

## Stabilisation

This can include CYP who are unable to engage due to significant physical or mental ill-health.

Examples include CYP who are in a coma or end of life care, experiencing significant pain.

It may include CYP we have worked with previously, whose condition has deteriorated.

CYP in 'Stabilisation' could also include those who do not engage with education because they are about to be discharged, parental permission is withheld, or they are simply exercising their right to refuse education whilst in hospital. Where CYP refuse, we liaise with professionals such as the play team and hospital psychologists for strategies to engage CYP.

Where CYP are on the stabilisation pathway because they find the hospital environment too much at first, we consult parents, home schools and professionals from the hospital to find out more background information to support their engagement.

In this case, the team will re-offer engagement opportunities at appropriate intervals, the timing of which is bespoke to each CYP.

We maintain regular communication with parent/ carers of CYP, including telephone contact after discharge, when readmission is likely (e.g., Ward 6).

## Learning

CYP who are well enough to engage in a more formal curriculum may follow work provided by their home school, or by the Kingfisher Academy teaching team where necessary and appropriate.

Following a session, the teacher will complete 'Lesson Notes' to capture what learning took place and identify next steps.



## Engagement

This can include CYP who are unable to engage in a formal curriculum due to significant physical or mental ill-health. An informal curriculum is offered to get to know the CYP, establish relationships and create familiarity using a smaller number of staff. Enriching and interest-based activities are likely to be used. Within these activities, we explore opportunities to introduce as much learning as we can.

Following a session, the teacher will complete 'Lesson Notes' to capture what learning took place and identify next steps.

## Review

CYP are reviewed continuously by the education team. We also work collaboratively with NHS teams and other agencies to ensure we have appropriate and purposeful curriculum provision in place, e.g. working with the Neuro Rehab team, including OTs, SALT and psychologists.

This dynamic, day-to-day review feeds into wider school review processes, e.g., IEP or EHCP reviews which are reviewed formally every term.

The voice of parents/ carers and the CYP themselves is central to our offer. This is done primarily through visiting CYP in the morning ahead of sessions, listening to parents/ carers and CYP on their preferences, and revisiting this throughout the session and being responsive to how the CYP is presenting at the time.

### Please note:

The length of sessions can vary depending on the needs and presentation of the individual CYP on that day and sometimes even within a session.

We acknowledge that plans may need to change very quickly and we are flexible in our approach.

As such, the length of sessions (intervention or lessons) will vary between individuals and is not determined by what pathway they are on. A session may be up to an hour and could be broken into smaller component parts over the course of a day.

All CYP have a bespoke timetable and all teaching takes place on the wards.

Supporting the mental health and well-being of CYP is relevant to all pathways.

CYP can move between pathways within a session, across a day or a longer period of time due to a variety of factors.