



Curriculum Policy

Our curriculum is flexible, personalised and interest-led, designed to meet the needs of neurodivergent children and young people who are unable to access traditional education. We do not operate a single fixed curriculum for EOTAS provision, as our approach is built around individual strengths, needs and motivations. Instead, we offer a structured menu of courses, social learning spaces and accredited pathways that can be combined to create a bespoke learning plan.

Curriculum Intent

DigiTribe provides flexible, personalised education and enrichment opportunities for neurodivergent children and young people, including those who are unable to access mainstream education, are home educated, receiving EOTAS provision, experiencing emotionally based school avoidance, or require an alternative approach to learning.

Our curriculum aims to:

- Build confidence, self-esteem and wellbeing
- Develop communication, social and life skills
- Increase independence and self-advocacy
- Develop digital, creative and employability skills
- Encourage curiosity, problem solving and creativity
- Support preparation for adulthood, further education, training and employment
- Re-engage young people with learning through their interests and strengths
- Support positive participation in communities and social opportunities

Learning Outcomes

Individual learning outcomes are agreed with each learner, family and commissioner where appropriate. Outcomes may include:

- Improved attendance and engagement
- Increased confidence and participation
- Development of communication and social skills
- Improved emotional regulation and wellbeing
- Achievement of accredited outcomes through AQA Unit Awards or Arts Award
- Development of digital, creative and technical skills
- Increased independence and preparation for adulthood
- Progress towards personal, educational or employment goals

Assessment and Progress Monitoring

All learners participate in an induction process to help identify their interests, strengths, needs and aspirations. Baseline information is gathered from parents, carers, schools, local authorities and other professionals where appropriate.

Individual learning goals are agreed and reviewed regularly. Progress is monitored through a combination of:

- Attendance and engagement
- Observation and session records
- Completed projects and portfolio work
- Accredited achievements
- Learner voice
- Parent and carer feedback
- Commissioner feedback where applicable

For commissioned placements, progress reports are provided at least every six weeks unless alternative arrangements have been agreed.

SEND and Inclusion

DigiTribe is designed to support neurodivergent children and young people, including those with autism, ADHD, PDA, anxiety, SEMH needs, learning disabilities, sensory differences, trauma backgrounds, and other additional needs.

Reasonable adjustments are made wherever possible to support participation. These may include flexible attendance, adapted communication methods, sensory adjustments, low-demand approaches, personalised learning pathways, and additional support where required.

Reintegration and Transition

Where appropriate, DigiTribe works collaboratively with schools, local authorities, families and other professionals to support reintegration into education, transition into further education, employment, training, volunteering, or other meaningful opportunities.

Reintegration and transition plans are personalised and based on the individual needs, readiness and aspirations of each young person.

Curriculum Review and Quality Assurance

The curriculum is reviewed regularly through:

- Learner feedback
- Parent and carer feedback

- Commissioner feedback
- Attendance and engagement data
- Achievement and accreditation data
- Staff reflection and supervision
- Annual curriculum review

Feedback and outcomes are used to continually improve the quality, accessibility and effectiveness of the provision.

Fixed-Term Courses

We deliver specialist short courses throughout the year in areas including Dungeons & Dragons, coding, game design, Redstone engineering, digital arts, 3D modelling, animation and digital music production. These courses run for set periods and are accessible to EOTAS learners as well as home-educated young people.

Weekly Online Social Learning Sessions

Minecraft Socials (Mondays, Tuesdays and Thursdays, 6–7pm): Open-access sessions for any child with SEND, providing low-demand social interaction, creativity, communication practice and routine in a safeguarded environment.

Minecraft Education Workshops (Sundays, 7:30–9:00pm): Delivered with Minecraft expert Dan Noble, focusing on coding, game design, large-scale collaborative engineering and problem-solving.

Our Minecraft server is approved by Mojang and GamerSafer as a high-quality, safeguarded environment.

1:1 and Small Group Sessions

We provide personalised 1:1 or small-group sessions for children not in school. These sessions may include wellbeing support, mentoring, digital skills development, creative projects, communication and social development, or preparation for accredited units. Sessions can be delivered online or in-person at our Halesowen Hub.

Accredited Learning Pathways

We are an Arts Award Centre and an AQA Unit Award Centre, enabling young people to work towards recognised achievements at their own pace.

Arts Award Levels: Discover (5–11), Explore (7–11), Bronze (11–14, GCSE equivalent D–G / Level 1–3), Silver (14–16, GCSE equivalent C–A* / Level 4–9).

Projects are interest-led and often gaming related or gaming adjacent.

AQA Unit Awards: Short, achievable units covering digital skills, gaming, arts, life skills and SEND-friendly subjects. These awards provide meaningful milestones for learners with low confidence or disrupted education.

Activities Offered

Block coding, Python, Java, 3D modelling in Blender, Minecraft command block coding, digital music production, pixel art, Blockbench character design, clay pottery, large-scale Minecraft engineering, role model talks, mentoring in digital and creative activities such as Lego, Roblox, arts and Minecraft. We also support d/Deaf learners using BSL. Both online and in-person sessions are available.

Curriculum Approach

Our curriculum is interest-led, low demand, flexible, strengths-based, progressive, accessible and relational.

It supports neurodivergent young people, including those with anxiety, ASD, ADHD, PDA, SEMH needs or trauma backgrounds, to engage positively with learning and build confidence, skills and independence.

Policy Review

Last reviewed: 2nd June 2026

Next review date: 2nd June 2027

Approved by: Rachel Conlisk
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