

[inclusion]

Hampshire



Tailored education for 13-25 year olds

WELCOME

We recognise school or college for some young people can be a difficult environment to cope with when life becomes complicated.

As a specialist education provider, we help young people through small structured teaching groups, to learn and develop 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.



Cheryl Edwards, Chief Executive

Aims and Objectives:

Supporting Schools, Children's Services, Colleges and other agencies, Inclusion Hampshire operates a Pre 16 education centre and a separate Post 16 centre, both of which offer safe, secure and supportive environments for young people in need to learn and make progress with their mental health.

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.

[inclusion]

Hampshire

- 11 years of successfully supporting learners with mental health needs to reintegrate back into school or complete their secondary education with us.
- Providing a positive experience of learning structured Maths and English and working towards nationally recognised qualifications.
- Specialist support for learners with special educational needs (SEN) or an Education and Health Care Plan (EHCP).
- GDPR compliant.
- Secure online access to daily attendance and progress updates.
- Experienced in leading multi-agency work.
- Staff are experienced in recognising low mood and alleviating anxiety.
- Appropriate environments for learners with behavioural needs or those who are emotionally vulnerable.

PRE 16

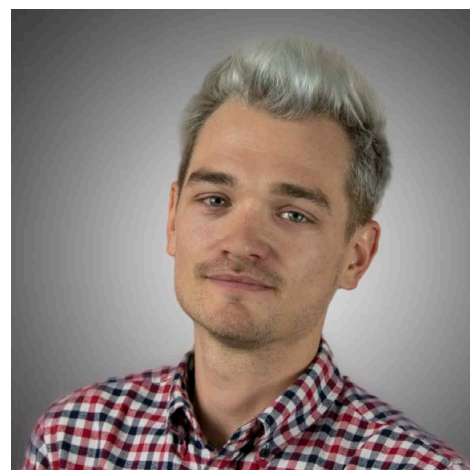
The Pre 16 Education Programme is designed for young people aged 13-16 who have mental health needs and struggle with mainstream school. Our objective is to help learners achieve their potential by working with them in a non-school like environment and giving them the individual academic and emotional support they may need.

We can offer various groups sizes, session lengths and overall hours to suit individual learners and their needs.

Inclusion Hampshire uses a unique tracking and feedback system which enables schools and agencies to monitor progress securely. We involve parents and carers in every step and ensure all of our learners are listened to throughout their journey with us.

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.

Our learners study a variety of OCR accredited subjects.



Matt Atkinson
Provision Manager, lead for Curriculum



Inclusion Hampshire's Model of Practice

SUBJECTS & SUPPORT

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 Classes

1:1 or small groups
Maths and/or English

Social Skills and Life & Living

- OCR accredited Entry Level 3
 - Weekly sessions
 - Anger Management
 - Emotional literacy
 - Health
- Drugs & Alcohol Education
 - Healthy food choices

Work Skills

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

Counselling

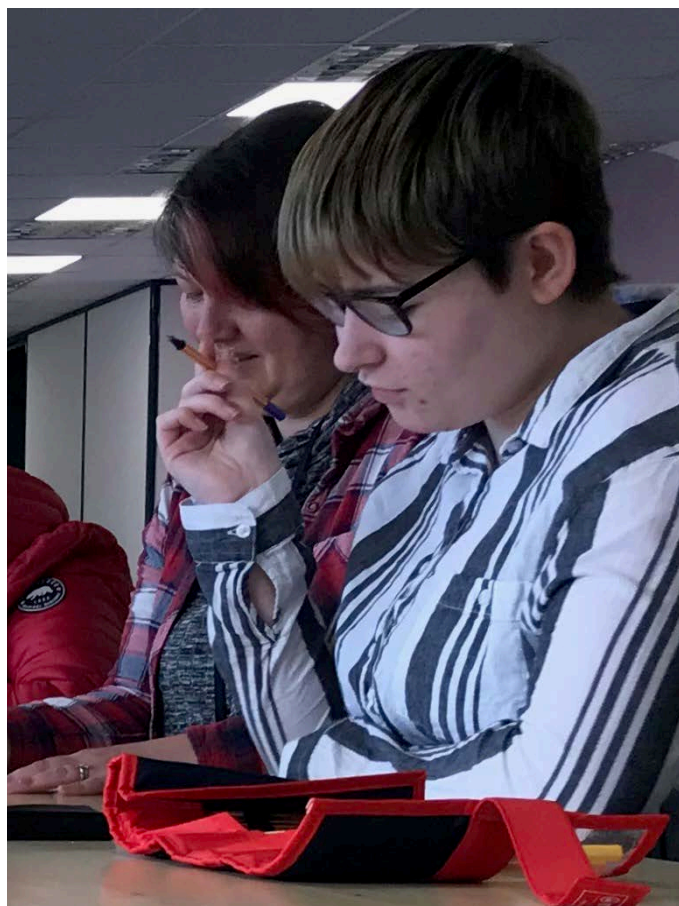
- 1 hour appointment
- Completely confidential session
 - BACP qualified Counsellor
 - Young person centred

Music Therapy

- 1:1 sessions
- Exploring interests
- Developing skills
- Music production

Enrichment and Therapeutic Activities

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



In addition we also offer:

- Breakfast and light lunch
- 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

Post 16

Supporting learning, training and progression

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.

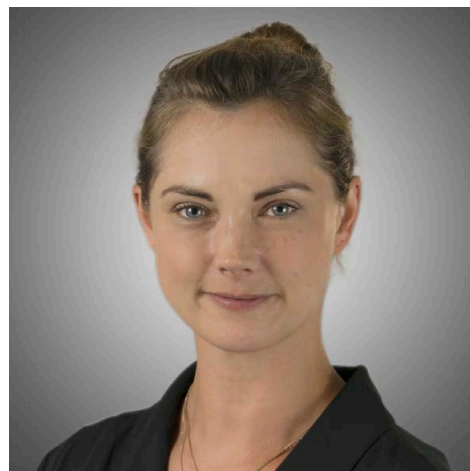
The objective of the programme is to prepare young people to step into a larger environment, such as college or workplace.

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 a learner in discovering their individual pathway.

You can contact us to find out more but please be aware all placements need agreement from SEN.

We will assist each learner in discovering their individual pathway.



Marie Greenhalgh
Head of Post 16 and Lead for SEN

"I left Inclusion Hampshire a while ago now. And I just would like to thank everyone who helped me... I wouldn't be where I am today without the help of you all. SO thanks again."



POST-16 Timetable

MONDAY

Employability and work Skills

Living in the wider world: skills for employment and career progression

- Identifying strengths and interests
- Learning about work/life balance and different types of work
- Developing realistic career and professional goals
- Exploring possible career options
- Researching possible college choices
- College open days
- CV's, personal statements and covering letters
- Understanding and identifying appropriate, confident body language and behaviour
- Economic well-being

WEDNESDAY & THURSDAY

OCR Functional Skills Maths & English Accredited OCR Maths and English

- Functional Skills
- Pre Entry and Entry Levels
- Levels 1 & 2

FRIDAY

Music Technology and 1:1 Emotional well-being Sessions

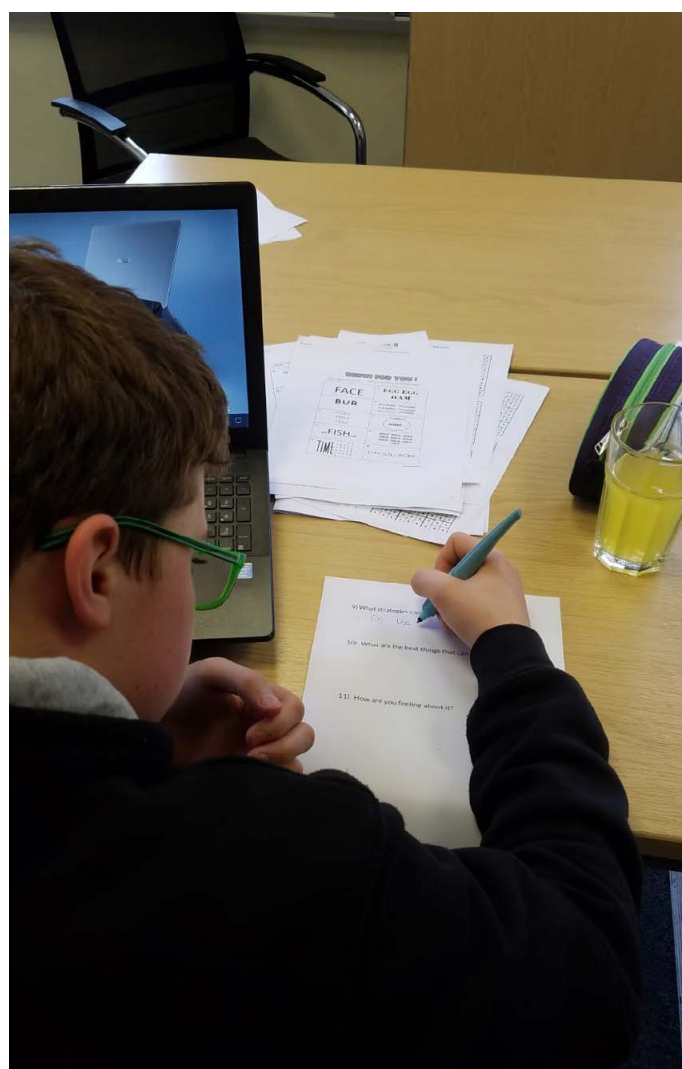
- Exploring Music and Sound
- Using technology
- Life Coaching
- Counselling

TUESDAY

Social Skills and OCR Life and Living

Health and well-being: healthy lifestyles strategies to safeguard emotional and mental health

- Building self esteem through self awareness
- Learning strategies to promote perseverance, adaptability and resilience
- Developing attributes, skills and understanding which contribute to a healthy self - concept in the face of challenges
- Learning how to identify effects of stress and how to manage it.
- Well being action plan
- Learning how to access relevant support
- Relationships: managing relationships challenges
- Personal values & assertive communication
- Health and well being: taking responsibility for health choices
- Staying safe



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.

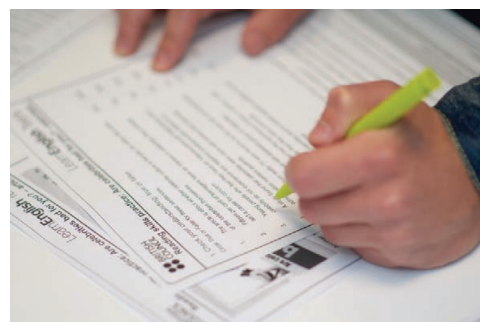
We focus on providing individual academic and holistic emotional support to learners. This equips them with the skills, self-belief and motivation required to make positive changes and achieve qualifications.

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 predicted grades.

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

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

We case review each learner regularly, implementing strategies for progress. This also means we can identify any needs and tailor our support and interventions accordingly.

Attendance, behaviour and performance is logged in our cloud based Inclusion Suite, allowing schools to monitor their learner's live progress securely.

We actively encourage parent and school involvement with each learner's education. We hold review meetings, provide reports and are available during school hours to discuss concerns and feedback achievements.

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 Pre 16 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 Year 11 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.

COUNSELLING

Our qualified Counsellors, have significant experience in working with young people from differing backgrounds. They are able to work with young people who are experiencing issues which may include:

- Anxiety
- Depression
- Behavioural Issues
- Self Harm
- Trauma
- Bereavement
- Gender/Sexuality

The team listen and support in a confidential and non-judgemental way.

Learners have the opportunity to have a informal chat during the day or book longer appointments.



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.

Our dedicated Pastoral Manager has the time to ensure learners and parents feel fully supported.

If you feel you need multi agency support for your family we can help with the EHH referral procedure.

We can also helping with applications and filling in forms where necessary.



"I really appreciate all your help, thank you so much"

MUSIC THERAPY

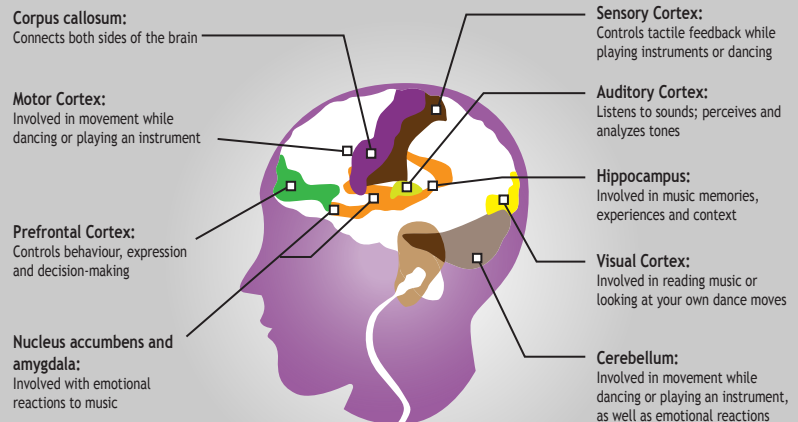
Learners use our unique combination of studio technology to create music without needing them to learn an instrument immediately. This means it can be used by anyone, regardless of their ability or special educational needs. Using recordings from artists they like, and adding beats and effects means 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.

MUSIC AND THE BRAIN

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

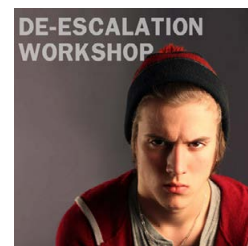


Ben started Music sessions a few months ago, he presented as lacking in self-confidence and having low self worth. However, in the music sessions we were able to counter these negative self-doubts by engaging him in creating. The act of being involved in a process that gives form to ideas to then generate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

I first met Carl around two years ago and he immediately showed an interest in learning to play the guitar. In order to ensure he'd get a session every week he chose to stay after school once a week to have a lesson during his own time. Carl had a guitar lesson every week and got an acoustic guitar from his Mum for Christmas after I'd been tutoring him for a couple of months. Each session I'd give him bespoke pieces (according to his musical taste) to practice at home to learn for the following week.

Carl went from complete novice to a guitarist competent enough to sight read tablature (guitar music) leading to him accompanying a singer at a local festival. Carl suffered from social anxiety and also self-harmed however these sessions and learning guitar had a stabilising effect upon him which helped get him through year 10 and 11 finishing his GCSE's. During the festival, his Grandad came up to me to shake my hand and thank me for helping Carl and spoke glowingly about the positive difference he'd seen in him.

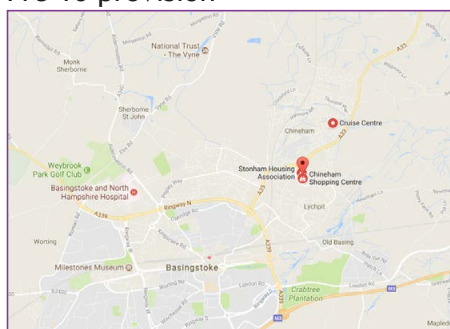
Inclusion Hampshire run training courses and workshops for professionals and parents/carers.



Please check our website for up to date information.

Head Office - Chineham

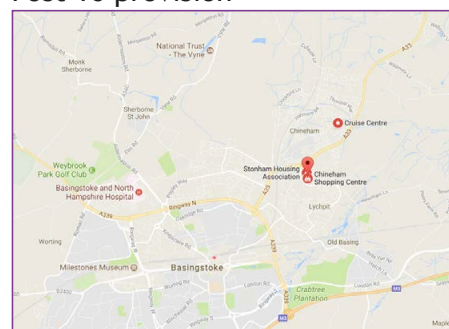
Pre 16 provision



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The Clock Tower
Chineham Shopping Centre
Chineham, Basingstoke
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The Hook Centre

Post 16 provision



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Hook
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