



# **Horizons Therapeutic Education Trust**

## **Therapeutic Education Curriculum Policy**

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## **Document Version**

Document Version	Document Author/Owner	Role
1.0	Emma Grosvenor	Head of Provision

## **Document Governance**

Last Review Date	Reviewed and updated by the Board of Trustees on 2 <sup>nd</sup> February 2026.
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## 1. RATIONALE

Our curriculum offer reflects a broad, holistic approach to education and personal development. For the purposes of this policy, 'curriculum' refers to the whole MLC programme offer which incorporates education, therapy and activity. It has been designed and has evolved to meet the individual and varied needs of the cohort of young people that attend MLC.

## 2. INTENT

This section outlines our rationale for how the curriculum has been constructed and how it incorporates our MLC values: We listen to each other, we help each other, we learn from each other, we believe in good relationships, we grow through having experiences, we are part of our communities.

It has been developed to address to two key questions:

1. What do our young people need to be successful?
2. What do we want a young person to be able to do when they leave MLC?

To meet the needs of our young people, the MLC curriculum has been developed around the following strands:

- Self esteem
- Stability and structure
- Wellbeing
- Re-engagement

Furthermore, for our young people to be successful, we must ensure that learning is underpinned by the promotion of the key skills of:

- Literacy
- Numeracy
- Oracy
- Flexible thinking skills

These strands and key skills are delivered across all areas of the provision; the education sessions, the activity sessions, the therapeutic milieu and the specialist therapies that are available (see Appendix 1).

## 3. ASSESSMENT

The MLC curriculum is informed by assessment from a number of sources:

- A young person's EHCP
- Specialist assessment (e.g. ADHD, Autism, mental health, OT, SALT)
- Observations by staff
- 'Voice' conversations, using a set of constructive conversations using a motivational interviewing approach
- Evidence of progress
- Identified risks and barriers

These are brought together by the multi-disciplinary team to construct outcome maps that guide our curriculum goals.

Each young person's educational progress is tracked through assessment. Formative assessments such as quizzes, providing oral feedback and discussion amongst young people are encouraged daily. Summative

assessments are conducted with young people who are academically and emotionally ready. Our provision can support young people through AQA awards, Functional skills assessment through to GCSE.

## 4. THE CURRICULUM

### **Relax, Explore, Practice and Stretch**

The sessions within the curriculum are assessed and planned according to 4 levels of engagement: Relax, Explore, Practice and Stretch.

**Relax** activities focus on building confidence and are pitched at creating ‘success’ with ‘non-threatening’ activities, where failure is very unlikely.

**Explore** sessions focus on building on a young person’s area of interest and link into a particular subject. They are a bespoke series of lessons ‘on a young person’s level’, with their interests and motivations as a starting point. They illustrate the relevance of a subject for that learner.

**Practice** sessions focus on linking more robustly with the curriculum topics a young person will be engaging with back in their mainstream offer. The **stretch** part of the curriculum is explicitly flagged as a challenge for the young person, and they are guided to remain motivated and engaged despite the challenge. For some learners, stretch topics and activities may require more specialist input from the wider educational network.

### **English and Literacy**

The number of sessions of a particular subject a young person will be offered is dependent on the number of days attending MLC and the bespoke timetable developed for them.

Evidence suggests that young people who have experienced developmental trauma and / or are neurodiverse can be impaired in their communication. The aim of English / literacy sessions is to develop effective written and spoken communication. We have the benefit of Clinical Psychologists and a senior Speech and Language Therapist to support this process through specialist assessment and intervention if necessary.

At Key Stage 3, the curriculum is carefully tailored to facilitate reintegration back into secondary education. The choice of books, plays and writing tasks is designed to mirror those that the young person will encounter upon their return to school.

At Key Stage 4 we offer the opportunity to gain nationally recognised qualifications in Functional Skills for Reading and Writing and additionally we support young people who are preparing for General Certificate of Secondary Education (GCSE) in Language and Literature.

We also work with young people in small groups to develop communication skills through roleplay, debate and discussion.

### **Reading**

At MLC, a key aim is to raise the reading age of all of our young people. It is recognised that this will have a positive impact on their other subjects. On entry to MLC, each young person completes a multiple choice reading age test which is repeated termly to measure progress and improvement. To support progress in reading, all day programme staff and young people are offered Drop Everything and Read (DEAR) for 15 minutes every day as well as receiving individual support in English sessions to help develop their reading

skills. We have a wide selection of books, magazines and newspapers that cover all levels of reading ability and interests. It is our aim that all young people leave MLC with a reading age that is within at least two years of their chronological age.

## **Mathematics and Numeracy**

As before, the number of sessions of maths / numeracy that a young person will be offered is dependent on the number of days attending MLC and their individual needs.

The aim of the sessions is to develop mathematical knowledge and skills while fostering an enjoyment of mathematics, using a range of games, practical activities and project work tailored to the young person's interests. We support the mathematics curriculum from the school that the young person is attending, thus enabling them to successfully re-integrate back into the classroom.

In addition, we support General Certificate of Secondary Education (GCSE) qualifications from a variety of examination boards as well as offering Functional Skills qualifications from Entry Level up to level 2.

## **Readiness (Employability)**

Sessions around readiness and employability are offered to young people in Key Stage 4 and Key Stage 5 where appropriate.

*Readiness* is an online learning platform which focuses upon core employability topics that support young people to 'be ready' for life beyond school or college and to build up their confidence and their value to future employers.

All Readiness modules are Continuing Professional Development (CPD) accredited and can be used to build up a CV of evidence of the employability skills and work readiness that employers look for when they are ready to transition into the workplace.

The Readiness modules include:

- ◆ Developing Leadership skills
- ◆ Foundations of communication
- ◆ Foundations of resilience
- ◆ Self-confidence
- ◆ Teamwork
- ◆ Applying for jobs
- ◆ Interviews and assessment centres

## **Award Scheme Development and Accreditation Network (ASDAN)**

The ASDAN Bronze and Silver Award programme is offered to some young people who attend the day programme. The ASDAN Award is a challenge-based programme designed to engage young people in their learning. It focuses on the main skills of English, Maths and Information and Communications Technology (ICT), coping with problems, teamwork and learning. It involves young people taking ownership of their learning by choosing modules and challenges to improve their skills in a number of areas. Six credits are needed to attain the Bronze award and 12 credits to gain the silver award. Each credit takes approximately 10 learning hours to complete. Throughout the programme, young people are expected to review and

evaluate their achievements and produce a Summary of Achievement and a Personal Statement on completion of their award.

Progress from these awards can lead to qualifications in Award of Personal Development (AoPE), Certificate in Personal Effectiveness (CoPE) and Personal and Social Development (PSD). As a number of local mainstream schools offer this qualification at Key Stage 4, it means the qualification is transferable to home schools when young people move on from MLC.

### **Personal, Social, Health and Citizenship Education (PSHCE)**

PSHCE is an area of the curriculum that promotes better knowledge of relevant topics and issues, but also incorporates interventions aimed at improving wellbeing and self-esteem.

In terms of education, MLC runs a rolling programme of PSHCE themes throughout the year which are adapted to address the specific personal needs and issues of the young people who attend. Aspects of healthy lifestyles are delivered as part of the activity programme at MLC, through cooking, sports-based and outdoor activities.

Education staff co-facilitate education sessions with therapy staff around many areas of self-development topics, such as self-esteem, e-safety and smoking awareness. Where appropriate, we invite visiting professionals to support this. Cultural aspects of the programme are delivered both within the day structure and during targeted sessions (Including Spiritual moral social & cultural British values).

The therapy staff provide psycho-education groups which are related to more psychological issues, such as emotional regulation, relating to each other, anger-management and using creativity to connect thoughts, feelings and physical states.

### **Duke Of Edinburgh Award**

We are able to support young people through the Duke of Edinburgh award is a global youth award program that challenges young people aged 14-24 to develop skills, get fitter, help their community, and undertake an adventurous expedition, with a fifth residential section at the Gold level. Participants choose their own activities in a non-competitive, flexible program that builds confidence, resilience, and essential life skills, with three progressive levels: Bronze, Silver, and Gold.

After a period of 6 weeks at MLC a young person's timetable will be reviewed with them. This review allows us to consider the Relax, Explore, Practice and Stretch levels. Pupils are also able to add optional interest subjects including:

- ❖ Woodwork
- ❖ Science
- ❖ Art
- ❖ Photography
- ❖ Drama
- ❖ Exploring music

### **AQA Unit Award Scheme**

The Unit Award Scheme (UAS) allows all students to engage with learning and have their achievements formally recognised.

Learners are rewarded with a certificate each time they successfully complete a unit of learning. They can build up a portfolio of certificates to evidence their skills, knowledge and experience.

The scheme boosts confidence, increases engagement and improves motivation, helping learners to make progress on their lifelong learning journey.

### Example Timetable

Our programme is delivered by a team of Teachers and Therapeutic Education Practitioners alongside our CAMHS clinical team which consists of: Speech and Language Therapy, Art Psychotherapy, Social Work, Occupational Therapy, Clinical Psychologists and Assistant Psychologists.

Timetable	Session	Notes on therapeutic impact
09.00-09.20	<b>Check in</b> for staff, and staff handover	Ensuring all staff are aware of key issues for young people
09.30-09.55	<b>Community Meeting</b> for all learners and available members of the community	Circle discussion and check in. Creates 'transition' space and time for young people. Q: <i>What do we need to know to have a successful day today?</i>
10.00-10.45	<b>Session 1</b>	Learning and therapy sessions.
Break		
11.00-11.45	<b>Session 2</b>	Learning and therapy sessions
Break		
12.00-12.50	<b>Session 3</b>	Learning and therapy sessions
12.50-13.30	<b>Lunch</b>	Young people prepare and eat together with staff around a large table
13:30 – 13:50	<b>Drop Everything and Read (DEAR)</b>	A time to enjoy reading, modelled by staff
13.50-14.45	<b>Session 4</b>	Learning and therapy sessions
14.45-15:00	<b>Community Meeting</b> for all learners and available members of the community	Circle discussion and review. Q: <i>How successful was your day today?</i>

## 5. EVALUATION

Our young people have their timetables reviewed with the senior leadership team and their Evidence for Learning Outcome Maps are reviewed monthly to ensure progress is being made for each young person that relates specifically to the needs assessed by the MDT (multi-disciplinary team) at MLC.

Our specialist clinical team contribute to EHCP plans and health care plans around mental health presentations and neurodiversity.

MLC is registered with Pearson as an exam centre for functional skills. The functional skills curriculum is a core part of our offer. However, where possible, we support young people to re-integrate with mainstream environments and support them to be guest candidates for GCSE.

Our Senior Leadership Team consists of our Head of Provision, Lead Teacher and Clinical Psychology Lead. Together we are committed to ensuring this policy is reviewed, that our evidence for learning data is scrutinised and that the curriculum quality is challenged where appropriate.

We evaluate the impact of our curriculum via our evidence for learning scores; our examination scores and our holistic/readiness goals being achieved.

## 6. SUBJECT EXPERTISE

Our staff are supported with their expertise and professional development via CPD which involves, work with link schools to develop curriculum offers.

Our teaching staff have regular supervision where CPD opportunities are discussed and training opportunities are promoted. Senior leadership also conduct regular learning walks. See Quality Assurance policy.

### Inclusive classroom strategies

- 👉 MLC is a very small provision we provide places to young people with significant social emotional and mental health difficulties. We tailor our package on a needs basis and are also able to do this for young people who have English as a second language.
- 👉 Staff use inclusive classroom strategies including visual aids and scaffolding:
- 👉 Staff use pictures, diagrams, gestures, and real objects to support understanding.
- 👉 Staff use clear, concise language and avoid idioms or complex phrasing.
- 👉 Staff support EAL learners to pair up with supportive peers for collaborative tasks.
- 👉 MLC are also able to provide books and materials in the child's first language when possible. If required technology can be purchased and translators agreed.

## Appendix A: SPECIALIST INTERVENTIONS OFFERED THROUGH THE THERAPEUTIC EDUCATION CLINICIANS

Specialist interventions offered through the Therapeutic Education clinicians:

○ Clinical Psychology interventions
○ Eye Movement Desensitisation and Reprocessing (EMDR)
○ Cognitive Behavioural Therapy
○ Art Therapy
○ Cognitive Analytic Therapy
○ Dialectical Behaviour Therapy
○ Speech and Language Intervention
○ Occupational Therapy Intervention