

KEY STAGE 2 CURRICULUM POLICY

Children at Key Stage 2 have a broad and balanced curriculum based on the requirements of the updated Curriculum 2014 in Maths and English. It also incorporates the Equals Profound and Multiple Learning Disability (PMLD) and Severe Learning Disability (SLD) guidance frameworks and guidance from the Qualification and Curriculum Authority (QCA) website for those students who are working below level 1.

PROVISION

We provide a safe, happy and stimulating environment. Pupils are currently assessed on the P levels descriptors and National curriculum level descriptors. This allows teachers to plan accurately and set targets for pupils to help them reach their full potential.

We encourage from all:

- A positive self image
- Respect for each other and staff
- Positive interactions in learning and play situations
- Developing confidence in their own abilities
- Increased independence in line with the PHSE and Citizenship curriculum

PARTNERSHIP

We work closely with the wider multi- disciplinary team which includes:

- Physiotherapy
- Occupational therapy
- Music therapy
- Play therapy
- Speech and language therapy
- Reflexology
- Teacher for the visually impaired and multi sensory impairments
- Teacher for the hearing impaired
- School nursing team
- Teacher for pupils with Communication and Interaction difficulties.
- Family Support Worker.
- Sport and Leisure Development.
- Parents and Carers and where appropriate escorts
- Maths and English support
- Reading Recovery Assessment

All aims/ programmes from this team are agreed between the relevant teams with support from teachers and teaching assistants, to enable us to formulate a personalised programme for the pupil.

CURRICULUM STRUCTURE

The curriculum is arranged over a yearly cycle of three topics per year group. The subjects are taught in discrete timetabled slots over a period of five days. The medium term planning has learning outcomes differentiated to the three clear cohorts of pupils we are currently designated for. Designated pupils follow individual timetables and access various programmes depending on their level of need.

AIMS:

We aim for each student to:

- Develop independent learning underpinned by high expectations of pupil achievement.
- Increase their social skills and independence through the curriculum delivered in school and through visits to local areas
- To build on the learning experiences and knowledge from the previous Key Stage to ensure continuity of progress
- Improve their co-ordination and physical skills through swimming, reflexology, horse riding and other physical activities and programmes (clever hands, MOVE, Beam, Hydrotherapy, Active Education and Fizzy.)
- Maximise their learning in all areas by embedding the key skills in Maths and English.
- Where appropriate to take part in individual focussed sessions to promote their learning i.e. music sessions, reflexology, interactive play and intensive interaction.
- Where appropriate to access an inclusion programme with a mainstream school
- Improve their communication skills with support from additional agencies and aids where necessary
- Be confident enough to make choices and develop initiative
- Where appropriate to begin to manage behaviour and conform to socially acceptable rules.
- Access teaching strategies appropriate to their Individual learning needs. Eg TEACCH, approach.

INCULSION OPPORTUNITIES

Opportunities are provided for those students who can benefit to access their local mainstream school. These students are supported by their class TA for a period of anything between half to two and a half days a week.

All pupils are taught for part of their day in an 'age group' class and all pupils access community based education visits to theatres, museums and art galleries etc

TEACHING STRATEGIES

- Pupils are taught in a range of situations: whole group, small group and individual work
- Pupils are taught in a variety of settings and have access to specialist rooms: soft play room, sensory room, sound room, music room, training kitchen, ICT suite, P and S room and Opti-Music room, Sunflower Room for extended Maths and English.
- Pupils are supported by skilled members of staff and clear consistent communication is modelled and expected at all times
- Staff use the P levels and the St Nicholas SOLAR assessment tool to assess pupils and formulate an IEP and individual programme (Medium term planning has clear learning outcomes for each

cohort within the school but some pupils also have individual programmes to support their learning)

- The pupils individual learning style is reflected in planning and supports pupils in reaching their development
- Identified pupils access additional provision through our Senior Teacher for Literacy and Numeracy. These children will follow specific programmes incorporating their individual targets in order to enhance their learning and to enable them to reach their full potential.
- A transition programme is in place for year 6 pupils and opportunities are in place for the pupils and families to visit and talk to staff in the secondary department before entry into Year 7
- A number of students will be supported to access entry into the Satellite Programme.

BEHAVIOUR

The teaching and support staff follow the guidance and Behaviour Management strategies recommended by PROACT-SCIPr'UK®.

Each pupil who requires it has a Behaviour Support Programme, which is regularly reviewed and signed by staff to ensure consistency. Positive Behaviour Support meetings are held to review and monitor progress.

TARGET SETTING

A teacher assessment will be made of work already completed for pupils at the end of Key Stage 2. Where and if appropriate, the SAT's tasks will be completed. Each pupil in consultation with parents will have an Educational Health and Care Plan (EHC) meeting at which the Individual Education Plan (IEP) targets will be set for the year. Progress data is collated and stored on our Solar assessment programme. Multi-disciplinary programmes will be reviewed and assessed on a regular basis and at the annual review and progress built upon. PHSE and citizenship targets will be integral to all areas of the curriculum and regularly monitored through the IEP. Pupils have individual targets for playtimes, eating and drinking and toileting where applicable.

SHARED GOALS

Pupils who are part of the Shared Goals Programme have individualised target setting – both long and short term, including measures of attainment. These are reviewed and assessed three times per year by the Shared Goals Team including class teachers and parents.

ASSESSMENT FOR LEARNING

Pupils' work and achievements are assessed on an on-going basis through an evaluation of curriculum planning and evaluation of individual programmes. Pupils are encouraged where possible to contribute to this process and incorporate work and achievements together in their Progress Files. Moderation of the work takes place both at key stage and whole school meetings. Solar is evaluated and update three times a year.

Each pupil in consultation with parents will have an annual review meeting of their child's Education, Health and Care Plan (EHCP) and targets will be set for the year. The Education, Health Care Provision Plan (EHCPP) within the EHCP will be reviewed three times per year and data collected.

FUTURE DEVELOPMENTS:

- To link relevant texts from the updated 2014 Wordsmith Program and Curriculum in KS2 to topics in English.
- To continue to build on links with local primary schools and our local community
- To continue to support our mainstream colleagues with outreach and in-reach facilities and provide training courses.
- To continue to support our local spiritual community through special services in St Mary Bredin Church and Canterbury Cathedral. Our local vicar will come to school to take special assemblies and celebrate achievement with us.
- To develop structured play activities with the Support of the Active Play group, for pupils during outdoor breaks.
- To develop our work on Individual Playground targets.

WORKING WITH PARENTS:

- We will continue to offer workshops and advice to parents on a variety of learning and skills areas
- To continue to offer communication workshops to parents in partnership with the speech and language therapy service
- To build on the developments with the school website by offering parents information on the school day and related activities
- We will keep in contact via the home school books, telephone calls, newsletters and parents evenings.

MONITORING AND REVIEW

This policy will be monitored on a yearly basis by the Phase Manager/Key Stage Manager to keep up to date with any adjustments to statutory legislation as in Curriculum 2014 and any changes will go via the Governing Body when necessary.

EQUALITY, SAFEGUARDING AND EQUAL OPPORTUNITIES STATEMENT

St Nicholas School, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group, including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

St Nicholas School aims to:

- Provide equal opportunity for all
- To foster good relations, and create effective partnership with all sections of the community
- To take no action which discriminates unlawfully in service delivery, commissioning and employment
- To provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the school and be adhered to and be the responsibility of all staff.

LINKS TO OTHER POLICIES

Behaviour Teaching and Learning

Curriculum policies
Safeguarding
Health and Safety
SMSC
Planning and Assessment
Monitoring and Evaluation

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