

Growth & Readiness Statement [DRAFT]



DfE no: 850/6107



Approved by: Governing board

Date: September 2025

Signed by:

Position: Chair of Governing board

Last reviewed: September 2025

Next review due: September 2027

Monitoring arrangements

This policy will be reviewed bi-annually or when other relevant guidance or legislation is published

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Inclusion Education is the working name of Inclusion Hampshire CIO registered number 1162711			

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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.

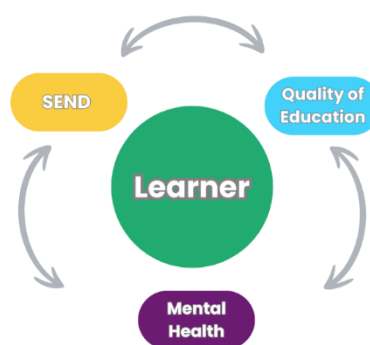
This introduction outlines how the 'Inclusion Way' is used and embedded as a shared vision and foundation across all our policies and practices at Inclusion School(s). This introduction defines who our learners are, why they are here, and how our inclusive pedagogical approach ensures our learners are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

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



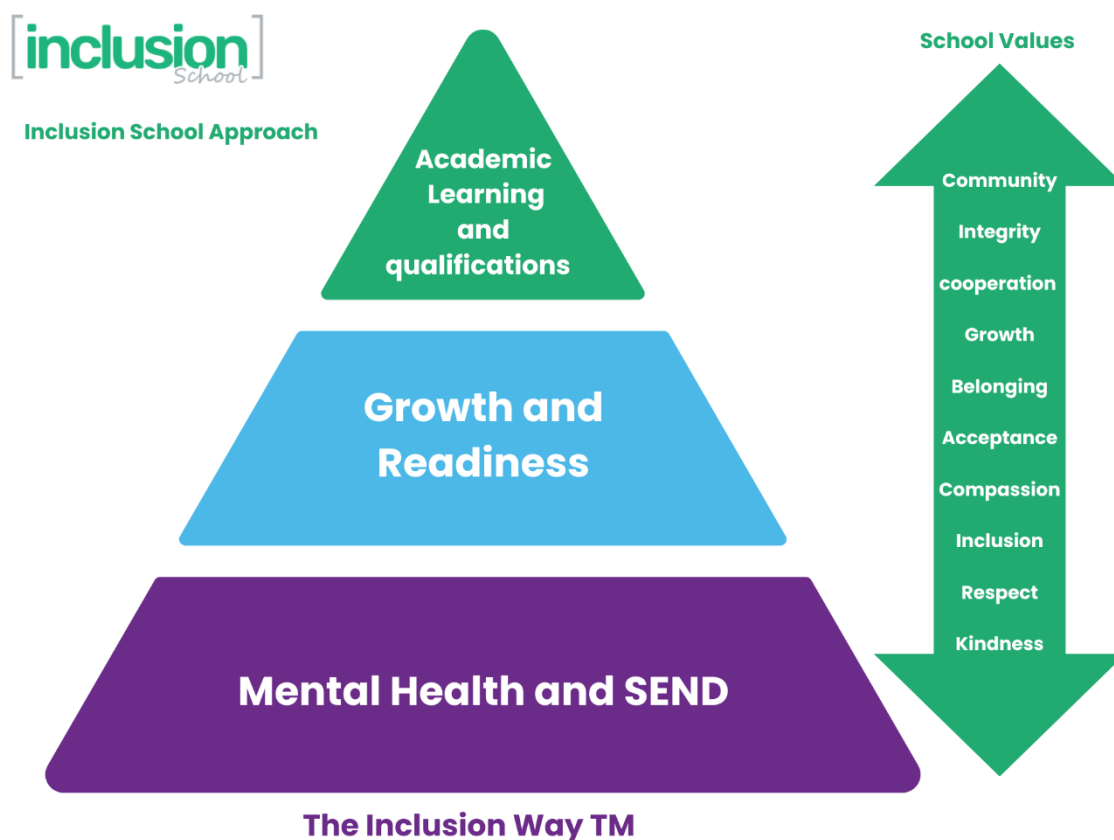
Only by working collaboratively are our learners able to make sustained and holistic progress.

At the first level, covered by our **Mental Health**, **SEND** and **Attendance** policies, we aim to support our learners to understand their mental health and wellbeing, and develop and embed personal strategies to enable them to manage their mental health throughout their time at Inclusion School and beyond using a PACE approach. We believe

that without this foundational learning no further progress will be sustainable or achievable.

At the second tier, covered by our **Growth & Readiness Policy**, we aim to empower our learners to build on their foundations and learn how to be independent, confident and resilient by providing opportunities such as school trips, work experience and college visits. This also includes understanding the world around them (World & You), their place within it, and how they can positively contribute (Work Skills)

Finally, our third-tier academic learning and qualifications which is outlined in our **Curriculum Policy**. This covers that which all other schools include, such as assessment and reporting of all subjects, and the teaching and learning that our learners will experience while they are at Inclusion School. It is at this level that they will be able to achieve multiple qualifications, such as GCSEs, Functional Skills, King's Trust, ASDAN and AQA Unit Awards.



We know that this approach works because our evidence shows that:

- Our learners are happier
- Our learners' attendance improves
- Our learners make academic progress and achieve qualifications
- Our learners make emotional and social progress
- Our parents/carers tell us they feel supported by their school in caring for their child
- Our learners tell us it works for them

These outcomes are evidenced through learner/parent voice feedback, annual review data, and sustained improvements in qualifications, attendance, and wellbeing.

The Inclusion Way' is more than a framework: it is the heart of our school's 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. Vision of this policy

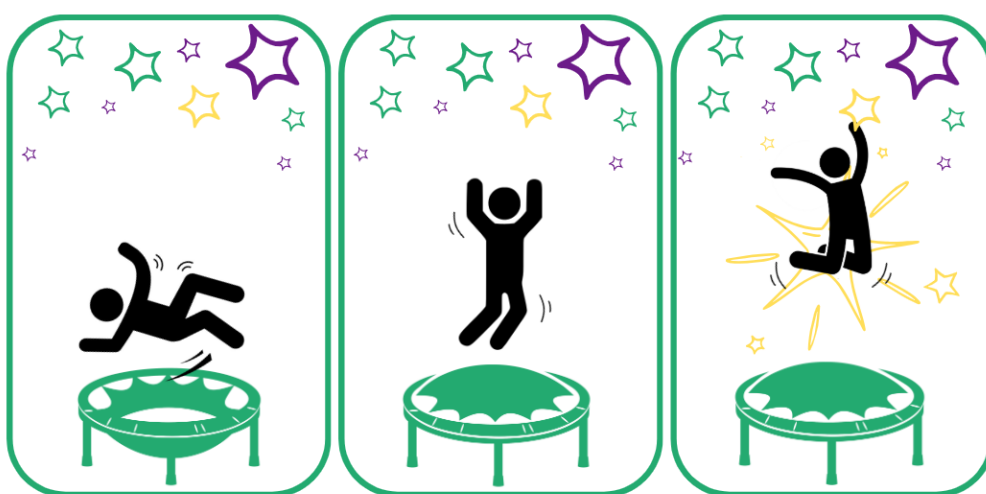
At Inclusion School we recognise that the journey to adulthood can feel overwhelming for many of our learners. With anxiety about the present and the future, and, for most, a history of emotionally-based school avoidance, they need more than just a safety net to capture them – they need the confidence to take that next step forward.

Our Growth & Readiness Policy is built on the principle of *empowered progression*. We provide a secure and supportive foundation - like a trampoline - where learners feel safe enough to land but encouraged to take flight at their own pace. Through carefully structured work experience, Life Skills and Work Skills lessons, enriching school trips, and meaningful opportunities, we help them build resilience, independence, and a sense of possibility for their present and their future.

We do not push, we gently encourage and provide the right opportunities. We do not rush, we patiently guide with the right trusted adults and support in place. Every learner's journey is unique, and our role is to catch them when they need support while inspiring them to jump toward their future with confidence.

With wellbeing at the heart of everything we do, we prepare our learners for adulthood not just by equipping them with skills, but by fostering the belief that they *can* and *will* succeed.

At Inclusion School, we call this Growth & Readiness. Within this policy you will find details of what Inclusion School does to empower our learners to enjoy their future.



3. Roles and responsibilities

The named strategic lead for Inclusion School's Growth & Readiness Policy, which encompasses cultural capital, personal development, careers, and curriculum leadership in these areas is Inclusion School's Deputy Head for Learner Welfare & SEND, **Ele Murphy**.

The Deputy Head leads a team who oversee various aspects of the School's Growth & Readiness Policy. These individuals are named below and details of their role can be found in this policy:

Strategic Lead for Inclusion School:

Ele Murphy (ele.murphy@inclusionschool.org.uk)

Independent Careers Advisor and Careers & Enterprise Link:

Cathy Smith (cathy.smith@inclusionschool.org.uk)

Work Skills curriculum delivery:

Amy Robertson (amy.robertson@inclusionschool.org.uk)

PSHE & Life Skills curriculum delivery:

Sophie Chamberlain (sophie.chamberlain@inclusionschool.org.uk)

Work Experience (WEX):

Ele Murphy & Sophie Chamberlain

Post-16 college transitions and support:

Becky Witts (becky.witts@inclusionschool.org.uk)

Trips and cultural capital opportunities:

Ele Murphy

3. Gatsby Opportunities

Inclusion School works with the Careers & Enterprise Company to ensure that the school delivers its legal responsibilities towards providing learners access to opportunities to enable them to grow during their time at Inclusion School and be prepared for further education or workplace opportunities (such as internships or apprenticeships).

Gatsby Benchmarks are as follows:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each young person
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education

8. Personal guidance

The school completes a termly evaluation, using Careers & Enterprise Company's Compass+ platform to monitor and evaluate the school's effectiveness in meeting these 8 benchmarks.

Those with named responsibilities, see Section 3, have their area linked to a benchmark to provide accountability and monitoring. These are as follows:

Benchmark	Linked role/person	Responsibilities
1	Ele Murphy (DHT) Amy Robertson (Work Skills Teacher)	Provide the strategic leadership for the school's Growth & Readiness Policy Deliver the school's Work Skills curriculum to all year groups twice weekly, covering topics such as strengths, identifying areas of development and writing CVs – to achieve King's Trust Achieve programme
2	Cathy Smith (Careers Advisor)	Work with the school's Careers & Enterprise Coordinator to provide information to learners and staff on the local career and labour market
3	Ele Murphy (DHT)	Work with parents/carers (at Annual Reviews), tutors and staff to identify learner needs and support these to enable progression and development; creating learner "passports" to employers and further education providers
4	Amy Robertson (Work Skills Teacher)	Work with other teachers to find ways for them to link their subject to careers, as well as delivering this within Work Skills lessons.
5	Ele Murphy (DHT) Sophie Chamberlain (Life Skills Learning Mentor)	Lead in exploring new opportunities with other employers/providers Liaise with pre-existing partners day-to-day to oversee work experience opportunities; use Life Skills lessons to expose learners to skills and knowledge to be used in the workplace
6	Ele Murphy (DHT) Sophie Chamberlain (Life Skills Learning Mentor)	Lead in exploring new opportunities with other employers/providers Liaise with pre-existing partners day-to-day to oversee work experience opportunities; use Life Skills lessons to expose learners to skills and knowledge to be used in the workplace
7	Becky Witts (Creative Wellness Lead)	Work with post-16 providers to enable successful transitions to their chosen

		placement; including supported visits to colleges and facilitated visits to Inclusion School
8	Becky Witts (Creative Wellness Lead) Cathy Smith (Independent Careers Advisor)	Provide personalised guidance and support during visits to further education settings Deliver independent careers guidance to learners from Years 9-11.

3. Curriculum delivery

There are three key components to our curriculum delivery of our Growth & Readiness Policy. These are:

- Work Skills lessons, delivered twice weekly to all year groups, by our dedicated Work Skills Teacher
- World & You (PSHE) lessons, delivered twice weekly to all year groups, by our specialist Learning Mentor
- Life Skills lessons, delivered once a week to all year groups, by our specialist Learning Mentor

All of these subjects encompass a different aspect of how we prepare our learners for the future.

More information about these subjects can be found in their subject documents

4. Personal development delivery

The other component of our Growth & Readiness programme, to complement our curriculum delivery, is Inclusion School's approach to developing our learners' skills, attributes and confidence through spiritual, moral, social and cultural (SMSC) opportunities.

At Inclusion School, we dedicate Friday afternoons to personal development opportunities and it is timetabled for all our learners and all our staff participate.

We deliver personal development opportunities in the following ways:

School Trips & Educational Visits (including residentials)

At Inclusion School we believe that learning isn't just about what happens in the classroom: it's about experiencing the world, building confidence, and feeling safe while doing it. That's why we run regular school trips, not just as an added extra, but as a core part of what we do. We know that for some of our learners, stepping outside their comfort zone can feel overwhelming, especially if anxiety or mental health challenges make it hard to leave home. Our trips are designed to gently change that.

By going out together - with staff our learners already trust - we introduce our learners to new places in a way that feels safe, supportive, and, most importantly, fun. Whether it's visiting a museum, the cinema, or even just park, these trips show that the world can be an exciting place, full of kind people and positive experiences. Each trip is a small step toward building resilience, independence, and a belief that "I can do this." We don't just take learners on outings; we help them take their first steps into a world that feels welcoming and open to them.

Some of our trips have explicit links to curriculum subjects but not all of them. Primarily we want our learners to have fun exploring the world around them. Learning takes place by simply being outside in a new environment.

Some of our previous school trips have included:

- Marwell Zoo (Science)
- The Living Rainforest (Science)
- Winchester Planetarium (Science)
- Chalke Valley History Festival (History)
- Panto (English)
- Horseshoe Lake (Active Games)
- Wellington Country Park (Work Skills)
- Ufton Court (Outdoor Learning)
- Cinema (Life Skills)
- Watercress Line (STEM)
- Atmosphere (Active Games)

Work Experience

Just like our school trips, our work experience placements are all about opening up the world in a way that feels safe, supportive, and achievable. We carefully choose trusted providers who understand our learners and the challenges they may face, making sure every placement is a positive experience. It's not just about getting a taste of working life—it's about helping our learners see that they can be part of it. By stepping into a real workplace, they get to apply the skills they've learned in Work Skills lessons, gaining hands-on experience in a way that makes sense to them. They also get to spend time outdoors, learning in different environments and growing in confidence as they take on new responsibilities.

Beyond building practical skills, work experience is a chance to meet new people and start making connections in the working world. We've seen learners discover strengths they didn't know they had, and some have even been offered further opportunities because of the relationships they've built. More than anything, these placements show our learners that the world beyond school isn't something to be afraid of—it's full of possibilities, and they have a place in it.

Life Skills

Life Skills at Inclusion School form a cornerstone of our Growth & Readiness approach, providing real-world experiences that build confidence through gradual exposure to adult environments and responsibilities.

By engaging in activities such as ordering furniture online through IKEA and then navigating the physical store for collection, learners develop digital literacy alongside spatial awareness and customer interaction skills. Similarly, structured visits to large supermarkets teach budgeting, decision-making, and social navigation in busy environments, while World Book Day trips to bookshops combine literacy engagement with community participation. Lessons focused on airport procedures demystify travel processes, reducing anxiety around future independence.

Each of these carefully scaffolded experiences serves as a stepping stone on our metaphorical trampoline, allowing learners to practice essential life skills in supported, low-pressure situations. This approach ensures that when they encounter these environments independently, they do so with familiarity and confidence rather than fear, embodying our principle of empowered progression where learners are prepared not just with knowledge, but with lived experience and the self-belief that they can successfully navigate the adult world.

Careers Guidance

From Year 9 onwards, we provide independent careers advice to make sure every learner feels supported when thinking about their future. We start early because we know that building trust takes time, especially for learners who find it difficult to communicate, such as those who are situationally mute. By introducing careers advice at this stage, our learners have the chance to develop a trusting relationship with our careers advisor, someone who takes the time to understand their interests, aspirations, and individual needs. When the time comes to make important decisions, they already have a trusted person who knows them well and can guide them in a way that feels comfortable and meaningful.

This early and ongoing approach also helps us as a school to identify the right opportunities for each learner, whether that's work experience, school trips, or other career-related experiences. It ensures that we meet the Gatsby Benchmarks for good career guidance, including providing stable, tailored advice and meaningful employer encounters. We also follow government guidance and statutory requirements, ensuring that every learner receives high-quality, impartial careers advice that supports their next steps. More than just a requirement, though, we see careers education as another way to open doors, build confidence, and show our learners that their future is full of possibilities.

Supported visits to further education, training and workplaces

A key component of our Growth and Readiness is identifying the most suitable next steps for our learners once they have finished at Inclusion School at the end of Year 11.

Our Growth & Readiness team is overseen by our Deputy Headteacher and SEND Lead to ensure that at each learner's Annual Review the most suitable next steps are discussed and that suitable transitions can take place.

We welcome local colleges and apprenticeship providers into our school and take our learners to visit them in the school day with trusted members of our team.

This is an incredibly important step and is a culmination of all the hard work that has been put into place by our Growth & Readiness team over five years. This is the next step into the wider world and, for this reason, it is why we place so much emphasis and time on ensuring this is achieved supportive, caringly and with excitement for future opportunities.

Other opportunities

There are often other opportunities that take place with the school, such as workshops from employers or other speakers. We include these to introduce our learners to as many new people, from all walks of life and backgrounds, to experience the world as fully as possible. Some of examples of this can be found in Section 5 of this policy.

5. Previous providers

In previous years we have partnered with the following providers from the local area to deliver work experience sessions, whether ongoing or one-off visits, off-site:

- Wellington Country Park
- Ufton Court
- Build-A-Bear Workshop
- Lush
- Petra Jewellery
- Audley's Wood Hotel
- The Apollo Hotel
- The Basingstoke Community Furniture Project
- Cool Merch

Inclusion School has also worked with the following providers from the local community to delivery sessions and or workshops within school:

- National Rail
- Keir Construction
- Cake the Biscuit
- Stacy Hart (local councillor)
- Rosie's Chocolate Factory
- Hampshire Fire & Rescue
- NHS Project Choice

Inclusion School learners have attended opportunities provided by the local community to meet multiple employers or further education providers, for example:

- Get Inspired (Basingstoke, annually)
- ASK Apprenticeships
- Basingstoke College of Technology (BCOT)
- Sparsholt College
- Queen Mary's College
- Inclusion College
- Farnborough College of Technology (FCOT)

6. Learner destinations

2024-25

Destination	Type of setting	Number of Inclusion School learners
Inclusion College	Specialist	3
Dove House Post 16	Specialist	0
Basingstoke College of Technology (BCOT)	Mainstream	5
Sparsholt College	Mainstream	0
Andover College	Mainstream	0
Farnborough College of Technology (FCOT)	Mainstream	0

7. Opportunities for access

There are several events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to learners and/or their parents/carers. Please find some examples in the table below:

	Autumn	Spring	Summer
Year 7	Work Skills timetabled lessons Life Skills timetabled lessons	Work Skills timetabled lessons Work Skills timetabled lessons	Work Skills timetabled lessons Work Skills timetabled lessons

	Autumn	Spring	Summer
Year 8	<p>Work Skills timetabled lessons</p> <p>Understanding email inbox</p>	<p>Employer event for learners, parents – market stall event giving overview of local, regional and national opportunities and skills requirement</p> <p>Work Skills timetabled lessons</p> <p>Independent travel</p> <p>Road safety</p> <p>How to keep yourself safe</p> <p>Media Literacy</p>	<p>Careers workshop</p> <p>Technical/vocational tasters at local college/s, training providers</p> <p>Work Skills timetabled lessons</p> <p>Booking and going on holiday</p> <p>First Aid</p> <p>Basic money management</p>
Year 9	<p>Meeting with careers adviser</p> <p>Work Skills timetabled lessons</p> <p>Developing transferable skills</p>	<p>Work Skills timetabled lessons</p> <p>Digital creativity</p> <p>Introduction to Enterprise</p>	<p>Spring Life Cycle</p> <p>First Aid</p> <p>Financial management</p>

	Autumn	Spring	Summer
Year 10	<p>Life Skills – work experience preparation sessions</p> <p>Assembly and tutor group opportunities - employability skills</p> <p>Work Skills timetabled lessons</p> <p>Careers advisor meetings</p> <p>Budgeting and shopping</p> <p>Managing your digital life (calendar, email)</p> <p>Booking a Doctor's appointment</p>	<p>Networking event with providers and employers</p> <p>Technical/vocational tasters at local college/s, training providers</p> <p>Work Skills timetabled lessons</p> <p>Careers Guidance & Interviews: recap post 16 options and exploring career interests</p> <p>Understanding and participating in an election</p> <p>Money matters in the world of work</p>	<p>Work experience preparation sessions</p> <p>Work experience</p> <p>Technical/vocational tasters at local college/s, training providers</p> <p>Work Skills timetabled lessons</p> <p>Careers Guidance & Interviews: relationship building whilst focus on initial career thoughts; different ways of thinking about options and careers/support and information available/decision making</p> <p>Preparing for driving</p> <p>Enterprise and wellbeing within work</p>

	Autumn	Spring	Summer
Year 11	Post-16 provider open evenings Post-16 apprenticeships assembly Meetings with careers adviser Post-16 applications Work Skills timetabled lessons Careers Guidance & Interviews - focus on next steps, including visits and applications to college Financial skills DIY skills CV writing and interview skills	Post-16 interviews Apprenticeships – support with applications Careers advisor meetings Work Skills timetabled lessons Housing – getting ready to rent Exploring the world of work	Supported transition visits to colleges Being “college ready” (Work Skills, Life Skills) Planning a party Developing workplace skills

8. Links to other policies and documents

- Curriculum Policy
- Mental Health Policy
- SEND Policy
- Provider Access Policy
- Work Skills Curriculum Intent
- Life Skills Curriculum Intent
- World & You Curriculum Intent