

# Highfield School Curriculum

Key Stage 4

# Key Stage 4:

“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 4 curriculum is designed to develop student’s “functional skills” and “life skills” to enable them to continue on their personal journey towards adulthood. Independence is encouraged throughout the school day and curriculum offer and builds on independence skills learnt in key stage 3. We support students to develop problem-solving skills and this is achieved through a range of project-based activities throughout the curriculum.

Students in Key stage 4 follow the 6 areas of the Highfield Curriculum through a range of in school and off site learning experiences which build on previous skills and knowledge and further develop their confidence in themselves as individuals and members of the community, school and wider. We aspire for students to be as independent as possible in school, at home and in the community.

Across years 10 and 11 we enable students to access a greater number of sessions with subject specialist teaching staff through options and accreditation subjects. Students will study their chosen areas for 2 years at an appropriate level for their ability.

On the formal and for some on the pre formal curriculum pathways , students aspirations begin to inform their subject choices and will continue to support students to make the next steps towards post 16 education once they leave key stage 4. We support students understanding of the world of work and they steps to access this. Our aim is for students to make informed choices whether it be to stay on in post 16 to develop vocational skills or to apply to SEND or mainstream college to study an area of interest to them.

As part of their offer we support students on all our pathways, in understanding how to form, maintain and develop their relationships with family, friends and on line. We support students in understanding how they are changing, how to keep themselves safe and healthy and about their special educational needs and how this can impact on them socially and educationally. This can include discreet sessions to support them in groups and individually.



# Curriculum Vehicles

## Key Stage 4

Our curriculum vehicles cover natural sciences, humanities and religious education and sit alongside our 6 curriculum areas.

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

# Interventions and implementation

Intervention	Delivery
Music Therapy – delivered by Nordoff Robins <a href="https://www.nordoff-robbins.org.uk/">https://www.nordoff-robbins.org.uk/</a>	Students are identified for this through class teachers and AHT. Sessions can be small group or 1:1.
PECS	and AHT. PECS is accessed at an individual level.
Phonics	Some students access phonics method to support with their reading, this can be part of class teaching or as a 1:1 or small group intervention with a specialist communication HLTA.
Swimming at community pools	Semi-formal classes in key stage 4 access swimming weekly at the local community pool to undertake swimming and water confidence sessions.
External support: SALT, Sensory VI, HI, MSI, Physiotherapy, OT, Educational, Psychologist, Community Nursing	Students are identified in school and referred to the services for additional support as required.
Behaviour – The Hut team to support in delivery of appropriate SEMH programme	The Hut team work closely with class teachers and AHT to support students who are finding school challenging for social, emotional and behavioural issues. This work may also run alongside support in the home for parents from social services.
Attention Autism and Smile with support of SALT	These sessions are implemented by school staff and overseen by SALT for advice and input. Students are identified and groups can be mixed across classes.
Colourful semantics	This is delivered by our specialist HLTA for communication and also delivered in class as part of the communication strand.
1:1 intervention in school from HLTA / learning mentor where appropriate	Relationships and SRE are planned and delivered in bespoke groupings either girls, boys, class or 1:1 dependent upon parental choice and students understanding (SEND)
Online subscriptions to support Literacy, Numeracy and IT	We currently subscribe to; Purple mash, education city, lexia, espresso, numicon, these are reviewed annually by curriculum teams and AHT. These are generally accessed on a 1:1 basis in school and at home.
Breakfast club	School are part of the DfE Magic Breakfast scheme enabling all students to access breakfast daily, we aspire to key stage 4 students being able to independently make their breakfast.
Lunch clubs	Lunch clubs are chosen for the academic year and support students' interests.
After school clubs	These are offered to PP students initially and other students can also join. This support and develops students' social skills.
STRIDE – Delivery of SRE.	Drama supports students in understanding some complex relationship and safety issues through role play and discussion.

# Accreditation & Options

We offer a range of accreditation in key stage 4 to help support students in accessing a range of options at the end of year 11.

Functional Literacy and Numeracy are embedded throughout the curriculum.

Wherever possible learning to take place in real life situations to aid understanding of “Functional skills”.

COMMUNICATION	COGNITION & NUMERACY	BEING HEALTHY	PARTICIPATING IN SOCIETY	DEVELOPING INDEPENDENCE	PREPARATION FOR WORK
Functional Skills English E1, E2, E3 L1, L2	Functional Skills Maths E1, E2, E3 L1, L2	Sport and Leisure – BTEC - Edexcel	Hospitality - WJEC	Entry level -WJEC Art Music	Land Based Studies – BTEC – Edexcel  Construction and Motor vehicles - Offsite at Elite - BTEC  Animal Care – CERTA ABC awards - Entry Level

## Option Subjects:

Students choose 2 options in year 10 to study for 2 years. These are studied each week over a 2-year period.  
We currently have 6 options to choose from:

- ✓ Sports and leisure
- ✓ Horticulture
- ✓ Animal care
- ✓ Art
- ✓ Music
- ✓ Construction – Elite / Motor Vehicle – Elite