

Pupil Development

Curriculum Intent and Implementation

Pupil Development encompasses learning support within school for pupils with a broad range of additional learning and social needs. We have a highly qualified and experienced team of professionals to support pupils in meeting their academic and personal development needs.

The bespoke packages of support, outside of the classroom setting, are based on the review of in class strategies and support deemed appropriate to the individual pupil's needs. Pupils have access to this provision where a specific pupil's needs have been identified and agreed.

These currently include:

- Physiotherapy
- Speech and Language
- Vision Support
- Mobility
- Mental Health and Well Being
- Family Liaison and Support
- Maths Intervention
- Literacy Intervention
- Manual Handling
- Health Centre
- POD
- Careers
- Forest School

Where appropriate, we offer supervised break and lunchtime clubs for our pupils, where a range of activities support the social, emotional and mental health needs of our pupils.

Our practice is further informed, advised and supported by practitioners from specialist external agencies, who may also visit our pupils, via referrals agreed by parents and carers e.g., educational psychologists and health consultants.

Physiotherapy

A team of qualified physiotherapists and physiotherapy technicians deliver physiotherapy. Physiotherapy assessment, rehabilitation and therapeutic manual handling are an important part of the pupil's journey through school.

We assess, review, and provide treatment, physiotherapy programs, equipment and orthoses for children that require them. Our team of specialist physiotherapists and therapy technicians offer skilled assessment and treatment by:

- Collaborating closely with school to develop functional programs to help maximise the individual pupil's level of functional independence.
- Creating therapy goals with the wider school team that reflect the pupil's individual needs.
- Providing advice and education to staff and family that assist in meeting the pupil's physiotherapy requirements.
- Consulting with medical teams, both locally, and in larger tertiary hospitals managing the pupil's care, to ensure close partnership and communication between all services working with the pupil.

Speech and Language

Speech and Language Therapists (SLTs) work with identified pupils to enable them to communicate to the best of their ability. Through a number of sequenced sessions, a pupil's understanding, confidence and use of language is developed.

The SLT uses a variety of methods to enable pupils to develop their communication skills with those around them. This includes using objects, photographs, symbols and speech.

The Speech and Language department works as part of an integrated team within the school to address the communication needs of pupils. This involves training, joint assessment, target setting, joint planning, assessment for and provision of equipment and set up and review of communication programmes at school. This may also include direct work within a group or individual setting or in the classroom to develop and generalise specific skills.

Vision Support

The Vision Support Department at Exhall Grange School aims to support pupils with a visual impairment to access an appropriate and equitable education and to develop appropriate independence skills. This is achieved by delivering specialist skills from the 11 areas of the V.I curriculum framework. The skills delivered are selected according to the individual needs of the pupils and delivered by QTVI'S (qualified teachers of the visually impaired), specialist V.I teaching assistants and habilitation specialists. Direct interventions are given in braille instruction, specialist technology and habilitation.

Specialist staff make recommendations for all teaching and support staff to inform them of the best practice for individual pupils. All school staff at Exhall Grange have direct access to, and support from a V.I resources technician to support them in the production and transcription of braille, modified print, and tactile learning resources to meet the needs of individual pupils.

A strong emphasis is placed on learning to access the curriculum through specialist skills, recognising a progression over time from direct support being given from specialist staff to pupils knowing and using those taught skills to learn more independently. The balance will vary dependent upon individual pupil need.

Habilitation and Mobility

Exhall Grange is one of the few specialist schools within the country to provide this invaluable service. Within our school the mobility and independence department provide assessment and training for many of our pupils with a wide range of disabilities, starting in the Early Years Foundation Unit right through to Post 16. Training includes a progression of skills ranging from; early movement, body awareness and concept development, onto independent travel, money management, shopping and use of public transport.

The term Habilitation refers to a range of mobility and independence skills that visually impaired pupils and young people need to be taught during their life. Mobility training enhances the ability of pupils with a sight problem to be safe and confident travellers both indoors and out and encourages them to be as independent as possible within the scope of their age and abilities. We do this through regular training set within pupils' timetables and home visits. This can be accomplished in short programmes or in-depth programmes; this will depend at what stage the child and young people are at e.g., transitioning from one class to another.

We work within the Quality Standards which are in place to ensure that pupils and young people with a visual impairment are enabled. We strive, through high quality mobility and independence training and support, to achieve the greatest possible independence for pupils to maximise their educational outcomes and life chances.

Mental Health and Well Being

Our objective is to provide pupils with a safe and welcoming environment where they feel they are a valued member of our Exhall Grange community. All pupils must be given every opportunity to succeed. We aim to reduce the barriers to learning and offer a comprehensive curriculum which promotes development for the whole child. We aim to teach skills that can be incorporated across all areas of their lives, including preparation for their future steps. Through early personalised intervention we build healthy support networks around the individual and provide appropriate coping strategies for managing things such as high levels of anxiety, making and sustaining friendships, preparing for

transition periods (college, GCSEs etc.) low mood, understanding Autism and more depending on the individual need. We strive to build resilience and lay the foundations for our pupils to problem solve independently and be able to identify and self-regulate their emotions. It is our intention that pupils develop their resilience and understanding of themselves and the world around them so feel secure and optimistic about their future prospects.

Family Liaison and Support

Student and Family Support aim to provide a foundation to help support the recognised needs of our pupils, parents and carers. We aim to provide knowledge, experience, specialised skills and training to those identified pupils and their families providing a trusted point of contact for both pupils and their families.

The aim is for families to access this support at the earliest opportunity allowing early intervention, it is our intention that this early intervention will reduce the likelihood of our pupils reaching crisis point.

We work alongside the mental health and wellbeing team offering primary intervention and managing referrals for the whole school counselling service. We work alongside and in partnership with other professional supporting concerns such as attendance, safeguarding, mental health difficulties autism support and family financial issues.

We offer a multidisciplinary approach inviting supporting agencies as well as school professionals to meetings ensuring the best possible outcome. We offer support through the Early help pathway to change if appropriate.

We ensure pupils, parents and carers at Exhall Grange know who and where to access support within school and the local community, at the earliest opportunity, to prevent further escalation. It is also our target to signpost and refer our pupils and their families, with their consent, to supporting agencies allowing them to access appropriate support in a timely manner.

Maths Intervention

Early intervention in Mathematics is essential due to the linear nature of the level of difficulty. If pupils are struggling early on, it becomes increasingly difficult for them to make progress and the gaps between where they are and where they are going, become too huge. This leads to a major lack of confidence and low self-esteem which are very damaging to how a pupil perceives their ability to do Mathematics, often causing them to become stuck at a level way below their genuine capabilities.

Our primary aim with Mathematics Intervention is to build confidence, self-esteem and a sense of enjoyment in the subject.

Evidence based intervention is the most effective strategy in mathematics. Gap analysis informs the tasks that the pupils do to catch up. We use mathematics intervention in an explicit and systematic way to help pupils who have gaps due to absence or to metacognitive difficulties, especially applying problem solving skills, analysing what they already know and reflecting on how to proceed with a problem.

Intervention with pupils is completed one to one or in a very small group. This allows the teacher to provide modelling, corrective feedback, frequent cumulative review. This aids in supporting pupils in verbalising their thought processes so they can learn to transfer skills and problem solve with increasing confidence, and tackle problems with increasing levels of difficulty.

All intervention is based on intensive, structured teaching and the Intervention teacher reinforces whole class teaching by sticking to the same methodology and language used. We carefully choose tasks and resources that will support the structured learning of key concepts and skills. We aim to provide those pupils who need it the most with focused support at the exact level needed for each individual pupil.

We are aiming to reduce Maths anxiety in the classroom by providing intervention within their normal Maths lessons to reduce “maths Fatigue” and make the entire process more seamless for the pupils.

Literacy Intervention

We aim to improve reading ability, fluency, and confidence through a strong focus on the core reading pillars of decoding and comprehension, as outlined by the Department of Education’s Reading Framework.

Our intent is to meet pupils at their own stage within the reading pathway and provide bespoke intervention to support them develop as independent and confident readers. We offer a range of intervention approaches and programs to suit individual pupil needs, based on pupil feedback and our assessment outcomes. To support the development of phonetical decoding, we combine a range of programs including Twinkl phonics and Lexonik Leap; in addition to further decoding activities such as TRUGS (Teaching Reading Using Games).

We support pupils to develop a greater depth and breadth in reading comprehension, through an understanding of prefixes, root words, and suffixes using programs such as Lexonik Advance. Literal, and inferential reading comprehension is applied by pupils and encouraged through reading programs such as Pearson’s Rapid Reader. We incorporate a development of spelling and writing, with a focus on GCSE structure and content for KS4.

With the integration of stories and GCSE text when appropriate, we help empower all pupils to apply a secure understanding of literature both within the curriculum, and recreationally. It is our target that pupils within Exhall Grange are supported to become secure and confident readers, with the opportunity to develop techniques that support their resilience and independence within reading for life.

Manual Handling

Our department supports all pupils who have physical needs within Exhall Grange. We aim to enable our pupils to access various pieces of equipment for them to gain the most important physical and developmental benefits. We offer a range of support, from movement breaks to mobility and invite organisations into school such as GoKidsGo which not only teaches our pupils new skills, it also provides opportunities to increase social skills.

We meet with pupils daily, who benefit from using their equipment outside the classroom environment, such as with walking frames. These sessions can improve their mental wellbeing and in turn will increase their learning capacity. Our target is to encourage our pupils to take all the skills they have learnt and incorporate them not only within their home life but out in the community.

We offer a holistic approach; we work hard to ensure the pupils physical needs are met without it impacting on their education. We have systems in place which monitor the safe manual handling requirements for our pupils.

We write pupil specific handling plans which cover daily support and update them regularly as pupils progress and to include any necessary amendments such as rehabilitation. We conduct risk assessments for all enrichment activities to allow our pupils to participate in a safe manner.

Following our pupils initial handling assessment; we model good practice by ensuring all staff are trained and competent. We are fortunate to have a team of staff who have dedication and expertise to provide the utmost care for our pupils and continue to do so on a daily basis.

Health Centre

Pupils who are healthy and happy perform at their best. To safeguard the health of our pupils, we provide accessible medical support services.

Our professionally staffed and equipped health centre looks after pupils' all-round health and wellbeing by promoting good health and healthy lifestyles, as well as treating ill health, and accidents as they arise.

The centre provides a supportive and caring environment, and pupils are always welcome to visit for guidance on any matters of physical or emotional health.

A doctor, appointed from the local practice, holds surgeries throughout term. If necessary, they can refer pupils to specialist consultants. Private practitioners also visit the health centre, providing a range of specialist services for pupils. They include physiotherapists, osteopaths, educational psychologists, nutritionists, and others, who offer the care needed to support pupils.

POD

The Learning Pod is a specialist provision for young people, from aged 14 to 18 years old, with complex social communication difficulties and mental health needs. The Learning Pod is a safe and nurturing environment that allows pupils to grow and develop, with a bespoke timetable and package of support based on their individual needs, requirements and future aspirations. There is a maximum of eight young people at any one time in The Learning Pod. It is a purpose-built facility which is on the Exhall Grange site but in its own quiet area. It consists of a large learning space, two smaller learning spaces, a lounge, and kitchen/dining area. There is also a room called "Space" which is designed to be low sensory stimulation for our young people to readjust, rebalance and relax when needed.

Careers

We aim to provide a robust careers and advice offering in accordance with the eight Gatsby benchmarks. Through collaboration with Coventry and Warwickshire Local Enterprise Company and strong links with local businesses and enterprise advisors, we aim to break down barriers to employment and ensure all students have a clear pathway to their next steps. Through work experience opportunities, visits and talks at a variety of businesses, students can explore opportunities available to them.

All pupils receive independent careers advice in Key stage 4. Students also receive advice in Key stage 5 to support them in making the right decision for their future. On leaving Exhall Grange Specialist School at the end of Year 11 or Post 16 students can move onto: Supported Employment, Internships, Traineeships, Apprenticeships, College (mainstream or specialist).

Forest School

Forest school is a vital part of the Primary Curriculum. Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.

Our aim at Forest School is to enable each participant to have the opportunity to develop themselves in an inquisitive manner and have a positive relationship with the natural world. Forest School places an emphasis on self-reflection, which equips pupils with emotional and social skills that can stay with them into adulthood and permeate into other areas of their life and the school curriculum.