessed he's at Western Park.

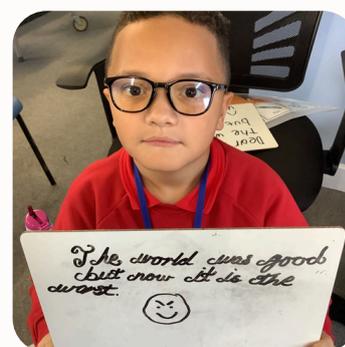
Western Park staff are superstars!



# Our Timetable

Morning Activities	Breakfast	CREW Time	Phonics	Reading	Inside Play	English	Outside Play	Break
Maths	Handwashing/ Story	Lunch	Outside Play	Chromebooks/ Film/ Colouring	Movement and Calming	Story	Wider Curriculum	Inside Play
Show and Tell	Outside Play	Getting ready for home time	Home Time					

Our timetable has been created together with the LCI team to support the individual needs outlined in each child's EHCP. At Western Park, we follow a semi-formal curriculum, which is designed for children working within Pre-Key Stage Levels, while still keeping their chronological year group in mind. The timetable is flexible and may change over time, so we can continue to adapt to the needs of our children as they grow and develop.



# The Curriculum



Children are taught in line with their academic ability, with a strong focus on closing gaps and securing accelerated progress. We follow a semi-formal to formal curriculum, where Phonics/Spelling, Reading, Writing and Maths content reflects the teaching in the main school to ensure consistency and high expectations. Learning is then personalised to suit the needs of each child. Lessons are delivered in short, engaging bursts with opportunities for over-learning to support retention and confidence.

Our wider curriculum is delivered through an overarching topic (such as Ancient Egypt, Space, and Castles) using the Attention Autism approach to capture interest and engagement. Through this, pupils are able to explore Geography, History, Science, Art and Design Technology in a meaningful, connected way that builds curiosity, creativity, and understanding of the world around them.



# Inclusion

All pupils in the DSP are afforded the opportunity for Inclusion within the mainstream school, dependent on child need.

Getting Ready	Taster inclusion	Reverse inclusion
<b>Pre inclusion</b>		
<b>Within the DSP:</b> <ul style="list-style-type: none"> <li>- Zones of regulation interventions (so we manage our emotions)</li> <li>- Social interaction groups (so we can develop social skills and make friends)</li> <li>- Independence skills (so we can learn for short bursts independently)</li> <li>- Transition skills (so we can move from one activity to another and feel regulated <i>AND</i> move around the school safely)</li> </ul>	<b>One off inclusion opportunities such as:</b> <ul style="list-style-type: none"> <li>- Family fun day</li> <li>- Sports day</li> <li>- Panto</li> <li>- Class trip</li> <li>- Special visitors</li> </ul>	<b>Visits to the DSP by:</b> <ul style="list-style-type: none"> <li>- Positive peer role models</li> <li>- Teachers from the mainstream to meet the children, teach in short bursts (read a story) etc.</li> <li>- Children from mainstream with SEND needs</li> </ul>

Generic Inclusion	Bespoke inclusion	Exit Pathway
<b>Inclusion</b>		<b>Mainstream</b>
<b>DSP children going to mainstream for general opportunities:</b> <ul style="list-style-type: none"> <li>- Assembly</li> <li>- PE</li> <li>- Playtimes</li> <li>- Lunch (eating in hall)</li> </ul>	<b>DSP children able to access the generic offer and beginning to attend inclusion opportunities based on their strengths and interests:</b> <ul style="list-style-type: none"> <li>- Maths</li> <li>- Science</li> <li>- Literacy</li> <li>- Geography</li> <li>- Topic</li> <li>- Phonics</li> </ul>	<b>DSP children are accessing 60%-70% inclusion within the mainstream (Can be supported)</b> <p><b>Next:</b></p> <ul style="list-style-type: none"> <li>- Annual review to remove DSP from plan.</li> <li>-</li> </ul>

# Inclusion



Most children in Western Park take part in generic and bespoke inclusion, including Sports Days, Assembly, Steel Pans, Swimming, Bikeability, After School Clubs, discos and sport events.



## Our Inclusion Ambassadors- Reverse Inclusion

At BFPA, we are a No Outsiders school, committed to celebrating and valuing every individual. We believe in embracing differences, including and championing those who are neurodiverse. This year, twelve dedicated pupils in KS2 were selected as our Inclusion Ambassadors after sharing thoughtful ideas about how they could help all children feel valued and included. They have already taken part in team-building sessions at our Designated Specialist Provision, Western Park, where they worked together to build confidence, strengthen relationships, and develop the skills they'll use to champion inclusion every day. Their commitment helps make our school a place where everyone truly belongs.



# Next Steps...

If your child has had DSP designated on their EHC plan, you can contact the office to enquire about our next open day for prospective parents.

Places in the DSP are allocated through collaboration with the Local Authority. The final decision to allocate a place is not the decision of the school but of the Local Authority.



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