

1. PURPOSE

- 1.1 The purpose of this Guide is to summarise our Post 16 curriculum offer for 2025/2026, which is underpinned by our Indie Education Curriculum Policy.

2. SCOPE

- 2.1 This Guide applies to all Indie Education (**Indie**) learners, employees (including full time, part time, permanent, fixed term and casual), contractors, volunteers, members of the Board, bodies corporate, and all other associated entities

3. INDIE@CREATIVEMILL

- 3.1 Welcome to Indie@CreativeMill! Nestled in the centre of Leicester city, just a stone's throw from both St Margaret's and Haymarket bus stations, you'll find our mill! Located on Mansfield Street in Leicester, this converted Victorian mill houses our educational provision that sits beneath two floors of busy office space for local businesses. In keeping with our vision to create spaces that feel grown up and carefully consider the neurodiverse, Indie Education harnesses the expertise and talents of a start up team of educators that together has over 75 years of leadership experience in education and SEND.

4. EDUCATIONAL INTENT

- 4.1 At Indie Education (**Indie**), we are dedicated to providing outstanding education that is broad, balanced, inspiring, inclusive, and learner-centred. Consistent with our vision, we aim for our learners to have the best opportunity to realise their full potential by building their academic, social, and emotional skills and resilience so that they can fulfil their potential.

5. CURRICULUM VISION

"What I try to tell young people is that if you come together with a mission, and it's grounded with love and a sense of community, you can make the impossible possible." – John Lewis

- 5.1 Our curriculum draws inspiration from the successes and stories of young people we have known and taught. Those young people who have transformed from turbulent experiences and struggles within their school careers to charismatic, caring and career minded young adults.
- 5.2 Often having arrived to us without a sense of belonging or personal aspiration, Indie@CreativeMill will deliver a curriculum with individual passions, talents and needs at its centre and an ambition to connect our young people to a community of future employers, colleagues and mentors to ensure every likelihood of future success.
- 5.3 Grounded in research and evidence, we set out to focus on three areas that will enhance the life chances of our exceptional learners and foster strong connections with the workplace, society and the world they belong to.

6. CURRICULUM AIMS

- Empower learners and foster strong connections with their community and global citizens so that they can be successful and responsible citizens in modern Britain. Our aim is to prepare learners for adult life by:
- Prepare our young people for future academia and work, developing the characteristics and personal skills needed for lifelong success and happiness.
- Ensure our young people have a voice in their learning and their future.
- Provide opportunities that enable them to play an active role in their college and community.
- Empower our young people to personally achieve the best possible academic qualifications and standards, whatever their ability.
- Offer rich experiences. We understand and appreciate that learning is best retained when attached to lived experiences and that vital learning isn't always possible within a classroom.
- Provide experiences that give them the foundations for culturally rich and diverse lives.
- Support our learners in developing and sustaining a range of enriching relationships.

7. CURRICULUM RATIONALE

- 7.1 At Indie Education, emotional support and development for all learners is paramount. A vast majority of our learners have special educational needs, and many have Education Health Care Plans. Our colleges specialise in educating young people with social, emotional, and mental health needs, many of whom have been diagnosed with one or more neurodivergent condition. Many of our young people have experienced adverse childhood experiences (ACEs) and their ability to access education has often been fractured, which may have been compounded by specific learning difficulties, motor skills difficulties, mental health issues, and, in fewer cases, a degree of physical impairment.
- 7.2 Ahead of entry, as well as in the initial weeks on roll, we will meet regularly with learners, families and key teaching colleagues to understand their story so far and their hopes and aspirations for their time with us and into their adult life. Using baseline assessments, previous SEN plans or EHCPs, we will create individual learning plans (ILP) and bespoke timetable arrangements that are focused on clear end points. All timetables, learner's progress and outcomes will be reviewed half termly.

8. CURRICULUM STRUCTURE

- 8.1 Our connected curriculum consists of three key elements:
- (a) Care
 - (b) Core

- (c) Careers

8.2 **CARE – Heart**

8.2.1 Developing social, moral, spiritual, and cultural (SMSC) learning in young people is essential for fostering well-rounded individuals who can positively contribute to society. At Indie College, we embed SMSC through every aspect of our curriculum and co-curricular activities as well as ensuring that we explicitly teach lessons that promote care and tolerance for others and themselves. This holistic approach ensures that young people develop a strong sense of social responsibility, moral integrity, spiritual awareness, and cultural appreciation, preparing them to thrive in a diverse and interconnected world.

- (a) PSHE, including RSE, and Religious Education
- (b) Fundamental British Values
- (c) Equality Duty
- (d) Learner Voice and Engagement
- (e) Zones of Regulation and Behaviour Strategy
- (f) Social, Emotional and Wellbeing Curriculum

8.3 **CORE – Head**

8.3.1 Fundamental to the success of our learners is the acquisition of qualifications and skill sets in maths and English. The delivery of P.E. and access to activities that promote physical and mental well-being are also central to our offer. Moreover, we deliver schemes of learning and qualifications that ensure our young people leave us as able orators and digitally confident individuals. Success at the core is pivotal to the future success of our learners.

- (a) **English**
 - GCSE English Language and Literature
 - Functional Skills English
- (b) **Maths**
 - GCSE Mathematics
 - Functional Skills Mathematics
- (c) **Oracy**
- (d) **Digital Literacy**
 - BTEC Level 1 in Digital Literacy
- (e) **Physical Education (PE)**
 - BTEC Level 1 – Level 3 in Sport
 - Level 1 in Sports Leadership
 - Level 2 in Community Sports Leadership

8.4 **CAREERS – Hands**

8.4.1 At Indie College, we are committed to preparing our learners for future careers by providing a comprehensive and supportive educational experience. Upon entry, learners are encouraged to explore future career options through realistic, appropriate, and challenging choices; a regularly reviewed individual learning plan and timetable is created with this endpoint as the ultimate goal. This process is enhanced by collaboration with local employment hubs, colleges, and organisations like the Leicester Tigers Foundation and Leicester College. More widely, our curriculum is designed to develop the characteristics and personal skills needed for lifelong success and happiness, ensuring that young people are well-prepared for future academia and work. This holistic approach helps our learners' transition smoothly into the next stage of their education and employment, equipping them with the skills and experiences necessary for a successful adult life. Parents and carers play a key role and are invited to support their children's career exploration at regular assessment showcase events and weekend family community events.

- (a) Community Engagement and Volunteering
- (b) Experiences in the Workplace
- (c) Partnership Access and University Visits
- (d) Residentials and Independent Living
- (e) Public services and accessing a network of support
- (f) Vocational Qualifications, including:
 - Institute of the Motor Industry (IMI) Level 1 in Automotive Maintenance
 - Gateway Qualification Level 1 certificate, award or diploma in Building and Construction
 - BTEC, Level 2, Health and Social Care
 - BTEC, Level 2, Public Services
 - BTEC, Level 2, Creative Media

9. POLICY REVIEW

9.1 In accordance with Indie's policy review protocol, this Guide will be reviewed annually. If there are material changes to circumstances before the 12-month review period, this Guide will be reviewed immediately to ensure its contents remain effective and up to date.

10. RELATED DOCUMENTS

- Indie Education, Curriculum Policy
- Indie Education Assessment Framework

11. AUTHORISATION

11.1 This document has been authorised by the Chief Executive Officer.