Manor Farm Curriculum Policy

Policy Statement

Manor Farm is an alternative provision committed to providing a safe, inclusive and nurturing learning environment for children and young people aged 5 through to post-16. Our provision operates within a low-demand, child-led framework, underpinned by trauma-informed practice and the PACE model (Playfulness, Acceptance, Curiosity and Empathy).

Manor Farm provides a bespoke, person-centred curriculum designed to support each child and young person's learning, development, interests, strengths, aspirations and individual needs. The curriculum provides a consistent framework for progression from early engagement and exploration through to functional application, increasing independence, community participation, employability and Preparation for Adulthood (PfA).

The curriculum is flexible, differentiated and responsive, recognising that children and young people develop at different rates and may experience individual barriers to learning. Although the full curriculum framework is available to all learners, its content, delivery and expectations are adapted according to each individual's age, developmental stage, attainment, learning profile, interests, emotional readiness and future aspirations.

We work alongside children and young people to support progress towards the outcomes identified in their Education, Health and Care Plans (EHCPs), individual Provision Plans and wider educational priorities. Progress is monitored and evidenced through our bespoke assessment and recording systems, providing information for parents, commissioning bodies and other relevant professionals as required.

Our curriculum recognises that meaningful progress extends beyond academic attainment. This may include the development of functional communication, emotional regulation, self-advocacy, self-care, decision-making, social understanding, confidence, community access, vocational skills and the ability to participate meaningfully in everyday life.

Preparation for Adulthood is embedded throughout the curriculum, with learning opportunities designed to build on each young person's existing skills and support their development towards greater independence, meaningful participation and individual aspirations.

Our curriculum aims to:

- Promote engagement, confidence, emotional wellbeing and independence.
- Provide a broad, balanced and inclusive curriculum that reflects individual needs and supports progression.
- Support the personal, social, emotional, physical and academic development of all young people.
- Provide meaningful opportunities to develop communication, literacy, numeracy, problem-solving and functional life skills.

- Offer accredited qualifications and recognised learning pathways that celebrate achievement and support future progression.
- Embed Preparation for Adulthood throughout the curriculum, including independent living, good health, community inclusion and employability.
- Promote an outdoor ethos in which children and young people feel safe, heard and valued, with opportunities to connect with animals, nature and the wider community.
- Support each young person to understand and communicate their views, preferences, needs and aspirations in ways that are meaningful and accessible to them.
- Maintain continuity of learning by ensuring that skills are revisited, extended and applied with increasing confidence and independence as young people develop.

Curriculum Principles

Child-Led and Low-Demand Learning

Learning activities are accessible, engaging and responsive to each child or young person's pace, interests and preferred mode of engagement.

Opportunities for choice, self-expression, agency and decision-making are embedded throughout the curriculum. Children and young people are supported to communicate their preferences, make meaningful choices and develop increasing ownership of their learning.

All staff adopt a child-led, low-demand approach, prioritising emotional regulation, a sense of safety and each young person's window of tolerance. Staff recognise that meaningful engagement and progress are most likely when children and young people feel safe, understood and emotionally available for learning.

Curriculum opportunities are adapted according to individual readiness, with flexibility in the pace, duration and presentation of activities. Progression is encouraged without compromising emotional safety or placing undue pressure on the young person.

Trauma-Informed Practice

Manor Farm prioritises relationships, emotional safety and consistent support alongside academic and developmental progress.

Staff use trauma-informed approaches and the PACE model to support trusting relationships, emotional regulation and positive engagement. Learning opportunities are planned and delivered with an understanding of how anxiety, sensory differences, previous experiences and individual communication profiles may affect access to education.

Staff provide attuned support, appropriate scaffolding and opportunities for recovery and regulation where needed. The curriculum recognises that developing confidence, self-awareness, self-advocacy and emotional wellbeing is fundamental to sustainable learning and preparation for adulthood.

Person-Centred Progression

Every child and young person has an individual starting point, and progress is considered in relation to their own development, needs, strengths and aspirations.

The curriculum provides clear progression pathways while allowing flexibility in how learning is accessed and demonstrated. Skills may be revisited across different contexts and at increasing levels of complexity, generalisation and independence.

Learning opportunities are selected to reflect each child and young person's developmental stage, interests and individual priorities. This ensures that children and young people can build foundational skills, develop functional understanding and increasingly apply their learning to meaningful everyday situations.

Thematic and Experiential Learning
Class lead teachers plan weekly or fortnightly themes, adapting these flexibly in response to the interests, engagement and emerging learning needs of the children and young people. Themes are cross-curricular, experiential and informed, where appropriate, by children and young people's interests, suggestions, personal experiences and relevant events.

Each day includes up to four hands-on, multi-sensory learning activities linked to the fortnightly theme, alongside individualised core subject learning and other child-initiated learning opportunities.

Learning may include practical, creative, outdoor and community-based experiences, enabling children and young people to explore concepts, develop skills and apply learning in meaningful contexts.

Inclusion, Differentiation and Accessibility
Learning is adapted to meet individual learning profiles, including social, emotional, sensory, communication, physical and cognitive needs.

Small-group baserooms provide the primary setting for learning, with quieter or low-arousal spaces available when required. One-to-one support, reasonable adjustments and alternative recording methods are used to reduce barriers to participation.

The curriculum recognises that achievement may be demonstrated through different means, including practical activities, supported communication, observation, photographs, creative outputs, written work and real-life application.

Preparation for Adulthood
Preparation for Adulthood is embedded throughout the curriculum from the earliest stages of learning, rather than being introduced as a separate programme from Year 9 onwards. Opportunities to develop independence, communication, self-advocacy, social understanding, decision-making, personal care, community access and employability are incorporated into learning from age 5 through to post-16.

This approach provides continuity as young people develop, enabling familiar skills to be extended and applied at increasingly functional and independent levels.

For example, early communication skills may progress into expressing preferences, self-advocacy and communication in different social settings. Early numeracy may develop into budgeting, shopping and money management, while personal development may progress into self-care, emotional regulation and independent decision-making.

The curriculum supports each young person to work towards their individual aspirations, which may include further education, training, employment, supported living, greater independence or increased participation within their community.

Bespoke Curriculum Framework and Progression
Manor Farm's bespoke curriculum encompasses ten interconnected areas of learning and development:

1. Communication and Interaction
2. Personal Development
3. Physical Development
4. Literacy and Communication
5. Application of Numeracy and Problem-Solving
6. Understanding My World (Humanities and Science links)
7. Creativity and Expression
8. Personal, Social, Health and Economic Education (PSHE) and Relationships, Sex and Health Education (RSHE)
9. Independence
10. Employability

These areas provide a consistent foundation for learning across age groups and developmental stages. They enable staff to identify appropriate next steps from each young person's individual starting point and support skills to develop progressively across different contexts.

Each curriculum area incorporates a progression pathway through the following stages:
Stage 1: Engagement and Exploration
Developing readiness to engage, curiosity, early communication, sensory exploration, relationships, confidence and foundational learning skills.

Stage 2: Early Learning Goals
Developing foundational knowledge and skills, including early communication, literacy, numeracy, personal development, social understanding, physical skills and participation in structured or supported activities.

Stage 3: Functional Application

Applying acquired skills to meaningful tasks and familiar situations, including practical problem-solving, following instructions, communicating needs, making choices and completing everyday activities with appropriate support.

Stage 4: Independence and Community
Generalising skills across environments, developing self-advocacy and decision-making, increasing independence in daily living, accessing the community and participating in social and practical activities.

Stage 5: Employability and Preparation for Adulthood
Developing vocational awareness, workplace-related skills, responsibility, functional communication, organisation, collaboration, independent living skills and readiness for future education, training, employment and community participation.

These stages provide a flexible framework rather than a fixed, age-related sequence. Young people may work across different stages simultaneously, depending on the curriculum area, their individual needs and the skills being developed.

Staff identify appropriate next steps through ongoing assessment, observation and discussion with the young person and relevant adults and professionals. Progression is planned to be meaningful and achievable, with opportunities to relate to weekly or fortnightly learning themes, revisit learning, practise skills and build confidence.

Curriculum Structure
Thematic Learning
Weekly themes provide the core structure for learning across age groups. Themes integrate practical, sensory, creative and cross-curricular activities to support engagement and skill development.

Examples include:

- Nutrition and cookery.
- Community and citizenship.
- Environment and nature.
- Science exploration.
- Arts and creative expression.
- Animal care and farming.
- Health and wellbeing.
- Practical life skills.
- Outdoor learning and exploration, including Forest School.

Themes provide opportunities to develop communication, literacy, numeracy, problem-solving, personal development and independence within meaningful activities.

Engagement and progress within thematic learning and child-led projects are documented weekly through online Tapestry Journals at the end of each week. These records include written

updates documenting daily observations of each child and young person's social interactions, emotional experiences and engagement in learning. Journals are shared with parents and, where relevant, commissioning schools.

Core Subject Learning

Core subject learning remains an important part of the curriculum from age 5 through to post-16. Young people are provided with individualised opportunities to develop mathematics, reading and writing, with teaching differentiated according to attainment, identified needs, interests and future aspirations.

Mathematics may be applied through shopping, budgeting, cooking, measuring and travel planning. Reading and writing may be practised through recipes, timetables, forms, instructions, messages and workplace-related tasks. For children and young people who demonstrate readiness to engage with more structured learning, Manor Farm offers additional formal learning opportunities tailored to their individual attainment and learning needs. These may include White Rose Maths workbooks from Reception to Year 6, Functional Skills qualifications for learners working at secondary-level attainment, bespoke Manor Farm literacy, writing, reading and spelling workbooks.

Communication skills may be developed through self-advocacy, social interaction, community access, expressing preferences and preparing for future opportunities.

These approaches ensure that academic learning remains purposeful and person-centred. Where appropriate, targeted examination preparation are incorporated into individual programmes, enabling young people to work towards recognised qualifications while continuing to develop practical skills for everyday life.

Learning is delivered in a supportive, low-demand and child-led manner, ensuring emotional regulation and a sense of safety remain central to access and participation.

Personal, Social, Health and Economic Education (PSHE) and Relationships, Sex and Health Education (RSHE)

Manor Farm provides age and developmentally appropriate PSHE and RSHE learning through weekly group discussions and practical, experiential activities. Topics support children and young people to develop self-awareness, emotional wellbeing, an understanding of healthy relationships and consent, personal safety, and an awareness of their rights and responsibilities, promoting confidence, independence and positive relationships with others.

Accredited Learning Pathways

Alongside its bespoke thematic curriculum, Manor Farm offers accredited and recognised learning pathways. These are selected according to individual attainment, strengths, interests, needs, emotional readiness and future aspirations.

Accreditation complements the wider curriculum by recognising each child and young person's individual achievements. It also provides an additional or alternative pathway to learning when

participation in small-group thematic activities is not yet accessible or manageable for the young person.

AQA Unit Award Scheme (UAS)
The AQA Unit Award Scheme provides a flexible accreditation route that recognises small steps of progress, practical achievement and meaningful engagement in learning.

- Units are available from Entry Level to Level 2 and are assessed by teachers in accordance with the scheme's requirements.
- Units may be completed individually or incorporated into our wider thematic programme of learning.
- Delivery is adapted to the young person's needs, pace, interests and emotional readiness.
- Portfolios of evidence may include photographs, observations, written work, creative outputs and practical demonstrations.

Units can be selected across a wide range of areas, including personal and social development, emotional health and wellbeing, independence and life skills, employability, work-related learning, creativity and practical activities.

The scheme is particularly valuable for children and young people who experience barriers within conventional assessment models. It provides opportunities to experience success, build confidence and gain recognised certification linked to their individual learning journey.

Completed units are documented within each young person's AQA folder, providing evidence of achievement and progression.

ASDAN Short Courses
Manor Farm offers ASDAN Short Courses that provide practical, real-world learning opportunities supporting independence, wellbeing and life skills development.

Courses are flexible and modular, enabling learning to be adapted to individual interests, abilities and aspirations. Assessment is portfolio-based, with evidence gathered through practical activities, reflection, supported discussion and demonstrations of skills, in accordance with course requirements.

Courses may include:

- Cooking and food preparation.
- Money management and budgeting.
- Rights, responsibilities and citizenship.
- Health and wellbeing.
- Animal care and environmental awareness.
- Creative Arts.

ASDAN learning supports personal development, practical skill acquisition, confidence, everyday decision-making and preparation for greater independence.

Functional Skills Preparation and Qualifications
Manor Farm is an approved Functional Skills provider, supporting young people to develop essential English and mathematics skills for further education, training, apprenticeships, employment and independent living.

Our Manor Farm provision includes personalised learning and preparation for recognised Functional Skills qualifications at appropriate levels, including Levels 1 and 2 where suitable.

Manor Farm works with Pass Functional Skills and with the Edexcel and Open Awards awarding bodies to provide access to qualifications and external accreditation.

Learning is differentiated and scaffolded according to attainment, identified needs, learning profile and emotional readiness. Preparation focuses on the practical application of literacy and numeracy, alongside targeted examination preparation where appropriate.

Through Open Awards, young people can undertake examinations within the Manor Farm setting, with reasonable adjustments provided in accordance with the relevant assessment requirements and their individual needs.

This familiar environment can reduce barriers associated with anxiety, sensory needs, communication differences and conventional examination settings, helping young people demonstrate their knowledge and skills as accurately as possible.

Functional Skills learning supports confidence in everyday communication and numeracy, progression towards further education and training, and the development of practical skills for adulthood.

Outdoor Experiential Learning, Forest School and Farm-Based Activities
Manor Farm provides outdoor and experiential learning opportunities that enable young people to develop practical skills, confidence, independence and an understanding of safety, responsibility and the natural environment. Learning incorporates Forest School principles, outdoor exploration, agriculture and practical farm-based activities, including the care and handling of livestock where appropriate.

Outdoor learning provides meaningful opportunities to develop skills through hands-on experiences, exploration, problem-solving and participation in purposeful activities.

Opportunities may include:

- Developing awareness of the natural environment, seasonal changes, habitats and wildlife.
- Exploring agriculture, food production, farming practices and the responsibilities involved in caring for livestock.

- Participating in appropriate animal care activities, developing an understanding of animal welfare, routines and safe interactions with animals.
- Learning practical outdoor skills, including shelter-building, using tools safely where appropriate, and selecting and handling equipment.
- Developing an understanding of outdoor safety, risk awareness and responsible behaviour within different environments.
- Exploring navigation, map-reading, route planning and pedestrian safety.
- Participating in gardening, planting, growing and harvesting activities.
- Developing practical problem-solving, planning, organisation and time-management skills.
- Engaging in collaborative tasks that promote communication, teamwork, cooperation and shared responsibility.
- Building confidence, resilience, emotional regulation and physical wellbeing through engagement with the outdoors.

Activities are adapted to each young person's abilities, interests, developmental stage and individual support needs. Participation is responsive to each young person's readiness and engagement, with appropriate adult support, supervision and risk management integral to delivery. Activities involving livestock or tools are carefully planned to ensure that young people can participate safely and meaningfully.

Outdoor experiential learning supports the application of skills relevant to Preparation for Adulthood. Practical farm-based activities can develop responsibility, sequencing, following instructions, problem-solving and an understanding of work-related routines. Opportunities to care for livestock, grow food and participate in agricultural tasks can also support vocational interests, environmental awareness and an appreciation of the responsibilities associated with animal welfare and land management.

Through these experiences, Manor Farm supports young people to develop greater confidence, independence, communication and collaboration, while strengthening their connection with the natural environment. Skills developed outdoors can be generalised to everyday life, community participation, independent living and future education, training or employment pathways.

Nutrition, Cookery and Independent Living Skills

Young people are invited to participate in thematic-based cookery sessions, with learning differentiated according to individual attainment, confidence and independence levels. Young people may progress from supported participation towards increasingly independent completion of practical tasks.

Cookery provides an authentic context for developing:

- Reading and following recipes.
- Functional reading and writing.
- Measuring, weighing and applying numeracy.
- Time management and sequencing.

- Planning and organisation.
- Food hygiene and kitchen safety.
- Budgeting and understanding costs.
- Making choices and expressing preferences.
- Independence and self-care.
- Communication and social interaction.

These skills support Preparation for Adulthood outcomes relating to independent living and good health. They also develop transferable skills relevant to further education, training and employment, including following instructions, working safely, managing time, completing tasks and cooperating with others.

Teaching and Learning Approaches
Teaching and learning at Manor Farm is designed to maximise meaningful engagement, participation and progression.

Our approaches include:
- Hands-on, multi-sensory and experiential learning.
- Child-led activities informed by individual interests and preferences.
- Adult support, scaffolding and extension tailored to need.
- Opportunities for independent exploration, supported participation and collaborative learning.
- Practical and real-life activities that enable skills to be applied in meaningful contexts.
- Opportunities to revisit and generalise learning across different environments.
- Flexible approaches to recording and demonstrating achievement.
- Regular review and adaptation of learning opportunities.
- Formative, strengths-based assessment that recognises small steps of progress.

Emotional regulation and safety remain central to learning. Adults consider each young person's window of tolerance and adapt the environment, expectations and level of support to promote sustainable access to education.

Progression is encouraged through appropriately pitched opportunities, without assuming that all children and young people will develop at the same pace or follow an identical pathway.

Inclusion, Differentiation and Accessibility
Manor Farm is committed to ensuring that all children and young people can access meaningful learning opportunities appropriate to their individual needs.

Learning is adapted to accommodate differences in communication, sensory processing, emotional regulation, social understanding, physical development and cognitive attainment.

Support may include:
- Small-group and one-to-one learning.
- Low-arousal learning environments.

- Flexible pacing, transitions and activity duration.
- Reasonable adjustments to resources, environments and assessment arrangements.
- Alternative recording methods and accessible communication approaches.
- Practical demonstrations and supported participation.
- Adult scaffolding to support engagement, safety and independence.
- Individualised opportunities to practise and generalise skills.

Our curriculum recognises that increasing independence does not necessarily mean removing support altogether.

Community Engagement and Real-World Learning
Where possible, learning extends beyond the classroom through pre-planned educational trips, community-based activities and practical experiences. These opportunities support children and young people to develop an understanding of the wider world, practise functional skills and build confidence in a range of environments.

Our curriculum also provides opportunities to engage with the local agricultural community and participate in farm-based activities, including animal care and learning about farming, nature and the changing seasons.

Community-based learning may include opportunities to develop:

- Road and pedestrian safety.
- Travel awareness and route planning.
- Communication with unfamiliar people.
- Money management and shopping.
- Understanding community facilities and services.
- Social interaction and participation.
- Risk awareness and safe decision-making.
- Responsibility, organisation and problem-solving.
- Skills relevant to individual vocational interests and future aspirations.

Activities are planned according to individual needs and readiness, with appropriate support and risk management. Where possible, staff encourage young people to apply skills previously developed within our setting to real-life situations, supporting generalisation and increasing independence.

Individual Provision Plans and EHCP Outcomes
Learning opportunities are informed by each young person's individual Provision Plan and EHCP, where applicable. Staff work alongside learners to support progress towards identified outcomes, ensuring that curriculum opportunities remain relevant to their assessed needs and aspirations.

These dynamic working documents outline the strategies, approaches and provision required to support identified short- and long-term targets. Where applicable, targets are closely aligned with outcomes identified within the young person's Education, Health and Care Plan (EHCP),

ensuring that day-to-day learning contributes meaningfully towards longer-term educational outcomes.

Individual learning priorities may include communication, social interaction, emotional regulation, sensory awareness, physical development, independence, self-care, literacy, numeracy, community access or vocational skills.

Curriculum planning is flexible enough to respond to emerging needs and interests while maintaining clear developmental priorities and opportunities for progression.

Curriculum Monitoring, Assessment and Evaluation
Class lead teachers are responsible for planning, resourcing and delivering the adapted curriculum. Teaching support assistants support delivery, facilitate participation and implement reasonable adjustments and individualised scaffolding.

Leadership monitors curriculum quality, accessibility and progression, including:

- Engagement and participation.
- Development of knowledge and practical skills.
- Progress towards individual Provision Plan and EHCP outcomes.
- Development across the ten curriculum areas.
- Progression through the curriculum framework.
- Participation in community-based and experiential learning.
- Development of functional skills, independence and Preparation for Adulthood outcomes.
- Achievement of accredited qualifications and recognised certifications, where appropriate.

Progress within each young person's curriculum learning is monitored through our bespoke Curriculum Progress Tracker. Engagement in learning is recorded through our bespoke Engagement in Learning Log.

Together with weekly Tapestry Journals, individual learning records, portfolios and accreditation evidence, these systems provide a broad picture of each young person's engagement, achievement and progression.

Evidence is used to identify next steps, inform curriculum planning, review individual Provision Plans and support discussions with parents, commissioning bodies and relevant professionals.

Regular evaluation ensures that our curriculum remains responsive, relevant and of high quality, in line with the Non-School Alternative Provision National Standards and the individual needs of the children and young people attending Manor Farm.

Preparation for Adulthood
Preparation for Adulthood is embedded throughout the curriculum and informs learning from the earliest stages of development through to post-16.

The curriculum supports children and young people to build on familiar skills and apply them with increasing complexity, confidence and independence. This ensures that learning remains connected to previous experiences and supports meaningful progression over time.

Individual learning opportunities are informed by each young person's strengths, needs, interests, views and future aspirations.

Further detail regarding the specific curriculum arrangements and learning pathways for post-16 learners is provided in our separate Post-16 Curriculum Policy.

Compliance
This policy supports Manor Farm's commitment to meeting the Non-School Alternative Provision National Standards and providing a broad, balanced, inclusive and individualised curriculum.

The policy reflects our commitment to:

- Providing meaningful learning opportunities across a broad range of curriculum areas.
- Individualising learning according to assessed needs, interests and EHCP outcomes where applicable.
- Supporting progression through a clear but flexible curriculum framework.
- Providing accredited learning opportunities and recognised qualifications where appropriate.
- Embedding Preparation for Adulthood throughout the curriculum.
- Promoting functional skills, independence, community participation and employability.
- Maintaining safe, supportive, accessible and trauma-informed learning environments.
- Monitoring and evidencing progress to inform planning and demonstrate achievement.
- Working collaboratively with parents, commissioning bodies and relevant professionals to support each young person's development.

Policy review: This policy will be reviewed annually or as required to ensure that it remains accurate, effective and responsive to the needs of the children and young people attending Manor Farm.

Please also refer to our Post-16 Curriculum Policy.

This policy will be reviewed annually or sooner if required.
Policy Last Reviewed: 23rd September 2026
Next Review Due: 23rd September 2027