

Neurology Rehabilitation classroom

CURRICULUM STATEMENT

INTENT:

What is the aim / vision for this department?

- To give the pupils opportunities to access the classroom and education
- To give pupils with no named school the opportunity to experience an educational setting
- To prepare the pupils for their transition to education post discharge and a return to their home school/alternative educational placement/ongoing rehabilitation care
- To support the pupils in their cognitive and physical rehabilitation
- To assess pupils current cognitive ability in comparison to their prior learning
- To help the pupils regain their knowledge and understanding of their prior learning
- To give the pupils motivation to access education
- To give the pupils opportunity to socialise and engage with peers
- To collaborate with other members of the HIRT team on joint targets
- To collaborate with other members of the HIRT team to ensure a successful transition, post discharge, to education

What do we expect students to get from the classroom?

- The confidence and willingness to participate in education and engagement with others
- Enjoyment of attending class
- To regain and improve on specific cognitive skills affected by their injuries
- To maintain, where appropriate, prior knowledge and learning
- To access home school resources
- To maintain links with home school
- To follow the home school scheme of work, where appropriate, for specific subjects (primarily English, Maths and a subject of interest)
- To be equipped with cognitive skills that will help them to be successful learners
- To be ready for successful re-integration back to home school
- To be equipped with the cognitive skills that will help them to be successful employees

IMPLEMENTATION:

How does learning develop during the hospital admission?

- Wherever possible students are initially assessed using either/or/both formal and informal methods e.g. quizzes, low-threat questioning, self-testing
- Pupils are initially included in whole class topics
- Whole class topics follow the calendar of 'special occasions'
- Whole class topics are chosen which can be inclusive to all
- Whole class topics will be cross-curricular and aim to develop the pupils' cultural capital
- Pupils are supported in learning concepts with practical and visual aids

- Individual planning will compliment HIRT team targets (as part of a pupils rehabilitation programme)
- Individual planning is modified depending upon the recovery of the brain injury
- Individual planning is modified taking into account the pupil's medical needs
- Pupils follow a scheme of learning as detailed in their individual targets and planning
- If possible pupils follow the scheme of learning from their home school
- Where applicable pupils follow the targets as detailed on their EHCP
- Individual planning will include a focus on topic specific vocabulary and will interweave planned repetition
- Objectives will be sequential
- Objectives will be age and/or level appropriate and will be taken from PIVATS, Early Years stages of learning, National Curriculum, Unit Awards and GCSE schemes of work
- Schemes of learning will be taken from PIVATS, Early Years stages of learning, National Curriculum, AQA Unit Awards and GCSE schemes of work

What principles have guided our decision making in developing this curriculum? What is distinctive about our curriculum?

- Environmental and staffing limitations
- Physical needs of pupils
- Small class size, individual planning and targets for each pupil
- Supporting pupils when medical needs may regress, progress or stabilise
- Daily changes to pupils' medical status
- Supporting pupils with changing cognition and fluctuating mood
- Each pupil's specific medical needs
- Observation and assessment of pupils in specific areas of functioning in order to report to medical team the affects of the injury and/or illness
- Pupils accessing the classroom at ad hoc times throughout the school year, throughout their hospital admission and the school day
- Pupils needing to have medical interventions at ad hoc times throughout the school day

How is the curriculum supplemented or enriched by other approaches to learning?

- Activities linked to 'cultural capital' where appropriate including hospital schemes
 - 'Read for Good'
 - 'Listening books'
 - 'music as medicine' project
 - Hospital arts programmes
- Other outside agency projects
- LSA support
- I.T resources

IMPACT:

What forms do assessments take? What is the purpose of assessment?

Formative assessment

- Contact with home school to gain pupils prior knowledge and curriculum levels
- Discussion with parents and/or carers
- Shared medical information detailing the areas of brain affected by their injury/illness (and likely impact of this)
- Teacher observation / questioning
- Memory tasks

- IDL reading and spelling
- Number screening test
- WRAT (wide range achievement test) (discussions ongoing with HIRT Psychologist and Neuro-Consultant to purchase this series of tests)
- Head injury 'functioning in education' tracker
- Engagement Model tracking

Summative assessment

- Head injury 'functioning in education' tracker
- 'Engagement Model tracking
- Number screening test
- 'I can' statements
- Questioning conducted to inform necessary intervention, targeted revision and teacher planning
- Progress may be reported to parent/carer, home school and/or medical team

How do we know if we have a successful curriculum?

- Parent/carer knowledge and agreement of class targets
- Pupil progress
- Increased pupil confidence and engagement
- Pupils are prepared and ready to transition to their home school, alternative educational establishment or specialist neuro-rehab unit
- The skills learnt will enhance their employability status