

Highfield School

Curriculum

Year 7,8 & 9

Key Stage 3:

“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.”

The Key stage 3 curriculum is designed to support the students to develop their **Independence** .

Students arrive at Highfield from a broad range of backgrounds and educational experiences. Some have been in Mainstream education and others join from Special education.

Whilst in Key Stage 3 they will take part in a broad curriculum offer. This is personalised to each Pupil by teachers skilfully planning individual pupils small step outcomes into lessons from every area of the curriculum. We identify which of our three pathways will best suit their needs and learning styles, semi formal, pre formal or formal.

We use Highfield’s **Key Instant Recall Facts** (KIRFS) as a thread that runs through a pupil’s learning journey. These outline key milestones in a variety of areas, that specifically relate to themselves, to ensure pupils are making progress towards being an active member of society when they leave Highfield.

This runs alongside a key theme of ensuring pupils are **building resilience** to deal with challenges they face and an understanding of how to self-regulate. Many pupils require a great deal of support with this in Year 7, as they progress towards the end of Year 9 we will have supported them to have developed independence to understand which strategies they can use to manage their own **emotional regulation** within school and the wider community. This is supported by their class team as well as the Behaviour for Learning Mentors in school. As well as running through daily practice it can be specifically seen in PSHE, Employability and Outdoor Learning

To support all areas of the Curriculum and being ready for the next phase of their learning students are also supported to develop their **communication**. For many this may include the use of symbol support and signing and for some we may use augmented technology and PECS. All pupils are supported with their social communication and learning how to be an effective communicator with those around them.

In Key Stage 3 Maths and English and Topic are delivered in a holistic manner, using ‘vehicles’ which seek to engage pupils in **real-life, practical experiences** that they can relate to and makes their learning memorable. This is supported by discrete lessons in areas such as Reading, phonics or number facts where appropriate.

Using a broad ‘vehicle’ to deliver learning gives teachers scope to tailor the learning to the interests of the class and individuals whilst Key Stage 3 also maintains a sense of working together and sharing ideas and good practice.

Pupils all engage in lessons that support their understanding of **staying safe and healthy**. This is reinforced in a variety of contexts and lessons across the timetable each week, term and year. It can be seen through e-safety in ICT, learning about how their bodies work and what they need to stay healthy in PSHE, PE and Fitness and Cooking. Also how to keep themselves safe away from school in Community Education, Citizenship and PSHE and RE .

All our pupils have a variety skills and passions and during their time in Key Stage 3 we wish to help them to realise these and build on them as they move through into Key Stage 4. The use of ‘vehicles’ to deliver learning means we can tailor learning to individual student’s interests. Also by delivering a broad and rich curriculum we are able to expose pupils to a range of learning experiences as well as Maths and English through art, music, horticulture, animals care and sports which will support their developing understanding of themselves.

We expect all students to make very good to outstanding progress during their time at Highfield school and this can be either lateral or vertical. We assess students in all areas of the curriculum which enables us to see progress made in areas such as independence and social skills as well as with English and Maths. We do not expect all students to progress at the same rate through the curriculum. We set personalised targets for every student. The main focus of these is from their outcomes and this thread runs through all their learning opportunities.

Our Vision: Students will be keen to learn and have an awareness of their own abilities and interests. They will have developed an awareness of how to manage their own feelings and emotions and how to ask for support when they need it. They will have built resilience against challenges they face and developed their communication to ensure they are taking an active part in the school community.							
Implementation	Cognition and Thinking Skills	Communication	Health	Personal Development	Independence	Preparation for Work	We aim to...
	Use of themes to deliver experiential learning	Focus on development of social communication skills	Opportunities to develop skills they will need to look after their basic needs through life	Opportunities to discover their strengths and passions.	Focus on development of independence based on personal starting points.	Developing an ability to tolerate the views and opinions of others.	
	Focus on problem solving and thinking skills as part of an experiential curriculum.	Develop their self-advocacy skills across school and their wider life.	Understanding of how you keep yourself safe and healthy in a wide variety of contexts.	Development of personalised self-regulation skills.	Access the community in a range of ways as part of a supported class group.	Opportunities to practise working in a small group or team.	
	Relevant problem solving opportunities when out in the community.	Use of a variety of communication tools to support individual pupils.	Pupils will begin to understand any of their own health needs and their role with these.	Building of resilience.		Taking pride in their work and their shared school environment and resources.	
	Personalised Pathways across Semi-Formal, Pre-Formal and Formal Pathways						How do we organise learning?
Maths , ICT,	Literacy :Reading, writing, speaking and listening, drama,	Healthy Lifestyle: PE, Fitness, basic cooking and basic kitchen hygiene.	Art, Music, PHSE, Citizenship, RE, SMSC	Cooking, personal Care in PSHE, Community education	Horticulture, Outdoor learning, Employability		
	PSHE/RE: e safety, personal hygiene, interpersonal relationships, puberty.	Communication tools: sign, PECs, AAC, objects of reference	Community Education: Basic road safety and awareness of themselves in the community.			Additional opportunities to access enrichment clubs at lunchtime and after school.	
	Professional understanding consistently applied of pupils Special Educational and Health needs.	Pupil Centered Approach	Clear targets shared with pupils	Multi-agency working	Use of the whole school team to support pupils.	Addressing individual learning needs of pupils	How are we achieving our goals?
		Regular and consistent consultation with parents and families	High expectations of behaviour and learning for all pupils.	Using a wide range of teaching approaches to engage and enthuse pupils.	Honesty and integrity modelled by all staff to pupils and families.	Considered Primary Transition process	
Impact	Pupils enter Key Stage 4 keen to take on the next stage of their learning journey. They are beginning to tackle areas that challenge them with less support. The pupils are secure as a member of the Highfield community and this is beginning to support their engagement in the wider community.						

Key Stage 3 Curriculum Vehicles

Cycle	Autumn		Spring	Summer
1	People Ourselves Those who help us Famous People (focusing on a genre)	<i>Every December:</i> Festivals, Celebrations and Light.	Water Linked to weather The water cycle Recycling water Rivers and Streams etc	A Passage of Time Inventions of the 21 st Century
2	Wonderful World Pick a country to study Compare two countries		Horrible Histories Pick an era from Stone Age to Victorians	Wonderful Wakefield / Yippee for Yorkshire and Great, Great Britain Local Study, traditions, multicultural society
3	The Earth Focus on Space		All Creatures Great and Small (including Humans) Land, Air, Water Body Science and Reproduction	Farm to Fork Journey of our Food Fairtrade Farmer's Market

Interventions and implementation

These interventions can be funded by Pupil premium

Intervention	Implementation/delivery
Assessments in year 7	Communication:
Music Therapy – delivered by Nordoff Robbins https://www.nordoff-robbins.org.uk/	This is planned and implemented by the visiting trained music therapist. The music therapist works alongside school staff to develop a student's communication. School staff use music to develop confidence, communication, creativity this is delivered in groups and individually.
PECs	PECs is delivered to individual pupils as per PECS handbook.
Phonics	We teach phonics using Letters and sounds guidance. We use Oxford Owl to support reading using phonics
RDA – Riding for the Disabled	Students access RDA in year 8. Promoting Mental health, physical health and communication
Swimming at community pools	Students access swimming in Year 7 Promoting sensory regulation, physical skills – swimming, independence skills – dressing and undressing
External support:	SALT, Sensory VI, HI, MSI, Physiotherapy, OT, Community Nursing
Behaviour –	The Hut team to support in delivery of appropriate SEMH programme
Lego and Biscuit therapy	
Attention Autism and Smile with support of SALT	
Colourful semantics	
Online subscriptions to support Literacy, Numeracy and IT	
Breakfast club	
Lunch clubs	
After school clubs	