



## KTS 2 Department Policy

### INTRODUCTION

The KTS 2 department at KTS Academy generally caters for pupils aged seven to eleven years of age. There is flexibility about the ages of pupils in order to place them within a group where their needs are met most appropriately.

Provision within the department in relation to curriculum, environment, resources, staffing structure, policies and staff development are focused on meeting the individual needs of the children as identified through their EHCP.

### AIMS

- To support children's personal development in every aspect, promoting happiness, confidence, independence and resilience, however that may look for each individual.
- To provide a broad, balanced and fully inclusive curriculum, which meets each child's individual needs within a safe and stimulating environment. (Article 29 RRSA)

As with the rest of school, pupils are grouped in each of our 6 classes based on their individual needs, for example they may need to follow a sensory-based curriculum, or have a classroom with a specialist approach to ASC. Each class has a high staff-to-pupil ratio, with some pupils receiving 1:1 support, where needed. When a child does require 1:1 support, all members of a class team will work with the pupil rather than the pupil being designated a particular member of staff.

### CURRICULUM

Pupils in KTS 2 follow either the KTS Developmental Curriculum, or the Formal Curriculum pathway, depending on their individual needs. Some pupils access elements of both of these pathways. Both curriculums are ambitious, coherently planned and sequenced to reflect the needs of the pupils at KTS Academy.

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 and confidence. We use Read Write Inc. to teach systematic, synthetic phonics and pupils also have 'Enrichment' English lessons to further develop a love of reading and stories. In Maths, the Numicon scheme is followed to ensure pupils knowledge and skills are embedded systematically, using a practical approach. Other subjects are delivered through half-termly topics, meaning the curriculum is broad, balanced and meaningful to our pupils.

The Developmental Curriculum is based on the Early Years Foundation Stage Curriculum (EYFS), but has been written alongside other professionals including Speech Therapists and Occupational Therapists, reflecting the complex needs of our

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pupils. All pupils access the 7 identified Areas of Learning and Development in the EYFS: 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 interconnected. A holistic approach is taken, with the different therapies and programs being embedded within the curriculum.

### **SPIRITUAL, SOCIAL, CULTURAL AND MORAL DEVELOPMENT (SMSC)**

Pupil's SMSC development is a high priority and is delivered within all areas of the curriculum. Pupils are taught about different beliefs/religions (in a simple, experiential, topic-based approach), participate in spiritual experiences such as assemblies and 'quiet/relaxation' times, learn to be tolerant/understanding of others needs and are encouraged to develop their social skills – within their class, across the phase/school (internal inclusion opportunities, assemblies, whole school events) and the wider community. Children learn to have an understanding of right/wrong through class rules, consistent boundaries, modelling, support plans, social stories, and through our reward systems. We believe that through this promotion of SMSC development, we are also promoting fundamental British Values in the EYFS:

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 Lower 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.



### **IMPLEMENTATION**

There is a whole-school Long Term Plan for each curriculum pathway which follows a three-year rolling programme, however again this can be flexible and sometimes mini-topics are included to follow children's own interests or special events. Team Leaders/teachers compile their own medium term and short-term plans based on either the Developmental or Formal Curriculum. Teachers teach their own classes for the majority of the sessions, except allocated PPA time. This is usually covered by one of our three unqualified teachers. Planning reflects the pupil's needs and interests based on their Bsquared 'assessments to be mastered' and also the teacher's knowledge of the pupils. Each class teacher is responsible for the differentiated planning for the pupils within their class, taking into account their Personal Goals and 'next steps' and the appropriate teaching and learning strategies. Therapies including physiotherapy, speech and language therapy and sensory integration, are embedded within the curriculum, meaning learning is not disrupted by these taking place; they take place alongside and within the wider curriculum delivery.

The curriculum plan, design and implementation gives pupils the knowledge, self-belief and cultural capital they need to succeed in life, whatever their needs and their ability, preparing them for what comes next in their lives. This might look different depending on pupil's individual needs and which curriculum pathway the pupils follow. Pupils experience 'awe and wonder' throughout the curriculum, for example by participating in exciting sensory experiences, by watching a visiting pantomime or by handling animals during an encounter experience. Each year 'multi-cultural' week ensures pupils take part in a range of exciting experiences, for example watching and taking part in African dancing, or participating in a Chinese dragon parade. During 'Arts week', pupils might learn about a certain artist and have the opportunity to work alongside visiting artists, take part in music workshops and the develop their self-belief during the celebration event at the end of the week alongside their families. All pupils have the opportunity to visit local areas and places of interest, such as museums, local woods and forests and even local restaurants.

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

All pupils' needs in terms of their EHCP are reviewed, at minimum, on an annual basis. These meetings are attended by families, class teacher, Head, Deputy or Assistant Head teacher and pupil (where appropriate). Other professionals will be invited where necessary. Teachers complete an education report which is then incorporated into the updated EHCP.

Pupils are assessed using an online tool called BSquared. This is a very rigorous and thorough system, which allows us to measure very small steps of progress. Pupil's 'next steps' are referred to as 'assessments to be mastered'. Capturing pupil's progress using Bsquared, informs teachers of the progress pupils are making within the curriculum and informs them of their 'next steps'.

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Each term, pupils are set three 'Personal Goals' which are targets that have been identified as very important to each individual. These may be related to their EHCP, a therapy targets e.g. from Speech and Language or a personal target which is key to their personal development. These are shared with home and families are encouraged to contribute. Each term a summary of progress is sent home.

To record pupil's achievements further, we use Tapestry for some groups, which is an online learning journal. Families are able to access this and they receive email notifications when staff add anything to the journal. They can also contribute to the journal, which has proved to be a fantastic way of sharing information and enhances our home-school links. To maintain a balance between staff time commitments in uploading information, and keeping families informed and updated, we limit Tapestry entries to once, per half-term. In this entry, teachers share each child's main achievements that half-term and record any other key events they might have taken part in.

Families receive an annual report in the summer term, which contains an overview of how their child is getting on across all areas and also some photographs.

### **REWARD AND BEHAVIOUR**

Great emphasis is placed upon developing resilience, independence and social skills as pupils' progress through school. The department encourages caring and supportive pastoral experiences for pupils at the start and the end of the day. Pupils have opportunities to share thoughts and views in 'circle time' or greet the staff and their friends through music and song.

Classes have individual reward systems such as stickers and certificates for good behaviour, curriculum work or personal achievement. This is supported by a shared collective worship each week. During the shared collective worship, a pupil from the department is chosen to be the 'star of the week' for an outstanding achievement and their photo is displayed in school for everyone to see. The termly whole school assembly is another opportunity to celebrate successes, share the school 'Right for the Week' and reflect on the whole-school ethos.

### **PARTNERSHIPS WITH FAMILIES**

Each term families are invited to attend an event within school. This may be for an open evening, performance, a celebration of work, to review their child's progress or a social occasion. It provides families with the opportunity to visit school, socialise, share concerns and, if necessary arrange a formal meeting. The department is flexible with the events they offer to parents taking into consideration the needs of the pupils and providing those which are most appropriate for them and their families.

Families are encouraged to communicate with school using the 'home-school' book, phone calls or a prearranged visit. School and pupils enjoy sharing their experiences

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in a personal scrap book and families also use these to share special events at home. This gives pupils, staff and families a visual tool to use when talking with pupils about their experiences.

### MONITORING, EVALUATION AND REVIEW

- Subject development and long-term planning monitored annually by curriculum co-ordinators, Assistant Heads and Deputy Head.
- Medium term planning sampled termly by curriculum co-ordinators, Assistant Heads and Deputy Head. Feedback shared and discussed and actioned with teachers.
- Short term planning sampled termly by Assistant Heads and Deputy Head. Feedback shared and discussed and actioned with teachers. Learning walks/observations carried out by curriculum co-ordinators, Assistant Heads and Deputy Head. Feedback shared and discussed and actioned with teachers.
- Work scrutiny/review termly by curriculum co-ordinators, Assistant Heads and Deputy Head. 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 ..... A Gardner .....

Date ..... 2.12.20 .....