



Curriculum Statement

November 2020

Policy Review

This policy will be reviewed in full by the Headteacher of Knightsfield School, Specialist Sensory Academy annually.

The policy was last reviewed and agreed on5.11.20.....

It is due for review in December 2021 (up to 12 months from the above date).

Signature.....

Date5.11.2020.....

Head Teacher

The curriculum consists of those activities planned by the school to promote the intellectual, personal, social and physical development of its pupils and to prepare them for the opportunities, responsibilities and experiences of adult life.

Teaching is directed towards the requirements of the National Curriculum and conforms to the principle that all pupils should receive a broad and balanced curriculum, with engaging approaches that address the special educational needs of Hearing Impairment and other SEND needs. Our emphasis is on the individual needs of each pupil. Learning activities are differentiated to ensure that our deaf pupils can access the full range of subjects. Many resources are available during lessons, such as use of the Library, visualisers, touch-screen monitors, computers with a full range of up to date software, iPads and the Internet. In addition, theatre trips, fieldwork and visits to museums, art galleries and places of historical, scientific and technological interest are a key part of the curriculum for all pupils.

From their first year at Knightsfield School, pupils have many opportunities to develop their self-esteem, resilience and independence in order to transition through the key stages and beyond.

Organisation of the Curriculum

Key Stage 2

For the third consecutive academic year, we have Year 6 pupils at Knightsfield, follow a Key Stage 2 curriculum in accordance with National Curriculum Guidelines. Preparation for Key Stage 2 SATs forms part of the delivery to students. However, it is possible that not all students will take these tests due to issues with prior attainment and due to their learning needs. Students in Year 6 are also being prepared for the transition to Key Stage 3 and how this can be made as smooth as possible. By being a part of the school in year 6, we hope that these students will be fully settled into Knightsfield thus making the transition to 'secondary school' much less daunting. The Year 6 programme of study is written into our new whole-school curriculum maps so that parents and pupils can see the journey they will take from start to finish of their time at Knightsfield.

Key Stage 3

At Key Stage 3, pupils are able to pursue one of two pathways. These pathways are dependent on the pupil's individual needs, both academic and personal. In liaison with parents and taking into account the outcomes outlined in the Education Health Care Plans (EHCPs), pupils' needs are met with our flexible approach to curriculum organisation. One route involves attending most lessons in the specialist acoustic environment of Knightsfield, making best use of the small class sizes and the Teachers of the Deaf subject specialists.

Pupils on this route take the following subjects at Knightsfield with their year group class: English, Mathematics Science, Humanities (which encompasses History, Geography and Religious Education), ICT, Design and Technology, Art, Personal, Social, Health and Citizenship Education (PSHCE) and German. Pupils are integrated into the neighbouring mainstream school; Monks Walk School for Physical Education Art and Drama lessons. Lessons at Monks Walk School are supported by specialist Teaching Assistants who can also note-take for pupils when required.

All lessons are 50 minutes long and have the following allocations over the week:

KS3 Subject	Number of 50 minute lessons per week
English	4
Mathematics	4
Science*	3/4
Humanities	3
ICT	1
Design and Technology	2
PSHCE	1
German*	1/2
Music	1
Art (Monk's Walk)	1
PE (Monk's Walk)	2
Drama (Monk's Walk)	1

*Students in Year 9 have 2 lessons of German and 3 lessons of Science

The second route meets the needs of pupils who can manage the mainstream listening environment of Monk's Walk School in more 'language heavy' subjects. They excel in certain subjects in addition to Art, Drama and Physical Education. With specialist Teaching Assistant support, they can opt to take any of the following subjects: English, Mathematics, Science and Humanities for example. These are timetabled to match the equivalent lessons at Knightsfield, so that the pupils are able to access the optimum number of lessons as their deaf peer group.

Whole School

All pupils take part in daily 'language' sessions for 30 minutes. These may be taught in mixed year groups to facilitate integration and social inclusion. Sessions are designed to support pupils in their Broad Areas of Need (BANs) including Cognition and Learning, Social Emotional and Mental Health, Communication and Language, Physical and Sensory needs, Deaf Awareness, and Independence. There are also assemblies that take place daily. Pupils either attend a whole school assembly, work together on topics to present in student led assemblies or work on reviewing individual progress towards their learning targets. Other form times include checks on pupils' personal organisers and communication logs with parents. We have also introduced a whole school reading initiative that enables pupils to read to all members

of staff – not just the teaching staff but also the teaching assistants, administration and support staff. Staff are assigned one or two pupils whose reading they will monitor on a fortnightly basis.

Key Stage 4

At Key Stage 4, pupils take the compulsory subjects; English, Mathematics, Science, PSHCE, ICT, RE and PE at the appropriate level for their needs. They then opt to take subjects at GCSE level or equivalent or at a lower level such as Entry Levels. Some of these subjects would require pupils to join lessons at Monks Walk School to enable mainstream integration. Typical Key Stage 4 options include: GCSE Art, GCSE PE, GCSE Computing, BTEC Music, Entry Level Food Studies and iMedia Cambridge Nationals.

KS4 Compulsory Subject	Number of 50 minute lessons per week
English	4
Mathematics	4
Science	4
PSHCE	1
RE	1
ICT	2
PE	2

Post-16

At post-16, The Welwyn Garden City 16 to 19 Consortium offers a large range of 'A' level and vocational courses, which are available to students from Knightsfield School who meet the entry criteria. We are able to support students following these courses by providing transmitters, tutorials, note-takers and lip-speakers, as well as tutorials at Knightsfield with subject specialists to consolidate their learning.

Other post-16 courses are available within the Knightsfield School/Oaklands College Partnership. Students attend courses at Oaklands College, supported by staff from Knightsfield School. Days at Knightsfield also include a full careers programme, including preparation for adulthood. They also have tutorials, speech and language therapy and literacy, study and careers support and PSHCE sessions at Knightsfield School

Specialisation of the Curriculum

Speech and Language Therapists (SaLTs) work with individual pupils and small groups to optimise the pupils' language development in collaboration with Teachers of the Deaf.

Specialist Teaching Assistants work closely with pupils and teachers to support pupils' individual needs and foster independence. Ongoing training is provided to understand the needs of our pupils.

Additional funding (Pupil Premium and Catch-up Funding) is used to support selected groups to develop their literacy and numeracy skills through targeted interventions.

Opportunities are made, as part of the day-to-day curriculum, for pupils to undertake a variety of educational trips during school time. Examples include a visit to a place of historical or religious significance, a visit to a museum and taking part in creative workshops. Where possible pupils are taken out after school to visit theatres or to join activities with other children and young people, often from the deaf community.

British Values form an intrinsic part of lesson content, PSHE sessions and whole-school assemblies alongside the promotion of a multi-cultural outlook, including Black Lives Matter and other ethnic celebrations.

Lunchtime clubs instill a love for learning as well as an opportunity to acquire new skills and allow for purposeful relaxation.

Through the Education Health Care Plan process, pupils are provided with targets on their Broad Areas of Need (BANs) to focus on their holistic development. These targets are arrived at through pupil and parent discussions during EHCP panel meetings. Progress towards targets is tracked fortnightly pupils and monitored by staff. This serves as a cohesive approach to monitoring individual progress across the curriculum as skills are often transferable across subjects.

Our termly activity days, theatre week, music day and the end of year activities week aim to promote pupils' self-esteem, develop social skills and encourage cooperative working through a range of team building, life skills and practical activities.

Work experience opportunities encourage pupils to explore the world of work and develop confidence in the work environment. It is supported by curricular content in PSHE and gives pupils the opportunity to make informed choices about their future, as well as equipping them for life at college or at work.

Curriculum Development and Monitoring

Knightsfield curriculum maps are published on the school website for each subject. Pupils and parents can see the programme of study from year 6 through to year 11. The sequencing of these maps also takes into account any cross-curricular links with other subjects that have been established. To develop schema and really embed and enhance understanding, topics that overlap between subjects are taught at the same time (where possible). This allows teachers and support staff to prompt students and recognize the links with other subjects.

Observations, scrutiny of classwork and learning walks take place throughout the year in addition to the appraisal system. This is to ensure that high-quality teaching and learning is consistent across the school. Teachers and Teaching Assistants at Knightsfield School are monitored and feedback is provided in line with our policies. Lessons delivered at Monks Walk School may also be observed to evaluate provision for our pupils.

Regular pupil feedback and evaluation allow staff to reflect on what is working successfully

and what can be altered to better meet pupil needs. Activity weeks as well as end of topic evaluations allow pupils to explain their opinions and have a say in the delivery and focus of learning.

Shared lesson observations and team teaching allows staff to keep their skills up-to-date and to explore cross-curricular links. This climate of development is encouraged and pupils benefit from the collaborative learning and challenging tasks. Collaboration with Monk's Walk School staff allows staff of Knightsfield to integrate with teachers of the same subject where they might not normally have the opportunity to do so in a small school.

Trustee visits are welcomed and are to take place regularly. Trustees visit lessons, assemblies, activity days as well as attend calendared evening events. This helps to foster good relationships and allows trustees to challenge the school regarding outcomes and practices based on what they have seen in person.