



Policy Title: **CURRICULUM POLICY**

Policy Number: **1.7**

Date of Issue: **June 2021**

Author: **Cat Woodsmith**

Version Number: **3**

Date of Review: **June 2022**

Ratified by: **Nick Rose**

Introduction

Our school curriculum is aimed to promote the patients'/pupils' intellectual and personal development with regard to their illness and the constraints of the hospital environment within which patients/pupils and staff work. It is our belief that all pupils in this setting deserve and should receive the very best of education provision. Part of the role we have is to help pupils gain skills and self-esteem to value education and see how the knowledge gained in school may help them to take their place in society and realise that the acquisition of knowledge and education goes on beyond school.

No patient is unable to access education because of a disability, whether learning or physical. All efforts are made to meet the needs of those who find themselves in our care.

We strive to offer patients support with their MFL and have teachers able to work with them. For those with English as a second language difficulties can occur but tend in this situation very rare. We are fortunate to recruit lots of foreign nationals from all over the globe into the healthcare side of the hospital setting. This gives us a unique recourse when having to communicate with those pupils with little or no English. In cases where this isn't possible we are able to employ the services of interpreters. Further detail can be found in our EAL policy.

We deliver the curriculum through a mixture of teacher-led lessons and supportive guidance with their own school work which is provided from their home schools. We arrange extra-curricular activities and school visits where possible. It takes into account different learning and teaching styles and assessment. We also aim to support the development of quality relationships and values that are embodied in the way Cotswold Spa Hospital School operates.

It is our aim to promote British values and the rule of law as a positive force for good in our society; to uphold and promote a positive and inclusive attitude to the democratic system of government in Britain; to promote individual liberty and foster mutual respect and tolerance of those with different faiths and beliefs; to foster a positive and respectful view of Britain and what it is to be British.

Cotswold Spa Hospital School caters for pupils between the ages of 13 and 19. In certain circumstances support and guidance is offered to over-19s.

The patients' stay here can vary between long stay and short stay, and some may be re-admitted. Patients who are on (or "stepped down" to) Cotswold Spa's day-patient programme are not dual registered with our school as they are usually attending full time education at their home school.

In most cases we are able to offer a flexible service based upon the patients'/pupils' individual learning plans (ILPs).

We offer the core curriculum to our patients/pupils in English, maths and science as well as lessons in the humanities, MFL and the arts. We aim to provide for their spiritual, moral, social and cultural development through our PSHE, citizenship, and enrichment programs of study. Where possible within the limitations of our service we help and support in other areas of the curriculum with the use of subject specialists.

AIMS

We hope to enable pupils to become

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

In order for learning to take place we aim to

- Provide a safe, secure, stimulating and welcoming environment
- Minimise as much as possible the disruption to the patient's/pupil's education during their admission
- Encourage the social aspects of learning by establishing and encouraging positive relationships with peers and teachers
- Foster self- confidence and self- esteem through carefully managed ILPs and target-setting
- Provide patients/pupils as far as possible within a hospital environment with a broad and balanced curriculum and the opportunity to study
- Supervise an appropriate Individual Learning Plan
- Promote equal opportunities and provide as part of our areas of study essential life and independent skills
- Accredited learning through recognised schemes and qualifications
- Recognise and celebrate patient/pupil progress and achievements, as well as nurturing talent and skills

In order to help us with the above aims we endeavour to engage the patient/pupil's home schools, teachers and parents in supporting us, provide a positive and helpful experience for those young people in our care. We will employ an effective range of teaching strategies and technology to deliver a positive experience for the patients/pupils throughout their stay with us. It is hoped that through an imaginative and creative management of the curriculum by all staff patients/pupils will engage in the learning process and thrive.

Meeting The Needs of our Patients/ Students through the Curriculum

Every child should have the best possible start in life through a high quality education which allows them to achieve their full potential. A child who has a health need should have the same opportunities as their peer group, including a broad and balanced curriculum. As far as possible, children with health needs and who are unable to attend school should receive the same range and quality of education as they would have experienced at their home school.

Children unable to attend school because of health needs should be able to access suitable and flexible education appropriate to their needs. The nature of the provision must be responsive to the demands of what may be a changing health status.

We aim to provide a broad and balanced curriculum which will:

- Promote the spiritual, moral, cultural, mental and physical development of learners at the school and within society
- Promote British Values and the British way of life, the rule of law and our democratic form of government
- Prepare learners at the school for the opportunities, responsibilities and experiences of adult life
- Encourage and stimulate the best possible progress and attainment, particularly in English, mathematics, science and the use of ICT
- Develop creative and physical skills
- Build on pupils' strengths, interests and experiences
- Ensure entitlement for all learners to a broad, balanced and relevant curriculum that offers continuity and coherence and secures high standards
- Develop pupils' capacity to learn and work independently and collaboratively
- Induct learners into the essential knowledge, skills and discourse within each subject
- Encourage learners to take responsibility for their own health and safety, and appreciate the benefits and risks of the choices they make
- Prepare young people for the world of employment and further and higher education
- Develop patients' /pupils' sense of identity and worth
- Make learners more aware of and engaged with, their local, national and international communities
- Develop and promote principles for distinguishing between right and wrong
- Promote understanding and an appreciation of their own and others' beliefs
- Create an understanding around the issues of Equal Opportunities
- Foster respect for the environment in which they live
- Promote and develop patients' /pupils' self-esteem, self- worth and respect for others' wellbeing

In line with the statutory inclusion statement and its three principles for learning, the development of an inclusive curriculum which provides all pupils with relevant and challenging learning, schools must:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals/groups of pupils including:
 - The gifted and talented
 - Learners with learning difficulties, disabilities, social and emotional difficulties
 - Learner who have English as a second language
 - The different needs of different genders
 - Children who are in care

Curriculum Content

The teachers here at Cotswold Spa have those same high standards as their colleagues in mainstream schools. We have high expectations of ourselves and those in our care. The ultimate aim is to have the young people achieving at a level appropriate to their age and ability in line with the National Curriculum. However these expectations are qualified by the link teachers' initial and continuous assessment of the pupils in his/her care.

The expectation is for all patients'/pupils' experience in our school, to be enjoyable, purposeful and be able to strengthen current knowledge and wherever possible lead to educational progress.

The school offers a core curriculum of English, maths, science, and PSHE. The remainder of the curriculum remains flexible in order to accommodate the various demands and challenges presented to us by the patient/pupil groups.

The curriculum is negotiated with the young person on their admission to hospital. The time arrangements and curricular content are flexible and determined largely by the patient/pupil's physical and psychological well-being, whether visitors are present and the availability of specialist staff. As part of a hospital ward rounds and other duties, doctors, nurses and therapy staff can come to lessons and ask to see a particular patient/pupil. Just as common are patient/pupils arriving at different times throughout a lesson. Some patients/pupils are keen to attend school sessions when it is evident that they are extremely unwell, others will have poor levels of concentration due to medication. The effect of small group teaching can be more demanding than their mainstream school experience and consequently they may tire more easily.

Recent changes to the Curriculum will enable schools to provide a less prescribed content and place more emphasis on developing in-depth understanding of key ideas. This will enable the school to develop a flexible curriculum tailored to our patients/pupils. We will then be able to be flexible in offering additional support especially in numeracy and literacy and be able to challenge those who are more able.

Teachers are able to:

- Personalise the curriculum, designing their own subject curriculum to meet individual needs and engage all learners
- Provide focused support and greater challenge where needed, helping to ensure that all learners have the opportunity to make progress and achieve, particularly in the key areas of English and mathematics.
- Design coherent learning experiences that are relevant and meaningful to learners by making connections between subjects, events and activities.
- Use the curriculum to support a set of skills rather than an end in itself.
- Use a variety of teaching and learning approaches to engage and motivate learners and to maximise impact on learning (for example project based learning).
- Use ICT in order that patients/pupils can manage their own learning, such as a virtual learning environment.

The school is a registered exam centre and is able to enter patients who are well enough and able to do their exams. We also act as a host centre which allows patients/pupils to sit their exams entered for them by their home schools.

This has an added advantage in that patients/pupils have the opportunity to take their exams in a less formal and more relaxed atmosphere, thus avoiding exam phobias and heightened anxiety.

We also try to encourage those difficult to motivate patients/pupils through the use of practical activities and the use of ICT. Sometimes it is enough to get them into the school room initially. Much of our work can be around self-esteem and building confidence and self-worth in a patient/pupil.

Much of what the patients/pupils do and achieve is assessed and recorded through their ILPs, individual lesson objectives on our online Education Record System, and in pupil planners and exercise books.

Personalised Learning

Personalised learning encompasses curriculum entitlement and choice, effective teaching and learning, assessment for learning (AfL), and a positive school environment where pupils feel secure and flourish as individuals.

Patients arrive at Cotswold Spa with a number of diagnoses and can stay with us for a day or in some cases several years. Unfortunately, any estimate on admission as to how long their stay may be with us would be speculation. In many cases the hospital plans six week admissions, but again this can change and will do so on a regular basis. Thus if a patient/pupil arrives having had a psychotic episode their level of concentration and ability to take part in any learning process is severely impaired. The teachers here at Cotswold Spa are aware that a patient/pupil's attainment may be impaired by several factors:

- Preoccupation with their own illness
- Unfamiliar environment
- Not being emotionally, psychologically or physically at their best
- Effects of medication

Often in the case of eating disorders, patients are so underweight and under nourished, cognitively they are less able to reason and absorb knowledge, although observing them they appear to do so. A new patient arriving on the ward is enough to create anxiety and generate competition among the patients over their illness. It is usually only when their weight and health improves that learning can take place.

Our teachers therefore are sensitive to the ever changing needs of the patient/pupil group and may feel it desirable to modify their original learning outcomes in order to engage a reluctant learner. The teachers try to ensure that teaching sessions are appropriately stimulating and engaging as to offer a sense of achievement, which in turn helps towards their recovery.

Through the ILPs (Individual Learning Plans) we offer as far as possible a personalised approach to teaching and learning.

Where a patient/pupil has an education statement we ask their school for a copy and then modify their ILP around that statement of need.

Each patient has a link teacher who oversees the work and progress of each patient /pupil. It is the link teacher's role to liaise with the medical team, the patient's/pupil's home school, parents/carers and the work within the education department here at the hospital.

We believe that the patient/pupil should have ownership of their education. We ask them to take part in the process of filling in their ILPs and sign them as part of this process. They should then be able to liaise with their link teacher in order that appropriate support is available, and that any work from their home school is supported where required. The link teacher role is one of support, whether it is help with exams revision, sitting exams or any other aspect their education they may require help with. It is our aim that those in our care are able to reintegrate back into mainstream education with the minimum disruption as possible.

Our curriculum via PSHE and citizenship, alongside all the other subjects where possible aims to promote fundamental British values, democracy, the rule of law and individual liberty, with mutual respect and tolerance of those with different faiths and beliefs.

To help create a balance and enhance the curriculum where possible we offer educational trips wherever possible, these may be to the local animal sanctuary or museums etc. However this can be difficult due to patient/pupil's state of mind and/or physical health risks.

All education is determined by the patient/pupil's specific medical and emotional needs and prior learning experiences.

Those patients who have reached the end of year 11 and have not taken GCSEs we hope to enrol in vocational and entry level course, this enables patients/pupils to gain the minimum qualifications allowing them to access further education in a local college to them on their return home. This has the added effect of improving self-esteem and self-worth. It also helps create a sense of achievement for those with exam phobia and a chance to achieve in a relaxed and non-pressured environment.

On occasion we deliver 1:1 teaching to those that are unable to access the schoolrooms but cognitively able to engage in education and the learning process. Also patients/pupils who are studying specialist subject also may require 1:1 on occasion.

Teachers also have to differentiate learning as often classes can contain differing age groups and abilities. Also personalised learning will include differentiation by resources, task, group, outcome, teacher intervention and teacher style. Another strategy is the deployment of another member of staff in the classroom who might otherwise have been teaching on the ward.

Whilst planning for all these scenarios and different patient/pupil groups is a challenge, we do still aim to give all the young people in our care a positive, enjoyable and meaningful experience.

Curriculum Provision for 6th Form Patient/Pupils

Here at Cotswold Spa, we aim to help and support all patients/pupils with their studies beyond years 11/12, this includes help with careers and careers advice.

That year group who have reached year 11 without formal qualifications we endeavour to engage in a meaningful and worthwhile program of study. Those who for whatever reason have missed out on the education process; we would assess using various testing tools. If required test their reading age and numeracy and literacy skills. We will then enter these students on an appropriate course of study (e.g. ASDAN) in order to support their career and/or education goals. The advantages of this are several:

1. It enables the patient/pupil to achieve success in an examination setting.
2. It allows them to take exams in a secure and safe environment, away from large numbers of students.
3. With our particular groups of patients it has a massive impact on self-esteem and self-worth.
4. It gives the patients a meaningful first step in enabling them to engage in the education process (we have in the past been able to get students into further education colleges based upon these results as proof of a level of attainment).
5. It also helps us to encourage the patients/pupils to keep on our program of studies (often moving on to Key skills or GCSEs)

Those patients who have embarked or are about to start their A-Levels when they join us we support in several ways. If on roll at a school or college we liaise with their schools or colleges, often making sure the student has access to the school or college via their VLE/P systems.

Whilst our teachers have several subject specialisms, and these are centred round the core subjects, we are unable at present to supply teachers with every subject specialism that we may be required to provide in that way. This is due in some part to the nature of our provision here at Cotswold Spa. Where a patient has a particular need which is not being met either by our provision or by a close liaison with a patient's school or

college, we will if possible foster such links. Teachers have sufficient CPD / PPA time to learn and prepare in subjects outside of their specialisms, as a mutually beneficial system for staff and patients.

We also have alternatives we can offer:

1. We can use a distance learning platform for help or support
2. Supply teachers in order to meet a particular need
3. See if we can place a student in a college or a school, we have done this in the past as part of a patient's reintegration and treatment after discharge from hospital

There will also be a group who have not achieved 9-4 grades in maths and English in their GCSEs in the previous summer. They will have the opportunity to be entered for the following year's exams as long as they are with us. In some cases we can allow patients/ pupils to return to complete these exams.

Careers

We provide careers advice to all students and can put pupils in touch with local careers advice services. The deputy head and sixth form lead oversees bi-weekly group lessons and regular one-to-ones for advice on careers, CV-writing, cover letters, personal statements and applications for jobs and further study. Currently, we are unable to offer external work experience placements due to the nature of the students' illness (e.g. they need to be regularly monitored by nursing staff). Work experience within the hospital is also not possible as all roles require access to confidential information, physical labour beyond a level that would be safe for patients, or kitchen work which would not be appropriate for students recovering from eating disorder. We have provided opportunities to experience different workplaces with one-off trips (e.g. to a local farm), volunteering opportunities, external speakers, young enterprise, and charity fundraising schemes.