



Pendle Community High School & College

CURRICULUM POLICY Aug 2021

1. Introduction

Pendle Community High School and College (PCHSC) is a community special school and college for students aged 11-19 years with generic learning difficulties i.e. including moderate to severe and more profound and complex learning difficulties. The majority of students have additional special educational needs (SEN) which can include autism, speech, language and communication needs, physical difficulties and medical needs, visual, hearing and multi-sensory impairments and social, emotional and mental health difficulties.

In order to most effectively meet the needs of all our students, PCHSC's curriculum therefore requires a high degree of personalisation, flexibility and creativity, alongside rigorous intentional planning, effective implementation and regular evaluation of impact.

2. Curriculum aims (Intent: what are we trying to achieve with our curriculum?)

At Pendle Community High School & College we intend to provide the following:

- A broad, balanced and relevant education for all pupils– based upon the National Curriculum, when appropriate.
- An ambitious curriculum with high expectations for every pupil and appropriate levels of challenge and support. This is specifically designed and adapted to give students with all types of special educational needs, relevant knowledge, skills and abilities to apply what they know, with increasing fluency and independence.
- A curriculum that is coherently planned and sequenced towards accumulating knowledge and skills for future learning, employment, training or other destinations as appropriate, including appropriate and relevant accreditation (particularly from 14-19 years). This also promotes a positive attitude towards life-long learning.
- An enriched curriculum that provides all students with wider opportunities/ a variety of experiences alongside the rich cultural capital that they will need to reach their personal potential in life.
- A curriculum which supports pupils' physical development and wellbeing, taking as much responsibility for their own physical and mental health as they are able, and enabling them to live an active/ healthy lifestyle (within their own abilities).
- A curriculum which supports students' spiritual, moral, social and cultural development and underpinned by British Values.
- A curriculum that promotes independence, communication and social skills, positive health and wellbeing and how to be safe/ approach things safely. E.g. understanding stranger danger, personal safety, using appliances safely, online safety etc. and to build resilience.
- A curriculum that provides experiences of work-related learning and opportunities to develop life skills.

3. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), - for all independent and supported learners - which all maintained schools in England must teach. The only

dis-application is for those students with the most complex and multiple needs who are operating at the earliest stages of development (i.e. from birth up to 2 years).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the DofE's [Governance Handbook](#).

4. Roles and responsibilities

a) The governing body

PCHSC maintains a highly effective working relationship with its governors. In addition to meeting as a Full Governing Body, several Governors are assigned to School Effectiveness Subcommittee meetings every term – including Quality of Education (school) and Post 16+ Programmes of Study. Through these meetings, the governing body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing body will also ensure the following:

- A robust framework is in place for setting curriculum priorities and targets, alongside ensuring all aspects of special educational needs and disabilities (SEND) are effectively met.
- It participates actively in decision-making about the breadth and balance of the curriculum offer
- Sufficient teaching time is provided to cover the agreed curriculum
- It fulfils its role in processes to dis-apply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- It ensures, where appropriate, that students are provided with independent, impartial careers guidance, and that this is appropriately resourced.

b) Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum content reflect the aims of the school, both in terms of subject coverage and how individual needs will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is regularly reviewed by the governing body.
- Where appropriate, the individual needs of students with the most complex needs are met by permanent disapplication from the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- Effective provision is in place for all students including different abilities and needs.

c) Other staff

Other staff are responsible for ensuring that this policy is adhered to, in particular:

Deputy Headteacher

The Deputy has co-responsibility with the Head teacher and governors for the strategic development of Post 16+ Programmes of Study. She also maintains responsibility for the operational delivery of all curriculum related matters within college.

Assistant Headteachers

Both Assistant Headteachers have co-responsibility with the Headteacher and governors for any strategic review and development of the KS3-4 curriculum. They maintain responsibility for the

operational delivery of all curriculum related matters within school. One is also the lead for assessment (across school and college), and regularly reviews progress with subject leads identifying any required interventions. The other is the named Exams Officer and regularly reviews appropriate accreditation relevant to our learners and the curriculum.

Teachers with additional Teaching and Learning Responsibilities (i.e. Middle leaders)

There are five TLRs employed across school and college with the following responsibilities:

- KS3-5 programmes of study for independent learners and maths lead.
- KS3-5 programmes of study for supported learners and English lead.
- Post 16+ (KS5) programmes of study for all learners
- KS3-5 programmes of study for experiential learners (inc Autism specialism)
- KS3-4+ (KS5 as appropriate) enriched curriculum opportunities and lead for auditing character education, cultural capital and SMSC, British Values.

All TLRs meet at least monthly with SLT to review any specific issues that have arisen in relation to teaching and learning within their areas of responsibility.

Subject leaders

All teachers (other than NQTs/ ECTs) are subject leads. All subject leads are responsible for annually reviewing their subject area, completing a Subject Development Plan for the following academic year and reviewing associated schemes of work. They also have a responsibility for ensuring expected progress across their subject area and managing associated resources.

Other teachers and staff

All teachers and teaching assistants who plan and deliver or actively support curriculum subjects have a duty to ensure that the school curriculum is implemented in accordance with this policy.

5. Organisation and Planning

a) Curriculum structure, organisation, and planning

PCHSC organises and delivers the curriculum according to the type and extent of special educational needs and disability, as outlined below.

	<u>Independent Learners</u> i.e. Formal Curriculum	<u>Supported Learners</u> i.e. Semi-formal Curriculum	<u>Experiential Learners</u> i.e. Informal Curriculum
Type of learner	These students can communicate with relative fluency and can make reasoned choices. They can work and act co-operatively in small groups. Following a varied level of support learners can work independently. (i.e. Students working at age related expectations for Year 1 upwards).	These students require their learning to be supported through structured patterns of communication and social activity to enable them to develop positive social behaviour. (i.e. Students working at age related expectations for pre-school - reception).	These students require their needs to be met primarily through direct experiences and activities which are multi-sensory and stimulate learning through kinaesthetic approaches, proprioceptive activities and touch, hearing, taste, sight and smell. (i.e. Students working at age related expectations from birth to approx. 2 years).

KS3-4 core curriculum	<p>This KS3 curriculum is based around the following National Curriculum subjects: maths, English, science, computing, history, music, art, geography, RE, PSHE (inc. RSE), careers, PD and cooking & nutrition. Forest School, Erasmus projects and DT are offered as a carousel.</p> <p>The KS4 curriculum is as above, although RE, Geography and History are offered as a carousel to allow for additional subjects offered as part of the 14-19 curriculum (see below)</p>	<p>This curriculum adapts and further personalises the National Curriculum programmes of study by incorporating individualised targets. This is further enhanced by elements from sensory and nurture curricula according to individual needs e.g. including sensory diets or augmented & alternative speech/language/communication.</p> <p>For some of these learners their lessons are based upon a thematic approach which supports repetition to consolidate key skills</p>	<p>This highly experiential and multi-sensory curriculum is designed to focus on engagement and very early development of communication, cognition- thinking skills and physical- sensory needs. Additional interventions for these students may include: hydrotherapy, rebound therapy, sensory integration, proprioceptive activities, intensive interaction, physiotherapy and occupational therapy including postural management, MOVE.</p>
KS3-4 enriched curric.	<p>Weekly language groups (based on ability), and active engagement in 'Oracy 21' and 'We are reading' projects. Daily ERIC time Weekly Erasmus+ project work Weekly Thrive/mental health and wellbeing sessions Optional daily lunch club activities and weekly extended lunchtime clubs Regular educational visits, trips and guest speakers. Residential opportunity in Yr 8 and 9 Learning a musical instrument in Year 9 Also extended opportunities for sailing, Forest School and sporting tournaments</p>		<p>Sensory based Erasmus 'MOVE' project activities Sensory based Thrive activities Shared events e.g. 'Communication days' (KS3-5) Residential opportunity every 2-3 years Soundbeam 6 Eye Gaze</p>
KS4 accreditation	<p>This can include:</p> <ul style="list-style-type: none"> - GCSE maths and other subjects GCSEs accessed through inclusion with PVC - AQA Entry Level Certificate (1-3) in maths, English and Science. - WJEC Humanities and ICT. - Agored Cymru PSE - Entry Level Unit Awards in art, geography, RE, PD & cooking-nutrition). 	<p>This can include:</p> <ul style="list-style-type: none"> - AQA Entry Level Certificate (1 -2) in maths and PSHE; - Entry Level Unit Awards (1-2) in all other subjects 	<p>This can include access to AQA unit awards.</p>
14-19	<p>Duke of Edinburgh (Bronze -Silver), Gateway Award, DT, horticulture, Community catering, group art and mini enterprise</p>		

KS5 core curriculum	KS5 programmes of study for all students are based on the 4 aspects of Preparing for Adulthood Agenda i.e. Employment; Independent living; Friends-Relationships-Community and Good Health, but are adapted according to abilities, needs and planned future destinations.		
	These students are on study programmes focussed on helping them to achieve qualifications, (Entry Level 2 and above), and a study programme that helps them prepare for employment and adult life including clear careers guidance and continued development of literacy, numeracy and ICT skills.	The study programme for supported learners includes life skills to promote their personal skills for independent living as much as possible (taking into account individual needs), work related learning opportunities / work skills required for unpaid employment / volunteering and community projects. Continued development of communication / literacy, numeracy, ICT.	Experiential learners focus on communication, (their preferred mode), cognition and thinking skills physical development needs and independence / leisure. These learners access a study programme that is highly personalised with a focus on access to appropriate activities and resources such as rebound. hydrotherapy, sensory integration, proprioceptive activities, physiotherapy and occupational therapy etc.
KS5 accreditation/ awards	This may include accreditation in the form of AQA Unit Awards and National Programmes such as the Prince's Trust Achieve Programme. The qualifications for these students may include: Adult Functional literacy, numeracy and ICT, Personal and Social Development. This study programme is accredited from Entry Level 2 up Level 2. NCFE Level 1 and 2 catering. NCFE Level 1 and 2 Functional Skills Mathematics Literacy and ICT.	This study programme may include accreditation in the form of AQA Unit Awards and National Programmes such as the Gateway Award (N.b. study programmes leading to qualifications at entry level 2 and above are not suitable for these learners).	This can include access to AQA unit awards.
KS5 enriched curriculum	Pendle Community College offers opportunities for: <ul style="list-style-type: none"> • Employer encounters • Work related learning opportunities • Work experience placement opportunities • Independent travel training (as appropriate) 		Engagement in activities related to enterprise and fundraising events etc.
	<ul style="list-style-type: none"> • Student Council events e.g. fundraising, celebration events (e.g. Prom, 18th birthdays, Christmas meal, end of year trip), open afternoons • Regular community visits e.g. to local supermarket • Sailing and opportunities for PD in the community (to recommence post Covid) • Planned opportunities for socialising and peer to peer support 		

All students (KS3-5)	<p>All students have access to external agencies according to need as set out in their EHCP; the transition team, speech and language therapy support, physiotherapy, occupational therapy, hearing and visually impaired advisory service, multi-sensory impaired specialist teacher and community nursing services (including personalised packages of support re personal relationships, hygiene etc.)</p> <p>PCHSC employ a Family Liaison Officer who undertakes specific interventions with students as required (including Drawing and Talking, Sand Play, Thrive etc.) PCHS also has a service level agreement for weekly input from a counsellor and independent speech language therapist. As required, students have access to hydrotherapy: physiotherapy programmes; speech, language and communication programmes; individual 'Thrive' input etc</p>
SMSC and British Val	<p>SMSC and British Values throughout all of the above curriculum. Specific activities include assemblies (2x/week) including a celebration assembly, and guest speakers are invited into school on a regular basis. Themed days are held including RE and special celebration events being held e.g. Christmas, Eid, Commonwealth etc. An annual internet safety day is also held to which parents are invited. We have active school and college councils.</p>

Allocated teaching time for those following the formal or semi-formal curriculum

Year 7	English (4) Maths (4) Science (2) Computing/ICT (1) PSHE (1) Geography (1) History (1) R.E (1) Communication groups (0.5)	Cooking & Nutrition (2) Art (1) PE/Swimming (2) Wellbeing (1)	<i>Carousel:</i> -DT/ Erasmus project (1) -Forest School/Music (2)
Year 8 & 9 Indep.	English (4) Maths (4) Science (2) Computing/ICT (1) PSHE (1) Geography (1) History (1) R.E (1) Communication groups (0.5)	Cooking & Nutrition (2) PE (2) Music (1) Wellbeing (1) Art (1)	<i>Carousel:</i> -DT/ Erasmus project/ Forest School (2)
Year 8 & 9 Supp.	English (4) Maths (4) Science (2) Computing/ICT (1) PSHE including Careers (1) Geography (1) History (1) R.E (1) Communication groups (0.5)	Cooking & Nutrition (2) Art (1) PE (2) Wellbeing (1)	<i>Carousel:</i> -DT/ Erasmus project/ Forest School/Music (2)
Year 10 & 11	English (4) Maths (4) Science (2) Computing/ICT (1) PSHE inc Careers (2) Communication groups (0.5)	Cooking & Nutrition (2) Art (1) Music (1) PE (1) Wellbeing (1) 14-19 groups (2)	<i>Carousel:</i> -DT/ Erasmus project/ Forest School (2) -RE/ History/ Geography (1)
KS5	Numeracy (2.5) Literacy (2.5) Computing/ ICT (1) PD & Wellbeing (3) 14-19 Groups (2)	Independent living (2) Healthy relationships (1)	Employability skills (10) – Catering/ Horticulture/ DT/ Practise Cafe
KS5	Experiential and highly supported learners follow P4A themes		

Short, medium and long-term planning expectations

A curriculum map is available for each subject – which is updated annually by the subject lead. Schemes of Work are available for each topic – outlining medium term plans. Again these are updated as required by the subject lead.

All teachers are expected to plan sequenced learning opportunities for each class taught (based on current assessment information on Onwards and Upwards), which takes into account the knowledge and skills to be learned, and the personalised needs and individual targets of the students.

Availability of resources to support curriculum delivery

Subjects leads are expected to complete a Subject Development Plan in the summer term, for the following academic year. Any significant resource implications are highlighted within these plans, in order that the School Improvement Plan can be resourced according to agreed strategic priorities.

English and maths have their own dedicated budgets allocated annually. All other subjects have access to a shared curriculum budget, and subject leads are encouraged to submit requests to SLT for additional resources which reflect their Subject Development Plans and the School Improvement Plan priorities.

All subject areas are currently well resourced to support curriculum delivery.

b) Curriculum inclusion of disadvantaged students and minority groups

As previously cited, all students at PCHSC have some type of special educational need or disability – and operate significantly below age related expectations.

In addition, the school and college is situated in a location which is within the top 10% in the multiple index of deprivation. Approximately 55% of students are eligible for Pupil Premium Grant. This money is again targeted at the key barriers to learning which can potentially be reduced. These include, Family Liaison Officer (who works pro-actively with students and their families); School Counsellor, Speech and Language therapy, Music therapy etc. We also provide additional financial assistance for enriched curricular activities including residentials and after school clubs.

See PPG guidance available on the website for details of spend for current and previous years.

6. Implementation: how do we deliver our curriculum?

a) Curriculum implementation

In Key Stage 3, independent and/or supported learners are taught the majority of the curriculum by their form tutor, and supported by the designated Teaching Assistants for their specific class. This generally includes maths, English, computing and science and the form tutor's own subject area. All other subjects are taught by subject leads (i.e. history, art, geography, RE, PSHE (inc RSE), careers, cooking & nutrition and PD).

In Year 7, students are taught in their own year group, and the curriculum delivered alongside nurture-type principles (similar to a traditional primary school model). Year 8 and 9 independent and/or supported learners are taught together in generalised ability groups.

In Key Stage 4, independent and/or supported learners are taught English and maths by their Form Tutor, but all other subjects taught by subject leads i.e. ICT, science, art, PSHE and are taught together in generalised ability groups.

In Key Stage 3 and 4, experiential learners are generally taught together by specialist staff through using multi-sensory approaches to learning.

b) Cross-curricular links and themes (inc. literacy, numeracy, SMSC)

Planning across all subject areas for independent and supported learners includes references to cross-curricular links of literacy and numeracy. Where possible, the curriculum is organised so that related topics are taught at the same time to reinforce learning e.g. (Literacy WW1 poetry, History WW1).

Most subject areas organise regular educational visits, trips and guest speakers, to not only support key aspects of the curriculum, but also reinforce contextual learning, functional application of knowledge and skills and enhance wider cultural awareness.

SMSC is similarly taught throughout all other subject areas as appropriate, supported by regular theme days for RE, MFL, history, geography etc. There are assemblies (2x/week) including a celebration assembly, and regular celebration events are held, for example for Christmas, Eid, Commonwealth etc. Subject teachers are regularly requested to evidence this through recording examples on our 'Gridmaker' tool.

c) Enriched experiences

Daily lunch club activities (30m duration) are viewed as an extension to the general curriculum, and students opt into these on a termly basis. They include examples such as IT, football skills, drama, newshounds, science, art, colouring and jigsaws, Lego, knit/crochet, singing and signing, relaxation, pamper club, prefects club. Once a week lunchtime clubs are also extended to include a more extended selection of activities and interests. These include animation, baking, DT, dance, fitness, sports, hydrotherapy, movies, Lego/colouring/games etc.

PCHSC has been involved in seven Erasmus+ projects to date, with the latest projects being 'Every Move Counts' based on bringing more movement into the curriculum, 'Stamp it out' which focusses on anti-bullying and 'Ready Steady Change' focussing upon enhancing positive mental health and wellbeing of staff and students alike. Projects are generally delivered across school one afternoon per week, through a variety of planned activities. Each project has included a range of European partners and including residential trips for more independent students to Lithuania, Bulgaria, Spain, Macedonia, Turkey, Italy etc. PCHS was an 'e-Twinning school' and has received national quality awards for some projects undertaken. PCHS has been awarded the European Quality Label for excellence in 3 previous projects "Be kind to your mind", "Make Every Step Count - Inclusive Education" and "Celebrating Difference". This means that the collaborative work of our staff and students with European partners has been recognised at the highest European level. These projects provide opportunities to enhance the curriculum through collaborative learning with schools in Europe and further development of innovative and creative approaches to pedagogy. Due to Brexit, we are no longer able to take up the formal opportunities, however we are still working on projects with our partner schools and have extensions to our current projects.

Annual residential opportunities for independent and supported learners in Year 8 and 9 is provided through a half-week residential to Ullswater Outward Bound centre – supported by a combination of our own staff and specialist outward bound trainers. In recent years we have also undertaken two shared residential opportunities for a group of Year 10 students alongside a group of Year 10 mainstream students from Pendle Vale College our co-located school, which was very positively evaluated. Experiential students are given an opportunity to attend a more specialist activity holiday with the Calvert Trust every 2-3 years, which is predominantly supported by our specialist staff team (on a 1:1 staffing basis). These experiences are invaluable for our students, and often provide life long memories.

The 14-19 curriculum (KS4-5) similarly offers a range of enriched experiences, which are accessed in mixed ages and ability groups. These include Duke of Edinburgh (Bronze -Silver awards), DT, horticulture, community catering, group art and mini enterprise (including the sale of own brand items made in catering and DT).

In addition to the core curriculum Pendle Community College offers KS5 learners the following enriched learning opportunities:

- Employer encounters via workplace visits, employer networking events, employer visits, talks from employees from different employment roles
- Work related learning opportunities via our own college café, community shop/ café, mini-enterprise, fundraising events, volunteering, community action projects and supporting lunch clubs in school
- Serial and block work experience placement opportunities (internal opportunities and external providers)
- Student Council events e.g. fundraising, open afternoons
- Students are taught alongside peers with similar needs with plenty of opportunities for socialising and peer to peer support

PSCHS has established its own 'We can...' charity with a view to further extend regular quality experiences and cultural capital for all types and ages of learners (e.g. sailing).

d) Cultural impact of the school (implicit curriculum)

PCHSC maintains a strong ethos and strives towards the following principles:

- A happy, safe, positive, and calm learning environment.
- A strong sense of community – i.e. mutually beneficial relationships and positive attitudes, values and beliefs which facilitate strong self-discipline and responsible citizens, who in turn value and can co-operate with others.
- An emotional literate, solution-focussed and restorative organisation.
- A personalised approach to learning and behaviour (designed around meeting individual needs).

The core expectations that underpin our school ethos and culture are as follows:

In our school and college community we care for and respect

- ourselves
 - other people
 - our environment
- and always try our best!*

These expectations are displayed in every classroom, corridor etc. and positively reinforced through the school positive behaviour and merit system, celebration assemblies etc.

These principles and expectations are consistently taught through all aspects of the formal and implicit curriculum.

e) Other activities (extra-curricular)

A wide variety and choice of after school clubs are available for all ages and types of learners (3 days/week – 10 weeks per term). Currently this includes arts/crafts; team sports and fitness club, but does change on an annual basis.

f) Progression through school and college

The core curriculum has been designed to sequentially build on the development of sequential knowledge and skills throughout KS3 and 4 in particular. However, in KS5 the focus changes towards progression towards preparing for adulthood (including functional skills etc.)

The enriched and implicit curriculum has been designed to ensure further personal development of cultural capital – matched to students' needs, abilities and potential future destinations.

g) Curriculum differentiation for different ability groups

As noted within Section 2 – Intent, the curriculum throughout school and college is differentiated according to the general abilities and type of learning needs of the class. Lessons are then further personalised according to relative ability levels of the students within the class, and personalised targets included where appropriate to meet individual need. Generally, the more independent the learner, the more the lesson will be based upon differentiated subject targets, and the more supported the learner, the more personalised the targets become. Experiential learners access a completely bespoke and personalised curriculum based on their individual needs.

Inclusion opportunities are arranged as appropriate with Pendle Vale College (co-located mainstream school) for independent learners, who demonstrate particular ability in one or more subject areas.

Conversely where progress data indicates that students are making less progress than would be expected, especially in core subject areas, short-term intervention groups may be arranged.

h) Subject teaching (staffing and training)

All teachers (other than ECTs) are also subject leads, and therefore responsible for planning, delivery and monitoring/evaluation of their subject area. Subject leads are actively encouraged to access relevant training and connect with local special school networks in relation to their subject.

Within school, subject meetings are held between all staff who teach a particular subject every half term. Regular liaison meetings are scheduled between each subject lead and a member of SLT to enable any issues arising to be raised and discussed accordingly.

Subject support Teaching Assistants (Level 2b and 3) have also been identified and their role further developed to support the subject teachers in delivering the curriculum, marking, assessing work etc.

i) Assessment

Over recent years we have worked alongside a local company to further develop a bespoke assessment system 'Onwards and Upwards' that effectively meets the needs of our diverse cohort of students within our school.

Targets for every subject area have been streamlined to include levels from P4- L5+ and the Engagement Steps assessment for those working below P4.

Staff plan, teach and continually assess students' progress against the targets on this system, and upload electronic evidence of assessment undertaken.

Progress expectations are benchmarked across other special schools through active participation in the North West School, Curriculum, Assessment and Pedagogy (NWSCAP) group.

PCHSC's integral development work with Onwards-Upwards was referenced and highlighted as a 'Best Practice Representative' in the Education Parliamentary Review 2019.

7. Impact: What difference is our curriculum making to pupils?

a) Effectiveness of learning re attainment and progress

Progress data for all students, across all subject areas is ongoing and closely internally monitored by SLT on a regular basis. Feedback is given to teachers as to whether students have achieved expectations or are above or below expected progress. Teachers then amend their planning accordingly to address any issues raised. If any pupils are found to be significantly below expectations, then targeted small group intervention work is arranged. English and maths are similarly externally monitored with other special schools on a termly basis.

End of year reports are also formulated directly from the Onwards-Upwards system and from evidence provided throughout the year.

b) Effectiveness of curriculum on preparation for next stage of education and life

On completion of Year 11, the majority of our students in recent years have accessed our College i.e. Post 16+ provision. Students who are ready and able to access local college courses (Entry Level 2 and above) are encouraged to progress onto this from Year 12 onwards, although the vast majority of students do not leave until the end of Year 14.

Destinations following college generally include local Further Education for those who are able to access this, or supported living/ day services as appropriate for those with more complex needs.

In the past 4 years, 100% of our Post 16+ students who are independent or supported learners have completed their courses of study.

8. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects, the meeting of individual needs and compliance with other statutory requirements through:

- Attendance at School Effectiveness Sub Committees
- Regular school visits and learning walks etc.

SLT and subject leaders currently monitor the way English and maths is taught throughout the school by:

- Learning walks,
- Work scrutiny,
- Regular planning analysis, etc.
- Termly internal and external moderation of work samples.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the SLT and Governors attending the School Effectiveness Sub Committee for Quality of Education.


9. Links with other policies


This policy should be read in conjunction with the following:

- Subject policies
- SEN policy and information report
- Local Offer
- Post 16+ prospectus and curriculum offer
- Positive relationships, behaviour and SEMH policy
- Mental Health and Wellbeing policy

Policy approved by Governors: October 2021

Review date: September 2022

Signed: 
_____ (Chair of Governors)

Signed: 
_____ (Headteacher)