



LLEWELLYN CURRICULUM POLICY

SCHOOL LEADER: SARA LLEWELLYN

**DATE Reviewed: Sept 2021
By Sue Maudlin
Verified by School Governors
Colette George & Jenny Jupe**

DATE OF NEXT REVIEW: Sept 2022

Llewellyn Curriculum

Our Vision

To provide a safe and inspirational learning environment with high quality specialist support, where young people with disabilities have access to meaningful learning programmes, to achieve their long-term outcomes and to enhance their life and work skills.

Our Aim

We aim to support all our pupils to enjoy their learning and to achieve their personal goals, to be valued members of their communities. Our School Values support an inclusive environment and culture to promote respect for self and others, to accept rules, be responsible and to develop independent life skills.

Our School Values are linked to all areas of our curriculum, Dojo reward system, assemblies, school events and celebrations, where we create and have a school culture of positive outcomes for all.

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.

Pupil background

Our education and specialist provision reflects our current pupil cohort, and this informs our staff training needs. Our timetables are inclusive, meaningful and provide the specialist interventions that each pupil personally needs.

We provide education for pupils functioning at the very earliest levels of development, regardless of their chronological age, up to national curriculum expected levels and above. The school offers an holistic communication environment and culture.

Individual learning programmes are planned, and support pupils own four broad areas of need, as identified in their Educational Health and Care plans.

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

Many of our pupils experience a range of multiple/complex physical, emotional and/or sensory needs including high levels of medical and specialist therapy interventions.

All our pupils are supported 1:1 and our class sizes are small.

Llewellyn school staff have high expectations, promoting an inclusive and safe educational environment, which provides a wide range of high-quality specialist and therapy interventions. All our pupils have equal access to the school curriculum, with appropriate differentiation. No pupil is excluded from any school activity because of financial constraints, special educational or physical/sensory needs. However, there may be occasions when an activity is considered inappropriate for some pupils. Where possible, an alternative activity will be arranged.

Assessment and Pupil Progress

Many pupils' struggle to engage in initial formal assessments. To secure and identify an appropriate personalised learning provision, we gather as much information as possible from the pupil's statutory Educational and Health Care Plans (EHCP), observations, formal assessment (where appropriate) specialists and school reports, meetings with parent/carers and previous schools (if available) and during transition periods. We recognise that many pupils often have spiky profiles, where they excel in one area but may struggle in another. Timetables are created to include all their specialists' interventions /programmes and to identify the specialist resources that they will require.

B-squared is the Llewellyn information system we use to assess, score against, track and monitor pupil progression outcomes. It enables staff 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 for that pupil.

Following the B'Squared assessment framework and comparison chart, staff identify 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. Staff use this information to ensure that our pupils are reading at the appropriate level with the Oxford Reading Scheme currently used at the Llewellyn School.

Our assessment systems ensure that we draw on a range of evidence, based on what our learners know, understand and can do, across their curriculum, as well as identifying the next steps for learning/progress. Regular pupil progress monitoring, identify any gaps in learning to support planning and 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 lesson planning.

Letters and Sounds Phonics Programme

The Llewellyn school has chosen the Letters and Sounds phonics programme to promote speaking and listening skills, develop phonological awareness and to participate in oral blending to support our pupils to read. Tanya Brandon is our school Phonics Lead, where she is actively training and supporting all staff. Pupils' initial phonics levels are assessed during our September transition days, and then weekly assessed by their Teaching Assistant, followed by an end of term assessment to identify their progress. Pupils attend group and/or 1:1 phonics session at least three times per week where they

revisit, review, practise and apply their phonics skills. Pupils are taught to recognise sounds that each individual letter makes, the sounds of different combinations of letters - such as 'sh' or 'oo' and blend these sounds together from left to right to make a word. Pupils can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read. Pupils put their phonic skills into practice and enjoy reading with confidence.

Reading

ALL pupils at **all** levels attend and participate in reading sessions at least twice a day. The school follows the Oxford Tree Reading Scheme for pupils at appropriate reading levels. Pupils are encouraged to read to support their functional reading skills and to read for pleasure. We promote reading 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.

The school has adopted the **DEAR** (Drop everything and read) programme to promote reading for pleasure. Technology is effectively used as a reading tool for functional reasons and for the pleasure of reading or listening to an audio book. Pupils can explore more options to reading. Life skills are promoted by pupils learning to sit, wait and listen. Some pupils also use reading as an effective self-regulation strategy to reduce their anxieties and to learn how to relax and enjoy the activity. Pupils are encouraged to put in requests to SLT, for any new books or Apps that support their own area of interest and motivation. Pupils visit the local library providing them with a wider choice for free reading options. Pupils are exposed to more knowledge, thereby incidental learning, and their vocabulary is being effectively developed.

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

Steps for Life

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

Some of 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 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 strong focus on English and Mathematics programmes. These are modified and adapted to be **"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, mathematics maybe taught in a Star Wars style where 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 British Sign Language (BSL) dictionary website. Discrete lesson and extended learning opportunities are also provided such as Information and Communications Technology (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, where positive behaviour and attitudes are seen to improve.

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 pupils age 14+ to follow an accredited curriculum pathway to develop skills for independent living, working and adult life. The emphasis is on pupils being valued members of their community and having important social, work, and independent living skills that are meaningful for them and their own long-term development.

Subjects range from literacy and mathematics 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, most of our pupils learning time may be reduced. Indeed, on some days this may be significantly reduced.

Specialist interventions are a highly valued part of our provision. Interventions can range from being seamlessly embedded throughout the school day to daily discrete sessions. Interventions may be prioritised over curriculum teaching. If a pupil needs intervention support from 5 minutes 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. The aim is that over time pupils' interventions are reduced and learning hours start to increase.

Spiky Profile that incorporates multiply pathways meet 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 and a range of therapies including art, music and animal care. They participate in practical tasks to develop their 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, 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 taught as target specific or addressed through specialist intervention and/or therapy plans received.

Personal Development/Behaviour & Attitude

Every pupil has at least one Personal Development and Behaviour & Attitude target that is specific to their own development needs. Target development is integrated seamlessly into the school day. Pupils targets are personalised to be meaningful and to give pupils ownership and recognition of their own achievements. These targets are linked to their 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 more likely to have the greatest impact on pupils 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.

Whole School 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 enable participation.

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

Access to Technology

Every pupil at the Llewellyn school, has access to an iPad or laptop as their own learning tool. This supports their development of life skills and can accelerate their learning.

Pupils are supported to get instant access to information and gain more value in using technology for other reasons than just leisure.

All our pupils are encouraged to interact and to use ICT using a variety of methods including interactive whiteboards, I pads, laptops, class smart phone, Voice output communicator VOCA and communication Apps. ICT programmes such as Clicker 8 and communication in print are regularly used to support learning. Educational City programmes are used to support phonics, mathematics and English. BSL dictionary is used to research and support visual language development. Discrete ICT Coding lesson support pupils' interest and motivation to use ICT. *'Technology is their future' it is positively encouraged.*

Personal self-help skills are set up and used to support pupils normal daily routines, from using alarms for taking medication, dictation for pupils who physically struggle to write, timers to challenge themselves, access to competitions, national and international news, visual images to confirm learning and vocabulary meanings, research to extend knowledge, taking photographs and videos for evidence. Age related Apps are downloaded to related to pupils' own interest and motivations, such as, piano lessons, sport and animals. Lessons are prepared using the class interactive whiteboards for pupils to access topic and curriculum related information and tasks, and to watch (with subtitles) videos and/or learning tutorials.

Pupils may engage in Speech and Language therapy, mentor sessions and meetings via Microsoft Teams They have access to email directly to any of the Senior Leadership and can read stories, news or use audio books.

Pupils are continuously developing their ICT skills through having daily access and practice to navigate screens and keyboards.

These skills support long term social and life skills, to enable them to independently or with support, book appointments, book seats or tickets to an event, purchase items, plan trips, research jobs, contact friends and family.

Online safety is effectively embedded and taught in lessons. Pupils learn the rules of technology and how to be safe using online resources. Adult and age restrictions are in place and regular monitoring of history, informs staff and support pupils to be safe on-line.

Communication and Sensory Interaction

Pupils are supported by trained staff to deliver Picture Exchange Communication (PECs) programmes, support Speech and Language programmes and on-going development of British Sign Language and Signed Supported English (SSE).

Communication in Print, clip art, images and authentic resources are used effectively to support visual learning and communication.

Early communication is developed through sensitive and consistent interaction with others to enable pupils to develop the skills which underpin communication such as shared attention, responding, turn taking, anticipating, showing preferences, able to politely refuse 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 and no-manual features (NMF).

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. Pupils are empowered to say 'No' and to make choices.

We believe any form of behaviour is a type of communication and all staff must 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?

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 regularly 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 taught in timetabled sessions.

Writing skills ranges from mark making to writing essays. Many of our pupils 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.

Mathematics & Functional Mathematics

The school follows the White Rose mathematics programme and where appropriate staff prioritise supporting pupils' development of living skills and apply mathematics to their everyday life. Our mathematics programme is theory and assessment based but can also be differentiated to be tangible and functional to support all levels of pupils.

Health & Wellbeing and PE

The Llewellyn school provides high level therapy and specialist support programmes, including physiotherapy, speech and language therapy, personal care, mental health and wellbeing, deafness and hearing impairment, visual impairment and high-level specialist medical and feeding interventions. Bespoke Positive Support Plans and interventions such as sensory circuits, movement breaks, messy play and multi-sensory interactions are provided.

Additionally pupils participate in weekly indoor and outdoor Physical Educational (PE/dance and Movement) from dance to team games.

Pupils go to the local swimming pool and attend to instructed swimming lessons by a trainer. Swimming lessons effectively embed social skills and positive participation within the community. Physio programmes are linked to hydro pool sessions and support good develop of fine and gross motor skills. Healthy living is embedded through topic work, assemblies, cooking programmes, PE, specialist interventions, bicycling sessions, and activities such as horse riding, equine care and swimming. ALL pupils follow regular hand washing routines and healthy snacks are available every day.

Relationships, Health and Sex education.

Our programmes include a wide range of subjects ranging from positive relationships, feelings, body parts, personal care, citizenship, maintaining a healthy lifestyle, looking after physical wellbeing, Gender, and difference. Our programmes reflect our current cohort, age, and range of pupil's level of understanding. Teaching and learning are differentiated to cover more in-depth subjects. How to be safe and access to help, is promoted through school display boards, lessons, and school assemblies. Internet safety day is an annual school event. All pupils know the school safeguarding team.

Learning how to be safe and ensuring pupils know they have a choice and can say 'No' is prioritised. We recognise that our pupils are particularly vulnerable and struggle without support to recognise signs of abuse. Visual learning and activities such as the NSPCC Pants rule was very successful and will be repeated annually. Bullying is presented as being or not being a good friend. Individual pupils are taught signs, actions, and words to use to empower them to say 'No' and to make choices. More formal learning covers signs of abuse - physical, sexual, financial, neglect and emotional. Being Bullied and Cyber Bullying, misuse of drugs, alcohol, and the dangers of smoking are taught. Pupils are

informed as to who to talk to, ways to be safe and how to access external support networks such as Childline?

Fizzy, Clever hand and sensory circuit programmes are effectively embedded into short 10/15mins slots throughout pupils' timetables to support sensory integration, gross and/or fine motor skills to develop pupil's personal strength, movement, and coordination skills.

Creative Art

Individual and class group 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 successfully make props for their end of year production. 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 mental health and well-being for all.

Spiritual, Moral, Social and cultural development

This is developed and promoted through our school values and inclusive culture, weekly assemblies, whole school event days, educational outings and class/lesson initiatives.

Pupils are made aware of other cultures, to respect each other and are supported to be valued members of the school and their 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 support British Values* of equality, democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

PSHE, Citizenship and Community Inclusion

Our pupils are some of the most vulnerable and disadvantaged. The Llewellyn school believe in empowering pupils by giving them the support, resources, and the skills to make choices and to be confident and to know that's it's okay to say 'NO'. We aim to support our pupils to become healthy, independent, and responsible members of their community. PSHE is taught as discrete lesson or on a 1:1 basis to that is meaningful to that pupil. We aim to help them understand and know more about growing up, know their own and other rights. To maintain healthy relationships, develop self-worth and to recognise right from wrong. Pupils get regular opportunities to access our local community through a range of events, activities, and topic-based learning.

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 provides the school with access to the indoor and outdoor play, Alpaca walking, a museum, café, shop, garden centre, crazy golf and yearly visits to Santa's Grotto.

Science, History & Geography

These subjects are all embedded through school topic-based learning, of which at least one topic is science based. Other discreet lessons are linked to assembly subjects for example Black History Month.

Functional Science and mathematics is embedded through cooking and home life skills such as hygiene and using chemicals, different ingredients and through observational tasks, weighing and measuring, 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 such as 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, Apps, google maps, route planners etc.

Forest School Provision

Our Forest school promotes all aspects of our pupils development. It allows our pupils to be physically active and they are outside in the fresh air with access to the new experiences that outdoor learning can offer. 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. Technology through apps is used. Pupils are encouraged to participate in all weather conditions, to be creative and get mucky and wet providing them with new sensory experiences to feel and learn about. At least one term forest school activity will link to our whole school topic.

Enrichment Provision & Resources

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. 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. 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's progression is tracked 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.

Pupils' documents can detail (if appropriate):

Educational Health and Care Plans

Provision Plans

Medical Health Care plans

Therapy Reports and Specialist Record of Visit

Positive Support Plan

Risk Assessments & Personal Execution Plans

Children in Need Chn, / Looked after Children LAC, Child in Need CiC and/or Post Adoption meetings minutes

B'Square progress summary reports

EHCP Outcomes

Personal Progress Target

Behaviour and Attitude Targets

Pen Portrait

School Reports

Reading records

Home to school & school to home emails

Telephone logs

Incidence Reports

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

Through the Annual Review/EHCP process our pupils are encouraged and supported to take part and/or (if appropriate) present their own PowerPoint to show and tell their parents/carers their journey at the Llewellyn School or they can 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 for new pupils, mid-year progress report and end of year report. Reports are linked to progress monitored to format and identify outcomes/impact of personal progress, any areas for concern/development.

It is through the above-described curriculum provision that we believe the Llewellyn School more than meets the complex needs of all our pupils.