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Curriculum and Planning

Our curriculum is mainly based on re-engaging young people back into school and continuing to help them achieve their best possible outcomes, regardless of their educational history. We work with the hospital and community team to improve attendance and help young people work towards achieving nationally recognised qualifications. We have developed our own unique curriculum that is designed to be progressive and personalised to each young person's needs.

Curriculum Intent

We recognise that to achieve engagement and success, curriculum planning must incorporate flexibility in the face of presenting needs, which is consistently changeable. We recognise that as educators our skills lay in being adaptable and responsive to an environment that can change frequently, even over a single education session whilst helping all to succeed and make progress in their learning. As a result of our environment and cohort, it is important that our curriculum planning is understood to be flexible, adaptable, and as a guide. Our curriculum is rich, broad and balanced, but also tailored to meet the needs of our young people.

The goals of the curriculum offered are:

- To promote safety and encourage young people to be safe in their learning environment.
- To provide access to high quality learning, appropriate to need.
- To provide opportunities for progress, achievement and educational success.

- To provide opportunities for continuity in learning, including promoting cultural capital and preparation for adulthood.
- To make learning an enjoyable and a positive experience.
- To develop motivation and commitment to learning.
- To nurture and develop skills for independence and co-operation with others.
- To enable initiative, resilience and self-reliance and enhance student self-esteem and confidence.
- To explore and celebrate difference, whether of culture, belief or point of view.
- To make an effective age-appropriate careers provision.
- To work collaboratively with members of the therapy team where applicable in providing a holistic approach to a young person's education, care and treatment plan.
- To provide a range of learning opportunities for post-16 learners that lead to successful community living, a positive contribution to society and the world of work.
- To promote equal opportunities, SMSC and FBV.

Personalised Approach

Each young person, when admitted, will be placed on an individual education plan. Individual Learning Plans are our main vehicle to implement a young person's curriculum. They are designed to plan, holistically, a young person's education for the duration of the time they are with us, and they are reviewed every half term, and updated on a daily/weekly basis (as necessary).

The ILP includes baseline assessments, the Readiness for Reintegration Scale scores, and SMART targets based on a student's attendance, and any EHCP/PEP information. Progress on these targets are then monitored weekly by their Designated Teachers.

Realising the Curriculum

Our primary goal is to guarantee that every student within the school benefits from a curriculum that, while retaining its comprehensive nature, is tailored to align with the individual requirements of each young individual as outlined by their care and treatment plan.

Key Stage Three

KS3 Home track: Key Stage 3 students will be placed on the relevant curriculum from the point of entry in the year that they are admitted. If a young person is enrolled in a school, we will follow their home school's curriculum. Specific Learning Plans will be created to personalise learning to young people where necessary. PSHE, Careers and Expressive arts will continue to be led by PLS curriculum and timetable.

KS3 Starter track: If a young person is not on roll at a school, then a young person will be on our Key Stage 3 Curriculum. Specific Learning Plans will be created to personalise learning to young people. The subjects that are offered for Key Stage 3 are as follows:

Linguistics

English

Maths

Scientific

Science

Technological

ICT Functional Skills

Human and Social

Humanities

PSHE RSE & Careers

Sports & Fitness

Due to the Hospital setting being eating disorder all Sports & fitness is directly arranged via a Dietician and specifically trained personal trainers and therefore is not on the curriculum at PLS.

Aesthetic and Creative

Art

Music

Key Stage Four

KS4 Home track: Young people who have a home school and are planning to go back to their home school will be on this track. Key Teachers will contact the young person's home school and ensure that the home school's schemes of work are followed, with the intention of catching up any work that has been missed and continuing education to re-integrate them back into their home school upon discharge. PSHE and Careers will continue to be led by PLS' curriculum and timetable. Specific Learning Plans will be completed from the young person's scheme of work to personalise the learning.

GCSE track: Young people who do not have a home school but who will be following a GCSE curriculum in which they are accessing GCSE level work (whether this is Higher tier or Foundation tier) will be on this track. This will be PLS' curriculum. Subjects will be from the list below. Specific Learning Plans will be created to personalise learning to young people, which may be integrated into the SOW/ILP format.

Vocational track: Young people who do not have a home school and will be accessing a curriculum which will be more geared towards vocational subjects. Young people will mainly be completing Functional Skills level Maths and English at a level appropriate to them, determined by their baseline assessment. Specific Learning Plans will be created to personalise learning to young people, which may be integrated into the SOW/SLP format.

The subjects that are offered for KS4 for the Higher and Functional Tracks are as follows:

Linguistics

English Functional Skills

English Language GCSE

English Literature GCSE

Mathematical

Maths Functional Skills

Maths GCSE

Scientific

Biology GCSE

Chemistry GCSE

Physics GCSE

Technological

ICT Functional Skills

Human and Social

History GCSE

PSHE

Careers

Physical

Due to the Hospital setting being Eating disorder all Sports & fitness is directly arranged via a Dietician and specifically trained personal trainers and therefore is not on the curriculum at PLS. Unless a Young person is following the KS4HOME and is already engaging in GCSE level Physical Educations studies.

Aesthetic and Creative

Art (Peripatetic)

Art GCSE

Music (Peripatetic)

Music GCSE

Animal Care

Key Stage 5

KS5 Home track: Young people who are on roll at a home school and are following their home school curricula, (either A-Levels or Vocational), will be on this track. Designated Teachers will be in contact with the home school and young people will follow their home school schemes of work, except for PSHE and Careers which will be led by PLS' curriculum and timetable. Specific Learning Plans will be created to personalise learning to young people where necessary.

Academic Track: Young people who are not on roll at a college, but have passed their GCSE's and are would otherwise be doing A-Levels, will be following the Academic track. Young people will have subjects taught or facilitated (*) by PLS. Specific Learning Plans will be made from the Schemes of Work. PSHE, Careers and will be in all young people's curricula.

Vocational Track: Young people who are not on roll at a college, but have passed their GCSE's and would otherwise be doing vocational subjects (e.g. a Diploma or an Extended Diploma), will be following the Vocational track. Young people will have subjects taught or facilitated (*) by PLS. Any subjects that young people want to study that are not able to be taught or facilitated will be explored through online tuition and independent research, led by the key teacher. PSHE and Careers will be taught from our curricula. Specific Learning Plans will be created to personalise learning to young people where necessary. No subjects at this time are able to be examined whilst at PLS but PLS will be exploring JCQ registration.

Restart track: Young people who are not on roll at a college, and have not passed their GCSE's but have plans to resit them at another educational establishment, are therefore on this track, where they will be studying only their subjects for GCSE resits.

Exploration track: Young people who are not on roll at a college, and have not achieved their Maths and English GCSE's (or have only achieved one of them), will be on this track. They are likely to not have been in school for a long period of time. These young people we will focus on completing their Maths and/or English Functional Skills examinations, starting with the level young people are baselined at. In addition to this, young people will do PSHE and careers ; and explore other subject options from KS3 options to add to their ILP

Education, Health and Care Plan EHCP

An EHCP is a legal document that describes a child or young person's special educational, health and care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in life.

An EHCP supports a young person all the way until the age of 25. We have a dedicated member of staff who, if a young person does not have an EHCP, will put an application in place with the young person's local authority for the young person, in consultation with the young person's psychiatrist, and the parents/carers. An EHCP that is already in place will have an annual review completed by our team, and the meeting organised with relevant professionals – both in the community and within the hospital.

More Able and Talented (MAT)

We are committed to helping all students achieve the best they can. In line with all UK schools, we maintain records of students who meet this criteria and provide enrichment to enable these students to excel in their area, in addition to extension activities in lessons. A wide range of provision is used to ensure that students identified in this group are provided with the stimulation to enable them to fulfil their potential.

Social, Moral, Spiritual and Cultural Aspects of the Curriculum (SMSC) & Fundamental British Values (FBV)

We acknowledge the significance of fostering SMSC development and emphasise the chances provided by each curriculum subject to engage, investigate, and impart these principles and values appropriately. The curriculum also incorporates and underscores the Core British Values of democracy, the rule of law, individual liberty, mutual respect for diverse faiths and beliefs, and tolerance for individuals without religious beliefs.

The PSHE & RSE Policy elaborates on the procedures and approaches followed by PLS in alignment with its legal obligations.

Provision for students for whom English is an Additional Language (EAL)

We are committed to provide equal opportunities for all of our students and accordingly, we ensure that students are not disadvantaged by language differences. Further advice from the home school or young person's LEA will be sought and specific support provided so any student with English as an additional language will have the same access and opportunities as students for whom English is the primary language.

Careers Guidance

We offer careers guidance through our PSHE curriculum which addresses particular career Tracks and interests on an individual basis and facilitate work experience where possible. Short courses from ASDAN into Careers and uniformed services are available for KS3-4 and Post 16.

Discharging from the Hospital

There is a multi-disciplinary team approach to discharge, to ensure the safety is the main priority for young people.

Discharges to step down units, the community, or home schools are all facilitated in liaison with parents/carers; social workers; local SEND teams; NEET teams and the team within Park Lodge School so that we ensure education is continued at whichever setting a young person goes to.

Exam & Assessment Results

When ready, pupils will be supported via their home registered schools to complete exams or be entered as a private entry via a third party site. PLS will be exploring JCQ registration in the future.