



Horticulture Programme Policy

Date Written for SSF 23rd October 2023

Director : Debbie Lumb

This policy is agreed by the following Trustees at Sunshine Sunflower Foundation:

Signature

Name: Les Mettrick (Chair)

Date: 11th Jan 2024

Signature
2024

Name: Lee Paxton

Date: 11th Jan

Signature

Name: Hayley Sykes

Date: 11th Jan 2024

Signature

Name: Jackie McGregor

Date: 11th Jan 2024

Contents

1. Curriculum aims.....	2
2. Legislation and guidance.....	2
3. Roles and responsibilities.....	2
4. Organisation and planning.....	3
5. Inclusion.....	3
6. Monitoring arrangements.....	4
7. Links with other policies.....	4

1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all young people that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Enable young people to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support young people' spiritual, moral, social and cultural development.
- Support young people' physical development and responsibility for their own health and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all young people, with high expectations for every young person and appropriate levels of challenge and support.
- Have a high vocational/technical ambition for all young people.
- Equip young people with the knowledge and cultural capital they need to succeed in life.
- Provide training choices that support young people' learning and progression and enable them to work towards achieving their goals.
- Develop young people' independent learning skills and resilience, to equip them for further/higher education or employment.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which as a charity and not a centre we do not have to teach but will teach many aspects which will be listed later in this document.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of Trustee boards set out in the Department for [Education's Trustee handbook](#)

This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The Trustee board

The Trustee board will monitor the effectiveness of this policy and hold the Director to account for its implementation.

The Trustee board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Provision is made for young people with different abilities and needs, including children with special educational needs (SEND)
- It participates actively in decision-making about the breadth and balance of the training.
- The centre will offer careers guidance to encourage each young person to secure a destination in self-employment, employment, further training, apprenticeship or university.

3.2 Director

The Director is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the programme, have aims and objectives which reflect the aims of SSF and indicate how the needs of individual young people will be met.

- The amount of time provided for training the required elements of the programme is adequate and is reviewed by the Trustee board every 12 months.
- The Trustee board is fully involved in decision-making processes that relate to the breadth and balance of the programme.
- The Trustee board is advised on whole-centre targets in order to make informed decisions.
- Proper provision is in place for young people with different abilities and needs, including children with SEND.

3.3 Other staff

Other staff will ensure that the programme is implemented in accordance with this policy.

Director – Debbie Lumb is in charge of training and career signposting. Gardiner/Volunteer – Ian Lumb will deliver on-the-job Health and Safety, Horticulture and Landscape Gardening.

4. Organisation and planning

How the programme is organised and delivered in our centre.

- Our curriculum approach is vocational, functional, practical and creative.
- Our curriculum is written around the weather/local/seasonal and the young people's individual needs. The students will train in Horticulture, Landscape Gardening and Health and Safety.
- Our subjects and training will be designed, delivered and sequenced so that the young people can join the training at any time during the year. It will depend on the amount of students, the weather and the staffing we have at the time. Please see the specific subjects attached to this document.
- Our Short, medium and long-term planning expectations are as follows:
 - Short term – for our young people to attend the charity for the expected amount of time and participate in the training and activities provided.
 - Medium term – for our young people to attend the charity, participate and begin to show aspirations and resilience. To start to make decisions about their future.
 - Long term – For our young people to acquire qualifications and/or use careers guidance to start on their path to success employment and happy futures.
- The resources that are available to support our delivery will be:
 - Clients gardens – lawns, borders, trees, fruit and vegetable plots, greenhouses, orchards.
 - In the future: Horticultural Site – raised beds, polytunnel, tool shed, toilets (including disabled) and parking (including disabled)

5. Inclusion

Our Gardiners/volunteers set high expectations for all young people. They will set ambitious targets and plan challenging work, including:

- More able young people
- Young people with low prior attainment
- Young people from disadvantaged backgrounds
- Young people with SEND
- Young people with English as an additional language (EAL)

Gardeners/volunteers will plan sessions so that young people with SEND and/or disabilities can try every task, wherever possible, and ensure that there are no barriers to every young person achieving.

Gardeners/volunteers will also take account of the needs of young people whose first language is not English. Sessions will be planned so that training opportunities help young people to develop their English, and to support young people to take part in all of the training.

Further information can be found in our statement of equality information and objectives, and in our SEND policy.

6. Monitoring arrangements

- The methods, to monitor, in our charity, will be to liaise with the young people, write reports on these visits and our trustees will visit too and feedback to the board of Trustees.

The Director will monitor the way the training is implemented by:

- Planning scrutinies, learning walks, work scrutinises.

The Director also has responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the Director and at every review, the policy will be shared with the full Trustee board.

7. Links with other policies

This policy links to the following policies and procedures:

- Health and Safety Policy
- Safeguarding and Child Protection Policy
- Equality and Diversity Policy

Sunshine Sunflower Foundation

Subjects : Health and Safety, Horticulture, Landscape Gardening

INCLUDED IN OUR FILE	DETAILS
<input type="checkbox"/> The rationale for teaching the subject and the overall purpose, ambition, and big ideas	<p>The students are learning about practical vocational subjects which may lead them to a career in the future. It is also teaching life skills, problem solving, and we will incorporate MATHS, ENGLISH, FUNCTIONAL SKILLS and SCIENCE into the training.</p>
<input type="checkbox"/> Plans identifying what is being taught	<p>All will be given a Health and Safety Induction and taught the following practical sessions. Depending on the staff and the weather. Horticulture, general handy work, use of gardening tools, landscape gardening. Functional skills Maths and English and Career advice such as (applying and interviewing for jobs, employability skills.)</p>
<input type="checkbox"/> Self-evaluation and review including a summary of the quality of education (intent, implementation and impact) and copies of observations, discussions with young people.	<p>There will be no written work. The students will get a Careers Portfolio filled with photographic and testimonial evidence from trainers.</p>
<input type="checkbox"/> Progress and achievement of different groups Looked After Child Social, Emotional, Mental Health, Special Educational Needs Disabilities	<p>The students will get a Skills Portfolio filled with photographic and testimonial evidence from trainers.</p>
<input type="checkbox"/> Monitoring and action plans, such as one-year and 3-year action plans in the subject, records of monitoring and evaluation activities	<p>Please see Action Plans below.</p>
<input type="checkbox"/> Details of any links to other priority areas, such as a cross-curricular approach to improving literacy/numeracy and key behaviours	<p>Students will read and sign a contract and read instructions for use of equipment. We will take the young people shopping for PPE, equipment and plants to improve numeracy skills. All training incorporates employability skills and career awareness. We will also build up opportunities to develop key behaviours such as personal responsibility, time management, organization, teamwork and change management.</p>

<input type="checkbox"/> A summary of appraisal targets with links to the Teachers' Standards, detailing focus areas for development. <i>As appraisal documentation is confidential this should only include a summary, and full documents should be stored securely elsewhere</i>	We will not be appraising until we become an AP school and have OFSTED.
<input type="checkbox"/> Continuing Professional Development (CPD) during the year	All staff will complete: Safeguarding, PREVENT, First Aid Director and Safeguarding Trustee will complete DSL training.
<input type="checkbox"/> An annual financial review and resource bid including, for example, a record of resource and budget planning	Grant applications submitted to cover cost of young people wages, PPE and equipment.
<input type="checkbox"/> Information about whether there is a link Trustee. If there is a link governor, an explanation of how their relationship with the governing board works	All Trustees review policies every year. All Trustees read young people reports every quarter. All Trustees are encouraged to visit young people and report back to board of Trustees.
<input type="checkbox"/> The subject year planner showing key dates and events.	January Trustee meeting each year sets out dates for meeting for the next 12 months. Key dates are identified for fundraising or presence at Country Shows e.g. Honley and Emley Show
<input type="checkbox"/> Risk assessments for general activities and specific tasks.	Risk Assessment - Working in a garden
<input type="checkbox"/> Details of any extra-curricular activities for the subject area i.e. visits and trips	Details of visits and Risk Assessments will be approved by Trustees.



Development Plan

DEPARTMENT/SUBJECT ACTION PLAN

**Subject: Horticulture,
Landscape gardening and
Health and Safety**

Subject lead: Gardener/Volunteer – Ian Lumb

Year: 2023/4

CONTEXT

While the young people are with us we will be teaching them about Health and Safety in Horticulture, how to use tools safely and to spot hazards. Tasks include lawn maintenance, pruning shrubs, dead heading, tree trimming, hedge cutting, planting bulbs, plant out beds, weeding, building a wildlife pond, harvesting fruit and vegetables, building steps or raised beds, planting hanging baskets.

This will be taught by Ian.Lumb who have Enhanced DBS and relevant experience.

The behaviours developed will be personal responsibility, time management, teamwork, change management, organization and communication. Other skills include: problem solving, reading and following instructions, learning names of plants, numeracy.

DEPARTMENT LONG-TERM PLAN (2-3 YEAR TIMESCALE):

To support an online Horticulture course.

Offer Level 1 and 2 City and Guilds Land based Certificate

DEPARTMENT/SUBJECT PRIORITIES (1 YEAR TIMESCALE):

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To increase number of young people we accept on the training from 2 to 6.

To ensure gardener/volunteers are up to date with training..

To support online horticulture course with complimentary practical tasks e.g. garden design, tree trimming, lawn maintenance.

DEPARTMENT/SUBJECT PRIORITY 1:

Member of staff with overall responsibility:

Targets	Actions to be taken	By whom	By when	Resources needed	Success criteria	Monitoring	RAG
<i>For 6 young people to attend and gain practical skills, aspirations and resilience</i>	<i>Work closely with each young person to build up their confidence and improve their key skills/behavior.</i>	<i>Trainers</i>	<i>Sept 2024</i>	<i>Horticultural materials</i>	<i>Recruit 6 young people</i> <i>That young people stay for 12 months</i> <i>That their key behaviour traits improve</i> <i>That they except our advice and help for careers</i> <i>Secure destinations - Not NEET</i>	<i>Trustees and Directors</i>	<i>All 6 young people attending and making adequate progress. Some making good progress. All focused on not being NEET.</i>

DEPARTMENT/SUBJECT PRIORITY 2:

Member of staff with overall responsibility:

Targets	Actions to be taken	By whom	By when	Resources needed	Success criteria	Monitoring	RAG
<p>For all staff to be competent at H&S</p> <p>Safeguarding</p> <p>Confidentiality</p> <p>Prevent</p> <p>First Aid</p>	<p>Attend Health and Safety training</p> <p>Attend Safeguarding Training</p> <p>Attend Data Protection Training</p> <p>Attend Prevent Training</p> <p>First Aid to be renewed in March 2025</p>	Director	Sept 2024	£30 per course	Staff will gain accredited qualifications and be competent.	Progress reported with Board of Trustees	Amber: ongoing

department/subject priority 3:

Member of staff with overall responsibility:

Targets	Actions to be taken	By whom	By when	Resources needed	Success criteria	Monitoring	RAG
<p>For our young people to take qualifications in Health & Safety and Horticulture</p>	<p>Investigate online horticulture courses.</p> <p>Investigate online H&S courses.</p>	Director	Sept 2024	<p>£500 per student</p> <p>£50 per student</p>	Students will gain accredited qualifications which will help them in their future careers.	Progress reported with Board of Trustees	<p>Amber:</p> <p>One YP has taken up L2 Horticulture online</p>