



Horizons Therapeutic Education Trust

VISION AND VALUES

Horizons Therapeutic Education Trust | Adopted by the Board of Trustees 20.07.2026

Every young person deserves to feel safe, belong, learn and believe in a future beyond their current circumstances.

At HTET, we create the relationships, opportunities and personalised pathways that make this possible.

Our vision

Horizons Therapeutic Education Trust will be a place of safety, belonging, ambition and hope: a place where young people who have experienced trauma, disrupted education, mental ill health or repeated placement breakdown are known for their strengths and potential, not defined by what has happened to them.

Through exceptional therapeutic education, we will help every young person reconnect with learning, discover what they can achieve and move confidently towards adulthood. We will combine compassion with high expectations, because understanding a young person's barriers must never become a reason to limit their future.

Our ambition is that every learner leaves HTET safer, more confident, more literate, better qualified and increasingly able to participate in education, community life, training or employment. Success will look different for each young person, but every pathway will be purposeful, ambitious and shaped towards a sustainable next step.

Our mission

We will	What this means
Create safety and belonging	Safeguarding is effective, relationships are dependable and every young person is welcomed, listened to and missed when absent.
Restore access to learning	We identify precise starting points and barriers, then provide teaching, reading support, therapeutic help and carefully sequenced experiences that enable progress.
Personalise without limiting ambition	Each learner receives a coherent pathway across HTET teaching, live online learning through online providers where appropriate, Fresh Start reading intervention, accreditation, enrichment and preparation for adulthood.
Work as one team around the young person	Education, CAMHS, care, social care, families, commissioners and external partners share information, responsibility and purposeful plans.
Prepare for life beyond HTET	Transition begins early. We build confidence, knowledge, qualifications, independence and readiness for school, specialist provision, college, training, employment and community life.



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Our shared promise to young people

We will see you. We will listen to you. We will work with you to keep you safe. We will not give up on your education or your future. We will help you understand your strengths, overcome barriers and take the next step when you are ready. We will be honest, consistent and ambitious with you and we will celebrate every meaningful step forward.

The HTET partnership model

HTET is an Alternative Provision Free School and AP Academy working within the wider Homes and Horizons partnership in Somerset. Our young people are never simply pupils, patients, children in care or referrals. They are young people with individual identities, histories, rights, talents and aspirations. They deserve joined-up planning and adults who accept shared responsibility for making that planning work.

We work with Somerset Council, Shaw Trust, CAMHS/NHS colleagues, social care, homes, families, carers, commissioners and education partners. Within HTET, teachers, Therapeutic Education Practitioners, clinical colleagues and support staff form one professional community around the learner. Our integrated approach brings together safeguarding, therapeutic support, curriculum, attendance, personal development and transition.

We will also draw on carefully selected partnerships where they deepen—not dilute—our offer. Online learning providers will help widen personalised curriculum and qualification access through quality-assured hybrid pathways across KS3, KS4 and KS5. Read Write Inc. Fresh Start will provide a systematic phonics and reading intervention for eligible struggling readers. Inclusive Attendance will help every HTET and CAMHS colleague understand their role in creating belonging, removing barriers and improving access to education.

Our curriculum ambition

Our curriculum is the route through which hope becomes knowledge, confidence, achievement and opportunity. It will be broad, coherent and relevant, while being personalised from accurate starting points. Therapeutic practice will help learners become ready to learn; it will not replace teaching. Relationships will make challenge possible; they will not lower expectations.

Every learner will be supported to	Our commitment
Read with increasing accuracy, fluency and confidence	Fresh Start and wider reading practice will address identified gaps so that literacy no longer remains a hidden barrier to the curriculum.
Access ambitious subjects and qualifications	HTET and online pathways will widen access across KS3-KS5, including Functional Skills, GCSE/IGCSE and post-16 routes where appropriate.
Know more and remember more	Sequenced subject maps, skilled teaching, assessment and responsive support will enable progress from individual starting points.
Develop regulation, communication and independence	Therapeutic education, PSHE/RSE, personal development and preparation for adulthood will build the knowledge and dispositions needed for life.
Experience success and the wider world	Culture, community, sport, creativity, practical learning, careers and work-related experiences will expand horizons and strengthen aspiration.
Move towards a sustainable destination	Hybrid learning, transition planning and multi-agency support will help learners build the readiness to move successfully to their next setting.



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Our values: how we will live our vision

Value	What it asks of adults	What young people should experience
We listen to each other	We listen with curiosity and without judgement. Young people, families, carers, staff and partners help us understand strengths, needs and lived experience.	Young people know their views matter and can identify changes made because adults listened.
We help each other	We act as one team. We notice when someone needs help, share information responsibly and respond early rather than waiting for difficulty to become crisis.	Support is coordinated, timely and easier for young people and families to understand.
We learn from each other	We remain reflective and professionally curious. We welcome challenge, supervision, evidence, audit and feedback because improvement is a shared responsibility.	Practice becomes more consistent and the Trust can explain what has improved and why.
We believe in good relationships	We build trust through warmth, honesty, boundaries, repair and dependable adult behaviour. Relationships are the foundation for safety, challenge and learning.	Young people experience adults who remain calm, consistent and committed—even after difficult moments.
We grow through having experiences	We open doors to learning, culture, community, creativity, sport, work and adventure. New experiences help young people discover capability and hope.	Young people develop confidence, interests, memories, skills and a stronger sense of what their future might hold.
We are part of our communities	We help young people reconnect safely with people, places and opportunities. We contribute to Somerset and learn from partners beyond the Trust.	Young people become increasingly prepared to participate, belong and contribute beyond HTET.

How every adult will live the vision

1. Safeguarding is everyone's responsibility. From September 2026, practice will align with KCSIE 2026. The DSL retains ultimate responsibility; trained TEP Deputy DSLs will strengthen specialist knowledge and day-to-day safeguarding capacity.
2. Attendance is about safety, belonging, access and achievement, not simply a percentage. All HTET and CAMHS colleagues will complete the Inclusive Attendance modules and apply the learning within their own roles.
3. We maintain high expectations while understanding trauma, disrupted attachment, mental health needs, SEND and educational breakdown. Support is personalised, but ambition remains strong.
4. We use respectful, non-shaming language. Decisions are proportionate, recorded, reviewed and explained wherever possible.
5. We plan learning from accurate starting points, teach reading explicitly where needed and use assessment to adapt the pathway rather than label the learner.
6. We work with families, carers, commissioners, social workers, clinical colleagues and receiving settings so transition begins early and curriculum continuity is protected.



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7. We challenge drift, fragmentation and dependency. Every learner has a named pathway, intended outcomes, review points and an increasingly clear next step.
8. We look after one another professionally through clear roles, training, supervision, reflection and shared accountability.

How we will know the vision is becoming reality

Area	Evidence of impact
Safety and belonging	Young people understand how to seek help; safeguarding concerns are recognised and acted upon; learner voice reflects trusting relationships and consistent adult practice.
Attendance and engagement	Barriers are identified early; staff can explain their contribution; learners increasingly access, sustain or reconnect with suitable education.
Learning and literacy	Starting points are clear; Fresh Start and wider teaching improve access; work, assessment and qualifications demonstrate meaningful progress.
Personalisation and transition	HTET/online provider hybrid pathways, therapeutic input and individual timetables are reviewed against engagement, learning, well-being and destination impact.
Personal development	Young people develop confidence, regulation, relationships, independence, cultural capital and preparation for adulthood.
Leadership and accountability	Staff understand their roles; external review and Board challenge lead to action; leaders report limitations honestly and close priorities only when impact is verified.

Statutory and professional foundation

This statement is lived through the Trust's policies, curriculum, safeguarding arrangements, improvement plan and governance. HTET will have regard to the statutory and regulatory framework in force, including KCSIE 2026 from 1 September 2026, Working Together to Safeguard Children, the Academy Trust Handbook, Alternative Provision guidance, the SEND Code of Practice, the Equality Act 2010 and relevant attendance, relationships and sex education, careers, health and safety and restrictive-intervention requirements.

Where requirements change, the CEO, DSL, CFO or relevant policy owner will assess the implications promptly and bring required amendments and assurance to the Trust Board.

Approval and review

Document owner	CEO / Trust Board
Approval route	Trust Board
Approval date	20 July 2026
Next review	July 2027 or sooner where statutory guidance or the Trust's operating model changes
Publication and circulation	Website; all HTET employees and trustees; relevant CAMHS, homes and partnership colleagues