



Curriculum Policy

For SEMH Alternative Provision with Therapies at the Forefront

Reviewed September 2025

Tree of Life Educational and Therapeutic Input Ltd

1. Introduction

This policy outlines the curriculum intent, implementation, and impact of our SEMH Alternative Provision. Our pupils present with a wide range of social, emotional and mental health needs, often accompanied by disrupted education, trauma, or additional SEND. We believe that therapeutic support is not separate from learning but central to it. Our curriculum is therefore designed so that therapies are at the forefront, supporting academic, social, and emotional development in equal measure.

2. Curriculum Intent

- Prioritise well-being and readiness to learn: We recognise that pupils must feel safe, regulated, and supported before they can access learning.
- Offer a broad, balanced and ambitious curriculum that reflects the National Curriculum, adapted to meet the needs of our learners.
- Embed therapeutic provision (counselling, occupational therapy, speech and language, creative therapies) into the core curriculum model.
- Develop core academic skills in English, Maths, Science, ICT, ensuring pupils leave with recognised qualifications suited to their level.
- Promote personal development through PSHE, RSHE, life skills, careers education, and enrichment activities.
- Prepare pupils for successful transitions to further education, training, or employment, equipping them with both qualifications and emotional resilience.

- Celebrate the whole child, recognising progress in emotional regulation, social relationships, independence, and self-confidence alongside academic achievement.

3. Curriculum Implementation

We deliver our curriculum through:

a) Therapeutic Integration

- A multi-disciplinary team including teachers, therapists, and support staff collaborate on curriculum planning.
- Therapeutic approaches (trauma-informed practice, restorative approaches, Zones of Regulation, co-regulation strategies) underpin teaching and behaviour management.
- Therapy sessions (1:1, group, and universal) are timetabled and treated with the same importance as academic lessons.

b) Curriculum Structure

- Core subjects (English, Maths, Science, ICT) ensure progress towards qualifications such as Functional Skills, Entry Level Certificates, and GCSEs.
- Foundation subjects (Humanities, Arts, PE, Vocational Learning) broaden experience and foster engagement.
- Personal and Social Development: PSHE, RSHE, careers guidance, community engagement, and life skills form a significant part of weekly provision.
- Enrichment opportunities include outdoor learning, sports, creative projects, and therapeutic activities such as art, music or animal-assisted therapy.

c) Pedagogy and Environment

- Teaching staff are trained in therapeutic and SEMH approaches.
- Small class sizes and high staff-to-pupil ratios enable individualised support.
- Lessons are structured flexibly to reduce anxiety, with predictable routines and clear boundaries.
- Learning is personalised to each pupil's Education, Health and Care Plan (EHCP) outcomes, interests, and therapeutic needs.

4. Curriculum Impact

- Academic outcomes: Pupils achieve appropriate qualifications, making progress from their starting points.
- Therapeutic outcomes: Pupils develop emotional regulation, resilience, and coping strategies.

- Personal development: Pupils demonstrate improved self-confidence, independence, and ability to form positive relationships.
- Engagement and attendance: Pupils re-engage with learning and sustain participation in education.
- Destinations: Pupils successfully transition to mainstream education, further education, training, or employment.

Progress is tracked using a combination of:

- Academic assessment (formative and summative).
- Therapy progress reviews and reports.
- Pupil voice and self-reflection.
- Attendance and engagement data.
- Behaviour and well-being monitoring.

5. Monitoring and Review

Senior Leaders monitor curriculum delivery through learning walks, planning scrutiny, therapy logs, and pupil progress meetings. Governors and external partners provide strategic oversight. The curriculum policy is reviewed annually to ensure alignment with statutory requirements, Ofsted expectations, and the evolving needs of our pupils.