

Intent Document English

February 2024



Intent Statement

At Inclusion School, our English Department provides an inclusive and nurturing learning environment tailored to the specific needs of students with Social, Emotional, and Mental Health (SEMH) challenges. We believe that a supportive and engaging English curriculum is essential for the holistic development of our learners, to prepare them for life beyond Inclusion School.

1. Inclusive Curriculum Design

The English team is committed to promoting social and emotional wellbeing through high-quality diverse texts, creative writing, and meaningful discussions. Our curriculum is broad and balanced to engage and motivate our learners. Curriculum content is planned so all learners can make progress from their individual starting points, to build confidence and self-esteem. We provide regular SCIL sessions, which are small-group interventions, that are informed by STAR Reader assessments. They provide targeted support to enhance understanding and plug gaps in learning.

2. Personalised Learning Pathways

Understanding that every learner has a unique learning journey, our intent is to provide personalised learning pathways within the English curriculum. Through adaptive teaching, tailored resources, and ongoing assessment, we aim to ensure that each learner can progress at their own pace, building confidence and a sense of achievement—essential skills for navigating future challenges.

3. Assessment

At the heart of our Assessment and Reporting framework is an understanding of how Mental Health, ACEs (Adverse Childhood Experiences) and Trauma can impact learning. Combined with our PACE approach (Playful, Acceptance, Curiosity and Empathy), Inclusion School promotes secure attachments which enables our learners to reflect on their thoughts, behaviours and learning without feeling judged. It is only once this has occurred, our learners progress and flourish.

Low stakes testing is used in the classroom to inform planning and progress. STAR Reading assessments provide us with a reading age for each of the learners.

The National Curriculum for English can be found here:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

Within English, we complete the following pathways and examinations:

- V (Vocational Pathway) – AQA Unit Awards, Step Up to English, NOCN ELC & Functional Skills.
- I (Inclusion Pathway) - Within English, we have a bespoke 1-9 assessment grid which allows staff to track individual progress in the following areas: Reading, Writing, and Speaking and Listening.
- G (GCSE Pathway) – English Language.

4. Emphasis on social and emotional wellbeing

The English Department is committed to promoting social and emotional wellbeing through meaningful discussions and reading for pleasure. Our intent is to create a safe space where students can explore and express their emotions, thoughts, and experiences, fostering a sense of belonging and resilience that will serve them well in future personal and professional endeavours.

5. Integrated Support Service

Collaboration with support services is integral to our intent across the whole Curriculum at Inclusion School. We work closely with Mental Health Leads, Speech and Language Therapists, Occupational Therapists and Educational Psychologists to provide a holistic approach to the emotional and mental health needs of our students, preparing them to navigate the challenges of life beyond our school.

6. Engaging Pedagogy

Our teaching strategies are designed to be engaging, interactive, and responsive to the SEMH and EHCP needs of our learners. At Inclusion School, we have developed our own approach to lesson structure and delivery which is known as 'The Inclusion Way'.

In every lesson, staff and learners use our 'Golden Threads' support accessibility, progression and consistency. Research based pedagogy (EEF) is embedded within lesson planning, structure and marking which supports staff personalising and utilising a variety of teaching methods, including project-based learning, experiential activities, and technology integration.

(If you wish to discuss our Intent in more detail, please do not hesitate to contact our Deputy Head Teacher, Quality of Education at julia.bray@inclusionschool.org.uk)