

## Cultural Capital at Heathlands School View by age phase 2021 - 2022

Phase in School	Current Provision	Impact
<b>EYFS Department</b>	Awe and wonder throughout the EYFS curriculum	Pupils develop a love of learning and curiosity about the world. It develops and strengthens language and communication skills.
	Language rich environment to develop pupils' language and communication skills through Total Communication. All staff working with pupils have strong BSL skills and high qualifications.	Pupils develop their language and communication skills and increase confidence as sign language users. Some pupils develop language for the first time having arrived in the setting with no language. Communication within the department is fully accessible and tailored to individual pupil needs. Pupils who have had BSL from their early years achieve age appropriate sign language skills.
	Key skills and concepts at the core of everyday planning and teaching	Pupils make accelerated progress within the early learning goals. Pupils with little or no language on starting in the setting begin to develop concepts along with language. Pupils begin to generalise key skills and concepts.
	Rich and diverse curriculum experiences.	A wide range of curriculum experiences are presented through sign language which supports pupils with their communication, vocabulary, language development and their knowledge and understanding of the world. Pupils with needs in addition to their deafness are well supported to achieve and develop
	Weekly Sign and Play sessions open to the wider community.	Strong links are fostered with families, including families of pre-school children before they attend the setting. Parents have a chance to socialise with other parents of deaf pupils. Parents have the opportunity to see good nursery practice and understand the importance of playing with their child to develop their knowledge and understanding.
	Secret story teller	Increased love for books and stories in young children. Broadened knowledge of a range of age appropriate stories. Parents understand the power of story telling.
	Forest schools	Develops pupils' gross and fine motor skills, the ability to follow instructions, take appropriate and measured risks and problem solving opportunities. Develops their knowledge and understanding of the world. Supports the development of language through linking to real life experiences.

	Community visits to Willows farm	Enriching language and communication opportunities and knowledge and understanding of the world.
	High staff pupil ratio allows for therapeutic interventions to support emotional development	Pupils' social skills, mental health and wellbeing is proactively supported. Staff awareness and knowledge of each pupil in their care is exceptional and allows for targeted support.

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<b>Lower School</b>	A rich, diverse and child centred curriculum with clear intent and implementation, tailored appropriately to the needs of deaf pupils.	Pupils are enthusiastic learners and all pupils progress rapidly in their learning from their starting point. All pupils receive a broad, balanced and aspirational curriculum to meet their needs.
	Mixed age planning to meet varying cohort needs - through curriculum cycles and yearly curriculum maps	Pupils are appropriately placed in the class group that will meet their language and learning needs most effectively. Teachers adapt teaching appropriately to the needs of the class and pupils are engaged in their learning as a result.
	Assemblies based on: <ul style="list-style-type: none"> <li>• Positive learning attributes - respect, motivation, attitude, responsibility.</li> <li>• Special 'weeks' and events (e.g. Black History Month, Pride)</li> <li>• World news and events.</li> </ul>	Pupils become aware of, develop and engage with issues in the wider world. Pupils learn and value attributes that lead to positive learning.
	Curriculum links to world and seasonal events- Diwali, Autumn, Remembrance etc.	Pupils become aware of world issues, develop understanding and empathy. Pupils connect with values as a community which leads to positive learning experiences.
	Events, visits out and visitors in.	Real life events allow pupils to develop their knowledge and understanding of the world and their language and communication skills. Deaf visitors in provide a range of motivational role models.
	Themed weeks	Pupils become aware of world, social and community issues. Students have the opportunity to develop understanding and empathy. Pupils connect with values, themes and events as a community which leads to positive and shared learning experiences.
	After school and lunchtime clubs	Pupils have the opportunity to engage in accessible clubs with other deaf pupils and develop hobbies and interests that they might not otherwise try.

	Music (Heathlands Harmony choir, guitar lessons)	Pupils develop team work, performance, BSL and English skills. Pupils are also given opportunities to enjoy and engage with music.
	A bi-annual focus on wellbeing (Just Talk and Feeling Good weeks) in line with Hertfordshire wide promoted wellbeing events. Wellbeing theme weeks embed wellbeing knowledge in everyday learning beyond celebratory weeks.	Pupils are growing in knowledge of their own needs and ways of supporting their mental wellbeing.
	A graduated pastoral approach including therapeutic input to support emotional development and promote positive mental health. Small class sizes, mentoring and therapy provide a high level of targeted support.	Pupils' mental health and wellbeing is proactively supported. Risk and Protective factors are used to support students' needs. Staff have increased awareness and knowledge of each pupil in their care and allows for targeted support.
	Celebratory weeks on promoting inclusion and anti-bullying. Student leaders take lead roles in these events.	Pupils learn about acceptance and diversity through assemblies and celebratory weeks such as Anti-bullying week, Pride week, Interfaith week and Black History. Pupils are growing in their understanding of others.
	Therapeutic approach to behaviour management	Pupils are developing empathy skills, internal discipline and motivation for learning. Some pupils require more support with this than others. Pupils have Individual Behaviour Plans that allow for a differentiated approach.

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<b>Upper School</b>	Regular sporting fixtures - annual Derby football tournament; Deaf Schools Athletics	Students experience competition with other deaf schools and against their peers in school. Students learn about teamwork, winning and losing gracefully. Students make new friendships with other Deaf peers and links within the deaf sporting community. Opportunities for deaf sporting pathways to develop.
	Student leadership program	Peer champions and student leaders provide excellent role models and social and emotional support to LS pupils. Pupils work in focus groups with staff towards agreed goals. Focus groups provide opportunities for pupils to develop leadership skills through a variety of valued projects which impact positively on learning, teaching, our school community and well-being for students. Pupils benefit from formal leadership training and informal focus group meetings opportunities to develop individuals as leaders. The student leadership programme provides processes and structures for pupil representation and the incorporation of pupils' views into decision making in the life of the school.

		Pupils have the opportunity to gain qualification (ASDAN) in student leadership which prepares pupils for future challenges and for achieving personal excellence.
	Science focused events	<p>Funding for Projects by:</p> <ul style="list-style-type: none"> <li>● British Science Association</li> <li>● Institute of Physics</li> <li>● Royal Society of Chemistry</li> </ul> <p>enable students to meet scientists who are deaf themselves and use British Sign Language. Having deaf scientists in the classroom has positive benefits for the students. Students are given the opportunity to engage in authentic, hands-on activities that generate interest in science, meet science role models and develop new views of science and scientists.</p> <p>Students also learn new science content and experience different ways information is presented to them.</p> <p>Students have the opportunity to develop their practical investigative skills through making GCSE required practical investigation videos. The videos are available for students to use to support revision.</p>
	School council	Pupils have the opportunity to become a representative for their form groups. Through this role, pupils develop their confidence, communication and interpersonal skills. This enables them to think about others, to care about the school community around them and using feedback to make positive and constructive changes.
	Positive Role models in school. Approximately 50% of the teaching and support staff are deaf themselves providing natural language and role models for pupils.	Students are immersed in native language. Students have a positive 'Deaf Can' attitude promoting ambition drive and a will to succeed in their future lives and careers.
	Outside speakers A wide range of speakers and visitors visit school for interest, linked to themed weeks or as part of our careers programme. Speakers are deaf themselves providing positive role models.	Students have the opportunity to learn about deaf people in the wider world, different jobs and how to achieve their goals.
	Themed weeks	Pupils become aware of world, social and community issues. Students have the opportunity to develop understanding and empathy. Pupils connect with values, themes and events as a community which leads to positive and shared learning experiences.
	Lunchtime clubs	Pupils lead and influence the direction of extra-curricular clubs. For example, chess club evolved from one pupil asking how to play chess.

		A virtual chess lesson with a deaf pupil at another school then led to an ex pupil donating equipment and organising a visit from England Deaf Chess Association. Now the chess club is led by our pupils and pupils regularly play chess during breaks and lunchtime on the outdoor chess set. Other lunchtime clubs include typing club, choir, gardening club.
	Shakespeare for Schools Festival	Months of rehearsals leading to the final performance allows pupils to develop confidence, self-esteem, performing skills and teamwork. Students have the opportunity to be included in the wider community and develop inclusion skills. Students have a feeling of achievement and celebration.
	Work experience for all Year 11s - could be an individual placement or group activities e.g. Groundwork East Project	Students are able to experience the world of work in a safe controlled environment and consider their skills, qualities and interests so they are better prepared for the future.
	A bi-annual focus on wellbeing (Just Talk and Feeling Good weeks) in line with Hertfordshire wide promoted wellbeing events.	Pupils are growing in knowledge of their own needs and ways of supporting their mental wellbeing.
	A graduated pastoral approach including therapeutic input to support emotional development and promote positive mental health. Small class sizes, mentoring and therapy provide a high level of targeted support.	Pupil mental health and wellbeing is proactively supported. Risk and Protective factors for mental health support staff awareness and knowledge of each pupil in their care and allow for targeted support.
	Celebratory weeks on promoting inclusion and anti-bullying. Student leaders take lead roles in these events.	Pupils learn about acceptance and diversity through celebratory weeks such as Anti-bullying week, Pride week, Interfaith week and Black History. Pupils are growing in their understanding of others.
	Therapeutic approach to behaviour management	Pupils are developing empathy skills, internal discipline and motivation for learning. Some pupils require more support with this than others. Pupils have Individual Behaviour Plans that allow for a differentiated approach.
	Regular trips and activities recognise and reward pupils' hard work in school. Reward trips are planned carefully to increase the range of world experiences. Some of our pupils have limited life experiences.	Pupils develop life skills, team work skills and increase their understanding of the world and society.
	Literacy competitions (Battle of Books Poetry by Heart, 500 words story)	Competitions allow pupils to develop motivation in developing their creativity and literacy skills. Pupils are given opportunities to engage with peers from other schools (e.g. deaf students from America). This boosts self-esteem, confidence and celebrates pupil achievement.

	Rich and diverse curriculum in BSL	A wide range of curriculum experiences are delivered through BSL support pupils with their communication, vocabulary and language development and their knowledge and understanding of the world.
	Diversity in the curriculum	The English curriculum represents and reflects the diversity in the modern world, allowing students to recognise, understand and celebrate diverse cultures.
	Residential Trips - Regular Geography/Science trip; proposed Ski Trip	Opportunities to socialise with their peers outside of school. Students improve their fieldwork/investigation skills and get higher grades in their exams. Opportunity to travel abroad, learn new skills and practise a new language.
	SaLT	The speech and language team work with students outside of school as well as inside to promote students individual communication development, such as inclusion sessions to nearby mainstream schools, supporting students to improve communication at cafes and shops. They prepare students for post 16 interviews. The speech and language team work closely with the residential team to promote and enhance language and communication development in the wider community.
	There is a wide range of PfA activities linked to preparing our students for life after Heathlands. A programme of visitors and workshops enhance the PSHCE curriculum.	Students are ready for their next steps after leaving school, are happy, healthy and can make a genuine contribution to society in their chosen career path.
	FoH	Friends of Heathlands is the Parent Teacher Association here at Heathlands. They work on providing social events that are accessible and deaf friendly for students to participate in. Allowing students the opportunity to develop social skills and friendships within appropriate peer groups.
	The Arts - students experience visits to art galleries, theatres, concerts and museums as well as enjoy visits from people in the arts.	Students develop their awareness and appreciation of the arts and are inspired to develop their own creativity allowing them to express themselves fully.

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<b>Heath House</b>	Social skills	Living in a community social skills are promoted. Students learn about the benefits of living as a larger group and have a deeper understanding of relationships. Students are able to empathise with a greater number of people and are able to help peers. Social understanding is increased and a feeling of wider family is promoted. Students feel engaged and fully included. A range of role models

		provide experiences and examples. Students are enriched by having a wider group to draw upon.
	Language development	Pupils develop their language and communication skills and increase confidence as sign language users. Communication within the department is fully accessible and tailored to individual pupil needs. The residential team work with the speech and language team to develop pupil communication profiles and targets. As part of the 24 hour curriculum opportunities are provided within the local community for pupils to develop language, confidence and self-esteem.
	Study support	Support offered to students is given in the students' native language, staff are able to support throughout the evening and understand the needs of the students. Students are able to achieve and maximise learning opportunities.
	Independence skills	As part of the 24 hour curriculum opportunities are given for pupils to develop independent living skills based on age and ability. The targets and expectations are tailored to individual needs and are part of the preparation for independent living. Students are able to achieve targets with support which enables them to transition with success. Students are given opportunities which develop inclusion, achievement, confidence and self-esteem.
	Activities to support learning	The residential team ensure that students have a range of activities in the evenings which develop confidence, independence, self-esteem, inclusion and promote a healthy lifestyle. Students benefit from a range of activities such as: <ul style="list-style-type: none"> <li>• Karate</li> <li>• Swimming</li> <li>• Underwater hockey</li> <li>• Cubs, scouts and brownies</li> <li>• Netball</li> <li>• Football</li> <li>• Gym</li> <li>• Problem solving activities</li> <li>• Ice skating</li> <li>• Biking</li> </ul>