


Curriculum Policy



DfE no: 850/7900



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Signed by:		Position:	Chair
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Monitoring arrangements

This policy will be reviewed at least every two years but may be subject to review at the Headteacher's discretion at any time

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Contents

1. Inclusion Way	4
2. Our Curriculum Aspirations	4
3. The Inclusion College Curriculum Intent Model.....	5
3.1 Curriculum Aims.....	5
4. Curriculum Implementation	6
4.1 Our Approach	7
5. Curriculum Strands	7
5.1 Personal Development, Choice and Wellbeing	7
5.2 Functional Skills	7
5.3 PHSE and RSE.....	7
6. Careers and Work Experience Opportunities.....	8
7. Learning Structure	8
7.1 Qualifications.....	9
8. Implementing Education Health and Care Plan Objectives.....	9
9. Daily Implementation	9
10. Monitoring the Quality of Education	10
10.1 Monitoring Individual Student Progress	10
10.2 Methods for Recognising Impact - How we recognise learning for each individual.	11
11. Community Links	11
12. Linked Policies and Documents.....	11
12.1 Policy Review Monitoring and Evaluation	12

This document is relevant to:

- Our Teachers/Assessors and Tutors.
- Our Internal Quality Assurers.
- Board of Governors.
- Support workers.

1. Inclusion Way

The Inclusion Way is based on over ten years of experience and captures our wellbeing and mental health ethos, our pedagogical approach and all aspects that affect a student's educational experience.

We know the Inclusion Way works because:

- Our students are happy.
- Our students tell us it works for them.
- Our students make educational, emotional and social progress.
- Our parents/carers tell us they feel supported by the college.

For over ten years we have supported the most vulnerable young people in our community to become mentally healthy, resilient and successful young adults.

Before reading this policy, it is important to know our students and the journey they have taken before they start at Inclusion College.

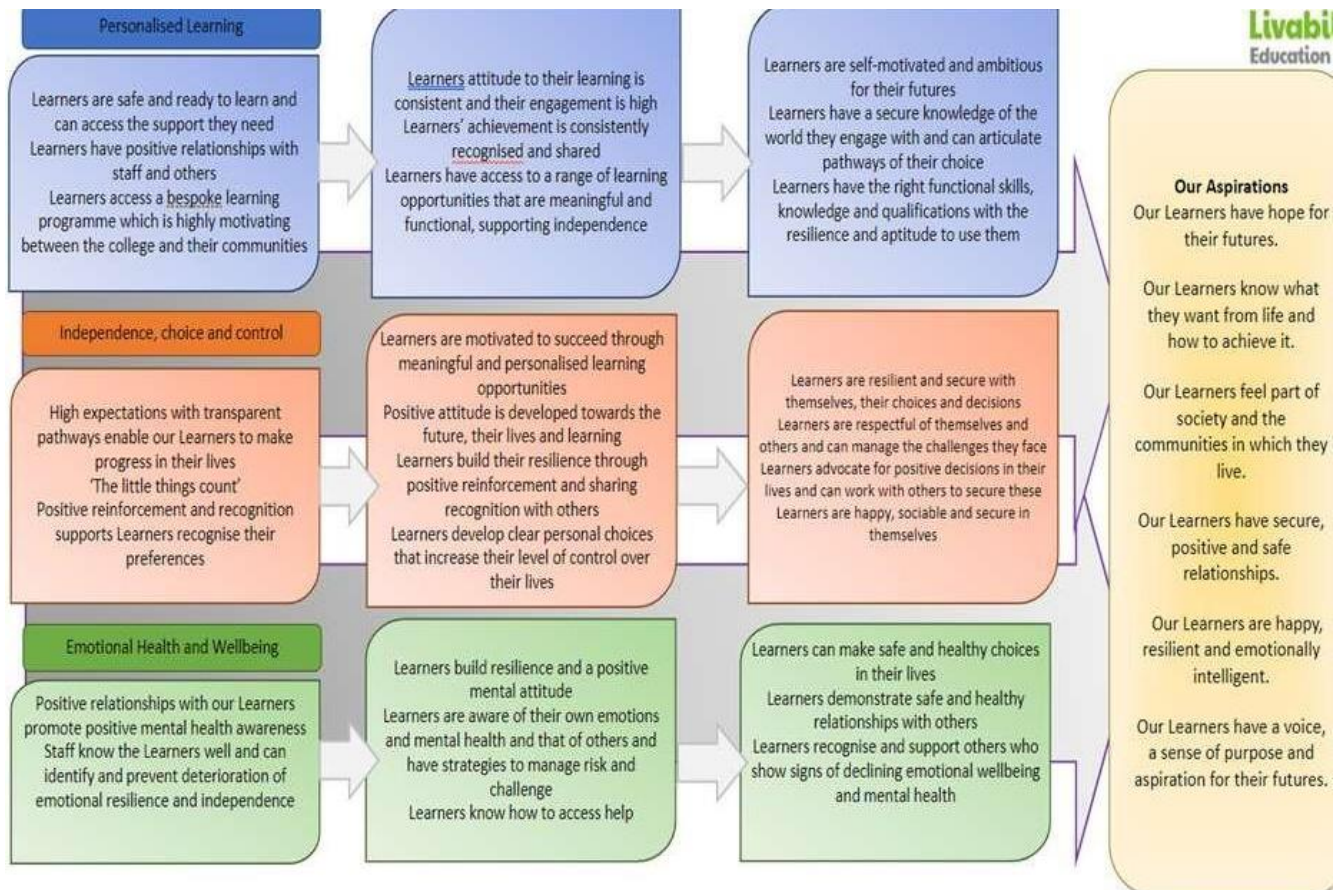
- Most of our students have a severe and chronic diagnosed mental health need. They may be experiencing or have experienced self-harm, suicide ideation, depression and high anxiety. Many of our students will be experiencing more than one of these things at a time.
- Our students will likely have diagnosed and undiagnosed SEND needs relating to speech, language and communication or communication and interaction needs or a specific learning need. (SpLD).
- Our students have experienced significant gaps in their education.
- Our students will have a history of non- attendance due to high anxiety and mental health needs and have been identified as an emotionally based school avoider (EBSA).
- Our students' academic levels will be below age related expectations.
- Many of our students will have experienced trauma.

2. 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.

3. The Inclusion College Curriculum Intent Model



3.1 Curriculum Aims

At Inclusion College we recognise that learning can be dynamic and experiential, and there are opportunities to nurture and develop our students' skills and understanding through all tasks within the college day. Our curriculum is designed to enable us to bring out the best in 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 students' 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 students' confidence and resilience in a multitude of different situations in their local community.
- To develop our students' ability to problem-solve and promote independent thinking.
- To promote investigative learning and the students' sense of enquiry.
- To develop our students' appreciation of working together with others.
- To develop our students' personal sense of wellbeing and self-worth.
- To develop our students' 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 students' 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 students' confidence to independently manage their mental health and wellbeing needs through sustainable strategies.

4. 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 student and within age- appropriate contexts. Our curriculum intent is underpinned by the suite of qualifications offered by NOCN, AQA and ASDAN and from our Curriculum Model.

4.1 Our Approach

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.

5. Curriculum Strands

5.1 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 focused 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 practice mindfulness techniques and to reflect on their learning journey and personal development. Robust assessment frameworks are used to support measuring personal development and these are recorded using our college platform.

5.2 Functional 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.

5.3 PHSE and 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 students and parents, while always with the aim of providing students with the knowledge they need to prepare them to fully participate 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 student wellbeing and develop character and personal attributes that we believe are fundamental to students 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.

6. Careers and Work Experience 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 in line 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 in 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 helps 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 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 career's adviser, to engagement with employers, colleges and training providers.

There is also a Vocational Hub - EB8, Belvedere House, Basingstoke. Students who are based here are on our Yellow Pathway which focuses on skills to gain employment.

7. Learning Structure

Course	Description	Duration
Gold Pathway	<p>Building Mental Health and resilience</p> <p>Students on this pathway may have significant mental illness, anxiety or condition which would prevent them accessing college full time.</p> <p>A bespoke curriculum offer is devised by consulting with the young person, the family and other professionals. There would be important close partnership needed between the families and the college to be successful. The aim is to improve mental health and resilience, to enable the young person to access a more structured curriculum or move onto other provision.</p> <p>Students may also be referred to other Inclusion projects such as Project Iris. If additional support is needed that cannot be provided by the college such as Equine therapy, SALT, OT or other therapies, this would have an additional cost to the Local authority.</p> <p>The student's timetable would have significant time spent on mental health and wellbeing through work with their key support staff member and/or other trained staff.</p> <p>If they have not already achieved Level 2 or GCSE English and Maths, they would have options to develop these skills. They would also be able to access our vocational and preparation for life curriculum if appropriate.</p>	1 year – if no progress is made after a year of our support, consideration would need to be given to whether this is the appropriate setting to support this student.
Blue Pathway	<p>Accessing Education</p> <p>The course focusses on Preparation for Adulthood, Functional Skills Maths and English, vocational options and social interaction through our enrichment programme.</p>	2 years

	<p>Students will have the opportunity to work towards NOCN Functional skills in Maths and English at Entry Level 3 – Level 2. Career advice and employment encounters will also be provided.</p> <p>There is an expectation that students will attend 5 half day sessions a week as each day has a different theme. If this is too much, they will be supported to access distance learning on some days if appropriate to their mental health needs.</p> <p>Students on this pathway also have opportunities to access mental health support with their key support staff and/ or other trained staff.</p>	
Yellow pathway	<p>Pathway to Employment <i>Based at our Vocational Hub - EB8, Belvedere House, Basingstoke.</i></p> <p>This course focuses on skills to gain employment, and provides the opportunity for internal work experiences, work encounters and supported work experience. Students are supported to write a CV, learn interview skills and meet potential employers. Once a job is secured, the team will support the student to access the workplace and be on hand to support the student or employer if needed in the early days of employment.</p>	1 Year

7.1 Qualifications

Personal Development and Vocational Education use ASDAN short course options to base the curriculum.

Students will also complete AQA Unit Awards in each different option. (See Long term planning documents) NOCN Functional Skills Maths and English are offered at Entry 3- Level 2.

8. Implementing Education Health and Care Plan Objectives

We work closely with our local authorities and their relevant professionals, and our students' and parents/carers to support the development and progression towards their long-term objectives from their Education Health and Care Plans. Each student is baseline assessed by their key staff during their first term at Inclusion College. This ensures 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.

9. Daily Implementation

The session learning structure is highlighted in the diagram below:



Our timetable is focused 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 on. This enables them opportunities to recognise their progression and personal achievements and will support them in recognising next steps.

10. 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 work 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. IQA is undertaken for all AQA award coursework and also NOCN exams. 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 workers.
- 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.

10.1 Monitoring Individual Student 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.

10.2 Methods for Recognising Impact - How we recognise learning for each individual

- Use of our Inclusion College evaluation forms to capture evidence, record and systemically measure progress.
- Use of student voice and individual feedback.
- 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.

11. Community Links

The college fosters links with the local community through recreational activities, support groups and local organisations. The students will have regular opportunities to practice their enterprise/vocational/life skills towards meaningful tasks that engage them with their local community.

Events will include Christmas markets, helping at charitable events, and visiting local centres.

12. Linked Policies and Documents

- Exams policy.
- Reasonable Adjustments and Access policy.
- The Inclusion Way.
- Mental Health Strategy and Student Support policy.
- SEND report.
- Equality Duty.
- Strategies for Repeat Absence.
- Transition Planning.

12.1 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.