



PENDLE COMMUNITY HIGH SCHOOL & COLLEGE Policy

1. Introduction

Pendle Community High School and College (PCHSC) is a community special school and college for learners aged 11-19 years with generic learning difficulties i.e. including moderate to severe and more profound and complex learning difficulties. Most learners 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.

To most effectively meet the needs of all our learners, 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 learners with all types of SEN relevant disciplinary and substantive knowledge and the skills and ability 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 learners 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 learners' spiritual, moral, social and cultural development and is 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, appropriate and impartial career advice and opportunities to develop employability and functional life skills. PCHS&C evidences any work that is appropriate towards the Gatsby benchmarks.

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 disapplication is for those learners 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
- That sufficient teaching time is provided to cover the agreed curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- It ensures, where appropriate, that learners 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 learners 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 learners including different abilities and needs.

c) Other staff

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

Deputy & Acting Deputy Headteachers

The Deputy has co-responsibility with the Head teacher and governors for the strategic development of a relevant and appropriate curriculum for those learners, some with the most complex and multiple needs, who are operating at the earliest stages of development and below the NC. She also maintains responsibility for the operational delivery of all curriculum related matters within the thematic approach and for experiential and supported learners.

The Acting Deputy has co-responsibility with the Head teacher and governors for the strategic development of KS4 and Post 16+ Programmes of Study. She also maintains responsibility for the operational delivery of all curriculum related matters within KS4 and KS5 for independent learners. She is the named Exams Officer and regularly reviews appropriate accreditation relevant to those learners and their curriculum.

Assistant Headteacher

The Assistant Headteacher has co-responsibility with the Headteacher and governors for any strategic review and development of the KS3 curriculum and maintains responsibility for the operational delivery of all curriculum related matters within KS3. She is also the lead for assessment (across school and college), and regularly reviews progress with subject leads identifying any required interventions.

Teachers with additional Teaching and Learning Responsibilities

There are five TLRs employed across school and college with responsibilities for specific areas such as the enriched curriculum including SMSC/ British Values, Autism & Sensory, Physical Development, Oracy, Data & Assessment, Careers and Vocational Education. All TLRs are expected to inform SLT of any specific issues that have arisen in relation to teaching and learning within their areas of responsibility.

Subject leaders

Most teachers are subject leads. All subject leads are responsible for annually reviewing their subject area, completing a Subject Development/ Action Plan for the following academic year and reviewing associated schemes of learning. They also have a responsibility for ensuring expected progress across their subject area and managing associated resources. Subject leads are expected to action and record monitoring rounds within their subject to triangulate SOLs, work books and

progress and liaise with their link Governor at least once or twice a year.

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. Adapted National Curriculum	<u>Supported Learners</u> i.e. Thematic approach	<u>Experiential Learners</u> i.e. Engagement steps
Type of learner	These learners 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. Learners working at age related expectations for Year 1 upwards).	These learners require their learning to be supported through structured patterns of communication and social activity to enable them to develop positive social behaviour. (i.e. Learners working at age related expectations for pre-school - reception).	These learners 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. Learners working at age related expectations from birth to approx. 2 years).
KS3-4 core curriculum	This KS3 curriculum is based around the following National Curriculum subjects: maths, English, science, computing, history, music, art, geography, MFL, RE, PSHE (inc. RSE & careers), PD, citizenship and Design & Technology. Careers, drama and additional DT are offered as a carousel. The KS4 curriculum is as above, although MFL, geography and history are offered as a carousel along with Careers and Drama to allow for additional subjects offered as part of the 14-19	These learners are working below the NC (previous P levels) and they follow a thematic approach which supports repetition and overlearning to consolidate key skills. This curriculum adapts the National Curriculum subject areas to give breadth and balance and is further enhanced by incorporating individualised targets and introducing elements from sensory and nurture curricula according to individual needs. e.g. including sensory diets or augmented & alternative	This highly experiential and multi-sensory curriculum is designed to focus on engagement and very early development of communication, cognition-thinking skills, problem solving, independence, knowledge & understanding of the world, creativity and physical/sensory needs. Additional interventions for these learners may include: hydrotherapy, rebound therapy, sensory integration, proprioceptive activities, intensive interaction, physiotherapy and occupational

	curriculum (see below)	speech/language/communication.	therapy including postural management, listen & move.
KS3-4 enriched curric.	<p>Weekly Thrive/mental health and wellbeing sessions</p> <p>Optional daily lunch club activities and weekly extended lunchtime clubs, Pers dev clubs on Thursday timetable</p> <p>Regular educational visits, trips and guest speakers.</p> <p>Residential opportunity in Yr 8 and 9</p> <p>Learning a musical instrument in Year 9</p> <p>Also extended opportunities for sailing, Forest School and sporting tournaments</p> <p>Careers Week and Ductu Challenges</p>		<p>Sensory based Thrive activities Shared events e.g.</p> <p>'Communication days' (KS3-5) Residential opportunity</p> <p>Soundbeam 6</p> <p>Music 1:1 and cinema experiences</p> <p>Eye Gaze</p> <p>Drive Deck</p>

KS4 accreditation	<p>This can include:</p> <ul style="list-style-type: none"> -GCSEs which may be accessed in house or through inclusion with PVC -AQA Entry Level Certificate (1-3) in maths, English and Science. - WJEC Humanities and ICT. - Entry Level Unit Awards available in all subject areas as appropriate. 	<p>This can include:</p> <ul style="list-style-type: none"> - (Pre) Entry and Entry Level Unit Awards available in all subject areas as appropriate. 	<p>This can include:</p> <p>(Pre) Entry Level Unit Awards available in all subject areas as appropriate.</p>
14-19	Duke of Edinburgh (Bronze -Silver), The Kitchen, The Workshop, Group art, mini enterprise, Ark Education barn – ASDAN small animal husbandry, sailing (Summer term), musical theatre performance,		Some join appropriate 14-19 groups and others participate in creative/ sensory modules
Post 16 wri	Digital agency, Job skills, Office Skills Wild Ed/ Horticulture, Community projects e.g. Williams Hall and volunteering, NCFE Catering, The Workshop, DWP, appropriate 'meaningful encounters' to learn about what work is like or what it takes to be successful in the workplace. Careers week		These learners participate in an appropriate work related/ experience of work module

KS5 core curriculum	<p>KS5 programmes of study for all learners 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.</p>		
	<p>These learners are on study programmes focussed on helping them to achieve qualifications, (Entry Level 1 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, ICT, Personal, Social Development (PSD) including RSE (Good Health), PE, Occupational studies</p>	<p>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. These learners access a study programme that links to the ASDAN Personal Progress.</p>	<p>Experiential learners focus on communication (their preferred mode), cognition and thinking skills, good health, social skills, physical development needs, independence and community participation. These learners access a study programme which enables them to achieve the ASDAN Personal Progress which is highly personalised with an additional focus on access to appropriate activities and resources such as rebound. hydrotherapy, sensory integration, proprioceptive activities, physiotherapy and occupational therapy etc.</p>
KS5 accreditation/ awards	<p>This may include accreditation in the form of AQA Unit Awards and NCFE suite of qualifications. These may include: Adult Functional literacy, numeracy and ICT, Personal and Social Development, Occupational Studies in the Workplace, Food & Cookery Skills, Physical Development. The study programmes are accredited from Entry Level 1 up to Level 2.</p>	<p>This study programme may include accreditation in the form of AQA Unit Awards and ASDAN Personal Progress.</p>	<p>This can include access to AQA unit awards alongside ASDAN Personal Progress.</p>
KS5 enriched curriculum	<p>Pendle Community College offers opportunities for:</p> <ul style="list-style-type: none"> • Employer encounters • Work related learning opportunities • Work experience placement opportunities • Independent travel training (as appropriate) 		<p>Engagement in activities related to enterprise and fundraising events etc.</p>
	<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 • Planned opportunities for socialising and peer to peer support 		

All learners (KS3-5)	<p>All learners 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 and 2 learning mentors who undertake specific interventions with learners 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, learners have access to hydrotherapy: physiotherapy programmes; speech, language and communication programmes; individual 'Thrive' input etc.</p>
SMSC and British Values	<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 (3.5) & 5 x 20mins Phonics/ Reading, Maths (4) Science (2), Computing/ICT (1) PSHE/RSE (1) Geography (1) History (1) R.E (1) MFL (1) Citizenship (0.5), Music (1) Design & Technology (2) Art (1) PE (2), Drama (1)	Pers dev clubs (1) Ext lunch clubs (1)	<i>Access to a block of sessions at -Forest School</i>
Year 8 & 9 Indep.	English (3.5) & 5 x 20mins Phonics/ Reading, Maths (4) Science (2), Computing/ICT (1) PSHE/RSE (1) Geography (1) History (1) R.E (1) MFL (1) Citizenship (0.5), Music (1) Design & Technology (2) Art (1) PE (2)	Pers dev clubs (1) Ext lunch clubs (1) Carousel (1) – Careers(Ductu), add DT, drama	<i>Access to a block of sessions at -Forest School</i>
Thematic approach – Supported learners KS3 & KS4	Core Num-Lit-ICT (8/10) Communication intervention/ Makaton (0.5) Drama/Expression (1), Science (2), Music (1), Humanities (Geog & Hist) (2) Cit & RSHE (1) R.E (1) Design & Technology (2x 1) Art(2), PE/PD (2) & interventions/ physio programmes etc.	Pers dev clubs (1) Ext lunch clubs (1)	<i>Access to a block of sessions using the outdoor space, outdoor learning when solardome installed</i>

Thematic approach – experiential learners KS3 & KS4	Core (communication & interaction, Cognition & thinking skills, Problem solving & ICT, Independence & Self help) x 10, Communication intervention/ Makaton (0.5), Creative (x 2) Physical development/ PE (x 2) & interventions/ physio programmes etc. PSHE x 1, RE x 1, Music x 1, Social & Relaxation x 1, Knowledge & Understanding of the world x 2	Pers dev clubs (1) Ext lunch clubs (1)	<i>Access to on-site forest school</i> <i>Sensory room,</i> <i>hydrotherapy</i>
Year 10 & 11	English (3.5) + 5 x 20mins Phonics/ Reading, Maths (4) Science (2) Computing/ICT (1) Cit & RSHE inc Careers (2) RE (0.5) (D&T option) Cooking & Nutrition (2), Art (1), PE (2)	Pers dev clubs (1) Ext lunch clubs (1) <i>Carousel-MFL /</i> History/ Geography (1)	The Workshop (1) 14-19 Work related learning (2)
KS5	Numeracy (3) Literacy (3) Computing/ICT (1) PE (1), Occupational studies modules (13), PSD modules (3) <i>The above programmes cover the P4A pathways: employment, independent living, good health, and friends, family and community</i>		
KS5	Experiential and highly supported learners follow P4A themes which link to an ASDAN Personal Progress qualification.		

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 Learning are available for each topic which outline medium term plans and identify the substantive and disciplinary knowledge that pupils should know at the end of the topic. The Schemes of Learning also consider the individual start and end points for each pupil, highlight prior learning and next steps/ components. These are updated as required by the subject lead.

All teachers are expected to plan sequenced learning opportunities for each class taught that links to current assessment information which identifies an individual's gaps in learning. Planning also takes into account the knowledge and skills to be learned, and the personalised needs and individual targets of the learners.

Availability of resources to support curriculum delivery

Subject 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, Maths and Science 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. Any pupils that have HI, VI, MSI or AAC needs are provided with appropriate resources and trained staff to support access to the curriculum.

b) Curriculum inclusion of disadvantaged learners and minority groups

As previously cited, all learners 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 53% of learners 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 learners and their families); School Counsellor, Speech and Language therapy, Music therapy etc. We also provide additional financial assistance for uniform, 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 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 generally taught by subject leads (i.e. history, art, geography, RE, PSHE (inc RSE), careers, D&T and PE).

In Year 7, learners 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 supported learners are taught together in generalised ability groups.

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

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

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

Planning across all subject areas for independent 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 themed 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) Thematic approach

Supported and experiential learners access the curriculum through a thematic approach. This provides a vehicle through which pupils can develop the communication, independence, social and physical skills that they need. It also allows teachers the flexibility to creatively incorporate IEP and therapy targets into their lessons so that pupils have opportunities to develop those skills in a range of contexts.

- **Experiential learners** access a non-subject specific curriculum linked to the Engagement Steps

which ensures they are developing the right skills and concepts in their physical, social, emotional and cognitive development

- **For Supported learners**, this approach promotes high quality learning through engaging topics, and it is sequenced to provide a clear framework of progression in subject-specific skills and disciplinary knowledge to equip children for their next steps. Thematic learning or the practice of integrating curriculum areas around a topic helps learning become more relevant for these learners.

The topics are chosen to ensure pupils access all curriculum areas in a way that is relevant and meaningful for them. A different theme is delivered each half term and includes the following topics. These topics will then repeat.

Health & Wellbeing	All about Asia	Famous Artists	Exploring our Senses	Journey through a landscape	Local communities and places
Brilliant Britain	Transport and Travel	World of Technology			

Topics are regularly reviewed and assessed for effectiveness and impact and to ensure input from all subject areas to consolidate this cross curricular approach. The topics are repeated at a different time of year to add further context and opportunities to demonstrate previous knowledge and further extend learning.

d) Enriched experiences

Daily lunch club activities (30m duration) are viewed as an extension to the general curriculum, and learners opt into these on a termly basis. They include examples such as IT, football skills, drama, STEM, art, mindfulness and games, Lego, singing and signing, relaxation, pamper 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, Lego, colouring, games etc.

Over the last decade, PCHS&C has been involved in seven Erasmus+ projects, with the latest projects finishing in the Autumn term 2023. The remaining ones are *'Every Move Counts'* based on bringing more movement into the curriculum and *'Stamp it out'* which focusses on anti-bullying and *'Ready Steady Change'* which focussed upon enhancing positive mental health and wellbeing of staff and learners alike. Each project has included a range of European partners and including residential trips for more independent learners 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 learners 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 smaller projects with previous partner school and are going to introduce European city breaks into the curriculum to continue the European experience.

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. Experiential learners are given an opportunity to attend a more specialist activity holiday with the Calvert Trust every 2 years, which is predominantly supported by our specialist staff team (on an almost 1:1 staffing basis). These experiences are invaluable for our learners, and often provide lifelong 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), The Kitchen, The Workshop, group art, musical performances & drama, small animal husbandry and mini enterprise (including the sale of own brand items made in catering (jams, pickles, chocolate) and The Workshop).

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 will be enhanced when we open our own café and community shop at Williams Hall alongside mini- enterprise, small animal husbandry, 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
- Learners are taught alongside peers with similar needs with plenty of opportunities for socialising and peer to peer support

PCHS&C 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, Forest school, Duke of Edinburgh).

For the 23-24 academic year we have also linked with Burnley FC who will be involved each Wednesday to support PE, provide educational & PSHE/ Citizenship workshops and assemblies to all Key Stages and learners.

d) Cultural impact of the school (implicit curriculum)

PCHS & C creates a safe, caring and inclusive learning environment that empowers each individual to develop, flourish and achieve their potential. We provide a highly effective curriculum with ambitious expectations, celebrating everything our students can do and providing enriched opportunities for all.

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 emotionally literate, solution-focussed and restorative organisation.
- A personalised approach to learning and behaviour (designed around meeting individual needs).

At the heart of PCHS&C are our values of

Honesty
Embrace Diversity
Ambition
Respect
Togetherness

and the core expectations that underpin our positive relationships and behaviour strategy 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) Examples of other activities (extra-curricular)

A wide variety and choice of after school clubs are available for all ages and types of learners (2 days/week – 6 weeks per half term). Currently this includes arts/crafts; fitness club, sports clubs, mindfulness, and Lego but does change on an annual/ termly basis. From September 23 Burnley FC will also be leading a club.

f) Progression through school and college

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

The enriched and implicit curriculum has been designed to ensure further personal development of cultural capital that is matched to learners' 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 and adapted according to the general abilities and type of learning needs of the class. Lessons are then further personalised according to the relative ability levels of the learners within the class, and individual targets where appropriate. Experiential learners access a completely bespoke curriculum based on Engagement Steps and their individual needs.

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

h) Subject teaching (staffing and training)

Most teachers 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.

Some 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 learners within our school.

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

Staff plan, teach and continually assess learners' 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 learners, across all subject areas is ongoing and closely internally monitored by SLT on a regular basis. Feedback is then given to teachers as to whether learners have achieved expectations or are above or below expected progress. Teachers then amend their planning accordingly to address any issues raised. 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 learners in recent years have accessed our College i.e. Post 16+ provision. Learners 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 learners 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 care services as appropriate for those with more complex needs.

As a rule, 100% of our Post 16+ students complete their courses of study for their appropriate destination.

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 Curriculum, Teaching & Learning.

Appendices: Cultural Capital audit
Character education audit
Personal development plan
Mental Health & Wellbeing audit

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
- All related exam policies

Policy adopted by governors:	January 2024 update
Review Date:	September 2024
Signed: Chair of Governors	
Signed: D Grogan, Head Teacher	