

Curriculum Policy



Chelsea Community Hospital School

SEPTEMBER 2022

THIS IS A CURRICULUM POLICY FOR CHELSEA COMMUNITY HOSPITAL SCHOOL WHICH HAS BEEN WRITTEN IN CONSULTATION WITH REPRESENTATIVES FROM THE WHOLE SCHOOL COMMUNITY INCLUDING STAFF, GOVERNORS, STUDENTS AND PARENTS

SCHOOL BACKGROUND INFORMATION

- We are a Community Special School providing education for children and young people while they are in hospital.
- We also provide places for a number of young people who cannot access mainstream school due to their medical and mental health conditions.
- Our school is based across six NHS hospital sites: The Chelsea and Westminster Hospital, The Royal Brompton Hospital, St. Mary's Hospital, The Collingham Child and Family Centre, Lavender Walk Adolescent Unit and the Bayswater Centre.
- We teach across all key stages in both primary and secondary. All our sites are in Central London, England.

TOTAL NO. OF STUDENTS

Variable due to hospital admissions

DISSEMINATION

Key information from this policy will be incorporated into the following documents where appropriate:

- School website
- Staff induction materials
- Governor induction materials
- Pupil documentation
- Newsletters
- Staff meetings
- Parent events
- On request from the school office

POLICY IMPLEMENTATION DATE

September 2022

POLICY REVIEW DATE

September 2027

NAME: __Marie Sherlock____

DATE: __May 2023

Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. Although students in hospital schools are not required to follow the National Curriculum, at CCHS we are fully committed to providing access to help minimise the impact of a hospital stay on educational engagement and achievement.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

Roles and responsibilities

The governing board will

- monitor the effectiveness of this policy and hold the headteacher to account for its implementation.
- Ensure that a framework is in place for setting curriculum priorities and appropriate targets
- Ensure appropriate provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- Ensure all courses provided for full time students below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- Ensure the school implements the relevant statutory assessment arrangements
- Ensure full time students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

The headteacher will

- Ensure this policy is adhered to
- Ensure all required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- Ensure the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Manage requests to withdraw children from curriculum subjects, where appropriate
- Ensure the governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- Ensure the governing board is advised on whole-school targets in order to make informed decisions
- Ensure appropriate provision is in place for students with different abilities and needs, including children with SEN

Other staff will

- Ensure that the school curriculum is implemented in accordance with this policy.

Introduction

In accordance with the requirements of section 19 of the Education Act 1996 we seek to address the learning needs of all hospital school students. We accept the responsibility placed on us to provide a balanced curriculum in line with current educational initiatives. However, within the context of the hospital school it is necessary to be flexible in terms of this balance. This is important if we are to ensure relevant provision for students during their time with us. The balance of the curriculum reflects the needs of the students at the various age-related stages of their development. We must also take into account the additional needs that a hospital admission brings and the different forms of therapy and medical treatments, which are part of an individual pupil's overall treatment plan when admitted to hospital.

Our curriculum is broad, rich in the creative arts and personalised to the strengths and needs of our students. Based on the national curriculum but enriched by access to artists, poets, writers, musicians, and science workshops; we inspire and support our students to do the very best they can.

Our students have access to a wide range of experiences in the classroom, via the virtual world and in the local community.

Our curriculum always starts with the needs of the student. Our Admissions Policy means that we can teach students from the first day of their hospital admission, and for our recurrent students our involvement can continue into adulthood. The personalised curriculum is rooted in collaboration with students' home schools for those in hospital. Our support for students with SEND underpins all our teaching. Assessment, monitoring and evaluation ensure a keenly matched curriculum for our community students from the minute they join us.

As students join us throughout the year for varying lengths of time, we have developed a themed based curriculum up to year 9. Those taking GCSE, A- levels and other national exams have the opportunity to cover subject content in line with their individual needs.

We actively encourage our students to contribute their ideas about our curriculum provision through our pupil voice. Weekly discussion groups and regular feedback inform what we plan and how we deliver it.

We are a registered exam centre and students can take national exams whilst in hospital. We have an examinations officer who can be contacted at the school office. Access to information, advice and support from our qualified Careers Adviser is available to all our students.

How we work

We mainly work as part of a multi-disciplinary teams to support the development of the whole child during a hospital admission. Our well-qualified staff team includes a SEND specialist teacher, a qualified SENDCO, learning mentors, and a full range of subject specialist teachers.

We also provide education for young people who are unable to attend school because of a medical or mental health condition. This can be in their home or at our Bayswater Centre.

Mostly we work in attractive, well-resourced classrooms, teaching in small groups or individually. At times, when students cannot make it to the classroom due to their medical care we teach at the bedside.

We are creative in our use of technology, enabling students to link to our classrooms and their own schools so they can be part of a group even when they are required to be nursed in isolation. We bring the outside world in if they are unable to leave the hospital.

Positive relationships underpin all our work, and consistent, sensitive, trauma-informed programmes are used throughout the school to ensure all our students can access learning and get the most out of school.

Individual curriculum plans tailor the curriculum to the needs of each long term and recurrent student; these are regularly reviewed and updated.

Our Intention is:

- To provide access to a broad and balanced curriculum for students in Reception to Year 13 (and above if they have an EHCP).
- To provide for the individual needs of all students – solely registered, short term, long term and recurrent. This poses a challenge which we aim to meet enthusiastically.
- To support students' spiritual, moral, social and cultural development
- To support students' physical development and developing responsibility for their own health, and enable them to be active

- To work with students and their home schools to minimise the impact of a hospital stay on their education.
- To engage students and provide them with a sense of ownership over their learning and help them to connect ideas and develop transferable skills
- To build supportive relationships and develop each learner's confidence and self esteem
- To develop students' character including their resilience, confidence and independence, and help them improve their physical and mental health.
- To make sure learning is tailored to individual need and ability and remains dynamic to changing needs
- To recognise and use the range of therapeutic opportunities the curriculum provides for young through art, drama, music, PE, PSHE and Literacy
- To provide alternative educational experiences for young people who are not currently able to engage in more formal learning
- *To enable students to have access to additional accredited learning opportunities, e.g. Arts Award*
- To provide young people and their parents/carers with a familiar experience at a difficult, anxiety provoking time in their lives
- To work in collaboration with other agencies, parents/carers and the wider community to help minimise or remove barriers to learning for young people with a medical and mental health need.
- To promote a solution focussed model for improving behaviour for learning.
- To ensure young people see themselves represented in relation to their race, religion, disability, gender identity and sexuality in the content and resourcing of the curriculum
- To help young people develop essential independence and life skills
- To link with the wider community through regular workshops, trips, visiting teachers or other professionals.
- To provide appropriate access for young people to take examinations.
- To ensure that students are supported to transition to the next stage of their education, training or employment.

Our Implementation will include:

- Liaising with home schools to find out about a pupil's approaches to learning and their strengths and difficulties.
- Maintaining an awareness that the young people we are teaching are at a stressful, anxiety provoking time in their lives and may not be able to function in the way they have previously.
- *Working closely with NHS MDT colleagues and external agencies to understand the nature of students physical and mental health challenges, needs and treatments and to best plan and support students learning.*
- Finding out about the young people's likes and using these in helping them to engage with their learning.
- Identifying gaps in learning and working towards reducing these.
- Being flexible in approach and appreciating that engaging with an activity is more important than the actual activity.

- Recognising that the young people are largely powerless at this point in their life and need to be offered choices about how they engage and the tasks they do.
- Giving an initial positive response to all learning and assessing whether it is necessary/helpful to discuss errors and changes.
- Celebrating effort and achievement in ways that fit for each young person
- Writing ILPs for long term students.
- Ensuring long term students who are moving to discharge have opportunities to complete work from their home school.
- Providing students from Year 9 with high quality careers education.
- Ensuring that students who are moving to a new educational setting have opportunities to transition in the best way for them.
- Ensuring that a longer admission to hospital does not impact on a students current or future education possibilities.
- Ensuring that students 16 - 18 years have a clear destination pathway post discharge to education, training or employment.
- Providing an alternative curriculum for students whose admissions continue after the exam period is over.
- By being open for 50 weeks of the year.

Our Impact is assessed by:

- Teacher judgement within lessons
- Students wanting to engage with their learning.
- Improvements in attendance
- Students applying prior knowledge to inform present learning
- Half termly reviews of ILPs
- Repeating standardised tests
- Examination results
- Students successfully transitioning to the next stage of their education
- Feedback from students individually and in weekly discussion groups
- Destination outcomes

Curriculum Planning

Long term

Subject Coordinators at all key stages write a curriculum statement and a curriculum progression map for their subject. These are available on our website.

We have annual curriculum maps using a thematic approach for EYFS, KS 1&2 and KS3 which are developed by key stage staff under the guidance of the EYFS/KS1&2 and KS3 Coordinators.

Teaching staff write or adapt schemes of work based on the National Curriculum, published QCA schemes/National Strategies and/or examination syllabi

At KS 4&5 every attempt is made to obtain work from home schools to minimise disruption to students' education. For those students solely registered with us; based on their needs, information from their community school about prior attainment, previous educational

history, and in collaboration with the pupil, their parents/carers and medical teams, they are entered for appropriate exams. e.g. GCSEs and/or Functional Skills. CCHS currently offers GCSEs in the following subjects:

- English language and literature AQA Exam Board
- Psychology AQA Exam Board
- Science AQA Exam Board
- Maths & statistics Edexcel Exam Board
- Geography OCR Exam Board
- RE WJEC Exam Board
- Art AQA Exam Board

When students arrive at the Bayswater site, midway through a GCSE course outside that provided, we endeavour to continue with this whenever possible.

For students who are Post 16 and who remain at our Bayswater site we continue with a curriculum and education support that is appropriate for their needs at this time. In addition to our teaching team, our careers advisor and SENCO will continue to support the development of a suitable curriculum for them at this time.

At LW for students who are post 16 their curriculum offer is dependent on their need on admission to the unit. If they are following an A-level or BETC course at a school or college in their local community, we liaise closely with this organisation, the pupil, their family/carers, along with the Lavender Walk clinical team and community mental health support, to devise the most suitable curriculum based on their current health needs and their current study pathway. This curriculum will also support a pupil reintegrating back to their community school/college.

Post 16 students admitted to Lavender Walk not in education, employment or training will have their curriculum developed based on the attainment at entry, along with clinical assessment and next steps planning. Often students can arrive at Lavender Walk with no current education or training placement. If necessary there will be a focus on preparing a pupil for an appropriate qualification in English and/or maths, in addition to identifying their areas of interest for further development. These students will also be supported to transition to education or training after discharge.

An additional curriculum is also available for exam students to pursue who are patients at Lavender Walk for that interval of time between completion of exams, GCSEs, A-Levels, or BETECs, and the end of term. This is based on a pupil's individual interests and strengths and comprises of an offer of a range of short courses based on life skills, e.g. driving test theory, touch-typing courses, ASDAN, Future Learn, First Aid, CREST Awards, IDEA digital enterprise award.

Medium-term

From the common starting point of the curriculum map and schemes of work, teachers adapt the planning to meet the needs of their students, compiling modules of study for each half-term, taking into consideration:

- The learning needs of the current group of long term students who frequently need a “catch-up” curriculum because of periods of missed school
- A teaching group with students in more than one Key Stage and/or year group

Short-term

On a day-to-day basis, the school provides class-based group teaching, class based individual teaching, ward and cubicle based individual teaching, online home tuition and home based home tuition.

Teachers make weekly plans for long term students and each day decide on the most effective and efficient use of pupil and teacher time for all students being taught on the site.

This will be influenced by

- The range of medical and mental health needs in the group
- The handover information from the medical teams
- Whether students have work from their home school
- Staffing levels

Student outcomes

Student outcomes are recorded on the school database and should briefly state achievement plus any factors such as behaviour which influenced the outcome. A note should also be made of the ‘next steps’ to inform future planning.

EYFS

We work with children from their Reception year and liaise closely with the Play Specialists on the hospital sites to provide them with a breath of experience within the limitations of a hospital setting.

We use the Early Learning Goals in the seven areas of learning and development:

- communication and language
- physical development
- personal, social and emotional development

Plus, the four specific areas,

- literacy
- mathematics
- understanding the world
- expressive arts and design

to support the organisation of the Early Years Foundation Stage curriculum.

Planning is linked to the current interests of the young people and incorporates activities that meet identified needs of individuals. Where possible students have access to a range of practical activities and play settings to support their learning. Numeracy and literacy skills are taught discretely and through a cross-curricular approach There are teacher led sessions for phonics and guided reading.

Equal Opportunities

Our curriculum helps all pupils, irrespective of social background, culture, race, gender, differences in ability and disabilities, to develop the knowledge, understanding, skills and attitudes that will help them to become confident, active, responsible and self-fulfilled citizens.

We are committed to ensuring equality of opportunity by examining factors that might be barriers to students' achievement, and have an ongoing commitment to review the content of our curriculum for gender, sexuality, race, disability, religious and class bias.

Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through school visits and attendance at management and governor's meetings.

Key Stage and subject coordinators monitor the way their subject is taught throughout the school in regular key stage meetings. They also have responsibility for ordering resources and monitoring their usefulness.

This policy will be reviewed annually by the Assistant Heads. At every review, the policy will be shared with the full governing board.

Links with other policies

This policy links to the following policies and procedures:

EYFS statement

Assessment and feedback policy

SEN Policy and information report

Equality information