

Key Stage 4 Additional Needs and Booster Group

In the KS4 Additional Needs and Booster Class, our main aim is to encourage all students to be as independent as possible and able to communicate with confidence with other people, whether that be using PECS, signing or verbally. Lessons in Literacy, Numeracy and Science are delivered within termly projects with key skills being reinforced in as many lessons as possible to enhance understanding. To develop independence skills, students also participate in weekly lessons in cookery, horse riding, small animal care and P.E. In addition, lessons that focus on a sensory experience such as Music, Intensive Interaction, TacPac and Art are delivered to meet the needs of individual students.

Accreditation

Students in the Additional Needs follow the Edexcel modules in Personal Progress, which are accredited during the Summer Term. Subjects on offer vary and can change depending upon the individuals within the group. These are assessed using the Achievement Continuum which looks specifically at developing each individual student's level of engagement and participation in a task. It is hoped that over their time in KS4 that they may be able to progress up the continuum by one level.

Inclusion

The students make good use of the facilities at Walton Hall. They use the sensory room on a regular basis and make use of the Old Hall library for Intensive Interaction sessions, whilst cookery lessons are delivered using the kitchen in Post 16. Students join in with the school's choir and are amongst the KS4 students during weekly PE sessions. In addition, other students from Key Stage 4 often join our class at break times to make use of the large playground at the back of our classroom, where there are swings, trampoline and bikes.

Individual Needs

Due to the complex nature of our students, there is currently a high staffing ratio to fulfil the needs and requirements of each individual. Students are supported using a variety of communication methods including PECS (Picture Exchange Communication System), Makaton and Communication in Print with all staff encouraging students to use verbal communication as much as is possible for each individual. Students also receive input from Speech and Language therapists and programmes set are worked upon regularly in the classroom environment.

