



The Lighthouse, our Internal Specialist Provision (ISP)

Opening September 2025.

Why have we opened the Lighthouse?

The Lighthouse is our Internal specialist provision within a mainstream primary school. This approach allows for a modified learning environment with enhanced pupil-teacher ratios, alongside opportunities for inclusion in mainstream classes if appropriate.

The purpose of the Lighthouse is to offer individualised support for children with more complex long term SEND whose needs cannot be met within the mainstream classroom at a particular time. This can be:

A) To enable pupils access to a curriculum appropriate to their cognitive levels of development whilst also providing aspects of additional support designed to target their specific needs. The provision should enable them to return to the mainstream classroom

And/or;

B) As an interim measure for those pupils awaiting placement in a specialist setting.

The rationale includes providing a nurturing and supportive setting, access to specialist staff and resources, and the flexibility to adjust the level of mainstream integration based on individual needs. Entry and exit criteria are bespoke to our school and new pupils cannot apply for a place in this provision.



Key Benefits and Rationale:

- **Enhanced Support and Inclusion:**

Specialist provisions offer a modified learning environment and specialised teaching tailored to the specific needs of students with SEN. This can include smaller class sizes, specialised resources, and targeted interventions. At the same time, they aim to maximise opportunities for inclusion in mainstream classes, allowing students to interact with their peers, participate in social activities, and access the mainstream curriculum where appropriate.

- **Individualised Approach:**

The amount of time a student spends in the specialist provision versus mainstream classes is tailored to their individual needs and progress. This could involve short periods of support for specific activities, participation in some mainstream classes, or a more significant presence in the specialist provision for focused learning.

- **Expertise and Resources:**

Specialist provisions often benefit from enhanced staffing, including specialist teachers, therapists, and support staff. This expertise can also be shared with the wider school community, supporting mainstream teachers and students through peer support or reverse integration for targeted activities.

- **Sense of Belonging:**

The Lighthouse aims to foster a sense of belonging within the mainstream school. By being physically located within the school and integrating with mainstream activities, students with SEN can feel more connected to their peers and the wider school community.

- **Facilitating Mainstream Integration:**

The Lighthouse can act as a bridge to the mainstream, preparing students for greater integration through targeted support and interventions. This might involve working on social skills, attention, or specific academic areas.

- **Addressing Increasing Needs:**

With a growing number of students identified with SEN, Sir Alexander Fleming are increasingly looking to develop specialist provisions to meet the diverse needs of their student population.

- **Cost-Effectiveness:**

While requiring investment, The Lighthouse within a mainstream school can be a more cost-effective solution than relying solely on external specialist placements, especially when considering the potential for mainstream integration and the sharing of resources.

What will a day in the Lighthouse typically look like?

Monday	Tuesday	Wednesday	Thursday	Friday
8.30 - 8.40 Register and morning activity	8.30 - 8.40 Register and morning activity	8.30 - 8.40 Register and morning activity	8.30 - 8.40 Register and morning activity	8.30 - 8.40 Register and morning activity
8.40-9.15 Sensory circuit	8.40-9.15 Sensory circuit	8.40-9.15 Sensory circuit	8.40-9.15 Sensory circuit	8.40-9.15 Sensory circuit
9.15 - 9.40 reading books Speech and language	9.15 - 9.40 reading books Speech and language	9.15 - 9.40 reading books Speech and language	9.15 - 9.40 reading books Speech and language	9.15 - 9.40 reading books Speech and language
9.40 - 10.00 English /Mark making	9.40 - 10.00 English	9.40 - 10.00 English	9.40 - 10.00 English	9.40 - 10.00 English
10.00 - 10.20 Snack	10.00 - 10.20 Snack	10.00 - 10.20 Snack	10.00 - 10.20 Snack	10.00 - 10.20 Snack
10.20 - 10.40 Playtime	10.20 - 10.40 Playtime	10.20 - 10.40 Playtime	10.20 - 10.40 Playtime	10.20 - 10.40 Playtime
10.40 - 11 The cave sensory room	10.40 - 11 The cave sensory room	10.40 - 11 The cave sensory room	10.40 - 11 The cave sensory room	10.40 - 11 The cave sensory room
11 - 11.30 Maths	11 - 11.30 Maths	11 - 11.30 Maths	11 - 11.30 Maths	11 - 11.30 Maths
11.30 - 12.50 Dinner time	11.30 - 12.50 Dinner time	11.30 - 12.50 Dinner time	11.30 - 12.50 Dinner time	11.30 - 12.50 Dinner time
12.50 - 1.15 Register and choosing	12.50 - 1.15 Register and choosing	12.50 - 1.15 Register and choosing	12.50 - 1.15 Register and choosing	12.50 - 1.15 Register and choosing
1.15 - 1.30 CORE WORD	1.15 - 1.30 CORE WORD	1.15 - 1.30 CORE WORD	1.15 - 1.30 CORE WORD	1.15 - 1.30 CORE WORD
1.30 - 2pm PE	1.30 - 2pm discovery	1.30 - 2pm discovery	1.30 - 2pm discovery	1.30 - 2pm discovery
2 - 2.15pm fine motor skills	2 - 2.15pm fine motor skills	2 - 2.15pm fine motor skills	2 - 2.15pm fine motor skills	2 - 2.15pm fine motor skills
2.15 - 2.30 snack	2.15 - 2.30 snack	2.15 - 2.30 snack	2.15 - 2.30 snack	2.15 - 2.30 snack
2.30 - 2.50 playtime	2.30 - 2.50 playtime	2.30 - 2.50 playtime	2.30 - 2.50 playtime	2.30 - 2.50 playtime
2.45 - 3 The cave sensory room	2.45 - 3 The cave sensory room	2.45 - 3 The cave sensory room	2.45 - 3 The cave sensory room	2.45 - 3 The cave sensory room
3 - 3.10 Story time	3 - 3.10 Story time	3 - 3.10 Story time	3 - 3.10 Story time	3 - 3.10 Story time

