



Hedleys

Percy Hedley School

KEY DRIVERS: COMMUNICATION, WELLBEING, INDEPENDENCE

SCHOOL VALUES: RESPECT, TEAMWORK, RESILIENCE

KEY DRIVER STEERING GROUPS: LITERACY, PERSONAL DEVELOPMENT, PHYSICAL DEVELOPMENT

CURRICULUM PATHWAYS: ENGAGEMENT, ELTBA, APPROPRIATE ACCREDITATION

Curriculum – Statement of Intent 2023

Overall

The school's mission is predicated on our Key Drivers of Communication, Wellbeing and Independence

Our School Values, as voted on by pupils and others, are Respect, Teamwork and Resilience

These six concepts are compatible and complementary, are delivered and embedded throughout the school and are important to and for all our learners. All include aspects of safeguarding and cover the four areas of Preparation for Adulthood (PfA). They are delivered initially by three Key Driver Steering Groups, as detailed below; the groups inevitably overlap and interconnect at some points, despite having defined content

Key Drivers

These underpin our assessment systems and pathways and are crucial for our learners

School Values

These enshrine what is important to our learners

Key Driver Steering Groups

These strategically deliver our Drivers and Values

Our curriculum is delivered by three Curriculum Pathways, which each have their own senior leader

- pre-formal – Engagement
- semi-formal to formal – ELTBA (Experiential, Language, Topic-Based Activities)
- formal – Appropriate Accreditation

Examples of where the six concepts are in the school

Examples of how the Key Drivers are threaded throughout the school

- They are threaded through our assessment system, The Wheel where, also, parents assess their child's progress on the Drivers at points through the year
- They are over-riding concepts that are stated on our website and carried into decisions and actions
- Through PfA: employment, independent living, remaining healthy, and community inclusion including friends, family and relationships
- Through the EHCP and Annual Review process, including target-setting, assessment and other reports
- In mid-term teachers' plans, where explicit links to the Key Drivers are made

Examples of where the School Values are displayed or put into practice in the school

- Visibly throughout the school, including in the foyer and corridors

- In the school blog every week, particularly through pupil Stars of the Week, which are based on the Values themselves and are displayed on School Values noticeboards in the three curriculum pathway areas
- Within our end of year awards
- In PSHE and other similar lessons where appropriate – so, in the curriculum
- During Personal Development Week, Diversity Week, the ‘This is Me Festival’ and other similar events
- Behaviours and attitudes; through the work of the Behavioural Lead and the Positive Behaviour Support Team (PBS) Team, and through the PSHE Group which reinforces how to support the School Values through behaviour and attitudes
- In assemblies, within pastoral time and at other times involving SMSC, British Values, Citizenship, and similar times
- Half termly collapsible days focusing on the Resilience Framework which we do eve

Key Driver Steering Groups

These Steering Groups deliver strategically on all the areas that the Key Drivers and School Values indicate: one covering wider Literacy; one Personal Development; and Physical Development. They are all overseen by the Deputy Headteacher, who leads the curriculum

Literacy Steering Group: aligned with the Communication Key Driver; all School Values

The Literacy Group implement, lead and monitor our Systematic Synthetics Phonics program, love of reading, and wider literacy programs. It’s led by senior leaders from different disciplines across the school and from all curriculum pathways. The Literacy Lead is a senior member of staff. It covers

- Reading
- Phonics
- English
- Literacy
- Augmentative & Alternative Communication
- Assisted & Enhanced Communication
- Sign languages, including Makaton
- Handwriting
- Spelling
- Subjects and pre-subjects, in topics, themes and units, across all three curriculum pathways as appropriate
- Speech & Language Therapy
- Communication & Interaction aspects of SEND
- Cognition & Learning aspects of SEND
- Enhancement events

Personal Development (PD) Steering Group: aligned to the Wellbeing Key Driver; all School Values

PD is led by a school leader in a post specifically designed to lead this area. The group comprises leaders in the established PD areas; the group comes together for synergies, coherence and to raise the profile of PD across the school. There are specific leaders in each area, all of whom have TLRs. The leader of the school’s Wellbeing Team, also an SLT member, sits on this group. It covers

- Wellbeing
- Careers & CEIAG

- Online safety
- Social, Moral, Spiritual & Cultural (SMSC) aspects, British Values, Citizenship
- Behaviour & attitudes, including attendance
- Religious Education (RE)
- Personal, Social, Health & Economic Education (PSHE), including Relationship, Sex & Health Education (RSHE)
- Social & Emotional aspects of SEND

Physical Development Steering Group: aligned to the Independence Key Driver; all School Values

Physical Development is led by a senior leader of the SLT who co-ordinates work related to the physical side of development & progress for our pupils, including overseeing work by other leaders, in

- Physiotherapy
- Occupational Therapy
- Nursing
- Mindful Movement, including Pilates, Active Mile, sensory programs and similar
- Our MOVE (Movement Opportunities Via Education) approach, which includes different disciplines such as Physiotherapy, Occupational Therapy and the work of class teachers and support staff all working together
- Rebound Therapy
- Hydrotherapy
- Outdoor Learning – including Duke of Edinburgh, Residential
- Physical Education (PE), including dance
- Sports games, clubs & other physical activities
- Hearing Impairment (HI) and Visual Impairment (VI)
- Physical & Sensory aspects of SEND

Summary

This structure coheres the principles inferred in our Key Drivers and School Values and shows how they are delivered initially in our school through our three broad Key Driver Steering Groups. Our school, and curriculum, is based on these concepts, which are implemented in lessons and transdisciplinary sessions, and at other times in the school day and in extracurricular sessions. Parents and carers are partners in that mission, and deliver aspects with us

This Statement of our Intent frames the [Curriculum Overview 22-23.pdf](#), and is designed to be read before that document. The structure of our school, and therefore our curriculum, comprises

- ❖ **3 Key Drivers**
- ❖ **3 School Values**
- ❖ **3 Key Driver Steering Groups**
 - ◆ **3 Curriculum Pathways**



