

## CURRICULUM OFFER 23/24

### Medical Education Team West

<b>Intent</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Regardless of their needs, backgrounds, or previous experiences, provide pupils medically unable to attend school with hope for the future.</li> </ul>
<b>Implementation</b>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• To meet weekly with key CSS staff the review progress, plan provision and overcome barriers.</li> <li>• Attend six weekly review meetings with parents, the school, the pupil and other relevant professionals to review and plan next steps.</li> </ul> <p><b>Academic:</b></p> <ul style="list-style-type: none"> <li>• Offer a needs led provision of 1 - 1 or small group sessions either in person or on TEAMS.</li> <li>• KS4 Curriculum offer focusing on Online Core Subjects, PSHE, Careers and Study Skills group.</li> <li>• KS3 Curriculum offer focusing on Online Core Subjects, plus PSHE and Return 2 Learn group.</li> <li>• All students have a 1 :1 Personal Tutor session.</li> <li>• Work collaboratively with parents/carers and external agencies.</li> <li>• Assessment includes the delivery of core units, baseline assessments, 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> <li>• Link with schools to ensure pupils are held in mind and there is consistency.</li> <li>• Baseline assessments undertaken in reading age, spelling age, English &amp; Math &amp; vocabulary assessment.</li> <li>• Links to specialist teachers within the team, HODs and referring schools.</li> <li>• Formative, summative &amp; diagnostic assessment &amp; AFL.</li> <li>• Lesson observations.</li> </ul>

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

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