

Curriculum approach with KS1 and 2 Deaf pupils at Northern Counties School

The approach used for the delivery of the curriculum with the pupils in our Deaf cohort in Key Stages 1 and 2 who are assessed at iASEND Strands S, E and N is highly focussed on the development of individual communication skills and acquisition of language through a Total Communication approach. All of these children have complex language and communication difficulties. They have significant difficulties with acquiring and understanding language spontaneously therefore all learning is scaffolded through the specific teaching of targeted key vocabulary/signs and concepts with much repetition in order to embed understanding of topic related/functional language.

Pupils' understanding and involvement with the world around them can also be less than secure. As a result, they access a curriculum that is thematic/topic based. The focus is on meaningful, functional everyday life experiences resulting in the specific teaching of targeted vocabulary and concepts in a variety of different contexts in order to extend generalised learning.

English

Given that English/communication underpins learning across all subjects there is no specific programme of study or coverage linked to the topic cycles. Instead the key concept vocabulary approach, therapy targets and individual programmes provide the foundation and vehicle for the language functions of speaking/signing, listening, reading and writing in a flexible and expansive way. This leads to maximise the generalisation of key vocabulary and concepts across the curriculum.

Individual Curriculum Maps ensure the coverage across the different English strands is balanced and at the correct iASEND stages for each individual pupil.

Reading

Reading is an essential life skill and is promoted and developed throughout all areas of the curriculum. Specific reading sessions are incorporated into the timetable and an individualised and therapeutic approach towards the teaching of reading is used in order to enable pupils to develop individual reading skills in relation to their complex and specific needs – please refer to reading policy for more detail.

Maths

To optimise the generalisation of knowledge and skills in functional everyday situations, mathematical skills are incorporated into the topics, in conjunction with this specific areas are highlighted as a focus throughout the year in order to ensure breadth of mathematical coverage.

Individual Curriculum Maps ensure that the coverage across different mathematical strands is balanced at the correct iASEND stages for each individual pupil.