



The Poplar Adolescent Unit
Therapeutic Education Department

TEACHING, LEARNING AND CURRICULUM POLICY

Accepted by the Management Committee:	February 2024
Review Date	February 2025

Teaching, Learning and Curriculum Policy

This policy is in line with the Local Authority's Policies and Procedures on Equality and Diversity. The Unit's Disability Equality Policy - Equality Duty - Accessibility Policy and Plan states a commitment to ensure that learners or staff are not discriminated against on the grounds of sex, race, disability or marital status.

1 Statement

The curriculum for the PRU Service is defined in section one of the Education Reform Act (1988) and in Section 19 of the Education Act (1996). In addition to supporting the aims, ethos and values of our school that all young people should be:

- *successful learners who enjoy learning, make progress and achieve*
- *confident individuals who are able to live safe, healthy and fulfilling lives*
- *responsible citizens who make a positive contribution to society*

Our curriculum meets the two statutory aims of the Secondary National Curriculum (2014):

1. *The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.*

2. *The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.*

The main aim of Poplar Adolescent Unit (Education) is to enable pupils to re-engage with education and to work towards reintegration into their mainstream schools or colleges. To that end, the curriculum is constructed in partnership with the pupil's mainstream school so as to allow the greatest possible continuity of content and standards.

Mental health and emotional and behavioural difficulties may need to be addressed using specified programmes and teaching styles. These will be reflected in the Individual Education Plans and the Care Programme Approach.

Poplar Adolescent Unit (Education) aims to provide a broad and balanced curriculum as far as is possible within the bounds of a hospital setting. We do not have a full range of subject specialists available but we access expertise through our local mainstream schools and colleges, staff

development and training, links to other hospital schools and units and a range internet sites and resources.

Guidance is clear:

Supporting pupils at school with medical conditions (DfE, December 2015) Ref: DFE-00393-2014

(Statutory guidance for governing bodies of maintained schools and proprietors of academies in England)

Key Points:

- Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.
- Governing bodies must ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Governing bodies should ensure that school leaders consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are properly understood and effectively supported.
- The aim is to ensure that all children with medical conditions, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential.
- Long-term absences due to health problems affect children's educational attainment, impact on their ability to integrate with their peers and affect their general wellbeing and emotional health. Reintegration back into school should be properly supported so that children with medical conditions fully engage with learning and do not fall behind when they are unable to attend.

Our Vision

We aim to prepare young people for re-integration by identifying their individual curriculum requirements and supporting their personal, social, health and emotional needs within a safe and nurturing environment. PUT NEW ETHOS IN HERE???

We aim to meet the young person's needs by:

- **Setting suitable learning challenges**

We plan our curriculum using National Curriculum programmes as the young peoples' starting point; however, we recognise that we must plan also according to individual need, as all the students are following different home school programmes, and differ in age and ability. Our short term planning is done on an individual level and differentiated to make the work accessible and enjoyable.

Appropriate challenges are set by individual learning plans, which are implemented by –

- **Carrying out an induction and evaluation**

When young people are admitted to the ward and undergo assessment, they are met by their Key Teacher who explains about the school, and asks them to complete a short set of information forms

about themselves and their educational and emotional circumstances. This helps to inform academic planning and serves to introduce the young person to the rest of the team.

- **Effective liaison with the Home School**

On admission to the education centre, the home school is contacted, asking for a range of information such as attendance, grades/levels, key contacts etc.

- **Responding to young people's diverse learning needs**

Poplar Adolescent Unit is committed to eliminating discrimination and promoting equality for all its employees and users of the school facilities, and has implemented a vision statement to outline these objectives. The expectation is that all visitors and associates of this school act in an equally committed manner and observe this ethos.

We set high expectations and provide relevant opportunities for our students to achieve. As a staff group we are aware that students bring with them different experiences, interests, strengths and issues that influence the way they learn. We ensure that our planning and delivery encompasses a variety of approaches to teaching and learning to maximise accessibility for all learners.

Teachers can take specific action to respond to students' diverse needs by:

- **Creating effective learning environments**

We provide opportunities for students to use resources and software that they are familiar with, and used by many schools and establishments. Where possible we match like for like. The classrooms are set up so that students can work independently or as part of a small group. The high staff ratio gives plenty of opportunities for discussion and support. We also have appropriate space per student to meet Health and Safety guidelines in the workplace facilitating wheelchair accessibility and personal workspace.

- **Securing motivation and concentration**

The young person's motivation and concentration is often compromised by the reasons that brought them to hospital. Sometimes the effects or side effects of medication can play a part in impeding learning. A personalised timetable and close liaison with the key teacher can maximise the chances of the work being appropriately stimulating and at the right level. Our links with the clinical staff also ensure that we are kept in touch with current medication regimes and possible effects of these.

- **Providing equality of opportunity through teaching approaches**

Each young person completes a 'One Planning' style questionnaire, which is shared among staff. The information is detailed, giving indications of barriers that students are having to surmount to fully access learning. They also identify what strategies they, and staff may use to help overcome those barriers. In the first few days of admission, contact is made with the student's school to find out how they best learn in class and what their strengths and issues may be for their teachers.

- **Using appropriate assessment approaches**

A variety of assessment approaches are used currently, and more of these can be adapted for student use. Advisory teachers working for Essex County Council are there to offer support and ideas to make assessment fair, realistic and accessible to all our learners.

- **Setting targets for learning**

Target setting is an integral part of our work here. As the young people are regarded as having SEND during their stay in hospital, they are observed at work, then given individual work targets, which are set in agreement with the student. These are reviewed on a half term basis, or whenever the young person has their CPA review. On a daily basis, IEP targets are shared on all individual session plans, and are revisited with their teachers for the student to recognise their relevance to the work that is being done.

- **Overcoming potential barriers to learning and assessment**

If the particular requirements of our young people are not met in the classroom, this could create barriers to effective learning. For these groups and individuals, we have access to specialist staff throughout Essex County Council. In our immediate environment we can adapt working materials to suit the learning style of the young person who might otherwise be compromised in participating. Resources can include 1:1 staff, observations, physical, academic or emotional support as needed.

Teachers can make learning and assessment most effective by:

- **Providing for those who need help with communication, language and literacy**

This provision can be met with high staff ratios, advisory specialists, and augmented communication aids where necessary. Learning and assessment tools can be provided in a visual manner, for example, to aid understanding where language processing is an issue. The teachers at Poplar have SEN backgrounds and work histories and can draw upon past experiences to help current students. For those with English as a second language, interpreters can be provided.

- **Planning, where necessary, to develop understanding through the use of all available senses and experiences**

Varied approaches to learning can be adapted to suit the preferred style of the learner. More specific needs can be tailored to the individual through use of advisory teaching and learning specialists, and bringing in of appropriate learning resources.

- **Helping students to manage their behaviour, to take part in learning effectively and safely**

It is vital from the outset to communicate our expectations in terms of behaviour in a context that the individual can understand and see relevant. A consistent approach is adopted by all staff members, down to key words or phrases that are effective, or trigger situations that may increase the student's sensitivity to unwanted patterns of behaviour. Each student brings with them educational experiences that impact on present abilities. Incidents are recorded on the Trust's on-line Datix system that is shared among the multi-disciplinary team.

- **Helping individuals manage their emotions, particularly trauma or stress, and to take part in learning**

This section is particularly relevant to our learning environment because of the reasons that bring young people here. Each student is assigned a "key teacher" who becomes familiar with the circumstances of the student. A position of mutual trust is the desirable outcome, where the young person, in conjunction with clinical staff, can be eased through periods of trauma to return to a mental state where learning can take place. Ongoing staff development with the ward and outside agencies keeps the teachers informed of current ideas and treatments for mental health issues, and this happens on a daily basis during staff handovers.

Monitoring, evaluation and review

- Regularly review performance against this teaching, learning and curriculum policy
- Have a periodic review of individual performance through Observation of Teaching, Learning and Attainment
- Identify areas for individual and service-wide development through both formal and informal procedures, i.e. whole team "Inset days".
- Continue individual professional development on a planned, regular and recorded basis, through 1:1 manager supervisions each half-term.
- Work as part of a team to share good practice, with one another and the wider ward, and teaching and learning community.
- Provide professional guidance, where appropriate, for all staff
- Promote this and other policies at all times when working with others and / or representing the Service or Council

2 Principles

The curriculum is informed by the Secondary National Curriculum (2014) as well as the therapeutic and personal development needs of the young people that we support.

Each young person has an individual and bespoke timetable based on the below format but incorporating their own studies and interests.

Education Timetable - Spring Term 2024

Session	Monday	Tuesday	Wednesday	Thursday	Friday
9:30am-9:45am	Morning meeting on the ward (Nursing team + Education staff + Young People)				
1 9:45am-10:45am	ITT/Science	ITT/Science/ Maths	Maths/Science	Sport	Poplar Press/ ITT
Break 10:45am-11:15am	Informal Social Time	Informal Social Time	Informal Social Time	Informal Social Time	Informal Social Time
2 11:15am-12:15pm	English/Science	Maths/English/ ITT	English/ITT/ Maths	Science/Maths/ English	Science/English/ ITT
Lunch - 12:15pm-13:30pm					
3 13:30pm-15:00pm	Trampolining	PSHE/Art	Cooking/Art	Community Visit	Badminton

Additionally, we incorporate a number of interventions within our curriculum that support the personal development of our young people. 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.

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
-----------------	------------------------	--	-----------------	--------------------	-----------------------------

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"> - KUDOS career development service helping to explore, develop and maximise potential - Department for Work & Pensions advisor visits and telephone support calls - 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. 	<table border="1" style="width: 100%; text-align: center;"> <tr><td style="background-color: #ffff00;">✓</td></tr> <tr><td style="background-color: #ffcc00;"></td></tr> <tr><td style="background-color: #99ccff;">✓</td></tr> <tr><td style="background-color: #99ff99;"></td></tr> <tr><td style="background-color: #cccccc;"></td></tr> <tr><td style="background-color: #ffcccc;">✓</td></tr> </table>	✓		✓			✓	<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 resources and making choices about materials, colours, textures and tasks. 	<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 	<table border="1" style="width: 100%; text-align: center;"> <tr><td style="background-color: #ffff00;">✓</td></tr> <tr><td style="background-color: #ffcc00;">✓</td></tr> <tr><td style="background-color: #99ccff;"></td></tr> <tr><td style="background-color: #99ff99;"></td></tr> </table>	✓	✓			<ul style="list-style-type: none"> - Accredited qualification in Art achieved during course of admission - improved fine and gross motor skills through use of a range of equipment and tools 		
✓										
✓										

	<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 Forest School 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 	<table border="1" style="width: 100%; text-align: center;"> <tr><td style="background-color: #ffcccc;">✓</td></tr> <tr><td style="background-color: #ffcccc;"></td></tr> </table>	✓		<ul style="list-style-type: none"> - 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 			
✓									
Outdoor Education (Forest & Coastal School)	<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 - 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 	<ul style="list-style-type: none"> - 6 session cycles of 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 - 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' activities. - Introduction to the recognition of a range of local flora and fauna. - Basic gardening activities including planting, growing seeds, weeding, decorating and designing 	<table border="1" style="width: 100%; text-align: center;"> <tr><td style="background-color: #ffff00;">✓</td></tr> <tr><td style="background-color: #ffcc00;"></td></tr> <tr><td style="background-color: #99ccff;">✓</td></tr> <tr><td style="background-color: #99ff99;">✓</td></tr> <tr><td style="background-color: #ffcccc;">✓</td></tr> </table>	✓		✓	✓	✓	<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 - staff/student relationships improved as trust is shown in using tools and visiting off-site areas
✓									
✓									
✓									
✓									

	<ul style="list-style-type: none"> - 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"> 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"> - 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
PSHE/SRE/	<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 - YP are empowered to feel confident to seek support and advice on equalities and equity, health and violence regarding relationships, sex, gender and sexuality. 	<ul style="list-style-type: none"> - Brooke sessions termly discussing a wide range of SRE issues with YP. - SCARFE – support sessions around issues arising from Domestic Violence - Government SRE Guidance documents informing practice and content within sessions - School Nurse visits to speak to the group about a range of topics including self-care - EYPDAS visits and support sessions which touch on some SRE issues relating to substance abuse - EYPDAS referrals made by Education Team in agreement with YP - PSHE curriculum – touches on some of the SRE issues 		<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
Beliefs and Values	<ul style="list-style-type: none"> - 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 	<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, 		<ul style="list-style-type: none"> - Increased confidence within YP to discuss challenging topics with peers and adults - Improved verbal communication skills

	with professionals and experts from a range of fields.	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"> - 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
Food Tech/ADL	<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. - 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"> - 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 - Dietary awareness of planning, preparing and cooking a range of balanced meals on a budget - Travel training opportunities with members of Education Team using a range of local public transport options including bus, train, taxi and minibuses. - Route planning and budgeting for travel to home, school or place of work 		<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 - Understanding developed of how to manage and shop on a budget - Opportunities to work independently, as part of a group and with an adult - Independence promoted for YP as they learn coping strategies for using public transport - Improved access to local community through public transport links – access to education, health care and leisure facilities

				<ul style="list-style-type: none"> - Improved relationships with family and friends through ability to travel independently
Thinking Skills	<ul style="list-style-type: none"> - YP are able to work with peers to explore a range of topics relevant to their mental health, learning styles, memory and general functioning. - Opportunities are identified to deliver skills in a relaxed and informal way with a range of activities involving practical activities, quizzes, films and visual resources as well as debate and discussion opportunities within sessions. - YP can self-evaluate their learning within these sessions and then are encouraged to use new skills within their toolbox of strategies as part of their recovery. 	<p>Opportunities to explore thinking skills are included across the curriculum within a range of sessions. "Relationships with Peers" is one of 5 headings of mental health functioning that we are required to assess for a weekly clinical report, informing ward decisions. Thinking skills give us a clear vision of how our young people learn with and from each other.</p> <p>Thinking skills demonstrate how the mind works, how we learn, how we can problem solve and improve our memory, focus and understanding. When using these skills in sessions, YP work in small groups or pairs. Much of the work is discussion based or involves practical tasks. Topics might include Learning Styles, Assumptions, memory, Concentration and Lateral thinking.</p>		<ul style="list-style-type: none"> - Collaborative working skills improved for YP who may find group work tricky - Opportunities to learn from peers as well as share knowledge and experience - Self-reflective opportunities - skills developed to aid memory, concentration and lateral thinking - Verbal communications skills developed through debate and discussion within small, class groups
Physical Education	<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 	<ul style="list-style-type: none"> - Weekly visits to local leisure centre to play Badminton - Walks in local area (beach or parks and woodland) - Visiting sports coaching sessions in hospital garden - Substance Bikeability Programme – visiting trainers talk YP through basic bike maintenance and how to ride bikes safely on the roads - weekly trampolining sessions - visits to adventurous training centres to use facilities including high ropes, obstacle courses, go-karting, archery, target shooting and climbing walls 		<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)

	<ul style="list-style-type: none"> - 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 - increased awareness of what is available and how to access it 			<ul style="list-style-type: none"> - improved engagement with peers and staff through more relaxed setting of sports sessions
Community Visit Programme	<ul style="list-style-type: none"> - YP experience off-site visits which support their reintegration and transition back to communities and home. - 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. - 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. - 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>Regular visits to a range of local places of interest. These include: Fire Station, theatres, beaches, woodlands and parks, museums, Planetarium, libraries, activity centres, leisure centres, airports, shops, places of worship.</p>		<ul style="list-style-type: none"> - Increased confidence in leaving the hospital site and visiting local area, preparing for discharge and reintegration back into community - Increased awareness of local facilities available for public service, leisure and worship - Engagement opportunities with unfamiliar adults in the community -

3 Curriculum Planning and Monitoring

It is the responsibility of subject leads to plan and manage the curriculum, assessment and recording for their subject areas. They report back regularly to the Executive Head who provides detail to the Management Committee via the termly report.

Reviewed – February 2024

Signed