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## Introduction

Our school curriculum is aimed to promote the patients'/students' intellectual and personal development with regard to their illness and the constraints of the hospital environment within which patients/students and staff work. It is our belief that all students in this setting deserve and should receive the very best education provision. Part of the role we have is to help students 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 in this situation tend to be 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 resource when communicating with students 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. Our teaching staff take 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 all cases we offer a flexible service based upon the patients'/students' individual learning plans (ILPs).

We offer the core curriculum to our patients/students in English, maths and science as well as lessons in humanities, MFL and the arts. We provide for their spiritual, moral, social and cultural development through our PSHE, citizenship, and wider world 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 patients'/students' 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/students 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/student progress and achievements, as well as nurturing talent and skills

In order to help us with the above aims we endeavour to engage the students' home schools, teachers and parents in supporting us to 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/students throughout their stay with us. It is hoped that through imaginative and creative management of the curriculum by all staff, patients/students 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.

*Ensuring a good education for children who cannot attend school because of health needs.  
Statutory guidance for local authorities January 2013 DfE*

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 students' 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 students' 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 students' self-esteem, self-worth and respect for others' wellbeing
- Prepare students thoroughly for their next stage of education which is normally a return to mainstream school

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
  - Learners 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 the 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 or beyond the National Curriculum.

However these expectations are qualified by the teachers' initial and continuous assessment of the students in their care.

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

The school offers a core curriculum of English, maths, science, PSHE and wider world. 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's/student's physical and psychological well-being, whether visitors are present and the availability of specialist staff. As part of hospital ward rounds and other duties, doctors, nurses and therapy staff can come to lessons and ask to see a particular patient. Just as common are patients'/students' arriving at different times throughout a lesson. Some patients/students are keen to attend school sessions when it is evident that they are extremely unwell; some 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/students. 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/students can manage their own learning, such as a virtual learning environment.

The school is a registered exam centre and can enter patients who are well enough and able to do their exams. We also act as a host centre which allows patients/students to sit their exams entered for them by their home schools. This has an added advantage in that patients/students 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 difficult to motivate patients/students 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.

Much of what the patients/students 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 twelve-week admissions, but again this can change and will do so on a regular basis. For example, if a patient/student 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 student'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 undernourished, 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/student group and may feel it desirable to modify their original learning outcomes 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/student 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 student. It is the link teacher's role to liaise with the medical team, the patient's/student's home school, parents/carers about the work within the education department here at the hospital.

We believe that the patient/student should have ownership of their education. We ask them to take part in the process of creating and updating 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 exam 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 minimal disruption.

Our curriculum via PSHE and citizenship, alongside all the other subjects 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.

#### Wider World

Students have a daily "wider world" session, which is a rotating timetable of careers, citizenship, computing, enrichment, finance, reading, study skills, alongside visitors, visits, watching performances, and various SMSC activities throughout the year. These

sessions are strongly encouraged for all students, not only for the lesson content, but the daily opportunity to collaborate as a class, which can otherwise be lacking as students work on their individual learning plans.

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

All education is determined by the patients'/students' specific medical and emotional needs and prior learning experiences.

Patients who have reached the end of year 11 and have not taken GCSEs we offer to enrol in vocational and entry level courses, enabling patients/students to gain the minimum qualifications required to access further education in a college local 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. Patients/students 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. Personalised learning will include differentiation by resource, task, group, outcome, teacher intervention and teacher style. Another strategy is the deployment of another member of staff in the classroom.

Whilst planning for all these scenarios and different patient/student 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 6<sup>th</sup> Form Patients/Students

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

Patients who have reached year 11 without formal qualifications we endeavour to engage in a meaningful and worthwhile programme of study. Those who for whatever reason have missed out on the education process we would assess using various testing tools and 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/student 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 positive 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/students to keep on our program of studies (often moving on to GCSEs)

Those patients who have started 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 VLP 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 may be required. This is due to the nature of our staffing 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 students to return to complete these exams.

#### Careers

We provide a robust and individualised careers programme for each student based on their interests, age and previous careers work at their home school. We provide careers advice to all students and can put pupils in touch with local careers advice services.

We are not always able 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). The school's careers lead works with the hospital's occupational therapist to provide meaningful work experience within the hospital where appropriate. 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.

Further details can be found in our careers policy.