

Northern Counties School Deaf Semi-formal and Formal Curriculum Map

I N T E N T	Curriculum vision	<p>Our Deaf learners have wide ranging communication difficulties in addition to other complex sensory, physical and medical needs. Our curriculum is creative and individualised to the identified needs of each learner, it differs according to Key Stage and iASEND stages of attainment. It is adaptable and responsive and will support pupil progress within a range of contexts to enable our pupils to be the best that they can be within a PBS philosophy.</p> <p>The semi-formal curriculum is topic based and taught creatively across subjects, the formal curriculum is taught in discrete subjects.</p>							
	Curriculum aims	For learners to develop communication skills in a range of contexts	For learners to make positive progress in relation to their specific needs	For learners to become confident individuals living a safe, healthy and happy lived	For learners to gain maximum independence within the context of their needs and become active citizens to make a positive contribution to the community.				
	Areas of need	Communication & Interaction	Cognition & Learning	Sensory & Physical	Social, Emotional and Mental Health				
	Focus for learning	Attitudes and attributes		Skills		Knowledge and understanding			
	All learners have a right to...	Individualised approach	Appropriate support and resources		Safe learning environment	Peer group and friends	Deaf Identity		
I M P L E M E N T I O N	School context	Integrated teaching and therapy	Communication	Learning beyond the classroom	Individualised curriculum	Positive Behaviour Support (PBS)	Learning environment		
	Approaches to learning	Integrated therapy Range of teaching styles and approaches Weekly team meetings (pupil focussed and curriculum focussed)	Total communication Approach BSL/SSE Core vocabulary BSL tutor Deaf role models PECS, symbols, Communicate and print AAC Phonological cognition smiLE therapy	Close home/school partnership Educational trips and visits Exploring the local community Work experience	EHCPs, IEPs, iASEND, Termly themes British Values SMSC Mastery of maths Curriculum focussed discussions	PBS plans Pen portraits PBS team Sensory diet profiles Behaviour files	Small class sizes foster independence, social, emotional skills and functional communication		
	Curriculum areas	Communication		Core and Foundation subjects		Independence/RSE		Wellbeing	
	Essentials for learning and life	Life skills		Sense of self	Mental Health	Confidence	Trust	Dignity	
I M P A C T	Purposeful assessment for learning	Annual EHCP review process	Informed by 	Individualised, sequenced sessions	Short term lesson plans documenting learning and next steps. Home learning	Earwig media records shared with home. Evaluation of home learning	Up to date understanding of how our learners develop	Therapy clinical notes	Multi-disciplinary team meeting discussions
		IEP reviewed termly							
iASEND statements review termly									
Accountability measures	Annual EHCP review process		Progress towards IEP and iASEND targets		Learner wellbeing expressed through behaviour		Attendance and engagement in learning		Positive progress in learning