

# Intent Document Art

February 2024

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## Intent Statement

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At Inclusion School, our Art Department provides an inclusive and nurturing learning environment tailored to the specific needs of students with Social, Emotional, and Mental Health (SEMH) challenges. Our ambitious curriculum engages, inspires, and challenges learners whilst equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

## 1. Inclusive Curriculum Design

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We recognise the diverse needs of our learners and have designed a curriculum that is inclusive, adaptable, and responsive to our learner's mental health and personal challenges. Our intent creates a therapeutic environment which fosters essential life skills such as problem solving, collaboration and independent learning skills. We instil a love of art and creative expression whilst building self-esteem, and confidence whilst simultaneously addressing emotional and mental health aspects throughout our schemes of learning.

## 2. Personalised Learning Pathways

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

## 3. Assessment

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At the heart of our Assessment and Reporting framework is an understanding of how Mental Health, ACE's (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.

In Art at Ks3 and Ks4 we assess learners' half termly across our Boxall Profiling system and against personalised EHCP Targets. Our curriculum design forms part of a spiral curriculum which has been adapted to support learners who are working below ARE (Age related expectations).

The National Curriculum for Art can be found here: [National curriculum in England: art and design programmes of study - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/national-curriculum-in-england-art-and-design-programmes-of-study.pdf).

In Art at KS4 we assess learners' each half term, however the mode of assessment differs per pathway and programme of study.

Within Art we complete the following examinations:

-V (Vocational Pathway) – AQA Unit Accreditations

-I (Inclusion Pathway) – Boxall Profiling. This pathway links is our bespoke Inclusion Curriculum. Learners have the opportunity to flourish in their own personalised way, through the completion of personalised targets which are set each term but reviewed each half term.

-G (GCSE Pathway) – No GCSE accreditation on offer at present, however we are approved for AQA GCSE Art.

## 4. Emphasis on social and emotional wellbeing

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The Art Department is committed to promoting social and emotional wellbeing by providing opportunities for learners to personalise themed topics through guided discovery and planned techniques.

Our curriculum embeds 3 key concepts to support Social and Emotional Wellbeing. They are to;

-Teach a range of self-Regulation Activities which can be used in Art, but also throughout the whole of Inclusion School.

-Create a positive classroom environment which is often a 'safe space' for many learners, as the Art room can help to ease anxiety symptoms and remind learners of calming techniques.

-Embed social skills within class activities to promote communication, confidence and listening skills.

## 5. Integrated Support Service

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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

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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.

Within the Art Department, as well as a whole school, our intent is to capture and sustain our students' interest, whilst equipping learners with coping and supporting strategies to support them inside and outside of the classroom.

Through these principles, we aim to empower our learners with the skills, knowledge, and emotional resilience necessary for success in both academic and personal spheres, preparing them for a fulfilling and successful life beyond our school.

*(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](mailto:julia.bray@inclusionschool.org.uk))*