

Curriculum Policy

This statement sets out how the curriculum for this school comprises all learning and other experiences that are deemed appropriate for children and young people who are unable to attend their own mainstream schools for medical reasons. The school seeks to provide a curriculum which is dynamic and flexible, tailored to individual needs.

Teaching and learning takes place in a variety of settings including bases set up in individual schools, libraries and pupils' homes as well as on the wards of the hospital.

Values

We believe that every child and young person has an entitlement to education. We believe in keeping learning alive for pupils whose illness (including mental health problems and severe emotional difficulties), injury or pregnancy is preventing them from attending their own schools. For all our pupils, we place high value on the development of close co-operation between our school, the home school or college, families, medical and nursing personnel, mental health service teams and any other involved professional agencies. This extends to any child or young person brought to our attention by colleagues from other disciplines, whose best interests would be served by liaison and support.

Vision

This school aspires to enable pupils to continue working towards achieving their potential, in the context of their particular condition and consequent vulnerability.

Aims

The governing body and staff aim to:

- Seek to provide learning environments where pupils feel secure, safe and respected
- Maximise each child's experience of education by providing a balanced, personalised curriculum.
- Challenge pupils to achieve at the highest possible level within the context of their individual needs.
- Facilitate and support a return to mainstream education as and when appropriate.

Opportunities are provided to enable children and young people to become:

- **Successful learners** who enjoy learning, make progress and achieve
- **Confident individuals** who are resilient and able to live safe, fulfilling lives
- **Active and responsible citizens** who make a positive contribution to the needs of present and future generations

We respond to pupils' diverse needs by focusing teaching and learning on their aptitudes and interests and by working to remove any barriers to learning.

We teach from learning objectives in ways that suit our pupils' abilities and needs.

We use a flexible approach to take account of the disruption to learning. This may be due to the temporary nature of their illness or condition but may also be part of an existing pattern of missed or interrupted schooling.

We encourage full and active participation by all children and young people irrespective of age, gender, social and cultural background, religion, ethnic origin, ability and those from diverse linguistic backgrounds.

We create effective learning environments in which:

- The contribution of all pupils is valued
- All pupils can feel secure and are able to contribute appropriately
- Pupils learn to appreciate and view positively differences in others, whether arising from race, religion, gender, ability or disability

We secure motivation and concentration by:

- Assessing knowledge, experience, interests and strengths
- Planning differentiated work to give pupils the chance and encouragement to demonstrate their best efforts
- Building on outcomes to help pupils progress and develop their self-esteem and confidence

Curriculum Provision

Who are our Learners?

Learners, include Southampton Outreach pupils. Learners who are in-patients in hospital and Bursledon House are admitted via consultant referral. Learners range in age from Reception up to Post 16 and are assessed by health staff as medically well enough to receive education.

Where are Learners taught?

- Classrooms in Bursledon House, G3 & Piam Brown.
- At bedside in paediatric wards & some adult wards.
- Pupils' own homes
- Libraries and identified rooms in a selection of mainstream schools throughout the City.

What are Learners taught?

The aim is to ensure a core curriculum comprising English, Mathematics, Science, ICT and learning experiences which support PSHE thus promoting spiritual, moral, social, emotional and cultural development with British values. Where relevant and practical, the core entitlement extends to include other subjects.

Learners may follow:

- GCSE subjects
- AS/A Levels & vocational qualifications.
- Schemes of work which match as closely as possible those they would be working on if attending their own schools
- Topic work

How is the curriculum determined?

(SEE ADMISSIONS POLICY FOR REFERRAL PROCESS AND ALLOCATION OF A TEACHER)

- Letters outlining agreed provision are sent to the home school with a form requesting current work in identified subjects
- Teachers also make contact with teachers/heads of department or curriculum, to request coursework titles or current work priorities and other support e.g. resources
- An Individual Education Plan (IEP) is put in place following initial assessments.
- If work has not been received from school, the teacher provides work based on identified educational needs/requirements.
- The teacher or a member of the support staff works with learners on the agreed individual curriculum being studied in home school. Completed coursework is sent to school for marking and/or moderation
- Short term planning objectives and outcomes are shared with the learner
- Practical work or educational visits may take place after a risk assessment and agreement secured from the family
- Teachers and learners review targets on IEPs and record progress. Depending on the length of stay a summative report is provided for review meetings and forwarded to parents/carers and Home Schools.