



Emerald Place Clinic School

Curriculum Policy

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Emerald Place Clinic School is committed to promoting equality in all its activities. We aim to provide an environment free from discrimination and unfair treatment.

Introduction

Emerald Place Clinic School is an independent day school in a General Adolescent Unit, Tier 4 CAMHS psychiatric hospital, part of Elysium Children and Education (a division of Elysium Healthcare). It is a small school for young people aged between 12 and 18, comprising around 12 young people.

Therefore, their stay in the clinic and admission to the school can vary between a long and short stay, and some may be re-admitted after discharge. During their admission, they are dual registered with their home school/college unless a student is off roll upon admission.

When students are admitted, it is acknowledged that they may have had a complex and negative relationship with education. This can be for various reasons. Part of our role is to help them gain confidence in themselves and their education and see how the knowledge gained in school may help them invest in themselves and their future and support them to take their place in society upon discharge. We recognise that the key to a successful education curriculum lies in being able to motivate and engage 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, health information, previous experiences, aspirations and the school's layout or resources.

It is acknowledged that young people at the school:

- Could be a long way away from home.
- Could be detained here under the Mental Health Act.
- Have often been in, or will move to, other care and/or mental health settings.
- Will spend approximately 3 months at the service. This can vary occasionally students may require a longer or in some cases a shorter stay.
- Sometimes have significant histories of school absence, refusal and/or disaffection.
- May have additional learning difficulties including those on the Autistic spectrum, Social, Emotional and Mental Health (SEMH) and Specific Learning Difficulties (SpLD). These difficulties have often combined to pose significant disruption to each young person's learning.
- It is equally likely that they may present with additional needs that are yet to be formally diagnosed, and we will work alongside internal or external professionals to support with identification, gathering evidence and appropriate feedback for assessments.

- Will have a range of prior attainment and learning abilities. Young people could be undertaking study at GCSE, or other qualifications in a variety of subjects, which they may wish to continue throughout their admission and may possibly be examined in these subjects during the admission period.
- That their level of cognition will be impacted and likely to fluctuate due to their illness.

As a consequence of the above, we recognise that to achieve engagement and success, curriculum planning must incorporate flexibility in the face of presenting need, which is also changeable. We recognise that as educators our skills lie in being adaptable and responsive to an environment which can change frequently, even over a single education session whilst helping all to succeed and make progress in their learning.

While the school is not legally obliged to follow the National Curriculum, we adhere to it, wherever appropriate for individual and/or the Key Stage group. We recognise the importance of keeping abreast of curriculum development and opportunities that we develop and exploit to promote and extend young people's learning. The aim of which is to create a learning experience as close to what their peers will have enjoyed.

Emerald Place Clinic School ensures that no student 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.

School Aims

We hope to enable students 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 an environment which is:

- Safe, secure, stimulating and welcoming.
- Minimise as much as possible the disruption to the student's/students' education during their admission.

- Encourage the social aspects of learning by establishing and encouraging positive relationships with peers and teachers.
- Fosters self- confidence and self- esteem.
- Provide students as far as possible within a hospital environment with a broad and balanced curriculum and the opportunity to study.
- Promotes equal opportunities and provide as part of our areas of study essential life and independent skills.
- Accredits learning through recognised schemes and qualifications.
- Recognises and celebrates student progress and achievements, as well as nurturing talent and skills.

To help us with the above aims we endeavour to engage the student's home school, teachers and parents in supporting us, 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 students throughout their stay with us. It is hoped that through an imaginative and creative management of the curriculum and enrichment opportunities by all staff, students will engage in the learning process and thrive.

Curriculum Intent

Meeting The Needs of our 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. Students admitted have often been unable to attend their home school because of health needs so require suitable and flexible education appropriate to their needs.

Whilst on roll we aim to provide a broad and balanced curriculum which will:

- Ensure entitlement for all learners to a broad, balanced, and relevant curriculum that offers continuity and coherence and secures high standards.
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support students' spiritual, moral, social, and cultural development in the school and within society.
- Promote British Values and the British way of life, the rule of law and our democratic form of government.
- Promote a positive attitude towards learning.

- Ensure equal access to learning for all students, with high expectations for every student and appropriate levels of challenge and support.
- Have a high academic and vocational ambition for all students. Due to the nature and complexity of students' needs, the technical aspect of the curriculum is limited.
- Equip students with the knowledge and cultural capital they need to succeed in life.
- 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 or Digital technology.
- Develop creative and physical skills.
- Build on students' strengths, interests, and experiences.
- 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 or 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.

In line with the statutory inclusion statement and its principles for learning, the development of an inclusive curriculum which provides all students with relevant and challenging learning, Emerald Place Clinic School will:

- Set suitable learning challenges.
- Respond to students' diverse learning needs.
- Overcome potential barriers to learning and assessment for individuals/groups of students including:
 - The gifted and talented Learners
 - Students with learning difficulties, disabilities, social and emotional difficulties
 - Learner with English as a second language (EAL)
 - The different needs of different genders
 - Children who are in care (CLA)

Curriculum Implementation

Curriculum Content and delivery

Emerald Place Clinic School creates a positive learning environment for our students. Our school gives students some normalcy to their learning experience while they are hospitalised. The school aims to reduce young people's anxiety and lack of confidence towards their learning, as many have fallen behind in their studies and are overwhelmed with thoughts of being unable to catch up or match their target or prior attainment due to their diagnosis. The best way to achieve this and reassure them is to match their studies to peers at home school or those nationally and to subtly address subject knowledge or skills gaps they may have as their studies progress. To do this, where possible we use a student's home school curriculum to plan teaching and learning, especially in English, Mathematics, Science, PSHE and Computing (Digital skills). Where the home school is delivering content or subjects that we may not have the physical environment or resources to deliver, this will be communicated to the home school, and we will work with the home school to deliver another subject that will not disadvantage the young person in our care.

The gaps in the student's knowledge may be for several reasons not least due to COVID lockdown or by absence due to their health. We aim to reduce the attainment gap as much as their health and recovery allows, making for a smoother transition back into home school or a new school on discharge. Our school empowers the young person by building their confidence and resilience in their subject studies and education, which can go a long way to supporting their mental health.

Whilst we liaise closely with home school, parents and the hospital's Multi-Disciplinary Team (MDT) to achieve this, we must also recognise that their school curriculum is tailored within a holistic hospital programme to which the school contributes and participates. 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 education forms a part of their care and treatment programme. Consequently, a student's educational timetable may be interrupted by activities such as additional therapy sessions, Care Programme Approach meetings or leave from the site. The school has a good relationship with the hospital's MDT and therefore disruptions are kept to a minimum.

A student's attendance to the on-site school may also be severely affected by their presenting physical and mental health needs and therefore not in line with the national averages. Some students are keen to attend school sessions when it is evident that they are extremely unwell, others will have poor levels of concentration due physical health or medication. The effect of small group teaching can be more demanding than their mainstream school experience and consequently they may tire easily, and cognition levels will be affected by the stage of their recovery.

The school offers a core curriculum of English, Mathematics, Science, Humanities, PSHE and Computing (Digital Skills). The remainder of the curriculum and option choices in KS3, GCSE & A level remain flexible to accommodate the various demands and challenges presented to us by the student cohorts.

How we support learners of differing needs in class, and 1:1/1:2 classroom environments:

- A clear outline of each lesson.
- Clear, unambiguous language.
- Repetition of learning and revisiting concepts.
- Adapting teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Use activities which require young people to reconceptualise their learning: apply, adapt and reimagine to drive learning deeper.
- Focus on the process- provide opportunities to talk about what and how a concept has been learnt.
- Prepare resources to make access to the learning achievable. Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Tasks are effectively adapted, and outcomes are ambitious for all students.
- Learning is organised in small chunks with plenty of opportunities to revisit.
- Signposts to support changes e.g. routines, class/group learning, new language concepts.
- Adults actively and effectively supporting students to access the lesson. Rewording and re-framing instructions and learning using whiteboards and interactive boards.
- Verbal instructions accompanied with visual aids (if necessary)

- Lots of opportunities to talk through the learning, repeating instructions back and verbalising thought processes.
- The use of technology to scaffold learners or to aid in writing and learning.
- Those achieving at a higher level provided with challenges and extension tasks.

In addition, each day will start and end with a teacher led session involving the student(s). This session might be subject specific learning skills, enrichment opportunities, starter tasks, debate etc. Occasionally this must be balanced with the need to allow a student to continue their studies, so they do not feel anxious about being behind if they had hospital appointments throughout the day.

Upon admission, we gain consent from parents to contact a student's home school from parents and our key teacher makes contact to establish open communication. The ideal scenario is that topic titles, exam boards, schemes of work, attainment levels, predicted grades, assessments and resources are then sent by the home school for our own teachers to adapt, plan, differentiate and guide a young person through. This liaison helps to reassure the young person that they are in line with their peers and that their educational progress is not disadvantaged due to admission.

Where communication with their home school is not as timely as we expect, our teaching staff will use the curriculum maps published on the home school's website as a basis for planning alongside the student's input or recollection to establish the home school's current subject coverage. If the home school's curriculum maps are vague or has limited information, we will use the national curriculum age related content, diagnostic assessments as well as discussion with the student to identify starting points and possible content. This initial discussion with the student and diagnostic assessments helps to identify where there are potential gaps in understanding or knowledge due to hospital admission or non-attendance. The teacher will use the information gained from student's discussions and diagnostic assessments to check for confirmation of prior knowledge or levels of retention through a variety of in-class assessment strategies, such as quizzes, checklists, recall or baseline tests and prioritise with the student a starting point within the subject.

If there is vague, marginal, or limited curriculum information, our teachers will use and adapt our own schemes of work or resources, until work has been sent through from home school or continue to adapt our curriculum coverage. When gaps or misconceptions are identified in the student's knowledge when studying a unit of work, the teacher will halt the current scheme of work to address this gap or correct misconceptions.

In cases where a young person is admitted and has missed a substantial amount of time in education, we will seek to identify the gaps in skills/subject knowledge and balance the need to keep in line with their peers at home school and to catch up on learning that has been missed prior to admission.

If the young person is admitted is due to sit their exams (GCSE or A level) imminently but has missed a significant amount of content the teacher will not follow a sequential scheme of work lesson by lesson but concentrate on key skills, exam technique, themes or subjects identified as critical to the success of that subject. This could be determined simply by sitting an exam paper in this subject and working through areas of low attainment.

Social, Moral, Spiritual and Cultural Aspects of the Curriculum (SMSC) & Fundamental British Values (FBV)

We recognise the importance of SMSC development and highlight opportunities within each curriculum subject offered to address, explore and teach these aspects and values accordingly. The Fundamental British Values of democracy, the rule of the law; individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith are also addressed and embedded in the curriculum and through enrichment or celebrated calendar events.

Emerald Place will operate a collapsed curriculum or 'Drop Week' schedule during either the penultimate week or the last week of every half term. Teachers will work with the hospital staff to plan and organise current news, health, music, PSHE/RSE, SMSC, FBV and career development activities. The week will provide students with opportunities to apply their knowledge in creative and practical ways. Below is an example of what may be covered during the week.

Month	Activity 1	Activity 2	Activity 3	Activity 4
October	Black History	Animal/farm Activities	Mental Health Activities	Bullying Prevention/RS E- Sexual Violence
December	PSHE-Charity-Toy Appeal/Toy Donation	Exposure to Different Cultures (World Cup/Sports/Foods)	Human Rights/UNISEF/RSE	Social Media risks
February	Eating Disorder Awareness/Activities	Careers	RSE Topics	RSE Topics
March/April	<u>LGBTQ+</u> Pride Awareness	RSE Topics	Careers	Mental Health Awareness + Recycling
May	Mental Health Awareness	<u>LGBTQ+</u> Pride Awareness	Mathematics /Numeracy Activities - Application	Healthy Living
July	Bronze/Silver arts Awards Activities	<u>LGBTQ+</u> Pride Awareness	Mental Health Awareness	Careers

PSHE

Our PSHE curriculum is designed to be appropriate and personalised to the young person's mental health needs. The PSHE curriculum is taught each week and covers a wide range of topics such as relationships, living in the wider community, well-being, online safety, finance and British Values. Citizenship will be taught as a separate subject in accordance with the PSHE national curriculum and statutory guidelines to ensure a breadth and depth of coverage.

Cultural Capital

Cultural capital is embodied in the school's ethos, its collaboration with the multi-disciplinary team at all levels in delivering a holistic package of care and education. This education will empower young people to be on a pathway to become safe, responsible and resilient members of society.

The cultural capital of young people at the school will be delivered through lessons, their PSHE curriculum, enrichment events, calendared celebrations, fund-raising opportunities, community integration and where possible (delivered in collaboration with the Hospital team) and through key teacher meetings. Every opportunity to embrace cultural capital for the young people will be made throughout their admission at the school.

Relationship and Sex Education (RSE)

Relationships and Sex Education is taught across all year groups as part of the discrete curriculum of PSHE and the Science curriculum. The curriculum has been adapted in order to reach all young people whilst they are admitted to hospital.

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 and preparing them for responsibilities and experiences of life, developing positive attitudes to sexuality. Parent permission may be sought in some case and consultation with the hospital due to the nature and issues which have led to patient admission.

All staff involved in the delivery of RSE will be sensitive to the young person's experiences and emotions and some young people may require a higher level of support and input due to individual needs or past experiences.

Emerald Place Clinic School's RSE Policy provides further details regarding the intent and implementation of RSE within the curriculum.

Curriculum organisation (This structure is used if students do not have a home school or there are limited resources from the home school)

For those young people who are not in education when they first attend our school, we will create a bespoke curriculum based on a young person's age, ability, and interests which gives them the opportunity to reconnect with their education and career goals.

Where appropriate, the individual needs of some are met by a permanent or temporary disapplication from some curriculum subjects. This decision is made in consultation with home school, parents and young person. This is not a one size fits all and is judged case by case and in balance with their health and stage of recovery.

We try to encourage those difficult to motivate students through the use of practical activities, or short courses which interest them. 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 in a student.

Much of what the students do and achieve is assessed and recorded through their IEPs, individual lesson objectives, our online Education Record System QNIC and in student exercise books or folders. Teachers load objectives each day and share them with student's so that they know what they are aiming to achieve in each session.

To help create a balance and enhance the curriculum, where possible we aim to offer community learning trips wherever possible, these may be to the local animal sanctuary or museums etc. This can be difficult due to student's state of mind and/or physical health risks.

Personalised Learning

Personalised learning encompasses curriculum entitlement and choice, effective teaching and learning, assessment for learning (AFL), and a positive school environment where students feel secure and flourish as individuals.

Students can arrive at Emerald Place Clinic School with a number of diagnoses and can stay for a few weeks to several months. 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 often does on a regular basis. For example, if a 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 at Emerald Place Clinic School are aware that a student's attainment may be impaired by several factors:

- Preoccupation with their own illness.
- Unfamiliar environment and being away from home.
- Not being emotionally, psychologically or physically at their best.
- Effects of medication

When a student is too unwell to attend school, this can have an adverse effect on the mental health, so we provide work for that young person so that they have the opportunity for mental stimulation as far as their health allows.

We may occasionally have a few students with eating disorders, and as such, are so underweight and under nourished, cognitively they are less able to reason and absorb knowledge, despite appearing to do so on observation.

Our teachers therefore are sensitive to the ever- changing needs of the 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 to offer a sense of achievement, which in turn helps towards their recovery.

Through the IEPs (Individual Education Plans) we offer as far as possible a personalised approach to teaching and learning.

Where a student has an identified SEND need or EHCP, we ask their school for a copy of their plans and then modify their IEP around that statement of need and the targets on their EHCP.

Each student has a link teacher who will oversee the work and progress of each individual. It is the link teacher's role to liaise with Senior Leadership, the medical team and student's/student's home school, parents/carers and the teachers within the education department here at the hospital. We believe that the student should have a voice and a shared sense of ownership of their education.

All students are involved in the process of filling in their IEPs and should be able to liaise with their link teacher in order to ensure 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 exams revision, sitting exams, personalised targets, 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 the minimum disruption as possible.

How work is planned:

- All subjects and activities are supported by schemes of work (SoWs) which have details of what is to be taught in each subject throughout the year and teachers adapt SoWs for each level of capability.
- Schemes of work also outline the objectives for learning within each topic; how individual topics are to be taught; what resources will be used; what opportunities will be taken for assessing students' learning and progress. Teachers can use any assessment or feedback information to change or amend a daily learning outcome.

- All staff have access to schemes of work which they customise to ensure they are suitable for their cohort of students. Staff will regularly work together to identify opportunities for cross curricular development of essential skills such as literacy and numeracy; for SMSC development; for promoting Fundamental British Values and more.
- We will gather as much information about our students' prior attainment as we can at the point of referral. However, in some cases this information is missing as some of our students have been either out of education for long periods or had poor attendance and engagement if they were in school.
- Teachers will use the outcome of the diagnostic assessments or feedback from prior teachers or teaching assistants to plan work in a way that addresses students' common gaps and areas for improvement. They will sequence the delivery of learning activities in a way which ensures that students have the knowledge and skills necessary to engage with the topics.

Curriculum Provision for 6th Form

We aim to help and support all students with their studies beyond years 11/12, this includes help with careers and careers advice.

For those students who have reached the end of year 11 without formal qualifications we aim where necessary to enrol in vocational or entry level course, if appropriate. We would assess using various testing tools and if required will test their reading age, numeracy and literacy skills. We will then enter these on an appropriate course of study (e.g. ASDAN or NCFE courses) in order to support their career and/or education goals. This enables students to gain the minimum qualifications allowing them to access further education in a local college 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.

Those students who have embarked on or are about to start their A-Levels when they join us, are supported in several ways. If on roll at a school or college we liaise with their schools or colleges, to ensure the student has access to the school or college via their VLE/P systems.

Key Stage 5

The Key Stage 5 curriculum will either be a re-sitting of the Key Stage 4 subjects or focusing on subjects that the student has already secured at GCSE and are interested in completing.

A' Level Pathway

If there is no home school syllabus or suitable resources, the subjects offered will be using the subject specialisms of Emerald Place Clinic staff or the wider Elysium education team.

For students re-sitting Key Stage 4, Their GCSE grade for each subject will be carefully examined. If the GCSE grade for a particular subject is ungraded or level 1, then we will discuss with parents and/or the home school or college other subject options that the students may be able to do that will secure a better grade.

Expertise:

Whilst our teachers have several subject specialisms, and these are centred around the core subjects, we are unable at present to supply teachers with every subject specialism that may be required to cover a vast variety of subjects and courses. This is due in some part to the nature of our provision here at Emerald Place Clinic School. Where a student has a particular need which is not being met either by our provision or by a close liaison with a student's school or college, we will where possible foster such links with externally qualified professionals or seek further support from the home school. Teachers have sufficient CPD / PPA time to learn and prepare in subjects outside of their specialisms, as a mutually beneficial system for staff and students. To this end the majority of staff may offer supervision/guidance in an additional subject areas.

If this provision is still not meeting individual need there are alternatives that we can offer:

1. We can use a distance learning platform for help or support- this could be working with the home school to access any online videos, resources or teaching materials.
2. Supply teachers in order to meet a particular need

There may also be individuals 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 provided they are still with us.

Careers

We provide careers advice to all, via the deputy head and sixth form lead who oversees bi-weekly group lessons and regular one-to-ones for advice on careers, CV-writing, cover letters, personal statements and applications for further study. In addition to this we arrange for an independent career's advisor to visit every term, and they deliver bespoke 1:1 sessions with KS4-KS5 and group sessions to KS3 on all of the career pathways. A report of the discussion and links to resources for further information is written up and shared with the young person, their home school and parents.

Currently, we are unable to offer external work experience placements due to the nature of the illness (e.g. they need to be regularly monitored by nursing staff). Where we can, we facilitate small work experience within the hospital via fund raising opportunities, or virtual work experience online. However full work experience within the hospital is not possible as all roles require access to confidential information, physical labour beyond a level that would be safe for students, or kitchen work which would not be appropriate for student's recovering from mental health issues or eating disorder. We aim to provide opportunities to experience different workplaces, post 16 settings, apprenticeship schemes with one-off trips (e.g. to a local college, business, farm), volunteering opportunities, external speakers, young enterprise, and charity fundraising schemes.

Curriculum Impact

Meeting the needs of learners

We adapt the curriculum, resources and learning environment for our young people. We have a range of approaches to support the student's learning and progress, and to break down any barriers they face. We cater for students' individual needs and support them to make continuing progress. Within lessons learning is adapted for each individual or group and where students need additional support, the teacher will provide personalised assistance or additional resources.

To ensure all young people can access the curriculum at an appropriate level and fulfil their potential, we do the following:

- Make adaptations to ensure all students can access the school's curriculum and activities.
- Support students to achieve their full potential despite any difficulties they may have.
- Ensure that staff are aware of students' needs and adapt teaching to be appropriate for them daily.
- Provide opportunities for students to develop confidence, self-esteem, and resilience.
- Work with parents/carers, students, hospital staff and external agencies to cater for their needs.
- Make provision for the students to develop their abilities, interests, and talents.
- Ensure all students are fully included in all aspects of school life.
- Regularly review resources and teaching methods to provide the best support for our students.

The curriculum content is discussed with the key teacher and the young person on their admission to hospital. Where possible the expectation is that they will follow the subject pathways from their home school, with option choices studied/supported at different points in the week. The timetable arrangements and curricular content are flexible and determined largely by the student's physical and psychological well-being. For example, if a student has received treatment during the day and is too unwell or distressed to engage fully in learning at that point, then their timetable for the day may be re-arranged or prioritised for when they are well enough to access content.

Delivery is through a mixture of face-to-face personalised tutoring, teacher-led sessions and self-supported guidance with their home schoolwork. Some lessons, such as Citizenship, RE and PSHE/RSE will be taught as a whole class to make the learning more effective and to develop positive peer interactions. Emerald Place Clinic School will use their own curriculum mapping and coverage for PSHE, and Careers.

Reviewing the Curriculum

Over time the curriculum will be subject to change. New subjects may be introduced, and new initiatives may require changes to the existing curriculum. Any proposed changes will be drafted by the Senior Leadership Team for consultation amongst Management Committee and staff. Any change made will be made in line with the aims and principles outlined above.

Roles and responsibilities

- The Senior Leadership team are responsible for creating a quality assurance process that complements our context. In a setting such as ours, we visit lessons frequently and in a manner that is non-judgmental or threatening to, in order not to cause any unnecessary stress. We look at books and work produced and have high quality conversations about students' learning and acquisition with teaching staff to ascertain if the aim of each young person's curriculum offer has been met. The process is designed to ensure that all learning opportunities for our young people are in line with their individual needs and that knowledge and skills are being progressed sequentially and effectively and where possible are in accordance with their home school provision to support with successful reintegration following discharge. For our young people to get the very most out of their time in our school, we welcome the opportunity to work in close partnership with their home school. The information that we request from schools helps to inform our personalised curriculum offer for each child and we can try to ensure that they do not return to school with new gaps in their knowledge and skills. Regular meetings are undertaken with the Key teacher and teaching staff to ascertain, and quality assure the setting and monitoring of IEPs which will be overseen by the Senior Leadership Team.

- The Management Committee (MC) will support Emerald Place Clinic School in the implementation of this policy and will include monitoring, evaluation and review. The MC will receive a termly report from the Headteacher. The MC will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. In addition, the Head of Education will hold the Headteacher to account for monitoring the effectiveness of the curriculum policy and for its implementation.

- The Key teacher will liaise with home schools, student and school staff to ascertain what subjects, exam boards and curriculum a student is following in their home school.
 - Setting up the Individual Education Plan (IEP) for the student and liaising with subject staff to ensure they set their subject area objectives half termly.
 - Attending CPA meetings to feedback on progress towards their IEP and curriculum studies
Meet with students on a 1:1 basis to assess progress towards their IEP objectives and liaise with school staff to adjust objectives on a case-by-case basis.
 - To meet with the Headteacher and or Deputy to feedback on progress students are making towards their IEPs.