

## **Curriculum at Lime Academy Hornbeam**

Lime Academy Hornbeam recognises that children and young people with learning difficulties have unique abilities and ways of learning. We provide a stimulating and safe learning environment that nurtures and maximises the potential of every individual and celebrates their achievements.

We understand that in order to inspire our learners, teaching must be engaging, meaningful and most importantly, fun. We therefore aim to provide a broad, balanced and creative personalised curriculum that develops life skills, social skills and independence that is firmly underpinned by communication and pupil voice.

Each learner will follow a specific pathway (pre-formal, semi formal or formal) based on their individual characteristics, level of cognition/stage of learning and need. Pathways are designed to ensure learners are accessing a curriculum that will meet their needs flexibly to prepare them for life beyond Lime Academy Hornbeam. Pathways are not designed to restrict or confine and learners are free to move between and within pathways to maximise their potential.

Each pathway is underpinned by our overarching aims:

## **Curriculum Aims:**

- To support and equip learners with the relevant knowledge, skills and experiences to be active members of society
- To provide a personalised provision for each learner that is adaptive and responsive to need including physical and mental wellbeing
- To promote independence and not dependence
- To develop independent living skills and work-related learning which is integrated into daily routines that builds on individual confidence and resilience providing a sense of achievement which is celebrated by the whole community
- To work collaboratively and positively with all stakeholders

## We aim to achieve this by:

- Providing our learners with communication tailored to individual needs enabling them to have a voice and may include, at times, specialised modes of communication
- Providing a well-planned, sequenced curriculum that is matched to both cognitive ability and individual strengths that will prepare students for adulthood
- Embedding our multi agency offer throughout the curriculum to ensure we meet the complex learning and emotional needs of all our learners
- Providing a breadth of experiences that enables learners to generalise, maintain and contextualise skills/experiences
- Promoting enriched opportunities for peer and social interaction to develop confidence, resilience and social skills
- Developing a clear pathway for students that underpins their learning and acknowledges the progress that has been made.
- Understanding each unique learner and their current starting points which enables us to build on prior learning that is both meaningful and fun

	Pathway Arrangements	Learner Characteristics	Curriculum Strategies	Early Years	Primary Phase	Secondary Phase	Post 16
			+	Curriculum	Curriculum	Curriculum	Curriculum
			Assessment Arrangements	Arrangements	Arrangements	Arrangements	Arrangement
					isation within key s	tage – Focus on stage	
	Learners will follow an	High levels of	Key Concepts	Play based EYFS		All activities	All activities
	adapted national	independence	Initiation, Consolidation,	curriculum		within secondary	within post 16
	curriculum with an	Purposeful, expressive	Application	focused on new		are underpinned	are
	emphasis on promoting life	communication		experiences,		by life skills and	underpinned
	skills and independence.	Socially aware	<u>Strategies</u>	vocabulary and		independence	by vocational
	Learners will apply their	Self-evaluative	Subject specific teaching	exploration			skills,
	knowledge and skills in the	Understanding of	that is personalised				independent
	community to generalise	abstract concepts	• SMSC				living and the
	and consolidate their	Application of skills and	Independence and				PfA Outcomes
	learning.	knowledge	creativity	D.G.	D.A.	My	D.C.
		Maintenance,	College links	My	My	Communication	My Communicatio
	Our formal curriculum is	retention and	Educational visits/work	Communication and Interaction	Communication and Interaction	and Interaction	n and
	delivered primarily through	generalisation of skills	experience/Enterprise	Pupil voice	Pupil voice	Pupil voice	Interaction
	structured learning	and knowledge	Thematic learning that	Expressive and	building on	building on	Pupil voice
×	activities that are both fun	Good levels of	provides learning contexts,	Receptive	sustaining	sustaining	building on
Na Na	and engaging taught by	comprehension	experiences and multi-	Receptive	reciprocal	reciprocal	sustaining
Formal Pathway	subject specialists where		disciplinary		conversation	conversation	reciprocal
<u> </u>	appropriate. Thematic based approaches are used	Learners consistently			Conversation	Drama	conversation
E E	as a vehicle to enrich	working at levels below	<u>Assessment</u>			Healthy	Drama
힏	learning experiences.	their age-related peers for	EHCP Outcomes			relationships	Interview skills
	learning experiences.	most of their academic	Evidence for Learning				
	Laamaana will aabiawa	lives across due to their	Phonics Screening	My Thinking	My Thinking	My Thinking	My Thinking
	qualifications and	learning needs. Learners	Times Tables	Literacy/	Literacy	English	English
	accreditations that will	range from having	• SATS	Communication	including	Maths	Maths
	support them to move	moderate learning	AQA awards	Numeracy	reading and	Science	Science
	onto college,	difficulties (MLD) to severe	GCSE or Functional Skills	Understanding	writing and	Understanding of	Understanding
	apprenticeships or paid	learning difficulties (SLD).	Level 1 and 2	of the World	SPAG	the World –	of the World
	employment.	Some may have co-	DofE	Creative Arts	Numeracy –	Including History,	Work
		occurring conditions such	Work Experience	and Design	Including	Geography and	experience
		as Autism. Learners will be working at the earliest	Assessment Tool	Music	number, shape	RE (Not taught in	Arts
				Digital Skills	Science	isolation)	Design
		levels of the National	,		Understanding	Arts	Technology
		Curriculum	Hornbeam bucket list		of the World –	Design	Agriculture
					Including	Technology	D of E
					History,	Agriculture	Music

			Geography and RE (Not taught in isolation) Creative Arts and Design Music Digital Skills	D of E Music Digital Skills	Digital Skills
		My Body Gross and Fine motor skills Self Care	My Body Gross and Fine motor skills Self Care PE and games Fitness Swimming	My Body PE Healthy Lifestyles Leisure Mental Wellbeing Swimming Food Technology	My Body PE Healthy Lifestyles Leisure Mental Wellbeing BMX Food Technology
		My Wellbeing PHSE Emotional Literacy Self Awareness/conf idence Physical and mental health	My Wellbeing PHSRE Emotional Literacy Self Awareness/conf idence Physical and mental health Drama Educational visits	My Wellbeing PSHRE Emotional Literacy Self Awareness/confid ence Physical and mental health Drama Educational visits	My Wellbeing PHSE Emotional Literacy Self Awareness/con fidence Physical and mental health Drama Educational visits Travel training

	Pathway Arrangements	Learner Characteristics	Curriculum Strategies	Early Years	Primary Phase	Secondary Phase	Post 16
			+	Curriculum	Curriculum	Curriculum	Curriculum
			Assessment Arrangements	Arrangements	Arrangements	Arrangements	Arrangement
					sation within key s	tage – Focus on stage	1
	Learners will have	Intentional	Development, Exploration,	Play based EYFS		All activities	All activities
	opportunities to access key	communication of	Initiation	curriculum		within secondary	within post 16
	areas of the national	needs, wants and		focused on new		are underpinned	are
	curriculum with support	desires in known		experiences,		by life skills and	underpinned
	with an emphasis on	situations	Subject specific teaching	vocabulary and		independence	by vocational
	promoting communication,	Emergent use of skills	that is personalised	exploration			skills and
	pupil voice and problem	and knowledge	Contextual learning				independent
	solving skills.	Sustained shared	through Educational Visits				living
	Our semi-formal curriculum	attention	Total communication	My	My	My	My
	is delivered primarily	Greater contextual and social awareness	<ul><li>approach</li><li>SMSC</li></ul>	Communication	Communication	Communication	Communicatio
	through a thematic based	Emerging problem	Behaviour for learning	and Interaction	and Interaction	and Interaction	n and
l≥ı	approach that facilitates	solving skills	Thematic learning that	Pupil voice	Pupil voice	Pupil voice	Interaction
N S	coverage of the curriculum	Developing levels of	provides learning contexts	Expressive and	building on	building on	Pupil voice
at	through interconnected	comprehension	and experiences	Receptive	sustaining	sustaining	building on
e e	activities, where concepts	Greater response to	Promotion of		reciprocal	reciprocal	sustaining
eng	are connected to and	environmental cues	independence and		conversation	conversation	reciprocal
	reinforced through a		problem solving				conversation
	common theme. This	Learners working		My Thinking	My Thinking	My Thinking	My Thinking
Semi - Formal Challenge pathway	provides a learners with	significantly below their	<u>Assessment</u>	Literacy/	My Thinking Literacy	My Thinking English	My Thinking English
힏	opportunities to make real	age-related peers for most	EHCP Outcomes	Communication	including	Maths	Maths
<u>.</u>	life connections resulting in	areas of the NC. Learners	Evidence for Learning	Numeracy	reading and	Science	Science
en	richer understanding. It is a	have severe learning	Pre-key stage standards	Understanding	writing and	Understanding of	Arts
031	curriculum for learners	difficulties and may have	<ul> <li>AQA awards</li> </ul>	of the World	SPAG	the World –	Design
	who relate skills and knowledge to their own	co-existing conditions.	<ul> <li>Functional Skills Entry</li> </ul>	Creative Arts	Numeracy –	Including	Technology
	experiences making	Learners may be working at	Level	and Design	Including	elements of	Agriculture
	learning "real.	the earliest levels of the	DofE	Music	number, shape	History,	D of E
	rearring rear.	National Curriculum or the	Work Experience	Digital Skills	Music	Geography and	Work
	Learners will achieve	pre-key stage standards for	Assessment Tool		Digital Skills	RE (Not taught in	experience
	qualifications and	some curriculum areas	Digital Passports			isolation)	Music
	accreditations that will		Hornbeam bucket list			Arts	Digital Skills
	support them to move					Design	
	onto college,					Technology	
	apprenticeships or paid					Agriculture	
	employments with support.					D of E	

		My Body Gross and Fine motor skills Self Care	My Body Gross and Fine motor skills Self Care PE and games Fitness Swimming	Music Digital Skills  My Body RSE PE Healthy Lifestyles Leisure Mental Wellbeing Swimming Food Technology Drama	My Body PE Healthy Lifestyles Food Technology Leisure Mental Wellbeing BMX Drama
		My Wellbeing PHSE Emotional Literacy Self Awareness/conf idence Physical and mental health	My Wellbeing PHSE Emotional Literacy Self Awareness/conf idence Physical and mental health	My Wellbeing PHSE Emotional Literacy Self Awareness/confid ence Physical and mental health	My Wellbeing PHSE Emotional Literacy Self Awareness/con fidence Physical and mental health Drama Educational visits Travel training Educational visits

	Pathway Arrangements	Learner Characteristics	Curriculum Strategies	Early Years	Primary Phase	Secondary	Post 16
	- admiray rangements	20011101 01101 00001100100	+	Curriculum	Curriculum	Phase	Curriculum
			Assessment Arrangements	Arrangements	Arrangements	Curriculum	Arrangement
			7 33 33 33 33 33 33 33 33 33 33 33 33 33	7	7	Arrangements	7
				Personali	sation within kev st	tage – Focus on sta	ge not age
	Learners will have	Emerging intentional	Key Concepts	Play based EYFS	,		All activities
	opportunities to focus on	communication	Development, Exploration,	curriculum			within post 16
	emerging communication,	Emerging contextual	Initiation	focused on new			are underpinned
	physical, social and	awareness		experiences,			by preparing
	emotional and cognitive	Emerging social	<u>Strategies</u>	vocabulary and			learners for
	skills that are the	awareness	Multi-sensory learning	exploration			adulthood
	foundation of learning.	Emerging problem	experiences with greater				
	Learners have the	solving	emphasis on cause and				
	opportunity to access some	Learnt responses in	effect	My	My	<u>My</u>	My
	subject specific learning	familiar routines	Active exploration	Communication	Communication	Communication	Communication
	and there is a clear	Beginning to develop	Visual supports – Object	and Interaction	and Interaction	and Interaction	& Interaction
	emphasis on a multi-	joint attention	cues, photos	Pupil voice	Pupil voice	Pupil voice	Pupil voice
a	sensory approach.	jee decement.	Turn taking experiences	Expressive	Expressive	Expressive	Expressive
<u>چ</u>		Learners not accessing	<ul> <li>Positive behaviour support</li> </ul>	communication	communication	communication	communication
)at	Our semi-formal curriculum	subject specific learning.	Physical development and	Drama	Using different	Receptive	Receptive
e l	is delivered primarily	Learners working at	postural management		methods of	communication	communication
<u>o</u>	through a thematic based	engagement for some	Behaviour for learning		communication	Using different	Using different
의	approach that facilitates	curriculum areas. Learners	Familiar routines and		Drama	methods of	methods of
<u>=</u>	coverage of the curriculum	have severe learning	repetition			communication	communication
틸	through interconnected	difficulties with associated	repetition			Drama	Drama
위	activities, where concepts	physical, medical or	Assessment				Social sight signs
Semi-Formal Explorer Pathway	are connected to and	behavioural needs.	EHCP Outcomes				Social
SI	reinforced through a		Evidence for Learning				communication
	common theme. This		Engagement Model				
	provides a learners with		ASDAN Towards				
	opportunities to make real		Independence				B.A. Thinking
	life connections resulting in		Work Experience Tasters	My Thinking	My Thinking	My Thinking	My Thinking
	richer understanding. It is a		· ·		Understanding	Understanding	Functional
	curriculum for learners		Digital Passports	Understanding of the World	of the World	of the World	Numeracy
	who relate skills and		Hornbeam High Hopes	Creative Arts	Creative Arts	Creative Arts	(Money skills,
	knowledge to their own			Food	Food	Food	Time, Number)
	experiences making			technology	technology	technology	Daily Living Skills
	learning "real".			Music	Music	RSE	Food Technology
				IVIUSIO		Music	Creative Arts

Learners will achieve accreditations that demonstrate their achievements. Learners will leave with the skills to be					Work Related Learning Horticulture Mini-enterprise Music
as independent as possible.		My Body Gross and Fine motor skills Self Care Swimming Physiotherapy	My Body Gross and Fine motor skills Self Care Swimming Physiotherapy	My Body Gross and fine motor skills PE Self-care Swimming Physiotherapy Healthy Eating	My Body PE + Fitness Swimming Physiotherapy Healthy Eating Personal hygiene + safety
		My Wellbeing PHSE Emotional regulation Self Awareness/conf idence Physical and mental health	My Wellbeing PHSE Emotional regulation Self Awareness/conf idence Physical and mental health	My Wellbeing PHSE Emotional regulation Self Awareness/conf idence Physical and mental health	My Wellbeing RSE Community inclusion/visits Leisure and Recreation E-safety

	Pathway Arrangements	Learner Characteristics	Curriculum Strategies	Early Years	Primary Phase	Secondary	Post 16
			+	Curriculum	Curriculum	Phase	Curriculum
			Assessment Arrangements	Arrangements	Arrangements	Curriculum	Arrangement
						Arrangements	
				Personali	isation within key s	tage – Focus on sta	ge not age
	Learners will have	Pre-intentional	Key Concepts	Play based EYFS			All activities
	opportunities to focus on	communication	Supported Participation	curriculum			within post 16
	early communication,	Pre-volition	Active Engagement	focused on new			are underpinned
	physical, social and	Pre motor intentional	Development	experiences,			by preparing
	emotional and cognitive	<ul> <li>Contextual awareness</li> </ul>		vocabulary and			learners for
	skills that are the	in known situations	<u>Strategies</u>	exploration			adulthood
	foundation of learning.	<ul> <li>Early problem-solving</li> </ul>	Intensive interaction				
	Learners are not yet	skills	Total communication	My	My	My	My
	engaged in subject specific	Early preferences	approach	Communication	Communication	Communication	Communication
	learning and there is a clear	<ul> <li>Learnt responses in</li> </ul>	Active exploration and	and Interaction	and Interaction	and Interaction	and Interaction
	emphasis on a multi-	familiar routines	engagement including	Pupil voice	Pupil voice	Pupil voice	Pupil voice
	sensory approach.		community visits	Expressive	Expressive	Expressive	Expressive
	Our pro formal curriculum	Learners not accessing	Behaviour for learning	communication	communication	communication	communication
≥	Our pre-formal curriculum is delivered through a	subject specific learning.	Thematic learning that	Drama Music	Using different methods of	Using different methods of	Using different methods of
×	thematic based approach	Learners working at	provides learning contexts	interaction	communication	communication	
at	with many opportunities	engagement or early pre-	and experiences	IIILETACTION	Drama	Drama	communication Social
	for cross curricular	key stage standards for	Promotion of pupil voice		Music	Music	communication
Ĕ	learning. Independence	some curriculum areas.	Sensory cues		interaction	interaction	Drama
Pre-Formal Pathway	and pupil voice is at the	Learners have severe	Desensitisation,		Interaction	Interaction	Music
ė	core of the curriculum and	learning difficulties with	Acclimatisation				interaction
	learners are given ample	associated physical,					mediaction
	opportunities to problem	medical or behavioural	Assessment				
	solve and explore for	needs.	EHCP Outcomes				
	themselves.		Evidence for Learning				
			Engagement Model				
	Learners will achieve		ASDAN Towards				
	accreditations that		Independence	My Thinking	My Thinking	My Thinking	My Thinking
	demonstrate their		Work Experience Tasters	Understanding	Understanding	Understanding	Understanding
	achievements. Learners will		Digital Passports	of the world	of the world	of the world	of the world
	leave with the skills to be		Hornbeam bucket list	Creative arts	Creative arts	Creative arts	Creative arts
	as independent as possible.			Food	Food	Food	Food Technology
				technology	technology	technology	Use of devices
				Use of devices	Use of devices	Use of devices	Horticulture
						Horticulture	

		My Body Gross and fine motor skills Posture, positioning and mobility Physiotherapy Hydrotherapy PE	My Body Gross and fine motor skills Posture, positioning and mobility Physiotherapy Hydrotherapy PE Self-care	My Body Gross and fine motor skills Posture, positioning and mobility Physiotherapy Hydrotherapy Healthy Eating PE Self-care	My Body Gross and fine motor skills Personal hygiene and safety Posture, positioning and mobility Physiotherapy Hydrotherapy Healthy Eating PE and fitness Self-care and personal hygiene
		My Wellbeing PHSE Community visits Emotional regulation Self-awareness and confidence Physical and mental health	My Wellbeing RSE Community visits Emotional regulation Self-awareness and confidence Physical and mental health	My Wellbeing RSE Community visits Emotional regulation Self-awareness and confidence Physical and mental health	My Wellbeing RSE Community visits Emotional regulation Self-awareness and confidence Physical and mental health