

Sowing Seeds Statement of Intent

Sowing Seeds Alternative Learning (SSAL) is a non-school alternative provision committed to providing a safe, inclusive and ambitious educational experience for children and young people aged 5 to 19 (and beyond, where appropriate). Many of our learners have experienced significant disruption in their education due to trauma, poor mental health, or social, emotional and mental health (SEMH) needs. Others are neurodivergent and require a setting that is tailored to their sensory, cognitive, and emotional profile. Our mission is to offer a calm, nurturing, and relational learning environment where each child and young person is recognised as an individual and supported to thrive academically, emotionally, and socially.

Our intent is rooted in the belief that all children, regardless of their background or needs, deserve access to a high-quality, ambitious and purposeful education. We provide a broad, balanced and enriched curriculum that is flexible, rewarding and inclusive. Through a carefully designed offer that combines academic learning alongside personal development, therapeutic support and vocational opportunities, we aim to equip our students with the knowledge, skills, and confidence they need to transition successfully into further education, training or employment. Our curriculum promotes self-knowledge, self-esteem and self-confidence, with an emphasis on resilience, creativity, and emotional literacy. Each student's journey is unique and our curriculum reflects that, allowing for tailored pace, differentiated learning outcomes, and individualised progress measures.

We implement this vision through a highly personalised, relationship-led and therapeutically informed model. Our staff team includes qualified teachers, SEND specialists, learning mentors, therapists, counsellors and wellbeing coaches, all working collaboratively to meet the complex and interwoven needs of our learners. Teaching takes place in small groups of no more than eight students, or one-to-one where necessary, ensuring high levels of attention and support. Our classrooms and outdoor spaces are intentionally calm, sensory-aware, and designed to reduce anxiety and enhance focus. Each learner follows a bespoke timetable and curriculum plan that incorporates core academic subjects such as English, Maths and Science, alongside creative and vocational pathways including art, animal care, wellbeing, music and digital skills. For many students, this curriculum includes ASDAN or NCFE qualifications (English, Maths, Art and Design), Functional Skills or entry-level awards tailored to long-term goals and capabilities.

We work extensively with children who experience barriers to access suitable and accessible education, by providing gradual reintegration support in collaboration with schools, local authorities, and families. This includes home-based education, online learning, or hybrid models where students transition from remote to face-to-face provision. We also offer a digital pathway which supports learners who are not yet ready to attend in person,

helping them re-engage at a pace that feels safe. Our multidisciplinary team provides wraparound support for every child, with close tracking of engagement, emotional wellbeing, and academic progress.

The impact of our provision is visible in a number of key areas, not just attendance. Our students make demonstrable progress academically, in emotional regulation, communication, confidence and grit. Progress is measured through personalised assessment systems that reflect individual starting points and needs, including termly reports and EHCP review contributions. Our progress reports enable us to review engagement, attendance and participation data contextualised through a trauma-informed lens. Many of our learners move on to successful reintegration into mainstream school, while others remain with us long-term to complete ASDAN, NCFE, or Functional Skills qualifications and prepare for post-16 education or employment. Our curriculum equips students with the tools to manage transitions, advocate for themselves, and build more stable futures.

Sowing Seeds meets and exceeds the expectations of the Independent School Standards. Our curriculum is well-planned and appropriately challenging; our safeguarding culture is robust and embedded; and our personal development programme is strong, inclusive, and deeply reflective of the needs of our community. We provide high-quality care, education and support for learners with SEND and SEMH needs, demonstrating effective leadership and management through continuous self-evaluation and professional learning. We also ensure spiritual, moral, social and cultural development (SMSC) is woven throughout our provision, with a clear emphasis on respect, empathy, tolerance and individual liberty.

Above all, Sowing Seeds Alternative Learning provides more than just academic support—it is a sanctuary where children and young people can feel safe, valued, and understood. With well being embedded in every aspect of our design, we remain committed to creating a learning environment that allows each child to grow, re-engage with education, and move forward with purpose and hope.

