

SALFORD ALTERNATIVE PROVISION

LRL Enrichment Framework 2026/27

A planned enrichment entitlement designed around belonging, attendance, SEND accessibility, character, cultural capital and preparation for adulthood.

Enrichment is not reward time. It is curriculum.

Aligned to the Department for Education Enrichment Framework published 15 June 2026, including the eight national benchmarks and five core enrichment areas.

LRL Education | Learn. Reflect. Lead.

Belonging, challenge and opportunity built into the week.

LRL works with pupils whose access to education may have been disrupted by SEND, SEMH, EBSA, persistent absence, severe absence or previous negative experiences of school. Enrichment is designed to create additional reasons to attend, participate, belong and succeed while deliberately teaching wider skills.

Civic engagement

Community contribution, local action, teamwork, responsibility and opportunities to influence the environment.

Arts and culture

Creative expression, museums, galleries, performance, heritage and experiences that extend cultural capital.

Nature, outdoor and adventure

Outdoor challenge, calculated risk, exploration, confidence, teamwork and environmental awareness.

Sport and physical activity

Movement, fitness, teamwork, challenge, coaching, regulation and healthy routines.

Wider life skills

First aid, cookery, budgeting, communication, employability, leadership, independence and practical problem solving.

CRACLL development

Confidence, Resilience, Ambition and Purpose, Communication, Leadership and Life Skills embedded in planning and reflection.

Planning expectation

- Each activity has a named purpose and intended learning or personal-development objective.
- Staff consider SEND accessibility, communication, sensory need, regulation and reasonable adjustment before delivery.
- Experiences are followed by structured reflection so pupils connect participation to CRACLL, curriculum and next-step goals.
- Pupil voice, participation patterns and outcome evidence inform future planning.

The national framework translated into LRL practice.

The DfE framework is non-statutory guidance and explicitly applies to alternative provision settings. LRL uses the benchmarks as a design and self-evaluation framework.

1. Strategically aligned

Connected to attendance, curriculum, behaviour, careers, personal development and wellbeing.

2. Broad and well-rounded

A varied offer across all five national core areas rather than one dominant activity type.

3. Communicated and celebrated

Pupils understand what is available and participation and achievement are recognised.

4. Shaped by the community

Pupil voice, need, local opportunity and the setting context influence planning.

5. Accessible and engaging

SEND, disadvantage and attendance barriers are anticipated so participation is realistic.

6. Works in partnership

External venues, community organisations and specialist partners extend the offer.

7. Outcomes-focused

The purpose, skill or developmental outcome is identified rather than assumed.

8. Continually improving

Participation, pupil voice, impact and practical delivery are reviewed and refined.

National reference

The Department for Education published The enrichment framework for schools and colleges on 15 June 2026. It includes alternative provision settings and provides the eight benchmarks, tools and supporting resources used to strengthen enrichment provision.

<https://www.gov.uk/government/publications/the-enrichment-framework-for-schools-and-colleges>

Specific enough to be purposeful. Varied enough to remain engaging.

This sample shows the planning style used across the wider 2026/27 programme. Activities may change where availability, risk, pupil need or local opportunity requires it, but the intended objective remains explicit.

Wk	Theme	Activity 1	Activity 2	Visit / experience	Purpose
1	Belonging & Teamwork	Crack the LRL Code	Design Our Enrichment Rules	Local Adventure Orientation	Belonging, communication and shared ownership
2	Challenge & Courage	Beat Your Baseline	Purposeful challenge mission	Dry-slope skiing or snowboarding	Resilience, calculated risk and goal setting
3	Movement & Cooperation	Build the Ultimate Obstacle Course	Minute-to-Win-It Team Cup	Trampolining, parkour or ninja course	Teamwork, movement and persistence
4	Curiosity & Discovery	Bridge Collapse Challenge	Crime Scene Science	Science and Industry Museum	Problem solving, STEM curiosity and cultural capital
5	Courage & Safety	First Aid: You Are First on Scene	Risk or Reward?	Indoor rock climbing or bouldering	Safety, decision making and confidence
6	Balance & Leadership	Coach for Ten Minutes	Fix One Thing in Our Area	Ice skating	Leadership, responsibility and community contribution
7	Culture & Celebration	Create a Piece Worth Exhibiting	LRL Half-Term Awards Studio	Museum or gallery visit	Creative confidence, reflection and celebration

Participation has to be possible before impact can be expected.

For LRL pupils, an enrichment offer can fail even when the activity looks impressive on paper. Accessibility is therefore planned from the learner outward.

SEND and attendance design

- Pre-teaching of what will happen, where useful, to reduce uncertainty.
- Options for communication, sensory regulation, movement and recovery time.
- Clear expectations and predictable boundaries without removing challenge.
- Staffing and group-size decisions based on need and risk rather than activity capacity alone.
- Alternative routes to the same objective when a pupil cannot safely or meaningfully access the planned activity.
- Attendance patterns considered so severely or persistently absent pupils do not systematically miss the entitlement.

How we review

- Participation: who attended, engaged and completed the experience?
- Pupil voice: what felt meaningful, difficult or inaccessible?
- CRACLL: which wider skills were practised and evidenced?
- Attendance and engagement: did participation help strengthen connection to the wider placement?
- Quality: did the activity deliver its intended objective and represent good use of time and resource?
- Next action: retain, adapt, replace or deepen the experience in future cycles.

Important status note

The DfE Enrichment Framework is non-statutory guidance, not legislation. The Government has stated that Ofsted's inspection toolkit updates applying from September 2026 will take account of the new enrichment benchmarks. LRL therefore uses the framework both because it is educationally useful and because it reflects the current national direction of travel.

Government policy reference:

<https://www.gov.uk/government/publications/every-child-achieving-and-thriving/every-child-achieving-and-thriving-html-version>

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