

Welburn Hall School



Curriculum Statement

Next review Due: Summer 2016
Reviewed and Amended: April 2015
Adopted by Governors:

Signed by Chair of Committee / Governors:

Curriculum Statement

The aims of the school are such that the curriculum offered should be broad, balanced, relevant, coherent, progressive and differentiated. In striving to develop such a curriculum the Governors of Welburn Hall have adopted the North Yorkshire Curriculum Statement since the aims of the curriculum are common to all schools. There will, however, need to be a high level of flexibility in order to modify the curriculum in order to meet the learning needs of each individual pupil.

As part of the overall curriculum all pupils have access to the full range of the National Curriculum. Modifications to this or disapplication from it, are identified during the review of the pupil's Statement of Special Educational Needs.

Some of our pupils have very complex needs requiring additional therapy and medical oversight. Many of our pupils require a personalised curriculum geared to meet their needs and particular learning styles. By providing these, subject time allocations do not fall in line with guidelines. Consultation between relevant staff is necessary and very careful planning to ensure that the breadth and balance of the curriculum is not sacrificed.

The ability of many of our pupils entering Key Stage 4 will be below or bordering that which might be assessed through the normal method of accreditation. For these pupils more appropriate Entry Level courses will be followed in order to accredit their achievement. These will include AQA, ASDAN Entry Level Certificates and other appropriate courses.

Students on the College Course require a curriculum that includes the development of numeracy and literacy skills, independent living and vocational elements including work related learning and work experience. Elements of this course will be delivered at other local establishments and out in the community.

The school curriculum will also include Religious Education, Personal, Social, Health Education and Citizenship, Sex Education at primary and secondary age, Work Experience where appropriate and Careers Education and Guidance from Y9 upwards.

Reviewed April 2015