



## **LLEWELLYN CURRICULUM**

**SCHOOL LEADER: SARA LLEWELLYN**

**DATE AGREED: Sept 2020**

**DATE OF NEXT REVIEW: June/July 2021**

We believe every pupil is an individual, with individual needs. Our education and specialist provision reflects on our current pupil cohort. Our timetables are inclusive, meaningful and provide the specialist individual interventions that our pupils need to support their own personal developments. We provide education for pupils functioning at the very earliest levels of development up to national curriculum expected levels and above. The school offers a holistic communication environment and culture.

### **Our Aim**

To provide learning programmes for all pupils at all levels to support the four broad areas of need;

- Communication and Interaction
- Cognition and Learning
- Social, emotional, and mental health
- Sensory and/or physical, medical and/or personal care

Every pupil at the Llewellyn school has an Educational Health and Care plan. We recognise that many of our pupils experience multiple/complex needs and are functioning at early levels of development regardless of their chronological age; many also experience additional physical and sensory impairments and require specialists' medical interventions. All of our pupils are supported 1:1 and our class sizes are small.

Our educational programmes support individual pupils with the tools and opportunities to develop to their full potential.

The Llewellyn School has high expectations and promotes an inclusive, safe and motivating educational environment. All of our pupils have equal access to the whole school curriculum with suitable differentiation where necessary. No pupil is excluded from any school activity because of financial constraints, special educational or physical needs. However, there may be occasions when an activity is considered inappropriate for some pupils. Where possible, an alternative activity will be arranged.

Our curriculum is under constant review to ensure that we reflect the changing needs of our pupils. Our Steps for Life programmes and timetables support all pupils at all levels.

### **Assessment**

To secure a personalised learning provision we use the information within the pupil's statutory EHCP. Through this consideration, conversations with parent/carers and previous schools (if available) we identify an appropriate personalised pathway for each pupil with a focus upon their EHCP agreed outcomes.

B-squared is the Llewellyn information system we use to assess, score against, track and monitor pupil progress outcomes. It enables us to identify the smallest of levels of progression and tracks across the primary and secondary national curriculum levels. This provides access and equality of opportunity to the national curriculum if appropriate. Pupil progress is regularly reviewed and informs our pupil's learner journey documents.

Pupils experiencing a more formal curriculum will be assessed for Maths using the White Rose assessments.

Following the B'Squared assessment framework and comparison chart the Llewellyn have identified learning routes to access the curriculum via pre-formal, semi- formal programmes and formal

pathways. Learning is underpinned by robust assessment systems which identify pupil progress over time regardless of the route taken. We use this information to ensure that our pupils are reading at the appropriate level with the Oxford Reading Scheme which is used at the Llewellyn School. Our assessment systems ensure that we draw on a range of evidence, based on what our learners know and understand and across their curriculum as well as identifying the next steps for learning/progress. Assessments carried out will be used to plan appropriate teaching and learning strategies, including the identification of any gaps in learning to ensure that all pupils in our school make excellent progress and achieve well from their starting points. Individual B'Squared learning outcomes are embedded into all lesson plans.

## **STEPS FOR LIFE**

### **1. Engagement Steps (P level 1-6) Pre-Formal curriculum**

Our pupils will, in many ways, be functioning at the very earliest levels of development regardless of their chronological age and will have additional physical difficulties and/or sensory impairments which must be taken into consideration; some may have medical or para-medical needs in addition to their learning difficulties. Pupils following our semi-formal curriculum learn best when learning is related to their own experience and it is '**meaningful and functional**' for their long-term needs. Some may learn through structured play; others will learn more effectively through functional activities, and yet others will respond well to a topic-based approach. Pupils are likely to be functioning at engagement steps 1 to 6. However, the teaching approach reflects the age, interests and the learning style of the pupils concerned.

### **2. Progression Steps (P6 - NC7) Semi-Formal Route**

Pupils experiencing our semi-formal curriculum can access a range of 'National Curriculum subjects for their Key Stage with a focus on English, Maths and ICT programmes which are modified and adapted to be more "**meaningful and functional**" in the light of their developmental level and special educational needs. Programmes are more structured and embed high levels of specialist interventions. Structure reduces anxiety. Where possible learning is linked to practical and creative activities to encourage and support pupil interest and engagement. For example, maths is delivered in a Star Wars style or pupils are sent on a mission. Pupils are encouraged to use functional skills including technology e.g. to plan and cost educational trips, to use the BSL dictionary website. Discrete lesson and extended learning opportunities are also provided e.g. ICT/Coding lessons, trips to Deaf café, piano lessons, and animal care duties. More able pupils are given additional responsibilities. These all support incidental learning and development of **meaningful and functional** life skills and positive behaviour and attitudes improves.

### **3. Steps for Life - Accredited pathway towards independent life and work skills.**

A personalised accredited pathway towards Awards, Certificate and/or Diplomas qualifications.

Entry Level 1 (NC1) - Level 2 (GCSE A-C) New Grades (4-7)

It is planned for our pupils age 14+ to follow an accredited curriculum pathway to develop skills for independent living, working and adult life. The emphasis is on our pupils becoming valued members of their community and having

Subjects range from literacy and maths qualifications to personal progress, independent living, and home life and work/employability skills. Pupil pathway can reflect personal interest and aspirations at all levels from NC 1c - GCSE grade 4-7

## **Learning Hours**

It is recognised that due to the high level of interventions and for many reasons such as personal care, communication, medical, sensory, social, emotional and/or mental health that most of our pupils learning time can be reduced. On some days this may be significantly reduced.

Specialist interventions are a highly valued part of our provision and delivery. Interventions can range from being seamlessly embedded throughout the school day to daily discrete sessions. Interventions can be prioritised over curriculum delivery. If a pupil needs intervention support from 5mins to the whole day, then it is provided. Supporting and teaching our pupils how to self-regulate has a vast lifelong impact. Positive behaviour strategies are regularly reviewed and developed. Over time interventions are reduced and learning hours start to increase.

## **Spiky Profile that incorporates multiply pathways meets the 'priority need' of our pupils.**

Some pupils may work across our curriculum pathways. Pupils who are unable to access more formal learning due to their disabilities will learn through practical, social, play, therapy (art, music, animal care) activities. They participate in tasks to support fine and gross motor skills, communication and/or independent life skills. Learning to self-regulate, manage feelings, emotions and/or sensory impairments may or can prioritise informal and formal learning. It is the role of the class teacher and working collaboratively with members of multi-agency teams as appropriate, to determine the plan including the long-term planning/frequency of key skills which need to be addressed. Some of these will be delivered as target specific or addressed through specialist intervention and/or therapy plans received.

## **Personal Development/Behaviour & Attitude**

Every pupil has Personal Development and Behaviour & Attitude targets that is specific to their own development needs. Target development is integrated seamlessly into the school day. Pupil's targets are personalised to be meaningful and to give pupils ownership and recognition of their own achievements. These targets are linked to EHCP outcomes and support pupils ongoing development of life skills. Personal Care and independence have a high focus. The basic activities of personal care are also the ones that are likely to have the greatest impact on pupil's adult life. The more independent a pupil can become the more possibilities/opportunities will be available for them and their families. Targets are not limited, and they roll on, roll off as and when they achieve. Where appropriate pupils are encouraged to take ownership of their learning and set their own targets; this motivates pupils' engagement and recognition of their own achievements.

## **READING**

**ALL** pupils at **all** levels attend to and participate in reading sessions at least twice a day.

The school follows the Oxford Tree Reading Scheme for learners at appropriate reading levels. Other pupils are encouraged to read through a wide range of other methods such as; being read to, finding their name on a lunch box, matching letters, name cards, word games, magazines, comics and through incidental learning such as viewing and discussing class displays and reading notices/posters in the school and out about in the community.

Pupils reading is also supported through daily phonics sessions that are multi-sensory and highly interactive. Pupils put their phonic skills into practice and enjoy reading with confidence.

***We believe reading has a profound impact on our pupil's independent living skills, development of communication and gives them opportunities to make choices.***

### **Whole School Termly Topics**

Our topics are linked across the whole school. Whole school topics promote inclusion and are accessible to **all** pupils at **all** levels.

Pupils are inspired by others; they pick up incidental learning from others, from classroom and hall displays, artwork and/or observing and participating in activities and whole school assemblies.

Greater collaboration and interaction at all stages of the teaching and learning process strengthen cross-curricular links.

Topics are planned and selected from the Cornerstone curriculum which provides the school with a vast collection of subject topics and visual resources. Topics are considered and selected to reflect our pupil cohort to engage their interests and participation.

At least one of our topics over the academic year is science driven and all topics embed history and geography where appropriate.

### **Communication and Sensory Interaction**

Early communication is developed through sensitive and consistent interaction with others to enable our pupils to develop the skills which underpin communication such as shared attention, responding, turn taking, anticipating, showing preferences, able to refuse things and make choices. Pupils also develop skills to express themselves including non-speech methods such as vocalisations, eye gaze, gestures, whole body or part body movement.

Our pupils are encouraged to be intentional communicators which require people around them to be skilled and sensitive in interpreting their behaviour so they can respond appropriately and consistently.

We believe behaviour is communication and all staff must always consider the surrounding environments and question whether the pupil is in pain, feeling ill, uncomfortable, it is too hot or too cold. Have there been any unforeseen events or significant changes? Are they happy noises, over excitement or anticipation?

Pupils are supported by trained staff to deliver PECs programmes, support Speech and Language sessions and development of British Sign Language and Signed Supported English.

Communication in Print and authentic resources are used effectively to support visual learning and communication.

**Primary Needs/Behaviour Support** is a huge part of our day-to-day management throughout the school day. Pupils are consistently being supported to learn how to manage their own behaviour, sensory and self-regulation needs. Effective interventions are used and constantly reviewed and developed. Unless this need can be supported and managed, many of our pupils would not be able to

engage in learning activities and in some cases not even able to physically go into a classroom. No pupils are discriminated, and learning is differentiated and can be delivered using many different methods. Positive support plans are developed in collaboration with the families, TAs, and teachers. Behaviour is often unintentional, and pupils need the security of familiar TAs, routines, and the provision of interventions to help them cope with everyday life, changes and /or emotions and feelings.

### **Literacy/Communication Development**

Literacy and phonics programmes are delivered in discreet timetabled sessions.

Writing skills ranges from mark making to writing essays. Many of our pupil's struggle with the physical process of writing. This is identified, and additional resources are differentiated and provided including technology resources and programmes.

Additionally, literacy is embedded in pupil's on-going communication development through British Sign Language lessons, Picture Exchange Programmes, Voice Output Communication Aid, Clicker/ICT programmes, Communication in Print resources and speech and language therapy sessions.

### **Maths & Functional Maths**

We follow the White Rose maths programme and where appropriate we prioritise supporting pupils' development of living skills and apply maths to everyday life. Our math programme is functional and meaningful.

### **ICT**

All of our pupils are encouraged to interact and to use ICT using a variety of methods including interactive whiteboards, Ipads, laptops, class smart phone, Voice output communicator, physical supporting aids for writing support. ICT programmes such as Clicker 8 and communication in print are regularly used to support learning. BSL dictionary is often use as research to support language development. Some pupils also have a weekly Coding lesson. *Our mantra is 'Technology is their future' and its positively encouraged.*

E-safety is promoted, and pupils are supported to follow safe practice when trying to find and select information, submit information for a purpose and when using ICT for communication with others. They know how to be safe and where/how you can get help.

### **Health & Wellbeing and PE**

Individual therapy programmes are timetabled for personal, physical and medical needs including physiotherapy and speech and language therapy.

Bespoke Positive Support Plans and interventions such as sensory circuits, movement breaks, messy play, continuous provision/play therapy and multi-sensory interactions are provided.

Weekly indoor and outdoor Physical Educational (PE/dance and Movement) from dance to team games. Development of gross motor skills and balance and, Write Dance activities. Healthy snacks are provided daily and available for all pupils.

### **Relationships and sex education / Safeguarding.**

Positive relationships, feelings, body parts and personal care, citizenship, maintaining a healthy lifestyle and looking after physical wellbeing, Gender, and difference.

Learning how to be safe / Safeguarding - NSPCC Pants rule, signs of abuse - physical, sexual, neglect and emotional. Being Bullied and Cyber Bullying, Drugs, Alcohol, and cigarettes. Who to talk to, how to be safe and how to access external support networks such as Childline.

**Fizzy and Clever hand programmes** support gross and/or fine motor skills to develop pupil's personal strength, movement and coordination skills.

Healthy living is embedded through topic work, assemblies, cooking programmes, PE, specialist interventions, bike sessions and activities such as horse riding and swimming.

ALL pupils follow regular hand washing routines and healthy snacks are available every day.

### **Science &/or Functional Science/Home Skills**

Functional science is embedded through our cooking programmes. Cooking programmes are planned on developing independent living/home skills.

Additional science is addressed through our topic subjects. At least one topic is science driven and the school will be hosting a science week every year.

### **Creative Art**

Individual 1:1 sessions of Creative art are timetabled across the school. Pupils have opportunities to express their individual creativity personal to themselves.

Pupils also participate in termly whole class and/or whole school art projects bringing them all together working towards the same goal to share success. Pupils are encouraged to enter competitions and they can see their work being displayed out in the community or on-line.

### **Music/Singing**

Weekly Music/Singing lessons to support and develop pupil confidence, performance, listening, turn taking, teamwork, social and literacy and numeracy skills. Pupils learn to emulate, listen, apply, and create.

It is an enjoyable and interactive activity that is fully inclusive and supports our school values, pupil participation and promotes health and well-being for all.

### **Community Inclusion**

Pupils get regular opportunities to access our local community through a range of events, activities and topic-based learning.

Pupils also access our local community through enrichment activities such as horse riding, swimming facilities, art displays in local galleries.

Some pupils access Deaf Café sessions to support self-identity and culture development. This also develops positive social and communication skills.

The Quex Park site also provides the school with access to the museum, café, shop, garden centre, indoor and outdoor soft play, crazy golf and yearly visit to Santa's Grotto.

### **Spiritual, Moral, Social and cultural development**

Is developed and promoted through our school values, weekly assemblies, event days, educational outings and class/lesson initiatives.

Pupils are made aware of other cultures, to respect each other and they are supported to be valued members of the school and the community.

Pupils are being taught and supported to identify right and wrong choices and applying it to understand consequences of their actions. They are learning that people are all different and we all have personal qualities, values, and beliefs. Feelings, emotions, responses to others, imagination and creativity are addressed through our curriculum. Role modelling, storytelling/ story maps, positive support plans, development of social and communication skills, respecting each other, tolerance and accepting our differences are reflected and embedded throughout the school ethos.

## **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.*

*Our school values support **British Values** of equality, democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faith and beliefs.*

### **Science, History & Geography**

These are all embedded through school topic-based learning, at least one topic is science based.

Other discreet lessons are linked to assembly subjects for example Black History Month.

Functional Science through cooking and home life skills e.g., hygiene and using chemicals. Observation tasks, comparing, prediction and estimation.

Historical enquiry, organisation and communication, historical interpretation knowledge and understanding of events. People and changes of the past. Inspirational/culture development e.g., Deaf Culture and development of technology.

Geography applying knowledge and understanding of place and local community and the world around them. Functional geography is supported by using ICT, using Apps, google maps, route planners etc.

### **Forest school provision**

Our Forest school promotes all aspects of our pupil's development. It allows our pupils to be physically active and they are outside in the fresh air with access to new experiences the outdoors can offer.

Pupils are given the 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. 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 get mucky and wet providing them with new experiences to feel and learn about.

### **Enrichment Provision**

Our pupils have their own identity, culture, aspirations, interests and multi-sensory/self-regulation and physical development needs. Our enrichment provision and resources are in response to their needs and/or requests. Enrichment activities range from deaf culture/café sessions, piano lessons, computer coding, art therapy, animal care, horse riding, sensory/soft play, swimming and bike time.

### **Resources**

The Llewellyn School has extensive resources to provide pupils with the access to a meaningful learning programme in an all-inclusive environment. Class sizes are small to allow for the high level of support. Fully equipped sensory/therapy room, care suite, accessible toilets, hoist and medical room. To support technology development, we have interactive whiteboards and class smart phones in every classroom. Pupils have access Ipads, laptops and, Clicker 8 and Communication in print Programmes.

Our fully equipped on-site Forest School and access to all the Quex Park estate facilities include forest walks, our school allotment, horse riding, soft play, shops and cafes. Our on-site animal care facilities include two donkeys, small animals' enclosure and our very loved therapy dog 'Yogi'.

### **Pupil Progress**

Each pupil at Llewellyn has a learner journey document which collates outcomes of their learning route and progression via our B'Squared records; these are regularly revised and assessed to identify any gaps, possible changes to timetables and/or resources/provision. This ensures that we meet the changing needs of our pupils. Pupil files/records enable teachers to use an effective means to demonstrate pupil progress regardless of route undertaken. They will also be used to provide consistency across the school securing an understanding of what progress looks like. All pupils documents detail:

Learner Journey

Pen Portrait

Positive Support Plan (if appropriate)

Risk Assessments

EHCP Outcomes

Personal Progress Target

Behaviour and Attitude Targets

School Reports

Reports to Parents

My Aspirations/Pupil Voice evidence (EHCP PowerPoints, Questionnaires, Pupil Council)

Through the Annual Review/EHCP process our pupils are encouraged and supported to take part and present their own PowerPoint to show/display/explain their journey at the Llewellyn School or they have an advocate to do it for them. Pupil voice is highly valued and respected by the school leader and all staff.

Formal written reports are made to parents three times a year. Transition/6-week review report, midyear progress report and end of year report. Reports are linked to the learner journey and progress monitored to format and identify outcomes/impact of personal progress, any areas for concern/development.