




New Leaf Centre Curriculum Policy

Approved by	
Name:	Vicky Hunter
Position:	Operations Director
Signed:	
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REVIEW SHEET

Each entry in the table below summarises the changes to this Policy and procedures made since the last review (if any).

Version Number	Version Description	Date of Revision
1	Original	SEPT 2024
2	Updated around new curriculum offer	APR 2026

Introduction

New Leaf Centre (NLC) provides a safe, supportive and inclusive therapeutic learning environment for children and young people who require an alternative to mainstream education.

Our curriculum is designed to re-engage learners who may have experienced barriers to education by offering personalised, flexible and meaningful learning pathways. These pathways are built around each learner's individual needs, strengths, interests and long-term aspirations.

The curriculum integrates therapeutic support, personal development and academic learning to ensure that learners can rebuild confidence, develop independence and achieve positive outcomes. Alongside this, learners are supported to develop functional skills in English and maths.

As an approved centre with ASDAN, NLC delivers recognised programmes that develop skills for learning, work and life, alongside Functional Skills qualifications in English and maths.

Learners' programmes are regularly reviewed to ensure they remain appropriate, effective and aligned with individual needs, including EHCP outcomes where applicable. Formal written reports are shared with parents/carers twice yearly, alongside additional updates where significant changes or developments occur.

Mission Statement

New Leaf Centre aims to nurture the academic, emotional, social and personal development of every learner through an engaging, accessible and responsive curriculum.

We are committed to supporting learners to:

- Re-engage with education
- Develop confidence, independence and resilience
- Progress into further education, employment or independent living

Curriculum Intent

The intent of the New Leaf Centre curriculum is to:

- Provide a personalised and therapeutic approach to learning
- Support emotional regulation and wellbeing as a foundation for engagement
- Develop functional English and maths skills for everyday life
- Build personal, social and employability skills
- Enable learners to achieve recognised and meaningful outcomes

Core Principles

- **Learner-Centred Practice**
Programmes are tailored to individual needs, including SEND and EHCP outcomes where applicable
- **Therapeutic Integration**
Therapeutic approaches are embedded throughout the curriculum to support emotional regulation, engagement and readiness to learn
- **Inclusivity and Accessibility**
Learning is adapted to remove barriers and ensure meaningful participation
- **Safe and Supportive Environment**
Safeguarding and wellbeing underpin all aspects of provision
- **Holistic Development**
Equal value is placed on academic progress, emotional wellbeing, social development and independence skills
- **Partnership Working**
We work collaboratively with families, local authorities, schools and external professionals to support outcomes

Curriculum Structure

The New Leaf Centre curriculum is delivered through four interconnected strands:

- Therapeutic Curriculum
- Personal Development
- ASDAN Programmes
- English and maths

1. Therapeutic Curriculum

The therapeutic is embedded across all learning and focuses on:

- **Emotional wellbeing:** developing awareness, expression and regulation of emotions to support safety and relationships
- **Social Development:** building communication skills, relationships and social understanding within a safe and supportive environment
- **Identity and Self-esteem:** helps young people understand themselves, recognise strengths, build confidence, and develop a secure sense of belonging that supports wellbeing, relationships, and future aspirations
- **Creative expression:** nurtures self-awareness, identity and personal voice through imaginative exploration, reflection and meaningful communication across diverse mediums

2. Personal Development

This strand prepares learners for adulthood through real-world learning:

- **Independent Living** equips learners with the skills, confidence and independence to thrive in adulthood through meaningful experiences, community participation, personal development and supportive, trauma-informed relationships.
- **Employment** develops the skills, confidence and behaviours needed for meaningful employment through real-world experience, teamwork, independence, communication, and supportive relationships that prepare learners for successful working lives.
- **Community Inclusion** supporting participation for young people to build confidence, belonging and independence by actively participating in their communities with safety, purpose and meaningful relationships
- **Health and Wellbeing:** aims to build lifelong habits, resilience, safety, and self-awareness so learners stay healthy, regulated, confident, and connected

Learning is practical, experiential and applied to real life contexts.

3. ASDAN Programmes

as an ASDAN registered centre we deliver a range of flexible, vocational programmes that empowers learners through practical, personalised pathways that build confidence, independence, and real-world skills. It also nurtures self-belief by embedding the core subjects of English and maths into meaningful, accessible learning experiences.

- **Short Courses:** reengage learners through flexible, accredited learning that builds confidence, independence, and essential personal, social and vocational skills for life bite-sized learning opportunities in various subjects and areas of interest
- **Personal Development Programme:** provide a structured, flexible framework that nurtures personal, social, life and employability skills in every learner

4. English and Maths

English The English curriculum enables learners to communicate confidently, understand and use language purposefully, and access the world around them with increasing independence.

It focuses on:

- Developing functional reading, writing, speaking and listening skills needed for everyday life, relationships, and future employment.
- Building confidence, self-expression and the ability to advocate for themselves.

- Strengthening comprehension so learners can navigate information, instructions, and real-world texts safely and effectively.
- Providing personalised, trauma-informed pathways that meet learners where they are and support meaningful progress.

Maths The math's curriculum equips learners with practical numeracy skills that support independence, problem-solving, and confident participation in daily life.

It focuses on:

- Developing secure understanding of number, money, time, measure and data in real-world contexts.
- Building learners' ability to make informed decisions, manage personal tasks, and engage safely in the community.
- Strengthening logical thinking, resilience and confidence through step-by-step, personalised learning.
- Ensuring maths is functional, relevant and accessible, supporting future pathways into employment, independent living and further learning.

Enrichment Activities

- **Extra-Curricular Activities:** Offering sports, arts, and community-based projects to enhance personal development and social skills.
- **Educational Visits:** Organising off site visits to broaden learners' horizons and contextualise learning

Assessment and Certification

- **Portfolio-Based Assessment:** Learners compile a portfolio of evidence demonstrating their learning and achievements.
- **Regular Reviews:** Ongoing assessment and feedback to monitor progress and adapt learning plans.
- **External Accreditation:** Ensuring that learners' achievements are recognised through ASDAN accreditation and Functional Skills Qualifications.

Qualifications Pathway

Once appropriate foundational skills are in place, learners progress onto Functional Skills in English from Entry Level through to Level 1 and 2. These qualifications are recognised by employers, apprenticeship pathways and by colleges for level 2 and 3 courses.

Curriculum Delivery and Staffing

The curriculum is planned, delivered and overseen by qualified teaching staff, who are responsible for curriculum design, sequencing, assessment and progress monitoring.

Learning Support Mentors work alongside teaching staff to:

- Support engagement and participation
- Provide consistent pastoral and relational support
- Reinforce learning strategies and emotional regulation

New Leaf Centre adopts a multidisciplinary approach, with an Occupational Therapist (OT) contributing through:

- Direct learner support sessions
- Supports sensory regulation and functional skills development
- Staff guidance on strategies, adaptations and support approaches

This ensures therapeutic support is embedded across all aspects of learning.

Curriculum Implementation

Learning is delivered through a flexible combination of:

- 1:1 support
- Small group teaching
- Practical and experiential learning
- Community-based learning opportunities

Programmes are responsive and adjusted based on engagement, progress and individual need.

Assessment and Monitoring

Baseline Assessment

Completed on entry to identify academic, social and emotional starting points

Ongoing Assessment

Progress is tracked using internal curriculum trackers across the four strands:

- Therapeutic Curriculum
- Personal Development
- ASDAN Programmes
- English and maths

Progress within each strand is assessed using a three-point scale:

- Emerging – skills are beginning to develop and require significant support
- Developing – skills are becoming more consistent with some independence
- Secure – skills are consistently demonstrated with increasing independence

Use of Assessment Information

Assessment is used to:

- Inform individual learning plans
- Adapt curriculum delivery and support strategies
- Identify barriers and next steps
- Support EHCP outcomes where applicable

Reviews and Reporting

- Formal reviews occur at least termly
- Written reports are issued twice yearly
- Additional updates are provided where needed

Measuring Impact

Impact is measured through a structured and consistent tracking system aligned to the four curriculum strands.

Evidence includes:

- Internal tracker data (Emerging / Developing / Secure)
- Learner work and portfolios
- Observational evidence
- Engagement and attendance data
- Accredited outcomes, including ASDAN and Functional Skills

Impact is demonstrated through:

- Improved engagement and attendance
- Increased emotional regulation and wellbeing
- Development of communication and social skills
- Achievement of accredited qualifications
- Increased independence and readiness for next steps
- Successful transition into further education, training or employment

This provides a clear, structured and evidence-based picture of learner progress.

Safeguarding and Wellbeing

Safeguarding is embedded across all aspects of the curriculum. While detailed procedures are outlined in the

safeguarding policy, the curriculum supports learners to:

- Understand risk and personal safety
- Develop healthy relationships and boundaries
- Engage safely in community and online

All staff are trained to recognise and respond to safeguarding concerns.

Professional Development

Staff receive:

- Half-termly 1:1 supervision with senior leadership
- Ongoing training in SEND, SEMH and therapeutic approaches
- Training in curriculum delivery and assessment
- Opportunities for reflective and collaborative practice

Policy Review

This policy will be reviewed annually to ensure it meets the evolving needs of our learners and incorporates the latest therapeutic practices and aligns with ASDAN's guidelines and educational standards. Feedback from learners, families, staff, community partners and governors will be integral to this process.

Conclusion

New Leaf Centre is committed to providing a nurturing, therapeutic and individualised curriculum that enables learners to re-engage with education, achieve meaningful outcomes and progress confidently into the next stage of their journey.