

[inclusion]

Hampshire



Tailored education for 13-25 year olds

WELCOME

As a successful Alternative Education Provider, we help young people through small structured teaching groups, to learn in a way that works for them. Everyone is different and every learner will have a different pathway to success.

Across our different sites in North Hampshire, our expert team of Tutors, Counsellors, Therapists and Pastoral Staff build trust with learners, taking into account their needs, to achieve nationally recognised qualifications and ensure change is long term and sustainable.

We specialise in Mental Health and therapeutic support, personalised to meet individual need. Family support is also available through our pastoral team.

Transition back to school, onto college, employment or training is a hugely important step. Learner progress is reviewed regularly and there are lots of opportunities for learners to explore future options and work with us to build a supported transition plan.

At every step of the way with Inclusion Hampshire, we will do all we can to ensure the Learner's success.

Supporting Schools, Children's Services, Colleges and other agencies, Inclusion Hampshire operates three education centres which offer safe, secure and supportive environments for young people in need to learn and achieve.

We focus on providing individual, holistic emotional and academic support to students, equipping them with the skills, self-belief and motivation for them to make positive changes, achieve qualifications and return to mainstream school or college.



Cheryl Edwards, Chief Executive

- 100% of learners referred to us were successfully reintegrated back to school or completed their secondary education with us.
- Positive experience of learning structured Maths and English and working towards nationally recognised qualifications.
- Secure online access to daily attendance and progress updates.
- Specialist support for learners with special educational needs (SEN) or an education and healthcare plan (EHCP).
- Staff are experienced in recognising low mood and alleviating anxiety.
- Multiple sites enable us to create appropriate environments for learners with behavioural needs or those who are emotionally vulnerable.

OUR TEACHING VALUES

We ensure every learner feels listened to and is understood, personally and educationally. Our learning environments are designed to be safe, calm and supportive.

It is important that our teaching groups are small, often 1:1, enabling our staff to provide the necessary support required for each learner to achieve and progress. It is also important to us that learners attending our provision are able to socialise with peers and spend time with positive role models.

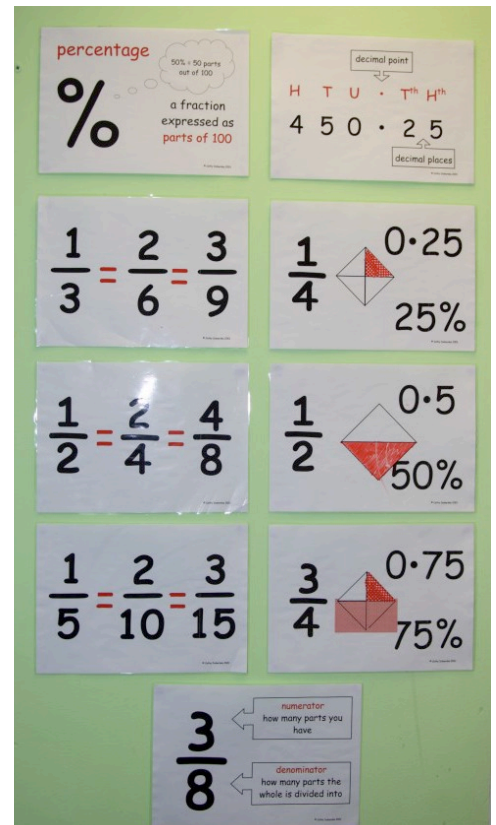
Learners are supported by experienced teaching staff and support workers who have achieved success with learners from a variety of backgrounds and abilities.

We focus on providing individual academic and holistic emotional support to learners. This equips them with the skills, self-belief and motivation required to make positive changes and achieve qualifications.

Learners may then be able to return to mainstream school or continue with us to prepare for college or other Post 16 pathways.

Are there any challenges Inclusion have helped you overcome?

“I never thought I’d be able to cope with exam pressure. Sitting an exam felt very difficult to me before. I wasn’t confident answering questions but now I feel much more confident.”



MONITORING PROGRESS

When a learner is referred to us, their school will pass on previous assessment information, the levels at which they are currently working and projected grades.

We then undertake further assessments during the induction period. Once this is completed, learners will meet with a tutor to work together on making an Individual Learning Plan (ILP).

After each session the work is marked and feedback is provided, ensuring all learners have the necessary information and guidance in order to improve their work.

Each month and at the end of each half term we case review each student, implementing strategies for progress. This also means we can identify any needs and tailor our support and interventions accordingly.

We actively encourage parent and school involvement with each learner’s education. We hold review meetings twice a year and provide termly reports as well as being available during school hours to discuss concerns and feedback achievements!

ALTERNATIVE EDUCATION PROVISION



PRE 16

Our Pre 16 Programme is designed for learners aged 13-16 who are facing challenges in mainstream school.

Learners referred to us may be school refusers, emotionally or behaviourally unable to cope in lessons, or require additional unique support as part of an Education Health and Care (EHC) plan.

We build close relationships with schools, parents and learners. This enables us to plan a needs met pathway. This is regularly reviewed in order to provide individualised, bespoke and progressive education.

Our curriculum enables learners to work through stepping stone qualifications to build confidence in learning and the examination process.

POST 16

The Post 16 Programme is designed for learners aged 16–25 who have an Education, Health and Care Plan (EHCP) and require a tailored further education programme in a small learning environment.

The curriculum and timetables are personalised to the individual and a full package of support is available. The package can include social skills and communication, Work Skills, Functional Skills, counselling, enrichment activities, and a range of ongoing mentoring support.

We will assist you in discovering your individual pathway.

“I left Inclusion Hampshire a while ago now. And i just would like to thank everyone who helped me. Just to let you all know I’m doing a bit better and I wouldn’t be where I am today without the help of you all, and trying to find a job. SO thanks again.”

CURRICULUM

Each learner's timetable will be tailored from the following:

Functional Skills

OCR accredited Functional Skills
Entry Levels - Levels 1 & 2
Maths, English and ICT

GCSE Tutoring

1:1 or small groups
Maths and/or English

Social Skills and Life & Living

OCR accredited Entry Level 3
Weekly sessions covering:

- Anger Management
- Emotional literacy
 - Health
- Drugs & Alcohol Education
- Healthy food choices

Employability

- Career information
- Applications and personal statements
 - Interview skills
 - CV building
- Workplace/college visits
- College/Apprenticeship interview support • Apprenticeship preparation
 - Work experience

Counselling

- 1 hour appointment
- Completely confidential session
 - BACP qualified Counsellor
 - Young person centred

Music Therapy

1:1 sessions exploring interest,
developing skills, music production

Enrichment and Therapeutic Activities

- Sports • Film • Animation
- Trips out • Mentoring • Short courses
- Listening service • Cooking • Art
 - Pool • Crafts • Fishing



In addition we also offer:

- Breakfast and light lunch plus clothes washing facilities
- Mental Health Support
- Daily reporting back to School including attendance, progress and behaviour
- Home visits to support attendance or liaison with family in times of need
- Representation at all meetings involving the learner including Child Protection, Children in Need, Youth Offending and other multi-agency meetings
- Liaison with Childrens Services and other agencies
- Career information; applications made; Post 16 pathways secured
- Day activities when funding is available

SPECIAL EDUCATION NEEDS

With support and high aspirations, young people who have SEN can achieve and make a successful transition into employment or further education and training.

Our experienced team of staff provide support and teaching to remove barriers to learning on both the Apex programme and Post 16 programme.

This support includes:

- Individual support programmes with input from learners, parents and schools.
- One to one learner support.
- Differentiated teaching and resources.
- A comprehensive and supportive social skills and communication programme.
- Helping young people to prepare for adulthood through accredited OCR Life and Living Skills course.
- Working collaboratively with partners in education, health and social care.
- Supporting assessment for exam access arrangements. This information can contribute to specialised support planning, in session support and differentiation. This carries on with the learner to college, apprenticeships or other programmes for 2 years.
- Contributing to Education, Health and Care (EHC) plan meetings and reviews.

“R’s behaviour has vastly improved. His attitude to education and elders has been amazing. I really hope from how far he has come that he will just continue to get better and better. I’m very proud of where he has come to today, a very bright intelligent young man.”

Parent of former Yr11 learner

“Since I’ve been here, it’s chilled me. With my ADHD, I am usually very hyper and Inclusion has helped calm me down.”

MENTAL HEALTH SUPPORT

The emotional well-being of learners is extremely important to us. We believe it is just as important as academic progress and we ensure that we monitor it effectively.

We have a member of staff who is the Lead for Learner Welfare who works with learners to ensure they feel safe and secure at our centres. Our mental health strategy underpins our work to ensure individual learner needs are met, safeguarding is effective and that mental health support is accessible to all.

Mentoring, listening and nurturing is embedded throughout our daily teaching and support. Our OCR accredited Life and Living sessions provide opportunities for learners to develop their emotional literacy, self awareness and resilience.

Talking therapy is always on hand to support learners in understanding and managing their feelings. Weekly counselling is available along with a variety of therapeutic activities such as our successful music sessions which provide alternative ways to express and explore emotions and develop self esteem and confidence.

PASTORAL SUPPORT

Our care and support for learners goes beyond what is available at our centres. Learners are supported from point of referral, with escorted visits to our centres, through to the transition back to school or on to college. We offer learners support at meetings they may need to attend or interviews as they progress.

We are able to work closely with parents and carers to ensure they are included in the referral process and at all learner reviews. Support with learner attendance can be given to families when necessary and we can also support parents at agency meetings.

COURSES

We are able to run workshops and courses based on our therapeutic approach to working with people. The training we offer can be delivered to groups of staff or adapted for parents and carers.

Our trainers can deliver workshops at our dedicated training facility or at a venue of your choice.

Please see examples of our available workshops below, or check our website to see our latest offerings.



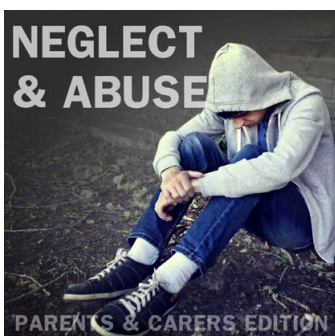
I Am Here

An interactive workshop to explore why we might need to talk about communicating listening to teenagers, why it might be different to communicating with adults and how this differs in our professional environments. You will learn basic listening skills, look at how to 'be with' a young person and why that may be challenging. The workshop will touch on self-awareness and safeguarding. Suitable for any professional working with young people.



What's All This Anger About?

An interactive workshop that looks beyond the face of anger, it challenges whether or not anger is our enemy and encourages the participant to look at what is going on behind the 'angry' young person. We will look at what actually happens as a process when we are angry, whether or not we can 'manage' anger and what we can do. Can include some case study question/answer time. Suitable for any professional working with young people.



Neglect & Abuse

A workshop that looks at developmental trauma and complex PTSD which results from neglect and abuse in childhood. We will examine the brain process and response, how this presents itself in teen years and ways in which we can understand and help the young person who presents with trauma symptoms, how they view the world and what can be done to help. Can include some case study question/answer time. Suitable for any professional working with young people.

MUSIC THERAPY

Music therapy is really popular with the learners we have referred to us. Music is something almost every person has an interest in, one way or another. From listening to it, or dreaming of being involved in it our therapists use music as way of engaging and building relationships with learners.

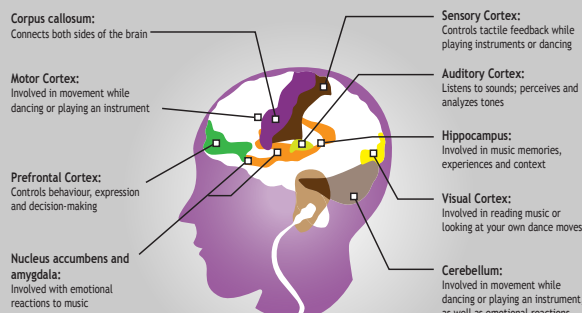
Learners use studio technology to create music without needing to learn an instrument immediately. This means it can be used by anyone, regardless of their ability or special educational needs. Using recordings from artists they like, and adding beats and effects means it doesn't take long for them to create something themselves, bringing a sense of achievement and pride, as well as building their confidence. This then spurs learners on and leads to personal growth and development.

We have been delivering Music Therapy to our learners for five years and in that time we have seen how it reduces anxieties in young people, works to raise mood and lift symptoms of depression. We have also had learners who begin to learn guitar and other instruments because of their growing self belief, whilst also being better motivated in other subjects.

We have dedicated music therapy rooms at two of our sites and we have a 'mobile suite' which we can take into schools.

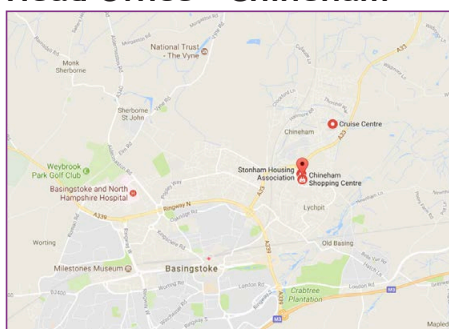
MUSIC AND THE BRAIN

Playing and listening to music works several areas of the brain:



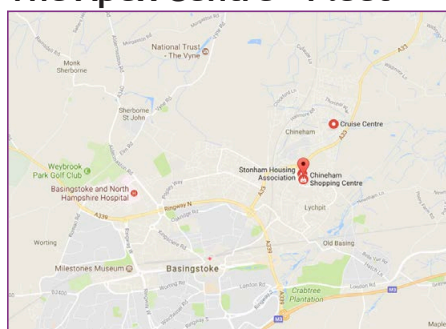
Ben started Music sessions a few months ago, he presented as lacking in self-confidence and having low self worth. However, in the music sessions we were able to counter these negative self-doubts by engaging him in creating pieces that he really loves. The act of being involved in a process that gives form to ideas to then generate music that sounds great can be such a reaffirming experience. Ben has been able to download these ideas as MP3s to his phone and can then play to his Mum. It would be clear to anyone seeing Ben leaving the sessions just what a positive effect they have on his self esteem.

Head Office - Chineham



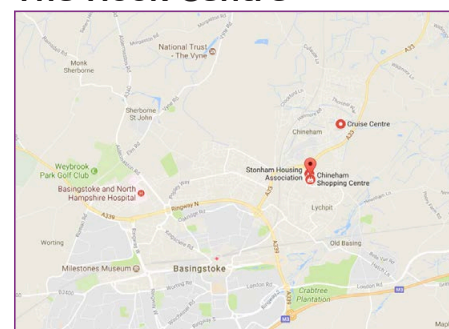
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