

Local Procedure Title	Curriculum
Site	The Priory Woodbourne Hospital School
ECS Policy number and title	ECS (SCAMHS) 31 Curriculum
Local Procedure date	06/04/17
Local Procedure review date	06/04/20
Local Procedure Author(s)	Jilly McCarrick

1. Introduction

Our School Mission states that 'We recognise that each young person is an individual, we provide an environment that is sensitive to the needs of young people'. Our procedure with regard to the curriculum takes full account of this and ensures that each pupil in our School has their own personal curriculum whether they are on roll at a 'home school' or not. This Local Procedure describes how this is determined and written and should be read in conjunction with the following Policies and Local Procedures:

ECS (SCAMHS) 31 Curriculum

ECS(SCAMHS) 34 Spiritual, Moral, Social and Cultural Development and Community Cohesion

Assessment, Recording and Reporting of Readiness to Learn

Assessment, Recording and Reporting of Academic Outcomes.

For the purposes of this Local Procedure 'Home School' may refer to a school, college, training provider, alternative provider, PRU, medical tuition service or any other educational setting where the pupil is on roll.

See also:

Local Procedures for:

CIAG

Literacy

Numeracy

PSHEE and Citizenship

Curriculum Statements for:

English

Maths

Science

Art and Design

Physical Education

SMSC

Humanities

Careers

2. Rationale

Pupils at our School have often struggled in a mainstream environment or are unwell to the point that the mainstream environment would be difficult for them to access. We want our pupils to feel that they are still part of their home school and maintain continuity of provision for them. To this effect pupils follow their home school curriculum supplemented by taught lessons in Career Planning and SMSC.

3. The Home School Curriculum

During their induction pupils are asked to identify a member of staff at their home school who

knows them well, this person is contacted and a request for information and work to be provided is made as soon as consent from the pupil's parents is given. Home Schools are asked to provide Learning Intentions for each subject, tasks to be completed and the resources that teachers are using in their lessons. Staff at our School use the work provided to write an Individual Curriculum Plan (ICP) for the pupil. The ICP is then referred to when writing Individual Learning Plans (ILPs). ILPs are written on a weekly basis taking account of prior learning and knowledge of the pupil's current readiness to learn. Resources provided from the home school and ICPs have to be adapted regularly to suit the changing needs of the pupil. This is usually done in discussion with pupils and pupils' likes and interests are taken into account as well as their prior learning. This is particularly important where pupils are disengaged from education and it may be necessary for pupils to repeat work that they have completed previously in order for them to feel a sense of achievement and self-belief. Where a school does not supply work immediately or work is not of a suitable nature a pupil's tutor or a subject teacher will contact the school. If suitable work is not provided after two attempts have been made within the first 3 weeks after a pupil's induction the Head of School will contact the safeguarding lead at the pupil's home school to remind the school of their duty to provide work for the pupil. In certain situations this may be escalated to the head teacher / manager of the home school.

4. Literacy and Numeracy

Every effort is made to ensure that Literacy and Numeracy skills are developed throughout a pupil's time in our School. All pupils have the opportunity to read each day in Drop Everything and Read sessions, they are encouraged to read aloud to others and ICPs for every subject refer to opportunities for developing Literacy and Numeracy Skills. Literacy and Numeracy displays are updated regularly on each ward. Pupils have the opportunity to complete work towards Functional Skills or GCSE courses.

5. PSHCEE

PSHE has been mapped across the therapies that are provided as part of each pupil's programme. Due to the impact that many PSHE topics might have on the pupils in our school these are delivered through therapy and no discrete PSHE sessions are taught. All hospital and School staff encourage healthy choices and will promote British Values throughout the curriculum. Staff will not present partisan political views.

Citizenship topics are covered in the SMSC programme which all pupils at our School have the opportunity to participate in.

6. Career Planning

All pupils at our School have the opportunity to participate in Career Planning sessions and work towards a module for the Prince's Trust qualification 'Personal Development and Employability'. The aim of this programme is to equip pupils with the skills needed to prepare for and access the world of work.

7. Occupational Therapy

As part of the 25 hour programme at Woodbourne pupils have the opportunity to participate in OT groups, these are supported by Education staff. These sessions are used to measure progress towards elements of the progress profile and also towards PSHEE attainment targets. School leaders are working closely with therapists to ensure that wherever possible OT sessions include elements of the PSHEE Curriculum and e-safety.

8. Pupils Without a Home School

On rare occasions pupils are not on roll at a home school. As with all pupils ICPs are written taking into account a pupil's interests, strengths and weaknesses and readiness to learn.

9. Using Feedback from Pupils

We welcome and encourage feedback from pupils and seek it on a weekly basis as part of the tutorial that each young person receives. During the tutorial young people are asked about the suitability of the work they have received that week and whether they have found the work interesting. Tutors feedback information to relevant staff.

End of term reviews offer an opportunity for young people to talk about the way they prefer to learn – this information is used to update our documents 'Pupil Information to Support Learning' for both Mulberry and Rowan wards. The end of term review also asks pupils to suggest topics / areas of interest they would like to learn more about, this information is fed back to the relevant member of staff and the ideas are accommodated wherever possible.

10. Using Data from Progress Profile Reviews

Pupils are assessed for their 'readiness to learn' on a weekly basis. All staff meet to review each of the five areas of the Progress Profile for each young person:

- A. Communication for learning with adults.
- B. Communication for learning with peers.
- C. Impact of mental health on concentration.
- D. Willingness to engage in learning.
- E. Hope for the future.

During these reviews useful information is often shared regarding topics that interest a particular young person or types of activities that a young person has engaged well in. In this way we are able to adapt our curriculum to meet the needs of each young person.

11. Subject Specialisms

Our School currently has 4 members of staff. It is therefore not possible that staff will have all of the subject specialisms to cover a broad and balanced curriculum. The lessons in our School take two forms:

1. Taught lessons (currently PSHCEe and Careers). In these lessons pupils are generally all studying the same topics at the same time.
2. Home School lessons. In these lessons the teacher is a facilitator of learning and may not be a subject specialist, they may not have written the learning intentions that a pupil is required to meet. The teacher will not be expected to have an in depth knowledge of the subject.

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions