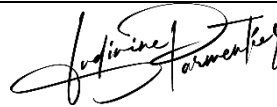




‘Explore, Engage, Empower’

‘Where Mud washes off, but memories last lifetime’

Curriculum Policy

School:	Orchard Therapeutic Farm		
Policy:	Curriculum Policy		
<p>This policy will be reviewed on an annual basis; however, should a need arise, it will be reviewed when required.</p> <p>This policy will be read, understood and signed by all staff yearly and when changes have been made in line with government and DoFE guidelines and changes.</p> <p><i>Document Control:</i></p>			
Date Created:	July 2024	Version:	V 1.0
Date of Implementation:	September 2024	Review schedule:	Annual
Date of next review:	July 2025	Authors and Adaptations:	Ludivine Parmentier Alex Smith
Type of policy:	Statutory	Document Reference:	Curriculum
Owner:	Orchard Therapeutic Farm	Director Approval:	 Ludivine Parmentier

Change History

Version	Date	Description	Change ID
1	July 2024	Created and implemented	LP/ AS
2	July 2024	Director Approval	LP
3	March 2025	Additional vocational offers included	AS/LP
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Curriculum Policy

At Orchard Therapeutic Farm, we strive to provide a safe and nurturing environment, where our values underpin our curriculum rationale:

Explore

Engage

Empower

Rationale:

At Orchard Therapeutic Farm, our curriculum is specifically designed to support learners who have experienced disrupted educational experiences, often due to challenges such as trauma, mental health struggles and SEMH (Social, Emotional and Mental Health) needs. We understand that these challenges can affect learners at different stages of their educational journey and our curriculum adapts to meet those needs at every level.

Primary Learners:

For Primary learners, the focus is on re-engagement with education. Many of our younger learners have faced disruptions in their schooling and our primary aim is to support them in overcoming these challenges. We focus on building foundational life skills, emotional resilience and self-confidence. Therapeutic interventions, such as Animal Assisted Therapy and trauma support, create a nurturing environment that fosters growth and independence. Each learner's Education, Health and Care Plan (EHCP) targets are central to their learning and the support they are provided with, ensuring that all interventions align with their individual needs and developmental goals. All of which are agreed with the professional, guardians and child.

Secondary Learners:

As learners progress into Secondary education, our curriculum evolves to include vocational qualifications, semi-academic learning and more targeted interventions aimed at preparing them for (re)/ integration into (special) /educational settings (if appropriate) or the workplace. While vocational skills, academic qualifications and work experience continue to be a focus, we also maintain essential therapeutic and mental health support, which is crucial for their ongoing development. Again, each learner's EHCP targets guide their learning, ensuring that the curriculum remains tailored to their individual needs.

Post-16 Learners:

For Post-16 learners, we provide tailored pathways that reflect their unique needs and aspirations. At this stage, the curriculum focuses on vocational skills, further academic qualifications and life skills, helping learners prepare for adulthood. Whether learners are transitioning into further education, work-based learning, we ensure they have the tools, skills and support to succeed. Each learner's EHCP continues to shape their journey, ensuring that their educational and personal development is aligned with their long-term goals.

Curriculum Intent:

The intent of our curriculum is to provide personalised, therapeutic support that addresses the unique needs of each learner. Our focus is on developing the whole child—academically, vocationally and emotionally—through a curriculum that integrates interventions with vocational qualifications and functional academic skills. We aim to ensure that our learners are equipped with the skills, knowledge and emotional resilience needed for successful reintegration into mainstream or special educational settings, wherever appropriate.

Our curriculum is aimed at sequential learning with opportunities for positive learning outcomes and pathways.

- **Life Skills:** For Primary learners, the curriculum focuses on building life skills such as independence, social interaction and self-regulation
- **Vocational Skills:** Secondary learners will receive vocational training aligned with work experience, providing them with practical skills in areas such as animal care, horticulture and other hands-on activities related to the farm.
- **Well-being:** Throughout both Primary and Secondary stages, mental health support and trauma-informed practices will be embedded in the curriculum to ensure that learners' emotional and psychological needs are met.
- **Work Experience/ employability:** Secondary learners will work towards vocational qualifications and gain real-world experience through work placements that prepare them for either employment or further education.

Implementation:

The curriculum is designed to provide differentiated support based on the developmental and educational needs of each learner, ensuring that their EHCP targets are at the core of their learning plans.

- **Primary:** At the Primary level, the focus is on engagement with learning and providing therapeutic interventions. Learners engage in life skills development and mental health support, with Animal Assisted Therapy and mindfulness sessions integrated into the daily routine. The goal is to re-engage learners with their educational journey and prepare them for future reintegration into special or mainstream schools.
- **Secondary:** At the Secondary level, learners focus on vocational qualifications (such as animal care, horticulture, or agriculture) and academic progress through Functional Skills in English and Maths. These academic and vocational components are paired with ongoing mental health support, ensuring that learners are emotionally prepared for their next steps. Work placements

on the farm or with local businesses provide real-world experience that aligns with learners' future aspirations.

- Post-16 Provision: Learners will continue with vocational qualifications and work placements to develop the necessary skills to transition into further education, apprenticeships, or employment. Careers guidance will help learners identify and pursue their post-16 options, ensuring a seamless transition to adulthood.

Orchard Therapeutic Farm Curriculum Outline

	1	2	3
Learners	KS2	KS3 or those working at Functional Skills Entry Level	KS4/post-16 or those working at Functional Skills Level 1 or 2
Our offer	Cooking Art Animal Care Bushcraft Gardening Reptile Care	Maths* English* Cooking Art Animal Care* Bushcraft Gardening Taxidermy Reptile Care Sport & Fitness* Dog Grooming Catering & Hospitality* Life Skills*	Maths* English* Cooking Art Animal Care* Bushcraft Gardening Taxidermy Reptile Care Sport & Fitness* Dog Grooming Catering & Hospitality* Life Skills* Trades (eg. Carpentry, bricklaying, basic plumbing)*

			Land-Based Studies* Work experience
Qualifications & Outcomes	Personalised EHCP targets AQA Awards	Personalised EHCP targets Functional Skills OCN Entry Level 1-3 ASDAN Entry Level 1-3 Awards	Personalised EHCP targets Functional Skills Level 1-2 BTEC Level 1 ASDAN Level 1-2 Awards

*Can obtain a formal qualification

Impact:

We measure the success of our curriculum based on both academic and vocational progress, as well as the overall well-being and emotional resilience of our learners. Key indicators include:

- Academic Progress: Achievement of Functional Skills in English and Maths at both Primary and Secondary levels, supporting reintegration into educational settings.
- Vocational Success: Progression in vocational qualifications, including work placements and practical work experience in fields such as Land based studies.
- Well-being: Improvements in emotional health and self-regulation, measured through feedback from therapeutic support team, Animal Assisted Therapy sessions and learner self-reports and guardians.
- Reintegration Success: Successful transitions back into mainstream or special schools, tracked through regular assessments and collaboration with external educational partners.
- Personal Growth: Increased confidence, self-awareness and independence, demonstrated by learners' ability to manage their emotions, engage with learning and plan for their future.
- Parent and Carer Feedback: Regular feedback from parents and carers about their child's emotional and academic progress, engagement and well-being.

Reviewing and evaluating the curriculum

The curriculum lead oversees the development of the curriculum. Development takes place within key stages, driven by the staff who work within them. Relevant leaders lead curriculum development where needed, supported by the wider teaching team. The curriculum is reviewed and evaluated regularly in order to consider breadth and balance and to improve the quality of teaching. This is achieved through teacher meetings and dedicated time in staff training meetings. Staff work together to amend and adjust curriculum provision for learners according to need.