



— Equine Minds CIC —

A Guide for Parents and Guardians

Does your young person
need a more flexible way
to learn, built around
their interest in horses?

Flexible learning built around
a genuine interest in horses,
helping young people build
practical skills, confidence
and a clear record of progress.



Neuroinclusive
learning



Practical skill
development



Tutor-supported
pathways

Photo shown is an AI placeholder. Platform screens shown elsewhere in this guide are real.

Online learning | Built around our learners

Welcome

Equine Minds is a not-for-profit community interest company with neurodiversity inclusion at its heart. Our learning is delivered online.

We have built our own bespoke, custom-coded learning platform, designed around our learners from the outset. It is not an off-the-shelf learning platform.

An interest in horses gives learning a meaningful starting point. Watching a behaviour video can lead to sharing an observation, explaining a choice and growing in confidence.

Designed for different ways of learning

Clear steps, examples, flexible formats and saved progress help learners begin, stay engaged and return when they are ready.

At a glance: ages 8 to 11

Interest-led lessons, courses and workbooks build resilience, communication and confidence in decision-making. Supportive feedback encourages progress without assessment-style tests.

A welcoming route into learning

No diagnosis is needed. Our learning can complement school, home education or college, supporting young people with different interests, strengths and support needs.

Course fees support our community purpose: developing inclusive learning and widening access as resources allow.

A broad range, with a meaningful reason to learn

Explore our course families

Our range brings together equine learning, personal development and skills for life and work. Individual course pages explain the age range, content and certificate available.

Equine interests and knowledge

Explore horse behaviour, welfare, care and management through online lessons, video and activities. For example, compare signals in a video and explain what the surrounding situation adds.

Confidence and personal development

Activities encourage learners to share ideas, make decisions and recognise progress. A manageable online project can help turn a strong interest into planning and communication skills.

Skills and work preparation

Older learners can explore workplace knowledge, digital confidence, customer service, CVs and interview preparation. Accredited course options are introduced later in this guide.

Read, listen, watch and explore

Short lessons, narrated content, video, workbooks and interactive activities give learners different ways to engage. Examples and templates make the starting point clear while supporting their own ideas.

Across all ages | Shared skills, age-appropriate activities

Neurodivergent strengths-based learning

A learner may know a subject well yet struggle to start, organise ideas or explain them in writing. We build from their strengths and support the steps they find harder.

This approach supports children and young people, and adults. Activities develop the same underlying skills, with content and challenge suited to age, interests and support needs. Examples, prompts and templates make expectations clear while leaving room for original ideas. No diagnosis is needed.

From noticing details to communicating clearly

Ages 8 to 11

Talk or draw to share what they notice about a horse's behaviour.

Ages 12 to 15

Use a video and prompts to explain an observation in their own words.

Ages 16+ and adults

Organise spoken observations into a structured explanation, using a template where helpful.

From knowing the subject to starting a task

Ages 8 to 11

Put pictures of a care routine in order and talk through the choice.

Ages 12 to 15

Create a care-plan checklist from an online example, one step at a time.

Ages 16+ and adults

Break a project into stages, agree what finished looks like and review progress.

From uncertainty to confident decisions and resilience

Ages 8 to 11

Choose an activity, explain why and try another approach with encouragement.

Ages 12 to 15

Compare two ways to organise a routine and talk through their choice.

Ages 16+ and adults

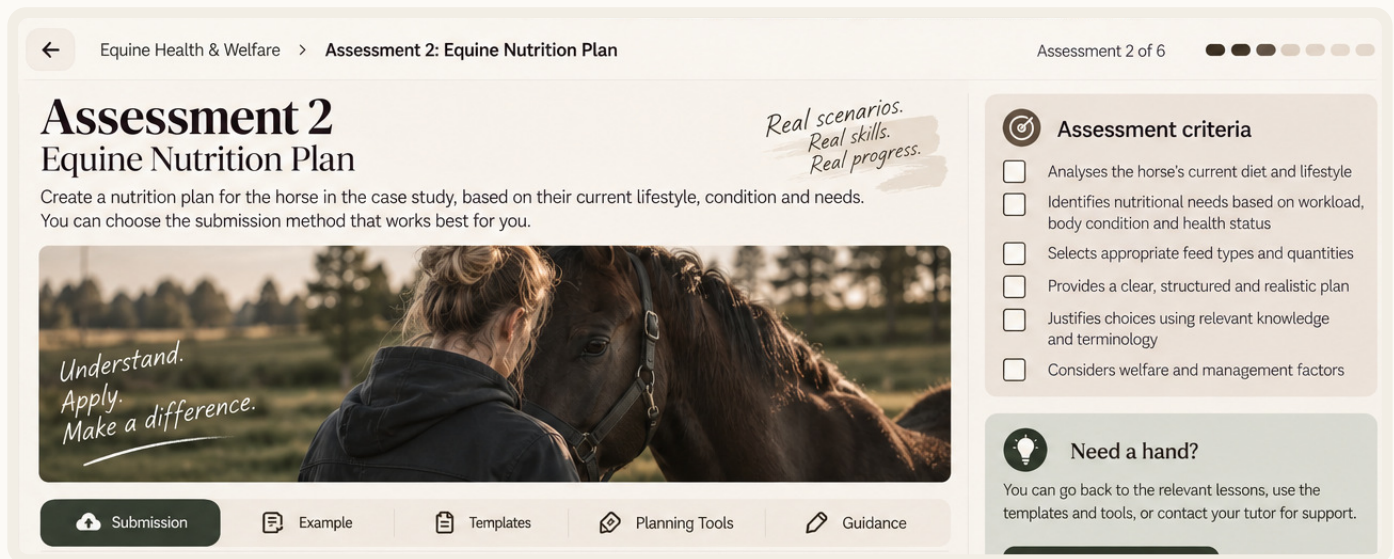
Make a decision in a work-related scenario, explain the reasoning and use feedback to improve it.

Ages 8 to 11 use interest-led activities and supportive feedback, without formal assessments or tests. For older learners on assessed courses, the required standards remain clear and formats follow course rules. Support helps each learner practise skills they can use beyond the course.

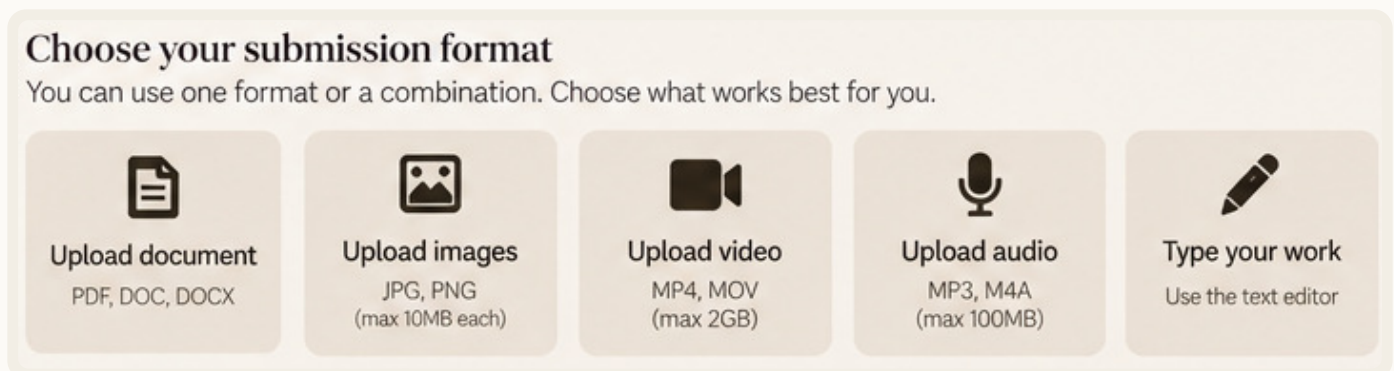
One place for learning, progress and support

The custom learning platform

We have built a platform around how our learners engage: clear starting points, examples and templates, flexible ways to respond, and a visible route to tutor support.



Real platform detail: an older learner's course view, resources and support. Screen cropped to show these features.



Real platform detail: document, image, video, audio and typed response options. Formats depend on the course.

Examples remove the guesswork. Flexible response formats help learners communicate what they know while keeping their work their own.

Ages 8 to 11 | Confidence, communication and reflection

More than one way to respond

Young people can talk, draw, write or share a picture to express an idea. Lessons and workbooks offer a starting point for conversation, choices and reflection, with no formal assessment or pass or fail result.



Young Minds confidence and reflection activity, ages 8 to 11. Supplied platform visual.

Voice and choice

Young people choose how to share what they notice, feel or wonder about. Examples and prompts help them begin while keeping their ideas their own.

Supportive feedback

We notice effort, listen to their reasoning and gently guide the next step. Asking for help, trying again and changing an idea are part of learning.

Progress can be sharing an idea, making a choice, asking a question or returning after a setback. We help young people recognise these steps in themselves.

Ages 12 to 15 | Building knowledge through activity

Look, notice and explain

An interest in horses becomes a reason to look closely, compare information and explain a choice. Learners can revisit the lesson and use a hint.

The screenshot displays the 'Young Minds' platform interface for a horse-related activity. The top navigation bar includes the 'EQUINE MINDS' logo and the tagline 'LEARN · GROW · BELONG'. The main header area shows 'Young Minds Ages 12 - 15' and 'Real Knowledge. Real Progress.' A sidebar on the left contains icons for 'My Course', 'My Progress', 'My Horses', 'Achievements', and 'Wellbeing'. The main content area is titled 'Read the Horse's Signals' and is part of 'Lesson 3 of 8' in the 'Horse Care and Handling' course. It features a large photo of a brown horse with the text 'Look Listen Notice Understand' and 'Every behaviour has a reason.' overlaid. To the right of the photo are six smaller images of horse body parts with checkboxes: Ears back, Tight mouth, Head lowered, Soft eye, Tail swishing, and Weight shifted away. Below these is a 'View hint' button. At the bottom right is a 'Submit answer' button. The bottom of the interface has a footer with options like 'Need a break?', 'Read to me', 'Calm screen', 'Quick settings', and 'Lesson 3 of 8'.

Young Minds horse-signals activity, ages 12 to 15. Supplied platform visual.

A manageable next step

The activity keeps the immediate task visible and provides a route back to the lesson. Progress remains clear.

Read the context

Horse behaviour needs context. Our courses include video alongside written resources, helping learners notice movement, changing signals and what is happening around the horse.

Ages 16 to 17 | Growing independence

Progress they can recognise

A clear progress view helps older learners see what they have completed and recognise the skills they are developing.



Real platform detail: progress summary for ages 16 to 17. Cropped view; displayed names and figures are examples.

Recognising progress can help learners talk about their strengths, identify a next goal and explain what they can offer in further learning or work.

Calm guidance | Clear next steps

Specialist tutor support, with clear expectations

Our specialist-designed tutor approach brings together neuroinclusive and trauma informed practice, online learning and an understanding of the barriers that can interrupt progress. Tutors are trained to give calm, specific feedback and make the next step clear.

Recognise what works

For a younger learner: “You noticed the horse’s ears. What else catches your eye?” For an older learner: “You explained your observation clearly. Now connect it to the context in the video.”

Make progress manageable

If a learner is overwhelmed, the tutor helps identify one next step. After a break, support begins with what is already complete. Needing time away does not erase progress.

Response times

Set feedback days help learners know when to expect a response.

Feedback on shared work is normally provided within 7 working days, unless the course states otherwise. For ages 8 to 11, this is supportive feedback, not marking. Students always know what day specifically to expect their 'inbox' to chime.

Age-appropriate independence | A clear role for families

Support around the learner

Parents and guardians use their own account, with age-appropriate access to progress and support. The young person keeps their own learning space.

Ages 8 to 11

Parents manage consent and purchases and can follow progress. The focus is on interest, confidence and encouragement.

Ages 12 to 15 and 16 to 17

Young people gain more independence and a stronger voice in their learning. Parent involvement and account permissions reflect their age.

Privacy and safeguarding built into support

Separate accounts, role-based access and private work help protect learner information. Trained staff follow our safeguarding policies, with a clear route for concerns.

Adjust the experience

Reading and presentation controls help learners find a comfortable way to engage, without asking them to explain a reason.

Safeguarding concerns use a separate route from routine feedback. Equine Minds is not an emergency or crisis service.

Recognising learning and achievement

What a certificate means

The certificate depends on the course. Each course page explains the option offered and what the learner needs to complete.

UKRS accredited

Available on courses with current UKRS accreditation. Learners meet the approved course requirements to earn the certificate.

Equine Minds certificate: in-house

Issued by Equine Minds for its own courses, recognising achievement against the published requirements.

Certificate of Completion for young learners

Celebrates participation, learning and personal progress. For ages 8 to 11, this means supportive feedback and no assessment-style tests.



We are a UKRS Approved Provider. Accreditation applies to the named course, so check its individual status. Some introductory learning does not include a certificate.

Older learners | Useful knowledge, wider possibilities

Skills and work preparation

Our wider range includes valuable accredited courses in fire extinguisher safety, GDPR and health and safety, alongside customer service, digital skills and much more.

Understand safety information

Online fire extinguisher safety and health and safety learning can help learners recognise hazards, understand safety information and know when to seek guidance.

Handle information responsibly

GDPR learning introduces responsible handling of personal information. For example, a workplace scenario can help a learner recognise information that should be kept private.

Explain what they can offer

CVs, interview preparation and support to recognise strengths help learners connect their experience to work. Customer service scenarios give communication skills a useful context.

A wider range of courses creates more starting points for different interests and ambitions. Individual course pages explain the age range and certificate available.

Confidence, accuracy and ownership of the work

Responsible use of digital tools

For learners aged 16+, age-appropriate AI learning will be limited to specific, course-approved activities. Used carefully, these tools can help learners build on their strengths, reduce barriers and show what they know.

A useful way to work

Plan a task

Break a larger project into clear, manageable steps.

Organise ideas

Structure notes or spoken ideas so they are easier to develop.

Prepare for work

Explore CV wording or practise interview questions, using genuine experience and skills.

Check and take ownership

Check facts and sources, make the work your own and follow the course rules.

Clear boundaries

- AI activities are for learners aged 16+ only, not under-16s
- Each activity has a defined purpose, clear guidance and course-specific limits
- Learners must follow the selected tool's age and account requirements
- No safeguarding narratives, diagnoses or private support information are entered into AI tools
- AI does not make safeguarding decisions, pass or fail judgement-based work, or automatically accuse or penalise a learner

The aim is confident, responsible use of useful tools, not a shortcut around learning or assessment.

Professional experience and lived experience

About the founder



Stacy Wann, founder of Equine Minds.

Stacy Wann founded Equine Minds after years working across equine practice, education and learner support.

Her professional background includes ADHD coaching accreditation and equine-facilitated learning practitioner training, alongside completed SCQF Level 7 units in Care Practice, Health, Wellbeing and Safeguarding, and Lifespan Development.

She brings professional training together with lived neurodivergent experience to shape how Equine Minds approaches learning, feedback and support.

Not-for-profit. Community focused.

Equine Minds is a not-for-profit community interest company. Income is used to develop learning, widen access and create opportunities connected to horses, education and work.

Course fees keep the work running. They also help us develop lower-cost opportunities and funded places where resources allow.



Stacy Wann is an ACCPH Accredited Member. This is her professional membership, not accreditation of Equine Minds CIC or its courses.



Register your interest

Where we are now

We are completing final checks and testing before release.

Email us to register your interest in learning with Equine Minds.

hello@equine-minds.org

www.equine-minds.org