



The Llewellyn School and Nursery



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

The Llewellyn Vision

"That all children with disabilities will be able to have a meaningful quality of life, by being able to participate, excel, and be proud of everything they do".

Our mission at The Llewellyn School and Nursery is to provide a high quality, holistic, therapeutic, effective and meaningful educational experience for all of our pupils.

The Llewellyn School and Nursery will inspire a passion for learning and celebrates the success and achievement of all of our pupils.

The Llewellyn School and Nursery is a very small, recently registered, independent school for children with special needs. The curriculum is child-centred, designed to accommodate individual learning styles within a total communication environment (including BSL) while providing the opportunity for each of the pupils to maximize learning to their full potential.

It has been shown that many children with SEND need a stress-free environment with few other pupils and a high adult/child ratio. We believe at The Llewellyn School and Nursery that the educational, social and emotional needs of each child are best served in a small-scale environment. The LSN accepts that this environment does not suit every SEND pupil but for those who need a bespoke curriculum and the opportunity to thrive with few external or anxiety raising distractions the school is starting to show good results for pupils.

The levels of support and provision offered by The Llewellyn School and Nursery

Throughout their time at The Llewellyn School and Nursery School pupils may receive varying levels of support according to their educational needs and circumstances LSN aims to ensure it is at all times responsive to any changing circumstances. The information in the table below is a guide to the 'typical' levels of provision found across the school.

	Whole school approaches. The universal offer to all our pupils	Additional targeted support and provision	Specialist individualised support and provision
Curriculum approaches	<ul style="list-style-type: none"> • Clear rationale for the delivery of all revised National Curriculum areas • Detailed curriculum planning/delivery for all subjects, with clear differentiated learning outcomes to provide all pupils/students with challenge evidenced through our rationale Pre-formal learning and Formal learning • Key learning indicators written for non-core subject areas to aid the differentiation of learning outcomes for each learner accordingly Pre- formal learning • Detailed planning based upon robust assessment of learning (Pre-Formal learning and Formal 	<ul style="list-style-type: none"> • Specialist curriculum to support different needs types of learners based upon robust assessment outcomes (MSI curriculum) • Flexible Curriculum based upon assessment of need - Personal Learning Plans • Visual timetables in all rooms • Whole school behaviour policy 	<ul style="list-style-type: none"> • Flexi Schooling Agreement between the parents and the school • Education out of School (personalised learning pathways) • Multisensory approach used within structured Teaching and Learning sessions • Personalised assessment of learning needs within Multi-Sensory Impairment (MSI) curriculum identifying domains/phases for each learner • Social and Communication

	<p>learning) evidenced via pupil's personal learning plans</p> <ul style="list-style-type: none"> • On-going assessment of pupil's progress and attainment • Opportunities to enhance and enrich Spiritual, Moral, Social, Cultural (SMSC) outcomes throughout the curriculum regardless of needs type fully incorporating the promotion of British Values • 1:1 Teaching sessions based upon robust assessment outcomes • 		<p>Difficulties rationale/school offer</p> <ul style="list-style-type: none"> • Additional Therapy
Teaching and learning approaches	<ul style="list-style-type: none"> • Differentiated learning outcomes (key skills) identified through robust assessment of learning within all curriculum areas (Pre-formal learning) • End of year reports to parents/carers • Annual review of EHC Plan • Individual Education Plans (IEP) • Visual timetables/targets • Ongoing assessments of pupil's progress and attainment 	<ul style="list-style-type: none"> • Use of appropriate switch technology • Use of multi sensory resources • Multi-Agency advice and guidance to inform/enhance Teaching and Learning (Pre-formal and Formal) 	<ul style="list-style-type: none"> • Bespoke AAC equipment and plans • One-to-one Specialist Coaching and CBT

	<ul style="list-style-type: none"> • Analysis of data to show progress over time (EYFS/P level and National Curriculum levels) • Use of Makaton/Exchange of pictures • Differentiation of resources to underpin teaching • Bespoke teaching route achieved via personal learning plan (Pre-formal/Formal)) • Personalised learning timetables • Personalised learning areas • AAC (Augmentative, Alternative Communication) • Sequence Strips • Objects of Reference used to support structured teaching and learning sessions • 1:1 Teaching Support where appropriate • Music Therapy sessions • Lego Therapy sessions • Interplay sessions • Cued Articulation 		
Engagement with families	<ul style="list-style-type: none"> • Day2Day books • Communicating with parents/carers policy fully informs practice 	<ul style="list-style-type: none"> • CIC (Child in Care) Reviews • Child in Need Reviews • Early support/TAC meetings 	

	<ul style="list-style-type: none"> • Annual Christmas performance • Reports to parents • Six monthly (EYFS), • Annual Review of EHCP • Whole school Open Days /Celebrations • Language Days • School texting service • School e mail service • School web-site • IEP outcomes meetings • Pupil progress meetings • School newsletter • Web site compliance • End of academic year school report for each pupil/student • Coffee mornings to be initiated 	<ul style="list-style-type: none"> • Multi-agency reports • Moving and Handling passports • Communication passports • Social and Communication Difficulties Programmes 	
Health, wellbeing and emotional support	<ul style="list-style-type: none"> • LSN Mission Statement underpins the promotion of British Values and SMSC development across the school providing meaning for each pupil of the school • Positive learning environment with excellent staff role models 	<ul style="list-style-type: none"> • SWIPE profiles (Social, Wellbeing, Intellectual, Involvement, Physical and Emotional) • Multi-sensory equipment • Physiotherapy guidance incorporated into classroom practice • OT guidance incorporated into classroom practice 	<ul style="list-style-type: none"> • Horse riding • Swimming/water activities (from PT recommendations)

	<ul style="list-style-type: none"> • Personal Social & Health curriculum as a core curriculum subject • A body of staff trained in first aid for the safety of all pupils • All pupils have risk assessments • Music Therapy • Art Therapy 	<ul style="list-style-type: none"> • IEP Targets (Care Plans) • CIC (Child in Care) Reviews • Physiotherapist support • Occupational Therapist support • Moving and Handling trainer on the school staff • Moving and Handling assessments in place for appropriate pupils • Personalised Moving and Handling passports • Safe spaces 	
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