



**KINGSGATE**

**SCHOOL**

**Kingsgate School**

# Curriculum Policy

Policy Owner: Tim Rogers

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## Curriculum Policy

### Introduction

Under the Education (Terms of Reference) (England) Regulations 2000, all schools are required to produce a Curriculum Policy.

“As part of a national continuum of provision Kingsgate School strives to protect and educate students with social, emotional, behavioural, and mental health with associated intellectual and complex difficulties. We provide care, education, therapy, welfare, support and related services of the highest standard. We establish strong links, collaborative working and co-operation with both placing authorities and parent/ carers. Our main objective is to facilitate full inclusion into society and prepare our students for integration into the wider community as contributing adults.”

Kingsgate School accommodates students with a wide range of special educational needs (SEN). This Curriculum Policy describes the curriculum, the rationale behind it and demonstrates how the aims of the school are met and how, in meeting those aims we also provide for the specific individual learning needs of the students attending Kingsgate school.

Our curriculum incorporates the National Curriculum but is not solely anchored there, and embraces a significant number of contributing factors that flavour our practice, including important considerations such as SHEEP: **s**afe; **h**ealthy; **e**njoy / **a**chieve; **e**conomic and **p**ositive contribution to be good practice, Safeguarding, Child Protection, Equal Opportunities, Risk Assessment and Health and Safety and LoTc (Learning out of the Classroom).

### Aims and Rationale

Kingsgate School curriculum is characterised by breadth and relevance to our student group, and also by differentiation and progression for the individual learners and cohort groups.

We aim to provide consistent, personalised and structured learning opportunities throughout the school day, including the use of after school activities and homework.

Since many of the students attending the school have experienced a history of failure and disengagement in their previous educational provisions they frequently hold negative views about their ability to succeed in the classroom and school environment. In response, much of the early work focuses on developing a positive attitude to learning and supports basic social skills to enable students to remain in the learning environment where they can work in small groups. We maintain high expectations of students' success in a wide range of fields and seek to provide every opportunity to develop students' potential and encourage them to achieve at the highest possible level. Across the school curriculum students are supported to develop as well rounded holistic young individuals that can play an effective role in today's modern society. The curriculum ensures that all learners have access to a comprehensive Spiritual, Moral, Social and Cultural education (see below) further ensuring that all learners are able to operate effectively in the world in which they live and be able to understand and tolerate a variety of different viewpoints held by their peers. The SMSC curriculum is essential in developing and upholding British values which play a strong role in underpinning the school's curriculum and holistic development of each individual learner.

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Tailored student provision, supported by individually differentiated work schemes and high staff-to-student ratios, allow the support and attention required by children with social, emotional, and mental health difficulties to be given when and where it is needed.

The salient ideas from The Children Act 2004, Education Act 2011 and Curriculum 2014 can be seen as a cross-curricular strand that underpins all subject areas.

## **Curriculum**

The timetable is structured to provide a balance between academic subjects and the practical, creative and physical aspects of the curriculum.

To meet the particular needs of our students, the school puts a high emphasis on encouraging the holistic development of the individual including healthy lifestyles, positive attitudes, good relationships & social skills through PSHE, Citizenship, SMSC activities and visitors, and dedicated Tutor Time.

Students with more significant and highlighted difficulties are offered the opportunity for one-to-one work on social and communication skills. This takes place either in group 'Talkabout' sessions which is accessed by our groups as an intervention according to need (including the whole group if necessary) or on a 1:1 basis with Speech and Language Therapists.

The school has strong links with Youth Support Services (or other bodies that replaced Connexions), local businesses, local colleges and training colleges for future pathways and work-related learning. Students in Year 9 can access a number of vocational courses across a wide range of providers including: Southdowns College, Motive8 and Highbury College. Students get access to an independent careers advisor as well as intensive support and preparation as they transition through to their 14-19 pathway.

The vulnerable young people who attend Kingsgate need time to settle and develop into the school setting. They need the support and opportunity to learn, conform, process, practice, revise, over-learn and generalise new skills. Our curriculum is increasingly therefore, personalised and tailored to meet individual needs.

Kingsgate School has good facilities to support learning, these include:

- Well resourced classrooms – designed to meet the specific needs of the students.
- Food technology kitchen (cabin)
- Science and Art studio;
- Break out sensory work rooms:

The school has access to a local park (5min walk) which has;

- Hard court play area
- Outside fitness equipment
- Tennis courts

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- Playing fields
  - Playground

Where the school site is unable to accommodate the required facilities, these facilities are sourced and are located within the local area to ensure that learners are able to access. These have included:

- Music Technology and Recording suite; Portsmouth Music Academy
- Horticulture and Forest Schools – Allotment and Hampshire Sustainability Centre.
- Fareham Leisure centre - Sports hall and a fitness suite: Swimming pool
- Wickham Community Centre – PE lessons
- Crafty Makery – Community arts, crafts and woodwork shop, Fareham shopping centre.
- Extensive Outdoor Education facilities (Climbing wall, Horse riding, Ski centre, Portsmouth Water Sports Centre).

**The aim of our curriculum offers:**

- A curriculum that is ambitious for all students, that sets high expectations of real, purposeful outcomes; inspired by SEN research, technology and innovative teaching.
- A curriculum that ensures all students achieve a range of accreditation including English and Maths as a minimum and offers a broad range of accredited subject pathways.
- A curriculum that blends therapeutic working with learning, inside and outside of the classroom.
- A curriculum that offers enrichment by building on students' interests, which nurtures exciting opportunities and aspirations.
- A curriculum that engenders pride, resilience and aspiration for every student, preparing them to lead safe, independent lives and to be active members of their community.

**The curriculum construction is designed to give all of our students:**

- the essential skills required for a healthy, independent life, including reading, writing, oracy and numeracy skills, as well as social skills and a sense of self worth.
- a full and rounded entitlement to learning to foster students' creativity and develop essential skills, including independent learning skills that transfer to a desire for lifelong learning.

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- the opportunity to develop a healthy, balanced and safe lifestyle underpinned by an understanding of community cohesion and the fundamental British Values.

### **Key Stage 2 -**

The majority of the curriculum is delivered through a topic based approach, with specific areas of the curriculum delivered in a discrete manner; these include Literacy and Numeracy, although opportunities for these are built into the whole curriculum. Many students have missed significant amounts of formal education and have additional behaviours that inhibit learning. The approach is to develop a work ethic and overcome fear of failure, which is often a key aspect of teaching and learning. Individual learning programmes can be implemented to ensure that gaps in learning are catered for and providing the opportunity for learners to 'catch-up' on previously missed learning. Ensuring that gaps in learning are closed allows learners to make progress in line and above the expectations placed upon them as this barrier to learning has been removed. Behaviour management strategies and the development of social skills are an integral part of every lesson and are applied in line with the school structure and policy. Learning out of the Classroom is at the heart of all areas of the Primary curriculum.

### **Key Stage 3**

The groups continue to remain small, allowing for individual programmes to be implemented where required and appropriate. Students study a wide range of subjects, with a wide range of staff and with core subjects delivered through subject specialist teachers in discrete learning sessions. Many students have missed significant amounts of formal education and have not thrived. The approach is to build on the primary phase, and move towards a model that remains in line with mainstream Key Stage 3 provision so that students who are capable of moving back to mainstream are not disadvantaged. The curriculum follows the NC in a broad manner with adjustments and amendments to personalise the curriculum to meet the complex needs of our learners. Behaviour management strategies and the development of social skills are still regarded as a vital element of the curriculum and are built into the school day as a hidden curriculum. Holistic progress including academic, personal and social development is held in high regard across the school and within individual subjects. Where excellent progress is made in these areas, learners have the opportunity and access to attend taster sessions at college, further enhancing the educational provision we are able to offer.

### **Key Stage 4**

Students have access to and study a full range of subjects from specialist teachers. Students are able to follow a variety of accredited courses including: GCSE, Btec, Functional Skills, Entry Level and Open Award courses. There is also the opportunity to achieve NVQ certification through college courses (typically trade related 14-16 courses through college) and other accredited courses. Students gain increased opportunities for independent study and as preparation for transition to adult life. All students have the opportunity to access college, where deemed appropriate, starting with taster sessions in a range of subjects. These experiences enables them to make better and more informed choices about further independent college links and courses in Years 10 and 11, and for their futures. This programme supports improved behaviour and transition to adult life, and develops confidence

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and self esteem. Students also have the opportunity to take part in a work experience placement where appropriate.

Within Key Stage 4, students have a range of qualifications and vocational pathways they can access. Each student has a personalised option system which enables more choice designed around their needs and future aspirations. The three strands of the KS4 Curriculum are:

<u>Core</u>	A range of accreditations delivered at Kingsgate School, including qualifications in English and Maths.
<u>Vocational</u>	A range of vocational qualifications delivered through one of the school's partnered Further Education Colleges or other local partner.
<u>Life</u>	Courses designed to further develop independence skills and prepare the students for adult life.

### **SMSC & British Values (refer to SMSC and FBV Policy)**

The school delivers a full curriculum of SMSC and British Values through a variety of curriculum areas. Staff plan lessons looking for opportunities to include these values in their teaching as to integrate these areas seamlessly into the curriculum. There are also curriculum areas that are directed and dedicated to these areas including, PSHE, Citizenship, and RE. These curriculum areas can provide specific lessons on the Government of this country and how it affects people (Citizenship), as well as a strong student council representation.

The multi-faith society of the UK is discussed in RE lessons as well as potential issues related to both belief and religion. It can be difficult at times for our students to accept that other people have the right to choose and hold faiths and beliefs, and that right is protected by the law.

The school will use a wide range of visitors, educational trips and special curriculum focus days to enrich the SMSC curriculum within the school.

### **Timetable**

The timetable is designed to meet the needs of each individual student. All students have access to the traditional academic subjects, an Outdoor Education Programme, and therapy programme.

Timetables are also individualised and enhanced with, for example, individual music lessons, specialist external providers (sustainability/forest schools, bikeability) and horse-riding.