

Medical Education Team South CURRICULUM OFFER 2023.2024

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

<p>Impact</p>	<ul style="list-style-type: none"> ➤ 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 ➤ 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 ➤ With a bespoke timetable and consistent routine ,stamina and resilience and mental health improve-MEWS score improves ➤ Student gain confidence that they can keep up with schoolwork and develop independent study skills -shown on progress sheets and 6 weekly reports ➤ Students can take examinations even after prolonged absence from school and attend post 16 courses ➤ 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 ➤ Emails and cards from parents and students show their thoughts and feelings around their achievements - in Compliments folder ➤ Evaluation forms sent and collected when students leave contribute to change and improvements ➤ Student Learning feedback contributes to change and improvements
<p>Accreditations</p>	<ul style="list-style-type: none"> ➤ GCSEs ➤ Functional Skills ➤ iDEA ➤ AQA Units
<p>Enrichment opportunities (including SMSC)</p>	<ul style="list-style-type: none"> ➤ Personalised opportunities to develop social, emotional wellbeing skills. ➤ Students links to their referring school are maintained (key workers, attending break or lunch with friends, attending leavers assemblies etc . ➤ Visits to college, work experience and travel training. ➤ Positive Pathways ➤ Jack Petchey awards ➤ Post 16 advice -college applications, CVs ➤ ICAN ➤ Careers -link to Morrisby , PSHE Year 11, Host school careers interviews, NEET, TYS,
<p>Safeguarding</p>	<ul style="list-style-type: none"> ➤ Every student to have at least one online safety lesson Using Think U Know ➤ Students who are identified as, or who self -identify as needing more assistance are offered more sessions ➤ Timetabled PSHE lessons from September 2022

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