

Lime Hills Academy Curriculum Intent; Implementation and Impact

...our curriculum should whisper to our children, "You belong. You did not come from nowhere. All this came before you, and one day you too might add to it."

Ben Newmark

With a focus on creative arts, artisanship and agriculture children engaging with Lime Hills Academy will discover their talents within an individualised curriculum that focuses on developing strengths and building individual networks. As a result, upon graduation children are able to benefit from and contribute to their immediate community because their education has enabled them to understand themselves and their connection to the world around them.

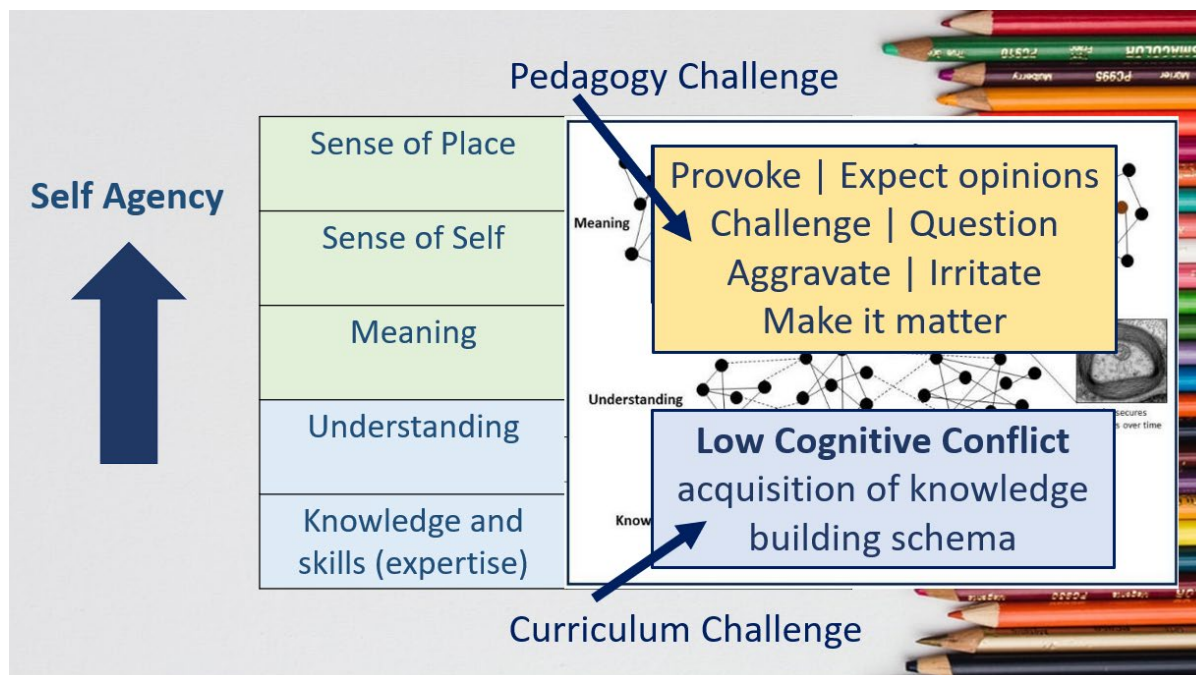
Lime Hills Academy will create a curriculum experience which enables children and young people with social, emotional, and mental health difficulties to develop the skills, resilience and self-awareness to be successful in later life.

Each child will have a different range of needs and hence a different range of opportunities and therapies, and the curriculum will be designed around an understanding of the individual: no two curricula will look the same.

Many of the students at Lime Hills Academy join us with significantly lower ARE. Our curriculum mission is to get to the ARE knowledge and skills by the shortest route possible utilising the smaller classes and the ability to create a bespoke curriculum for each child.

The curriculum enables children to have **self-agency**, now and in adulthood, because of a developed **sense of self** and an awareness of their **place in the world**. This is the result of children **seeking meaning** and making connections as they build **understanding** from a foundation of **knowledge** and **skills**.

[**Self-Agency**: the ability to understand, shape, make decisions, control, develop and make things happen in your world that has a positive influence on those you choose to share your life with, personally and professionally.]



I N T E N T	Engagement for learning	Sense of self		Sense of place		Sense of community		Self-agency		
		Innovative student-centred approach meeting CYP at their starting point		Exceptional care, support, and guidance. Unconditional positive regard		Safe, nurturing and enabling specialist SEMH environment		Stimulating and motivating learning opportunities within and beyond the classroom		
		Emotional regulation			Social interaction and regulation			Academic progress		
	Curriculum Aims	Strong skills, confidence and L1/2 qualifications in	Emotional regulation skills for positive mental health	Able to engage in safe, healthy & mutually rewarding relationships	Develop responsible attitudes to physical health,	Identify risks & seek support keep themselves safe	Oracy rich curriculum			

		English and maths	and engagement			including nutrition and exercise				
		Trust their opinion is valued, confidently engaging in reciprocal communication	Acquire knowledge and skills to make informed choices and decisions	Identify with and find inspiration within the curriculum offer to develop transferable skills and build success	Uphold British Values, feeling prepared for adult life in our diverse multi-cultural society	Continue and build on their education to secure fulfilling next steps	Contribute economically to their community & able to manage their finances			
I M P L E M E N T A T I O N	Thrive	Playfulness (P)	Acceptance (A)	Curiosity (C)	Empathy (E)	Attunement	Validation	Containment	Regulation	
	Transition	To provide students and their families with a welcoming and refreshing approach; meeting the young person at their starting point to provide a collaborative transition package tailored to their individual needs, with a focus on their strengths and interests, relationship building and a transition to a safe, nurturing enabling environment, at their pace.								
		KS3	Our broad KS3 curriculum offer aims to create opportunities which engage and encourage students to try different activities, learn new skills, challenge themselves, and develop a love of learning, working towards supporting them choosing their options at KS4 once they start to find their personal strengths and talents. Dedicated and embedded time to support students' specific SEMH needs.							
	Progression of knowledge skills and experience		English Maths	Hands on Science	Creative Arts and artisanship	Forest & Outdoor education	Farm – animal care, horticulture, woodwork	Food & Nutrition	Projects incorporating Geography and History	PSHCE / RSE/ RE (Jigsaw)
		KS4	English, maths, PSHCE, science and Thrive are our core offer. Students also choose two options based on their personal interests, strengths and skills; attending extended work experience placements where appropriate or supported early college placements. Our aim is for all students to achieve 5 meaningful qualifications at an appropriate level for them; entry level, functional skills, L1/2 or GCSE. Bespoke packages are put in place for some students based on their interests and how they will be successful.							
		English Maths Science	PSHE / RSE/ RE (Jigsaw)	Vocational qualifications and college courses: Arts qualification Food qualification Sports qualification Business and Enterprise qualification Animal Care/ Outdoor qualification						

				Managing emotional triggers	Construction Unit qualifications NCFE qualification based on specific interests and projects GCSE qualifications taught at local CLF schools				
	Careers	PSHCE education	Personalised Progression Pathways (PPPs)	Careers Advisor Action Plans	Extended work experience placements and online work experience	Careers and employability workshops	Gatsby Benchmarks	FE/HE visits	Interactive resource – Career Pilot
	Interventions	That Reading Thing	SALT		Lego Therapy	Draw and Talk	Talkabout		Counsellor
		Doodle maths and English		Lexia		Zones of Regulation		Mentoring	
I M P A C T	Evaluation	Progress through Thrive strands		Reduction in dysregulated behaviour incidents/ Physical intervention		Inclusion and friendships in school and beyond the classroom		Positive parent/ carer feedback	
		Strong achievement in subject specific personalised targets		Strong achievement and progress in EHCP outcomes		At least five qualifications at an ambitious and meaningful level by the end of Year 2 of KS4 pathway		Destination – increasing independence & less specialist setting with clear progression routes	

