



Intent, Implementation, and Impact of our Curriculum

Every pupil at the Llewellyn school has an Education Health and Care Plans that inform us of their primary needs and their long-term outcomes. **Our Intent** is to provide an all-inclusive curriculum with a high-level specialist's provision and interventions to support their four board areas of our pupils needs.

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

Our curriculum is for all pupils at all levels, where effective planning, high level differentiation, resources, and specialist support, enable our pupils to access a meaningful education. Many pupils have different levels of educational participation and spiky profiles depending on their individual needs.

Our curriculum and school structure provides our pupils with a community away from home, where they develop essential social, emotional, health and well being skills. They are learning how to communicate, function, behave and interact in society. They make friends, connections, memories and celebrate with others, no matter age, sex, disability, religion, or culture.

We provide education for pupils functional at expected and above levels of the national curriculum and for pupils at the earliest levels of development, regardless of their chronological age.

Pupils' timetables reflect on their own specific needs and their EHCP provision plans, alongside formal and/or semi formal learning programmes. **The implementation** of our curriculum is centred around our current cohort of pupils. Termly topics are selected and planned by the teaching team to motivate pupils' interest and participation. Trips and creative activities are planned to be fully inclusive and as whole school ventures. Pupils are inspired by others; they pick up incidental learning from other classrooms, hall/corridor displays, artwork and/or by participating in shared creative activities, educational visits, and whole school assemblies. Pupils experience shared success. Greater collaboration and interaction at all stages of the teaching and learning process, strengthens our cross-curricular links.

The termly topic gives a framework for each class to work around by linking to stories, songs, practical, creative and core skills activities, real life situations and pupil's current knowledge. It makes learning more meaningful and relevant. Discussions and learning tasks introduce new experiences which extends on their knowledge and language skills. For example, 'Bright Lights and Cities' topic was linked through counting/sorting toy buses and taxis that introduces new vocabulary to planning and comparing costings for a trip to London. Literacy relates to age-appropriate songs or stories about London, role play having tea with the Queen or studying facts about the Great Fire of London and the Royal family.

Pupils are regularly assessed against their B'square levels, this provides clear learning objectives and progression routes in all relevant core subjects and across their individual areas of need. This informs our teachers of individual pupils expected learning objectives, so all pupils learning is continuously being extended as they progress, and pupils are being challenged to move on.

Reading is our whole school incentive, and it is encouraged and promoted continuously. Methods of reading range from book reading schemes to authentic resources such as magazines, on screen controls, signage, packages, directions, labels etc that promotes functional reading. Functional reading supports pupils' development of independent and self-help skills.

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

Specialist support and individual programmes for communication, sensory, physical, medical and/or personal care are embedded into pupils' weekly timetables.

Pupils are supported to learn how to self-regulate and reflect on their behaviours. Where required, pupils may have an individual 'positive support plan.'

Pupils social, emotional and health and wellbeing is always prioritised above our educational provision.

The impact of our provision is to support and provide the specialist help and resources for our pupils, to make progress and achieve their long-term goals and to work towards achieving meaningful independent living skills, where they can make informed choices and be valued members of their community and be prepared for adulthood.

Our additional/specialists' support provision includes;

- Physiotherapy (PT)
- Speech and Language Therapy (SALT)
- Hearing Impairment specialist (HI)
- Visual Impairment specialist (VI)
- Teacher of Deaf (TOD)
- Occupational Therapy (OT)
- Trauma therapy
- Deaf mentor/friend - self identity
- Multi-sensory impairment Specialist (MSI)
- Developing communication skills ranging from British Sign Language (BSL), Picture exchange communication (PECs), Voice Output Communication Aid (VOCA), Grid player/Augmented Alternative Communication, Communication books/boards and Assisted Listening Devices (ALD)
- Bespoke positive support plans / interventions
- Daily Sensory circuits and Self-regulation interventions
- Therapy Room & Equipment
- Medical Room
- Care suite & Hoist
- Disable/sensory playground
- Forest School provision
- Animal care / Therapy
- Horse riding
- Swimming & Hydro Pool
- Music & Art therapy
- Coding lessons

Our high-level medical interventions include our school nurse and highly trained support staff for

- Enteral feeding and J-Peg
- Dysphagia SALT programmes
- Tracheostomy care - suctioning and tube changing
- 1st Aid
- Epilepsy & Admiration buccal/midazolam
- Catheterisation
- Venting