

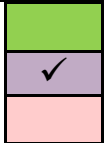

Audit of provision of the personal development interventions within our curriculum


Context:


As an education provision delivering schooling for young people who are in-patients as a result of an acute mental health crisis, we provide a curriculum which meets not only their academic needs, but also supports and encourages their personal development. Due to the nature and cause of their admission, all of our young people are considered to have 'SEND' due to their social, emotional and mental health difficulties and many have specific and identified areas of need such as ASD. Our interventions are, depending on the cohort, often bespoke and always dynamic as we respond to the ever-changing needs of our young people. We continuously explore new opportunities for interventions that will benefit our young people, enabling them to access other areas of the curriculum more readily as well as improving outcomes when transitioning back into the community post-discharge.


Community Links	Cultural and spiritual	Careers information, advice and guidance	Physical health	Social Interaction	Activities for daily living
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Personal Development Subject Area	Why we do it (Intent)	What we do (implementation)	Significant focus	Impact
AIG	<ul style="list-style-type: none"> - High number of young people who are NEET and in need of support and direction for their 'next steps'. - We aim to help YP to explore what's out there and build confidence and skills to be able to apply and start new courses or employment. 	<ul style="list-style-type: none"> - Department for Work & Pensions advisor visits regularly - Visiting speakers from a range of professions (Essex Fire & Rescue Service, British Transport Police, Understanding Animal research and various charities) - Virtual work experience forums - support with applications to schools, colleges, universities and for apprenticeships and jobs 		<ul style="list-style-type: none"> - Better and more successful reintegration to home schools and colleges for young people meaning their education continues post-admission - 'NEET' young people are supported and feel more able to explore next steps with professionals and are helped with application or interview process - improved outcomes for YP who are NEET
Art & Design	<ul style="list-style-type: none"> - Art encourages YP to become autonomous and creative problem-solvers. - It helps YP to develop imaginative thinking whilst exploring materials and 	<ul style="list-style-type: none"> - A range of art projects on different topics – Pop Art, Art Deco, Eyes, impressionism etc. - Trinity Arts Award – accredited art project which is accessible to YP through short 'project' nature of task 		<ul style="list-style-type: none"> - Accredited qualification in Art achieved during course of admission

	<p>resources and making choices about materials, colours, textures and tasks.</p> <ul style="list-style-type: none"> - YP can explore their identity, emotions and memories through art activities and they can enjoy a connection or social interaction whilst working on a piece. - Art is often a therapeutic activity which offers opportunities for self-expression, insight and reflection. Activities are often relaxing, stress relieving and grounding. - Art focuses on the process of creation and the making and the enjoyment of the process – the end product is a bonus and it doesn't require artistic knowledge or ability. - Art work is shared and displayed in classrooms and on the ward to enhance the communal spaces. - Art can be developed and used as a healthy coping strategy for YP. 	<ul style="list-style-type: none"> - Craft projects available through varied staff skill set - needlework, cross stitch, knitting, making bracelets - Nature art as part of Outdoor Education sessions or as stand-alone activities – land art created using a range of natural materials to create sculpture and art whilst considering nature and the changing seasons - Mural work within Education Centre and ward garden spaces 		<ul style="list-style-type: none"> - Improved fine and gross motor skills through use of a range of equipment and tools - Exploration of creativity for YP who had previously felt too uncomfortable to try - new skills and interests developed which can then be used as 'strategies' to independently manage ongoing mental health - Improved social skills as working on collaborative projects encourages discussion, peer support and social interaction - Improved resilience as new skills are developed and honed through process of trial and error - emotional intelligence explored and discussed through use of different platform images or objects - Improved communal spaces where art work is displayed with pride
<p>Outdoor Education</p>	<ul style="list-style-type: none"> - Access to much needed outside spaces with fresh air and nature and exercise – YP have limited access to outdoors - therapeutic and mindful activities to allow relaxation and meditation in nature - encouragement of 'play' and experimentation with natural materials 	<ul style="list-style-type: none"> - Outdoor lessons following either a 'coastal' scheme based at a local beach or a 'forest' scheme using the hospital garden space and the wider hospital grounds or local area - Stand alone sessions focusing on a task that may link to topics or interests - 'Forest' lessons include a range of therapeutic activities including art and crafts which encourage exploration of nature and natural materials. - Activities such as HapaZome, nature weaving, leaf stacks and roses and other 'land art' inspired activities. 		<ul style="list-style-type: none"> - YP have better understanding of local environment and the flora and fauna - Improved health through regular access to fresh air and sunshine and the physical and mental benefits of being outside - increased confidence and resilience through learning new skills and how to use new tools and equipment

	<ul style="list-style-type: none"> - increase understanding and awareness of natural world around them and a greater respect for the environment - Risk/benefit of accessing open spaces as part of reintegration home and into community - introduction to use of some basic tools and fire in a safe and managed way - Build confidence by revisiting activities, allowing confirmation of learning - push comfort zones as YP try new activities or access nature in ways that they haven't before - Helps YP to connect with their environment 	<ul style="list-style-type: none"> - Introduction to the recognition of a range of local flora and fauna. - Basic gardening activities including planting, growing seeds, weeding, decorating and designing garden features and nurturing crops to use in cooking. - 'Coastal' lessons include a range of activities such as beach combing, art and crafts, flora and fauna recognition, rock-pooling, land art using natural materials on the beach and looking at geographical features of the beach area. 		<ul style="list-style-type: none"> - staff/student relationships improved as trust is shown in using tools and visiting off-site areas - opportunities for YP from urban areas to visit beach/woodland for the first time in some cases - improved social skills as unstructured time outdoors is experienced - confidence increased with being off-site which supports the move towards discharge
<p>PSHE/SRE</p>	<ul style="list-style-type: none"> - YP can develop an understanding of how rights related to relationships, sex, gender and sexuality contribute to the freedom, equity, dignity and safety of all people - YP have opportunity to discuss and engage with specialist services or are aware of who and how to contact, if needed - YP are able to feel, think, question, embody and share their thoughts on sensitive topics - YP are free to be themselves and value diversity across the domains of sex, gender, sexuality and relationships - YP are supported to understand and cope with change, conflicts and pressure and given the knowledge to recognise discrimination and violence 	<ul style="list-style-type: none"> - Terrence Higgins Trust sessions termly discussing a wide range of SRE issues with YP. - Government SRE Guidance documents informing practice and content within sessions - EYPDAS referrals made by Education Team in agreement with YP - PSHE curriculum – touches on some of the SRE issues - Parliament Education system - Action for Family Carers – referrals made - Essex Young Carers – referrals made - Healthy Schools Award 		<ul style="list-style-type: none"> - YP are empowered to understand their rights - clear signposting to support avenues for a range of issues - Increased confidence in YP about how to access help and support in the community - confidence within a 'safe space' to be their true, authentic selves and to explore identity in a supportive way - YP with alcohol or substance abuse difficulties access support - quick access to health professionals on the ward and at local hospital

<p>Beliefs and Values</p>	<ul style="list-style-type: none"> - YP are empowered to feel confident to seek support and advice on equalities and equity, health and violence regarding relationships, sex, gender and sexuality. - YP are encouraged to research and engage with a wide range of challenging topics including society, current affairs and many other controversial or topical issues. - Opportunities are created for healthy debate and the ability to meet and engage with professionals and experts from a range of fields. 	<ul style="list-style-type: none"> - Weekly PSHE/Beliefs and Values sessions covering a range of topics: Values, beliefs and decision making, ethics e.g. Animal right, vaccinations, abortion, environment, sustainability, community action, crime and punishment, religions, famous influential people, Remembrance, Consent, Bullying, healthy relationships, Citizenship, parliament, voting - Poplar Press – weekly student newspaper session – including discussion and increased awareness of news and current affairs 		<ul style="list-style-type: none"> - Increased confidence within YP to discuss challenging topics with peers and adults - Improved verbal communication skills - Exposure to adults from a range of organisations which increases understanding of the different jobs that people do - Opportunities to practice interaction with unfamiliar adults within sessions - Opportunities to develop empathetic understanding of others through group discussion and news coverage - Increased awareness of the wider world and issues affecting it on a local and global scale
<p>Food Tech/ADL</p>	<ul style="list-style-type: none"> - YP are empowered to plan, create and make food whilst learning about nutrition and a balanced diet as well as the skills required to prepare food safely and use a range of kitchen tools and equipment. - YP enjoy the shared enjoyment of working with peers to prepare food and then eat it together. 	<ul style="list-style-type: none"> - YP choose recipes and find out about ingredients - YP go with staff to purchase ingredients in local community - Small group or individual sessions in ADL kitchen - prepare equipment and ingredients required for recipe - Follow recipe independently, where possible, but support given as needed - taste and review meal with peers and staff - wash up and clear up all equipment and ingredients used at the end of every session 		<ul style="list-style-type: none"> - Skills developed to help YP plan a healthy and balanced diet - Basic cooking skills demonstrated and practiced - Confidence developed in trying new foods, recipes and cooking equipment

	<ul style="list-style-type: none"> - YP have the opportunity to try new and unfamiliar foods and ingredients as well as sharing recipes and ingredients from their own family and cultural background. - Independence and life skills are promoted and supported to increase opportunities for YP to be independent in the community and post-discharge. 	<ul style="list-style-type: none"> - Dietary awareness of planning, preparing and cooking a range of balanced meals on a budget - Route planning and budgeting for travel to home, school or place of work 		<ul style="list-style-type: none"> - Understanding developed of how to manage and shop on a budget - Opportunities to work independently, as part of a group and with an adult
<p>Physical Education</p>	<ul style="list-style-type: none"> - Improving personal fitness and stamina. - providing opportunities to socialise with peers and staff. - increasing concentration as they learn and develop new motor and co-ordination skills. - improving academic performance. - building a stronger heart, bones and healthier muscles. - encouraging healthy growth and development. - improving self-esteem and confidence as they master new skills, build on relationships and feel better about themselves. - Improved sleep. - stress reliever as able to expel energy through physical movement - useful distraction as focus on activity distracts from other thoughts and feelings - endorphins released whilst being physically active which help to lift mood - visit local community leisure facilities, meeting and engaging with the general public 	<ul style="list-style-type: none"> - Weekly visits to local leisure centre to play Badminton - Weekly visits to local leisure centre to do trampolining - Walks in local area (beach or parks and woodland) - Visiting sports coaching sessions in hospital garden - BikeAbility Programme – visiting trainers talk YP through basic bike maintenance and how to ride bikes safely on the roads 		<ul style="list-style-type: none"> - Improved health through regular access to fresh air and sunshine and the physical and mental benefits of being outside - increased confidence and resilience through learning new sports, skills and techniques - Resilience developed through learning new and unfamiliar skills - Sport and exercise recognised as strategy to support and enhance mental health and well-being - Opportunities to visit local sports facilities and increased awareness of what's available in community - Increased independence (bike training) - improved engagement with peers and staff through more relaxed setting of sports sessions

	- increased awareness of what is available and how to access it			
Community Visit Programme	<p>- YP experience off-site visits which support their reintegration and transition back to communities and home.</p> <p>- YP are exposed to a range of cultural and educational environments which may be new or unfamiliar and offer opportunities to assess coping mechanisms and how YP are able to implement coping strategies if they experience difficulties.</p> <p>- Opportunities to 'practice' visiting different environments allows YP to prepare for a range of different environments and we can support, with help of the OT, to expose people to areas they may have previously found difficult such as outside spaces or busy, loud environments.</p> <p>- YP increase awareness of what kinds of places are available in the local area and beyond, how they access these places and how they can become involved in their local community.</p>	<p>Regular visits to a range of local places of interest. These can include: Fire Station, theatres, beaches, woodlands and parks, museums, Planetarium, libraries, activity centres, leisure centres, airports, shops, places of worship.</p>		<p>- Increased confidence in leaving the hospital site and visiting local area, preparing for discharge and reintegration back into community</p> <p>- Increased awareness of local facilities available for public service, leisure and worship</p> <p>- Engagement opportunities with unfamiliar adults in the community</p>