

HTCS INCLUSION FACULTY

RISE

Story



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1. Faculty Ethos

Inclusion creates a sense of belonging in society, meaningful relationships, and opportunities to achieve dreams.

We recognise and celebrate diversity through valuing each person for their uniqueness and nurturing and developing their gifts and potential.

We aim to teach all students the skills they need to become independent, resilient and lifelong learners, with the ambition and determination to reach their full potential, regardless of the path they choose when leaving High Tunstall College of Science.

Inclusion is not one-size-fits-all, and will look different for each student based on each individual's desires and needs.

High Tunstall's RISE provision is made up of students who have Special Educational Needs and/or Disability. Our students all have Educational Health Care Plans (EHCPs.) The provision provides a modified curriculum for our students who have attainments well below expected levels in all or most areas of the curriculum. Throughout their time in the RISE provision we aim to support and develop students' skills of social interaction, independence, and life skills as well as promoting Maths and English skills which are essential for the students to interact within the world around them. We hope to provide positive, relevant and meaningful learning experiences which support our students to reach their full potential.

The RISE provision will support students within the five areas of need within their EHCP. These areas are: -

- Cognition and Learning
- Communication and Interaction
- Social Emotional and/or Mental Health difficulties
- Sensory and/or Physical Needs
- Self-help and Independence

Aims of the RISE provision

- To provide a safe and calm environment which promotes learning.
- To enable each pupil to feel valued and partake in and contribute fully to school life.
- To provide a broad and balanced curriculum which is accessible to each individual within the provision.
- To include the voice of the student in monitoring and reviewing individual plans.
- To develop social skills.
- To develop independence and life skills.
- To promote self-esteem and resilience
- To support individuals to reach their full potential.
- To create effective partnerships between staff, pupils, parents, governors, other agencies and the wider community to support the young people.
- To provide an ongoing assessment using the college assessment system and Thrive where appropriate.

Success Criteria

- Students gain confidence in their abilities and become willing to try new things.
- Students take full part within their lessons and show an eagerness to learn.
- Students take ownership within their work and develop in their independence skills.

Pupils in the RISE provision will have attainments significantly below age related expected levels in all or most areas of the curriculum, despite appropriate interventions. Pupils have greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may have poor long and short-term memory making it difficult for them to remember what has been taught. They may also have associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills making them more vulnerable than their peers.

To support these pupils the following strategies may be undertaken: -

- Provide teaching assistant support at the beginning and the end of a lesson, but encourage the learner to work independently whenever possible.
- Ensure that learning activities are broken down into small steps and are clearly focused.
- Simplify, differentiate or abbreviate class tasks
- Provide activities to develop motor skills.
- Use visual and concrete materials to aid understanding.
- Keep language simple and familiar in guided group work.
- Make use of songs, rhymes and rhythm to aid learning sequences.
- Keep instructions short and concise.
- Ask students to repeat instructions in order to clarify understanding
- Provide alternative methods of recording, such as labelled pictures, diagrams or flow charts.
- Ensure repetition and reinforcement within a variety of contexts.
- Allow extra time to complete a task.
- Monitor and record progress so that each small achievement is recognised.
- Organise activities to develop listening and attention skills.
- Practice a range of sequencing activities such as pictorial activity or story sequences, word/sentence sequences, days, months and number sequences.
- Develop role play and drama activities to aid the understanding of new concepts.
- Help the learner organise their written work by using writing frames.
- Praise every effort and successful achievement of new skills.

2. Curriculum Map and Rationale

The RISE provision uses a range of traditional and specialist teaching techniques in order to maximise the learning opportunities and promote independence for the students. There is a focus on supporting the five areas of need and the individuals targets within their EHCPs. We also offer additional programmes and therapies such as THRIVE.

The RISE provision provides a curriculum which follows the themes of the mainstream curriculum but one which is accessible to those students within the provision. Learning opportunities are designed to be relevant and meaningful to each student, whilst also helping them to prepare them

for adult life. Students will have increased opportunities to take part in activities within the community setting.

The curriculum has been designed in collaboration with Faculty Leaders. The curriculum is built to teach the mainstream curriculum themes, at an appropriate and individualised level, to ensure learners gain success and make progress. Staff will explicitly teach students to develop independent learning skills. Carefully designed guided practice, with support gradually withdrawn as the student becomes proficient, allows students to develop skills and strategies before applying them in independent practice. Challenge, at an appropriate level, is integrated throughout the curriculum and it is crucial to allow the students within the RISE provision to develop and progress their knowledge of tasks, strategies and of themselves as learners.

The RISE provision opened in September 2021 and is currently a Year 7 and 8 (in September 2023 it will be Y7/8/9). Each subject, planned in line with the themes of the mainstream curriculum, is a series of steps, beginning with activating prior knowledge and leading to independent practice before ending in structured reflection. Each curriculum area is designed to revisit content throughout the program to ensure students are given the opportunity to build on what they have already learned to help the students build up their long-term memory skills. Resourcing and work samples are moderated through termly moderation meeting with Faculty Leaders. The RISE lead teacher attends some Faculty Planning meetings to ensure that there is an opportunity to discuss any issues arising, ensuring that planning can be changed and adapted as needed.

How do we develop metacognitive strategies to promote effective learning and long-term memory recall?

1. Activating prior knowledge at the beginning of each lesson through a recall Bell Task or starter activity.
2. Explicit strategy instruction
3. Modelling of learned strategy instruction
4. Memorisation of a strategy through the use of visuals, songs, rhymes or colour
5. Guided practice.
6. Independent practice
7. Structure reflection and self-assessment.

What specialist teaching approaches do we use?

Staff use a wide range of specialist teaching approaches and assessments which are relevant, personalised and productive including aspects of:

- Thrive
- Colourful Semantics
- SCERTS (Social Communication Emotional Regulation and Transitional Support)
- Multi-sensory approaches
- Use of Widgets
- Social Stories
- Inclusive PE
- Hydrotherapy sensory and physical sessions
- Sensory circuits
- Restorative approach to behaviour.

Routine and structure have key roles in the organisation of the RISE provision day. The classroom environment, visual timetables, work stations (when appropriate) and clear routines establish and reinforce expectations for the students, help them understand the days events, reduce anxieties and support the learning process.

Curriculum access will be facilitated by using a predictable approach which may involve using visual systems and timetables; reducing language for instruction/information giving; teaching strategies should give consideration to difficulties with transfer of skills; teaching approach should take account of difficulties with transfer of skills; teaching approach should take account of difficulties in understanding the social rules and expectations of the classroom.

What subjects, interventions and qualifications do we offer?

Compulsory	Option Blocks (Qualifications)
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Key Stage 3:

English	Maths	Science	History	Geography	CPE	Inclusive PE
Computing	Design and Technology	Music	Art	Drama	MFL	PSHCE
Food and Nutrition	Independent , Community, Engagement Curriculum (ICE)					

Key Stage 4:

From September 2021 till September 2024 the RISE provision will be a Key Stage 3 group. However over time the aim for all pupils is to be able to achieve qualifications appropriate to the individual. Some examples are below.

GCSE English	GCSE Maths	GCSE Science	Functional ICT Level 1	ASDAN Personal, Social Development	BTEC Home Cooking Level 1	EQUALS Adventurer 14+
BTEC Introductory to Hair and Beauty - Entry level 3	BTEC Introductory to Performing Arts – Level 1	BTEC Introductory to Land Based Studies – Entry Level 3	BTEC Introductory to Digital Media – Level 1	BTEC Introductory Art and Design – Level 1	BTEC Introductory Hospitality and Tourism – Level 1	GCSE'S/Main stream Options

What interventions do we offer?

Intervention	Intent	Implementation	Impact
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<p>Thrive Teacher is a licenced Thrive practitioner</p>	<p>The aim of the Thrive Approach is an early identification of gaps on students' emotional development and a way to equip them with tools for a secure stress-regulation system that should enable them to settle, to feel safe, to concentrate, to be curious and to be willing to work alongside their peers and work in collaborative ways. Thrive sessions help our young people to manage the reactions to their emotions and help them back on track by providing strategies to help them feel more emotionally secure, which in turn leads to building their confidence in learning at school.</p>	<p>A class Thrive action plan to be undertaken using the online assessment tool within the first 5 weeks in September and Thrive activities to be undertaken as students enter the building first thing every morning as part of their Bell activities. Assessment tool to be updated at the end of each term and activities adjusted to suit the needs of the group. Individual assessments for each pupil in the RISE provision to be undertaken (within first 5 weeks) and 1x weekly 1-1 session with the licensed practitioner to be undertaken on the individuals' targets highlighted by the action plan.</p>	<p>Students will be able to access lessons as they have strategies which work for them to help them stay regulated. Students confidence in trying new activities is evident when observing the class. Students will show curiosity within lessons and Students can recognise different emotions in themselves and others. Students will be more able to work collaboratively in small groups. Students demonstrate a progression in their social skills from when they first entered HTCS.</p>
<p>Sensory Diet</p>	<p>A sensory diet is a group of activities that are specifically scheduled into a student's day to assist with attention, arousal and adaptive responses. The activities are chosen for that child's needs based on sensory integration theory. The use of specific types of input; proprioceptive, tactile, visual auditory, vestibular, gustatory, and oral motor are introduced during various times of the day and assist the brain in regulating attention and an appropriate level of arousal. A sensory diet is designed to keep a flow of these neuro-chemicals steady in the brain throughout the day for improved learning.</p>	<p>Specifically scheduled into a student's day as and when required. Inclusion Assistant support. Sensory Diets are usually created by Occupational Therapists.</p>	<p>Students are able to access lessons better by accessing sensory diets – this is shown in the work produced – clearer showing more concentration. Students recognise specific times where the sensory diet is needed to support them the most.</p>
<p>Fine Motor Skills</p>	<p>To develop students fine motor skills in line with recommendations and</p>	<p>Intervention delivered in line with recommendations</p>	<p>For those following programmes from OT they will make</p>

	individual programmes provided by Occupational Therapy and Physiotherapy.	from Occupational Therapy and Physiotherapy.	progress over a period of time by working with a member of staff throughout the week- times designated by plans. Staff are confident in delivering these programmes to help support the students. Students take full part in the sessions.
Outdoor Learning	Outdoor Learning is a broad term that includes discovery, experimentation, learning about and connecting to the natural world, and engaging in environmental and adventure activities. Outdoor learning involves the transformation of knowledge, skills, attitudes and behaviours through direct engagement with the outdoor environment for the personal and social benefit of individuals, families, society and the planet.	1 hour a fortnight delivered by science teacher with forest/wilderness school qualifications. Inclusion Assistant support.	Students take part in regular timetabled outdoor sessions which promote curiosity, new experiences and links to curriculum areas. Attendance in this session is good as well as the focus and participation within the session. Behaviour is good in this session.
LEGO Therapy	LEGO Therapy is an intervention that supports students with communication and interaction difficulties to develop social communication skills such as sharing, turn-taking, following rules, using names and problem-solving.	6 fortnightly intervention of 1 hour ran Lego Therapy trained member of staff. Baseline assessment to take place before undertaking activities.	Students participating in these sessions take full part, behaviour is good, students speak to each other using appropriate language. Turn taking skill and listening skills are improved – this will be shown throughout the sessions.
Social Skills "Socially Thinking"	Socially speaking is a social skills programme which gives students the opportunity to be introduced to and practice skills they need to develop and maintain relationships and to lead independent lives outside of the school context. It aims to promote self-esteem, listening skills and	60 mins per fortnight, Quality First Teaching strategies, small group work and discussions, worksheets and handouts, practical activities.	Students take full part in the sessions and use the skills learned in these sessions on a regular basis. Students make small steps of progress in their social skills and independence skills.

	expressive language abilities and it will help to enhance social interaction.		
Phonics	Phonics in the RISE provision is designed to support the students to read well. Phonics is the roots for reading that helps individuals to grow into confident readers with reading for pleasure at the heart of the reading curriculum. Sessions will support students to engage and make sense of knowledge and to explore, question and respond to the world. A strong phonics basis enables us to ensure our students flourish as readers and therefore develop socially, emotionally, intellectually and culturally.	2 x 20 minutes sessions weekly in small groups of $\frac{3}{4}$ children depending on phase they are working on.	Students phonic knowledge is making small steps of progress – this will be shown in the work they produce as well as in their reading aloud to staff members. Students reading becomes more fluent as they start recognising more sounds and words. Students take full part in their session, behaviour is good, attendance in these sessions is good, work produced is of a high standard.

What is our reengagement in learning approach?

- Close collaboration between primary and secondary schools to prevent students' disengagement at transition.
- The involvement of a wide variety of adults within the school and the community to support the students e.g.: parents. Other Specialist Teachers in the school and the community, EAL support, LAC support.
- Regular and effective communication with parents and carers, including involving them closely in determining the strategies to be used to support their child.
- Modifying the curriculum and drawing upon special interests of the student to encourage reengagement in learning.
- Close working relationships with local agencies responsible for supporting children and young people.

3. Inclusion

In the RISE Provision, all of our students are equally important. This applies to all aspects of their education including teaching and learning, their achievements, their attitudes and their wellbeing. We encourage all our students to aim for the highest possible standards and we take account of each child's individual needs and experiences.

In the RISE provision we recognise that every student matters and we aim to respond to each student's needs, taking into consideration their:

- Cultural background;
- Life experiences
- Strengths;
- Communication needs;

- Emotional and social needs;
- Developmental needs;
- Physical Needs.

4. Assessment

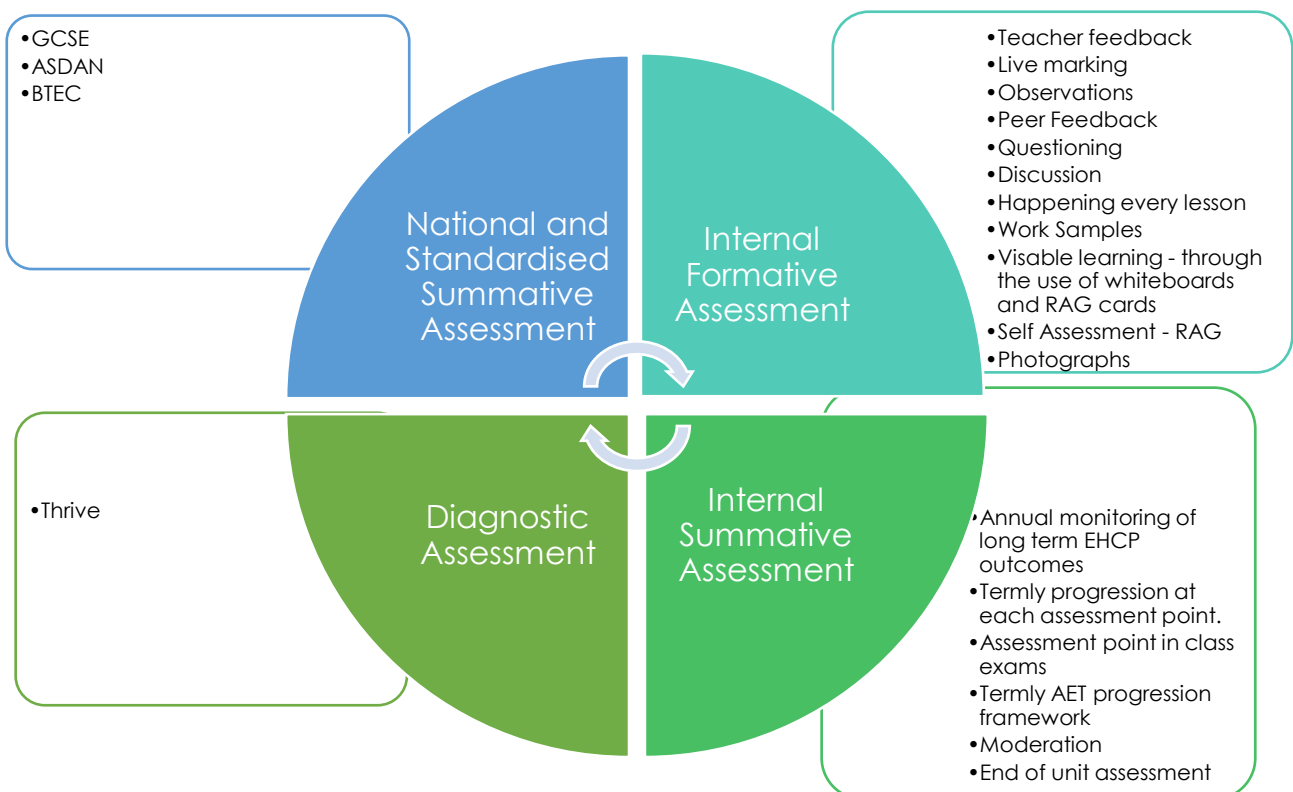
Assessment involves an understanding of both the formative process (when we ask what, when, why and where pupils learn) and the summative process (when we recognise what pupils have learnt).

Formative assessment is "day-to-day" assessment which is based on student's ability to achieve individual outcomes and learning objectives set, providing feedback and where possible, encouraging pupils to be reflective upon their own learning. It supports teachers in providing further support or extension activities as necessary and helps to inform and structure progress.

Summative assessment is used as a baseline from which progress can be measured, strengths and weaknesses can be highlighted, planning can be informed and teaching and learning can be monitored.

Techniques to ascertain the success of learning include questioning, recall and retrieval tasks and through the periodical usage of both formative and summative assessment. Students engage in conversations about their work to fully understand areas of strength and areas for improvement. Throughout each lesson there are progress checks that students complete to assess current understanding and these are then used to allow students to move through the lesson along different pathways and at different paces depending on their confidence and understanding.

In September 2023 the RISE provision will be a Year 7/8/9 (KS3) group. The National and Standardised Summative assessment is shown to show what students will work towards throughout their time in the provision.





Thrive assessment

Thrive supports children and young people with their emotional, health, wellbeing and social skills, all of which are needed to enable learning to take place. Young people cannot always put their needs into words, but the way they behave can tell us a lot about how they are feeling. For some students there may be an obvious reason why they need extra support. This may be due to a bereavement, family breakdown or an identified medical condition such as ADHD. For others there may not be any obvious trigger as to why they are finding some aspects of school and/or home life difficult.

The Thrive approach draws on the latest research from current neuroscience, recent attachment research, current studies of effective learning and current models of child development, in order to help us understand the needs being signalled by childrens behaviour. The Thrive practitioner carries out assessments of identified pupils social, emotional and behavioural needs which help us to build an Action Plan of targeted strategies to help individuals re-engage with learning and life. They will then work with the Thrive practitioner on these targets 1-1, in small groups as a whole class. The assessment will be updated half termly to show if the pupils are showing progression and which activities are working well with the individual.

How is assessment reported to parents and carers?

Assessment is reported in the following ways:

- Reviews every 6 months, phone call or face to face meeting, with parents and carers of the student's in the RISE provision. This is then logged on CPOMS by the RISE lead teacher.
- Assessment and progress reports, three times a year, in line with whole school data entry point. Academic data and progress are indicated on the report.
- Parents evenings
- EHCP review

5. Enrichment

Key concepts for enrichment opportunities:

- Developing relationships
- Embedding learning
- Developing social skills and life skills
- Developing resilience
- Learning in a cross-curricular way

- Encourage engagement
- Encourage independence

Cultural Capital, Careers and Locale

At High Tunstall, the RISE curriculum aims to enrich student knowledge and develop their understanding of the benefits of learning about the world and other cultures, whilst exploring opportunities and advantages in the labour market.

Students are encouraged to be aspirational and set themselves achievable and aspirational goals for the future. In 2023-2024 the RISE provision is a KS3 class (Year 7/8/9). Lessons will be linked where appropriate to looking at different careers options that the students may be interested in. They will be offered opportunities to engage in assemblies, go on educational visits, have guest speakers within lessons and take part in Independent, community engagement (ICE) sessions.