



**ORMISTON NEW ACADEMY
COMMUNICATION AND
INTERACTION RESOURCE BASE
OVERVIEW**



Vision

A nurturing and safe space that will allow our young people to embrace who they are and learn to express themselves with confidence and passion; we aim to support our young people to develop their literacy, numeracy and oracy skills through a joyful curriculum that also helps them understand our world and how to shape their place within it.



Who will we serve

10 young people in KS3 who have, or who are suitable to apply for, an Education Healthcare plan with a specific need in communication and interaction. These students may have a range of needs but will be supported to develop their communication skills in order for them to be successful in school and the world beyond.



A day in the life of...

AM: Students will arrive at 8.30 for our tutor time and for parent handover, in order to forge a strong home/school bond and support our families beyond the school walls. In tutor time students will be supported to prepare and eat a family breakfast. It is through these types of experiences that we aim to develop, nurture and embed a real sense of 'belonging' for our students, along with the daily opportunities to work on important independence skills.

Students will study all curriculum subjects that our students in mainstream do; however, the lessons in the resource base will be in small groups with a maximum of a 1:5 adult to student ratio allowing for deep and meaningful support to work towards students' communication and interaction targets. The curriculum will be adapted to suit the needs and interests of the young people in the base, allowing them to flourish.

Break and lunch times will be structured to allow for developmental play, turn taking and sharing. Our young people and staff will eat together, creating a further opportunity for development of communication and



ORMISTON NEW ACADEMY

interaction skills. Our young people will be supported to attend break time with our other key stage 3 students as and when appropriate.

PM: Students will take part in tailored sessions to meet their needs, this could be 1-2-1 support or small group activities with a focus on preparing for adulthood and the next stage of their lives. In addition to developing communication and interaction skills our young people will be supported to develop skills for life outside of school. This will involve students taking part in creative and therapeutic activities, allowing them to find their strengths and interest outside of the curriculum.

Students will have access to our PE, Art, Hospitality and DT facilities in the mainstream school and our outdoor learning spaces. Students will also access a range of learning activities in the local community as part of their 'Preparation for Adulthood' learning experiences.

Sensory integration will play an integral part of the school day for those students who require it. This will be through more formal sensory therapeutic sessions in line with individual sensory support plans, along with more informal sensory diet input as and when it is required throughout the school day.

Students will be supported using a wide range of ACCs (Alternative Augmentative Communication) throughout the school day to enhance and develop their communication skills. The use of ACCs will be woven into all elements of the learning environments and learning experiences in order to develop receptive and expressive language.

A key part to our work, will be to support students to have an understanding of their own strengths and challenges and to develop a positive sense of self, with the intention that this will lead to the development and growth of their self-advocacy skills.



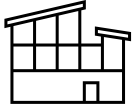
Who is here to support:

Our resource base manager will lead a team of one teacher and one HLTA who all have experience of and passion for special education. Students will also spend time with our other teaching staff and our onsite Educational Psychology team. We will also work closely with Wolverhampton's SEND Specialist teaching team, including the Speech and Language Therapy Team. They will also have access to our therapy dog. We will also seek guidance and input from external professionals such as occupational therapists and health professionals.



ORMISTON NEW ACADEMY

We plan to have strong links with training providers and job and career organisations to support our students on their life-long learning journeys, with high aspirations to support their further education and job opportunities.



Our Space

The base is a purpose-built space, situated in the main body of the school, with specific considerations given to the sensory experiences of students. The build offers appropriate lighting with dimming lights available to suit the needs of the students and the type of task taking place. The space includes designated sensory areas that provide a suitable appropriate environment for safe and accessible sensory input. This offers a range of sensory equipment and sensory resources that are used to facilitate individual sensory diets and sensory therapeutic input.

The classroom space has visually defined areas allowing students to have a predictable and clear understanding of the space, while also providing clarity of experiences and expectations at any given time. These areas include group learning space, individual workspaces, reading area, sensory spaces, relaxation area, kitchen prep room and entrance area.

The physical environment offers reduced visually stimulating spaces and highly organised resources to promote a calm, predictable learning environment, while also accommodating sensory needs and promoting independence for all students.

The base aims to provide a warm, welcoming, and inclusive environment where both students and staff alike enjoy spending time and feel safe and valued.