

# KTS Academy



## KTS 3 Department Policy

### **INTRODUCTION**

The KTS3 Phase at KTS Academy caters predominantly for pupils aged eleven to sixteen years of age. However this is flexible, as we cater for the needs of individual pupils, placing them within a group where their needs are met most appropriately.

All pupils have learning difficulties/disabilities, with many pupils having additional needs including:- autistic spectrum conditions; language and communication needs; profound and multiple learning difficulties; and behavioural, emotional and social difficulties. All pupils have an EHCP.

### **AIMS**

- To enable a smooth transition from KTS2.
- To develop independent learning and thinking skills.
- To support pupils to develop social skills, a positive self-image and have greater confidence.
- To provide a broad, balanced and fully inclusive curriculum, which meets each child's individual needs within a safe and stimulating environment, with accreditation for those students over the age of 16. (You have the right to an education which develops your personality, respect for others' rights and the environment – Article 29 of the Convention on the Rights of the Child).
- To deliver a sensory curriculum for those pupils for whom this is appropriate.
- To ensure that all pupils' individual needs are fully met, as set out in their EHCP objectives
- To offer pupils differentiated work, that meets their individual needs.
- To support the individual needs of each pupil by providing therapy sessions and access to specialist areas as required
- To encourage pupils with positive praise, reinforcing good practice and good behaviour.
- To maintain good home/school liaison, so that pupils know that we are in contact with home and parents/carers know that, when necessary, they can always contact us.
- To promote pupils' thoughtfulness and ability to overcome problems.
- To support pupils' developing maturity and encourage greater independence.

### **CURRICULUM**

Pupils in KTS 3 follow either the KTS Developmental Curriculum, or the Formal Curriculum, depending on their individual needs. Currently, we have three classes following and Developmental Curriculum and three following the Formal Curriculum. Each half term pupils explore a different topic or theme.

The Formal Curriculum is based on the National Curriculum and English and Maths sessions are delivered in whole class or small groups to promote and develop skills in phonics, early reading, writing (including spelling, punctuation and grammar),

## KTS 3 Department Policy



number, measurement and geometry. We use Read Write Inc. and Numicon to support this. Other subjects are delivered through half-termly topics and across school the Charanga music scheme is followed.

The Developmental Curriculum is based on the principles of the Early Years Foundation Stage Curriculum (EYFS). All pupils access the 7 identified Areas of Learning and Development as found in the EYFS curriculum: Communication and Language, Personal Social and Emotional Development, Physical Development (Prime Areas), Mathematics, Literacy, Understanding the World and Expressive Arts and Design (Specific Areas). A multi-sensory and cross-curricular approach is taken and activities might include sensory stories, mark-making, making requests, using objects of reference, communication aids (including eye-gaze computers), photographs, signing or symbols and learn to participate in actions songs, number rhymes. We appreciate that all children develop and learn in different ways and at different rates and all of the seven areas of learning are inter-connected.

We also focus on Life Skills, Enterprise and Careers across both curriculums. The students follow the Talentino 'Careers at Every Level' programme, or Talentino Bambino, depending on the level of understanding of the individual students. Talentino teaches the students about the world of work and also helps them set up their own business. These are useful skills for our students to have an understanding of before they move on to KTS+.

Swimming occurs weekly at Loftus Leisure Centre on a Friday afternoon.

The curriculum within KTS3 is designed to inspire the pupils through creativity. Half-termly topics are explored, each with a different theme. Each topic/theme also includes exciting 'wow' moments, which include educational outings, visitors into school, visits from appropriate outside groups such as theatre companies, and opportunities for the pupils to share their experiences within the phase. Science is taught within a discrete lesson, but linked to the topic if possible. For those pupils who access a more sensory or communication based curriculum, communication and cognition activities are used in order to experience sensory stories, mark making, making requests using objects of reference, communication aids, photographs, signing or symbols and learning to participate in actions songs and number rhymes.

We strive to offer a broad and balanced curriculum, taking into account the physical, medical and social needs of the individual by offering a 'whole curriculum' approach to teaching and learning. This includes involvement in alternative therapies such as Hydrotherapy, Rebound Therapy, and access to the sensory room. ICT skills are developed in a variety of ways, including the use of iPads, computers, touch screens and switch adapted equipment. Pupils requiring additional input from other agencies are also supported with additional programmes or care plans from Speech and Language Therapy, Physiotherapy, School Nurse or Occupational Therapist. School staff work closely with these agencies to provide support for the pupils.

## KTS 3 Department Policy



We believe that through the promotion of SMSC (Spiritual, Moral, Social, Cultural) development, we are also promoting fundamental British Values:

At KTS our ethos is based on the whole school and our families being a community, rooted in mutual respect and acceptance. This is reflected in our Mission Statement:

*“Promoting lifelong learning through quality education **respect and equality for all**”*

In Upper School the Fundamental British Values are embedded across the curriculum and daily school life:

- Democracy – Classes teach about turn-taking and sharing, have daily helpers, choice boards, reward charts and throughout the day develop the ideas of valuing everybody’s thoughts and feelings. All pupils are given a voice, whether this be making a simple choice using an eye-gaze computer, or choosing which story the class should listen to. As pupils get older, they are given the opportunity to join the school council.
- The rule of law - Children learn to have an understanding of right/wrong through class rules, consistent boundaries, modelling, support plans, social stories, and through our reward systems.
- Individual liberty – individuality is celebrated across school and pupils are encouraged to be themselves and accept each other.
- Mutual respect and tolerance of different faiths and beliefs – Pupils learn about their own culture by the local area and learning about their immediate environment. Pupils learn to respect different cultures throughout the curriculum and during our annual ‘Multicultural week’ where different cultures are explored and celebrated in more depth.

### **PLANNING**

Long term planning is produced by individual class teachers. It identifies areas of study for each half term within the subject area. Medium term plans are also produced by the class teacher and identify what will be delivered across a term/half-term. These link to the long term plans. Short term planning is produced weekly by the class teacher and links to the medium term plans. This gives detailed daily information of curriculum delivery and detailed individual lesson information.

### **ORGANISATION**

There are a number of support staff within the phase, enabling pupils to access as much of the curriculum as possible. Some pupils may require 1:1 support, though all members of a class team work with the individual, rather than the pupil being designated a particular member of staff. KTS3 participates in a Departmental Assembly once a week.

### **REVIEWS**

All pupils’ needs are reviewed, at minimum, on an annual basis through the EHCP process. Meetings are attended by families, class teacher, member of the leadership team, and pupil (where appropriate). Other professionals are invited to the reviews on request of either the school or parents if it is felt necessary. The focus of the

## KTS 3 Department Policy



reviews is to discuss pupil progress, appropriateness and accuracy of the EHCP Statement, and appropriateness of current provision.

### **ASSESSMENT, RECORDING AND REPORTING**

Pupil progress is assessed through the use of BSquared. Some students within KTS3 (post 16) are following the Personal Progress ASDAN Accredited Course which gives students the ability to gain an Award/Certificate or Diploma depending how many Units they complete.

Across KTS Academy pupils will be set three personal goals to work towards each term. These replace Individual Education Plans (IEPs) or Individual Learning Plans (ILPs). Personal goals may be based on information from a range of sources including SALT, physio, sensory, rebound, hydro, Thrive, feeding, toileting, PSHE, taken from their EHC plan, motor skills, life skills, transition or independent travel. It might be what has been put in place to remove the barriers to learning for that individual pupil. It could be based upon a discussion of the pupil's strengths, needs and aspirations or suggestions from families. The personal goals will be formally reviewed at the end of each term and new goals will be shared with families at the start of the next term.

### **TEACHING & LEARNING STYLES**

Teaching can be delivered to whole groups, often with differentiated activities. Pupils have the opportunity to work 1:1 and in small groups throughout the day dependent upon individual needs and the aims of the specific session. For those pupils operating at a more sensory level, it is important to allow opportunities for staff to make close observations of individuals' responses to activities/experiences. Some pupils may only work on directed tasks for short periods of time dependent upon their concentration span, motivation and well-being. Pupils have opportunities for repetition and consolidation of skills across the curriculum. They are given ample time to reflect upon their achievements and set their own personal learning targets in some areas of the curriculum. The department prides itself on developing and fostering a positive and supportive ethos, valuing each pupil's efforts and achievements.

### **PARTNERSHIPS WITH FAMILIES**

KTS3 operates an 'open door' policy and furthermore communicate with parents/carers daily through our home/school books, phonecalls and termly newsletters. Each term there is an invited opportunity for parents/carers to visit school, to see how their child is progressing and chat with the teaching staff. If necessary a more formal meeting may be arranged at a mutually convenient time. The Department has an annual fund-raising event to which parents/carers are invited. The monies raised are to benefit pupils in extra ways, e.g. to supplement special outings or at Christmas time. Pupils are involved in the event, including thinking of fund-raising ideas, making posters, serving drinks, showing people around etc. It is generally a fun event and it helps to develop pupils' feelings of belonging and contributing to the school community.

### **MONITORING, EVALUATION AND REVIEW**

## KTS 3 Department Policy



- Subject development and long term planning monitored annually by curriculum co-ordinators, Assistant Head and Head of Lower School.
- Medium term planning sampled termly by Assistant Head, Head of Upper School and Head of Lower School. Feedback shared and discussed and actioned with teachers.
- Short term planning sampled termly by Assistant Head, Head of Upper School and Head of Lower School. Feedback shared and discussed and actioned with teachers.
- Learning walks/observations carried out by Assistant Head and Head of Lower School. Feedback shared and discussed and actioned with teachers.
- Work scrutiny/review termly by Assistant Head, Head of Upper School and Head of Lower School. Feedback shared and discussed and actioned with teachers.
- Regular moderation within phases. Annual moderation with other local special schools. Annual moderation, in line with LA guidance also takes place.

### **REVIEW**

This policy will be reviewed annually.

Signed C Smith

Date 7.2.19