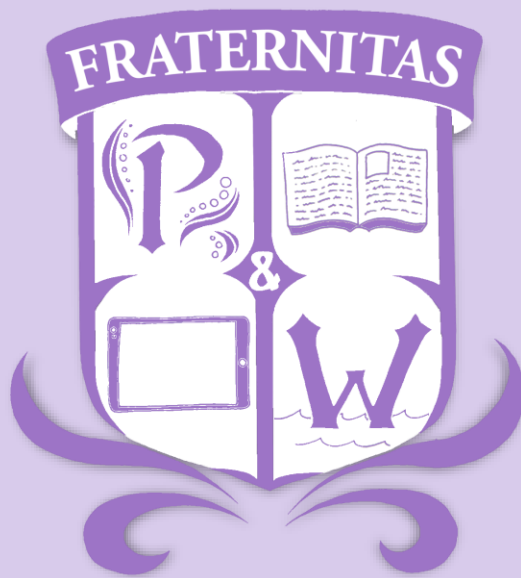


PULSE AND WATER COLLEGE



EST. 2002

MAXIMISING POTENTIAL

Pulse and Water College is an independent school for learners at key stages 3 and 4 who require small group learning.

"We build resilience in our students, we aim for our students to develop self-regulation.



Welcome

I would like to take this opportunity to introduce and welcome you to Pulse and Water College. Pulse and Water College is an independent school for learners at key stages 3 and 4 who prefer their learning to be individualised and within small groups.

Before becoming a registered College, our organisation started in 2002 as an alternative education project set up by myself to meet the learning needs of vulnerable key stage 4 students.

We are proud of the many achievements of our students who have gone on to post 16 vocational courses and the world of work.

We opened our doors as a registered independent school on the 4th of September 2014 to new referrals from parents, organisations, the borough commissioners, and local schools, at both key stages 3 and 4.

Our aim is to provide a positive and safe learning environment where powerful knowledge is available to all learners who are valued and given the opportunity to achieve their full potential.

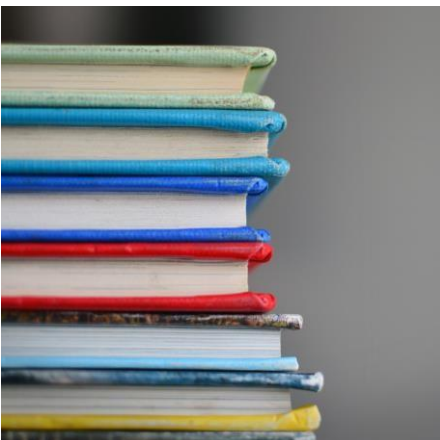
Dr Temi Ladenika Proprietor / Principal

B.A. Ed, M.Ed, M.A.Ed., MBA Ed International, EdD

Our Students Say:

I get more work done because of the small, but calm, environment.

– Year 10 Student



If I had heard about here before I would have come here earlier.

– Year 10 Student

ETHOS

Our college ethos and values are informed and guided by the Pulse and Water Learning Ltd Vision, Mission and Values and by the 'Every Child Matter's agenda; in particular, the company Mission which aims:

“To provide for the intellectual development of all be it to learn or to teach”.

The College mission is to empower the individual to develop self effectively and work positively with others. Our college is a learning community where we want everyone, learners, staff and parents/carers and visitors, to feel welcome, safe, and to be valued.

We believe each individual is unique and has their own special talent which can be developed in a calm, thoughtful and ordered college where there is fairness, understanding, clear rules, and where the consequences of actions are accepted by all.

With these elements in place we believe it is possible for every learner, (in some cases for the first time) to enjoy their educational experience, to achieve to their potential and to feel that the issues that have led them to us can be worked through.

WE VALUE:

- The fostering of a collaborative learning community where we seek to recognize each member's creative abilities and where everyone feels they belong
- Respect for the diversity of views, experiences, ideas and skills among learners, staff, parents/carers and celebrated through the curriculum.
- Continued professional development of all our staff to ensure we are always following the best practice.

We promote awareness of and respect for cultural, individual and role differences. We challenge views and actions that are void of respect for others or promote notions of superiority and inferiority between people.

We are vigilant about keeping our learners safe and we ensure they are aware of how to keep themselves safe.

LOCATION

Located in Royal Greenwich, amid a sedate green environment. Pulse and Water College is accessible to many parts of London, facilitating a wealth of educational opportunities for our students.

ADMISSIONS

We accept learners aged 11 to 18yrs who require individual and small group learning to meet their academic, social and emotional learning needs.

The Proprietor will apply at least one of the following criteria to identify which young people should be admitted:

- a) Learners at Key stages 3-5 who require small group learning to achieve their academic aims.
- b) Learners with social emotional needs at key stages 3-5 who require an alternative education environment for their secondary education.
- c) Learners who have been considered school phobic and prefer individualised learning to successfully complete their secondary education.
- d) Learners who come newly to the borough late year 11 and urgently need a school place

ADMISSIONS

Learners may be placed in one of 4 ways:

- i. Full time placement – full-time secondary education
- ii. Part time Placement – a dual roll combination of a mainstream school and Pulse and Water College
- iii. Short Term placement –these placements benefit learners who are in between schools, or need a fixed term break for a specific period with a view to returning to their mainstream school
- iv. Tuition Service – these are for students who are unable to cope in a school setting. Taught on a 1-1 on/offsite.

KS3 CURRICULUM

- English Language
- English Literature
- Maths
- Science
- PE
- PSHE and Relationships Education
- Active reading
- Employability
- Self-Development

KS4

- English Language
- English Literature
- Mathematics
- Single Sciences (Biology/ Physics)
- RE
- Employability
- PE
- Modern Foreign Languages
- Child Development
- Enterprise and Marketing

Students are entered for GCSE and Functional Skills exams with the AQA, EDXCEL and OCR exam boards

Student Self-Development Activities

Following feedback from our learners, in 2019 we introduced 3 activity afternoons a week. During these activities, student conferencing is used to find out how well students are learning that week.

Activities include- PE, Creativity, Cooking, Gaming and School Trips



Image sources

Creativity <https://www.forbes.com/sites/alisonescalante/2020/11/30/creativity-education-is-equally-important-for-careers-in-stem-and-the-arts/>

Gaming <https://www.wired.com/story/we-need-family-gaming-plans-rant/>

Cooking <https://food.unl.edu/article/use-mise-en-place-make-meal-preparation-easier>

School Trips <https://wallpapercave.com/school-field-trip-wallpapers>

Support

Special Educational Needs and Disabilities (SEND)

SEN and Additional needs is the responsibility of all staff. The SENDCo manages the administration of requirements in line with the SEND Cods of Practice (2015) and the recent SEND and AP review . If a child has special educational needs or a disability, the College will endeavour, within its resources as well as acquiring additional support, to meet these needs. The level of work given will be closely related to the individual's capability. If a child requires additional help, an Educational Health Care Plan (EHCP) of that learner's needs will be issued by the Royal Greenwich Children's Services (or the related department in the learner's home borough). A copy of the College's Special Needs and Disability Policy may be obtained by contacting the office.

Children in Care (LAC)

The SENDCo is Designated Person for Children in Care. By fulfilling this role, we ensure that all areas relating to the educational progress of learners in care are followed up and met. We have a duty of care and safeguarding towards all learners, particularly those 'in care'. Where a young person 'in care' requires additional support to ensure their safety and progress we work with carers and the local authority to ensure that these specific needs are met. Children in Care usually need more targeted support to address social, emotional and academic needs. Our small group nurturing approach to the delivery of the curriculum, provides an ideal learning environment to meet these educational needs.

Home-College Activity

Parents/Carers are encouraged to take an active interest in their children's education. They are invited to participate in the College as much as they possibly can, most importantly, the College Annual Achievement

Evening. Parents of students who will be transferring to post-16 education will be given an opportunity to seek advice and guidance from the college in exploring post

16

options at the year 11 parents evening.

Communicating Results

Termly reports are made detailing student progress and any concerns to be addressed. For external exams the College is open on results day for Yr. 11 students to collect their results. Following this, a formal statement of results is sent to parents by post.

Pastoral Care Arrangements

The Wellbeing Lead is has designated responsibility for students' mental wellbeing. In line with the policy of maximising the potential of each child, the school recognises that it has a responsibility to do everything possible to care for each pupil's physical and emotional wellbeing. The school endeavours to provide a comfortable, safe and secure environment for learning.

The College's policies for safeguarding and Anti-Bullying, Pupil welfare and discipline may be obtained by contacting the College office. In all cases it will be the College's policy to act in the best interests of the child.

CONTACT US

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