



Pendle Community High School & College

English Policy

Document Purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of English. The policy draws together National Curriculum guidelines and statutory requirements for Key Stages 1-4, as well as promoting the Spiritual, Moral, Social and Cultural (SMSC) development which includes British Values.

The policy seeks to address the individual learning needs of our young people and sets out a framework within which teaching staff can operate and provides guidance on planning, teaching and assessment.

This policy should be read in conjunction with the Schemes of Work for English which set out in detail what our learners in different Key Stages of different ability ranges will be taught.

This policy has been approved by the Governing Body following consultation with the wider teaching staff and is subject to regular annual reviews by the staff team and Governors.

Audience

This document is intended for all staff and other stakeholders with classroom responsibilities, school governors, parents, the Local Authority and Ofsted. A copy of this policy is made available for all staff within the curriculum policy file on the T Drive. A copy of this policy is also available to parents via the website.

Aims

At Pendle Community High School & College English promotes SMSC development, enabling learners to become more self-confident, responsible and independent, within their own parameters. It also helps to give learners the knowledge, skills and understanding they need to lead healthy lives and to become informed, active, responsible citizens. Learners are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing to the best of their ability, to the life of the school and the community. This is achieved through a variety of aims including:

- To understand that as individuals, we depend on family, school and society.
- To use appropriate behaviour, according to the situation.
- To relate positively to others.
- To exercise personal responsibility and initiative.



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- To enable learners to value, respect and be proud of their own cultural background and understand the traditions of other cultures.
- To recognise and challenge stereotypes and discrimination.
- For learners to develop a sense of personal worth.
- To foster learner's appreciation of the significance, awe and wonder of life.
- To be able to understand the difference between right and wrong.

In English it is intended to promote learning through the following aims: -

- To ensure that learners will work at a level appropriate to their ability using a variety of suitable materials within their Key Stage or from an earlier one if deemed appropriate.
- To enable all learners to communicate as effectively as possible.
- To develop learner's abilities to acquire a wide vocabulary and use language creatively, socially and academically.
- To provide the opportunity for learners to experience work and text, drawn from a variety of cultures and traditions, including their own and others.
- To ensure that all learners have the opportunity to develop an understanding and appreciation of our rich and varied literary heritage.
- To enable learners to create and enjoy the theatrical and dramatic works of their peers as well as professional companies in a variety of settings.
- To liaise with other external agencies eg speech and language therapy, OT.
- To develop the learner's ability to express their thoughts and feelings in order to learn.
- To ensure where appropriate, learners are able to explore pre-writing and to progress to writing, adapting their language and style in and for a range of contexts, purposes and audience.

Within our English Department, we will continue to provide a positive, secure and caring learning environment for us all.

Time Allocation / Cross-Curricular Links

The subject of English is allocated the appropriate amount of time, taking into account NC guidance, to provide all learners with a broad and balanced curriculum, which is appropriate for their needs. For some learners the



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breadth and balance of the curriculum is addressed through personalised timetables.

Each teacher of English, with the support of the English co-ordinator and senior leadership team, is responsible for the discrete English lessons taught in their classes. However, all teachers at Pendle Community High School are teachers of English, within each curriculum area.

Reading

At Pendle Community High School we celebrate the importance of reading as a life skill – essential for the progression of learners' intellectual and social development through life.

Reading involves all aspects of pre-reading and reading skills, and includes skills in looking, scanning, memory, visual perception and discrimination, sequencing, auditory and cognitive skills. Learners learn that objects, drawings, photographs, pictorial symbols and written words carrying meaning and respect objects and ideas in the everyday world. Through continued experience of handling books and listening to stories, rhymes and poetry, learners are encouraged to develop an interest in the written word, books, and reading for pleasure as well as for functional purposes.

Whole class, shared, guided and modelled reading learning objectives are taught. Age and ability appropriate texts have been carefully chosen to ensure all learners have access to the KS3 and4 programmes of study. However, as the school population changes, texts are chosen from the content from an earlier key stage, as appropriate.

Guided reading will be an integrated part of the curriculum as are individual reading programmes - where learners work at their own ability appropriate level on a commercial reading scheme. The school has recently invested considerably in numerous reading schemes, an audit of which can be found in Room GLT01. The schemes span a broad reading range from: 'Bag Books' – multi sensory stories for severe, profound and multiple learning difficulty learners, pre readers with no vocabulary to books with a reading age of 12 yrs. Many of these books are available as e-books, these will shortly be available on the schools network. Learners whose reading ages have exceeded the commercial schemes have free choice of a widening range of age and ability appropriate texts from our well stocked library. In addition to this it is planned that the learners will take home age and ability appropriate library books each month. Learners also have the opportunity and are encouraged to read a wider range of books, magazines and newspapers and



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use reading scheme CD roms. A very recent acquisition in the Department is 9 e-readers: these are currently being trialled with years 10 and 11.

We aim to listen to our learners read from their reading scheme every day during 'ERIC' (Enjoy Reading in Class) time, at the beginning of the afternoon. Lesson design and teaching and learning at Pendle Community High School make close connections between reading and writing, modelling reading strategies and widening reading repertoires. Through exploring and analysing texts and their features, relating the author's purpose, discussing structure and organisation, learners learn that reading is purposeful, exciting and fun.

The Department will also try to celebrate World Book Day and National Poetry Day with a view to enhancing understanding and learning.

English at Pendle Community High School is designed to encourage learners, as they mature, to write as a reader and read as writers. Please also see section on AAC (Alternative Augmentative Communication).

The Department also provides a well stocked library that includes:

- CDs
- Phonic games
- 'Bag Books' multi-sensory books specifically for PMLD/SLD learners. (These can be borrowed by staff for narrative therapy story sessions too.)
- Sensory books
- A wide range of age appropriate, recent and classical fiction texts
- A constantly updated stock of non-fiction texts
- 'First News' a news paper for reluctant readers
- A variety of football programmes and magazines.

The Library continues to be open to learners at break times and via its long standing lunchtime club.

Writing

At Pendle Community High School we celebrate the importance of writing as a life skill – essential for the progression of learner's intellectual and social development through life.

Writing includes all aspects of pre-writing as well as writing skills, expression and composition. It encompasses skills in hand-eye co-ordination, visual perception and discrimination, memory and sequencing and organisational skills. It involves learners in learning that the marks they make on paper can be used to carry meaning to others. It is a complex process, which begins with making marks and scribbling, and progresses to meaningful marks, and



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writing well formed letters, and sentences using spacing, spelling and punctuation.

Whole class shared, guided and modelled writing objectives are taught. Age and ability appropriate tasks have been carefully chosen to ensure all learners have access to the curriculum and strategy.

Guided writing is an integrated part of the curriculum – where learners work in small, ability appropriate groups supported by either the teacher or the TA.

Through the teaching of non-fiction writing and cross-curricular writing, learners learn how to write:

- To inform
- To recount (Through journals and autobiographies as well as events)
- To explain
- To instruct
- To persuade
- To argue
- To analyse and evaluate

Recent changes to Long Term Plan (LTP) has seen the introduction of the development and enhancement of narrative writing. Therefore, it is hoped that through the teaching of narrative writing, learners learn how to write in the following genres:

- Mystery
- Traditional Tales
- Romance
- Humour
- Diary story
- Horror / Ghost
- Science Fiction
- Adventure
- Biography

An agreed sequence for teaching guided writing:

1. Establish and share clear objectives
2. Provide examples
3. Explore the features of the text
4. Define the conventions
5. Model how it is written



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6. Compose together
7. Scaffold the first attempts – writing frames
8. Independent or supported writing – drafting and editing
9. Draw out key learning – plenary
10. Review

During modelled and shared writing sessions, teachers at Pendle Community High School keep the focus on the objective, think aloud about choices and ideas, rehearse sentences aloud before writing, constantly reread, take it one step at a time and prompt, sift and analyse contributions. Where appropriate, learners use wipe boards to plan and draft their sentences before committing to paper.

When learners are ready to write independently they are taught to write sentences by:

- Saying aloud what they want to write about
- Composing a sentence orally before writing it
- Re-reading what they have written to check that it makes sense

And to progress:

- Sequencing sentences to form short narratives
- Read aloud their writing loud enough to be heard by peers and staff
- Discuss what they have written with peers and staff.

Journal work is viewed as a highly valuable approach to the teaching of independent writing skills and is taught at KS3 and 4 with different focuses and objectives for each lesson. Currently Reading Journals are used to record learner responses to a text, characters, plot and setting. Future plans could see journals used to record responses to holidays and special events. Please also see section on Augmentative Alternative Communication (AAC).

Spelling and Phonics

At Pendle Community High School learners often exhibit delayed phonetic development. The school has adopted the synthetic phonic approach to learning and teaching phonics. It is systematically taught via a regular discrete lesson each week. **All staff** in school agreed the approach. Where possible, curriculum opportunities will be sought to apply the skills being taught in English phonic lessons. Phonic skills are occasionally taught through the starter activities of English lessons and also discretely as part of the spelling lesson.

Each English teacher has specific resources to support the learning and teaching of phonics and spellings. The major resources in the school are



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Letters and Sounds and Early Phonics for secondary learners. The majority of staff have received a recent update in supporting and developing their understanding of phonic principles. (06.11.12)

Due to the learning needs of some of our learners, particularly those on the Autistic Spectrum or with a Down's syndrome diagnosis, the staff will also use other recognised teaching methods to aid progression in reading, such as 'sight words' - look and say.

Those delivering English are skilled and confident in choosing and using whatever works for each learner in developing their reading skills. Of course this must be shared with all staff teaching a particular learner. In addition to this, learners are encouraged to use dictionaries, wordbooks or mini wipe boards to attempt to spell unfamiliar words in all lessons where writing is required.

Learners learn the following aspects of phonics and spellings:

- Phase 1 of Letters and Sounds concentrates on developing a learner's speaking and listening skills and lays the foundations for the phonic work, which starts in Phase 2. The emphasis during Phase 1 is to get learners attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.
- Phase 1 is divided into seven aspects. Each aspect contains three strands: Tuning in to sounds (auditory discrimination), Listening and remembering sounds (auditory memory and sequencing) and Talking about sounds (developing vocabulary and language comprehension).
- Phases 2-6 include the aspects below:
 - Recognising and reading letter sounds and letter names.
 - Common phonic blends
 - Segmenting/decoding words
 - Reading then spelling high frequency words – common letter clusters
 - Key words from the Letters and Sounds programme.
 - Vowel choices
 - Pluralisation
 - Word endings / beginnings
 - Prefixes and suffixes
 - Contractions
 - Spelling rules

Spelling is taught as a discrete English lesson to learners who have a solid grasp of letter recognition and initial blending of Consonant Vowel Consonant



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(CVC) words. It is consistently reinforced through all subjects across the curriculum, as staff can access the English input into a learner's IEP. Staff should teach from the 'Statutory requirements from the National Curriculum English Appendix 1: Spellings.' (Years 1-6) with support from the 'Violet Brand' Scheme.

A spelling test is administered every year, so that progress in spelling can be reported to parents for those learners who can confidently respond with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, read common exception words and blend sounds in unfamiliar words. For learners who are unable, as yet, to confidently apply phonic knowledge and skills to decode words, the annual review will record the progress in 'Letters and Sounds' and the High Frequency Words (HFW) lists.

Learners are also encouraged to:

- have a go,
- recognise and record personal errors,
- sound out words phonetically and by syllables,
- draw on known words, analogies, roots, derivations, word families, morphology and familiar spelling patterns,
- identify challenging words and learn them,
- use a spell checker when working on the computer.

Grammar

Adults in school model correct grammar implicitly across the curriculum through their interaction with the learners either via spoken English or reading. Explicit knowledge of grammar is taught as part of the main reading, writing and spoken aspects of the English lesson and is also reinforced across the curriculum. Stimulating starter activities allow teachers to focus on sentence level objectives and making learning fun. Specific sentence level learning objectives are taken from the NC 'Statutory requirements from the National Curriculum English Appendix 2: Vocabulary, grammar and punctuation.' (Years 1-6) and B Squared writing assessment documents.

Learners are taught about

- Sentence construction (*leaving spaces, joining words and sentences with conjunctions*) and punctuation (*using a capital letter and a full stop, question mark or exclamation mark, capital letters for names, places, people, the days of the week and the personal pronoun I*) Learners can then be taught the concepts from, 'Statutory requirements from the National Curriculum English Appendix 2: Vocabulary, grammar and punctuation.' (Years 1-6)
- Paragraphing and cohesion



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- Stylistic conventions of non – fiction texts
- Standard English and language variation

Learners are also constantly encouraged to say what they want to write, write it and read it back to make sure it makes sense, editing it as appropriate.

Handwriting

Handwriting and mark making is taught to learners in a variety of ways from marks made in a variety of medium, either independently or with support, letter formation, progressing to a handwriting scheme. The Department are focused upon learners producing legible, fluent writing with an eventual progression to cursive, speedy handwriting where appropriate.

The Department has invested in the following handwriting schemes:

- ‘Speed Up!’ A Kinaesthetic Programme to Develop Fluent Handwriting (L. Addy & R. Lawrie)
- Finger Gym: Developmental games to improve language, fine motor skills and handwriting Galina Dolya & Judy Holder
- Fine Motor Skills: Photocopiable Activities to Improve Motor Control (Hill, Mark, Hill, Katy, Barnes, Rebecca)
- ‘Write from the start’: Unique Programme to Develop the Fine Motor and Perceptual Skills Necessary for Effective Handwriting. Ion Teodorescu & Lois Addy
- ‘A Hand for Spelling’: A spelling scheme in cursive writing (C. Cripps)

The schemes are stored in a filing cabinet in the recess off the KS4 section of the main teaching corridor, opposite GLT01. Staff and TA’s are responsible for photocopying materials for their own learners. The English Co-ordinator will ensure that master copies are available.

Staff should select the appropriate scheme for each individual learner, dependent upon their fine motor development and statement objectives. It is therefore not intended that a whole class follow the same scheme.

Learners are encouraged to choose whether they use a pen or a pencil for their written work, however if staff feel that they are capable of writing as neatly with a pen as with a pencil, they can request that a pen is used. There is a wide selection of pens available for the learners to choose from, across the curriculum.

Across the curriculum, learners are reminded about good presentation and cursive handwriting, where appropriate in all their written work. Learners who find handwriting difficult are encouraged to present their work using ICT.



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Speaking, Listening and Spoken Language

At Pendle Community High School, we put great emphasis on the development of speaking and listening skills and this is reflected in all lessons. Spoken language underpins the development of reading and writing. The quality and variety of language that our learners hear and speak are vital for developing their vocabulary and grammar. All staff should ensure that they converse in language appropriate to the development of the individual learner. Local identity through dialect is important, but staff should also aim to promote Standard English. Learners are taught where and when non-standard English is appropriate, in particular when preparing for the world of work.

Learning Objectives, curricular group and individual targets are derived from the National Curriculum (KS1-4), SALT, B Squared Assessment and at KS4, those aimed at gaining external accreditation.

Learners are taught to:

- Use of Makaton, In-Print symbols and PECS where appropriate.
- Enhance their receptive and expressive language skills so as to make measurable progress.
- Participate in discussion, presentations and performances.
- Evaluate their own and others' use of spoken language and listening strategies.
- Strive for a desired effect in accordance with the targeted audience.
- Sustain and develop discussion thinking through issues and problems.
- Appreciate and articulate meaning

In addition to this, the Speech Therapist devise individual speech and language programmes (Communication Profiles) for learners who need additional support in this area and almost all learners have a communication/speaking and listening target on their IEP and PMLD learners may have a Communication Passport.

Focused 'Communication sessions' for **all** learners in KS3 are delivered during Target Time once a week and co-ordinated by S.A.L. Team, English Subject Leader and a designated TA. Learners have been assigned to different groups and staff provided with objectives for the lessons as well as resource materials. IEPs will be updated regularly reflecting the progress made against the objectives set.

Alternative, Augmentative Communication (AAC)



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Alternative refers to a means of communication other than speech. Augmentative means the quality of increasing the power of communication. Communication is described as success in conveying one's meaning to others. Therefore Alternative, Augmentative Communication can be defined as means which replaces speech and/or enhances an individual's ability to successfully convey meaning to others.

The PCHS policy is TOTAL COMMUNICATION. This means learners are encouraged to use every available form of communication. This includes the informal methods of facial expression, body language, gesture and vocalisation, together with formal communication methods of words, signs, symbols and electronically aided speech. Learners are encouraged to use whatever system they feel is most effective for each given situation. Objects of reference, photographs, PECs, use of the 'Inprint' software and Makaton will continue to be the bed rock of the secondary policy.

Where staff are unfamiliar with the use of these systems training will be given as a priority. This is currently in the form of informal drop in sessions with a designated TA. New members of staff will be assigned a mentor to specifically assist them in their induction.

At Pendle Community High School we believe that all learners have certain rights as communicators.

Learners should have the right to:

- be offered choices
- express feelings
- understand communications
- reject
- request information
- have access to information
- be communicated with a dignified manner
- aids, services and resources
- be listened to
- be included in social interaction
- learn about themselves
- learn about life

There are learners in school who have VI (visual impairment) and MSI (multi-sensory impairment) and for these learners the support staff are being supported by the Teacher for VI and MSI. This support included training in Braille and Moon.



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School has also purchased resources to facilitate this including a Braille, 'Zychem' Zyluse Heater, loans from RNIB and Moon Cat series.

The Department aims to provide the highest quality and appropriate technological aids to promote communication together with high levels of staff expertise. We are continually working with the ICT Dept. for support and advice with new technologies.

This subject affords opportunities to link to other curriculum areas such as:

- **Numeracy:** Learners explore data collection when researching leisure activities. They present their information drawing upon methods taught in Mathematics.
- **Science:** Non-fictional texts such as instruction and explanation are sourced from the Science department. Learners learn how these texts are structured and are then taught how to write for these purposes.
- **PSHE:** Learners discuss and debate relevant news items. Links with many relevant teenage, family and everyday issues are raised through the selection of novels, prose, non-fiction and fiction texts.
- **History:** Learners research poets and authors placing them on an historical timeline. Learners are encouraged to use the past tense in historical recount.
- **Geography:** Learners are taught Caribbean poetry and explore patwa.
- **RE:** The learners read stories from other cultures in Year 8. They are encouraged to research heroes and heroines, perhaps selecting religious leaders or famous people such as Rosa Parks, Martin Luther King.
- **PD:** Learners follow verbal instructions during PD sessions. They also communicate their ideas and choices.
- **Vocational Education:** Learners draft and write personal statements, applications for college placements and Curriculum Vitae. They also take part in interview role-play and learn interview techniques.
- **Art:** Learners practice their fine motor skills creating collages in response to poetry, characters from novels being studied or prepare props to aid role-play.
- **Digital Literacy:** creating PowerPoint presentations on Shakespeare, a life of a given poet, hobbies and the homeless, linked to a novel. Learners also create moving images and mini film clips linked to role-play exploring plot, setting and character.
- **Modern Foreign Languages:** Learners explore magazines, texts and learn to communicate in the target language. They learn about current affairs in the country of the target language.



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Meeting the needs of all learners within English

Our learners at Pendle Community High School & College have Moderate, Severe and / or Profound and Multiple Learning Difficulties including other associated difficulties such as Autism, Multi-Sensory, Visual & Hearing Impairment(s).

The wide range of needs of our learners holds no barrier to accessing the learning opportunities within English.

For learners who have sensory impairments and/ or physical disabilities and for those who experience developmental delay, English is based upon a multi-sensory approach, which starts from direct experience and progresses to structured activities and experiences using concrete materials.

To enable the staff at Pendle Community High School & College to fully address the range of needs of the learners and to enable us to show progression within the activities for the appropriate Key Stage; the Programmes of Study as outlined in the Scheme of Work for English have been differentiated into 3 broad descriptions of learners:-

Independent learners are learners who are able to communicate with fluency and who are able to make reasoned choices, work and act co-operatively in a small group and with varying support, work independently.

Supported learners are learners whose learning is supported through structured patterns of communication and social activity to enable them to develop positive social behaviour.

Experiential learners are learners whose learning needs are met primarily through experiences and activities which are multi – sensory and stimulate learning through kinaesthetic approaches and the senses of touch, hearing, taste, sight and smell. It is crucially and respectfully stated that these learners may be denied some senses due to their disability and may require a greater range of learning experiences. (Julie Hicklin and Jane Dowell, 2006)

Using this personal approach, teachers can devise activities in all areas of English, which are planned specifically at the appropriate level of need and ability for all learners, which also allows learning outcomes, recording and assessment to be directly linked to learning objectives. (Refer to **Appendix 1: Teaching & Learning Guidance**)



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At Pendle Community High School & College the non-statutory / statutory guidance identified in the National Curriculum Programmes of Study for English have been adapted to ensure that coverage is appropriate for the needs of all learners. This can be found in the subject map and schemes of work for English as found in **Appendices 2 & 3**.

Assessment, Recording and Reporting of Learner Progress

Introduction - Monitoring Learner Progress and Achievement

At Pendle Community High School & College, we have a good knowledge of the strengths and areas for development of individual learners. From this, accurate judgements can be discerned to ensure targets are sufficiently challenging to meet staff's high expectations through:

- Continuous Teacher assessment based on P Scales and B Squared.
- External assessment leading to nationally recognised accreditation.
- The monitoring and evaluation of Individual Education Plans (IEPs) and individual objectives, target planning and recording.

In addition, summative information can be found through:

- End of Key Stage 4 & 5 Record of Achievements.
- The Annual Review of a learner Education, Health & Care Plan.
- Through the annual End of Year Report.

Additional supporting comments can be gathered through:

- Regular Parents' Evenings.
- Comments and input from parents and other professionals.

These contribute to supporting the staff team to fully monitor, evaluate and record learner's progress.

Subject Development and Resources



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The whole school development of English and purchase of resources for English is planned through the annual Subject Development Planning cycle and expenditure evaluated as part of that process.

The Subject Leader is responsible for providing a regularly updated audit of resources available for their subject area which is made available to all teachers with a further copy available in the staff work room and relevant storage area.

Storage

- Key Stage 3 resources boxes to support fiction and non-fiction texts are stored in the Library store in the ICT Room.
- Any resources borrowed from the Library store should be returned.
- Resources that could be required by a number of staff should be signed out from the store.
- All teaching staff have a phonics box with games and resources for their teaching group. These boxes are collated yearly and staff then re-select resources to support their new learners.
- Staff have a grammar resource box, these include photocopiable masters.
- Reading Books have been re organised, colour banded and stored in the recess on the KS4 corridor.
- Via the T-drive under the Speech & Language directory to access AAC resource materials.
- All staff have access to 'communicating print' via desktops.
- Photocopy masters of shared resources will be stored in filing cabinets in the recess bay near the Reading Book tambour units.
- All plans for English are stored in a new Lever Arch File in GLT01 in the English store and on the T drive. The staff delivering the scheme should file any amendments, updates, new schemes etc.
- Assessing Pupil Progress Files are stored as a taught group in a clear storage box with a lid and are the responsibility of the English Teacher for that class.

Future resources

- Library Books adapted for PMLD and SLD learners.
- Story writing resources.

Health and Safety

The Subject Leader for English has a general responsibility for the application of the LA and Schools Safety Policies within their subject area and are directly



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responsible to the Headteacher for the application of all health, safety and welfare measures and procedures within their own department/ area or work.

All employees working within the subject area and/ or specialist room have a responsibility to take reasonable care of their own health, safety (including suitable dress and footwear) and welfare of other persons who may be affected by their acts or omissions while at work. They also have a responsibility to co-operate with the Subject Leader so that employers can comply with their statutory duties and specific responsibilities in terms of Health and Safety as identified below: -

- Any electrical equipment faults are reported to English Co-ordinator for repair.
- Any damages to texts, CD-Roms, DVDs etc. are reported to English Co-ordinator.
- Any furniture, storage or equipment is reported to Cofely, where appropriate, for repair.

Appendices:

- 1. Teaching & Learning Guidance**
- 2. Subject Maps for Key Stages 3 & 4**
- 3. Schemes of Work**

Footnote:

This curriculum policy for English should be read in conjunction with the following policies:

- **Whole School Policy for Curriculum, School Organisation, Curriculum Planning and Assessment Reporting & Recording (2016)**
- **Autism Policy (2016)**
- **Intensive Interaction Policy (2016)**
- **AAC Policy (2016)**
- **Total Communication Policy (2016)**
- **Online Safety Policy (2016)**

This is not an exclusive list of policies and should not indicate to the reader that there are no other policies relevant to the understanding of best practice within our learning community.



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Policy redrafted: October 2015

Policy approved by Staff: 9th November 2015

Policy approved by Governors: 2nd December 2015

Review date:

Signed: _____ Date: _____
(Chair of Curriculum Committee)

Signed: _____ Date: _____
(Headteacher)