

Pool Academy School Offer



POOL ACADEMY

ASPIRATION | BELONGING | RESPECT

At Pool Academy we maintain high and aspirational expectations for all our students. We adopt a whole school approach towards the teaching and development of young people with special educational needs, underpinned by our core values of aspiration, belonging and respect. Our curriculum offer maintains this expectation whilst providing the right level of support at the right time to maximise life chances and inclusive opportunities.

Staff understand the individual needs of learners and adapt their teaching styles to promote inclusion, using high quality teaching and adaptive strategies.

The following slides illustrate a range of provisions that are available at Pool Academy; some of these form part of our classroom practice, and others are delivered via additional intervention. This list is not exhaustive but gives an indication of the types of support we are able to offer.

Pool Academy School Offer

Waves of Intervention Model



Universal - Quality First Teaching

Careful planning of well-sequenced and manageable lessons and class work coupled with effective pedagogical choices, and robust assessment for learning

Targeted - Additional Interventions

Structured programmes of small-group support that have an evidence base of impact on progress.

This could take place outside of a whole-class lesson or as part of guided work within a lesson.

Specialist- Personalised Interventions

A personalised programme to help those learners struggling to keep up and to narrow the attainment gap through the use of specialist teachers or highly trained teacher assistants and support staff to achieve very specific targets.

Pool Academy School Offer

Universal Offer Provision for all

Communication and Interaction

Including ASD & SCLN

Cognition and Learning

*Including Dyslexia, Dyscalculia (SpLD);
MLD, SLD, PLMD)*

Sensory and/or Physical

*VI; HI; Multi-Sensory
Impairment; Physical Disability,*

Social, Mental and Emotional Health

Including ADHD)

- Flexible teaching arrangements
- Structured school and classroom routines
- Warning of change
- Differentiated curriculum delivery e.g. simplified language
- Increased visual aids/modelling etc.
- Visual timetables
- ICT programmes to support language & Use of iPad to support communication with teacher
- Small world play and Role Play

- Scaffolded learning and differentiated tasks
- Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording
- Repetition/clarification of instructions
- Use of Knowledge Organiser to support pre and post teaching
- Differentiated output or outcome e.g. use of iPad to record, fewer sentences
- Reading Fluency Tutor time programme

- Flexible seating arrangements
- Handwriting/fine motor control programme
- Specialist resources – pencil grips, triangular pencils, variety of types of scissors
- Multi-sensory equipment
- Tools and Materials e.g. brushes/pencils, collage
- Range of equipment & opportunities for balancing, exploring etc.
- Provision of left handed equipment

- Whole school behaviour policy
- Structured school and classroom routines
- Positive reward systems
- Consistent and progressive sanction system for when rules broken
- School Council
- Involvement in after school clubs
- Individual job and responsibility
- Support of lunchtime supervisors at lunchtime
- Mental Well Being PHSE curriculum

Pool Academy School Offer

Universal Offer Provision for all

Communication and Interaction

Including ASD & SCLN

- Repetition/clarification of instructions:
- Clear teaching structures and models that follow the same signals across subjects (321 Focus)
- Assemblies with appropriate signs and visual aids used
- Pupil Passport created to give a "One Page Profile" to staff that communicates a student's needs and strategies to support

Cognition and Learning

Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)

- Increased visual aids/modelling etc.
- Visual timetables
- Alphabet, word and number charts, mats, banks etc.
- Use of writing frames
- Ensuring appropriate reading material available
- Touch-type sessions
- Use of Keyboard with iPad
- Structured Synthetic phonics approach through Lexonic Advanced
- Phonics based Interventions
- Pastel backgrounds on presentations
- Use of iPad as white board
- Dyslexia friendly strategies through Dyslexia Champion

Sensory and/or Physical

VI; HI; Multi-Sensory Impairment; Physical Disability,

- Written signs for class labels in classes

Social, Mental and Emotional Health

Including ADHA

- VAK – variety of teaching styles used to suit pupil
- sVisual timetables
- Use of symbols
- Use of first hand experiences to stimulate learning
- Trusted Adult links via SEN or Pastoral Team

Pool Academy School Offer

Targeted Provision *Provision for needs that are additional and different*

Communication and Interaction

Including ASD & SCLN

- Speech and Language support groups
- Individual Provision Map
- Social Skills support groups
- Linked Autism Champion
- Small group work on transition
- ASD team referrals for small group work or 1:1

Cognition and Learning

Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)

- In-class TA support for target interventions
- Visual/auditory perception group activities
- Differentiated resources
- Multi-sensory letter work & spelling programmes
- Task Board
- Group use of ICT programmes
- Small group of support for literacy outside class e.g. Lexonic Leap, Lexonic Advance
- Small group of support for maths outside class e.g. Counting to Calculating
- Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats
- Phonological Awareness programme

Sensory and/or Physical

VI; HI; I Multi-Sensory Impairment; Physical Disability,

- Individual Provision identified by external agencies (OT, EP etc) as per Learning Plans. This could include:
 - Fine Motor skills programme
 - Gross Motor skills programme
 - Wobble mats
 - Use of fidget toys
- Differentiated PE resources – spider balls, balloon balls etc.
- Sports events – additional preparation
- Handwriting scheme in Year 7

Social, Mental and Emotional Health

Including ADHA

- Individual Provision Map
- Movement Break for those who need a short “Time out” or struggle to manage the need to move
- SEN Reset - for students who struggle to regulate emotions or interactions with peers and teachers
- Alternative lunch-time provision in SEN Department or other identified safe place

Pool Academy School Offer

Targeted Provision *Provision for needs that are additional and different*

Communication and Interaction

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Cognition and Learning

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Social, Mental and Emotional Health

Including ADHA

- Other identified strategies and interventions identified through external agency reports (SALT, ASD Team,, Educational Psychologist)
- Teaching strategies and support are listed in the Learning Plan and reviewed termly

- Working Memory Group
- Precision Teaching
- Pastel paper/overlays for those with Visual Stress
- Other identified strategies and interventions identified through external agency reports (Occupational Therapy, Educational Psychologist, C&L County Team)
- Teaching strategies and support are listed in the Learning Plan and reviewed termly

- Movement break
- Leave Early Care for those who find busy corridors a sensory challenge, or lesson changeovers physically challenging.
- Teaching strategies and support are listed in the Learning Plan and reviewed termly

- Targeted small group or 1:1 support through an ELSA. this could include:
 - Anger Management
 - Draw and Talk
 - Lego Therapy
- Music Therapy
- Approaches and adjustments to support learners to feel safe and understood at listed in Pupil Passports and Learning Plans and reviewed termly.

Pool Academy School Offer

Specialist Provision *Provision for specialist needs*

Communication and Interaction

Including ASD & SCLN

Cognition and Learning

*Including Dyslexia, Dyscalculia (SpLD);
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Sensory and/or Physical

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Impairment; Physical Disability,*

Social, Mental and Emotional Health

Including ADHA

- Individual Learning Plan or EHCP
- Personalised timetable
- Individual Speech therapy Care Plans.
- Intervention delivered by Speech therapist or specialist TA
- Individual visual timetables / schedule
- Visual Supports eg Now/Next boards; Choice Boards;
- Task Board
- Individual ICT programmes
- Social stories
- Outside agency advice
- Individual risk assessments

- Individual Provision Map or EHCP
- Pre-teaching of class learning
- Reinforcement practice of class learning
- Use of individual ICT programmes targeting learning e.g. word/number shark, star spell; Nessy etc)
- One to one support for literacy outside class e.g. Lexonic Leap
- One to one support for maths outside class e.g. Counting to Calculating
- Additional English lessons to support phonics
- TA support daily with IPM outcomes
- Individual access arrangements for Assessments
- Additional planning and arrangements for transition

- Individual Provision Map or EHCP
- Provision of specialist equipment – ICT, sloping board, grips, sticky mats, special cushion etc
- Individual handwriting/fine motor skills work
- TA support/monitoring at lunchtimes in SEN Room
- Individual planning and arrangements for transition
- Outside agency advice
- Individual risk assessment for movement around school
- Individual Accessibility Plan

- Individual Provision Map or EHCP
- Individual reward/sanction
- TA support – communication of feelings
- TA support individual debriefing/pre-empting
- Individual Behaviour Plan
- SEN Reset - for students who struggle to regulate emotions or interactions with peers and teachers
- Playtime monitoring
- Anger Management
- Counselling/additional support from outside agencies (eg. referrals made to Dreadnought, BF Adventure)

Pool Academy School Offer

Specialist Provision *Provision for specialist needs*

Communication and Interaction

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Social, Mental and Emotional Health

Including ADHA

- Augmented Communication aids
- Sensory aids eg fiddles; weighted clothing; chewies
- Access to Sensory Room
- Calm Place
- Increased Adult Support
- Additional planning and arrangements for transition
- Additional support with Access Arrangements
- Home/School book
- Use of IM on iPad to support communication with key adults
- Ear Defenders

- Outside agency advice
- Efficient word processing - use of Scribe, Laptop or iPad Keyboard where appropriate
- Dyslexia packs
- Tinted overlays/rulers
- Task Board
- Sensory aids eg fiddles; weighted clothing; chewies

- Access to enlarged resources
- Awareness of fatigue
- Scribe provided
- Handwriting
- Classroom access
- Chewy toys (chewelery)
- Ear defenders
- Stress toys
- Other sensory aids (e.g. weighted blanket)
- TA support in PE/drama

- Input from Pastoral behaviour support team
- Individual seating or work station for aiding concentration for part of day
- Regular feedback to parents face-to-face
- Time out system (Movement Break) and space (SEN)
- Additional transition arrangements
- Individual risk assessments
- Planned used of physical positive handling (Team Teach)
- CAMHS involvement and referral