RHODES WOOD HOSPTIAL SCHOOL

CURRICULUM POLICY

Policy Number: **2** Version Number: **6**

Date of Issue: **SEPTEMBER 2024** Date of Review: **SEPTEMBER 2025**

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Ratified by: **KATH MURPHY, CHAIR OF THE MANAGEMENT COMMITTEE**

Rhodes Wood Hospital School is committed to promoting equality in all its activities. We aim to provide an environment free from discrimination and unfair treatment.

1 Statement of Intent

Rhodes Wood Hospital School is a small school for up to 39 young people aged between 8 and 18 who have been admitted to Rhodes Wood Hospital, a CAMHS Tier 4 Eating Disorder Service. Whilst young people at the school have a primary diagnosis of an eating disorder or eating difficulty, many also have other mental health needs such as severe depression, anxiety or self-harm and are detained under the Mental Health Act. Some of our young people may also have diagnosed or undiagnosed needs like autism, ADHD and OCD.

Young people are admitted and discharged to the hospital throughout the year and the anticipated length of stay is around 16 to 20 weeks. However, this depends on each young person's presentation; some admissions have been over a year.

Some young people may have been out of education for a considerable amount of time and might find entering back into a school environment challenging. Therefore, upon admission to Rhodes Wood Hospital School, the school will endeavour to obtain detailed information about a young person's physical, emotional, and mental health needs as well as an educational history so that early interventions can be implemented.

Rhodes Wood Hospital School recognises that the key to a successful education curriculum lies in motivating and engaging the young people it serves. We put young people at the centre of our provision and therefore, the curriculum responds to their needs first and foremost. Our curriculum is informed by a young person's situation, previous experiences, and aspirations.

It is acknowledged that young people at the school:

- They will likely be extremely physically compromised due to their low weight, which will have an impact on their cognitive ability.
- May also have additional learning difficulties, including those on the Autistic Spectrum, Social, Emotional and Mental Health (SEMH) and Specific Learning Difficulties (SpLD).
- Are likely to have significant histories of school absence, refusal and/or disaffection.
- May present with additional needs that are yet to be formally diagnosed.

Due to ward routines and doctors' ward rounds, inpatient students may come to the classroom after the start of a lesson or even mid-session, and they may be taken out of a lesson for treatment and return later. Some students will be keen to attend a lesson in the classroom despite being unwell, whilst others will find the levels of concentration demanding at times and consequently tire more easily.

As a consequence, curriculum planning at RWHS remains flexible and adaptive to changing student needs. As in mainstream schools, teachers aim for students to achieve the standard or National Curriculum level appropriate to their age and ability. However, these expectations are qualified by initial and continuous assessment. The overriding expectation is that all students' educational experiences should be purposeful, strengthen current knowledge, and lead to educational progress whenever possible.

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2 Mission Statement

Rhodes Wood Hospital School

A safe place to succeed in every way

Find your voice | Realise your potential | Form your future

Rhodes Wood Hospital School prides itself on being a safe place for young people to thrive. Our school's mission is for students to find their voice in whatever capacity they want to be heard, realise their potential at this difficult time, and think about their future beyond this school and hospital treatment.

3 Core Values

At Rhodes Wood Hospital School, we generally believe that our students' education journey is as important as their final destination. We are a highly responsive, student-centred and listening school that aims to make each young person's stay with us, short or long, a positive experience. Our core value is ensuring that everyone (regardless of their mental health illness and other attributes) can access education and feel a sense of belonging in our school whilst away from their enrolled school, community and home.

3.1 Kindness

Kindness in everything we say and do. It is great to talk and even better to listen. We create a nurturing space where kindness and respect underpin everything we do. We want everyone to feel supported. We know that children and young people learn best through positive messages and acts of kindness. It often leads to trust, feeling safe and happiness.

3.2 Integrity

Integrity is being honest and doing the right thing, even though it can be difficult at times. We value a culture of trust and inclusion. Integrity helps students develop a strong sense of self-respect and self-worth. When we act with integrity, we are more likely to make decisions that align with our values and beliefs, leading to personal growth and a sense of fulfilment.

3.3 Teamwork

Teamwork is working together, enjoying and achieving safety. We want everyone to feel involved and included and participate in group activities that may take them out of their comfort zone. Teamwork teaches students that their voices are respected and valued. Knowing that they will be heard helps build a student's self-confidence while encouraging further participation in group activities.

3.4 Excellence

We are ambitious for every student and want everyone to love learning and achieve their best, whatever that may be. We want students to be able to make mistakes and learn from them.

4 Curriculum Intent

The curriculum at Rhodes Wood Hospital School aims to meet the needs of every young person by providing a personalised programme that mirrors the person's enrolled school or college. This means that any disruptions to education are minimised and young people are provided with a continuity that enables a smooth transition back into education once discharged.

Most young people are registered at both Rhodes Wood Hospital School and their enrolled school or college, meaning that most of the school's curriculum is determined by which syllabus and subjects young people are studying. Young people who are not on roll at an enrolled school or college follow a personalised curriculum based on their age and key stage, attainment, and interests. Young people attend the school from the hospital when they are well enough to do so, and strong communication between the hospital and school staff ensures that the transition is smooth. As a result, young people benefit from the same structure and routine that they would receive at their enrolled school. As a result, young people benefit from the same structure and routine that they would receive at their enrolled school. Even though we understand the different demands put upon them during treatment, we always strive to help them achieve their very best academically. As a team, we have a strong collective knowledge of how mental health impacts a person's ability to learn and are well-equipped to support them.

The curriculum is planned to enable continuity and promote progression and reintegration. The school offers every young person a "personalised" programme to meet the hospital cohort's varying ages, needs, and abilities, which often change almost daily.

We teach young people of all abilities, from those who have learning difficulties to those aiming for top universities. Whether at Key Stage 2, Key Stage 3, Key Stage 4 or studying for A/S and A Levels, BTEC diplomas, NVQs or other college or vocational courses, our aim is to support all young people to continue learning at a difficult time. For young people who are not in education, employment or training or who have fallen behind with studies since leaving school, we aim to support them with studying functional and life skills together with advice and help in finding an appropriate educational or work-based learning placement, so they get the best possible chance on discharge.

Therefore, we offer a broad and balanced curriculum which aims to meet the needs of all our young people. All key stages have access to subject specialist teaching in the following subject areas as identified in the key stage tables:

KEY STAGES 2 CURRICULUM			
ART	GEOGRAPHY	HISTORY	MATHEMATICS
SCIENCE	ENGLISH	SPANISH OR FRENCH	RELIGIOUS EDUCATION
PSHE & RSE	SMSC	DRAMA	ENRICHMENT
TEAM BUILDING	READING, LITERACY & ORACY	ADDITIONAL MATHS (YEAR 6 STUDENTS)	ADDITIONAL ENGLISH (YEAR 6 STUDENTS)

KEY STAGE 3 CURRICULUM			
ART	GEOGRAPHY	HISTORY	MATHEMATICS
SCIENCE	ENGLISH	SPANISH OR FRENCH	RELIGIOUS EDUCATION
PSHE & RSE	SMSC	DRAMA	ENRICHMENT
TEAM BUILDING	READING, LITERACY & ORACY		

KEY STAGE 4 COURSE OPTIONS			
GCSE ART	GCSE GEOGRAPHY	GCSE HISTORY	GCSE SEPARATE SCIENCE (BIOLOGY, CHEMISTRY AND PHYSICS)
GCSE SPANISH	GCSE ENGLISH LANGUAGE	GCSE R.E. PHILOSOPHY AND ETHICS	GCSE MATHEMATICS
GCSE FRENCH	GCSE LITERATURE	GCSE DRAMA	LEVEL 2 HEALTH AND SOCIAL CARE
LEVEL 2 CHILD DEVELOPMENT	GCSE SOCIOLOGY	GCSE LAW	GCSE STATISTICS

KEY STAGE 4 CORE CURRICULUM			
GCSE LITERATURE	GCSE ENGLISH LANGUAGE	GCSE MATHEMATICS	GCSE SEPARATE SCIENCE (BIOLOGY, CHEMISTRY AND PHYSICS)
PSHE & RSE	SMSC	READING, LITERACY & ORACY	ENRICHMENT

KEY STAGE 5 COURSE OPTIONS			
A LEVEL ART	A LEVEL GEOGRAPHY	A LEVEL HISTORY	A LEVEL CRIMINOLOGY
A LEVEL FURTHER MATHS	A LEVEL ENGLISH LANGUAGE	A LEVEL GOVERNMENT AND POLITICS	A LEVEL MATHEMATICS
A LEVEL CHEMISTRY	A LEVEL BIOLOGY	A LEVEL PHILOSOPHY AND ETHICS	LEVEL 3 HEALTH AND SOCIAL CARE
A LEVEL DRAMA (THEATRE STUDIES)	A LEVEL SOCIOLOGY	A LEVEL SPANISH	A LEVEL FRENCH
A LEVEL ENGLISH LITERATURE	A LEVEL LAW	CAREERS	BEYOND THE CURRICULUM

We also offer support subjects such as A-level Psychology, A-level Media Studies, A-level Physics, BTEC 2 and 3 Business Studies, GCSE Latin and other vocational courses. All are delivered through close liaison with and support from the student's enrolled school/college teachers. Furthermore, we are also able to facilitate, with the support of enrolled school teaching staff, the delivery of the theory components for Food Technology and Design and Technology and theory components of Theatre Studies and PE/ Sports Science (determined by and in agreement with the hospital team).

4.1 Bridging Programme

The bridging programme's purpose is to support Year 11 and Year 13 students in their preparation for the future. Our programme contains suggested preparatory activities for many subjects. The precise nature of these activities differs between subjects, but in every case, there are a range of different tasks that students can explore in order to acquaint themselves with the content and the skills that will be required in different subject areas in Further or Higher Education.

The intention is to offer students an accessible, varied, and effective grounding to support their plans for study after they complete Year 11 and Year 13. Year 11 students are advised to focus on the subjects that they would like to study at A-level. Year 13 students are advised to focus on the subjects they have studied at A-level and the areas they intend to pursue in the future. This bridging programme's various nature ensures students will all have access to varied and engaging activities.

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4.2 Personal, Social, Health and Economic Education (PSHE) and Relationship and Sex Education (RSE)

At Rhodes Wood Hospital School, we know that PSHE and RSE support many of the principles of safeguarding and are closely linked to schools' Safeguarding, SMSC, and British Values Policies. We are all aware of the importance of the PSHE curriculum in supporting schools in implementing the 9 protected characteristics of The Equality Act 2010.

Relationships and Sex Education are taught across all year groups as part of the PSHE and Science curriculum's discrete curriculum. The curriculum has been adapted in order to reach all young people whilst they are admitted to hospital and is intended to complement their enrolled school education. The delivery of the curriculum is inclusive of all young people to ensure that they receive accurate, clear, comprehensive and up-to-date relationships and sex education that is LGBTQ+ inclusive, are prepared for the responsibilities and experiences of life, and develop positive attitudes to sexuality. Teachers involved in the delivery of RSE will be sensitive to the young person's experiences and emotions, and some young people will receive a higher level of support and input due to their needs and past experiences, working on particular areas of the RSE curriculum more intensively, through 1:1 and/or therapeutic support.

4.3 Social, Moral, Spiritual and Cultural aspects of the curriculum (SMSC)

SMSC is taught across the curriculum in all subjects. We also timetable SMSC once a week, during which students can explore complex topics related to the world around them and question ideas and misconceptions in a safe, supportive space. We subscribe to 'The Day', which is an online daily newspaper that provides analysis of news for our young people to explore and debate current affairs that shape British politics and the wider world. It allows us to teach critical thinking and have access to real-world knowledge and civic engagement. It is also important for us to ensure that they are fully informed and where to source viable information. This is important as many of our young people can feel a bit out of touch with the outside world when they are in hospital. We have worked alongside Young Citizens to ensure that all members of staff teach SMSC and to raise the profile of the importance of this subject.

4.4 Reading and Literacy

Rhodes Wood Hospital School will use every opportunity the curriculum offers to teach young people to become life-long readers in English lessons and across other curriculum areas. Reading is timetable once a week to promote the enjoyment of reading and will give both staff and young people the opportunity to 'spend some time reading in a quiet, calm and relaxed environment. Our literacy curriculum also includes Spelling Bees to promote the importance of spelling, which is specially assessed at GCSE. We have a forward-thinking literacy curriculum that includes spoken word through debate, engagement through play, and ownership over their literacy, as in the case of the school magazine.

Every year, World Book Day is observed and celebrated to promote reading, celebrate authors past and present, and give children and staff an opportunity to dress up as a literary figure from the past or a well-loved book. We also invite authors to speak or do workshops with our students so they can see first-hand writers/authors and hear their career stories for inspiration.

Various activities and events throughout the year help to enthuse and develop interest in reading and writing. Students enter writing competitions, participate in workshops and meet authors and illustrators. Each year, our students produce the school's annual magazine, showcasing their talent with a variety of articles and illustrations, including editorial and journalistic skills.

There is a timetabled spelling bee event each half-term, during which all students are encouraged to take part in pairs or individually.

4.5 Peripatetic Music Lesson

Rhodes Wood Hospital School provides students with one-to-one tuition for musical instruments and voice lessons with highly skilled and experienced music instructors. Lessons are 30 minutes in duration and run on a rotation system, meaning that no one student is ever missing the same part of the same lessons on a regular basis. Peri-lessons allow students to keep up with their music lessons or take up an instrument. Peripatetic lessons are beneficial to students as it gives them a chance to explore the beauty of the instrument, which can have a positive impact on their mental health. It also allows them to express themselves and learn or build on new skills that are often transferable to other subjects.

4.6 Enrichment Programme

Enrichment is an important part of school life at Rhodes Wood, and we understand that young people from different parts of the country and backgrounds have an even greater diversity of interests.

We believe that RWHS is a springboard to wider learning and make every effort to ensure that our students have a host of learning memories to take with them when they leave us. All students will participate in weekly enrichment, pursuing enrichment projects or participating in clubs; we want all students to have opportunities to inspire and/or manoeuvre them beyond their comfort zone and explore new interests and strengths.

4.6.1 Construction Programme

This programme provides opportunities for a small group of students to gain a range of practical and theoretical wood working skills related to tools, equipment, processes, and materials. Students develop skills in reading and interpreting working drawings and related documents, as well as an understanding of health and safety. Examples of projects

- Jewellery box making
- Games box
- Replication of the school building, which is eco-friendly - (small-scale)
- Upcycling benches and picnic tables

4.6.2 Art Programme

As creativity is one of the top five skills employers desire, we ensure that all students have access to various arts and crafts activities as part of the enrichment programme, which links to our wider curriculum. For example, creating a school underwater art piece made from recycled school cardboard for World Oceans' Day. These include creating items that the students themselves can keep, such as suncatchers, tie-dye t-shirts, air-dry jewellery, and mark making, as well as working collaboratively with peers to produce pieces for the whole school to enjoy. These activities are an opportunity for the young people to explore new skills and interests as well as ensure arts, culture and creativity are embedded in our curriculum.

4.6.3 STEM Programme

We aim to offer the students an enrichment activity in STEM at least once per half-term. These activities are designed to develop students' interest in science and technology and provide them with opportunities to develop logical thinking and technical skills. Examples of activities include upcycling furniture, constructing wooden bug hotels, and building working wind turbines to light an LED.

5 External Providers

As part of the enrichment programme, the students have access to an externally provided enrichment activity once per half term. The use of external providers allows us to provide students with opportunities to engage with experts and explore their interests in exciting areas such as stop-motion animation, animal husbandry, spoken-word art, and debate. These activities promote collaboration between peers, allow students to develop specialised skills, and promote exposure to various careers and future pathways.

6 Careers Guidance

We provide a robust and individualised careers programme for each young person based on their interests, age, and previous career work at their enrolled school. Hertfordshire Services for Young People provides impartial careers advice to all young people on a half termly basis, and whilst we are not always able to offer external work experience placements due to young people being extremely physically compromised, the school provides access to virtual work experience until a young person is deemed well enough to attend their enrolled school or college work experience. We also provide opportunities for young people to experience different workplaces through volunteering opportunities, external speakers, young enterprises, and charity fundraising schemes.

7 Trips

Rhodes Wood Hospital School aims to offer a broad and balanced range of exciting and stimulating educational visits. These opportunities positively impact raising standards and are a valuable and important part of learning for students of all ages.

They serve to:

- Bring breadth to the learning experience
- Stimulate enquiry
- Encourage tolerance and quality in relationships between all involved
- Extend, enlighten and enrich the curriculum and the student's learning experience
- Offer a therapeutic trip in which students feel a sense of peace outside a hospital setting.

In 2023/24 students' trips included

- a theatre in London to see the play 'A Christmas Carol' – link to GCSE English exam syllabus,
- a local Alpaca Farm,
- the Natural History Museum in Tring,
- and the A Jain Temple in Potters Bar.

8 Curriculum Implementation

We deliver the curriculum through a mixture of teacher-led lessons and supportive guidance with their own work, which is provided by each young person's enrolled school or college. Most of the curriculum is delivered within small groups, except for some lessons, such as SMSC, PSHE, and RSE, which may be taught in larger groups to make learning more effective and develop positive peer interactions. We recognise that many of the young people we work with may have had significant gaps in their education due to illness, exclusion and other associated difficulties. For these reasons, we individualise work as much as possible using information from formal and informal assessments, liaison with multi-disciplinary colleagues, and information provided by the young person's enrolled school or college to identify a young person's strengths and address any gaps in learning. It is also recognised that the school curriculum offered to each young person is tailored to meet individual needs within a holistic hospital programme to which the school contributes and participates. Teachers plan for the fact that some students will need more scaffolding; others will require a greater challenge.

Where students require further support, we use personalised support plans to nurture every student's development. For students with high levels of need, we liaise with external partners, including the hospital's multi-disciplinary team, to design and deliver inclusive learning for each student. All staff contribute to the Individual Education Plan for each student we host at our school, planning structured and sequenced lessons in each subject area based on the enrolled school scheme of learning.

For those who are not in education when they first attend our school, we will create a bespoke curriculum based on each young person's key stage, ability, and interests to allow them to reconnect with learning, encouraging aspirations for the future.

We aim to provide a broad and balanced curriculum which will:

- align with their enrolled school or college. This is a priority in order to support continuity and reintegration; this is offered alongside a rich and varied RWHS programme of high quality and motivational enrichment opportunities designed to support continued engagement with learning when a student's focus, motivation and ability to learn may be impacted by illness;
- assess for gaps and additional needs and provide support
- engage & build strong relationships
- value education and skills developed through recognition and achievement
- encourage the student to work in groups wherever possible to support their social and emotional well-being and a smooth transition back to their enrolled school or college;
- Meet the needs of all students, whether teaching takes place in classrooms or on wards if they are physically or mentally compromised
- Focus on the future

Even though we understand the different demands put upon them during treatment, we always strive to help them achieve their very best academically. As a team, we have a strong collective knowledge of how mental health impacts a person's ability to learn and are well-equipped to support them. Stakeholders acknowledge that the primary purpose of a young person's admission to the hospital is to address their prevailing physical and mental health needs and that education forms a part of their care and treatment. Consequently, a young person's educational timetable may be interrupted by activities such difficult feeds and therapy sessions, Care Programme Approach meetings or leave from the site. The school has a good relationship with the hospital's Multi-Disciplinary Team and therefore disruptions are kept to a minimum, and advanced notice given, where possible, so alternative work can be provided or caught up upon.

A young person's attendance to the on-site school may also be severely affected by their presenting physical and mental health needs and not in line with national averages. The school will employ all methods possible to facilitate attendance at sessions while continuing to promote the benefits of high attendance. The school is a registered exam centre and can enter young people who are well enough and able to do their exams. We also act as a host centre which enables young people to sit their exams entered for them by their enrolled schools. This allows students to take their exams in a less formal and more relaxed atmosphere, thus avoiding exam phobias and heightened anxiety.

8.1 Personalised Learning

Through individual assessment and information gathering, we consider what each person is able to study and achieve and how they might be stretched and, in consultation with the young person, parents and enrolled school, we develop a tailored programme of study that is designed to meet the needs and interests of the individual. As part of the induction, each young person receives a personalised timetable highlighting the subjects they will be studying during the week depending on their key stage, chosen subjects at KS4, or their Post 16 curriculum pathway.

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8.2 Timings of the school day

The school day runs from 8:30 a.m. to 3:45 p.m. We know that medical issues can prevent your child from being on time for school or attending lessons.

Time	Monday	Tuesday	Wednesday	Tuesday	Friday
09:00 - 09:45	Period 1	Period 1	Period 1	Period 1	Period 1
09:45 -10:30	Period 2	Period 2	Period 2	Period 2	Period 2
10:30 – 11:00	**Break**	**Break**	**Break**	**Break**	**Break**
11:00 – 12:00	Period 3	Period 3	Period 3	Period 3	Period 3
12:00 – 14:00	On ward activities and Lunch	On ward activities and Lunch	On ward activities and Lunch	On ward activities and Lunch	On ward activities and Lunch
14:00 – 15:00	Period 4	Period 4	Period 4	Period 4	Period 4
15:00 – 15:45	SMSC	PSHE	Period 5	Assembly/literacy	Period 5
End of Day					

9 Roles and Responsibilities

The Headteacher has overall responsibility for the planning and organisation of the curriculum, reporting to the Management Committee, and providing the strategic direction and development of the curriculum.

9.1 The role of the Deputy Headteacher (SENDCo) and Assistant Headteacher (with responsibility for Curriculum) is to:

- Lead on implementing and delivering the Curriculum Policy across the school, ensuring the curriculum provides accessible opportunities for all students.
- Ensuring that there are strong links to the enrolled school (home school) to allow students to continue with their curriculum programme of studies.
- Maintain up-to-date curriculum models reflecting the organisation of the curriculum across each key stage, providing detailed planning to the timetable.
- Work with the Headteacher to ensure accurate and cost-effective annual staffing plans and projections, regularly reviewing the curriculum, courses and qualifications.
- Ensure the curriculum is accurately represented on the school website, with high quality documentation and communication to all stakeholders.
- Keep staff up to date with developments to national curriculum policy.

9.2 The role of Teachers leading in their subject(s):

- Keep up to date and review developments in their subject at both national and local levels, ensuring development planning links to whole-school curriculum objectives.
- Plan and deliver lessons that meet the full requirements of the curriculum.
- Through high-quality teaching, the curriculum can be adjusted, using appropriate teaching strategies that take into account the needs of different learners.
- Use resources effectively in order to deliver the aims of the curriculum set by their enrolled school.
- Examine long-term and medium-term planning and ensure that appropriate teaching strategies are used and that planning leads to a broad and balanced curriculum which takes into account the needs of different learners.
- Ensure that both formative and summative assessments are used to promote learning.
- Ensure that clear learning outcomes are identified in plans and that students receive consistent and developmental feedback on their work.

9.3 The role of the SENDCO is to:

- ensure suitable curriculum plans are in place for the cohort of students with complex needs who require the delivery of a specialised and personalised curriculum.
- engage with the hospital, external agencies, and work-related learning providers to supplement the provision delivered by teachers and teaching assistants in school where necessary.
- monitor and give support to teachers when curriculum plans need adapting to ensure students get the additional support/adjustments they need.

9.4 The role of the senior leadership team is to monitor the quality of education to ensure that continuously:

- there is a programme of studies that is best for each student, taking into consideration their physical and mental health challenges, which may change daily.
- that young people can make good progress when considering their physical and mental health challenges.
- that young people have the opportunity to prepare for the next stage of their education, training, or employment.
- prepare students to reintegrate back into education and training successfully.

9.5 The Management Committee will:

- be responsible for monitoring this curriculum policy's effectiveness and holding the Headteacher to account for its implementation.
- take a close and regular interest in curriculum issues and ensure responsible staff take appropriate and timely action to develop young people's progress.
- ensure that staff are supported in balancing the high needs of these young people with their education.

This policy is linked to:

- Equal Opportunities Policy
- SEND Policy
- PSHE and RSE Policy
- Positive Behaviour Policy
- Careers Policy
- Accessibility Policy
- EAL Policy
- Trips and Education Visit policy
- Literacy Policy
- Careers adviser and access policy
- Promoting Positive Behaviour Policy
- Anti-bullying Policy

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A

Admission

We will talk to you, contact your home school or college and parents/carers to find out a bit about you.

Initial Assessment

We look at what you know and where you have bridges to cross. Including your core subjects and literacy and numeracy skills

Identify Support Needs

We will look at any factors which mean you may need extra support in class. This could be because you have an identified learning need such as autism, ADHD or dyslexia. Or it could just be because you learn best in a particular way. Either way, we will consult with you, your parents/carers and your enrolled school to find out how best to support you in your learning.

Personalised Curriculum

We will create a well-matched curriculum for you, where possible mirroring your enrolled school curriculum and we will also consider additional qualifications like functional skills and ASDAN.

Personal Development

Our Personal Development programme helps bridge the gap for our students who do not have access to the same cultural capital opportunities as their peers. This includes weekly Friday sessions ranging from craft projects to stem-style activities, drop-down days in poetry, animation, and animal care, and school trips to theatre shows, museums, and temples.

Key Tutor: Communication

You will have a key tutor to review your progress and to set targets. They will meet with you weekly to discuss your successes and challenges and will communicate with your parents/carers and your enrolled school.

Teachers

You will be taught by subject specialist teachers who will plan engaging and challenging lessons for you. In the event that you study a subject that we don't have a specialist for, we will work closely with your enrolled school to support your independent study of that subject.

Monitoring your Progress

We will continually look at your progress, using your book, lesson logs on the QNIC-ERS and learning intents to help identify your progress with you in a supportive way.

Working together

We will work with you and the other professionals supporting you, attend meetings, and regularly communicate with you, your enrolled school or college, and parents or carers.

SEND

If you need extra support, we will work with you, your parents/carers and your home school or college to try to ensure you get this. This could include advice on EHCPs, Access Arrangements and strategies to support you.

Next Steps

We will help you prepare for the next stage of education, employment or training.

Reintegration: Communication

Before you return, we will help to plan your reintegration; this may include visits to your home school or college a couple of times before returning or helping to plan a gradual timetable.

Moving On

We will pass on any information that your enrolled school may need to continue to support you. We will also ask for your feedback on your time at RWHS.

RWHS:
Student Learning Journey

Rhodes Wood Hospital School
A safe place to succeed in every way
Find your voice | Realise your potential | Form your future

Appendix 2: Timetable

	Monday					Tuesday					Wednesday					Thursday					Friday				
		Cheshunt MDT - RN										Shepherd MDT - SS													
8.30 - 9.00	STAFF	ADMIN & PLANNING					ADMIN & PLANNING					ADMIN & PLANNING					ADMIN & PLANNING					ADMIN & PLANNING			
Lesson 1	KS4-A	English	GM		KWT	KS4-A	Science	LP,		KWT	KS4-A	Maths	AO		KWT	KS4-A	Science	LP		KWT	KS4-A	Maths	AO		KWT
	KS4-B	Maths	MT		RN	KS4-B	English	MG		SG	KS4-B	Maths	MT			KS4-B	Studies	CM		GM	KS4-B	Geog/History	RN/AG		
9:00-9:45	KS5	Science/Studies	LP/MG		AG	KS5	Maths/RE/ Studies	MT,AG			KS5	English/Studies	MG,CM			KS5	Voc/studies	SL		BV	KS5	Voc/Studies	SL		SG
	KS3	Art	SG			KS3	Hist	RN			KS3	English	GM			KS3	Maths	AO			KS3	Science	LP		
							Reintegration	BV			KS4	French	MK				Peri Music -AG								
Lesson 2	KS4-A	Art/Studies	SG,CM		KWT	KS4-A	PSHE	SS		KWT	KS4-A	English	GM		KWT	KS4-A	English	GM		KWT	KS4-A	Geog/Studies	RN		KWT
	KS4-B	Science	LP		GM	KS4-B	Maths	MT		MG	KS4-B	English	MG			KS4-B	Science	LP			KS4-B	RE/ History/Studies	AG		CM
9:45-10:30	KS5	PSHE	SS			KS5	Hums /Studies	RN,CM			KS5	Maths/Hums	MT/RN			KS5	Voc/Maths	SL, AO			KS5	Science/Voc	LP,SL		
	KS3	Geography	AG		MT	KS3	RE	AG			KS3	Maths	AO			KS3	Drama	BV			KS3	Maths	AO		
							Reintegration	BV			KS4	French	MK				Peri Music-AG								
ASD						ASD	Art-SG				ASD					ASD					ASD				
Ward		MG				Ward					Ward	CM				Ward					Ward	SG			
10:30-11:00	Staff Briefing & Break																								
Lesson 3	KS4-A	Science	LP		KWT	KS4-A	Science	LP		KWT	KS4-A	English	GM		KWT	KS4-A	Maths	AO		KWT	KS4-A	Maths	AO		KWT
	KS4-B	English	MG		AG	KS4-B	Art/Studies	SG,CM			KS4-B	Studies	MT			KS4-B	Science	LP		SL	KS4-B	PSHE	SS		
11:00-12:00	KS5	Maths/Studies	MT,CM			KS5	Hums/Studies	RN		MT	KS5	English/Studies	MG,CM			KS5	Studies	CM			KS5	Hum/Science	RN,LP		SL
	KS3	English	GM			KS3	Geog	AG			KS3	History	RN			KS3	English	GM			KS3	Music - AG	AG		
							Reintegration	BV			KS4	Spanish	Mk				Reintegration	BV							
12:00-13.00	Admin/Planning					PE - students & Staff Meeting					Admin/Planning					Staff Meeting					Admin/Planning				
13:00-13:30	Lunch																								
Tutor Time	A-KS4	SMSC	SS		KWT	KS4-A	Literacy	SS		KWT	A-KS4	Literacy	GM		KWT	KS4-A	Literacy	GM		KWT	KS4-A	Literacy	RK		KWT
	B- KS4	SMSC	MG		LP	KS4-B	Literacy	MG			B- KS4	Literacy	MT		AO	KS4-B	Literacy	CM		BV	KS4-B	Literacy	RN		LP
14:00-14:15	C- KS5	SMSC	MT, CM			KS5	Literacy	RN		MT	KS5	Literacy	CM		RN	KS5	Literacy	SL		LP	KS5	Literacy	SL		AO
	KS3	SMSC	GM			KS3	Literacy	CM			KS3	MFL	MK			KS3	Maths	AO			KS3	Literacy	CM		SG
		Peri-Music	AG																			Peri Music -AG			
Lesson 4	A-KS4	SMSC	SS		KWT	KS4	Geog/Hist	AG,RN		KWT	A-KS4	Studies	CM		KWT	KS4-A	English	GM		KWT	KS4/5	Art/Enrichment	SL		KWT
	B- KS4	SMSC	MG,		LP	KS4	Maths/Studies	MT			B- KS4	Maths	MT			KS4-B	Communication	BV, CM		LP	KS4/5	Art/ Enrichment	SG		LP
14:15 - 14.45	C- KS5	SMSC	MT, CM			KS5	Science/English	LP, MG			KS5	Hum/Maths/Studies	RN,AO			KS5	Voc/studies	SL			KS4/5	Maths/Studies	AO		RN
	KS3	SMSC	GM			KS3	Studies	CM			KS3	MFL	MK			KS3	Maths	AO			KS3	Art/Enrichment	CM		
		Peri-Music	AG																			Peri Music -AG			
Lesson 5	KS4	Geog/History	AG,CM		KWT	KS4	Geog/Hist	AG/RN		KWT	A-KS4	Maths	AO		KWT	KS4-A	Comunications & Studies	BV,CM		KWT	KS4/5	Art/Enrichment	SL		KWT
	KS4	Art/Studies	SG,		GM	KS4	Art/Drama/ Studies	BV,SG		MG	B-KS4	English	MG,		CM	KS4-B	Studies	GM		AO	KS4/5	Art/ Enrichment	SG		LP
14.45-15:45	KS5	English/Studies	MG			KS5	English/Studies	MG,CM			KS5	Hums/Maths	RN,MT			KS5	Voc/Studies	SL			KS4/5	Hums/Studies	RN		AO
	KS3	Science	LP			KS3	PHSE	SS		LP	KS3	English	GM			KS3	Science	LP			KS3	Art/Enrichment	CM		
											KS4	Spanish	MK									Peri Music-AG			