

EMPOWERING FUTURES ALTERNATIVE PROVISION

CURRICULUM POLICY (CHILDREN, YOUNG PEOPLE & ADULT LEARNERS)

Policy Name	Curriculum
Site	Birmingham
Version	1.0
Approved By	Director / DSL
Date Reviewed & Confirmed	18 January 2026
Next Review Due	January 2027

1. POLICY STATEMENT

Empowering Futures Alternative Provision (EFAP) provides a curriculum that enables all learners to engage, achieve, progress and transition successfully into education, employment or training.

Our curriculum is:

- Learner-centred
- Trauma-informed
- Flexible
- Vocationally focused
- Inclusive for SEND and SEMH
- Aligned with Local Authority commissioning expectations
- Suitable for both young people (11–18) and adult learners (18+)

The curriculum meets the **Education Inspection Framework (Ofsted)**, **SEND Code of Practice**, **KCSIE 2025**, **Working Together 2023**, and awarding body requirements.

2. SCOPE OF THE POLICY

This policy applies to:

- Children and young people aged 11–18 in Alternative Provision
- Adult learners enrolled on evening, weekend or online courses
- On-site, off-site, community-based and online delivery
- Vocational learning pathways
- Functional Skills and SEND support
- All EFAP staff involved in planning, delivering or assessing curriculum

3. CURRICULUM AIMS

EFAP's curriculum aims to:

1. **Re-engage learners with education** through personalised, vocational and practical learning.
2. **Support SEMH, wellbeing and confidence-building**, using trauma-informed approaches.
3. **Develop essential skills** in maths, English, digital literacy, communication and employability.
4. **Offer clear pathways** into further education, employment, apprenticeships or adult training.
5. **Meet the needs of learners with SEND** through high-quality adaptations and reasonable adjustments.
6. **Provide safeguarding-aware learning environments**, both on-site and online.
7. **Deliver accredited qualifications** where appropriate, ensuring quality assurance and awarding-body compliance.
8. **Promote equality, diversity and inclusion** across all subjects.

4. CURRICULUM STRUCTURE (YOUNG PEOPLE 11–18)

EFAP offers a flexible curriculum tailored to the needs of learners referred through:

- Local Authorities (Coventry, Walsall, Birmingham) • Schools
- Social Care
- Virtual Schools

4.1 Core Components

All AP learners have access to:

- **English** (Functional Skills or GCSE support) • **Maths** (Functional Skills or GCSE support) • **Digital Skills**
- **Personal & Social Development**
- **Employability Skills**
- **Physical Activity / Sports Engagement**
- **Online Safety & British Values**

4.2 Vocational Pathways

Vocational subjects include:

- Hair
- Beauty
- Nails
- Sports Coaching
- Fitness
- Business & Customer Service
- Childcare (introductory content)
- Creative or project-based work (where

appropriate) Programmes may be accredited

through:

- ASDAN
- NCFE
- Focus Awards

- EFAP internal programmes approved by commissioners

4.3 Personalised Timetables

Timetables are created based on:

- Referring body requirements
- SEMH and SEND needs
- Risk assessments
- Vocational interests
- EHCP outcomes (where applicable)
- Attendance re-engagement goals

4.4 Online Alternative Provision

EFAP provides remote or blended learning for learners who:

- Are unable to engage on site
- Have medical or anxiety-related needs
- Require transition support
- Live beyond travel radius but can access satellite sites

Online learning includes:

- Live tutor-led sessions
- Interactive resources
- Digital literacy
- Online safeguarding protocols

5. CURRICULUM STRUCTURE (ADULT LEARNERS 18+)

Adult programmes include:

- Teacher Training (AET and related CPD)
- Fitness Instructing & Personal Training
- Beauty, Nails & Hair CPD courses
- Customer Service & Employability skills
- Digital skills
- Online-only and blended learning pathways

Adult curriculum aims to:

- Support upskilling and career progression

- Provide industry-standard training
- Build confidence and professional conduct
- Offer recognition through accredited qualifications
- Maintain safe, respectful, inclusive learning environments

6. TRAUMA-INFORMED CURRICULUM APPROACH

EFAP recognises that many learners have experienced trauma, adversity or instability. Our trauma-informed curriculum:

- Is predictable and structured
- Minimises cognitive overload
- Uses relational, consistent staff
- Provides choice and control where appropriate
- Avoids shaming, confrontation or punitive instruction
- Embeds emotional regulation techniques
- Allows for movement, sensory breaks and flexible pacing
- Incorporates coaching and mentoring

7. SEND & INCLUSION

EFAP follows the **SEND Code of Practice (2015)** and ensures:

- Individual support plans
- Reasonable adjustments
- Multisensory teaching
- Access to small group or 1:1 support
- Adapted resources
- Reduced literacy or language load where needed
- SEND-friendly online delivery

Learners with EHCPs have curriculum pathways aligned with:

- Outcomes
- Annual review requirements
- Therapy reports or specialist recommendations

8. SAFEGUARDING WITHIN THE CURRICULUM

Safeguarding is integrated across all learning and includes:

- Online safety
- Healthy relationships
- Consent
- Prevent & anti-radicalisation
- Anti-bullying
- Child-on-child abuse
- Adult safeguarding awareness (for adult learners)
- County Lines awareness
- Mental health, wellbeing & resilience

Staff delivering curriculum are required to:

- Follow EFAP Safeguarding Policy
- Report concerns immediately to DSL
- Embed safeguarding themes throughout subject delivery

9. CULTURAL CAPITAL & PERSONAL DEVELOPMENT

EFAP enhances learners' development through:

- Enrichment activities
- Off-site visits (when appropriate)
- Sports coaching
- Healthy lifestyle education
- Practical beauty/nail/hair sessions
- Work-related simulations
- Guest speakers and industry specialists
- Online and digital citizenship
- Community involvement

10. ASSESSMENT & PROGRESS MONITORING

Assessment varies by programme and may include:

- Baseline assessments upon entry
- Formative assessments
- Practical demonstrations
- Tutor observations
- Marked assignments
- Learner self-reflection
- Target-setting
- Termly progress reviews
- Accreditation evidence portfolios

For AP learners, progress is reported to:

- Local Authorities
- Schools
- Social Workers
- Parents/carers

For adults, progress is reported through:

- Individual learning plans
- Awarding body requirements
- Tutor feedback

11. QUALITY ASSURANCE

QA processes include:

- Internal moderation
- Standardisation meetings
- External moderation (for accredited courses)
- Lesson observations
- Feedback from learners
- Course evaluations
- Staff CPD

- Monitoring of online teaching quality
- Audit compliance with awarding bodies and LAs

The Director oversees curriculum quality across all delivery.

12. CURRICULUM ADAPTATION & REVIEW

Curriculum is adapted:

- For individual SEND needs
- For risk reduction plans
- For online learners
- For vocational preferences
- Following multi-agency feedback
- When concerns arise from behaviour or attendance patterns

The curriculum is reviewed:

- Annually
- After major policy changes
- Following Ofsted or awarding-body feedback
- In line with statutory updates
- After curriculum audits or learner surveys

13. STAFF ROLES & RESPONSIBILITIES

Director (Lead DSL)

- Overall curriculum leadership
- Ensures legal compliance
- Oversees quality assurance

DSL / Senior Leadership

- Ensures safeguarding is embedded
- Supports SEND and individual adjustments
- Oversees online curriculum safety

Tutors & Assessors

- Deliver high-quality teaching
- Follow trauma-informed practice
- Record progress
- Identify SEND needs
- Support vocational learning

Support Workers / Mentors

- Reinforce learning
- Provide emotional regulation support
- Support attendance and engagement

14. PARTNERSHIP WORKING

EFAP works collaboratively with:

- Local Authorities
- Schools
- Social Workers
- Virtual Schools
- Parents and carers
- Awarding bodies
- Employers
- Community organisations

Curriculum planning considers multi-agency recommendations and individual plans.

15. EQUALITY, DIVERSITY & INCLUSION (EDI)

EFAP ensures:

- Equal access to all programmes
- Representation of diverse cultures and identities
- Anti-discriminatory teaching practice
- Curriculum materials free from bias
- Respectful learning environments for all ages

EDI is monitored as part of curriculum audits.

16. POLICY REVIEW

This policy will be reviewed:

- Annually
- After changes in statutory guidance
- After Local Authority or Ofsted feedback
- Following internal quality assurance findings

Approved by:

Rhean White – Director & Lead DSL
Empowering Futures Alternative Provision