

Highfield KS3: Intent, Implementation, and Impact

INTENT

Students will be keen to learn and have an awareness of their own abilities and interests. They will have developed an awareness of how to manage their own feelings and emotions and how to ask for support when they need it. They will have built resilience against challenges they face and developed their communication to ensure they are taking an active part in the school community.

| Cognition | Communication | Health | Personal Development | Independence | Preparation for Work |
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| Use of themes to deliver experiential learning to engage learners. | Development of social communication skills. | Development of skills to look after their basic needs through life. | Opportunities to discover their strengths and passions. | Focus on development of independence based on personal starting points. | Developing an ability to tolerate the views and opinions of others. |
| Focus on problem-solving and thinking skills as part of an experiential curriculum. | Develop their self-advocacy skills across school and their wider life. | How you keep yourself safe and healthy in a wide variety of contexts. | Development of personalised self-regulation skills. | Access the community in a range of ways as part of a supported class group. | Opportunities to practise working in a small group or team. |
| Relevant problem solving opportunities when out in the community. | Use of a variety of communication tools to support individual pupils. | Pupils will begin to understand their own health needs and their role with | Building of resilience. | | Taking pride in their work and their shared school environment and resources. |

Our Vision

We Aim to ...

IMPLEMENTATION

Personalised pathways for Semi-Formal, Pre-Formal and Formal Curriculum

Individual targets will be formulated through EHCPs, IEP outcomes, other agencies and interventions

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| Maths, ICT, Science as part of personal development lessons. | Reading, Writing, Speaking and Listening, Drama. Eg. of communication tools: makaton, symbol support, PECs, objects of reference | PE, Fitness, Basic cooking and kitchen hygiene. Community Education: road safety and awareness of themselves in the community. | Art, Music, PHSE, Citizenship, RE, SMSC PSHE/RE: e safety, personal hygiene, interpersonal relationships, puberty. | Cooking, personal care in PSHE, Community education, use of vehicles to engage in personal development against personal targets. | Horticulture, Outdoor learning, Employability Additional opportunities to access enrichment clubs at lunchtime and after school. |
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How do we organise learning?

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| Professional understanding consistently applied of pupils Special Educational and Health needs. | Regular and consistent consultation with parents and families. | Pupil Centered Approach Multi-agency working | High expectations of behaviour and learning for all pupils. | Considered Primary Transition process Clear targets shared with pupils | Using a wide range of teaching approaches to engage and enthuse pupils. |
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IMPACT

Pupils enter Key Stage 4 keen to take on the next stage of their learning journey. They are beginning to tackle areas that challenge them with less support. The pupils are secure as a member of the Highfield community and this is beginning to support their engagement in the wider community.