

The Llewellyn School and Nursery

TEACHING & LEARNING POLICY

HEAD TEACHER: SARA LLEWELLYN

DATE AGREED: 31st JANUARY 2019

DATE OF NEXT REVIEW: 30th JANUARY 2020

**ALL, STAFF HAVE ACCESS TO THIS POLICY AND
SIGN TO THE EFFECT THAT THEY HAVE READ AND
UNDERSTOOD ITS CONTENT**

The Llewellyn School and Nursery

Teaching and Learning Policy

Aims

- To establish a high quality, bespoke provision for pupils who need an environment that challenges and promotes achievable expectations.
- To recruit qualified and experienced staff with substantial background and training in Deaf education and in SEN preferably from the local area
- 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.

Teaching

- Staff to have high expectations of themselves and the pupils while 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
- Staff to plan working with therapy plans from Speech and Language Therapists, Occupational Therapists and Physiotherapists as appropriate
- Staff in the nursery to plan centred on the Early Years Foundation Stage Framework, whilst in the school a play based curriculum will often remain appropriate but will be based on the National Curriculum
- Staff to employ a personalised approach to learning for each pupil

Planning, Learning and Assessment in the School should be read in conjunction with School Curriculum Plan and School Assessment Strategy Appendix 1 and 2

Planning and Learning in the School

- The Llewellyn School believes there are four essential strands for life and learning
 1. Learning skills
 2. Communication and behaviour
 3. Social skills
 4. Independence
- These strands will be taught through the following areas of learning
 1. Communication, Language and Literacy
 2. Mathematics

3. Science
4. Place, Time /People and Culture
5. Personal, Social and Emotional Development
6. Arts, Creativity and Design
7. Physical Development (individual targets and session plans will be developed in conjunction with Physiotherapists and Occupational Therapists)
8. The use of computer technology 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 for their first two weeks. The observations are recorded on the BaseLine 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
- Bsquared 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 Bsquared. 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.

Planning and Learning in the Nursery

- Planning is based on the school's nursery syllabus, using the Early Years Foundation Stage Framework and where possible using the three characteristics of Effective Learning
 1. Playing and exploring
 2. Active Learning
 3. Creating and thinking critically
- Planning of individual activities will be based on the pupil's Personalised Plan. To support the achievement of the targets a weekly, termly if more appropriate, a Possible Lines Of Development (PLOD) sheet will be written to plan activities that interest and are suitable for the pupil

Assessment in the Nursery

- On entry to the nursery each pupil is assessed through observation and Portage Developmental Profile, if available and this will be recorded in their Learning Profile booklet
- A Personalised Plan will then be developed based on the initial assessment and any therapy plans. This will be reviewed six times/year

- Activity sheets can be used to record 1-1 activities employed towards a target and the outcome of the activity.
- The Learning Book tablet and programme will be used to record observations of individual pupil's development against the EYFS. These photos and videos will be accessible to the parent
- The pupil's progress will be updated in their Learning Profile booklet three times/year along with the profile sheets

The Llewellyn School and Nursery

School Curriculum Plan

Rationale

The Llewellyn School is a Primary School for Pupils with Special Educational Needs, from 4-11 years of age. We aim to provide motivating, challenging and relevant education to pupils with a range of disabilities 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** –pupils learn when they are interested, stimulated and engaged
- **Relevant** – relevant to the learning styles of the pupils and taking into account all their learning needs
- **Challenging** – suitably high and realistic expectations are held by everyone in the team, and teaching ensures progress for all pupils
- **Focused** – Individual Educational Plans inform all aspects of provision

We understand that many children with complex special educational need 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 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.

Curriculum Organisation

We believe that there 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:

- Learning skills
- Communication and behaviour
- Social skills
- Independence

Teachers will plan and teach these strands through areas of learning:

- Communication, language and Literacy
- Mathematics
- Science
- Place Time/ People and Culture
- Personal, Social and Emotional Development
- 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 is fundamental to teaching and learning across the curriculum.

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
- Allow space for the children to surprise us

Planning Cycle



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
- Beach School
- Sensory Cooking Sessions
- The Secret Jungle; an outdoor play space designed around the needs and wishes of disabled children
- Gardening

Creative Development:

- Group sessions with specialist art and music teachers
- Music workshops
- Sensory Cooking Sessions
- Links with local theatre, art galleries' and community groups

Personal, Social and Emotional Development:

- Many opportunities for local community visits

Appendix 2

The Llewelyn School and Nursery

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 individualized learning programme.

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
- Criterion-referenced assessment, which measures a pupil's attainment against a list of skills or pieces of knowledge
- 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
- Reviewing other evidence, such as photos, collected over a period of time
- Functional assessment of behaviour
- Analysis of video evidence
- Records of frequency and intensity of behavior 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 assist in planning and delivering next steps.

At the beginning of the year staff should ensure that current assessment levels on B Squared are accurate. Teachers then record as pupils' make 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 pupils 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.

Routes For Learning

This is an assessment package for multi-sensory learners operating between p1-3

It is intended to supplement b Squares and provides small step pathway that reflects particular learning characteristics. The process involves a Routemap which provides an overview showing Key milestones of early cognitive development, communication and social interaction. It is believed that every learner will pass through these key milestones, although the path they use may vary according to their individual learning needs. Individual progress is charted according to the number of routes achieved.

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:

- Termly reports
- B squared printout of annual progress
- SALT reviews/ assessments
- Communication profile and progress report
- Eating and Drinking guidance
- Physiotherapy report
- Occupational therapy report
- VI/HI report
- Health Care Report
- Subject reports –with at least one piece of evidence that illustrates unaided work
- Behaviour plan

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| The policy was adopted by: The Llewellyn School and Nursery | Date: 19 th September 2016 |
| Reviewed on: 31 st January 2019 | Signed: S J Llewellyn |
| To be reviewed: 30 th January 2020 | |