

Hospital School Curriculum Policy

The aim of the hospital school is to minimise so far as possible the disruption that a hospital admission causes to a child's education. We provide a broad and balanced curriculum that meets the requirements of the National Curriculum. Our aim is to provide lessons that meet the individual learning needs of our pupils, taking account of their health and medical needs. We aim to provide a welcoming environment where children receive a rich and varied learning experience that will enable them to reach their full potential during a time that can be a very stressful for children and carers.

The Aims of the Hospital School

We value each child as a unique individual. All members of our team are familiar with the relevant equal opportunities legislation covering race, gender, gender identity, religion and disability. We strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

Our aim is to encourage children to become confident, resourceful, enquiring and independent learners. Lessons are planned to foster pupil's self-esteem and establish positive relationships with others. Children are taught to respect the ideas, values and feelings of others.

Pupils do not all learn in the same way therefore we aim to provide a variety of teaching techniques and learning opportunities. Children may work independently, in pairs or in group settings. Pupils may be involved in a practical problem solving or scientific investigation. Discussion and questioning are at the heart of every lesson. Lessons may incorporate the use of ICT or other media. Creative activities, guest visitors and performers are planned to provide a rich and varied learning experience.

The hospital school actively promotes good behaviour and the importance of respecting others. Good behaviour is continuously recognised and praised. Behaviour expectations are displayed in the classroom and discussed with pupils being taught on the ward. Staff follow the behaviour policy produced by Maple Medical PRU.

As a school our aim is to continuously evaluate and develop the service we provide. Pupils, carers and schools are regularly asked to fill in evaluation forms to allow us to ensure the needs of our pupils are being met.

Teaching at the Hospital School

Teaching takes place in the classroom or by the child's bedside depending on their individual medical needs. Teaching commences from the first day of admission if the child is medically, mentally and emotionally able to receive tuition.

As a school we follow the National Curriculum, EYFS and SEND requirements. Where possible and appropriate we contact the child's own school and use this to inform our planning and target setting. Carer's involvement is actively encouraged as their help and support is of vital importance to aid their child's learning.

The hospital school rigorously follows the safeguarding policy produced by Maple Medical PRU. All procedures and activities are planned to ensure the safety of our pupils. Staff seek information/permission from parents and medical staff when necessary. Risk assessments are completed when required.

Teachers carry out an initial assessment to identify the educational and emotional needs of the child in order to inform planning and allow children to reach the highest level of personal achievement. Assessments will be ongoing throughout their time at the hospital school to enable pupils to receive lessons that develop knowledge and skills that are appropriate for their age and ability. Each term the hospital plans a topic of work to be taught alongside the pupil's own work set by their school.

EYFS

As a school we follow the Statutory Framework for Early Years Foundation stage. Lessons with clear objectives from the EYFS framework are planned and assessed to ensure progression and are recorded on our EYFS planning document.

Key Stages 1-4

Pupils are taught a core curriculum of Maths, English and Science. In addition pupils have access to other National Curriculum foundation subjects. SRE is taught within the PSHE curriculum. Lessons for all Key Stages are planned and recorded on a database to ensure continuity throughout admissions and to inform planning for children who are readmitted. All lessons have clear lesson objectives and

plan for progression. Assessments are recorded for each session to inform future planning. Children are actively encouraged to reflect on their own learning.

SEND

At the hospital school we ensure the needs of children with SEN and disabilities are met. Information from carers and the child's own school is always obtained to inform planning, teaching and assessment methods.

Exams

As a school we aim to facilitate any exams that the children are required to sit during their time in hospital. If a pupil wishes to take an exam staff will consult with carers, medical staff and the mainstream school to identify if the exam can be sat with the appropriate requirements being put in place to abide by exam boards criteria. The emotional and medical needs of the child are paramount throughout the exam process and are monitored throughout.

Leuven Scale

At DRI we have adapted the Leuven Scale-first pioneered by Ferre Laevers and a team at the Leuven University in Belgium to identify how comfortable children are in the learning environment. Each child's wellbeing and involvement is assessed using the Leuven Scale throughout the sessions taught in the hospital to ensure each child's emotional wellbeing is continuously being met. Assessments based on Leuven Scale are recorded after each session.

Monitoring and review of policy

The SLT/Management Committee are responsible for monitoring the implementation of this policy and for reviewing the policy. This is done via observation, discussions at appraisal/CPD meetings, review of record keeping and discussions with management committee members during monitoring visits. This policy is formally reviewed every two years by the management committee.

Management Committee approval and review dates:

This policy was last reviewed by the Management Committee on _____

Next review due _____

