

# **Ellingham Hospital School**

## **Curriculum Procedures**

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### **Ellingham Hospital School**

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## Curriculum Procedure

Ellingham Hospital School aims to deliver the highest level of education tailored to individual need in a safe, positive and structured environment where every student is encouraged to achieve the best possible academic, social and vocational outcomes. Ellingham Hospital School provides a total of 25 hours per week of educational provision. Therapeutic input such as psychological sessions, therapy, occupational therapy and speech and language therapy can all contribute to the 25 hours provided and is based upon the student's needs as to the allocation of educational and therapeutic hours. The education and therapy team meet on a termly basis to draw together a therapeutic and educational timetable.

### Guiding Principles

At all times adults should be conscious of the need to be aware of the pupils' particular interpersonal difficulties and to work in conjunction with the care staff to ensure the safety and well-being of pupils and staff.

- To respect, value and understand the individual needs of pupils
- To strive to ensure equality of opportunity for all our pupils within the frameworks required by regulation taking account of the National Curriculum as appropriate.
- To prioritise the development of personal, learning and thinking skills and emotional literacy
- To hold high expectations of pupils within realistic challenges for academic achievement
- To foster a secure, safe and stimulating educational environment
- To co-operate and communicate effectively with other involved agencies
- To foster strong working relationships with pupils, parents, care workers, and significant others.
- To take account of the learning difficulties and disabilities, and other barriers to learning of all young people when implementing the curriculum.

### Students

Our pupils, aged 12 - 18 come from a variety of areas across the United Kingdom and enter the school by virtue of having been placed at Ellingham Hospital. Generally they will have experienced interruptions in their educational history or will have rejected the concept of 'school' in some cases violently - assaulting other peers and adults or damaging property. Many will therefore be operating at a level well below their peers of comparable age in mainstream settings and a high proportion will have Statements of Special Educational Needs/Education Health and Care Plans that include behavioural (SEBD) considerations. Some may have autistic spectrum disorders including Asperger's Syndrome or other specific learning difficulties.

Those pupils without statements/EHCP's present similar problems but for a variety of reasons have not been through the required process. Common reasons for these pupils 'slipping the net' are repeated family moves, a succession of permanent exclusions, long periods of absence, time spent in custody and lack of educational knowledge on the part of carers and organisations.

## **The Curriculum**

All pupils, regardless of age, ability or disability, will have access to an education which is, within the following areas of learning: linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative.

The curriculum offers a range of opportunities for teaching and learning within the school, community which helps the school meet the needs of all its learners. This is achieved through:

- A core curriculum offered to all pupils at the relevant level; with particular regard being paid to interventions that will enable the recovery of lost ground.
- A high level of differentiation
- A choice of vocational experiences in Key Stage 4 as appropriate to the needs and preferences of the pupils.
- A commitment to early entry into national external exams.
- A flexible approach to the timetable in line with the individual needs of the pupils; this **may** involve for KS3 learners a reshaping of the curriculum under cross-curricular thematic headings; while continuing to meet regulatory requirements for curriculum coverage and where appropriate National Curriculum subject programmes
- An intensive focus on personal development, which is sensitive to the traumas that young people may have faced.
- An intensive focus on the core skills of literacy and numeracy.
- A specific Post 16 Curriculum to include Life Skills and Skills for Working Life.

## **The Core Curriculum**

All pupils will have access to the following subject areas taught either as discrete subjects or as part of a thematic approach: English, Mathematics and Science

Spiritual, moral, social and cultural development of pupils is addressed through all subjects and through a strong contribution from PSHE, Citizenship and ASDAN Modules.

## **Personal and social development**

While coherent, planned and progressive programmes are in operation within the taught curriculum throughout Years 7 – 11 and address these aims, we recognise that successful personal and social development depends not only on a planned series of lessons but also upon a wider curriculum, which includes:

- Constructive relationships with education and hospital staff

- Appropriate daily routines in the school and the hospital
- Visitors to the school and educational visits
- Cross-curricular learning in other subjects of the curriculum
- The provision of British Values and careers education
- Constructive approaches to behaviour management which enable the learner to interact constructively with peers and staff.

All pupils receive Careers Education and Guidance and input from additional needs teams depending on whereabouts in the UK they come from. Additional Careers Education is provided by aspects of the Citizenship and PSHE courses as well as specific topic work. Students will access Work Related Learning / World of Work wherever possible.

Preparation for end of Key Stage Assessments and public examinations will be available as appropriate to the needs of individual students.

## **Literacy**

For many of the Students these aspects of learning represent the most significant barriers to learning. Some have learning difficulties, some have lost ground through having missed education, many react negatively to lessons in which reading and writing play a part.

For all of them, progress in literacy is essential, in that it plays a part in all aspects of the curriculum, and is closely allied to thinking and learning skills. Because of this it is the highest of priorities within the curriculum

## **Rationale**

*We aim to provide a supportive, stimulating, secure and supportive environment where Students are encouraged to express themselves and where their contributions are valued. We will provide for the language development of pupils and will develop their ability to use language to think, to explore and to recognise and communicate their ideas. We will at the same time take into account how we support literacy difficulties when planning, so that we can provide access to learning experiences across the curriculum that are matched to ability and interest, whatever the language level of the pupil*

## **Principles**

1. Literacy is a right for all pupils and a central part of preparation for adult life.
2. There is a responsibility upon all teachers and support staff to develop literacy, and to approach its development consistently.
3. We will prioritise the development of literacy across all areas of the curriculum
4. We will consider the literacy demands of all lessons, tasks, and resources; ensure that they are matched to pupils' attainment.

5. We will make literacy support a key feature of differentiation in all subjects.
6. We will carry out baseline testing on entry to the school and subsequently to ensure accurate assessment of need.
7. We will take specialist advice from speech and language therapists where barriers in this area are identified by statement.
8. We will ensure that all staff have accurate information about the literacy levels of pupils they teach, about how best to support them, and about their targets for development.
9. We recognise that language is central to students' sense of identity, belonging and growth; and in turn to raising students' own expectations of achievement, improving students' confidence and self-expression;

### **Key stage 3 curriculum structure**

In Key Stage 3 all of our students closely follow the national curriculum. Depending upon a student's level of need and learning difficulty, the curriculum will be delivered by either the National Curriculum or ASDAN Modules Awards and Programmes. We encourage the students to participate in core subjects such as Maths, English and Science.

During KS3 and KS4 we will regularly assess students' progress and where possible enter them for National external qualifications as we feel this boosts self-esteem and enables them to become more receptive towards the end of KS4 qualification routes.

### **Key stage 4 curriculum structure**

In Key Stage 4 we prefer our students to complete national externally accredited courses, though acknowledge for a lot of our students this is not possible due to their learning difficulty, therefore, provide ASDAN programmes such as ASDAN Bronze, Silver and Gold Award, Personal Progress and Certificate of Personal Effectiveness (CoPE).

Key stage 4 students are encouraged to participate in both academic and vocational studies. Specific choices will be dependent on the needs and interests of students. The school will access the extensive vocational schemes offered by external accreditation centre.

### **Key stage 5 (Post 16) curriculum structure**

For students who are placed in the Post 16 group are encouraged to build upon their existing knowledge of the core subject and to gain a knowledge of skills for working life and life skills. The group is aimed towards, though not exclusive to, our students who will require some form of supported living post 18 and when discharged and the emphasis is to equip them to be as independent as possible taking into consideration their barriers and learning difficulties.

Whilst in the Nurture and Assessment Group all 'new' students are provided with a student analysis, where, areas such as attendance, engagement, WRAT 4 results, focus and concentration and potential future outcomes for living and work, with varying degrees of support required and their next educational placement post

discharge, are all scored. The scoring indicates which curriculum 'path' would be most appropriate for the student. Ellingham has four curriculum paths for students to follow:

The National Curriculum

ASDAN Bronze, Silver and Gold Award

Certificate of Personal Effectiveness (CoPE)

Personal Progress

The curriculum paths are aimed towards though not exclusive to the following levels:

The National Curriculum – Key Stage 3 and 4 students who are working towards or are at age expected levels.

ASDAN Bronze, Silver and Gold Award – Working at the high end of Entry Level 3 – Functional Skills Level 1 and 2

Certificate of Personal Effectiveness (CoPE) – Working at Entry Level 2-3

Personal Progress – For students working at and below Entry Level 1

Curriculum paths and programmes of study can be combined based upon the needs of students and their engagement.

The student analysis is repeated on a termly basis to further evidence a student's curriculum path is the most appropriate programme of study for them. It is recognised that a student's mental health can significantly impact upon their ability to engage with their education and thus affect their educational outcomes. As their mental health improves, a higher level programme of study can potentially be accessed by the student.