

KTS Academy



KTS+ Department Policy

INTRODUCTION

KTS Academy's KTS+ caters for young people predominately aged between fourteen and nineteen years of age. Within the department young people may have learning difficulties ranging from moderate to profound and multiple learning difficulties. Both the courses and environment offered are flexible to the needs of the students. A sheltered environment is offered in order for young people to develop their skills both academically and socially but independence is encouraged for the students at every opportunity. This enables the transition from school to life long learning opportunities within the adult world to be as smooth as possible.

AIMS

- To provide a broad, balanced and fully inclusive curriculum, which meets each student'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 increase learning opportunities for all by providing access to a range of accreditation routes.
- To develop a sense of self-advocacy.
- To promote a spiritual, moral and cultural curriculum.
- To provide opportunities to access the extended curriculum e.g. residential experience.
- To develop an understanding of work related learning.
- To develop an understanding of each students individual Next Steps ready for leaving KTS Academy.
- To deliver a sensory curriculum for those students where this is deemed appropriate.

OBJECTIVES

- For each student to work within their own individual study programme.
- To provide a range of accreditation routes accessible to all students.
- To provide a comprehensive Life Skills programme in order to develop student independence and self-help skills.
- To continue to provide possibilities for personal development through assemblies, pastoral periods, supervised lunch and break times.
- To offer a varied curriculum which focuses on the wider world e.g. life away from school.
- To provide students with weekly practice in self-help skills e.g. cooking, using leisure facilities, shopping independently.
- To provide careers advice and information to support each student in deciding future placements.
- To offer work experience placements and opportunities for ALL students
- To provide courses and experiences away from KTS+ for students who are wanting



to move on to a particular setting once they leave KTS Academy.

- To research and offer Supported Internship Placements to students for whom this is suitable.

ORGANISATION

Students are organised into three tutor groups, however tutor time is for registration and PSHE only. The rest of the school day students work in varying classrooms with different staff depending on their stage of learning and the subjects they have chosen to study. Students have the opportunity to pursue leisure studies within mixed groups one morning each week.

CURRICULUM

The curriculum emphasis reflects the needs of the developing student and is personalised to build on prior learning whilst also preparing them for post school provision i.e. promoting independence, self help, etc. Students continue to receive a broad and balanced curriculum. The timetable is similar to the main school timetable but is linked to The National Study Programme and accreditation routes and as such follows the accredited programmes of study. The subject areas within the timetable are also aimed at developing the students personal and practical self help skills, which may be of benefit when the students leave school.

Throughout the areas of study there are opportunities to enhance and develop Functional Skills in Maths and Literacy. Functional Skills are one of the three components of Foundation Learning. Foundation Learning covers education provision at Entry Level and Level 1, and the qualifications at these levels are within the Qualifications Credit Framework (QCF). Foundation Learning is a credit-based programme where learners build a personalised programme of learning.

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 KTS+ 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, or choosing which story the class should listen to. 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.

ROUTES OF ACCREDITATION

Within the department student achievements are accredited. A range of consistent awards exist which recognise all evidence. BKSb is used to assess the Functional Skills level of each student, and accreditation routes consist of the following:

- Functional English and Maths (Entry1-3)
- One Awards (NOCN) Entry Level 1 or 2 in Independent Living Skills (Living in the Community)
- One Awards (NOCN) Entry Level 3 in Skills for Employment, Training and Personal Development
- Arts Award Bronze (Level 1) and Silver (Level 2)

PLANNING

Personal Goals are produced for each student by the class teacher. Students goals are formally reviewed on a termly basis, and informally as an on-going review. Personal goals are designed to target non-academic progress that is individual to the student.

Within the department quality planning is an essential requirement of effective teaching and learning. The planning policy procedure within the department is parallel to that of lower school.

The planning is as follows:

Long Term Planning: Yearly programme identifies areas of study within each term for each subject area.

Medium Term Planning: Termly forecast or work within each subject area.

Short Term Planning: Weekly lesson plan/timetable which incorporate details of daily content.

All routes of progression for the individual are negotiated with the students, parents and the SEN Careers Service who offer advice on future learning opportunities.

RECORD OF ACHIEVEMENT

Each student completes a Record of Achievement during their time at KTS+. This is an important document which charts the achievements and experiences of each student. When students leave KTS Academy, this portfolio can be handed on to future placements, giving colleges and other organisations an important insight into the interests, abilities and achievements of each young person.

Students also record all of the work experience they attend over the time they have attended KTS Academy. This can then be shared with FE colleges or possible work placements to share what experience the individuals have in the world of work.

TEACHING & LEARNING STYLES

All students learning preferences are assessed at the beginning of each year by BKSb Online to ensure teachers understand the students preferred ways of learning ie:

- Sensory Programmes to make the curriculum accessible.
- Communications Aids to support students to access the curriculum.



Teaching & Learning Styles include:

- Individual one-to-one teaching to help students towards an understanding of a new topic or to ensure that a student is able to stay on task.
- Group work, which may include activities, which promote developments of key skills areas.
- Whole group direction may be appropriate with some groups introducing a new module.
- Use of equipment to support learning e.g. ICT/Computers/Eye Gaze.
- Opportunity for independent learning and problem solving.
- Use of visual and 'hands on' resources to enable equal access to learning
- A personalised approach to support individual learners.

PASTORAL

Staff are available to offer guidance and support to the students. If a student has a concern, all members of staff throughout the team are happy to listen and support where necessary.

KTS+ continues to maintain strong parental links. Any major decisions regarding student education or behaviour are made following consultation with the parents/carers, be it through the Annual Review system or informally through telephone conversations or written contact (home books).

Each term an open morning or afternoon session is offered to parents. This is an opportunity to visit school, review pupil progress, socialise, share concerns and if necessary, arrange a formal meeting. Enterprise Sale Days are also held each term, to which parents are also invited.

A department newsletter is sent home to parents at the beginning of each term to explain what the class topics are and what events are planned for the term.

MONITORING, EVALUATION AND REVIEW

- 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.
- NOCN Internal Moderation is completed 3 times a year to ensure all work is verified prior to an external verification at the end of the academic year.

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REVIEW

This policy will be reviewed annually.

Signed C Smith

Date 7.2.19