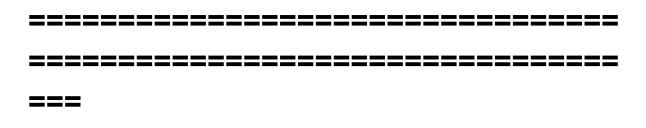# EMPOWERING FUTURES ALTERNATIVE PROVISION

CURRICULUM POLICY (CHILDREN, YOUNG PEOPLE & ADULT LEARNERS)

Issue Date: December 2025
Next Review: December 2026
Approved by: Director, Empowering Futures Alternative Provision

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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 2024/25**, **Working Together 2023**, and awarding body requirements.

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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

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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.

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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

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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

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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

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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

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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

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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

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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

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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.

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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

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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

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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.

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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.

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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