

## Medical Education Team South CURRICULUM OFFER 2022.2023

<b>Subject</b>	CSS Medical Education South
<b>Intent</b>	<ul style="list-style-type: none"> <li>➤ To reintegrate into their appropriate educational provision</li> <li>➤ To attend and benefit from educational provision according to medical needs</li> <li>➤ to develop their social, emotional and wellbeing in accordance with national policy and the needs of the pupil.</li> </ul>
<b>Implementation</b>	<p><i>Planning</i></p> <ul style="list-style-type: none"> <li>➤ Attend school-based Planning Meetings held with EA and medical professionals to agree suitable provision and if CSS are commissioned, to also agree a personalised reintegration plan in consultation with all agencies involved and following medical guidance.</li> </ul> <p><i>Academic Curriculum</i></p> <ul style="list-style-type: none"> <li>➤ Online in small groups up to 12 hours -schools are asked to provide target grades for each student</li> <li>➤ Using a variety of resources to maximise engagement and measure progress</li> <li>➤ Sequencing and structure are used where pupils can attend regularly according to medical needs</li> <li>➤ Assessment includes the delivery of core units, end of unit tests, assessment of progress in lessons</li> <li>➤ Opportunities to catch up on missed learning where pupils are absent for treatment or relapses in health</li> </ul> <p><i>Reintegration Curriculum</i></p> <ul style="list-style-type: none"> <li>➤ 1to1 support with graded exposure to assist returning to school x 3 hrs</li> <li>➤ Anxiety and TPP management</li> <li>➤ Working collaboratively with medical professionals, parents, and schools to ensure reasonable adjustments are made for the return to school</li> <li>➤ SMART targets to measure reintegration progress every 3 weeks</li> <li>➤ Assessment- Provide an assessment for Reintegration steps recording a baseline and subsequent progress termly. Provide a MEWS baseline and progress data</li> <li>➤ Encourage schools to maintain contact with pupils by school appointing a key worker, visits from staff, email, newsletters, and events.</li> <li>➤ Monitor attendance daily and review weekly at the Attendance Meetings, and CFC.</li> <li>➤ Have weekly attendance meeting to review and set targets</li> <li>➤ Send weekly reports to the LA with status of each student's progress or barriers.</li> </ul>

<b>Impact</b>	<ul style="list-style-type: none"> <li>➤ Students return to a routine after long periods of absence – CSS provides a timetabled week with structure and support which improves attendance to education prior to school return</li> <li>➤ Students who have been isolated from peers for some time develop anxiety and ,with CSS support, re-learn how to interact in a group again with progress reported every 3 weeks</li> <li>➤ With a bespoke timetable and consistent routine ,stamina and resilience and mental health improve-MEWS score improves</li> <li>➤ Student gain confidence that they can keep up with schoolwork and develop independent study skills -shown on progress sheets and 6 weekly reports</li> <li>➤ Students can take examinations even after prolonged absence from school and attend post 16 courses</li> <li>➤ Students can face their fears, with support, and learn to overcome them. Their success is shown in increased scores on Reintegration Steps and Reintegration One Plan targets being met</li> <li>➤ Emails and cards from parents and students show their thoughts and feelings around their achievements - in Compliments folder</li> <li>➤ Evaluation forms sent and collected when students leave contribute to change and improvements</li> <li>➤ Student Learning feedback contributes to change and improvements</li> </ul>
<b>Accreditations</b>	<ul style="list-style-type: none"> <li>➤ GCSEs</li> <li>➤ Functional Skills</li> <li>➤ iDEA</li> <li>➤ AQA Units</li> </ul>
<b>Enrichment opportunities (including SMSC)</b>	<ul style="list-style-type: none"> <li>➤ Personalised opportunities to develop social, emotional wellbeing skills.</li> <li>➤ Students links to their referring school are maintained ( key workers, attending break or lunch with friends, attending leavers assemblies etc .</li> <li>➤ Visits to college, work experience and travel training.</li> <li>➤ Positive Pathways</li> <li>➤ Jack Petchey awards</li> <li>➤ Post 16 advice -college applications, CVs</li> <li>➤ ICAN</li> <li>➤ Careers -link to Morrisby , PSHE Year 11, Host school careers interviews, NEET, TYS,</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>➤ Every student to have at least one online safety lesson Using Think U Know</li> <li>➤ Students who are identified as, or who self -identify as needing more assistance are offered more sessions</li> <li>➤ Timetabled PSHE lessons from September 2022</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Staff to attend Safeguarding forums and feed back to team for current concerns, trends and changes.</li> <li>➤ Staff to attend relevant CPD e.g., FMG, Forced Marriage, Prevent</li> <li>➤ Safeguarding visits are made by CSS if the student has not attended for 5 days or been seen by any agency during that time .</li> </ul>
<b>Reading / Literacy</b>	<p>Where the host school indicates a reading difficulty e.g. low reading age/ literacy difficulties we can support with :</p> <ul style="list-style-type: none"> <li>➤ Lexia – needs based access -subscriptions to both primary and secondary versions in place.</li> <li>➤ Differentiated texts</li> <li>➤ Access to reading pens through the host school</li> <li>➤ Access to coloured overlays</li> <li>➤ Variety of presentations</li> <li>➤ Reading texts aloud and modelling</li> <li>➤ Advising schools about the work they send for students to complete independently</li> <li>➤ Working with schools to ensure access arrangements are in place</li> <li>➤ Immersive reader</li> </ul>
<b>Number and Numeracy</b>	<ul style="list-style-type: none"> <li>➤ Teaching Income Tax year 9</li> <li>➤ Financial literacy all years: budgets, Nat West Game, Bank of England Beano</li> </ul>
<b>Digital Literacy (including e-safety)</b>	<ul style="list-style-type: none"> <li>➤ Skills with equipment and/or access to resources through online teaching - document sharing, class notebook etc</li> <li>➤ Curriculum opportunities Digital Learning through PSHE</li> <li>➤ e-safety lessons</li> </ul>