

Oxfordshire Hospital School

Context
February 2023



Introduction

At OHS we believe in putting pupils at the heart of everything we do. Through trust, positive relationships and a commitment to working together, we inspire pupils to do their best.

The OHS is a unique school with a dedicated team of staff that consistently strives to transform learning outcomes for the young people we teach. The school has a clear sense of purpose and we are all relentlessly ambitious in aiming for outstanding outcomes in all aspects of the school's work; we are proud of the learning culture we create at the school and of the strong relationships that we develop with our wide range of stakeholders.

At the OHS, we believe in a completely personalised approach. We are dedicated to providing individualised support and guidance, and a curriculum tailored to meet the needs of each young person. This personalised approach is a golden thread that is woven into the fabric of our school and can be seen in everything we do - from our systems and processes to our teaching methods and relationships with pupils.

The Oxfordshire Hospital School is a highly effective organisation, but will never be complacent. The school aims to not only to sustain what has been achieved but to consistently improve the range and quality of the provision we offer in order to ensure the very best outcomes for our pupils.

Who and where We Teach

Oxfordshire Hospital School (OHS) is an Oxfordshire County Council (OCC) maintained school, based across a number of settings throughout the county of Oxfordshire and is designated as a Special School. The school has three main settings.

1. [Children's Hospital Teaching Sector](#)
2. [Highfield Teaching Sector](#)
3. [Outreach Teaching Service](#)

The OHS does not have a school roll - all pupils remain on the roll of their enrolled school during their time at the OHS. All pupils are undergoing active medical treatment linked to their reason for admission or referral.

Children's Hospital Teaching Service (CHTS)

- The CHTS provides teaching at 3 sites in Oxford for in-patients.
- Staff teach across multiple wards covering a number of acute paediatric medical and surgical specialties including childhood cancer, neurology and chronic pain. Staff also teach on paediatric high dependency and intensive care wards and in Helen House Hospice. Staff occasionally teach post-16 pupils in adult wards.
- CHTS teaches around 600 pupils each year. The daily and weekly roll is variable with an average of 20 pupils taught each day and 70+ long term pupils being supported each week at any point throughout the term.
- Most pupils come from Oxfordshire and the surrounding counties, although some are from much further afield.
- Most pupils have recently attended their enrolled school prior to admission.
- Length of admissions vary from a few days to recurrent and longer term admissions, with some pupils returning throughout their school life.
- The pupil cohort is generally spread evenly between EYFS to KS4 with a small number of KS5 pupils.
- Long term and recurrent pupils have access to education from day 1 or admission.
- On average, around 1/3 of pupils have an identified SEND need and of those, 22% have an EHCP (most often to support their profound and multiple learning needs).

The Highfield Teaching Sector (HTS)

- The Highfield Teaching Sector consists of the Highfield Unit and the Meadow Psychiatric Intensive Care Unit (to be opened mid 2023)
- The HAU is a Tier 4 psychiatric inpatient general adolescent referral unit (age range: 11-17) with 18 beds including 2 additional high dependency beds accepting referrals from Oxfordshire and the surrounding counties. Thames Valley Collaborative
- The HAU supports young people, as in-patients, with a range of acute mental health conditions including, psychosis, eating disorders, dysregulation, severe depression and OCD.

- The pupils at the HAU can be informally admitted or under Section 2 & 3 of the Mental Health act.
- In 21-22, 66 young people were taught at the HAU and the average stay was 11.5 weeks.
- Most pupils have recently attended their enrolled school - although, a small proportion of older pupils (around 8%) are NEET, or, have been transferred from other medical units.
- The pupil cohort is spread between KS3,4 & 5, although, on average, is weighted towards KS4 & 5 (88%).
- On average, around 1/3 of pupils have an identified SEND on admission, with many being diagnosed during admission (the highest occurring SEND need identified being ASC - 46%).
- Young people have access to education from day 1 of admission.
- The young people are often admitted without an identified SEND need on admission, but many receive diagnosis during admission (for example ASC) and the majority could be considered to have SEMH issues as they have been admitted to a Tier 4 CAMHS Unit.
- A Psychiatric Intensive Care Unit (PICU), the Meadow, is currently being built adjacent to the Highfield Unit which will accommodate a further 8 young people and will provide inpatient support for 11-17 years old with acute mental health conditions. The OHS will provide education for these young people when the new build is due to open in the summer of 2023.

Outreach Teaching Service (OTS)

- OTS provides education for children & young people of compulsory school age¹ resident in Oxfordshire who are unable to attend their education provision due to medical (including mental)² health needs and who are referred by their enrolled school (mainstream, special or independent) or the county council in the event they are electively home educated. OHS is the main OCC provision for meeting the requirements of 'Ensuring a good education for children who cannot attend schools because of health needs' (DFE May 2013)³.
- Referrals to Outreach are ongoing throughout the year. The most common reasons for referral in 21-22 were anxiety (61%), chronic fatigue (17%), medical (12%), trauma (7%) and disordered eating (3%).
- In 21-22, a very high proportion (average 86.5%) had a pre-referral attendance of less than 50% at their enrolled school - with many (average 38%) not attending school at all in the academic year in which they were referred.
- In 2021-22, 77 young people were taught by the outreach team and the average stay was just under 20 weeks.
- Teaching takes place either in small groups or 1:1 at the young person's home, online, in their enrolled school, at Hill End, or, in other suitable locations in the community.
- The pupil cohort is spread across KS1,2,3 & 4 - with KS3 & 4 making up, on average, 88% of the cohort.
- In 21-22, approximately 1/3 of pupils had a known SEND on admission - and 31% were supported with an EHC Needs Assessment during their time at OHS (this currently sits at 51% for 22-23).
- The highest occurring SEND need being ASC (approximately 55%).

Early Years & Foundation Stage

The [OHS Early Years Policy](#) can be found here.
The [Phonics Intent Statement](#) of Intent can be found here.

6th Form Provision

Staff at OHS support Post-16 pupils by working closely with schools and colleges in order to source appropriate learning resources and supporting materials and offering specialist subject support where possible.
If a young person is not on roll with a Post 16 provider, staff co-create a bespoke programme of study which offers a range of meaningful learning opportunities through a wide range of courses and qualifications that will support them to return to education or work.

¹ <https://www.gov.uk/schools-admissions/school-starting-age>

² See OHS Admissions Policy

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The Curriculum

A bespoke curriculum intent is carefully crafted to ensure that it is suitable and appropriately challenging with regular review points built in to evaluate ongoing suitability as context can change rapidly. Teaching strategies and approaches are tailored for each individual and staff are skilled and adept at creating rich learning opportunities for young people. Our aim is to prepare all young people with the skills and confidence necessary to move on and reintegrate successfully into their school, placement or community.

Our priorities are to:

1. Engage & build strong relationships
2. Assess for gaps and additional needs
3. Define a bespoke curriculum
4. Value education and skills developed through recognition & accreditation
5. Focus on the future

OHS has a multi-layered approach to ensuring that the changing needs of each young person remain at the centre of decision making. The principles underlying this approach are:

1. Bespoke provision
2. Proactive planning
3. On-going assessment
4. Dynamic review & responsive actions
5. Collaboration & partnership working
6. Robust systems of Quality Assurance

For all settings, the enrolled school is contacted for curriculum planning and information on current/predicted levels or grades of working. Subject teachers then assess, adapt and prioritise the curriculum for each pupil. The Individual Pupil Profile (IPP) captures personalised strategies to support access & engagement.

At HTS & OTS:

- Learning Aims are used to define medium term curriculum planning (approx 6-8 weeks) by capturing the knowledge and skills to be taught. Daily lesson logs reflect the learning objectives, outcomes and next steps working towards this on a lesson by lesson basis for all pupils.
- Weekly personalised timetables are produced for each pupil, outlining their bespoke curriculum offer for that week.

At CHTS:

- Due to the very dynamic nature of admissions, the curriculum is captured in daily lesson logs, or, for pupils with an EHCP, in the IPP as a target.
- Weekly timetables are produced for all Primary & Secondary pupils, outlining the curriculum workshops & enrichment events for that week.
- Longer term pupils receive a personalised timetable outlining their bespoke weekly curriculum plan.

The full [OHS Curriculum Statement](#) can be found here.

Impact & Outcomes

Individual tracking processes monitor outcomes for each individual pupil and provide leaders with a comprehensive set of measures, including academic progress, attainment, attendance and destination data.

Academic Progress is evidenced through:

- Learning Aims: which capture academic outcomes and assessments of levels, or working at grades, within that topic.
- Daily lesson logs: which capture small steps in progress for each lesson for each pupil.

- Academic Reports: capture academic progress, next steps and where applicable, grades or levels of working.
- Accreditation: Many pupils achieve a recognised accreditation such as GCSE, Functional Skill, AQA Unit or Arts Award.
- Quality Assurance data: Regular drop-ins and QA tasks evidence on-going outcomes.

Social & Emotional Progress is evidenced through:

- At HTS: the impact of pastoral support and dynamic changes to support individuals are tracked through outcomes noted in weekly key tutor meeting notes, pupil progress meetings and an emotional literacy checklist (ELC) is completed on entry and discharge, offering a numerical outcome of impact.
- At CHTS: individual targets are set and reviewed dynamically for each young person during their admission and monitored through outcomes during that admission, captured in daily lesson logs and pupil progress meetings.
- At OTS: the impact of pastoral support and dynamic changes to support individuals are tracked through outcomes noted in pupil progress meetings, pastoral learning aims and successful reintegration.

Holistic Outcomes are evidenced through:

1. The Curriculum Provision Tracker captures the holistic outcomes for each young person, including attendance and destination data alongside a wider contextual understanding.
2. Annual summative case studies evidence a 'deeper dive' into the holistic outcomes for a representative sample of longer term pupils.

Pupils with SEND

Pupils with SEND

See the [policy page on the school's website](#) for copies of:

- OHS SEND information report
- OHS SEND Policy

The local and national shortage of placements has made some cases particularly challenging, and we continue to liaise with OCC about how systems and processes can be developed to improve outcomes for these young people in the future. We also await the publication of the government's SEND review which should lay out a national strategy for improving the provision for pupils with SEND.

Staffing

- The OHS employs a team of highly skilled and well qualified teachers, HLTAs and business support staff; 27 teachers (24.6 fte), 8 HLTAs (7.5 fte) and 5 business support staff (3.5 fte) and 5 Associate Teachers. These figures will increase when all staff are in place for the Meadow (PICU).
- Staff are recruited on central contracts and are deployed to specific settings based on the pupil needs and the skill sets and subject specialisms of the individual staff member.
- A core group of staff are maintained within each setting in order to provide stability and continuity for the pupils whilst many staff work across two settings to ensure that their skills have maximum impact.
- 35% of OHS staff are part-time; the nature of staff contracts provides the school with high levels of flexibility and is also a strong contributor to staff well being.
- Due to the dynamic nature of the role of hospital schools, staff may be required to deliver subjects outside of their specialist areas. Staff teaching subjects and activities for which they are not trained specialists are supported by a school wide framework of high quality resources and access to additional training where necessary.

Partnerships & Collaborations

OHS has active and established relationships with a wide range of local, regional, national and international partners in community, education, health which have a significant impact on the on-going improvement of our provision through moderation & quality assurance and enables us to contribute to continuous improvement within our wider networks.

The OHS sits on the following committees: National Association of Hospital Education (NAHE), The Health Conditions in Schools Alliance, NAHE School Business Managers Forum, Oxfordshire Secondary School Head Teachers Association (OSHHTA); Oxfordshire Association of Special School Headteachers (OASSH), Oxfordshire Teaching School Alliance; the Youth Sport Trust; Challenge Partners. In addition, we have close links with Berks, Bucks & Oxon Maths Hub, OTSA (ECT programme), Oxford Brookes University (delivering an element of the SENDCo course, staff training in PBS etc).

Other features

As we move out of the pandemic, we are experiencing a significant increase in the number of pupils being referred to OTS. The OHS has been able, thus far, to recruit additional staff to assist with the increase in numbers. The consequence is however not just on the increase of staff, but on whole school management structures to support the increase in pupil numbers. Reviews of delivery models have driven innovation resulting in more efficient timetabling processes and a more ambitious approach to reintegration and discharge.

The school and its staff are highly dynamic in their response to these demands and retain the culture of the OHS keeping all pupils at the heart of decision making and ensuring that the school's expectations and standards remain high.

During the pandemic and to meet the needs of Oxfordshire schools, the OHS developed a unique web based training resource providing schools with any time, anywhere access to quality assured training to support them with the education of young people with medical conditions. The site can be found here: <https://medicalneedsinschools.co.uk/>. After the first 4 months following its launch and with very little advertising while the content has been developed; the site now has over 400 registered users with a global reach.

The OHS does not receive any additional funding for:

- Pupil Premium - [Pupil Premium Statement](#).
 - Y7 Catch Up Premium - [Y7 Catch Up Premium Statement](#).
 - PE and Sport Premium - [PE and Sport Premium Statement](#).
 - SEND / EHCP - enrolled schools retain this funding
 - National Tutoring Programme - given the vulnerable nature of the young people educated at the OHS and the need to ensure consistency of staff as well as the highest quality input, funding from the NTP has not been accessed directly by the OHS; enrolled schools have been encouraged to do this where appropriate themselves.
- o During the pandemic, the OHS received some additional funding which has supported a variety of projects across the school. [Covid Catch-up Premium Statement](#).