

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

Our Intent is to provide an all-inclusive curriculum with high-level specialist's provision and interventions to support the 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

The implementation of our curriculum is centred on our current cohort of pupils. Pupils' individual timetables reflect on their own specific needs and their EHCP long term outcomes, alongside formal and/or semi-formal learning programmes. With ambitions for all our pupils, we provide educational programmes, for pupils functioning at the very earliest levels development to National Curriculum expected levels and ASDAN Qualifications.

The impact will enable pupils to make personal progress where they can learn, remember, achieve and aspire. Whilst preparing for adulthood by achieving meaningful, qualifications and independent living skills, where they can make informed choices and be valued members of their community.

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, where 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 our disabilities/difficulties.

Thankfulness

We are thankful for our school, our families, and friends who support us in achieving our life goals.

Respect

We are kind and polite and treat everyone with respect.

The Llewellyn school is a small independent specialist school that is located on the Quex Park Estate in Birchington, it is 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 nursey, allotments, children indoor and outdoor play areas and horse stables/riding yard all of which are accessible to our pupils.

We are a small school, 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, and ASDAN accreditations and post-16. Many of our pupils have diverse profiles and multiple needs including medical and personal care, physical difficulties, sensory impairments and learning difficulties.

Our school has an 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. She has intimate knowledge of the children with complexities and physical disabilities and therefore has a greater understanding of extensive barriers that parents encounter through her personal experiences.

We can support young people with complex medical, feeding, physical and personal care needs. We have medically trained staff including tracheostomy and gastronomy care, on-site every day and our pupil's need dictate our staff training programmes. Our school facilities are all wheelchair accessible and includes our garden/playground, a fully equipped medical room, care suite and therapy room. We recognise that every pupil is a unique person with individual needs, and they have their own areas of interest, motivation, and aspirations.

<p>How will Llewellyn School support my child?</p>	<ul style="list-style-type: none"> • Every pupil has an EHCP supported by our provision plans to ensure all their long-term outcomes are being provided for. • We provide access to a safe all-inclusive school environment. • Access to bespoke curriculum designed to meet the individual needs of the pupils. Our curriculum provides for pupils functioning at the very earliest levels of development up to national curriculum expected levels, ASDAN accreditations and post-16. • We have high level of specialist trained teachers, medical, therapy and support staff including a Speech and Language therapy assistant, Physiotherapy assistant and visiting Teacher for the Deaf. • Highly medically trained staff to implement and monitor all medical procedures, overseen by a qualified nurse. • Small class sizes and high level of support staff. • Total communication environment including British Sign Language, Picture Exchange Communication (PECs), Augmentative Alternative Communication and Grid players (AAC), Assistive listening devices (ALD). • Wide range of meaningful interventions to support self-regulation and/or multi-sensory needs to additional therapy or cultural lessons. • Bespoke Positive Behaviour Support Plans, if required.
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	<ul style="list-style-type: none"> • Wide range of facilities including a medical room, therapy room, forest school, fully wheelchair accessible school including accessible toilets and wet room. • 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.
<p>Our School Curriculum and Provision</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 therapy interventions. This includes our formal curriculum, which comprises of termly topics with Geography and History embedded, expressive arts, foodwise, football, gardening, roadwise, citizenship, RSE, PSHE, computing, reading, literacy, functional home and life skills, maths, ICT/technology, Art, Music, animal care, forest school, daily phonics programmes, community inclusion, health and wellbeing including PHSE. • Our semi formal curriculum supports additional needs/interventions for communication and interaction, sensory, physical, medical and/or personal care, cognition and learning, and social, emotional, and mental health development. • Teaching and planning have high level differentiation and can be adapted daily depending on the pupil's needs and responses to what is provided. Staff are trained to help adapt this to pupil's needs. • Our timetables reflect on pupil's interest, support needs and motivators. Currently this includes Horse Riding, Hydro Pool, swimming, Deaf Culture, Golf, Taekwondo, Coding Lessons, Piano Lessons, Vocal lessons, drumming lessons, Art Therapy, community-based activities including library, shops, beach, and indoor or outdoor play areas. • All-inclusive yearly events and school trips are planned and celebrated. • The school small animal care facility, and therapy dog are all on-site for pupils to interact with or to take animal care responsibilities. • Large garden with a wide range and access to play equipment and space. • Pupil's personal adapted bicycles are stored on-site to regularly use and support physical development. • Onsite Forest school provides learning activities and sensory/self-regulation location for pupils to use. • Wheelchair accessible minibuses, to support access to local facilities and community inclusion and school trips. • Personal progress programmes are planned and resourced to support meaningful life skills to prepare our pupils for adulthood. • Our pupils could be on one level, learning number fractions, measurement, and probabilities and on another level learning to brush their teeth or to walk, eat/swallow safely and to toilet themselves.

<p>Additional specialists support we provide at Llewellyn School</p>	<ul style="list-style-type: none"> • We have a diverse set of qualified and experienced members of staff, including Senior Leadership, Teachers, medically trained teaching assistants and a part-time nurse. • Our specialist provision includes. Speech and Language Therapist and Therapy Assistant Physiotherapist and Therapy Assistant British Sign language trained staff at level 1, 2 & 3 Trained staff in PECs and AAC Tracheostomy and Gastrostomy trained staff. Medication awareness, infection prevention, blood glucose monitoring, dysphagia, vent care, buccal training & epilepsy awareness, and hoist trained staff. • We have a fully equipped therapy room and a designated medical room, wet room, and accessible toilets. • Medical training is reviewed regularly and/or when their needs change to ensure our pupils are being supported correctly.
<p>How do we help with the health and wellbeing for your child?</p>	<ul style="list-style-type: none"> • We recognise that every pupil is an individual with diverse needs, and they have their own areas of interest, motivation, and aspirations. • We have in depth/bespoke Positive Support Plans to support pupils with opportunities to self-regulate, methods and resources to reduce anxieties, participate in reflection activities and many other methods relatable to their specific needs. • Medical and personal care needs are supported by highly qualified staff. • Good home and school partnerships - Parents are welcome to make an appointment at any time to discuss any changes in needs or voice any concerns or if they would like some more support at home. • If required referrals to specialist support are identified, signposted or if appropriate sourced e.g., CAMHS. • Where appropriate pupils can have 1:1 tutorial and are encouraged to participate, propose, and agree strategies in their own Positive Support plan. • Pupil voice is valued and listened to. There is also a school council that meets on a regular basis. • 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 proactive, to participate in all they can to become valued members of their home, school, and the wider community. • We have animal care facilities that strengthens our educational programmes, behaviour support interventions, pupils' sensory needs which provides a welcoming and therapeutic setting.

	<ul style="list-style-type: none"> • 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 experience what the outdoors can offer. • 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 are encouraged to proactively 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. • Functional learning is prioritised to support learning to be meaningful and long-term independent living skills. • Reading continues to be the whole school incentive and is promoted throughout the school day. Functional reading opportunities are supported through magazines, instructions, packages, labels, and signage. The school has adopted The Accelerated Reader programme - where a pupil reads a book, takes an online multiply choice quiz, and gets immediate feedback. Pupils are motivated to make progress in their reading. This supports reading practice and provides assessment data for all pupils at all levels. Pupils will have access to over 7,000 online books. Available for primary and secondary pupils. Our Phonics programme Provides a structured approach to learning grapheme-phoneme correspondences (GPCs), perfect for helping children progress from simple sounds to developing more complex knowledge and skills. • For pupils who cannot speak, they can learn through British Sign Language, Signed Support English and/or through PECs and ACC support. Where appropriate, pupils also use platforms such as Grid player to support their communication needs.
<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/emailed handovers are provided every day. Parent/carers are informed and encouraged to participate in developing positive support plans, targets, DoJo rewards and consistency of learning and communication methods. • Outcome of Parent/carers questionnaires are valued and listened to. • Parents/carers are invited to events and regular school reports are supported by EHCP reviews and parents' evenings. • There is a school website, and social media that parents/carers can also view and interact with. • Homework is sent out weekly which can include on-line homework through the Educational City and timetables rockstars platforms. • Termly newsletter informs parent/carers of the school events and celebrates all the pupil's activities and achievements.

Policy Reviewed by:	Natalie Lovelock
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Policy Verified by:	Sara Llewellyn (School Leader-CEO)
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