

At Elmtree Learning Partnership (ELP), every admission is carefully considered and assessed on an individual basis. Decisions are made in line with how a proposed placement will support the success, safety, and progress of learners currently attending Elmtree, alongside the individual learner's SEND profile and the priorities identified for their placement.

Elmtree Learning Partnership is not an alternative provision for young people with physical disabilities, personal care needs, or for learners who are non-verbal.

Elmtree works with a range of young people, including those who are looked after, at risk of exclusion, have experienced significant periods of disrupted education, or who are struggling to succeed in their current educational setting due to unmet needs. Placements are commissioned where provision at Elmtree is deemed appropriate to support both academic progress and wider developmental needs.

All learners attending Elmtree Learning Partnership receive a tailored approach to our own curriculum, unless they are accessing subject-specific support such as a GCSE programme of study. Our core curriculum is topic-based, with Reading and Mathematics as non-negotiable elements. All learners engage in Mathematics, Reading, Writing and Thrive within every session. Depending on the number of sessions commissioned per week, learners will also access creative activities, physical activity, and additional elements of the National Curriculum. Curriculum delivery is shaped by the individual commissioning targets agreed for each placement.

Learner progress is formally reviewed alternate terms (approximately every 12 weeks). Where required, reviews happen more frequently, this can be due to safeguarding, placement targets or other reasons. Reviews focus on academic progress, narrowing attainment gaps, and progress against the specific targets set for the placement. For all learners, a clear pathway of 'what next' is reviewed at each point – Elmtree is not a permanent placement for any young person. They have a right to full time education with peers to encompass the vision of the Education Act and enable children to thrive as adults.

For learners without an Education, Health and Care Plan (EHCP), commissioners agree clear targets that support academic progression alongside reducing barriers to accessing full-time education within a single setting.

Commissioners are provided with access to IConnect via ParentZone, enabling session-by-session updates against each learner's individual learning plan and agreed provision. We offer placements for a minimum term of 12 weeks, to allow a young person to build trusting relationship, re engage back into education and make progress towards their long-term target to reintegrate back into a permanent placement. Many of our placements are 16 – 24 weeks before transition.



Elmtree
Learning
Partnership
Devon



Elmtree
Learning
Partnership
Gloucestershire



Elmtree
Learning
Partnership



Willow Tree
Learning
Northants