

ACTIVE INCLUSION

(Support & Learning)

CURRICULUM POLICY

1. AIMS

The aim of the Active Inclusion is to help young people acquire the key skills for further learning and to acquire the life skills necessary to have enriching and rewarding lives: therefore the requirements of the National Curriculum, National Qualifications Framework and Every Child Matters are taken into account in all of our planning. All pupils have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. The curriculum at Active Inclusion is enhanced with opportunities for building young peoples confidence and self-esteem, designed to be flexible in meeting the needs of our young people including their need to make a break with their previous experiences of school

1.1 Active Inclusion endeavours to

- cater for the needs of individual pupils of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties;
- facilitate young people acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community;
- create and maintain an exciting and stimulating learning environment;
- ensure that each child's education has continuity and progression;
- ensure that there is a match between the child and the tasks he/she is asked to perform;
- provide an appropriate curricular balance amongst the competing and sometimes conflicting aims of education;
- recognise the crucial role which parents play in their young peoples education
- and make every effort to encourage parental involvement in the educational process;
- treat pupils in a dignified way.

1.2 Active Inclusion will support young people helping them

- learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team;
- be developing the ability to make reasoned judgments and choices, based on interpretation and evaluation of relevant information from a variety of sources;
- be happy, cheerful and well balanced;
- be enthusiastic and eager to put their best into all activities;
- begin acquiring a set of moral values, e.g. honesty, sincerity, personal responsibility; on which to base their own behaviour;
- be expected to behave in a dignified and acceptable way and learn to become responsible for their actions;
- care for and take pride in their school;
- be developing tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way;
- be developing non-sexist and non-racist attitudes;
- know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data;

- be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes;
- be developing an enquiring mind and scientific approach to problems;
- have an opportunity to solve problems using technological skills;
- be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity;
- know about geographical, historical and social aspects of the local environment and the national heritage and be aware of other times and places and recognise links among family, local, national and international events;
- have some knowledge of the beliefs of the major world religions; be developing agility, physical co-ordination and confidence in and through movement;
- know how to apply the basic principles of health, hygiene and safety.

2. THE CURRICULUM AIMS TO

- Enable and help young people to realise their full potential by:-
- Achieving the highest possible standards in their learning
- Becoming rational autonomous individuals
- Develop a reasoned set of social and moral attitudes in order to make and maintain moral judgments
- Extending their ability to be creative and imaginative and to express their ideas, thoughts and feelings
- Preparing for a full personal, working, social and cultural life in a rapidly changing world

The ethos of Active Inclusion is that young people are given the chance to change their behaviour and the help and support to achieve this. Increasing pupils' self esteem and confidence in their own ability is important.

Young people are given curriculum that provides opportunities to progress in their learning and to improve their attitude to education and relationships is crucial.

Young people are given a curriculum that provides them with opportunities to succeed where they may have experienced failure in mainstream school. We provide a curricular solution to meeting their needs as individuals and as members of society.

We recognise and stress the importance of young people acquiring and improving skills in literacy and numeracy. Timetabling will provide the opportunity to study these subjects in small groups and 1:1 with support where appropriate.

Active Inclusion recognises the importance of providing learning opportunities for personal and social development and this is reflected in the timetabling of PSHE, Citizenship, Skills for Work and Careers Education. These curriculum areas are important because they can offer opportunity to address the issues that have resulted in the young persons referral to us and their possible disaffection with education.

Surveys show that the majority of our young people are 'practical' learners, the timetabling reflects this. Specific subjects offer pupils the opportunity to create confident learners and increase self-esteem and to also provide opportunities to achieve and celebrate success.

To support the emphasis we place on the importance of an appropriate approach to academic learning we intend to offer young people the opportunity to fill learning gaps

that have occurred during their previous educational experiences.

To support our educational provision the curriculum will have a 'built in' opportunity for activities that aim to be appealing and fun. It is intended that these activities will be well planned and organised by staff, according to their areas of skill and interest, providing value added opportunities, and other areas of accreditation. These activities will provide a basis for further improving social skills and building self-esteem.

3. BROAD & BALANCED CURRICULUM

3.1 Language and literacy

- Encourage young people, individually and in small groups, to extend their vocabulary and fluency by providing opportunities to improve speaking, listening and hearing.
- Help pupils to understand the different purposes for writing and about writing for different purposes and target audiences.
- Provide a range of reading books to give every child the opportunity and encouragement to become familiar with and enjoy books, able to handle them and be aware of their uses, both for reference and as a source of pleasure.

3.2 Mathematics

- Provide practical experiences, to enable pupils to become familiar with sorting, matching, ordering, sequencing and counting activities, which form the basics which many young people have missed through being out of education.
- To assist the young people in learning the appropriate vocabulary used throughout mathematics.
- To use a range of resources to assist pupils in their learning.

3.3 Personal and social development

- Support pupils individually, in a nurturing environment, to develop confidence, autonomy and self-respect.
- Encourage young people to work and concentrate independently and also to take part in the life of the group, sharing and co-operating with other young people and adults.
- Provide activities, conversation and practical example so that they learn acceptable ways to express their own feelings and to have respect of the feelings of others.
- Allow pupils, as appropriate to take responsibility for themselves and also for the group, its members and its property.

3.4 Knowledge and understanding of the world

- Provide a range of natural and manufactured materials to allow young people to explore and experiment in a safe and stimulating environment.
- Help young people to observe the features of objects and substances, recognising differences, patterns and similarities, and to share their findings.
- Assist young people in exploring and understanding their environment, both within the group and also in the wider community.
- Provide a range of safe and well maintained equipment, to enable young people to extend their technical understanding,
- Use simple tools and techniques as appropriate to achieve their intentions and to solve problems.

3.5 Physical development

- Provide a range of equipment and opportunities, both indoors and out of doors, to allow pupils to develop confidence and enjoyment in the use and development of their own body skills.
- Maintain a high level of adult supervision to enable pupils to create and meet physical challenges safely, developing increasing skills and control in

moving, climbing and balancing.

- Support young people in the development of fine motor skills required to use tools, including pens and pencils, and to handle small objects with increasing control and precision.

3.6 Creative development

- Encourage young people to use a wide range of resources in order to express their own ideas and feelings and to construct their individual response to experiences in two and three dimensions.
- Provide art equipment, including paint, as well as natural and discarded resources, to give open-ended exploration of colour, shape and texture and develop the skills of painting, drawing and collage.
- Give pupils the opportunity to become involved with and respond to music and the Arts.

4. ENSURING PERSONALISED LEARNING PACKAGES ARE DESIGNED EFFECTIVELY TO MEET INDIVIDUAL NEED

As an organisation Active Inclusion holds a strong focus on meeting the needs of the individual and as such hold an extremely child centred approach to our work.

Throughout our team we have both Tutors and Intensive Support Workers who specialise in specific subject areas or expertise in supporting differing learning needs, ranging from early years or specific learning difficulties to studying for GCSE's and Further Education.

The focus on individual needs begins right from the initial point of referral to our service when we ensure that as much information is received on young people's social/emotional and learning needs in order to allow us to identify the most appropriate member of staff for that individual. From here we ensure that we link in closely and consult with any previous school placement and obtain any existing assessments of need, followed by meeting with the young people with their parent/carer in order to gain a well rounded view of how we can best meet individual needs.

Typically referring bodies will contact the organisation directly to request an initial referral is considered. The Head of Learning together with the Head of Support will then make a decision whether to start the referral process. A referral form and risk assessment is then requested. An initial meeting is then set up with the YP parent and carer to discuss what provision they feel would be suitable to meet the pupils needs. The Head of Learning and Support then devise a timetable based on the requirements of the referrer and the YP and main carer. Information is gathered from all outside agencies that have been involved in working with the Young person. The timetable is agreed and confirmed with all outside agencies involved plus main carers and the YP. Matching the needs of the young person with the particular skills of the staff available or which can then be sourced. After a two week period the timetable is review following our assessment procedure and then subsequently monitored on a weekly basis where schemes of work and curriculum are adapted and modified to meet individual needs.

Sessions with pupils are then carefully planned taking the assessment results into consideration and we adopt a flexible and creative approach to learning, making sure wherever possible that learning experiences hold practical relevance to the lives of the individual and that the specific resources that we use during teaching sessions and the qualifications that we enter them into reflect the individual need.

During their time with us pupils are also allocated personal Keyworkers who provide regular 1:1 consultation sessions to ensure that learning and behaviour objectives remain on track and that individual needs continue to be met.

Keyworkers also act as a link with other professionals and parents/carers and termly meetings are held with parents/carers to encourage participation in learning and ensure consistent educational support.

5. DEFINING PATHWAYS AND ACHIEVING OUTCOMES

Learner pathways, tracking, monitoring are identified and modified using our Individual Learning plans, Individual Behaviour plans and Individual Support plans.

Critical Reflection Group meetings involving all staff working with the particular young person take place termly helping to monitor and reflect on the learners' pathway and their Individual Support plans.

Individual Learning Plans and Individual Behaviour plans are monitored on a weekly basis by the Young Persons Keyworker.

Termly Keyworker meetings and Senior Management Team meetings help to ensure that learner pathways and plans are kept up to date and are on track.

As an organisation we also recognise the importance of maintaining professional links with Connexions, local colleges and other provisions that will support future transitions

6. IDENTIFYING HOLISTIC OUTCOMES

Holistic outcomes are identified and measured using the Emotional Literacy Assessment, the Standards and Difficulties questionnaire and young peoples Individual Behavioural Plans which will be carried out termly.

The Head of Learning and Support will then monitor these.

Daily sessional reports act to provide a focus on outcomes and achievements and their aims are to provide a comprehensive record of aims and outcomes for pupils.

Level of engagement is also monitored and used as a measurable outcome for the effectiveness of provision.