



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: EXPLORERS & ADVENTURERS, LEARNING SKILLS THROUGH ENGAGEMENT, ELTBA, APPROPRIATE ACCREDITATION

Curriculum – Statement of Intent

September 2025

Overall

- ❖ PHS' Mission is predicated on our Key Drivers of Communication, Wellbeing and Independence
- ❖ Our School Values, as decided by pupils and others, are Respect, Teamwork and Resilience
- ❖ These six concepts are compatible and complementary, embedded throughout the school, and important both *to* and *for* all our learners
- ❖ All include safeguarding
- ❖ They all encompass the four areas of Preparation for Adulthood (PfA)
- ❖ They are delivered by three Key Driver Steering Groups, as detailed below; the groups overlap and interconnect, although each has its own defined content

Key Drivers

- underpin our curriculum content, pathways and assessment systems, and are crucial for our learners

School Values

- enshrine what is important to our learners

Key Driver Steering Groups

- strategically deliver our Drivers and Values

Our curriculum is organised into four Curriculum Pathways

Early Years – Explorers & Adventurers

Pre-formal to Informal – Learning Skills Through Engagement

Semi-formal to Formal – ELTBA (Experiential, Language, Topic-Based Activities)

Formal – Appropriate Accreditation

Where the six concepts in the school are apparent

- 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 value-based 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
- In the School Improvement Plan, where all categories relate to at least one Key Driver

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, where the awarding of the title of "Star" is based on the Values themselves
- Through our end of year awards
- In PSHE and other similar lessons and across the curriculum where appropriate
- During Personal Development Week, Diversity Week, the 'This is Me Festival' and other similar events
- Behaviour & Attitudes: through the work of the Behaviour for Learning (BfL) Team, the Positive Behaviour Support (PBS) Team, and through the PSHE Group which reinforces how to support the School Values through behaviour & attitudes
- In assemblies, within pastoral time and at other times involving SMSC, British Values, Citizenship, and similar
- In collapsible days focusing on the Resilience Framework and other similar projects
- In the School Improvement Plan, where all categories relate to at least one School Value

Key Driver Steering Groups

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

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

The Literacy Group implement, lead and monitor our Systematic Synthetics Phonics program, love & culture of reading, handwriting, oracy and other, wider literacy programs. It's led by senior leaders from different disciplines across the school and from all curriculum pathways. It covers

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

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

PD is led by a senior leader, and also by 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. 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)
- Behaviour for Learning (BfL)
- Preparation for Adulthood (PfA)
- 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; and all School Values

Physical Development is led by a senior leader on 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
- Outdoor Learning – including residentials and external awards of that nature
- Physical Education (PE), including dance
- Sports games, clubs & other physical activities
- 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 [What is the MOVE Programme? - MOVE Europe](#)
- Rebound Therapy
- Hydrotherapy
- Hearing Impairment (HI)
- 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 at PHS 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 ([view it here](#)) and is probably most helpfully read before that document

The structure of our curriculum, and therefore our school, comprises

- ❖ 3 Key Drivers

❖ 3 School Values

The school delivers these through

- ◆ 3 Key Driver Steering Groups
- ◆ 4 Curriculum Pathways

PHS Senior Leadership Team & Governors, September 2025

