



Highfield School Curriculum

Years 7-14

Whole School Overview

Highfield Curriculum Strands	SEND Code of Practice: 4 Areas of Need	SEND Code of Practice: Preparation For Adulthood	Personalised Learning	Breadth
<p>Communication</p> <p>Cognition/ Thinking Skills</p> <p>Independence</p> <p>Health & Social</p> <p>Personal Development</p> <p>Preparation for adulthood</p>	<p>Communication & interaction</p> <p>Cognition & learning</p> <p>Social, emotional & mental health</p> <p>Sensory & physical</p>	<p>Preparation for independent living: having choice, control and freedom</p> <p>Participating in society: having friends, participating, contributing</p> <p>Being healthy</p> <p>Preparation for Employment</p> <p>Preparation for Higher Education</p>	<p>EHCP Outcomes</p> <p>IEP Targets</p> <p>Cognition / Thinking</p> <p>Communication</p> <p>Physical</p> <p>Social & Emotional</p> <p>Independence / Self Help</p> <p>Behaviour</p>	<p>Skills are generalised and consolidated across a wide range of stimulating and varied contexts, both on and off-site.</p>

Rationale:

At Highfield school we provide a student-centred curriculum, delivered in an inclusive environment. Students develop their communication, independence and social skills to make outstanding personal progress towards their EHCP outcomes. We prepare them for the responsibilities and experiences of adult life, building resilience opportunities throughout the curriculum.

Highfield Pathways:

Students will access the semi-formal, pre-formal or formal curriculum delivered in a safe, supportive environment and delivered by our experienced teaching team. Student can move between pathways if we feel they need additional or less support dependent upon the pathway they are currently accessing.

- Students in the **semi-formal** classes are our **sensory learners**. In all key stages, students access the curriculum through a class-based model with some teaching in specialist areas of the school. Students following this pathway would access our post 16 department at the end of key stage 4. SEND college exit route predicted for post 19 if continuing in education.
- Students in the **pre-formal** classes are our **supported learners**. In all key stages, students in the pre-formal classes may be classed as a supported learner for a variety of reasons it may be cognitive, social, emotional or linked to their diagnosis. Students will access the through a class-based model with a range of teaching in specialist areas of the school. Students following this pathway may access our post 16 department or go onto SEND college exit route at the end of key stage 4. If attending our Post 16 students may then move onto life skills/work skills college exit route for post 19 if continuing in education.
- Students in the **formal** classes are our **independent learners**. Students in key stage 3 will access the curriculum through a class-based model with some teaching in specialist areas of the school. At Key Stage 4 pupils will have a form tutor but will access their learning with specialist teachers in different areas of the school. Students following this pathway may apply to SEND or Mainstream colleges for post 16 education. If they choose to attend our post 16 department, we expect them to exit via an employability exit route E.g. Project Search.

Pedagogy:

At Highfield school our differentiated curriculum is progressive and supports students in developing their communication, independence and social skills on their journey towards adulthood.

We believe a student-centred approach to learning incorporated with quality first teaching, supports our students in developing the skills and knowledge they require to become independent learners.

We use the community on a regular basis to enable pupils to transfer skills and knowledge learnt within the classroom. For many students being independent is a skill we have to teach directly with hands on teaching, modelling and practice.

We teach students the skills to manage their emotions, self-advocacy, social communication and regulate their own behaviour throughout the 6-curriculum area in key stage 3 to provide them with a toolkit for later use.

We believe that our teaching and assessment practice is connected, as the student will learn to develop from the feedback given in both formal and informal assessments.

We use a range of high-tech and low-tech methods to teaching including kinaesthetic, differentiated instruction, inquiry based learning and personalised learning.

Quality first teaching is delivered in a mixture of individual, small group, whole class and larger or mixed groups.

Interventions are delivered in individual, pairs, small group and mixed groups to enable students to develop specific skills and knowledge as identified in their EHCP.

Age	Curriculum	Overview
Key Stage 3 (7-9)	Developing independence	Curriculum focused around the 6 areas of the curriculum with a focus on supporting the student in developing their independence and making choices.
Key Stage 4 (10-11)	Skills for life	Curriculum focused around the 6 areas of the curriculum with a focus on supporting the student in developing the use of skills they have learnt and understanding their place in the wider world.
Post 16	Vocational	Curriculum focused around the 6 areas of the curriculum with a focus on supporting the student in developing their strengths and preparing them for the world of adulthood
Post 16 (1 year)	Ready for work (Offsite)	Curriculum is focused around being ready for work, this is a 1-year curriculum offer with a specific focus of an employment exit route. Some of our pupils will have learnt many of the skills necessary to be successful in the workplace and will be ready to work. We will look to develop their aspirations, skills and interests to be able to complete longer work placements that are meaningful, develop further skills and provide a real taste for employment. Opportunities for supported internships or courses from relevant training providers will be pursued.

Where do our subjects fit in?

Our 6 curriculum areas are very difficult to pull apart as teaching of subjects should fit into multiple areas. For example, a cooking lesson will be teaching math skills, literacy skills, independence skills, safety skills etc...

We have bespoke programmes of study to support the progression of our all out students. These are either Key stage specific, progressive, skills or knowledge based or based on the curriculum vehicles.

Area	Subjects	Semi-formal
Communication	Reading, writing, speaking and listening, drama, sign, PECs, AAC, objects of reference, functional skills	My Communication (Equals)
Cognition	Maths, sciences, ICT, problem solving and thinking skills, functional skills through community education	My thinking and problem solving (Equals)
Health	Sport, PE, leisure, health and fitness, postural care, sensory, emotional health, SEMH, PHSE - SRE, safety	My Play and Leisure (Equals)
Personal Development	Creativity, art, music, performing arts, emotions, PHSE, Citizenship, RE, SMSC	The world about me (Equals)
Independence	Cooking, travel skills, personal care PSHE, self-help skills, community education (across all areas)	My Independence (Equals)
Preparation for work	Horticulture, enterprise, careers, animal care, construction, motor vehicle, outdoor learning, Social inclusion, volunteering, work placement, hospitality, employability	The world about me (Equals)

Curriculum Vehicles:

Our curriculum vehicles have a focus on natural sciences, humanities and religious education to support our learners in a topic-based approach. Our vehicles offer a breath of content across key stage 3 and 4.

Key Stage 3

Year	Autumn	Spring	Summer
7	People Thinking about ourselves and other people of the world – how we are all different and important.	Water Where does water come from? What do we need water for?	A passage of time Looking at an era of time – how things have changed from then to today.
8	Wonderful world Choose a country to study- what is the climate, food, clothing, cultural differences Compare 2 contrasting ways of life	Horrible history Choose moment in time. What was life like? How did we do things differently?	Wonderful Wakefield, Yorkshire. Britain What is special about Wakefield? What is Yorkshire? What makes Britain Great?
9	The Earth – space Where do we fit in (Earth) Facts about Planets	All creatures great and small Animals, bugs and beasts. Pets and wild How to look after the worlds creatures Mythical creatures	Farm to fork Where does our food come from? Can we grow our own food and then cook it?

Key Stage 4

Year	Autumn	Spring	Summer
10	<u>Let's Celebrate</u> International and national festivals. Personal celebrations. Religious observances.	<u>Horrible Histories</u> Choose moment in time. What was life like? How did we do things differently?	<u>Wonderful world</u> Choose a country to study- what is the climate, food, clothing, cultural differences Compare 2 contrasting ways of life
11	<u>The Earth</u> How the earth was formed. Volcanoes and earthquakes. Extreme weather Climate change and pollution- causes and effects Looking after our world Threat to wildlife and species. Extinction	<u>Time Machine</u> Look back I time at famous figures How have they changed the way we live. What did they do to make things better or worse.	<u>Fit for Success</u> Healthy mind Healthy body Food chains Food groups and balanced diets

Planning and Assessment:

Daily/Weekly

Collation of evidence towards targets all school staff

Termly

Medium Term planning to reflect the 6 areas of the curriculum. (SLT monitor)

Setting of IEP targets linked to EHCP outcomes (SLT monitor)

Moderation of evidence on Evidence for Learning Platform by teachers and SLT

Moderation of Golden Thread folders by teachers and SLT

Reviewing of IEP targets – SENCO to analyse figures and share with staff and SLT

Parents evenings

Review of progress made by students by SLT (below/meeting/exceeding targets set)

Annually

Setting or agreement of EHCP outcomes for the Key Stage.

Pupil paperwork – Pupil profile, support plans – updated if required throughout the year.

End of year report to parents – progress over the year

Marking and Assessment: (from Sept 2020)

Evidence for learning allows our staff to capture the learning through evidence-based enquiry. This assessment method provides feedback for the teacher and enables them to interrogate whether the needs of each learner are being met to aid further teaching and learning.

Students will have a range of termly targets set inline with EHCP outcomes and the 6 areas of the curriculum. They will be assessed on these by teaching staff on a termly basis using the MAPP scale.

MAPP (prompting, fluency, maintenance and generalisation)

Students may not reach 10 a target will be set by teacher at the beginning of the term for each target and students will aim to achieve this by the end of term

1	Support needed throughout the task, approximate skill, observed infrequently, not carried out in different locations or contexts. Key: VP-visual or verbal prompt / PI-physical prompt / GP-gestural prompt
2	
3	
4	Less support required, some elements are carried out with less support, student has a basic awareness of task, purpose. May be performed in more than one setting. Key: VP-visual or verbal prompt / PI-physical prompt / GP-gestural prompt
5	
6	
7	Fully independent and accurate completion of a task, can repeat after time away from the task, can complete reliably in a range of locations and contexts, can apply the skill at an appropriate time Key: I-Independent
8	
9	
10	

If a student achieves a target a new one is to be set, teachers should not wait until the next term to do this.

Each target will be evaluated by the teacher and if not met the suitability to continue the following term to be discussed with SENCO and SLT.

Coverage will be assessed by collation of evidence under a range of frameworks on Evidence for learning. English, Maths and PSHE are compulsory.