

Leopard Class Rationale 2024-2025

Unique Learner: The 9 pupils in Leopard class are aged between 11 and 14 years. Pupils have a range of profound and multiple learning disabilities (PMLD).

Positive Relationships: Leopard class enjoys positive relationships with consistent staff, who engage with and support each pupil throughout the day. The team consists of 1 Teacher, 5 Teaching Assistants (four job share, two sets of part time staff) and 3 Special Needs Support Workers.

All staff engage and support each pupil in Leopard class daily. They create a caring and supportive environment for pupils by getting to know them all well, and communicating with them in ways that they can relate to and respond to. Each pupil has a Key Worker, who will ensure they have what they need, and that they are happy, and doing well at school. They also communicate with their parents or carers, making regular and other necessary telephone calls. The class teacher will write to each household daily using the Digital Diary Sheet on School Life, to say what activities they have engaged in. Individual additional information will be added to this. Parents are welcome to make comments on the diary entries, and to give any information they feel necessary for that day about their child. Parents are also welcome to telephone to speak to key workers or the teacher.

Leopard class have visiting professionals who regularly support them. These include The Music Man; Physiotherapists; Speech and Language Therapists; Occupational Therapists; and the School Nursing team.

Engaging Environments: Leopard classroom has a main area for pupils to come together for group and class learning opportunities. There is an interactive white board which may be used as part of this learning. There are two soft mat areas for pupils to be able to stretch out or engage in social activity with peers or adults. Pupils may also use these spaces to engage with their physiotherapy programmes or other therapeutic activity. Leopard class has an outdoor area with a gazebo to facilitate outdoor learning and recreation.

In Leopard class the environment is designed to support our Total Communication approach. There is a symbolised timetable which supports staff's use of speech and signing, to indicate to pupils what they are going to do. There are Objects of Reference which indicate to pupils where they are going when they leave the classroom. Some pupils also have access to TaSSeLLs on-body signs. Display boards depict pupil learning and relate to whole school topics or specific curricular areas. Switches are ready to hand and on display for easy access to communication for pupils.

Pupils in Leopard class access a range of learning environments outside of the classroom. These include Soft Play, Sensory Room, Library, Sports Hall and Cookery Room.

Learning and Development: Pupils health and wellbeing is always the priority. Pupils' health and movement plans are incorporated into each day alongside their learning experiences. Leopard class engage in a holistic, sensory based approach to the curriculum which is delivered through a range of vehicles.

Pupils' outcomes from their Education Health Care Plans are supported throughout the curriculum. These are broken down into smaller targets which are focussed on for a term, before being evaluated and updated.

Leopard class use Evidence for Learning to record pupil progress each week across the whole curriculum. This is shared with families, to enable them to see what has been accessed and how pupils are responding and achieving.

When a pupil has done particularly well, this is recorded in the same way, and tagged as a WOW moment.

Leopard class welcome parents and carers to Family Learning sessions, where they can take part with their young person in a focussed lesson.

Leopard class strive to ensure each pupil feels highly valued, and that they achieve their full potential in all aspects of their education and their personal wellbeing and development.

September 2024