

Information Pack for Professionals

A specialist independent school for children aged 3-19, in the Monmouthshire countryside.

This pack is for SEND officers, case workers, educational psychologists, ALNCoS and other professionals considering Llangattock as a placement. It sets out who we are, our provision, and how a placement usually begins.

Who we are

Llangattock School Monmouth is an independent specialist school and a nurturing setting for children who need small class sizes and high levels of adult support. Many children join us with negative associations of school — following anxiety, school refusal or adverse childhood experiences. We provide a bespoke, flexible school experience built on each child's strengths and needs, so their self-esteem and confidence can rebuild while they achieve academically.

Wellbeing is at the heart of what we do. All staff work with a trauma-informed, relational approach and an awareness of sensory needs, within a dyslexia-friendly environment. Our single school rule — “Be yourself, but not to the detriment of others” — underpins a culture of kindness, compassion and respect.

Our provision at a glance

Setting	Independent specialist school, ages 3-19, Monmouthshire
Class sizes	Small, with high adult-to-pupil ratios
Approach	Trauma-informed, relational, neurodiversity- and sensory-aware
Grouping	Stage, not age — children progress as they are ready
Curriculum	Individualised, stage-based; subject specialists; a route to GCSEs and post-16
Support	A learning mentor for every child; therapeutic and pastoral support embedded
Environment	Six acres of countryside; low-sensory spaces; no uniform; no requirement to change for PE

Additional learning needs

We operate a highly differentiated, graduated approach to additional learning needs. A defining feature of the school is the depth of our universal provision — the everyday teaching every child receives reflects practice that would often be considered targeted or specialist elsewhere. Because of this, many children with additional needs access the curriculum fully without needing anything more intensive.

Support is fluid, moving with a child's needs rather than fixed thresholds. We work the same way for every child, whether a family comes from Wales or England — simply

working within whichever framework applies (IDP/ALP under the ALN system in Wales, or EHCP under SEND in England).

Provision spans three tiers:

- Universal — differentiated outcomes and language, embedded dyslexia-friendly approaches, visual scaffolding, extra processing time, and relational, trauma-informed practice as standard.
- Targeted — small-group teaching by subject specialists, focused literacy and dyslexia interventions, communication scaffolding, and emotional-literacy and mentoring programmes.
- Specialist — individualised curricula, multi-sensory teaching, therapeutic interventions, and access arrangements such as readers, scribes and alternative recording methods.

Therapeutic and pastoral support

Therapeutic and pastoral support is embedded throughout the school day, not bolted on. Depending on need, this can include daily emotional check-ins, access to nurture spaces at break and lunch, social-skills groups, anxiety-support programmes, ELSA intervention, named mentors and consistent adult relationships, and therapeutic approaches such as play therapy, sandplay, “Draw and Talk” and equine therapy.

How a placement usually begins

Most placements start with an informal conversation, followed by a visit to see the school and meet our team. We then take time to understand the child — their history, their needs, and the right pace and shape of a transition — working closely with the family and any professionals already involved. Where a local authority is funding a placement, we liaise directly with them on the arrangements.

Typical steps:

- An initial conversation to understand the child’s strengths, needs and current situation.
- A visit to the school for the child, family and any supporting professionals.
- A tailored transition plan, paced around the child.
- Ongoing liaison with the local authority and professional team throughout.

Come and see the provision

The best way to understand our school is to visit. We warmly welcome case workers, educational psychologists and other professionals at any time.

Contact

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