

Our Independent Autism Special School is available to pupils throughout South West Wales.

To discuss a place at our school, or for more information about our admissions procedures, please contact the school office on **01554 890796** or email info@gwenllianeducationcentre.co.uk



How to find us:

Gwenllian Education Centre, Hillfield Villas, Kidwelly, SA17 4UL
Kidwelly train station and local bus services are a short walk from our school and we have off road car parking for visitors arriving by road.



Copies of our Policies and Guides including the concerns procedures are available at the Gwenllian Education Centre reception.



Like us on facebook
Gwenllian Education Centre



School Prospectus



Welcome from our Head Teacher



Gwenllian Education Centre is a very special place to work and learn. We are an Independent School providing specialist education to young people with a diagnosis of autism and additional learning needs. Our pupils receive individual and personalised learning experiences and behaviour support from our highly-skilled, specialist team.

We provide education to young people across the spectrum and school placements are available to pupils between the ages of 5 and 19 years.

I am very proud that we received our first core inspection from Estyn in January 2019 where the Inspectors unanimously agreed that Gwenllian Education Centre is a highly successful school. Estyn awarded us with 'Excellent' for School Standards and Pupil's

Wellbeing and Attitudes to Learning. It continues to be a delight in being the head teacher of Gwenllian Education Centre and to have developed a school and service that provides children with autism, a bespoke education. The school was founded in 2014 by myself and my wife, Rebecca Hipkiss. I have a younger brother with autism and have worked as a teacher and deputy head teacher in special education for 19 years. We are a family run organisation that is committed to providing a high quality education to all of our pupils.

Thank you for taking the time to find out more about our school and I hope you enjoy looking through this prospectus. If you would like to find out more about our school, please contact us to arrange a visit, meet our staff and experience for yourself just how unique our school really is.

Leigh Hipkiss BSC MA
Head Teacher
Gwenllian Education Centre



Occupational Therapist

Our Occupational Therapist visits the school monthly and works closely with Class Teachers, Behaviour Analyst and Speech and Language Therapist to devise OT programmes that work on developing pupil's functional motor skills and meeting pupils' sensory needs.

Senior Teaching Assistants

STA's are staff that practice under the close, ongoing supervision of the school's BCBA's and Class Teachers. The STA is primarily responsible for the direct implementation of behaviour-analytic services.

Teaching Assistants

TAs are directly responsible for teaching pupils on a daily basis using behaviour-analytic strategies.

Our staff have also received training in the following areas:

- * Level 1 & Level 2 Talk Tools
- * Talk Tools: Childhood Apraxia of Speech
- * Talk Tools: Feeding Therapy
- * Essentials for Living
- * Rebound Therapy
- * SCERTS
- * Early Start Denver Model
- * Picture Exchange Communication System (PECS)
- * The Pyramid Approach to Education
- * Verbal Behaviour Approach
- * Intensive Interaction
- * Sex and Relationship Education & So Safe
- * Epilepsy with Buccal Midazolam
- * Developing Social Skills, Self-Esteem and Relationship Skills
- * Motivation and Games
- * SULP
- * Social Stories
- * Equals
- * TEACCH
- * ELKLAN
- * Read Write Inc.
- * Signalong
- * Tac Pac
- * Sensory Integration
- * Social Thinking
- * Anxiety, Fears and Phobias
- * PEAK
- * VBMAPP

Skills and Expertise

To ensure our pupils receive a high quality education, we employ a team of highly skilled and qualified professionals. We provide our staff with in depth training to develop a range of skills. Our teaching staff are fun, caring and enthusiastic, and expertly guide and encourage our Teaching Assistants in providing motivating learning experiences to our pupils.

Multi-Disciplinary Team

Teachers

Our highly qualified and experienced teachers are responsible for planning, assessing, teaching and monitoring pupil's targets.



Board Certified Behaviour Analyst

Our Board Certified Behaviour Analysts are responsible for assessing, designing and monitoring the implementation of individual behaviour plans. Our BCBA are also responsible for training and supervising all staff in the implementation of behaviour-analytic interventions and strategies.

Speech and Language Therapist

Our SLT works closely with Class Teachers and Behaviour Analyst to devise speech and language programmes for individual pupils. Our SLT visits the school to deliver individual sessions with pupils to work on their specific speech and language targets.

Our School Ethos

A holistic, personalised and meaningful learning experience, to fully support our pupils to reach their full potential, within a caring and fun environment



"Across the school, staff apply the school's procedures for behaviour management consistently. This enables pupils to make important improvements in their ability to regulate their behaviour and gives nearly all pupils the skills they need to engage consistently well in learning activities and access learning in the local community."

Estyn (2019)

OUR CURRICULUM

uniquely tailored

We adopt an individualised person centred approach to meet the curriculum needs of our pupils. We want to ensure that learning is positive and worthwhile so our pupils are motivated to learn and enjoy their educational experiences.

Pupils will have access to specific educational programmes to assist with the development of skills and knowledge, as well as access aspects of the national curriculum, when suitable.

All pupils engage in Literacy, Numeracy and ICT activities. Pupils will also have the opportunity to access a range of additional subjects such as swimming and cycling, musical activities and school productions.



We endeavour to develop independence through the teaching of communication, social and functional skills through our curriculum, to enable our pupils to make healthy, safe, life choices for themselves and others. Our curriculum helps pupils to understand, be interested in, and show respect to others, whilst developing their self esteem. We aim to ensure our

students are able to organise themselves with independence and develop as social and communicative individuals.

Gwenllian Education Centre is part of Reflect Education, who provide a range of specialist services to individuals with additional learning needs. Services currently available include education outreach services, ABA consultation, Speech and Language Therapy and Occupational Therapy. Reflect Education also provide a range of care services within the community and at our day care centre, The Well.

Developing Positive Relationships with Individuals in Distress

We use positive handling intervention techniques called Team Teach which helps our pupils to regulate themselves during times of distress.



When required, positive handling plans are written to assess the risks that may be present when a pupil engages in behaviours that challenge. These plans describe the strategies to be used to deescalate behaviour, and to ensure that pupils feel safe, and positive relationships are maintained.

For more information about Team Teach visit www.Team Teach – Training in positive behaviour management

School Wide Behaviour Support

At Gwenllian Education Centre, we work with pupils who may present with a range of behaviours that challenge. Helping pupils to regulate their emotions and use alternative ways to express themselves, is the fundamental aim to managing pupil's behaviour.

This is achieved by providing pupils with a positive learning environment and developing individualised behaviour support plans.



Using evidence-based practices, our school's Board Certified Behaviour Analyst works closely with class teachers to assess, design and monitor behaviour plans. These plans are based on the science of Behaviour Analysis. Behaviour plans focus on reducing behaviours that challenge and teaching appropriate replacement behaviours.

Staff are trained to implement the behaviour plans consistently and effectively. Behaviour plans are monitored daily, and are reviewed and updated in line with our behaviour policy.

All plans are agreed with by parents and carers before they are implemented.

On intake, all pupils are assessed to evaluate their current skills through a variety of assessments. It provides a starting point from which we are able to target future progression.



Our pupils are taught through a variety of teaching activities delivered both individually and within groups. Learning takes place across the different learning areas within school and the local community.

"The school provides a broad, balanced and relevant curriculum that has a strong and appropriate focus on meeting pupils' therapeutic needs, developing positive attitudes towards learning and improving pupils'

ESTYN (2019)

Functional living skills are prioritised within our school curriculum and pupils are taught relevant life skills that they can use when they leave school

Our school pupils are placed in to one of two teaching departments based on the skills and learning needs of the pupils. These departments are known as Adran Las and Adran Borffor.

Adran Las

Pupils within Adran Las typically have individualised programmes developed to assist with a range of complex learning needs, including developing functional communication, cooperation, and skills to facilitate learning. There is a heavy focus on developing receptive and expressive language skills as well as personal care routines, self help skills and activities within the community. Older pupils may have opportunities to engage in accredited learning such as ASDAN. Pupils are sometimes taught individually in personal classrooms and skills are generalised within group lessons, school activities and educational visits. Pupils also have the opportunity to develop their social skills through group work and playtime activities.

On entry, pupils are assessed by a multi-disciplinary team including the school's Behaviour Analyst, Speech and Language Therapist, Occupational Therapist and Class Teacher. Bespoke programmes of education are then designed and introduced to each pupil. Some pupils within this department will also access aspects of the national curriculum, if suitable.

Pupils are supported individually throughout the school day. Target responses are recorded daily and progress is monitored on a weekly basis. Data based decisions are made before any educational or behavioural programmes are changed.



Adran Borffor



Pupils within Adran Borffor will also have individualised plans to support pupil's learning needs. Pupils will typically have knowledge of the national curriculum and have many well established academic skills. Typically, pupils within Adran Borffor will require additional support to facilitate social and communication skills, including verbal reasoning and perspective taking skills, and to engage in advanced academic learning.

Pupils may have access to skills and programmes utilised in Adran Las, however, pupils in Adran Borffor will follow all core national curriculum subjects including English, Mathematics, Science, PSHE and ICT. Pupils will also have access to our functional living skills programmes based on the Assessment of Functional Living Skills (AFLS) and ASDAN accredited courses.

There is also the potential for some pupils to complete external examinations such as entry level examinations, GCSEs and A'Levels. We are able to make additional arrangements for pupils with specialist interest areas, such as foreign languages or engineering.

Further details regarding our school curriculum is available in our school curriculum policy.

"... the introduction of a whole school approach to managing pupils' behaviour, ... has a very positive impact on creating a calm and tranquil learning environment."

Estyn (2019)