



BRIGHTON AND HOVE CLINIC SCHOOL CURRICULUM POLICY

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Brighton and Hove Clinic School is committed to promoting equality in all its activities. We aim to provide an environment free from discrimination and unfair treatment.

Introduction

Brighton and Hove Clinic School is a small school for up to sixteen students aged between 12 to 18 who have been admitted to Brighton and Hove Clinic, a CAMHS Tier 4 Eating Disorder Service.

Whilst students at the school have a primary diagnosis of an eating disorder or eating difficulty, most also have mental health or psychological issues such as depression, OCD, anxiety or self-harm, and many are detained under the mental health act.

Students are admitted and discharged to the clinic throughout the year, and the anticipated length of stay is around 16 to 20 weeks, however, this is dependent on each student's presentation, and some admissions have been over a year.

Students may have been out of education for a considerable amount of time and might find entering back into a school environment challenging. Therefore, upon admission to Brighton and Hove Clinic, the school will endeavour to obtain detailed information about a student's physical, emotional, and mental health needs as well as an educational history so that early interventions can be put in place.

Brighton and Hove Clinic School recognises that the key to a successful education curriculum lies in being able to motivate and engage the students it serves. We put students at the centre of our provision and therefore the curriculum responds to their needs first and foremost.

Our curriculum is informed by a student's situation, previous experiences, and aspirations.

It is acknowledged that students at the school:

- Will likely be extremely physically compromised due to their low weight which will have an impact on their cognitive ability.
- May also have additional learning difficulties including those on the Autistic Spectrum, Social, Emotional and Mental Health (SEMH) and Specific Learning Difficulties (SpLD).
- Are likely to have significant histories of school absence, refusal and/or disaffection.
- May have impaired cognition and concentration.
- May present with additional needs that are yet to be formally diagnosed.
- Have a wide range of abilities.

As a consequence, we recognise that to achieve engagement and success, curriculum planning must incorporate flexibility in the face of presenting need, which is also changeable. We recognise that as educators, our particular skills lay in being adaptable and responsive to an environment which can change frequently, even over a single education session, whilst helping all students to succeed and make progress in their learning.

Curriculum Intent

The curriculum at Brighton and Hove Clinic School aims to meet the needs of every individual by providing a personalised programme that mirrors the curriculum of each student's home-school or college. The curriculum is planned to enable continuity and promote progression and reintegration so that any disruptions to education are minimised, and students are provided with a continuity that enables a smooth transition back into education once discharged.

The curriculum is designed with students' learning at the centre. The school recognises that the curriculum has to be broad, balanced, and offer students opportunities to grow as individuals as well as learners, therefore the school will ensure that there is equal access to learning for all students, with high expectations and appropriate levels of challenge and support to equip them for further/higher education and employment in the future.

Most students are registered at both Brighton and Hove Clinic School and at their home-school or college which means that the majority of the curriculum at the school is determined by which syllabus and subjects students are studying. Students who are not on roll at a home-school or college follow a personalised curriculum based on their age and key stage, attainment, and interests.

Students attend the school from the ward area when they are well enough to do so, and strong communication between hospital and school staff ensures that the transition is smooth. As a result, students benefit from the same structure and routine that they would receive at their home-school.

The school offers a highly bespoke curriculum that meets the varying ages, needs, and abilities of all of its students, which also aims to narrow the skills and knowledge gaps that occur due to periods of absence from education.

All key stages have access to subject specialist teaching in the following subject areas: Mathematics, English Language and English Literature, Science (Biology, Physics and Chemistry), Humanities (History, Geography and Religious Studies), Art, Design and Textiles, Music, Modern Foreign Languages, and Drama. Furthermore, all students across all key stages are provided a comprehensive personal development programme including: PSHE (Personal, Social, Health and Economic education), Life Skills, Careers, Debate Club, and Enrichment.

We also offer additional subjects such as Economics, Psychology, Sociology, Media, Philosophy and Ethics, Law, Criminology, Business Studies, Health and Social Care, and other vocational courses. All are delivered through close liaison with and support from the home-school/college teachers. Furthermore, we are also able to facilitate, with the support of home-school teaching staff, the delivery of the theory components for Food Technology and Design and Technology, theory and practical components of Theatre Studies and Physical Education/ Sports Science (determined by and in agreement with the hospital team), and other Languages such as German or Latin.

It is our aim to promote British values and the rule of law as a positive force for good in our society; to uphold and promote a positive and inclusive attitude to the democratic system of government in Britain; to promote individual liberty and foster mutual respect and tolerance of those with different faiths and beliefs; to foster a positive and respectful view of Britain and what it is to be British.

Wider World

Students have the opportunity to engage in the wider world through daily reflection sessions, and through a comprehensive personal development programme which includes careers, Debate Club, enrichment, personal finance, study skills, external visitors, trips out, and various SMSC (Spiritual, Moral, Social, Cultural) activities throughout the year.

Relationship and Sex Education (RSE)

Relationships and Sex Education is taught across all year groups as part of the discrete curriculum of PSHE and the Science curriculum. The curriculum has been adapted in order to reach all students whilst they are admitted to hospital and is intended to complement their home school education.

The delivery of the curriculum is inclusive of all students to ensure that they receive accurate, clear, comprehensive, and up to date relationships and sex education that is LGBT+ inclusive, are prepared for the responsibilities and experiences of life, and develop positive attitudes to sexuality.

All staff involved in the delivery of RSE will be sensitive to the students' experiences and emotions and some students will receive a higher level of support and input due to their needs and past experiences; working on particular areas of the RSE curriculum more intensively, through 1:1 and/or therapeutic support.

Brighton and Hove Clinic School's RSE Policy provides further details regarding the intent and implementation of RSE within the curriculum.

Careers Guidance

We provide a robust and individualised careers programme for each student based on their interests, age, and previous careers work at their home-school. We provide impartial careers advice to all students on a half termly basis, and whilst we are not always able to offer external work experience placements due to students being extremely physically compromised, the school provides access to virtual work experience until a student is deemed well enough to attend their home-school or college work experience. We also provide opportunities for students to experience different workplaces through volunteering opportunities, external speakers, young enterprise, and charity fundraising schemes.

Further details can be found in our Careers Policy.

Reading across the Curriculum

Brighton and Hove Clinic School will make use of every opportunity the curriculum offers to teach students to become life-long readers in both in English lessons and across other curriculum areas. Extra-curricular activities such as DEAR (Drop Everything and Read) will promote the enjoyment of reading and will give both staff and students the opportunity to 'drop everything' and spend some time reading in a quiet, calm, and relaxed environment.

We aim to provide a broad and balanced curriculum which will:

- Promote the spiritual, moral, cultural, mental, and physical development of students at the school and within society.
- Promote British Values and the British way of life, the rule of law and our democratic form of government.

- Prepare students at the school for the opportunities, responsibilities, and experiences of adult life.
- Encourage and stimulate the best possible progress and attainment, particularly in English, Mathematics, Science, and the use of ICT.
- Develop creative and physical skills.
- Build on a student's strengths, interests, and experiences.
- Ensure entitlement for all students to a broad, balanced, and relevant curriculum that offers continuity and coherence and secures high standards.
- Develop a student's capacity to learn and work independently and collaboratively.
- Prepare students for the world of employment and further and higher education.
- Develop a student's sense of identity and worth.
- Make students more aware of and engaged with, their local, national, and international communities.
- Develop and promote principles for distinguishing between right and wrong.
- Promote understanding and an appreciation of their own and others' beliefs.
- Create an understanding around the issues of Equal Opportunities.
- Foster respect for the environment in which they live.
- Promote and develop students' self-esteem, self-worth and respect for others' wellbeing.
- Prepare students thoroughly for their next stage of education which is normally a return to their home-school or college.

In order for learning to take place we aim to:

- Provide a safe, secure, stimulating, and welcoming environment.
- Facilitate continuity and normalisation of a school and classroom environment to minimise, as much as possible, the interruption and disruption to a student's schooling.
- Encourage the social aspects of learning by establishing and encouraging positive relationships with peers and staff.
- Foster self-confidence and self-esteem.
- Promote equality of opportunities and provide, as part of our areas of study, essential life and independent skills.
- Accredite learning through recognised schemes and qualifications.
- Recognise and celebrate progress and achievements, as well as nurturing talent and skills.

Curriculum Implementation

We deliver the curriculum through a mixture of teacher-led lessons and supportive guidance with their own work, which is provided by each student's home-school or college. For those who are not in education when they first attend our school, we will create a bespoke curriculum based on each student's key stage, ability, and interests in order to give them the opportunity to reconnect with their education and careers goals.

Most of the curriculum is delivered within small groups, except for some lessons, such as Drama and PSHE, which may be taught in larger groups to make the learning more effective and to develop positive peer interactions.

We recognise that many of the students we work with may have had significant gaps in their education due to illness, exclusion and other associated difficulties. For these reasons we individualise work as much as possible using information taken from formal and informal assessments; liaison with multi-disciplinary colleagues, and from information provided by the student's home-school or college to identify a student's strengths and to address any gaps in learning.

It is also recognised that the school curriculum provided to each student is adapted to meet individual needs as part of a comprehensive hospital programme, in which the school actively contributes and participates. Stakeholders acknowledge that the primary purpose of a student's admission to the hospital is to address their prevailing physical and mental health needs, and that education forms a part of their care and treatment programme. Consequently, a student's educational timetable may be interrupted by activities such as additional therapy sessions, Care Programme Approach meetings or leave from the site. The school has a good relationship with the hospital's Multi-Disciplinary Team and therefore disruptions are kept to a minimum, and advanced notice given, where possible, so alternative work can be provided or caught up upon.

A student's attendance to the on-site school may also be severely affected by their presenting physical and mental health needs and not in line with national averages. The school will employ all methods possible to facilitate attendance to sessions whilst continuing to promote the benefits of high attendance to school.

The school is a registered exam centre and can enter students who are well enough and able to do their exams. We also act as a host centre which enables students to sit their exams entered for them by their home schools. This gives students the opportunity to take their exams in a less formal and more relaxed atmosphere, thus avoiding exam phobias and heightened anxiety.

Personalised Learning

Through individual assessment and information gathering, we consider what each person is able to study and achieve and how they might be stretched and, in consultation with the student, parents and home school, we develop a tailored programme of study that is designed to meet the needs and interests of the individual.

As part of the induction, each student receives a personalised timetable highlighting the subjects they will be studying during the week depending on their key stage, chosen subjects at KS4, or their Post 16 curriculum pathway.

Roles and Responsibilities

To ensure that Brighton and Hove Clinic School provides students with the knowledge and skills to successfully reintegrate back into education and training, the senior leadership team continuously monitors the quality of education to ensure that:

- The curriculum it is appropriate, challenging and meets the needs and interests of students.
- Students have the knowledge and skills to successfully reintegrate back to their home school or college.
- Students make good progress.
- Students are prepared for the next stage of their education, training, or employment.

The Management Committee will:

- Be responsible for monitoring this curriculum policy's effectiveness and holding the Headteacher to account for its implementation.
- Take a close and regular interest in curriculum issues and ensure that responsible staff are taking appropriate and timely action to develop student's progress.
- Ensure that staff are supported in being able to balance the high needs of these students and their education.

The Senior Leadership Team will:

- Have oversight of the school's curriculum, ensuring that students are on an appropriate (yet challenging) pathway that is considerate of their individual needs.
- Check that the curriculum is being implemented effectively through learning walks and observations, temperature checks, and work scrutiny.
- Make any necessary adjustments to the curriculum where required.
- Keep up to date with any relevant statutory updates and take action where required.
- Provide support for staff teaching outside of their expertise and provide opportunities for staff to participate in high quality continuing professional development.

Teachers will:

- Develop a curriculum that provides students with a range of opportunities and the skills they need to prepare for later life.
- Ensure that there are up to date schemes of work for the subjects they teach, including for non-specialist subjects.
- Monitor student progress and create interventions for students who are at risk of not achieving their objectives.
- Ensure their curriculum is inclusive and accessible to all.
- Ensure there are specialist resources available for students, where needed, so that everyone can have full access to the curriculum.
- Devise lesson plans that are reflective of the school's curriculum.
- Implement the curriculum in creative ways, appealing to different learning types and keeping students engaged in content.
- Work closely with Teaching Assistants to ensure that the support provided to students in class enables them to succeed.
- Monitor and report on the progress of all students, including those with SEND.
- Work to close the attainment gap between academically more and less able students.
- Endeavour to fill any attainment gaps due to absence from education as a consequence of ill health.

Monitoring and Review

This policy will be reviewed annually by the Management Committee and the Headteacher.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.