

# Intent Document Careers & Enterprise

February 2024

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## Intent Statement

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At Inclusion School, our team provides an inclusive and nurturing learning environment tailored to the specific needs of students with Social, Emotional, and Mental Health (SEMH) challenges. Within the Wellbeing Team, an emphasis is placed on all areas of our curriculum to help prepare our learners in leading happy and fulfilling adult lives. Our ambitious curriculum design and work experience opportunities builds aspirations of our young learners but challenges and supports them to reach their full potential. Our focus is placed on learners being aware of their own skill sets and working toward developing not only these skills, but others which will help them build their own aspirations for the future.

## 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 learner's individual strengths and challenges. Our curriculum design allows a variety of qualifications to be obtained based on academic ability as well as pastoral needs.

Our spiral curriculum is interchangeable which works alongside our learners EHCP outcomes as well as mental capacity whilst in our care. The Careers and Enterprise intent is to ensure that all learners experience the 'world of work' and build their skills outside of the classroom setting whilst gaining a clear understanding of what employment or next steps could look like for them as an individual.

## 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 Careers and Enterprise 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.

Within KS3 learners build a foundation and understanding of who they are and what values they hold. They explore their hopes and aspirations for the future whilst embedding the foundations for academic pathways and work experience.

In KS4, learners progress onto building soft skills such as problem solving, teamwork and managing money which are assessed through formal examinations and accreditations.

In Careers and Enterprise at KS4 we also assess learners through the following examinations:

V (Vocational pathway) – Princes Trust and/or AQA Unit Accreditation.

I (Inclusion Pathway) – Boxall Profiling. This pathway links to 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

## **4. Emphasis on social and emotional wellbeing**

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The team is committed to promoting social and emotional wellbeing through providing a range of cultural capital opportunities throughout the academic year. Our intent is to create a 'curriculum for life' (which links to GATSBY benchmark's) which prepares learners for life and work in this changing world, helping to keep them safe, healthy and boosting their life chances. We aim to create a safe space where learners 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 endeavors.

## **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 careers team, as well as a whole school, our intent is to capture and sustain our students' interest in the society, whilst equipping learners with skills for life, as well as boosting their wellbeing and improving their mental health.

Through these principles, the Wellbeing Team at Inclusion School aims 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))*