

CURRICULUM OFFER 22 0 24

Medical Education Team West

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| Intent | <ul style="list-style-type: none"> To provide pupils medically unable to attend school with education and reintegration support so that they can successfully return to mainstream school, or appropriate educational provision. To enable pupils to develop the skills and knowledge for lifelong learning, good mental health, where they are able to contribute to society and build positive connections with others. Regardless of their needs, backgrounds, or previous experiences, provide pupils medically unable to attend school with hope for the future. |
| Implementation | <p>Planning</p> <ul style="list-style-type: none"> Attend school-based Planning Meetings held with EA and medical professionals to agree suitable needs led provision and if CSS are commissioned, to also agree a personalised reintegration plan in consultation with all agencies involved and following medical guidance. To meet weekly with key CSS staff the review progress, plan provision and overcome barriers. Attend six weekly review meetings with parents, the school, the pupil and other relevant professionals to review and plan next steps. <p>Academic:</p> <ul style="list-style-type: none"> Offer a needs led provision of 1 – 1 or small group sessions either in person or on TEAMS. KS4 Curriculum offer focusing on Online Core Subjects, PSHE, Careers and Study Skills group. KS3 Curriculum offer focusing on Online Core Subjects, plus PSHE and Return 2 Learn group. All students have a 1 :1 Personal Tutor session. Work collaboratively with parents/carers and external agencies. Assessment includes the delivery of core units, baseline assessments, end of unit tests, assessment of progress in lessons Opportunities to catch up on missed learning where pupils are absent for treatment or relapses in health Link with schools to ensure pupils are held in mind and there is consistency. Baseline assessments undertaken in reading age, spelling age, English & Math & vocabulary assessment. Links to specialist teachers within the team, HODs and referring schools. Formative, summative & diagnostic assessment & AFL. Lesson observations. |

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| | <ul style="list-style-type: none"> • Work scrutiny. • Peer observations. • Weekly LABS meetings to review progress. <p>Reintegration:</p> <ul style="list-style-type: none"> • Provision Planning meeting held to agree a personalised reintegration plan in consultation with all agencies involved. • Reintegration steps baseline assessment completed. • Implementation of personalised programme outlining short and long-term goals. • Half-termly pre-review meeting focused session. • Targets and Laddering GOALS set. • Weekly email updates shared with school and other agencies. • Regular 6 weekly review meetings held with all professionals to monitor & adapt the reintegration plan. • Rigorous attendance procedures in place. • Evidence of pupil's journey with CSS. • Robust safeguarding systems in place. <p>Parent/Carer Support:</p> <ul style="list-style-type: none"> • EM support to families. • Targeted support for parents. • Identify needs and signpost / refer on to other agencies. • Use of Engagement Mentor to support preparation for post 16, provide parent/carers support and offer additional support to pupils. • Transition support for Year 11s, to include post 16 college support where appropriate. |
| Impact | <ul style="list-style-type: none"> • Pupils can re-engage with their education. • Pupils can reintegrate, either fully or partially to their appropriate provision. • Pupils make progress in both academic and their social & emotional well-being. • Improved educational outcomes for all. • Year 11s can sit exam/s. • Year 11s prepared for access to post 16 provisions. • School, parent and pupil evaluation forms and student view sheets evidence positive impact/progression. • All pupils show an increased attendance from referral. |
| Accreditations | <ul style="list-style-type: none"> • Attendance awards for CSS and from referring schools. • GCSE's & functional skills. Entry Level qualifications. • Access to wider curriculum activities/awards, for example Noise solutions, Essex Music workshop training & Equine Assisted Learning NVQ. • Jack Petchey Award (TBC) |

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| Enrichment opportunities | <ul style="list-style-type: none"> • Students link to their referring school for careers days/assemblies/celebration events. • EM visits to college, work experience and travel training. • Access to Alternative Educational provision as approved and funded by referring schools. • Work experience arranged by referring schools. |
| Digital Literacy (including e-safety) | <ul style="list-style-type: none"> • Ceops online as part of induction process. • Digital literacy and online safety. • Areas of concern referred to engagement mentor support. • Think U know • E Safety • PSHE • Links to referring school's resources. • Role modelling behaviours. • UKIS Education for a Connected World & https://national.lgfl.net/digisafe/safeskills/ • Oak National Academy online resources. |
| Safeguarding | <ul style="list-style-type: none"> • Attendance at termly forums. • Weekly safeguarding slot in Team meetings. • Use of My Concern system to record concerns & monitor response/actions. • Every student to have at least one online safety lesson Using Think U Know • Timetabled PSHE sessions • Staff to attend relevant CPD e.g., FMG, Forced Marriage, Prevent • Robust safeguarding systems in place. |
| Reading/ Literacy | <ul style="list-style-type: none"> • Half-termly reading focus for all pupils. • Targeted reading/literacy interventions & evidence of impact. • Baseline assessments undertaken in reading age, spelling age, English & Math & vocabulary assessment. • Student Summary sheets detail impact of interventions. |