



I have the right to an education which develops my personality, respect for others' rights and the environment.

UNCRC Article 29

Doncaster School for the Deaf Curriculum Curriculum Intent and Vision (What are we trying to achieve)

These are the main intended features of our curriculum:

- Constantly reviewed
- Reflects the needs of individual learners
- Based on the National Curriculum with the exemption of a modern Foreign language
- Adaptions to reflect our Deaf learners, inclusion of BSL, Deaf Studies, smILE therapy
- Inclusion of enrichment opportunities
- Ambitious for every learner
- Adaptions for a wide ability range and range of learning styles.

Our aim is that our learners become independent, resilient, confident young people so that they are prepared for their next stages of education, training or employment.

We recognise that for the vast majority of learners they will transition to further education or training.

We aim that pupils respect their own and others' identity, views, rights, faiths and beliefs and the law and that they embrace diversity, and have the skills and values to help them contribute as a respected member of society.

Many pupils (close to 50%) have complex needs and many have gaps in their learning.

Pupils enter the school throughout the year.

All pupils have an Education Health Care Plan (EHCP).

- Our Key Stage 4 offer includes GCSEs, Level 1 and Level 2 qualifications, Entry Level Certificate (ELC) qualifications and Unit Awards.
- In agreement with senior leaders some pupils may begin their ASDAN preparation work for PSD (Personal Social Development) and Entry Level Science in year 9.
- Pupils access BSL qualifications throughout their secondary education. There is an intention that Level 2 is achieved by year 9 so that in KS4 these pupils focus on their GCSEs/ ELCs.



- From September 2020 all KS3 pupils will access two lessons a week of PSHE which will include careers and a smILE Therapy program. KS4 pupils will access one or two lessons of PSHE. They may also be accessing an ASDAN PSD course.
- All learners will continue to access PE (Physical Education). From September 2020 we are intending to organise blocks of swimming at a local provider. Until December 2019 all pupils had weekly swimming lessons at our onsite pool.
- If pupils who have a particular academic talent or ambition we will look to commission tutors (and interpreters) or work alongside our college to provide suitable courses/ learning.
- Access to Occupational Therapy (OT), Audiology and Speech and Language therapy (SaLT) is available to all pupils.

Implementation

(How do we organise learning)

Teachers use subject curriculum plans as a basis for the long-term plan for the class. Also used to inform the long-term plan is information from a range of sources such as:

Assessment of pupils

Previous learning

EHCP (Education Health Care Plans).

Teacher's aim to ensure that building blocks needed for learning are in place and they recognise that to embed learning into long term memory there is an element of repetition required. Any misconceptions and gaps need to be addressed so plans may need to be adapted throughout the year.

Details of implementation can be found:

- Implementation approaches
- Curriculum areas
- Subject curriculum plans
- Preparation for adulthood

Impact

(How are we achieving our aims)

Information from a number of sources is used to monitor the impact of our curriculum.

Monitoring:

Pupil performance is monitored lesson by lesson

Formal progress is tracked termly

Annual reviews are held in line with statutory guidelines. A subject report for each pupil is written before an annual review

Information from a range of sources including data inform progress tracking and future planning.

Sources of monitoring:



Doncaster School for the Deaf Curriculum Overview

Observations, learning walks , book/ work scrutiny, performance towards targets, EHCP outcomes , data , assessments , pupil voice, external monitoring for example by local authorities and school improvement advisor , governance , school development plan , strategic plan .

Outcomes:

100% into Further Education (outcomes and destinations tracker)

Social Progress, (Case Studies)

Communication progress (Salt assessments and BSL qualifications)

Qualifications: GCSEs, Level and 2 qualifications. Entry Level Certificates, Unit Awards.

Sporting challenges

Quality of life (family responses).