

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 + Assessment Arrangements	Early Years Curriculum Arrangements	Primary Phase Curriculum Arrangements	Secondary Phase Curriculum Arrangements	Post 16 Curriculum Arrangement
				Personalisation within key stage – Focus on stage not age			
Formal Pathway	Learners will follow an adapted national curriculum with an emphasis on promoting life skills and independence. Learners will apply their knowledge and skills in the community to generalise and consolidate their learning.	<ul style="list-style-type: none"> High levels of independence Purposeful, expressive communication Socially aware Self-evaluative Understanding of abstract concepts Application of skills and knowledge Maintenance, retention and generalisation of skills and knowledge Good levels of comprehension 	<p>Key Concepts Initiation, Consolidation, Application</p> <p>Strategies</p> <ul style="list-style-type: none"> Subject specific teaching that is personalised SMSC Independence and creativity College links Educational visits/work experience/Enterprise Thematic learning that provides learning contexts, experiences and multi-disciplinary <p>Assessment</p> <ul style="list-style-type: none"> EHCP Outcomes Evidence for Learning Phonics Screening Times Tables SATS AQA awards GCSE or Functional Skills Level 1 and 2 DofE Work Experience Assessment Tool Digital Passports Hornbeam bucket list 	Play based EYFS curriculum focused on new experiences, vocabulary and exploration		All activities within secondary are underpinned by life skills and independence	All activities within post 16 are underpinned by vocational skills, independent living and the PfA Outcomes
	<p>Our formal curriculum is delivered primarily through structured learning activities that are both fun and engaging taught by subject specialists where appropriate. Thematic based approaches are used as a vehicle to enrich learning experiences.</p> <p>Learners will achieve qualifications and accreditations that will support them to move onto college, apprenticeships or paid employment.</p>	Learners consistently working at levels below their age-related peers for most of their academic lives across due to their learning needs. Learners range from having moderate learning difficulties (MLD) to severe learning difficulties (SLD). Some may have co-occurring conditions such as Autism. Learners will be working at the earliest levels of the National Curriculum		<p>My Communication and Interaction</p> <p>Pupil voice Expressive and Receptive</p> <p>My Thinking</p> <p>Literacy/ Communication Numeracy Understanding of the World Creative Arts and Design Music Digital Skills</p>	<p>My Communication and Interaction</p> <p>Pupil voice building on sustaining reciprocal conversation</p> <p>My Thinking</p> <p>Literacy including reading and writing and SPAG Numeracy – Including number, shape Science Understanding of the World – Including History,</p>	<p>My Communication and Interaction</p> <p>Pupil voice building on sustaining reciprocal conversation Drama Healthy relationships</p> <p>My Thinking</p> <p>English Maths Science Understanding of the World – Including History, Geography and RE (Not taught in isolation) Arts Design Technology Agriculture</p>	<p>My Communication and Interaction</p> <p>Pupil voice building on sustaining reciprocal conversation Drama Interview skills</p> <p>My Thinking</p> <p>English Maths Science Understanding of the World Work experience Arts Design Technology Agriculture D of E Music</p>

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

	Pathway Arrangements	Learner Characteristics	Curriculum Strategies + Assessment Arrangements	Early Years Curriculum Arrangements	Primary Phase Curriculum Arrangements	Secondary Phase Curriculum Arrangements	Post 16 Curriculum Arrangement
	Personalisation within key stage – Focus on stage not age						
Semi - Formal Challenge pathway	<p>Learners will have opportunities to access key areas of the national curriculum with support with an emphasis on promoting communication, pupil voice and problem solving skills.</p> <p>Our semi-formal curriculum is delivered primarily through a thematic based approach that facilitates coverage of the curriculum through interconnected activities, where concepts are connected to and reinforced through a common theme. This provides a learners with opportunities to make real life connections resulting in richer understanding. It is a curriculum for learners who relate skills and knowledge to their own experiences making learning “real.</p> <p>Learners will achieve qualifications and accreditations that will support them to move onto college, apprenticeships or paid employments with support.</p>	<ul style="list-style-type: none"> Intentional communication of needs, wants and desires in known situations Emergent use of skills and knowledge Sustained shared attention Greater contextual and social awareness Emerging problem solving skills Developing levels of comprehension Greater response to environmental cues <p>Learners working significantly below their age-related peers for most areas of the NC. Learners have severe learning difficulties and may have co-existing conditions. Learners may be working at the earliest levels of the National Curriculum or the pre-key stage standards for some curriculum areas</p>	<p>Development, Exploration, Initiation</p> <p>Strategies</p> <ul style="list-style-type: none"> Subject specific teaching that is personalised Contextual learning through Educational Visits Total communication approach SMSC Behaviour for learning Thematic learning that provides learning contexts and experiences Promotion of independence and problem solving <p>Assessment</p> <ul style="list-style-type: none"> EHCP Outcomes Evidence for Learning Pre-key stage standards AQA awards Functional Skills Entry Level DofE Work Experience Assessment Tool Digital Passports Hornbeam bucket list 	<p>Play based EYFS curriculum focused on new experiences, vocabulary and exploration</p> <p>My Communication and Interaction Pupil voice Expressive and Receptive</p> <p>My Thinking Literacy/ Communication Numeracy Understanding of the World Creative Arts and Design Music Digital Skills</p>	<p>My Communication and Interaction Pupil voice building on sustaining reciprocal conversation</p> <p>My Thinking Literacy including reading and writing and SPAG Numeracy – Including number, shape Music Digital Skills</p>	<p>All activities within secondary are underpinned by life skills and independence</p> <p>My Communication and Interaction Pupil voice building on sustaining reciprocal conversation</p> <p>My Thinking English Maths Science Understanding of the World – Including elements of History, Geography and RE (Not taught in isolation) Arts Design Technology Agriculture D of E</p>	<p>All activities within post 16 are underpinned by vocational skills and independent living</p> <p>My Communication and Interaction Pupil voice building on sustaining reciprocal conversation</p> <p>My Thinking English Maths Science Arts Design Technology Agriculture D of E Work experience Music Digital Skills</p>

				<p><u>My Body</u> Gross and Fine motor skills Self Care</p>	<p><u>My Body</u> Gross and Fine motor skills Self Care PE and games Fitness Swimming</p>	<p>Music Digital Skills</p> <p><u>My Body</u> RSE PE Healthy Lifestyles Leisure Mental Wellbeing Swimming Food Technology Drama</p>	<p><u>My Body</u> PE Healthy Lifestyles Food Technology Leisure Mental Wellbeing BMX Drama</p>
				<p><u>My Wellbeing</u> PHSE Emotional Literacy Self Awareness/confidence Physical and mental health</p>	<p><u>My Wellbeing</u> PHSE Emotional Literacy Self Awareness/confidence Physical and mental health</p>	<p><u>My Wellbeing</u> PHSE Emotional Literacy Self Awareness/confidence Physical and mental health</p>	<p><u>My Wellbeing</u> PHSE Emotional Literacy Self Awareness/confidence Physical and mental health Drama Educational visits Travel training Educational visits</p>

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Semi-Formal Explorer Pathway	<p>Learners will have opportunities to focus on emerging communication, physical, social and emotional and cognitive skills that are the foundation of learning. Learners have the opportunity to access some subject specific learning and there is a clear emphasis on a multi-sensory approach.</p> <p>Our semi-formal curriculum is delivered primarily through a thematic based approach that facilitates coverage of the curriculum through interconnected activities, where concepts are connected to and reinforced through a common theme. This provides a learners with opportunities to make real life connections resulting in richer understanding. It is a curriculum for learners who relate skills and knowledge to their own experiences making learning “real”.</p>	<ul style="list-style-type: none"> Emerging intentional communication Emerging contextual awareness Emerging social awareness Emerging problem solving Learnt responses in familiar routines Beginning to develop joint attention <p>Learners not accessing subject specific learning. Learners working at engagement for some curriculum areas. Learners have severe learning difficulties with associated physical, medical or behavioural needs.</p>	<p>Key Concepts Development, Exploration, Initiation</p> <p>Strategies</p> <ul style="list-style-type: none"> Multi-sensory learning experiences with greater emphasis on cause and effect Active exploration Visual supports – Object cues, photos Turn taking experiences Positive behaviour support Physical development and postural management Behaviour for learning Familiar routines and repetition <p>Assessment</p> <ul style="list-style-type: none"> EHCP Outcomes Evidence for Learning Engagement Model ASDAN Towards Independence Work Experience Tasters Digital Passports Hornbeam High Hopes 	<p>Play based EYFS curriculum focused on new experiences, vocabulary and exploration</p> <p>My Communication and Interaction Pupil voice Expressive communication Drama</p> <p>My Thinking Understanding of the World Creative Arts Food technology Music</p>	<p>My Communication and Interaction Pupil voice Expressive communication Using different methods of communication Drama</p> <p>My Thinking Understanding of the World Creative Arts Food technology Music</p>	<p>My Communication and Interaction Pupil voice Expressive communication Receptive communication Using different methods of communication Drama</p> <p>My Thinking Understanding of the World Creative Arts Food technology RSE Music</p>	<p>All activities within post 16 are underpinned by preparing learners for adulthood</p> <p>My Communication & Interaction Pupil voice Expressive communication Receptive communication Using different methods of communication Drama Social sight signs Social communication</p> <p>My Thinking Functional Numeracy (Money skills, Time, Number) Daily Living Skills Food Technology Creative Arts</p>

	<p>Learners will achieve accreditations that demonstrate their achievements. Learners will leave with the skills to be as independent as possible.</p>			<p><u>My Body</u> Gross and Fine motor skills Self Care Swimming Physiotherapy</p> <p><u>My Wellbeing</u> PHSE Emotional regulation Self Awareness/confidence Physical and mental health</p>	<p><u>My Body</u> Gross and Fine motor skills Self Care Swimming Physiotherapy</p> <p><u>My Wellbeing</u> PHSE Emotional regulation Self Awareness/confidence Physical and mental health</p>	<p><u>My Body</u> Gross and fine motor skills PE Self-care Swimming Physiotherapy Healthy Eating</p> <p><u>My Wellbeing</u> PHSE Emotional regulation Self Awareness/confidence Physical and mental health</p>	<p>Work Related Learning Horticulture Mini-enterprise Music</p> <p><u>My Body</u> PE + Fitness Swimming Physiotherapy Healthy Eating Personal hygiene + safety</p> <p><u>My Wellbeing</u> RSE Community inclusion/visits Leisure and Recreation E-safety</p>
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	Personalisation within key stage – Focus on stage not age							
Pre-Formal Pathway	<p>Learners will have opportunities to focus on early communication, physical, social and emotional and cognitive skills that are the foundation of learning. Learners are not yet engaged in subject specific learning and there is a clear emphasis on a multi-sensory approach.</p> <p>Our pre-formal curriculum is delivered through a thematic based approach with many opportunities for cross curricular learning. Independence and pupil voice is at the core of the curriculum and learners are given ample opportunities to problem solve and explore for themselves.</p> <p>Learners will achieve accreditations that demonstrate their achievements. Learners will leave with the skills to be as independent as possible.</p>	<ul style="list-style-type: none"> • Pre-intentional communication • Pre-volition • Pre motor intentional • Contextual awareness in known situations • Early problem-solving skills • Early preferences • Learnt responses in familiar routines <p>Learners not accessing subject specific learning. Learners working at engagement or early pre-key stage standards for some curriculum areas. Learners have severe learning difficulties with associated physical, medical or behavioural needs.</p>	<p><u>Key Concepts</u> Supported Participation Active Engagement Development</p> <p><u>Strategies</u></p> <ul style="list-style-type: none"> • Intensive interaction • Total communication approach • Active exploration and engagement including community visits • Behaviour for learning • Thematic learning that provides learning contexts and experiences • Promotion of pupil voice • Sensory cues • Desensitisation, Acclimatisation <p><u>Assessment</u></p> <ul style="list-style-type: none"> • EHCP Outcomes • Evidence for Learning • Engagement Model • ASDAN Towards Independence • Work Experience Tasters • Digital Passports • Hornbeam bucket list 	<p>Play based EYFS curriculum focused on new experiences, vocabulary and exploration</p> <p><u>My Communication and Interaction</u> Pupil voice Expressive communication Drama Music interaction</p> <p><u>My Thinking</u> Understanding of the world Creative arts Food technology Use of devices</p>	<p><u>My Communication and Interaction</u> Pupil voice Expressive communication Using different methods of communication Drama Music interaction</p> <p><u>My Thinking</u> Understanding of the world Creative arts Food technology Use of devices</p>	<p><u>My Communication and Interaction</u> Pupil voice Expressive communication Using different methods of communication Drama Music interaction</p> <p><u>My Thinking</u> Understanding of the world Creative arts Food technology Use of devices Horticulture</p>	<p><u>My Communication and Interaction</u> Pupil voice Expressive communication Using different methods of communication Social communication Drama Music interaction</p> <p><u>My Thinking</u> Understanding of the world Creative arts Food Technology Use of devices Horticulture</p>	<p>All activities within post 16 are underpinned by preparing learners for adulthood</p>

				<p><u>My Body</u> Gross and fine motor skills Posture, positioning and mobility Physiotherapy Hydrotherapy PE</p>	<p><u>My Body</u> Gross and fine motor skills Posture, positioning and mobility Physiotherapy Hydrotherapy PE Self-care</p>	<p><u>My Body</u> Gross and fine motor skills Posture, positioning and mobility Physiotherapy Hydrotherapy Healthy Eating PE Self-care</p>	<p><u>My Body</u> 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</p>
				<p><u>My Wellbeing</u> PHSE Community visits Emotional regulation Self-awareness and confidence Physical and mental health</p>	<p><u>My Wellbeing</u> RSE Community visits Emotional regulation Self-awareness and confidence Physical and mental health</p>	<p><u>My Wellbeing</u> RSE Community visits Emotional regulation Self-awareness and confidence Physical and mental health</p>	<p><u>My Wellbeing</u> RSE Community visits Emotional regulation Self-awareness and confidence Physical and mental health</p>