



Pendle Community High School & College

CURRICULUM STATEMENT NOV 2017

At Pendle Community High School & College we aim to provide a broad, balanced and wide curriculum that meets the very individual needs of all our pupils. Our curriculum is constantly under review and is formulated in accordance with the 1993 Education Act. The Education Reform Act 1998 influences our curriculum planning to ensure the promotion of spiritual, moral, cultural, mental and physical development of pupils at school and prepares our pupils for the opportunity, responsibilities and experiences of adult life.

Within Key Stage 3 and 4, our curriculum is based around the ten subjects of the National Curriculum including PSHE and RE. MFL is offered at Key Stage 3 only. Our true holistic curriculum is much wider. The overarching aim of our curriculum is to maximise:

- Communication (in its widest sense)
- Independence
- Self-help skills
- Life skills
- Self-advocacy
- Social skills

For some pupils specific interventions are necessary to develop certain skills or to promote attention and concentration thus allowing access to the more formal curriculum. We can offer, as needs require:

- Hydrotherapy
- Rebound therapy
- Sensory integration
- Intensive Interaction
- Picture Exchange Communication (PEC's)
- A TEACCH approach
- Physiotherapy and occupational therapy including postural management
- Sensory Integration
- MOVE
- Speech and Language Therapy

OUR CURRICULUM IS DELIVERED VIA

- Class/ school based teaching
- Work experience
- College links
- Inclusion links with mainstream high schools
- A Sensory curriculum
- Field trips and work at our nature reserve
- Withdrawal and intervention programmes with therapist or following bespoke programmes

At Post 16 students follow an individual, destination led curriculum based on the development of life and independence skills alongside the development of functional literacy and numeracy. (Please see our College Policy for further information)

DELIVERY OF THE CURRICULUM WILL INCLUDE

All pupils are allocated to a mixed ability, mixed year form group and an ability based class group in years 8 and 9 (Ribble, Wyre and Wenning). In year 7 pupils are taught in a Nurture Type Group (Hodder) with 1 class teacher and 3 teaching assistants. Pupils with high needs are taught in a key stage 3 class group

(Calder) with a teacher and a high level of TA support. In key stage 4, pupils are taught as discreet class groups by year with an equivalent high needs group (Pendle).

FORM GROUPS

Pupils are taught alongside their peers.

CLASS GROUPS

Pupils are taught alongside pupils with similar ability.

SMALL GROUPS

Pupils with specific and similar needs are taught together following an intervention programme with specific aims and objectives.

INDIVIDUAL 1:1

Pupils requiring interventions for highly bespoke programmes to be delivered.

School have a track record of supporting pupils within the home. Please see Supporting Pupils with Medical Needs within the Home Policy.

Appropriate careers or vocational education and advice are delivered as part of our 14-19 Curriculum 'Skills for Life' Carousel.

Appropriate sex and relationship education is included, in consultation with parents. The school nurse also provides bespoke small group advice for certain pupils whose needs are highlighted as a cause for concern or require swift and bespoke intervention. Religious Education is included for all pupils unless parents indicate otherwise. The RE programme of study will follow Lancashire Education Authority advice but is modified according to the conceptual levels of pupils.

Planning, tracking, recording and assessing progress will differ according to the method of delivery for the subject or area. All taught lessons, programmes and interventions are fed back to the Progress Board Meeting, noted in the Individual Learning Plans and evaluated for Annual Review.

Pupils with a high level of need will access a sensory, communication and postural based curriculum which, whilst covering the National Curriculum, refines this to ensure a curriculum at an appropriate developmental level. This ensures the statement objective and non-educational provision is met for all pupils.

Governors regularly visit school and are kept up to date via Curriculum Governors Meetings every term. At these meetings, school policies are discussed, renewed and revised and initiatives shared.

It has been acknowledged that the needs of our population is becoming more diverse and complex. As our population changes, our curriculum will be revised and adapted to ensure all pupils access provision appropriate to their individual needs.

Policy approved by Governors: 22nd November 2017

Review date: November 2018



Signed: _____

(Chair of Governors)



Signed: _____

(Headteacher)