

# Curriculum Policy



DfE no: 850/6107



**Approved by:** Governing board

**Date:** June 2024

**Signed by:**

A handwritten signature in blue ink, appearing to read 'L J Pratt', is written over a light blue rectangular background.

**Position:** Chair of Governing board

**Last reviewed:** June 2024

**Next review due:** September 2025

## 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

Author: J Bray	Title: Curriculum Policy	Ref: 2024	Date: September 24

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# 1. 'The Inclusion Way': A Shared Foundation

'The Inclusion Way' has been developed by Inclusion Education and is based on over ten years' experience. 'The Inclusion Way' captures our ethos to wellbeing and mental health, our pedagogical approach and all aspects that affect a learner's educational experience.

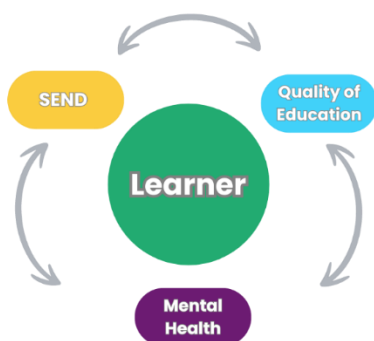
This introduction outlines how the 'Inclusion Way' is used and embedded as a shared vision and foundation across all our policies and practices at Inclusion School(s). This introduction defines who our learners are, why they are here, and how our inclusive pedagogical approach ensures our learners are supported, valued and empowered.

It is important to understand the journey our typical learner has been on before they arrive at an Inclusion School.

For example, our learners will:

- typically have a severe and chronic diagnosed mental health need. They are likely experiencing, or have experienced, self-harm, suicide ideation, depression, and high anxiety.
- have diagnosed and/or undiagnosed SEND needs related to speech, language and communication (SLCN), communication and interaction (C&I), or specific learning differences (SpLD).
- often experience significant gaps in education at primary and/or secondary level.
- have a history of non-attendance due to high anxiety and mental health needs and have been identified as emotionally based school avoiders (EBSA).
- are often working below age-related expectations in Maths, English, and Science due to disrupted education and unmet needs.
- may have experienced trauma, whether through Adverse Childhood Experiences (ACEs) or bullying in previous educational settings.
- are young people exploring their identity and discovering who they are and who they want to be. While they may struggle with emotional regulation or academic attainment, they are not of primary-age cognitive ability, they are young adults and want to be treated as such.

At Inclusion Schools, we deliver education through a three-tiered curriculum model based on the triangulation between Mental Health, Quality of Education and SEND.



These three aspects are of equal importance and they all inform each other.

Only by working collaboratively are our learners able to make sustained and holistic progress.

The Inclusion Way' is more than a framework: it is the heart of our schools' mission. By addressing mental health, SEND, and academic development as equally essential, we equip learners not only to succeed in education but to thrive in life. Our learners tell us this works. Their progress shows us it works.

## 2. Legislation and guidance

This policy reflects the requirements for independent schools to provide a broad and balanced curriculum.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

## 3. Key principles that underpin our curriculum

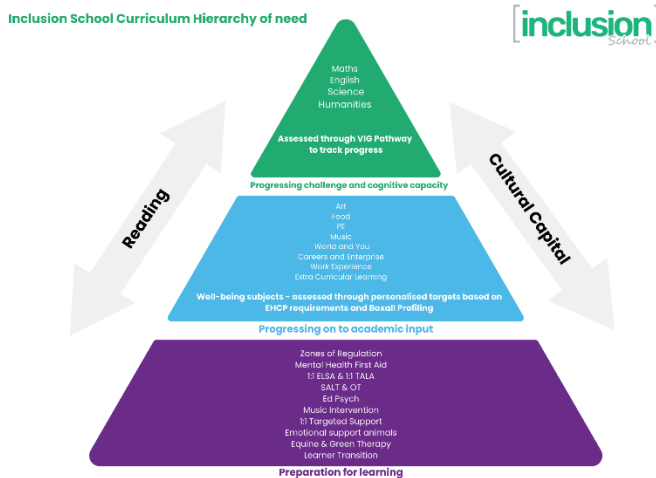
### 3.1 Intent

At Inclusion Schools, we are committed to providing a nurturing and supportive learning environment for learners with Social, Emotional, and Mental Health (SEMH) challenges. Our curriculum is designed to promote holistic well-being, academic success, and personal growth for all learners. Our curriculum is designed to meticulously stretch and challenge all, but through our own pedagogical approach 'The Inclusion Way'.

On the Inclusion Schools' website you are able to read the intent documents for the following subjects taught at Inclusion Schools:

- Maths
- English
- Science
- Humanities
- Work Skills
- PSHE (World & You)
- Cooking
- Art
- PE

## 3.2 Implementation – the Inclusion Way



Our curriculum design integrates academic learning with social-emotional skills development and mental health support. We recognise the importance of addressing the needs of the whole learner and strive to create a balanced educational experience.

Our curriculum model consists of three layers which form the foundations for access, success and

progression:

**Tier 1 (Purple)** focuses on preparation for learning and supporting learners with their mental health, EHCP outcomes and any barriers to learning that they may be facing. The aim of this tier and therapeutic input is to ensure that learners are regulated, happy and feel safe so that they are suitably equipped in all areas to support learning and progression.

**Tier 2 (Blue)** progresses learners by transitioning them into the ‘academic input zone’. This allows learners to experience a range of subjects with a slightly lower cognitive demand, whilst still maintaining high expectations and embedding routines. Our ‘golden threads’ ensure that all learners experience the same routine and expectations, whilst providing them with an accessible curriculum for their individual needs.

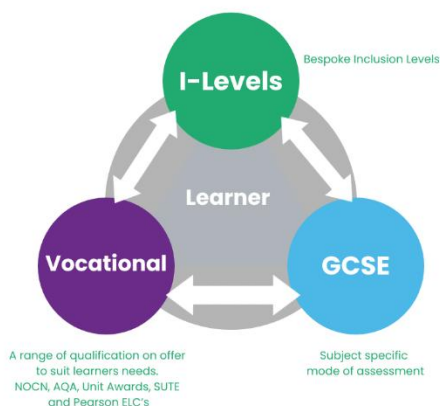
**Tier 3 (Green)** enhances progress by increasing the level of challenge and academic input, resulting in an increased level of cognitive demand. This is when we prepare learners for examinations (with the help of tier 1), so that they can aim for formal certification and accreditation in a variety of subject areas. If deemed appropriate for the learner, qualifications are available at tier 2 also.

Throughout our curriculum offer, cultural capital and reading opportunities are embedded daily and weekly to ensure that learners are prepared for life beyond Inclusion Schools.

## Curriculum Pathways



### Inclusion Qualifications



[inclusion School]

At Inclusion Schools, we have 3 curriculum pathways, which are also known as our 'VIG' Pathways: Vocational, I Level and GCSE. These allow for the customisation of educational experiences to meet the diverse needs, interests, and abilities of our learners. This ensures that each learner receives appropriate instruction tailored to their learning styles, goals, and pastoral needs.

All learners are baselined using our Inclusion levels and based on evidence informed criteria being met, learners then follow either a vocational pathway or

GCSE pathway.

However, it should be noted that based on learner needs (academically and pastorally), learners may change between the pathways on offer.

Through offering diverse curriculum pathways, Inclusion Schools ensure that learning is inclusive and that all learners have access to a range of academic and vocational opportunities, promoting inclusivity and equity in education. (Also known as 'The Inclusion Way').

## Thematic versus spiral curriculum

Within the Inclusion Schools' curriculum, we combine elements of both thematic and spiral design across all subjects to ensure that we offer and create a balanced curriculum that incorporates both interdisciplinary exploration and systematic reinforcement of key concepts taught.

By using both thematic and spiral curriculum designs, Inclusion Schools offers valuable frameworks for organising and delivering educational content. Their implementation provides a rich and comprehensive learning experience for all learners as they progress throughout Key Stage 3 and 4.

Most commonly, Key Stage 3 use a thematic curriculum design to support associations with Primary learning, whereas in Key Stage 4 our curriculum design progresses onto a spiral curriculum, allowing preparation for examinations to occur. (However, it should be noted that were deemed appropriate, method implementation may vary across cohorts and subjects. This is due to learners working significantly below ARE).

## Reading within the curriculum

Reading is fundamental to developing essential literacy skills, including decoding, comprehension, fluency, and vocabulary acquisition. Strong literacy skills form the foundation for success in all subjects and are crucial for lifelong learning.

This understanding underpins the core of our curriculum and our learners do not only experience daily reading with mentors, but our curriculum exposes learners to a variety of texts, perspectives, and ideas. Combined with daily reading and suitably selected texts within lessons, learners develop critical thinking skills as they analyse, evaluate, and synthesize information from different sources.

Daily reading for pleasure not only improves our learners reading age and comprehension, but it provides solace, inspiration, and emotional nourishment, supporting learners' mental health and well-being by offering an escape from stress and fostering a sense of connection and belonging.

Overall, at Inclusion Schools, we read to:



## **Access to the Curriculum: MHITP (Mental Health Individual Timetable Plan) and ITP (Individual Timetable Plan)**

Where appropriate, a learner's curriculum diet may vary from our standard timetable offer. This is to ensure the following:

- that a learner receives the necessary therapeutic input to ensure long-term mental health and wellbeing
- that a learner received the necessary SALT, OT or EP input to meet their EHCP outcomes
- that a learner's "battery" does not become depleted and result in 'burnout'. We believe that by being proactive and through developing sustainable and independent strategies a learner will, in the long term, positively sustain education, even if in the short term some of their curriculum diet is reduced

All academic and pastoral interventions are measured using Boxall Profiling and/or Inclusion Levels.

### MHITP

A mental health individual timetable plan is a part-time timetable. It may include time at home to help manage their mental health and wellbeing or include off-site provision, such as equine therapy.

They are overseen by the schools' Mental Health Lead and agreed by parents, learner and school during our admissions process. These are reviewed fortnightly.

### ITP

An individual timetable is typically used when a learner first starts attending an Inclusion School following admission. Most of our learners have historically low attendance, identified as EBSA (emotionally based school avoiders), or have been out of education for months and/or years and therefore require a gradual return to school.

They are overseen by the schools' Mental Health Lead and agreed by parents, learner and school during our admissions process. These are reviewed fortnightly.



For more details, including how we safeguarding our learners on these timetables, please refer to our Safeguarding & Child Protection Policy, Attendance Policy and Remote Learning Policy.

## **Social-Emotional Learning (SEL)**

At Inclusion Schools, we ensure that SEL is a key consideration (using the EEF recommendations), whilst ensuring that we follow our own pedagogical approach, 'The Inclusion Way'. We ensure that it is embedded subtly throughout the curriculum as we aim to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making with low demands and high levels of support when and where required. SEL is closely linked to our cultural capital opportunities, work experience programme, and well as ECL (extracurricular learning) which takes place every Friday.

## **Therapeutic interventions and trauma informed approach in our curriculum design**

Our curriculum incorporates trauma-informed practices to create a safe and supportive learning environment for learners who have experienced trauma and mental health difficulties.

We prioritise safety, trust, choice, collaboration, and empowerment in our interactions with learners.

In Tier 1 of our curriculum triangle, we offer a range of support which is delivered by trained staff on site as well as trained professionals which are outsourced. These range from Educational Psychologists, SALT (Speech and Language therapists) and OT (Occupational Therapists). They work collaboratively with staff in the classroom as well as with planning, to ensure that our curriculum is accessible and challenging for all.

In addition to this, learners have the opportunity to experience canine, equine, and horticultural therapy. ELSA, Tala, and 1:1 targeted support sessions are also available to those learners who need additional support throughout their curriculum journey at Inclusion Schools.

## 3.3 Measuring the Impact of our curriculum

### **Learner involvement**

Learner voice is crucial in our curriculum design for several reasons:

1. Personalisation: Learner voice allows them to contribute their perspectives, interests, and preferences to the curriculum, leading to a more personalised learning experience.
2. Relevance and Authenticity: Incorporating learner voice ensures that the curriculum reflects the lived experiences, cultural backgrounds, and interests of the learners, making learning more relevant and meaningful.
3. Critical thinking and reflection: Engaging learners in curriculum design encourages critical thinking and reflection as they evaluate different options, make decisions, and consider the consequences of their choices. This promotes deeper learning and develops learners' analytical skills.

### **Parent/guardian involvement**

At Inclusion schools, we actively involve parents/guardians in their child's education, providing regular updates on progress, goals, and support strategies. Each term, learners receive a detailed report outlining academic progress, attendance and intervention updates.

As a school, we encourage collaboration between home and school to ensure a coordinated approach to supporting each learner's growth and development.

By adhering to this curriculum policy, we strive to empower students with SEMH, SEND and Mental Health challenges to reach their full potential academically, socially, emotionally, and mentally, preparing them for success in school and beyond.

### **Statistical analysis**

We regularly monitor and evaluate the effectiveness of our curriculum in meeting the needs of our learners.

DCP (Data Collection Points) take place 3 times an academic year, whilst Reading assessments, Maths assessments and Boxall profiling takes place each half term.

Results gathered allows staff to justify their curriculum design and adjust their long-term planning, using evidence informed data.

Feedback from stakeholders, data analysis, and observations inform ongoing revisions and improvements to the curriculum.

## **4. Roles and Responsibilities**

### **The governing board**

The Inclusion Schools Governing Board will monitor the effectiveness of this policy and hold the Headteacher/ Deputy Head Teacher (Quality of Education) to account for its implementation.

The Governing Board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The schools are complying with the independent school standards and teaching a "broad and balanced curriculum" which includes English, Maths, Science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for learners to cover the requirements of the funding agreement
- Provision is made accessible and ambitious for learners with different abilities and needs, including children with special educational needs (SEN)
- All courses that lead to qualifications are approved by the secretary of state
- The schools implement the relevant statutory assessment arrangements in accordance with JCQ regulations
- It participates actively in decision-making about the breadth and balance of the curriculum
- Learners are provided with independent, impartial careers guidance, and that this is appropriately resourced

### **Headteacher/ Deputy Headteacher (Quality of Education)**

The Headteacher & Deputy Head Teacher are responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the schools choose to offer, have aims and objectives which reflect the aims of the schools and indicate how the needs of individual learner will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Requests to withdraw children from curriculum subjects are appropriately handled.
- The schools' procedures for assessment meet all JCQ and exam board requirements
- The governing board is advised on whole-school targets in order to make informed decisions

### **All staff**

All staff will ensure that the schools' curriculum is implemented in accordance with this policy and that all 'golden threads' are present in every classroom.

## **5. Monitoring**

The Deputy Head for Quality of Education is responsible for creating a report encompassing all of the above every 6 weeks. This is sent to the Headteacher and shared at SLT every 6 weeks.

Each report is reviewed, discussed and actioned based on the outcomes identified.

This report is also circulated to the Governors, CEO, and Headteacher who have the opportunity to review this and provide additional direction to the Deputy Head on further actions that may be required.

## **6. Links to other policies**

The additional policy documents support our approach and this should be read in conjunction with them:

- Attendance Policy
- Admissions Policy
- Behaviour Policy
- SEN Policy
- Mental Health Policy
- Safeguarding & Child Protection Policy

