

Curriculum Planning

Meet the pupil and parents/carers. Make initial introductions and gain permission to contact the enrolled school.



Gain a baseline idea of how the pupil communicates and accesses learning. Specifically their means of communication, physical ability, level of cognition, motivations, any relevant medical information including recent educational achievements and priorities by

- 1) Discussing with parents/ carers and the nursing team the pupils' educational needs and relevant information.
- 2) Calling the enrolled school for details of most recent levels of working, current targets, advice and information around the curriculum and request a copy of the EHCP & the most recent annual review.
- 3) Carrying out 'Meet & Greet' assessments to gain an understanding of the pupil's current skills, interests and needs.



Seek further advice where necessary e.g from a colleague, SEN team or other agency OR ask more questions to the school, parents, the pupil etc.



Devise targets (or focused assessment areas), ensuring that any targets are set at the pupil's current baseline, that they are functional and align with the enrolled school targets where possible and give the opportunity for a breadth of experiences over a range of curriculum areas. Set 1 to 2 targets - where possible, at least one of these should be in the area of Language and Communication. Targets should be aimed at a mix of maintaining and generalising skills acquired and teaching or practicing new skills.



Deliver 1:1 sessions daily to work on individual targets and offer daily support to engage and participate in a breadth of workshops and experiences (in classroom or by bedside).



Refine targets and approaches once you are familiar with the pupil and their current levels of functioning. Ensure this remains dynamic to changing needs and, where necessary, contact the enrolled school or the medical team again to discuss any queries and questions. Maintain a regular, on-going dialogue with parents/carers and the pupil.



Record daily outcomes on School Pod and report to the enrolled school regularly and on discharge, outlining progress against targets set and noting any additional assessments carried out.

