



Inclusion College Curriculum Intent Document -

Introduction:

This Curriculum Intent Document outlines the principles, goals, and objectives that drive the curriculum at Inclusion College. It serves as a foundational guide to our educational practices, detailing our commitment to student success, quality learning experiences, and continuous improvement.

Context:

- 100% of students have EHCP
- 100% students have mental health needs
- Only 16% of our students came to us directly from another education provision
- 84% of our students were out of education when they started with us and have significant proportion of missing education
- This affects basic skills, confidence, academic achievements and social skills (among others)
- Majority of students have high anxiety that significantly impacts their lives
- Significant proportion of cohort have self harming behaviour, suicidal ideation and/ or suicide attempts
- 100% of students have chronic and long - lasting mental health needs that are a barrier to them accessing life.

VISION

Inclusion Hampshire vision is of a society where disadvantaged young people are supported within the local community and empowered to reach their full potential.

OUR MISSION

To provide an inclusive education provision which delivers nationally recognised accredited courses and holistically meet the needs of vulnerable and/or disadvantaged young people; to raise motivation and aspirations with the young people we work with; to support young people into employment in partnership with businesses and the community.

OUR VALUES

- Valuing and engaging vulnerable and disadvantaged young people in our community
- Promoting inclusion and education
- Reducing the stigma around mental health
- Delivery that is open and transparent and strength based
- Working in partnership with all sectors within society





COLLEGE AIMS

- We will provide each student with a safe place to experience personalised teaching and learning and access enriching and diverse opportunities to learn, succeed and achieve.
- We will support each student to experience personal development founded on supporting positive, sustainable mental health strategies to become confident, independent and successful young people
- We will promote mutual respect and celebrate diversity to create an environment of co-operation, kindness and positive social interactions with peers and adults



Vision:

At Inclusion College, our vision is to be a leading Further Education institution, specialising in supporting mental health needs, providing our students with sustainable strategies to support their mental health and wellbeing independently in the future, challenging the stigma surrounding mental health, and empowering our students with the knowledge, skills, and confidence to achieve their full potential and contribute positively to society.

Mission:

Our mission is to provide accessible, innovative, and high-quality education that prepares students for a diverse and ever-changing world, while fostering a culture of inclusion, personal growth, and professional excellence.

Local labour market information:

- Long term sick 22.6%
- Does Not Want A Job 67.7%
- Claimants of benefits 18-24 years old 1.8%



- Labour demand: Job density is 0.66

Employee jobs by industry:

Top 3 in Hart are

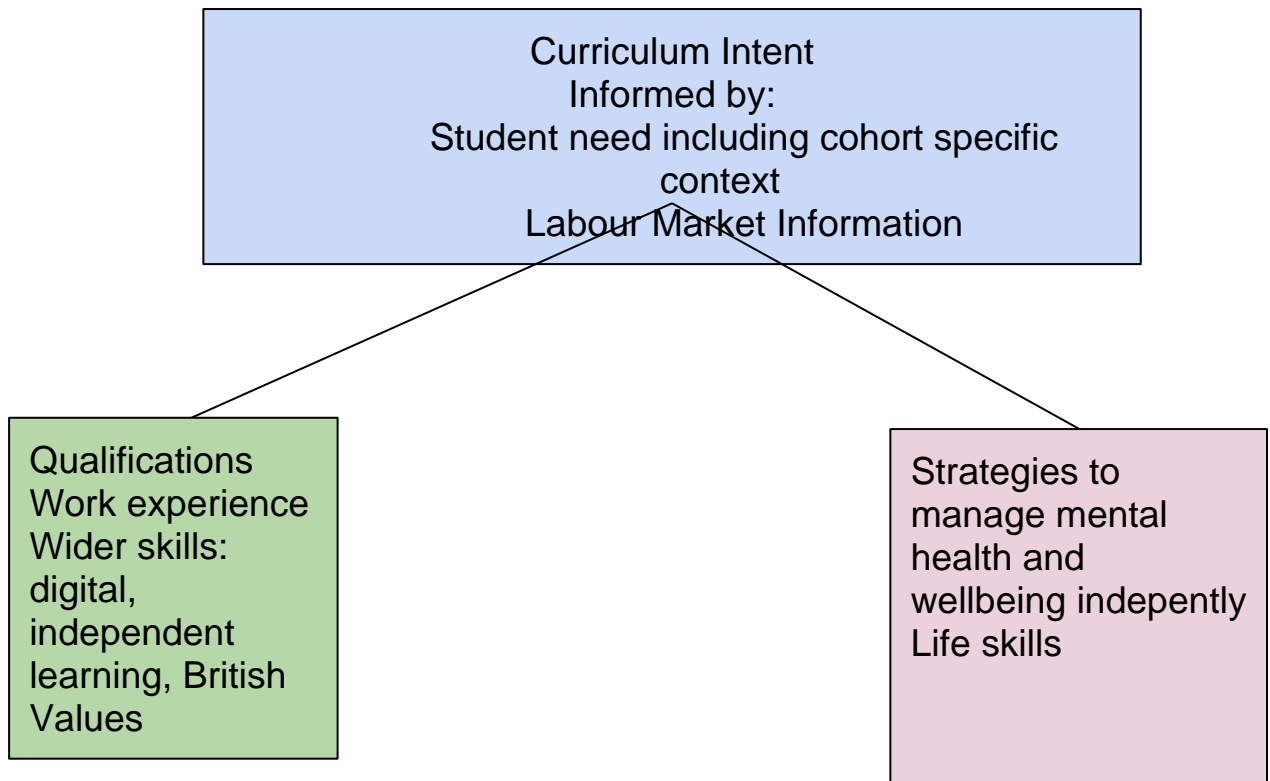
- Wholesale and retail trade 13.6%
- Accommodation and food services 15.2%
- Professional, science and technical activities 10.6%

[Skills for jobs: Lifelong learning for opportunity and growth](#)

Taking lead from the White paper January 2021, we will focus on:

- Continue to support English, Maths and digital training to meet employer's needs and support people to progress in employment or further study
- Employers gave highlighted difficulties in finding staff to fill skill gaps at all levels, particularly smaller employers
- Colleges have a unique ability to connect employers to learners
- Ofsted focus on whether leaders and staff offer a purposeful curriculum that provides progression and stretch.
- Increasing flexibility through the way learning happens
- Over 80% now using gatsby Benchmarks
- Careers education and guidance to be embedded in the life of every college

Curriculum Principles:



Our curriculum is guided by the following key principles:

Student-Centred Learning: We place students at the heart of our curriculum. Their needs, aspirations, and personal development are our foremost consideration. Relationships are key and we implement a trauma- informed attachment aware approach to develop these safe , trusting relationships before anything else. Our curriculum, resources and sessions are designed to engage, inspire, and support every student.

Inclusivity: We create an inclusive learning environment that respects and celebrates diversity. Our curriculum reflects a wide range of cultural, social, and academic perspectives. We promote and teach British Values

High Standards: We maintain the high academic and professional standards, ensuring that students receive a rigorous and relevant education. CPD and areas of specialism are a priority.



Employability: Our curriculum is aligned with current industry demands and the job market, including local job market information. We equip students with the skills, experiences and knowledge necessary to achieve their aspirations and goals..

Well-Being: We prioritise the well-being of our students. Our curriculum embeds learning that promotes physical, mental, and emotional health.

Innovation: We embrace innovation in teaching and learning, incorporating new technologies and pedagogical approaches that support the educational experience.

Curriculum Objectives:

Academic Achievement: To provide students with the knowledge, academic skills, and qualifications necessary for progression into employment or further education.

Vocational Skills: To deliver practical, industry-relevant skills that prepare students for successful careers.

Personal Development: To foster personal growth, resilience, and independent strategies to support their mental health and wellbeing, enabling them to navigate a complex world.

Global Awareness: To promote cultural and global awareness, encouraging students to become responsible and engaged citizens.

Employability: To equip students with employability skills, including digital skills, problem-solving, communication, and adaptability, that are essential for success in the workplace.

Social Responsibility: To instil a sense of social responsibility and community engagement in students, promoting ethical behaviour and civic participation. Our students have often felt isolated and not part of a community. Our first step is that they feel they belong at our college, we then seek to engage them with the wider world through Awareness Days and campaigns and community projects.



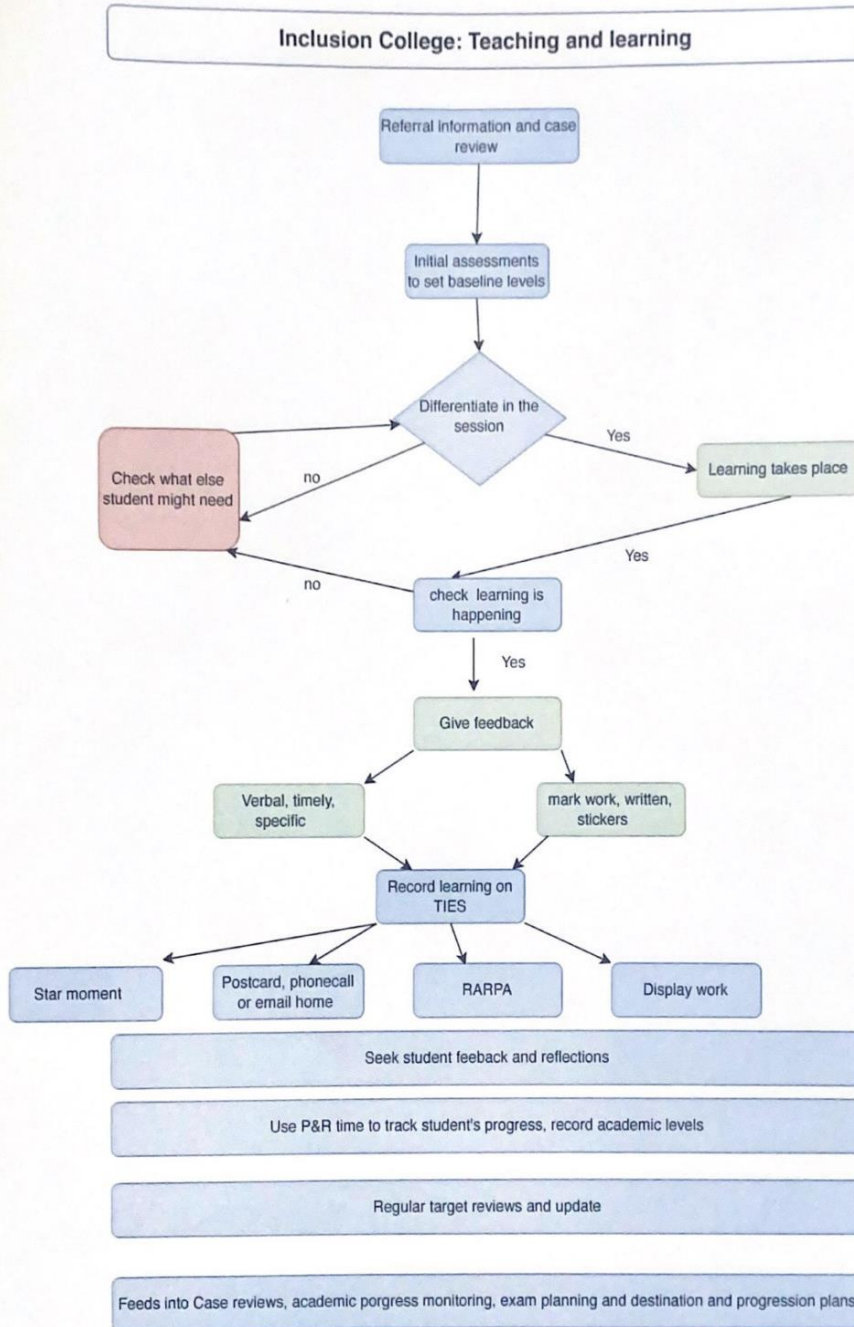
Implementation:

Our curriculum is delivered through a variety of methods, differentiated and bespoke to individual needs. We are committed to the following:

- Regular review and update of courses to ensure they remain relevant and responsive to changing educational and industry needs.
- A diverse and well-qualified teaching team.
- All staff trained in mental health and wellbeing.
- Use of technology to enhance the learning experience including Assistive Technology.
- Formative and summative assessments that provide constructive feedback and measure student progress. In line with ESFA guidelines we use 3 forms of assessment, platform based (ie BKSB), assessment of written work, teacher and staff led assessment and feedback. Crucially, we have added a fourth- student feedback and their own reflection and assessment. Our aim is to support our students to develop self reflection skills, growth mindset and resilience. A key part of this is teaching reflective strategies such as Gibbs Reflective Cycle and Metacognition, Self-Regulation, and Self-Regulated Learning. The Education Endowment Foundation (EEF) released guidance in 2018 that highlights the potential of metacognition and self-regulated learning, providing schools with evidence-based recommendations for implementation.
- Support mechanisms, including counselling, career guidance, mentoring, peer mentoring, Student voice, and mental health & well-being support.

How we differentiate at Inclusion College

First	Next	Then	Last
The Environment	The Equipment	The Resources	The Delivery
<p>Which room?</p> <p>Windows open or closed?</p> <p>Blinds open or shut?</p> <p>Which chair?</p> <p>Do they need to sit near the door?</p> <p>Facing the door?</p> <p>Volume, door open or shut?</p> <p>Which floor is best?</p>	<p>What can be done for each student?</p> <ul style="list-style-type: none"> -fiddle toys -headphones -listening to music - using their phone - specific pen or pencil -food or drink -art supplies to doodle -medication check 	<p>Once the environment has been adapted and the student's needs have been met, differentiate the resources</p> <ul style="list-style-type: none"> - worksheet or on screen? overlay break task up visual cues or task list photocopy in larger font or on coloured paper 	<p>Check understanding at the start of a task</p> <p>Provide alternative ways to record learning such as verbal feedback, reader, scribe support or typing</p> <p>Provide consolidation or a flipped learning approach</p> <p>Extension tasks</p>





Evaluation:

We engage in ongoing assessment and review to measure the success of our curriculum. This includes analysing student outcomes, feedback, and the alignment of our curriculum with industry trends and societal needs. Continuous improvement is integral to our approach, and we are committed to making necessary adjustments to better serve our students and community.

Conclusion:

This Curriculum Intent Document reflects our commitment to providing high-quality, inclusive, and relevant education to all students at Inclusion College. We pledge to uphold these principles, strive for excellence, and empower our students to achieve their educational and personal aspirations.