




New Leaf Centre Curriculum Policy

Approved by	
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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

Introduction

New Leaf Centre (NLC) will provide a safe, supportive, inclusive therapeutic learning environment with bespoke and individualised curriculums designed for children and young people who require an alternative to mainstream education. The focus will be on boosting engagement and raising aspirations through meaningful and creative learning opportunities. Our comprehensive approach ensures that each student receives a well-rounded education that nurtures their unique strengths and supports their holistic development and allows them to reach their full potential. As an ASDAN approved centre, this policy outlines the principles and practices that guide the delivery of our curriculum, aligned with ASDAN's mission to develop skills for learning, work and life.

Throughout the placement with the NLC, the student will regularly undergo routine review in order to ensure the programme is still at the appropriate level. Written reports are sent home to the parent/carer twice a year, unless changes have been made then they are reported as and when.

1. Mission Statement

NLC aims to nurture the academic, emotional, social, spiritual and personal growth of each student. To provide an engaging, accessible, and flexible curriculum that supports personal growth, academic achievement, and practical skills development. We aim to prepare students for a successful transition into further education, employment and independent living.

2. Core Principles

- **Child/Young Person -Centered Approach:** Education tailored to the unique needs, strengths, and interests of each student.
- **Therapeutic Integration:** Seamlessly integrating therapeutic practices into the curriculum to support emotional and psychological well-being.
- **Inclusivity and Diversity:** Respecting and celebrating the diverse backgrounds and abilities of all students.
- **Safe and Supportive Environment:** Creating a safe, non-judgmental, and nurturing environment where students feel valued and supported.
- **Holistic Development:** Promoting the academic, emotional, social, spiritual and physical development of students
- **Partnership and Collaboration:** Working with families, communities, and external partners to support student learning and development.

3. Curriculum Framework

a. ASDAN Programmes

- **Short Courses:** Offering a range of short courses that provide flexible, bite-sized learning opportunities in various subjects.
- **Certificate of Personal Effectiveness (CoPE):** Encouraging personal growth and achievement through a structured yet flexible curriculum.
- **Employability Programmes:** Developing essential skills for the workplace through practical activities and experiences.
- **Personal Development Programmes:** Enhancing life skills and fostering personal and social development.

b. Core Curriculum Areas

- **Functional Skills:** Emphasising literacy, numeracy, and ICT skills essential for everyday life and work.
- **Life Skills:** Teaching practical life skills such as cooking, budgeting, health and safety, and personal care.
- **Vocational Training:** Providing hands-on training and work experience opportunities in various vocational areas.

4.3 Personal, Social, Health, and Economic Education (PSHE) –

- **Health and Wellbeing:** Promoting physical and mental health, including emotional resilience and stress management.
- **Relationships:** Developing skills for positive relationships, including communication, teamwork, and conflict resolution.
- **Economic Wellbeing:** Teaching financial literacy, career planning, and enterprise skills.

4.4 Enrichment Activities –

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

4. Assessment and Certification

- **Portfolio-Based Assessment:** Students 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 students' achievements are recognised through ASDAN certifications and other relevant qualifications.

5. Professional Development

- **Staff Training:** Providing regular training and professional development opportunities to ensure staff are skilled in delivering the ASDAN curriculum and supporting diverse learner needs.
- **Collaborative Practice:** Encouraging collaboration and sharing of best practices among staff.

6. Policy Review

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

7. Conclusion

NLC is committed to providing a nurturing and effective educational experience for children and young people in need of therapeutic alternative education. Our curriculum policy reflects our dedication to holistic development, therapeutic support, and academic excellence, ensuring that each student can achieve their full potential.