



## The Llewellyn School Policies and Procedures

# Teaching and Learning Strategy

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This policy is intended to have a positive impact upon learning and teaching at The Llewellyn School. This policy will be based upon three inter-connected principles:

- All learners should be treated with the same level of care and respect no matter what their presenting needs are.
- Learners need to be fully engaged for learning to take place.
- The development of teaching and learning should be a collaborative enterprise.

The Llewellyn school's overall aim is to 'engage' pupils in their learning with a view of developing:

- Responsible citizens.
- Confident individuals.
- Successful learners.

These three aims will be achieved and underpinned throughout the content and context of every school activity so that pupils:

- Are healthy.
- Stay Safe.
- Enjoy and achieve.
- Make a positive contribution.
- Achieve economic well-being.

Our focus at Llewellyn school is to concentrate on developing attitudes and attributes to improve adaptability, resilience, confidence and risk-taking. We endeavour to scaffold children to develop skills such as literacy, numeracy, communication, ICT, personal and inter-personal skills ensuring they can be successful, knowledgeable and have a good understanding of the wider community to encourage personal responsibility. We will achieve this by:

- Establishing a high quality, bespoke provision for pupils who need an environment that challenges and promotes achievable expectations.
- Recruiting qualified and experienced staff with substantial background and training in Deaf education and SEN.
- To promote a wide range of enrichment experiences which enable children to develop their learning skills.
- To use a holistic approach to the pupil's learning.

At Llewellyn School pupils are organised into classes not just by age, but by need, ability, and occasionally social and emotional capabilities. Therefore, it is acknowledged that flexibility is necessary to meet the various needs of the pupils. The teaching and learning content must be organised in a way that provides the greatest range of experiences and situations, underpinned by the core values of the school.

The curriculum plans need to ensure that the following are in place:

- Routines.
- Differentiated lessons.
- Age and need appropriate.
- Personalized challenges/targets.

- Spiritual, moral, social, and cultural opportunities.
- Outside classroom learning.
- Events in and outside school.
- Assessment for learning.
- Behaviour Management Plan.
- Environmental opportunities.
- Emphasis on ICT and use of technology.

Planned themes should be incorporated into the overall curriculum to provide purpose and Significance such as:

- Cultural diversity.
- Healthy lifestyles.
- Community participation.
- Enterprise.
- Sustainability.
- Creativity and critical thinking.
- Within this, all statutory expectations need to be covered at the appropriate key stages.

### The Role of the Teacher

- To plan and teach the strands through the areas of learning. Individual targets for each strand will be set during the IEP development process and reviewed regularly.
- To plan focused opportunities from teaching and learning the skills needed to access a rich range of experiences.
- Use the topics for interest and motivation.
- Give the pupils opportunities to practice and generalise their learning.

### Teaching Staff

- Staff are to have high expectations of themselves and the pupils whilst acknowledging that many children with complex needs, need time to learn new and useful skills.
- Staff to plan appropriately for each individual pupil using a strong multidisciplinary approach.
- Planning to be uploaded onto the shared drive on a weekly basis.
- Staff to plan their lessons alongside therapy plans from Speech and Language Therapists, Occupational Therapists and Physiotherapists tracked through the child's EHCP.

### Approaches to Teaching

There must be a good balance of individual, group and whole-class teaching. Teachers must carefully choose the style of teaching which is most effective, and groups will differ in composition and size for different activities. There may be several different activities in progress and at these times the teacher will be assisting mainly one group or individual whilst the remainder will be involved in planned activities that do not require teacher input.

It is important that while this is in progress, children stay on task. This can be helped by:

- Having well organised and labelled resources.
- Having a visual timetable of the school day.
- Taking time to train children in procedures.
- Making sure the children are aware of what they must do when they have completed an activity.
- Making children aware that the teacher does not always have to be the first in line of contact. TA's, children, and other helpers can be used.

### Planning and Learning in the School

We believe that there are 4 essential strands for life and learning. Our intention is that these are a part of everything we do at The Llewellyn School. These are:

1. Learning skills.
2. Communication and behaviour.
3. Social skills.
4. Independence.

These strands will be taught through the following areas of learning:

- Communication, Language and Literacy.
- Mathematics.
- Science.
- Place, Time /People and Culture (Topic).
- Personal, Social and Emotional Development (PSHCE).
- Arts, Creativity and Design.
- Physical Development (individual targets and session plans will be developed in conjunction with Physiotherapists and Occupational Therapists).
- The use of computer technology (ICT) is fundamental to teaching and learning across the curriculum.

### Planning cycle



### Assessment in the School

- It is expected that most pupils entering the school will have an EHCP with some targets already set.
- All pupils will be observed in their first two weeks. The observations are recorded on the B-Squared base line phase 1 or 2 as appropriate, followed by a meeting between staff and parents to create an individualized learning programme.
- Pupils have a wide range of abilities and learning styles and the approaches to assessment must reflect this.
- B-Squared assessment package is used for effective tracking and assist in planning and delivering next steps.
- Routes for Learning is an assessment package for multisensory learners operating between P1-3 and supplements B-Squared. This package will be used as necessary.
- A Pupil Progress file will be established to show a clear picture of progression and will contain all documentation appropriate to the pupil.

### The Llewellyn School Curriculum Plan

#### Rationale

The Llewellyn School is a primary school for pupils with Medical and Special Educational Needs, from 4-25 years of age. We aim to provide motivating, challenging and relevant education to pupils with a range of disabilities and behaviours including medical, physical and communication needs.

We understand that pupils with complex learning needs can experience a diverse range of unique qualities that can present barriers to their learning. It is therefore important that The Llewellyn School's curriculum must pay sufficient attention to addressing these barriers, thus enabling our pupils to enjoy learning, and challenging them to achieve.

We aim to do this by creating a child-centred curriculum, with a focus on planning and delivering a curriculum that is tailored to the needs of each individual child. We will do this by addressing each pupil's particular needs with specialist curricular approaches to meet all learning needs which provide a relevant motivating and challenging curriculum.

Our child-centred curriculum aims to provide a framework that not only develops our pupils' intellectual capacity but also develops their communication skills, independence, interaction, physical control, and sensory skills; it will enable pupils to develop the skills they require to learn effectively and enjoy a good quality of life.

#### Aims and Objectives

The Llewellyn School's Child-Centred Curriculum aims to be:

- **Motivating** - We strongly believe pupils learn when they are interested, stimulated, and engaged.
- **Relevant** - All planning needs to be relevant to the learning styles of the pupils, considering all their learning needs.

- Challenging - We must set high, but realistic expectations to be held by everyone in the team, and teaching ensures progress for all pupils. •
- Focused - Individual Educational Plans will inform all aspects of provision for maintaining focus during lessons.
- We understand that many children with complex special educational and behavioural needs require time to learn new and useful skills; therefore, the process of learning must be constructed carefully. Our curriculum covers a broad base of topics and skills to encourage breadth both in study and experience. However, we also believe that our pupils should experience a personalised and differentiated curriculum that gives opportunities for learning incrementally, building one skill upon another. Therefore, our teachers will use the curriculum as a framework for their teaching but will not be confined by it.
- Teachers will respond to the individual needs of the children by adapting the presentation and pace of the curriculum to match the sensory and physical challenges the pupils may have.

### Enriched Curriculum

We aim to deliver a broad, balanced, and personalised curriculum using a range of specialist curricular approaches and interventions. Examples of this enhanced curriculum include:

### Communication Development:

- A total communication environment encompassing:
- British Sign Language (BSL)
- Intensive Interaction.
- Object Cues & Objects of Reference.
- Touch cues.
- Co-active/ body signs.
- Tactile signing.
- PECS.
- Communicate in Print.

### Physical Development:

- Physiotherapy and Occupational Therapy.
- Hydrotherapy Swimming.
- Sensory Programmes.
- Horse riding.
- Soft play.
- Forest School.
- Sensory Cooking Sessions.
- Windchimes; an in/outdoor play space designed around the needs and wishes of disabled children.
- Gardening in our allotment.

### Creative Development:

- Group sessions with specialist Art teachers.
- Group sessions with specialist Music teachers.
- 1:1 Music tuition.
- Sensory Cooking Sessions.
- Links with local theatre, art galleries and community groups.

### Personal, Social and Emotional Development:

- Many opportunities for local community visits.

### School Assessment Strategy

The main purpose of assessment is to support teaching and learning. By identifying what pupils already know and can do and what their next steps should be.

### Baseline Assessments for new Pupils

It is essential to assess all new students to provide a baseline to show value added progress and ensure pupils are given the most appropriate learning experiences for their needs. We observe new pupils for two weeks and meet with staff and parents to create an individualised learning program.

### Assessment Techniques:

Our pupils have a wide range of abilities and learning styles and approaches need to reflect this. Techniques that we could use include:

- Observational assessment, where a member of staff who know a pupil well observe their response to learning activities and unstructured situations.
- Dynamic assessment, which looks at the pupil's responses in the context of learning a task.
- Questioning, which enables the teacher to make a judgment about pupil's degree of understanding.
- Formal assessment, where the pupil is asked to complete tests or set tasks which indicate their knowledge or approach to learning.
- Marking and review of work - see our marking policy.
- Reviewing other evidence, such as photos, collected over a period of time.
- Functional assessment of behaviour - see personalized behaviour plans.
- Analysis of video evidence.
- Records of frequency and intensity of behaviour incidents.

### B squared assessments

As part of our overall assessment package, we use B-Squared assessment package in order to address the issues of effective tracking and assisting in planning and delivering next steps. Teachers record pupils' progress on the relevant pages using the following recording method:

N: Encounter

U: Gaining skills and understanding

M: Mastered

Once a level is completed the date is entered and pupils move onto the next target sheet.

B-Squared is designed to be completed as and when students make significant progress as a minimum requirement it should be updated each half term.

It is important to note that for some pupil's specific barriers to learning may prevent them ever achieving certain targets. On these cases an entry of not applicable (N/A) should be made and the point considered as achieved to ensure they are able to move on beyond this level.

B Squared will also be used to provide annual statutory assessment requirements.

#### Pupil Progress file

We will establish individual files which should build to show a clear picture of progression and achievement over time. The file will include the following documentation, as appropriate to the individual:

- Yearly progress reports
- B-Squared printout of termly progress
- Any achievements/certificates/awards