



Orchard Therapeutic

OUTREACH • BARN • FARM • POST 16

Curriculum Policy

Policy Note

For the purposes of this policy, *Orchard Therapeutic Farm (OTF)*, *Orchard Therapeutic Outreach (OTO)*, *Orchard Therapeutic Barn (OTB)*, *Orchard Therapeutic Active (OTA)* will together be referred to as “**the Services**”

This policy applies to all employees, volunteers, trustees, and contractors of the Services, as well as anyone representing Orchard Therapeutic Farm, Orchard Therapeutic Outreach, Orchard Therapeutic Barn or Orchard Therapeutic Active in an official capacity.

Context Statement:

The Services operates three separate programmes, each with its own curriculum approach. This Policy applies specifically to the curriculum delivered within our Alternative Provision at Orchard Therapeutic Farm. While all programmes share trauma-informed, relational values, the AP curriculum follows the Explore – Engage – Empower framework to support re-engagement, progression and personalised learning.

Key Principles

Young Person's Voice	How this applies to the Curriculum
I have confidence that the adults who support me understand me, are skilled and work effectively together to best meet my needs.	Staff design and deliver a curriculum that adapts to individual stages of development—Primary, Secondary or Post-16—and is built around EHCP outcomes, personal history and emotional needs.
I receive high-quality, tailored support that sustains my health and wellbeing.	The curriculum includes therapeutic interventions, Animal Assisted Therapy, trauma-informed strategies and mental health support woven into everyday experiences. This helps young people to regulate, feel grounded and build the confidence needed to learn, explore and try new things.
I feel included and able to learn in a way that works for me.	Learning is personalised. This means young people have bespoke pathways, hands-on learning opportunities, outdoor experiences, and meaningful tasks on the farm that help to re-engage with education.
I can see my interests, culture and identity reflected in what I learn.	Adults listen to and shape learning around what matters to our young people—animals, nature, engineering, trades, horticulture, cooking, art or outdoor activities. Young peoples culture, beliefs and identity are respected and supported through planning and personalised goals
I am helped to build the skills I need for my future.	The curriculum prepares young people for what comes next: reintegration into school, moving into special education, gaining qualifications, taking part in work experience or planning for adulthood. Young people learn life skills, independence, communication, resilience and practical vocational skills that help them feel hopeful about the future.
I feel safe because adults understand how to support me when learning feels overwhelming.	Staff use trauma-informed approaches and co-regulation, never punishing young people for struggling. They help young people to recognise their feelings, reduce anxiety, and re-engage with tasks. Learning is shaped by understanding—not pressure.

Adults believe in me, celebrate my progress and help me move forward.

Achievements are recognised through real-world outcomes—feeding animals, growing food, making something in trades, completing a functional skills unit or succeeding on work placement. Adults notice small steps and help young people feel proud of themselves.

This policy should be read in conjunction with our:

- Dignity and Respect Policy
- Anti-Bullying Policy
- Recruitment and Vetting Policy
- Safeguarding and Child Protection Policy
- Behaviour and Relationships Policy
- Equality, Diversity and Inclusion Policy
- SEND and EHCP Support Policy
- Trauma-Informed Practice Guidance
- Assessment and Feedback Policy
- Attendance Policy
- Induction and Training Policy

Policy Statement

Policy Aims

The aim of this Curriculum Policy is to ensure that the Alternative Provision (AP) at The Therapeutic Services delivers a personalised, trauma-informed and meaningful curriculum that meets the needs and aspirations of children and young people who have experienced disrupted or distressed educational journeys.

This policy sets out how the AP curriculum:

- provides a safe, nurturing and predictable environment where young people can re-engage with learning at a pace that meets their emotional and developmental needs;
- ensures that every learner's curriculum is shaped by their EHCP outcomes, strengths, interests and aspirations;
- integrates therapeutic support, relational practice and trauma-informed approaches into everyday functioning
- promotes academic progress, functional literacy and numeracy, practical skills, personal development and emotional wellbeing; Providing tangible progress and certificates
- offers a flexible, sequential curriculum pathway through Primary, Secondary and Post-16 provision, enabling learners to re-build confidence, trust, motivation and readiness for future learning;
- delivers meaningful vocational learning, hands-on experiences, outdoor education, trades and land-based studies as core components of re-engagement;
- supports learners to prepare for their next steps – whether reintegration into school, transition to special education, work experience, further education, apprenticeships or employment;
- celebrates diversity, promotes inclusion and ensures that all learners have equitable access to opportunities, regardless of need, background or ability;
- ensures that the AP curriculum aligns with statutory expectations for alternative provision, including safeguarding, SEND guidance, and preparation for adulthood.

The AP Curriculum Policy is referred to when planning learning, reviewing pathways, developing individual timetables, supporting learners with barriers to engagement, or evaluating the quality and impact of teaching and provision.

Rationale

The Alternative Provision curriculum at Orchard Therapeutic Farm is designed to meet the needs of learners who have experienced disrupted, limited or inconsistent access to education. Many of our young people arrive having struggled to engage in traditional settings, and require a curriculum that is practical, flexible and responsive to their individual needs, abilities and aspirations.

Our aim is to provide a structured, safe and engaging environment where learners can rebuild confidence, make progress at an achievable pace and experience success across a broad and balanced curriculum. The curriculum adapts at each stage – Primary, Secondary and Post-16 – ensuring that all young people access meaningful learning that prepares them for their next phase of education, training or employment.

Primary Learners

At Primary level, the priority is **re-engagement with learning**. Many younger learners have experienced periods of absence from school or previous breakdowns in educational placements. The curriculum focuses on:

- establishing routine and confidence
- building foundational life skills
- supporting communication and positive relationships
- developing early independence
- providing varied, hands-on activities
- introducing functional literacy and numeracy where appropriate

Learners access a broad range of practical and creative subjects including animal care, horticulture, cooking, bushcraft, art and reptile care. Learning is planned around each child's EHCP outcomes, with professionals, guardians and the learner contributing to goal-setting and progress reviews.

Secondary Learners

At Secondary level, the curriculum offers a broader and more structured programme that includes:

- vocational pathways
- functional skills qualifications
- practical and land-based learning
- creative subjects
- trades tasters
- physical activity and sport

- life skills and independence

Learners begin to explore different occupational areas through hands-on experience in animal care, horticulture, mechanical skills, catering, dog grooming, sport and fitness, bushcraft, the vivarium bus and small-animal taxidermy. These experiences sit alongside Functional Skills in English and Maths (Entry Level), ASDAN, AQA Unit Awards and vocational tasters.

EHCP targets remain central and are used to plan personalised timetables, ensuring that each learner progresses academically, socially and vocationally at an appropriate pace.

Post-16 Learners

For Post-16 learners, the curriculum focuses on **preparation for adulthood**. This includes:

- Functional Skills and/or GCSE English and Maths (Entry level to Level 1–2)
- BTEC Level 1 and 2 vocational qualifications
- extended vocational pathways (Trades, Land-Based Studies, Engineering, Dog Grooming, Catering & Hospitality)
- long-term work experience placements
- careers guidance and transition planning
- independence and employability skills
- participation in wider life skills and independent living
- Enrichment

Post-16 learners continue to follow EHCP-informed pathways that reflect their goals and capabilities. Whether the next step is further education, apprenticeships, specialist provision or employment, the curriculum ensures that each learner has the skills, experience and confidence to progress.

Curriculum Intent

The intent of the Alternative Provision curriculum at Orchard Therapeutic Farm is to provide a high-quality, practical and personalised learning experience that enables every young person to make meaningful progress academically, socially and vocationally. Our curriculum is designed to re-establish positive engagement in education, build confidence and equip learners with the skills and knowledge needed for their next steps.

We aim to deliver a curriculum that:

- **meets each learner's starting point** by offering flexible entry routes and bespoke timetables designed around their EHCP outcomes, strengths and aspirations;

- **supports re-engagement with education** through hands-on, purposeful learning that feels achievable and relevant;
- **builds core skills** in communication, literacy, numeracy, independence and problem-solving through both functional lessons and practical application;
- **provides a broad and varied offer**, including land-based studies, trades, engineering, horticulture, animal care, sports, creative arts, catering, dog grooming, bushcraft, and specialist subjects such as taxidermy and reptile care;
- **delivers accredited learning** through Functional Skills, ASDAN, AQA Unit Awards, BTEC Level 1 and /or 2 and vocational certificates, enabling learners to work towards recognised qualifications;
- **prepares learners for their next steps** by developing employability, social skills, confidence and vocational experience;
- **promotes independence and readiness for adulthood**, especially within Post-16 pathways where learners access extended work experience, vocational training and careers guidance;
- **ensures that academic, vocational and personal development are equally valued**, creating a balanced and holistic educational experience;
- **creates clear progression routes** from Primary through Secondary to Post-16, with each phase building on the previous one;
- **offers real-world, experiential learning** that takes full advantage of the farm, workshop, kitchen, grooming studio, vivarium bus and outdoor spaces;
- **fosters positive attitudes to learning**, enabling young people to see themselves as capable, successful and ready to move forwards.

The overarching aim of the curriculum is to provide young people with the confidence, qualifications, experiences and skills they need to reintegrate into school where appropriate, transition into further education, or move successfully into training, apprenticeships, employment or aspirational next steps and goals.

Curriculum Implementation

The curriculum at Orchard Therapeutic Farm is delivered through structured programmes for Primary, Secondary and Post-16 learners, each designed to meet learners' developmental stages, EHCP outcomes and future aspirations. Implementation is practical, flexible and responsive, allowing staff to adapt teaching so every learner can access success.

Primary Implementation

At Primary level, the focus is on re-engagement, readiness to learn and building core developmental skills. Implementation includes:

- highly structured daily routines to reduce anxiety and support consistency;

- hands-on, practical learning experiences that promote confidence, curiosity and engagement;
- introduction to farm-based learning including animal care, gardening and outdoor exploration;
- development of communication, social skills and self-regulation through structured play, life-skills sessions and small-group activities;
- early literacy and numeracy delivered through Functional Skills approaches, embedded into practical tasks;
- participation in Animal Assisted Activities and creative subjects such as art and cooking to support expression and engagement;
- personalised targets drawn directly from EHCPs to ensure each session contributes meaningfully to learner outcomes.

Secondary Implementation

At Secondary level, learners follow a broader timetable that balances academic, vocational and personal development. Implementation includes:

- Functional Skills English and Maths at Entry Level to Level 2, delivered in small groups with differentiated pathways;
- a wide vocational offer including:
 - animal care
 - horticulture
 - trades (carpentry, plastering, painting & decorating, brickwork, basic plumbing)
 - sports & fitness
 - catering & hospitality
 - Art
 - Marketing and creative media
 - bushcraft & outdoor skills
 - dog grooming
 - taxidermy (small animals)
 - reptile care
- structured pastoral support embedded into the timetable, including problem-solving, wellbeing tasks and mentoring;
- explicit development of employability skills such as timekeeping, teamwork, communication and independence;
- use of the farm, workshops, kitchen, grooming studio and vivarium bus as real-world learning environments;

- ongoing assessment linked to EHCP outcomes and vocational/academic progress.

Post-16 Implementation

For Post-16 learners, the focus moves towards independence, work readiness and transition planning. Implementation includes:

- individualised study programmes/pathways based on aspirations, qualifications and support needs;
- Functional Skills and/or GCSE qualifications at the appropriate level and opportunities for BTEC Level 1 or 2 or ASDAN awards;
- extended work placements across the farm and local employers (e.g., trades, catering, land-based, dog grooming, retail, engineering);
- development of life and independent living skills such as budgeting, travel training, cooking, personal safety and household management;
- careers education delivered through guidance sessions, CV building, application support and employer visits;
- structured independence-building tasks, with clear pathways towards apprenticeships, college, supported internships or employment;
- continued monitoring of EHCP outcomes as learners transition towards adulthood.

Pedagogy and Learning Approach Across All Levels

Across all phases, teaching is:

- **practical**, with learning rooted in real tasks and real environments;
- **differentiated**, ensuring accessibility for all abilities;
- **skills-based**, encouraging communication, problem-solving and resilience;
- **linked to EHCP outcomes**, ensuring purposeful progress;
- **delivered by specialists**, including vocational tutors, learning mentors and subject leads;
- **enriched by unique farm-based learning opportunities**, enabling learners to connect with nature, animals and outdoor environments;
- **supported by small class sizes**, allowing consistent relationships and high-quality feedback;
- **sequenced**, so learners build on knowledge and skills over time.

Curriculum Impact

The impact of the curriculum at Orchard Therapeutic Farm is measured through a combination of academic progress, vocational achievement, personal development and long-term learner outcomes. Success is not defined solely by qualifications, but by each learner's journey towards confidence, independence and positive next steps.

We evaluate curriculum impact through the following key areas:

Academic Progress

- Learners work towards Functional Skills qualifications in English and Maths, from Entry Level through to Level 2.
- Progress is monitored through assessments, trackers, daily feedback and learner workbooks.
- For Primary learners, success includes improved engagement, early literacy and numeracy development and readiness for future learning.

Vocational Achievement

- Learners complete vocational units, AQA unit awards, ASDAN programmes, BTEC Level 1 and other accredited outcomes depending on pathway and ability.
- Progress is evidenced through portfolios, practical assessments and reflective journals.
- Work experience on-site and with external partners strengthens skills, employability and real-world readiness.

Wellbeing and Personal Development

- Improved confidence, emotional regulation and resilience, evidenced through observations, pastoral notes and learner voice.
- Increased ability to work with others, manage routines and sustain engagement in activities.
- Positive relationships with staff and peers, contributing to stability and trust.

EHCP Outcomes

- Termly reviews ensure the curriculum remains aligned with each learner's EHCP goals.
- Progress is mapped to EHCP outcomes across communication, cognition, independence, physical and social/emotional development.
- Multi-agency contributions (schools, SEN officers, families) help track holistic progress.

Reintegration and Progression

- Successful returns to mainstream or specialist settings where appropriate.

- Secure transitions into:
 - further education
 - apprenticeships
 - work-based learning
 - supported internships
 - employment
- Learners leave with a clear pathway, supported by careers guidance and transition planning.

Personal Growth

- Increased independence, self-awareness and decision-making.
- Improved ability to participate in community life through practical and social experiences on the farm.
- Stronger sense of purpose and aspiration for the future.

Parent/Carer and Professional Feedback

- Regular feedback from families, social workers and referrers provides an external measure of improvement in behaviour, wellbeing and engagement.
- Weekly trackers, daily communication and end-of-term reports inform ongoing curriculum development and celebrate progress.

Careers Education, Information, Advice and Guidance (CEIAG)

Orchard Therapeutic Farm is committed to providing high-quality careers education that meets the needs of our diverse cohort. Our approach is aligned with the **Gatsby Benchmarks of Good Career Guidance**, ensuring that learners receive structured, meaningful and informed support at every stage of their journey.

Learners access:

- **Independent and personalised guidance** to identify strengths, interests and aspirational pathways.
- **Encounters with employers and employees**, including on-site work placements, visits and skills-based workshops.
- **Experiences of workplaces**, both through farm-based provision and external employer partners.
- **High-quality information** about apprenticeships, vocational training, college options and employment routes.
- **Careers learning embedded across the curriculum**, linked explicitly to real-world skills and future opportunities.
- **Support with transition planning**, with each learner having a clear, supported progression route beyond Orchard Therapeutic Farm.

This ensures that every learner – including those with disrupted educational histories – is equipped with the knowledge, confidence and skills needed to make informed decisions about their futures.

Impact

The impact of the curriculum at Orchard Therapeutic Services is measured through a combination of academic progress, vocational development, personal growth and readiness for next steps. Success is not defined solely by qualifications, but by the extent to which each young person feels safe, re-engages with learning and moves forward with confidence, purpose and direction.

We evaluate impact through the following:

• Academic Progress

Learners make measurable progress in Functional Skills English and Maths, from Entry Level through to Level 2. Tracking systems, weekly progress reports and work scrutiny ensure learning is sequential, ambitious and aligned with EHCP outcomes.

• Vocational Achievement

Young people work towards accredited vocational qualifications and develop practical skills across our specialist pathways (Animal Care, Land-Based Studies, Trades, Catering & Hospitality, Sport & Fitness, Dog Grooming, Reptile & Taxidermy, Bushcraft). Achievement is recorded through portfolios, assessor feedback and qualification outcomes.

• Engagement and Attendance

Re-engagement with learning is a core measure of success. Improved attendance, participation, punctuality and willingness to learn demonstrate the effectiveness of our curriculum in rebuilding trust, routine and purpose.

• Personal Development and Wellbeing

Learners show improvements in confidence, communication, emotional regulation and social interaction. These are measured through sessional observations, staff feedback, reflective discussions with young people, weekly trackers and information from professionals and families.

• Readiness for Next Steps / Transitions

Success includes smooth and sustained transitions into:

- special or mainstream school
- post-16 college programmes
- apprenticeships
- supported internships
- employment
- or continued progression within the Orchard model

Careers guidance, work experience and Gatsby-aligned CEIAG provision ensure learners are well-prepared and supported.

• Parent / Carer / Professional Feedback

Feedback from parents, carers, social workers and schools is regularly sought and

used to evaluate the quality and impact of curriculum delivery. Positive feedback and improved home-school relationships are indicators of successful re-engagement.

- **Behaviour and Safety**

The curriculum supports improvements in behaviour, self-management and safety. Reductions in incidents, improved use of coping strategies and increased ability to work in groups demonstrate progress in SEMH development.

- **Learner Voice**

Young people contribute to planning, reviewing and shaping their pathways. Their feedback is central in demonstrating how the curriculum meets their needs, interests and aspirations.

Curriculum Review and Evaluation

The curriculum at Orchard Therapeutic Services is reviewed regularly to ensure it remains meaningful, ambitious and responsive to the needs of our learners. As a dynamic alternative provision, our curriculum continues to evolve alongside the needs, aspirations and strengths of the young people we support.

Curriculum development is overseen by the Curriculum Lead, in partnership with subject specialists, therapeutic practitioners and the wider education team. Reviews focus on ensuring breadth, balance, progression and relevance within each key stage and specialist pathway.

Evaluation takes place through:

- **Ongoing Quality Assurance**

Session observations, learning walks, work scrutiny, weekly trackers and termly data reviews inform adjustments to teaching approaches, sequencing and planning.

- **Staff Collaboration**

Curriculum improvements arise from regular staff meetings, Thursday development sessions, and planning time allocated each afternoon. Staff work together to adapt delivery, share resources and refine schemes of work based on learner need.

- **Learner Progress Reviews**

EHCP outcomes, academic data, vocational portfolios and behaviour/engagement information are reviewed systematically. Adjustments are made to ensure each learner's pathway continues to reflect their progress, interests and identified needs.

- **Feedback from Young People**

Learner voice is central to curriculum design. Young people provide feedback on lessons, qualifications, pathways and work experience, enabling the curriculum to stay relevant and responsive.

- **Parent, Carer and Professional Feedback**

Regular communication with families, schools, social workers and other professionals helps identify strengths, emerging needs and areas for development.

• **Tracking of Destination Data**

Post-16 outcomes, reintegration success and sustained transitions are key indicators of curriculum effectiveness and inform future planning.

• **Strategic Review**

Curriculum pathways and qualifications are reviewed annually by the Curriculum Lead and Senior Leadership Team, ensuring alignment with national guidance, Gatsby Benchmarks, safeguarding expectations and local authority priorities.

The curriculum remains flexible and adaptable, allowing staff to tailor learning to the individual, while ensuring high standards, clear sequencing and purposeful outcomes across all programmes.

Monitoring and Review

The Centre Manager holds operational responsibility for ensuring this Policy is implemented effectively across all curriculum areas. They will monitor its impact through learning walks, curriculum reviews, qualification outcomes, work scrutiny, learner voice and weekly tracker data.

This Policy will be formally reviewed at least once a year, or sooner if statutory guidance, organisational practice or curriculum developments require amendment. Any improvements identified through staff feedback, quality assurance processes, external audits or learner outcomes will be incorporated into the next version.

All employees are invited to suggest ways in which this Policy could be strengthened, to ensure it continues to reflect best practice and the evolving needs of our learners

After reading this Policy, you should be able to:

- Understand the purpose of the Curriculum Policy and how it guides teaching, learning and personalised provision across the Services.
- Explain how the curriculum is structured for Primary, Secondary and Post-16 learners, including the pathways, qualifications and therapeutic elements we offer.
- Understand your role in delivering the curriculum effectively, including planning, assessment, recording progress and supporting EHCP-led targets.
- Recognise how the Orchard Model (Explore – Engage – Empower) shapes the learner journey and supports progression.
- Understand how careers education, advice and guidance (including the Gatsby Benchmarks) are integrated into our curriculum.
- Know how curriculum impact is measured and how you contribute to monitoring, reviewing and improving learners' outcomes.
- Understand who to speak to if you have questions, including your Line Manager, Curriculum Lead or Centre Manager

Policy Review

A CEO will review this policy at least once a year to make any updates needed.

Authorisation and Signature

This Policy is the authorised version agreed upon by the CEO.

All employees are expected to follow this policy and failure to do so could result in disciplinary action.

A handwritten signature in black ink, appearing to read 'Ludivine Parmentier', written in a cursive style.**Ludivine Parmentier****Chief Executive Officer**