



Our School Offer for Special Educational Needs and Disability (SEND)

The Llewellyn Vision – 9th November 2020

That all pupils with disabilities can achieve and have an enriched quality of life and be valued members of our community.

Our mission is to provide a high quality, inclusive and meaningful education.

We believe every pupil is an individual with individual needs and that they all have the capability to learn and progress.

Our curriculum is pupil centred, supporting personal pathways that are meaningful, practical and supports long term life outcomes.

Our School Values

Inclusion - we embrace all people

Irrespective of age, race, gender, disability, beliefs and culture and they are respected and understood.

Kindness - we are good friends and citizens

Showing kindness brings people together and improves our quality of life within the school, at home and in the community.

Perseverance -we can achieve

Through perseverance no matter what my disabilities/difficulties are.

***Thankfulness - we are thankful for our school, our families and friends
and the support we have to achieve our life goals.***

Respect - we are kind and polite,

We treat everyone with respect and behave appropriately.

The Llewellyn school is a small independent specialist school that is located on the Quex Park Estate surrounded by woodlands, gardens and a wide range of enterprises including a museum, farm shop, restaurant, tearoom/café, crazy golf, alpaca farm, dog groomers, hairdressers, arts & crafts stalls, garden nurse, allotments, falconry, children indoor and outdoor play areas and horse stables/riding yard all of which are accessible to our pupils.

Our classrooms sizes are small, and our pupils have a high level of support. We provide for pupils functioning at the very earliest levels of development to national curriculum expected levels. Many of our pupils have diverse profiles and multiple needs including medical and personal care, physical difficulties and/or sensory impairments and learning difficulties.

Our school has extensive staff team with a wide range of specialist skills. Our school leader and founder of the Llewellyn school is a parent herself of a child with complex physical and medical needs and has intimate knowledge of the needs of children with complexities and physical disabilities and the extensive barriers that parents experience.

Our teaching team includes a Teacher for the Deaf and many of our staff are British Sign Language Level 1 and some trained up to level 3.

We can support young people with complex medical, feeding, physical and personal care needs.
We have a fully qualified nurse on-site every day and our pupils' needs dictate our staff training schedules.

Our facilities are all wheelchair accessible and includes a fully equipped medical room, care suite and therapy room.

We have animal care facilities that strengthens our educational programmes, behaviour support interventions and pupils' sensory needs. We have donkeys, a school therapy dog (Yogi), rabbits and guinea pigs that provides a welcoming and therapeutic setting.

Our Forest school promotes all aspects of our pupils' development. It allows our pupils to be physically active and gives them opportunities to be in the fresh air and the new experiences the outdoors can offer. Pupils are given an opportunity to learn in a new way and within a new environment. Healthy living is promoted and supports incidental language/vocabulary development that may not be used inside the classroom.

We recognise that every pupil is an individual with individual needs, and they have their own areas of interest, motivation, and aspirations.

We are an all-inclusive continuous educational environment. Developing our pupil's education, functional life skills and knowledge starts from the moment our pupils enter the school and it is embedded into our school values and culture.

<p>How will Llewellyn School support my child</p>	<ul style="list-style-type: none">• We provide access to a safe all-inclusive school environment.• Access to bespoke curriculum designed to meet the individual needs of your child. Our curriculum provides for pupils functioning at the very earliest levels of development up to national curriculum expected levels and above.• High level of specialist trained teaching, medical, therapy and support staff including Speech and Language, Occupational therapist, Physiotherapist with a full-time therapy assistant and Teacher for the Deaf.• Fully qualified nurse to implement and monitor all medical procedures.• Small class sizes and high level of support staff.• Total communication environment including British Sign Language, PECs, AAC, VOC• Wide range of meaningful interventions to support self-regulation and/or multi-sensory needs to additional therapy or cultural lessons.• Wide range of facilities including a medical room, therapy room, forest school, fully wheelchair accessible school include accessible toilets and wet room.• Personalised positive behavioural support plans.• High expectations and focus on personal progression and developing functional life skills to support long term outcomes for each pupil.• Highly valued school to home and home to school partnerships and contact.
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<p>Our school Curriculum</p>	<ul style="list-style-type: none"> • Our curriculum reflects on our current pupil cohort, pupils individual EHCP outcomes and personalised pathways. Pupil's timetables meet their needs and include resources, equipment and/or specialist therapy and/or interventions they require. • The school curriculum provides both subject specific learning and non-subject specific learning. This supports educational development and allows for the specialist's interventions. • Our curriculum comprises of Termly topics with geography and history embedded, reading, literacy, communication development, functional home and life skills, maths, ICT/technology, Art, Music, signing and daily phonics programmes, Community inclusion, health and wellbeing including PHSE. • On-site and offsite Forest school facilities.
<p>Added Benefits</p>	<ul style="list-style-type: none"> • Our 'Added Value Curriculum' reflects on current cohort of pupils and currently includes Horse Riding, Hydro Pool, swimming, Deaf Culture Lessons. community Deaf café sessions, School to Home to deliver and support PECs communication, Coding Lessons, Piano Lessons, Art Therapy, community-based activities including local museum, library, shops and indoor or outdoor play areas. • Yearly events and school trips are planned and celebrated. • The school small animal care facility, rescue Donkeys and therapy dog are all on-site for pupils to interact with or to take animal care responsibilities. • Large garden with a wide range of play equipment and space. • Pupils personal adapted bicycles are stored on-site to regularly use and support physical development. • On site People carrier / wheelchair accessible school car to support access to local facilities.
<p>Additional specialist support you provide</p>	<ul style="list-style-type: none"> • We have highly qualified staff team including senior leadership, teachers and teacher for the deaf, higher level teaching assistants, qualified nurse and medically trained support staff and specialist staff for Speech and Language, Occupational therapist, Physiotherapist with a full-time therapy assistant. • We have a fully equipped therapy room and a designated medical room, wet room, and accessible toilets. The school is fully accessible.

<p>How do we help with the health and wellbeing for my child</p>	<ul style="list-style-type: none"> • We recognise that every pupil is an individual with individual needs, and they have their own areas of interest, motivation, and aspirations and where appropriate we will try to accommodate to this. • We have in depth behavioural support plans to support pupils to learn to have access to opportunities to self-regulate, methods and resources to reduce anxieties, participate in reflection activities and many other methods suitable for them. • Medical and personal care needs are supported by highly qualified staff. • Good home and school partnerships. • If required referrals to specialist support are identified and sourced e.g. CAMHS • Where appropriate pupils can have 1:1 tutorial and are encouraged to participate and agreed strategies in their own behavioural support plan. • Pupil voice is valued and listened to. • School values are embedded, highlighted, and modelled by staff across the school. • Additional therapy and/or lesson or activities are provided for where possible, for example to support one pupil's self-identity we have introduced deaf culture sessions and access to meet other people. • Pupils are supported and encouraged to be valued members of their home, school, and community.
<p>How do we involve and engage parents/carers</p>	<ul style="list-style-type: none"> • School to home and home to school partnerships are highly valued as a positive impact on our pupil's progression. Verbal and written handovers are provided every day. Parent/carers are informed and encouraged to participate in developing positive behaviour support plans, targets, DoJo rewards and consistency of learning and communication methods. • Parent/carers questionnaires outcomes and voice is valued and listen to. • Parents/carers are invited to events and parents' consultations.
<p>Learning outside the classroom</p>	<ul style="list-style-type: none"> • We have animal care facilities that strengthens our educational programmes, behaviour support interventions and pupils' sensory needs. We have donkeys, a school therapy dog (Yogi), rabbits and guinea pigs that provides a welcoming and therapeutic setting. • Our Forest school promotes all aspects of our pupil's development. It allows our pupils to be physically active and gives them opportunities to be in the fresh air and the new experiences the outdoors can offer.

	<ul style="list-style-type: none">• Pupils are given an opportunity to learn in interesting and exciting way within new environments.• Healthy living is promoted and supports incidental language/vocabulary development that may not be used inside the classroom.• Learning is visual and tactile where pupils can explore and use all their senses. Pupils are encouraged to participate in all weather conditions, and they can get mucky and wet providing them with new experiences to feel and learn and enhance sensory play.