

 **The Lady Byron School**

Welcome to our school

"Where autism is a strength not a weakness"

A school for young people, age 10-17, with an EHCP and autism diagnosis

www.ladybyronschool.co.uk

reception@ladybyronschool.co.uk

0116 4670811



THE LADY BYRON SCHOOL



Meet Our Proprietor



THE LADY BYRON SCHOOL



Irinder Minhas

Welcome to The Lady Byron School, where our commitment to excellence in education is matched only by our dedication to nurturing the unique potential of each young person. As an independent specialist institution, we provide bespoke support for students diagnosed with Autism or those on the diagnostic pathway, all of whom have an Education Health and Care Plan. Our innovative teaching methods and supportive environment are designed to meet the individual needs of every student, promoting both academic achievement and personal growth. With two sites in Leicestershire, we cater to a diverse range of students aged 10 to 17, ensuring a tailored and inclusive learning experience for all. Our unwavering commitment to outstanding practice guarantees that each student flourishes in a safe, understanding, and stimulating atmosphere.

Irinder



“All of our team members are highly skilled, well-trained professionals with extensive experience in the field of neurodiversity”



Our educational journey is designed to empower students by blending academic excellence with therapeutic support. With small class sizes, a high staff-to-student ratio, and a team of skilled professionals, we provide a nurturing and individualised learning environment. Our staff are THRIVE trained, ensuring a focus on emotional well-being alongside academic progress. This unique approach allows each student to grow at their own pace, building confidence, resilience, and skills for life.



Values

Independent / Kind / Confident / Prepared / Positive / Safe /
Respect / Happy



Vision

To prepare young people to make a successful transition into adulthood with the confidence and the necessary skills to live an independent fulfilling life.



Mission

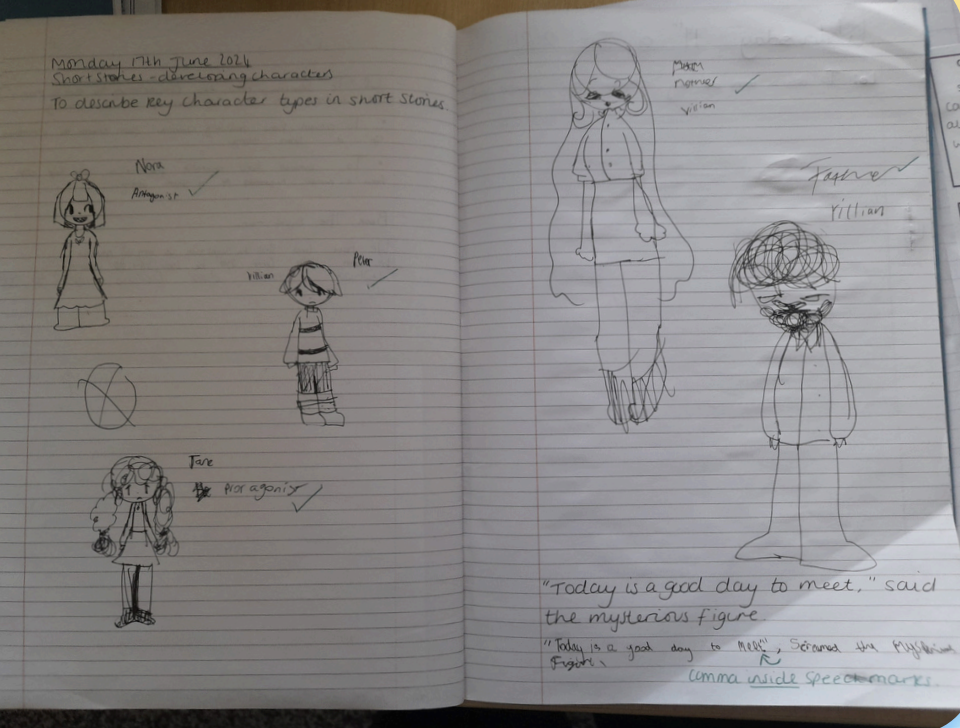
Our mission is for everyone to see 'Autism as a strength and not a weakness'



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“A strength-based classroom is a place where students with all sorts of labels come together as equals to form a new type of learning environment.”

Thomas Armstrong, *Neurodiversity in the Classroom: Strength-Based Strategies to Help Students with Special Needs Succeed in School and Life*



Our Curriculum



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1

Engaging, exciting and relevant

2

Bespoke, flexible and person centred

3

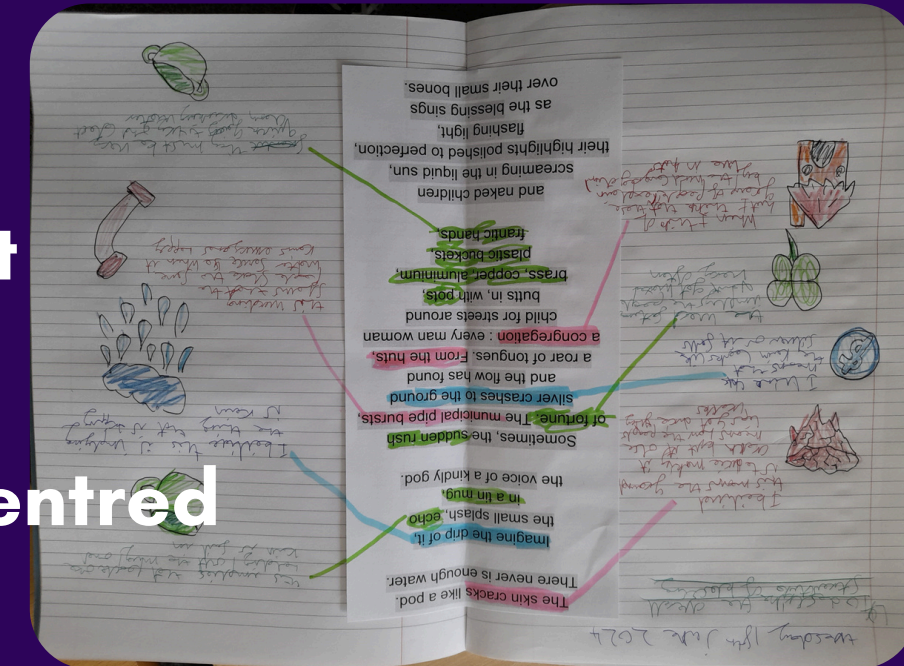
Broad, balanced and ambitious

4

Clear statements of Intent, implementation and impact

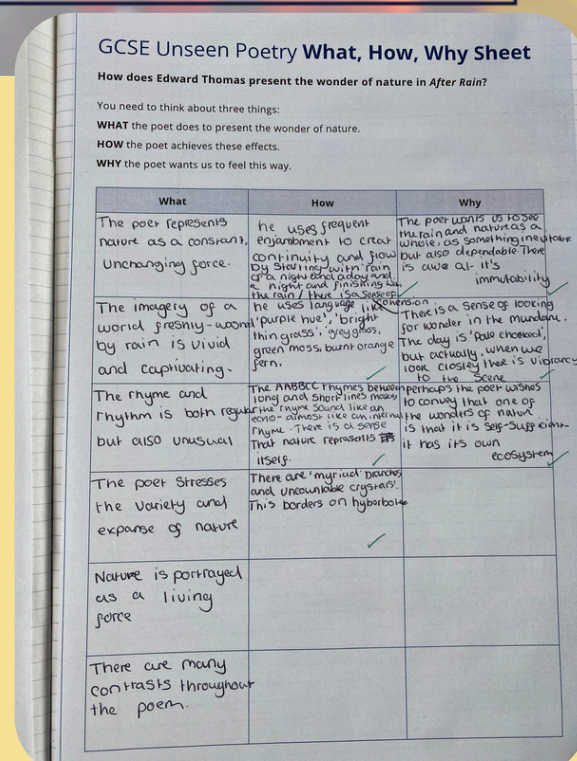
5

Prepares for an independent, fulfilled adult life



**"IF THEY CAN'T
LEARN THE WAY
WE TEACH, WE
TEACH THE WAY
THEY LEARN."**

DR. O. IVAR LOVAAS



GCSE Unseen Poetry What, How, Why Sheet

How does Edward Thomas present the wonder of nature in *After Rain*?

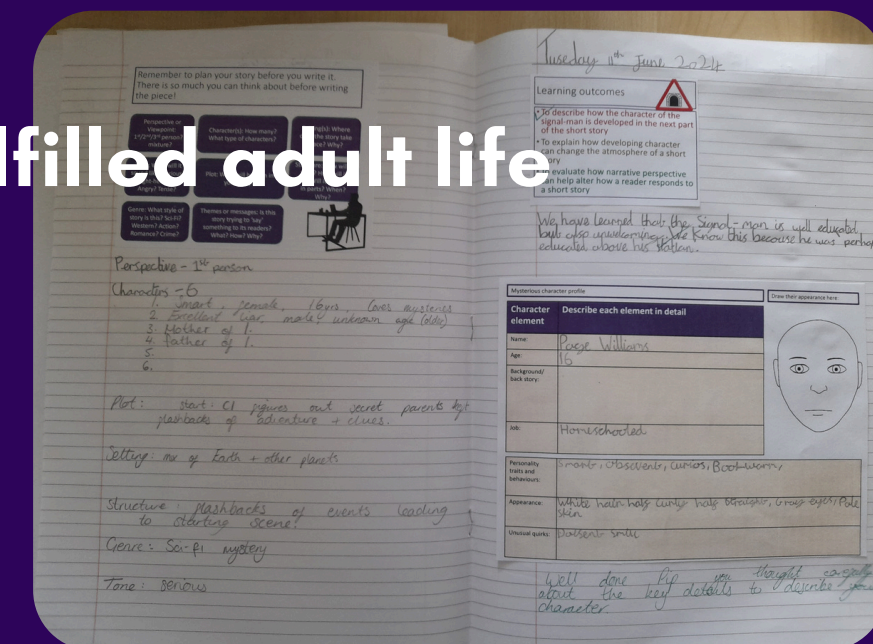
You need to think about three things:

WHAT the poet does to present the wonder of nature.

HOW the poet achieves these effects.

WHY the poet wants us to feel this way.

What	How	Why
The poet represents nature as a constant, unchanging force.	he uses frequent enjambements to create continuity and flow by sharing with rain the hope and promise of the new day, but is also aware of its immutability	The poet wants us to feel that nature is something that is constant and dependable, but also aware of its immutability
The imagery of a world freshly-washed by rain is vivid and captivating.	he uses language like 'purple hue', 'bright thin grass', 'greyish green moss', 'burnt orange fern'.	There is a sense of looking for wonder in the mundane. The day is 'pale green', but actually when we look closely there is vibrant life.
The rhyme and rhythm is both regular but also unusual.	The ABBCB rhyme scheme, long and short lines, mean the poem sounds like a song, almost like a lullaby. There is a sense that nature represents itself.	to use sound to convey that one of the wonders of nature is that it is self-sustaining and has its own ecosystem
The poet stresses the variety and expanse of nature.	There are 'myriad patterns and unknowable crevices'. This borders on hyperbole.	
Nature is portrayed as a living force.		
There are many contrasts throughout the poem.		





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Academic Offer

Life Skills

(RSE/PSHE) JIGSAW



Active Citizens

(SEMH, Physical and Mental Wellbeing)



Pathways

(Careers, CEIAG), prep for adulthood



Enriched Curriculum

(Art, PE, Religion, History, Catering, Music, ICT, DT)



Core Subjects

(English, Maths, Science)



Whole School Numeracy and Literacy Focus



Interventions

- We offer core GCSEs in English, Maths, Science and Humanities (we also offer additional GCSEs subject to interest)
- We are a registered AQA exam centre, which means students can sit their exams in familiar surroundings, with familiar staff
- Students can take English and Maths Functional Skills
- ASDAN Short Courses provide accreditation across a range of topics and curriculum areas, based around student's interests.

Rosenshine's 10 Principles of Instruction

- 1 Review learning at the start.
- 2 Present new material in small steps.
- 3 Ask lots of good questions.
- 4 Provide models and worked examples.
- 5 Practise using the new materials.
- 6 Check for understanding.
- 7 Obtain a high success rate.
- 8 Provide scaffolding and support.
- 9 Encourage independent practice.
- 10 Weekly and monthly review.

Our offer:

Therapies

Equine

Art

Music

Speech and Language

Occupational

Psychotherapy

Pastoral

1-1

Forestry

Alongside

Evidence based group and individual interventions

Underpinned by

THRIVE

Emotion Coaching

P.A.C.E

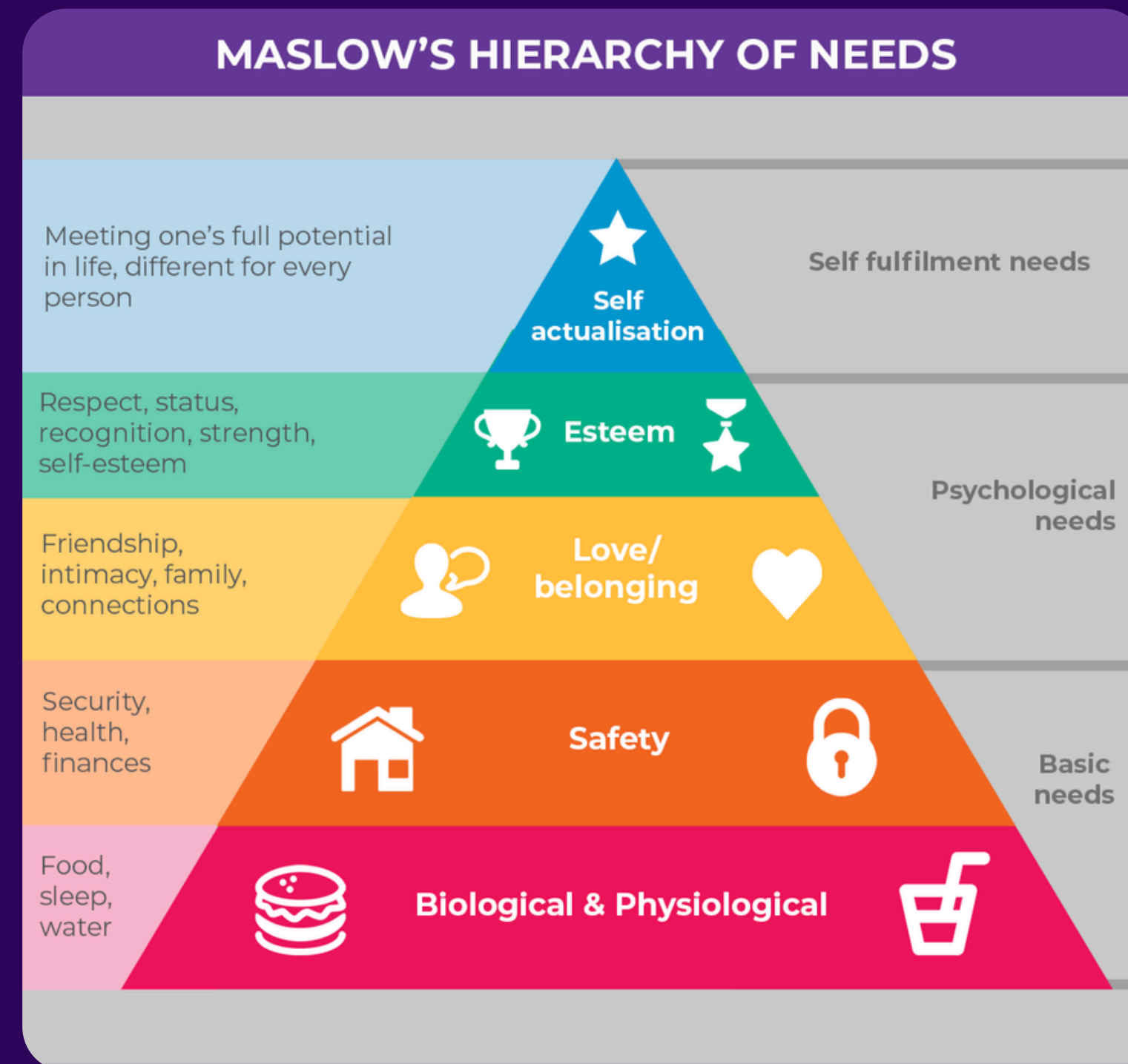
Zones of Regulation

Trauma Awareness

Therapeutic Offer



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Personal development



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'A hidden curriculum is a set of lessons "which are learned but not openly intended" to be taught in school such as the norms, values, and beliefs conveyed in both the classroom and social environment.'

Community

Let's do something amazing
**Let's do a Macmillan
Coffee Morning**

Come along and help
us do whatever it takes
to support people living
with cancer.

Place: The Lady Byron School
Date: 25-09-24
Time: 10am - 11:30
Contact: 0116 467 0811

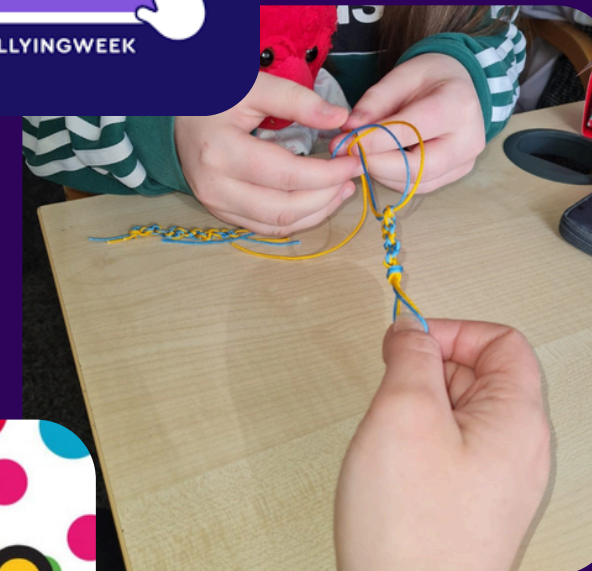


MENTAL HEALTH
AWARENESS WEEK



**CHOOSE
RESPECT**

#ANTIBULLYINGWEEK



THE LADY BYRON SCHOOL

Thank you



We would like to thank

The Lady Byron School

for the sum of £ 251.00

Date 19/06/24

Signed Roly Owers

Roly Owers - Chief Executive

www.worldhorsewelfare.org



World Horse Welfare, Anne Colvin House, Snetterton, Norwich, NR16 2LR
Registered Charity no: 206859 and 5032956



**University Hospitals
Coventry & Warwickshire
Charity**

Spiritual, Moral, Social and Cultural Education – ‘Promoting the spiritual, moral, cultural, mental and physical development of pupils and preparing young people for the opportunities, responsibilities and experiences of later life’



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Regardless of labels, what matters is validating and understanding individual experiences. We need to accept and meet people where they are, providing support and accommodations based on their unique needs. It's about seeing the strengths and challenges of each person, fostering empathy, and creating a more inclusive and compassionate society.

+ Mr. Chazz @mrchazz



theotbutterfly.com/89

“Where autism is a strength not a weakness”

For more Information:



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Website:

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Location

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Phone

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Instagram

@theladybyronschool



Facebook

theladybyronschool

EVERYBODY IS
A GENIUS BUT
IF YOU JUDGE A FISH
BY ITS ABILITY
TO CLIMB A TREE
IT WILL LIVE
ITS WHOLE LIFE
BELIEVING THAT
IT IS STUPID
ALBERT EINSTEIN