



Luccombe Hub's Alternative Provision Curriculum

"If a child can't learn the way we teach, maybe we should teach the way they learn" Ignacio Estrada.

Curriculum Intent

To improve mental health, wellbeing, and resilience.

To develop skills in social interaction and building relationships.

To remove barriers to learning.

To challenge learners, through a range of activities and personal targets to develop a sense of self-achievement and belonging.

To re-engage learners into education from their individual starting points.

To prepare learners for adulthood.

Curriculum Implementation

Trained facilitators in the Thrive approach, qualified counsellors, and facilitators skilled in supporting SEND and SEMH make up the team that work with our learners. Therapeutic sessions in Animal, Music, and Art are available to all.

PHSE and SMSC programmes are used throughout our curriculum. Learners are supported with a restorative justice approach as needed.

A flexible, learner led approach with high staff ratios are used, and alternative ways of recording progress are implemented.

Learners' recap and build on knowledge through therapeutic sessions as well as participating in vocational topics, group, and local community projects.

Each learner has a bespoke timetable designed around their personal interests and starting points. For older learners who are ready, we also offer an accredited learning pathway.

We have our own Employability program, facilitate work experience,

Curriculum Impact

Learners who feel safe, with improved mental health and growth mindset.

Learners who recognise their emotions and know where to get help for their own wellbeing.

Learners who are able to make informed choices, and use strategies to independently self-regulate. Learners who can develop and maintain healthy relationships.

Learners who celebrate their individual learning styles and are able to evidence their knowledge and understanding in a variety of ways.

Learners who are independent. Learners who achieve personal goals, and/or accredited qualifications. Learners who are proud to share and display their work and feel part of the community.

Learners who have good attendance and are motivated to participate in sessions. Learners who reflect on their work and consider next steps.

Learners who have gained vocational experiences. Learners who have an understanding of expectations in further education and employment.