



A Deep Dive in to Curriculum Intent- Inclusion Faculty (Shine Centre)



INTENT – Design, coverage, appropriateness

The Shine Centre is a specialist provision for students with social, emotional and mental health difficulties (SEMH) and/ or at risk of exclusion between the ages of 11 and 16 years. Some of our students have an Education Health Care Plan (EHP) or are undergoing statutory assessment. Our young people often have, or have had, problems associated with conventional schooling and need an environment that places their social emotional health at the heart of their learning; one that is not merely beneficial to their future lives, but also achievable and rewarding. We work in partnership with parents/ carers and our mainstream staff. We hope to provide support and guidance to enable the student to access mainstream lessons. Alongside this, we use strategies to support the student and to raise their self-esteem and confidence which enables them to have positive experiences and gain successes throughout their journey through college.

Using an Individual Approach to Improve Outcomes

Success | Compassion | Respect

The Shine Centre is underpinned by the Every Child Matters outcomes:

- o Be healthy
- o Stay safe
- o Enjoy and achieve
- o Make a positive contribution
- o Achieve economic wellbeing

Many of our students access mainstream learning; each pupil has an individual, bespoke timetable which meets their specific SEMH and academic needs. We deliver a holistic approach and bespoke curriculum to each pupil, supporting both their academic and emotional needs. We provide mentoring, therapy and pastoral support to all young people. A high staff to student ratio ensures a safe environment to explore the difficulties of learning. Our experienced and skilled staff tailor individual behaviour management strategies to improve pupils' self-esteem and confidence. Young people develop their ability to build relationships, regulate their emotions and manage their own behaviour to become motivated and enthusiastic learners.

The Shine Centre Curriculum is modified based on the whole college curriculum. It allows all pupils to have access to core and foundation subjects in addition to a practical and vocational curriculum. The core and foundation curriculum have been written in conjunction with faculty leaders and subject specialists to ensure that the standard of the curriculum is high and appropriate and that all golden nuggets are covered. In addition to the standard curriculum we offer group work, vocational qualifications such as ASDAN and Princes Trust, bike maintenance, cooking and gardening. Our KS4 pupils have access to the same option subjects as mainstream students as well as additional subjects such as child development and BTEC home cooking skills. We work hard with our students to teach them the importance of education and encourage them to take responsibility for their own learning. Reintegration back into mainstream is important for our pupils enabling them to access lessons and experience mainstream success.

Appropriate Shine Centre staff attend meetings with faculty leaders and links to ensure the quality of the curriculum is robust.

Learning journeys Mainstream learning journeys are edited depending on the number of lessons in a half term. Our own learning journeys are produced for subjects not offered in the mainstream.

Enrichment

A priority for us in the Shine Centre is to give our pupils the skills to leave us with not only academic qualifications but the social skills and life skills to succeed. Enabling our pupils to leave us and go on to be successful members of society. With this in mind the plan for enrichment is to include volunteering work, work experience and educational visits. Courses such as BTEC Fire Safety offered by Cleveland Fire Brigade give our pupils the opportunity to learn outside of the classroom and gain practical skills and the expertise to work as part of a team enhancing a variety of soft skills.

The future plans for the Shine Centre are we start and grow relationships within the community from integral links we can build on.

Enterprise activities are to be developed into our enrichment/curriculum plan to allow pupils to experience dealing with a project from beginning to end and utilising all of their skills to produce something. An example of this will be the Shine Centre Café.

Cultural capital, Locale and Careers

Plans for educational visits to the local area to include the Headland, the Heugh Battery, the Historic Quay, Summerhill, Ward Jackson park, Saltholm, Seaton beach and Jump 360. Moving further afield visits to include Beamish museum, Eden Camp, Roseberry topping, Durham City and a host of museums in Newcastle City Centre.

Careers information is readily available, suitable working displays and information stations are within the Shine Centre and the careers advisor is a frequent visitor to this Shine centre carrying out 1-2-1 sessions with our students. Careers visits have been planned previously to include animal care at Stewarts Park and we have a link with Cleveland Fire Brigade.

Inclusion

The Shine Centre is an alternative provision that is fully inclusive. Each student's needs are assessed and their timetable is adjusted to ensure sufficient mentoring, 1-2-1 support, group work and therapeutic activities are delivered in addition to academic and vocational studies. Staff consistently model strong friendships and resilience.

Lessons are differentiated and a variety of tasks are available to ensure that learning styles are catered for whilst lessons remain challenging.

Staff Development

Year-round whole school CPD programme in place to address gaps. Support for specialist approaches to children requiring alternative provision have been provided from virtual schools and CAMHS (childhood trauma). A plan for inclusion assistants to have access to development program ran by the leaders of the additionally resourced provisions and some external agencies is also in place.



Implementation – Curriculum, Teaching, (pedagogy), Assessment (Formative & Summative)

KS3

Students are taught in small groups with a high level of adult support.

The curriculum for KS3 is a rolling 3 year programme which was written in conjunction with faculty leaders. Literacy opportunities are provided and the whole school literacy policy is adhered to. Interleaving strategies are used to ensure that basic previous topics remain fresh.

KS4

Core subjects are taught by Shine staff with support from subject specialists. Pupils have access to mainstream GCSE and BTEC subjects via Teams and are supported by Shine Centre Staff.

Step up to English and Entry Level Maths and Science are offered to KS4 students to ensure they leave with some qualifications. Moving forward Functional skills English and Math will be introduced from September 2021.

Scaffolding, writing frames, sentence starters are used with pupils as appropriate. Modelling, mini whiteboards and you go I go strategies are used to engage pupils in work. Most lessons are chunked and verbal feedback is frequent. Books are marked and pupils have the opportunity to respond and improve. Questioning is a vital tool used constantly to gauge understanding.

Assessments are used in core subjects and are provided from mainstream faculty leaders.

Impact- Attainment and progress, Reading, Destinations

- ❖ All students are accessing a curriculum with a route to qualifications
- ❖ Attendance is strictly monitored and we work closely with the attendance team and our parents.
- ❖ Introducing our own ClassCharts so that positive and negative options are fit for purpose and give a true reflection of our students.
- ❖ Appropriate paperwork is completed on each student including a risk assessment, Overview document, Boxall profile and Case Study.
- ❖ A short concise report is written for each student each week to monitor their progress across all aspects of their development.

Reintegration

- ❖ Reintegration back into the mainstream class is planned carefully and shared with all members of staff involved and parent/carers. Readiness for reintegration is also shared with the students. The student would choose the lesson to start moving back to and a relationship formed with the teacher.
- ❖ The Boxall profile, Readiness for Reintegration guidelines and observations are used as a guide to show when a student is ready for this process to start as well as the wishes of the pupil and parents/carers
- ❖ The process is agreed in discussion with the student, parent/carers, Senior Teacher for Inclusion, Year Leader, SSO, Shine Staff, Faculty Leader and Class Teacher
- ❖ Students are supported to feel a sense of achievement and to understand the process and purpose of reintegration. Shine staff provide continued support for mainstream teachers through a weekly drop in session where help and advice is available.
- ❖ Students will most often remain part of the Shine Centre and it is important for the links to remain in place so the young person does not feel abandoned or out of their depth.