

Inclusion College Curriculum Policy



This document is relevant to:
Our Teachers/Assessors and Tutors
Our Internal Quality Assurers
Board of Governors
Support workers

Approved by: College Governing Board

Date: May 2023

Signed by:

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Position: Chair of LGB

Last reviewed: May 2023

Next review due: May 2024

Our Curriculum Intent:

As part of Inclusion Hampshire, Inclusion College has developed a bespoke, adaptable and empowering curriculum for its students based on 10 years of experience working with young people with mental health needs, ASC and trauma.

For the students who attend Inclusion Hampshire, mainstream education has not been accessible, causing anxiety, school refusal and deterioration in mental health and wellbeing. Our curriculum is designed to rebuild a positive educational experience and equip them with the skills, strategies and confidence for a fulfilling, independent adult life. As well as qualifications in English and Maths, Employability Skills and Personal wellbeing, we offer support with a wide range of vocational and distance learning courses.

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

Our values are reflected within our bespoke, tailored curriculum:

- 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

We are committed to offering all students a rich and varied curriculum that provides activities that are purposeful, rewarding and stimulating. The central aim of our curriculum is to enable our students to nurture and develop the necessary lifelong skills needed to live a purposeful and fulfilling life into adulthood. We recognise each student as an individual and our curriculum is designed to provide a bespoke, personalised approach towards their learning. We celebrate and welcome differences and we aim to promote a sense of purpose and self-worth for all of our students through our mental health and wellbeing education and support and through our curriculums.

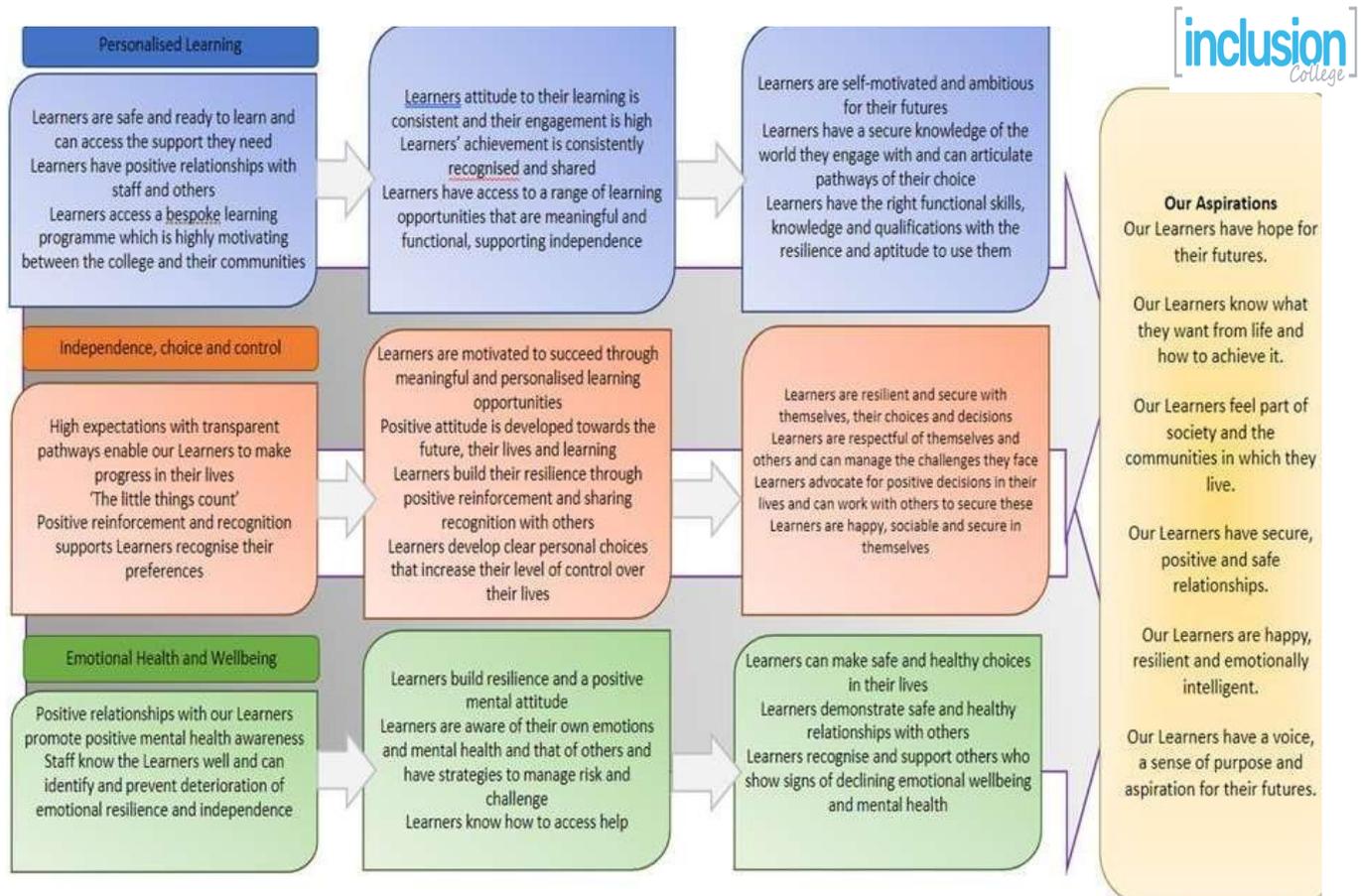
At Inclusion College, we believe that learning should be fun for all of our students. We aim to provide direct first-hand learning experiences that are enjoyable and enable our students to recognise the impact of their work. We intend that our vocational activities enable our students to develop their interpersonal skills, their self-advocacy, their resilience and their creative thinking skills. We aim to involve our students throughout their learning journey and to engage them with reflecting on their personal achievements and recognising the impact of their learning.

Our Curriculum Aspirations:

We have the following aspirations for our students:

- To have high hopes for their futures.
- To know what they want from life and how to achieve it.
- To feel part of society and the communities in which they live.
- To have sustainable strategies to independently manage their mental health and wellbeing in the future
- To have secure, positive and safe relationships.
- To be happy, resilient and emotionally intelligent.
- To have a voice and a sense of purpose and aspiration for their futures.

The Inclusion College Curriculum Intent Model



Curriculum aims:

At Inclusion College we recognise that learning can be dynamic and experiential and there are opportunities to nurture and develop our student's skills and understanding through all tasks within the college day. Our curriculum is designed to enable us to bring out the best of our students, ensuring that they maximise their potential as they enter adulthood. As well as our aspirations we have the following aims -

- To promote a learning culture where students are eager and enthusiastic to do their best.
- To develop our student's essential skills for life.
- Provide a clear pathway for our students, enabling them to apply skills in the workplace. This is following skill acquisition, rehearsal and functional application.

- Enable our students to recognise the impact of their learning directly through applying skills towards work related/practical situations and challenges.
- To develop our student's confidence and resilience in a multitude of different situations in their local community.
- To develop our student's ability to problem solve and promote independent thinking.
- To promote investigative learning and the student's sense of enquiry.
- To develop our student's appreciation of working together with others.
- To develop our student's personal sense of wellbeing and self-worth.
- To develop our student's self-advocacy and confidence to make personal decisions.
- To promote creative thinking and enable our students to explore and apply their creativity.
- To enable individuals to become confident when communicating with others using their bespoke communication methods and tools/devices that are relevant to them.
- Support our students with learning how to be adaptable and to develop their resilience.
- To develop our student's tolerance, respect and their appreciation of the feelings and capabilities of others in an unbiased way.
- To promote fundamental British values.
- Support our students' spiritual, moral, social and cultural development.
- Ensure equal access to learning for every student, with high expectations for every individual and appropriate levels of challenge and support.
- Provide enterprise, vocational and work experience opportunities to enable our students to apply their skills in real settings.
- Support our students with maintaining and developing their physical fitness and physiological needs through physical activity.
- Support our students with developing skills for applying the basic principles of health, hygiene and safety.
- To develop our student's confidence to independently manage their mental health and wellbeing needs through sustainable strategies

Curriculum Implementation

At Inclusion College, long term Curriculum plans have been devised that ensure access to a broad range of content at an appropriate level for each individual learner and within age- appropriate contexts. Our curriculum intent is underpinned by the suite of qualifications offered by NOCN and from our Curriculum Model.

Our Approach

Our offer has student choice at the centre. Students will have the opportunity to work towards a successful transition into employment or their next placement by focusing on our four key areas:

- Personal development and wellbeing
- Functional life skills
- Community links
- Vocational, voluntary and work experience opportunities

Curriculum strands:

Personal Development, Choice and Wellbeing

Within our college model, mental health and wellbeing are the key features of our curriculum. This is implemented through daily sessions focussed on mental health and personal development and through wellbeing opportunities being embedded throughout our curriculum and activities. Our students are supported with recognition of feelings and an understanding of how to support their own self – regulation as well as how to access support for their mental health. The students also receive regular opportunities to practise mindfulness techniques and to reflect on their learning journey and personal development. Robust assessment frameworks are used to support with measuring personal development and recorded using our college platform and Boxall profiles

Work experience and opportunities

Inclusion College strongly promotes careers education within its curriculum to enable our students to understand the many elements of the modern workplace and to improve their outcomes. Our Careers Programme is developed inline with the Department for Education Careers guidance and access for education and training providers Statutory guidance for schools and guidance for further education colleges and sixth form colleges January 2023

High quality careers education and guidance in college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and

contribute to a productive and successful economy. Inclusion College uses the internationally recognised Gatsby Benchmarks to develop a careers programme that increases opportunities for students to access everything from experiences of the workplace and personal guidance with a careers adviser, to engagement with employers, colleges, training providers and universities.

Functional Skills, Communication and access

Embedded within our curriculum are opportunities for functional skills development. This is aimed at all learning activities and applied within our planning and our delivery by our skilled Heads of departments, teachers, tutors and support workers. Targets and objectives are personalised and linked to each student's EHCP and embedded within our curriculum, our tutors will also aim to plan daily opportunities for students to develop their problem-solving skills.

Built into the Inclusion College timetable are functional skills lessons. The students will work towards developing the skills necessary to obtain the NOCN Functional skills qualifications alongside working towards building necessary lifelong functional skills.

RSE

Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

Today's young people are growing up in an increasingly complex world and living their lives seamlessly including online. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Relationships Education, RSE and Health Education must be age-appropriate and developmentally appropriate. The content will be taught sensitively and inclusively, with respect for the backgrounds and beliefs of learners and parents, while always with the aim of providing learners with the knowledge they need to prepare them to play a full part in society as responsible citizens. Our curriculum on Relationships and Sex Education complements, and is supported by, our policies on behaviour, bullying and safeguarding.

These subjects also support our wider work in helping to foster learner wellbeing and develop character and personal attributes that we believe are fundamental to learners being happy, successful and productive members of society. Central to this is our student's ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

Assistive Technology

Inclusion College is developing an Assistive Technology programme with the aim of increasing our students' confidence and independence, in preparation for adult life. Assistive technology is already widely embedded within the academic teaching at the College, for example with use of laptops, use of graphic overlays on screen and other technology that makes the learning more accessible. However, an emerging area for us is the use of apps and devices to increase our students' **independence in the wider community**.

This would be a unique and innovative programme.

Outcomes and examples:

We plan to tailor our support to each student and teach them to use apps, and to develop their confidence in using them independently. Outcomes will be increased independence, increased employability, independent travel, increased ability to attend appointments, increased engagement with health and leisure activity and improved mental health and wellbeing. Each support programme will be tailored to the individual student's needs and entirely bespoke to them.

Community links

Fostering links with the local community through recreational activities, support groups and local organisations. The students will have regular opportunities to practise their enterprise/vocational/lifeskills towards meaningful tasks that engage them with their local community.

Learning structure

Our programmes are supported by the robust accreditation provided by NOCN and enable a pathway to lifelong learning through the college and then onto further education if relevant for the individual.

The programme blends learning, mental health support, enrichment, creative activities and access to a range of opportunities; community, voluntary or work experiences.

We recognise the importance of having wide breadth to our curriculum and the opportunity to embed a multitude of learning disciplines across all lessons of the courses that we deliver. The table below shows how subject areas are implemented and embedded within our curriculum offer:

Qualifications

To support our curriculum intent and our implementation, our students work towards the ‘Employability Skills’ accredited framework provided by NOCN. These courses are constructed and implemented at Inclusion College to be personalised towards the learner's level and their preferred areas of interest. A progression route is individualised towards each student, enabling learning at appropriate pace and allowing for the progression and the development of knowledge and skills.

Curriculum Maps

The tables below demonstrates how our curriculum is mapped across Inclusion College:

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Transition and safety Transition & welcome Personal safety in and outside school,	Developing skills and aspirations Team work and enterprise	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Digital literacy Online safety	

	including first aid	skills, and raising aspirations		FGM		
	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Media reliability (including recognising fake news, bias and fact checking)
	Peer influence, substance use and gangs	Setting goals Learning strengths and goal setting	Respectful relationships Families and parenting,	Healthy lifestyle Diet, exercise, lifestyle balance and	Intimate relationships Relationships and sex education including	Reviewing goals Reviewing goals set in Autumn

<p>Healthy and unhealthy friendships , assertiveness, substance misuse, and gang exploitation</p>		<p>healthy relationships, conflict resolution, and relationship changes</p>	<p>healthy choices, and first aid</p>	<p>consent, contraception, the risks of STIs</p>	<p>term 2 and assessing progress, new goal setting</p>
<p>Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p>	<p>Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p>	<p>Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p>	<p>Exploring influence The influence and impact of drugs, gangs, role models and the media</p>	<p>Addressing extremism and radicalisation Communities, belonging and challenging extremism</p>	<p>Transitions Support and preparation for moving on & next year</p>

<p>Building for the future</p> <p>Self-efficacy, stress management, and future opportunities</p>		<p>Communication in relationships</p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	<p>Independence</p> <p>Responsible health choices, and safety in independent contexts</p>	<p>Families</p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p>	
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Our Work & Employability Skills Curriculum offers 3 levels of qualification:

NOCN EL 1-3 Award / Certificate / Diploma Using Employability Skills

NOCN L1 Award / Certificate in Employability

NOCN L2 Award / Certificate in Employability (12368 / 123169)

Entry Level 3	Level 1	Level 2
<p>Action Planning to Improve Performance</p> <p>Applying for Jobs and Courses</p> <p>Building Confidence and Self Esteem</p> <p>Dealing with Problems at Work</p> <p>Decision Making in the Work Place</p> <p>Follow Instructions in the Work Place</p> <p>Health and Safety Procedures in the Work Place</p> <p>Looking and Acting the Part in the Work Place</p> <p>Making Career Choices</p> <p>Travelling to and from Work</p> <p>Using Communication Skills in a Work Place</p> <p>Using ICT Skills in a Work Place</p> <p>Using Number Skills in a Work Place</p> <p>Using Reading Skills in a Work Place</p> <p>Using Writing Skills in a Work Place</p> <p>Working with Others</p> <p>Managing Money</p> <p>Understanding a Pay Slip</p> <p>Preparing for and Taking Part in an Interview</p>	<p>Communication Skills in Preparing for Work</p> <p>Oral Presentation Skills</p> <p>Working as a Team</p> <p>Customer Care</p> <p>Dealing with Problems in daily life</p> <p>Financial Literacy: Budgeting and Money Management</p> <p>Health and Safety in a Practical Environment</p> <p>Planning and Reviewing</p> <p>Learning Recognising and Respecting Diversity in the Workplace</p> <p>Responsible Work Practice</p> <p>Undertaking an Enterprise Project</p> <p>Work Experience</p>	<p>Applying for Work</p> <p>Building and Managing Workplace Relationships</p> <p>Communication in the Workplace</p> <p>Developing Enterprise Skills</p> <p>Developing Meeting Skills</p> <p>Interview Skills</p> <p>Personal Money Management</p> <p>Personal Presentation in the Workplace</p> <p>Recognising Leadership Skills</p> <p>Recognising Prejudice and Discrimination</p> <p>Researching Employment Opportunities</p> <p>Responsible Work Practice Optional</p> <p>Rights and Responsibilities in the Workplace</p> <p>Self Development & reviewing own performance</p> <p>Solving Problems in the Workplace</p> <p>Teamwork Skills</p> <p>Understanding Change in the Workplace</p>

		Understanding Structures in the Workplace
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Our Work and Employability skills education is supported and underpinned by Life Skills & Wellbeing and Functional Skills Maths & English curriculums.

MATHS CURRICULUM OVERVIEW SEPTEMBER 2022-JULY 2023			
		F/S	GCSE
AUTUMN 1	1	Number	Number
	2		
	3		
	4		
	5		
	6		
	7	Assessment	Assessment
HT			
AUTUMN 2	1	Formulae	Shape and measure
	2	Shape and measure	
	3		
	4		
	5		
	6		
	7	Assessment	Assessment
CHRISTMAS			

SPRING 1	1	Fractions, decimals and percentages	Fractions, decimals and percentages
	2		
	3		
	4		
	5		
	6	Speed, distance and time	Assessment
HT			
SPRING 2	1	Ratio and proportion	Algebra
	2		
	3	Statistics	
	4		
	5		
	6	Revision (FDP)	
EASTER			
SUMMER 1	1	Probability	Revision
	2		
	3	Revision (area, averages, graphs)	
	4		
	5		
	6	Statistics (L2)	
HT			
SUMMER 2	1	Statistics (Level 2)	Statistics
	2		
	3	Shape and measure (Level 2)	
	4		

	5		
	6	Assessment	Assessment
	7	Finished	Finished

ENGLISH CURRICULUM OVERVIEW			
SEPTEMBER 2022-JULY 2023			
	week	F/S	GCSE
AUTUMN 1	1	Introducing English	Introducing English
	2	Meaning and language	Meaning and language
	3		
	4		
	5		
	6		
	7	Assessment	Assessment
HT			
AUTUMN 2	1	Structure	Structure
	2		
	3		
	4		
	5	Speaking and listening	Assessment
	6	SLC practice assessment	
	7		
CHRISTMAS			
SPRING 1	1	Writing formal texts	Imaginative writing

	2		Comparisons
	3		
	4	Fact, opinion and inference	
	5	Assessment	
6		Assessment	
HT			
SPRING 2	1		Persuasive writing
	2	Comparisons	
	3		
	4	Writing formal texts	
	5		
	6	Assessment	
EASTER			
SUMMER 1	1	Speaking and listening	Textual study
	2		
	3		
	4	Revision	
	5		
	6		
HT			
SUMMER 2	1		Representation in society
	2		
	3	Revision and exams	
	4		
	5		
	6	Finished	Assessment



Implementing Education Health and Care Plan Objectives:

We work closely with our local authorities and their relevant professionals and our students' & parents/carers to support the development and progression towards their long-term objectives from their Education Health and Care Plan's. Each student is baseline assessed by their key staff during their first term at Inclusion College. This ensures of the robust construction of long term and short-term targets. We aim to engage our students in this process to develop their self-advocacy, enable them to become reflective thinkers and to support the recognition of their achievements and the impact of their work. Students are also actively encouraged to be involved in the mapping of their targets to support their reflections and to recognise the next steps on their learning journey.

Daily Implementation

The session learning structure is highlighted in the diagram below:



Our timetable is focussed towards enabling our students to gain qualifications, skills and meaningful experiences in order to progress on in the future. These will align to NOCN accreditation, Functional Skills courses and towards their personal, life skills and social skills targets. Our students often need to de-escalate on arrival in order to regulate and move into a frame of mind conducive to engaging with education so this time is built into sessions, and not time limited. At the end of every session the students are encouraged to reflect on the skills/tasks that they have been working towards. This enables them opportunities to recognise their progression and personal achievements and will support them in recognising next steps.

Monitoring the Quality of Education

The Head and SLT at Inclusion College carry out a wide range of monitoring activities as part of our quality improvement cycle. This covers data, observations, and scrutiny as well as student voice. An annual curriculum review is held during the summer term, gaps and weaknesses are identified, cohort engagement in different subjects is analysed and student and staff feedback is fed into an improvement plan for the following academic year. We are also subject to EQA inspection annually in July by NOCN.

This will ensure the following:

- Quality of all lessons with all teachers
- Moderation of the College's own judgements and training of senior managers, teachers, tutors and support wo

- Meetings held by staff to review progress.
- Discussions with students on their feelings about the experiences that they are receiving and what have they learnt , and what else they want to learn
- Provision for any parents/carers or other stakeholders to be able to share their views.
- Regular and relevant CPD for staff and ongoing personal development

Monitoring individual learner progress:

At Inclusion College we recognise the importance of robust assessment frameworks and methods to support our understanding on the impact of learning for every individual.

Methods for recognising impact

-How we recognise learning for each individual

- Use of our Inclusion College online platform to capture evidence, record and systemically measure progress.
- Students' progress towards their accredited courses.
- Student's progress against their targets
- Successful transitions to enterprises, work, next placements and volunteering initiatives.
- Professional observations of completion of tasks/objectives from our team of tutors/teachers and support workers
- Annual review meetings discussing/sharing individual progress against long term objectives.
- Comparative judgements – compare student's skills over time and help them to see their own progress
- Celebration events
- Displaying work in the College and online

Linked Policies and documents:

- Exams policy
- Reasonable adjustments and access policy
- The Inclusion Way
- Mental Health strategy and learner support policy
- SEND report
- Equality Duty
- Strategies for repeat absence
- Transition Planning

Policy review monitoring and evaluation

We are aware of the need to review the Curriculum policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the college.

It is formally evaluated annually by the SLT and Heads of subjects and developed by the teaching team as required.