Luccombe Hub

This document forms part of the policy handbook and is intended for use at Luccombe Hub

Title:	**Curriculum Policy**
Last Reviewed:	23rd Jan 2025
Next Review:	No later than 1st March 2027
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Contents

1. **Mission Statement & Curriculum Overview**
2. **Curriculum Aims**
3. **Legislation & Guidance**
4. **Responsibilities and Roles**
5. **Organisation & Planning**
6. **Assessment**
7. **Monitoring Arrangements**
8. **Links to other policies**
9. **Appendices**

1. Our Mission

The primary focus at Luccombe is on social emotional and mental health needs. Luccombe Hub is a Thrive Ambassador school, and we use this dynamic, developmental and trauma-sensitive thrive approach to meet the emotional and social needs of our learners.

We believe that there is another alternative to conventional education, to help young people learn holistically, by connecting with the outdoors in a therapeutic environment and by having hands-on, skills-focused classes.

We encourage participants to express themselves through art and other mediums. Through practical based activities, we help young people build trust, self-esteem, self-confidence and resilience.

Students at The Hub range from 8 to 18 and there are no year groups. They can explore and learn about topics and things that interest them through a student-led structure. At The Hub, we facilitate using a 'non-judgmental, unconditional positive regard' allowing learners to make choices for themselves while in safe, therapeutic and carefully supervised surroundings.

2. Our Curriculum aims to:

- Connect the learner with themselves and re-engage them with an interest in learning.
- Provide a broad education and range of subject choices and experiences that are planned and sequenced to support learner's acquisition of knowledge and skills needed for future learning and employment enabling them to achieve their own goals and aspirations.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health and enable them to be active.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Develop learners independent learning and higher order thinking skills to enable them to become effective lifelong learners and to equip them for further education and employment.
- Gain accreditations, awards and enter formal examinations (if appropriate) when they are ready.
- Support learners to develop awareness of difference and diversity and foster empathy, and tolerance of others; encouraging respect for other people, paying regard to the protected characteristics stated in the 2010 Equality Act.
- To provide careers guidance that enables learners to know themselves better and begin to understand how their strengths, weaknesses and interests relate to the world of work, providing impartial and non-stereotyped guidance and support to help pupils make informed choices regarding their education, training and careers.

These curriculum aims are underpinned by our values and beliefs:

- Our centre values the learner's feelings and recognises that 'an anxious mind cannot learn' so our curriculum promotes supporting our learners to manage their feelings, feel safe in their environment and reduce their anxiety levels, focusing on improving self-esteem, confidence and resilience.
- Our centre recognises the value of close working relationships with staff – staff spend time building up trusting relationships and bonds with the learners.
- Our centre values a self-directed learning/child centred approach so our curriculum provides a balance of therapeutic sessions, project based/learner led projects and flexibility, whilst providing opportunities to progress in their learning towards qualifications and accreditations.
- Our centre recognises that learning opportunities are everywhere – our curriculum reflects this in its emphasis on outdoor learning, the arts and hands-on approach.
- Our centre is committed to celebrating differences, so our curriculum promotes cooperation and represents diverse voices.

3. Legislation & Guidance

This policy reflects the requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010 and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

4. Responsibilities and Roles

The governing body will ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth of the curriculum.
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement.

The Principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board is advised on whole-school targets to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs.

The Director of Education, assisted by the subject leaders, has overall responsibility for the Curriculum and overseeing the delivery to ensure all teachers, subject leaders and facilitators deliver according to our core values and ethos.

Subject Leaders/Facilitators will ensure that the school curriculum is implemented in accordance with this policy, ensuring the planning and delivery of the curriculum on a day-to-day basis.

5. Organisation & Planning

Curriculum Approach
The curriculum is designed to address the individual developmental, sensory, physical, personal, social, and emotional and communication needs of each young person. We offer a broad, and relevant curriculum as part of our whole centre approach to entitlement and inclusion.

Luccombe has a creative and flexible curriculum to support the SEMH needs of the learners. We provide a range of different qualifications and activities to encourage confidence, success and opportunities for learners to follow their own interests and make their own choices.

The Pathways *(Appendix 1)* were introduced in recognition that each learner joins Luccombe often having experienced unhappiness in their educational life and may have spent a significant amount of time out of education. The transition to Luccombe, building trust and a feeling of safety can take time.
All learners begin their Luccombe experience on the *Care and Connect Pathway*. After initial assessments and observations a Learner may continue on the *Care & Connect Pathway* or move to the *Hands on* or the *Incite Pathway*. The pathway chosen reflects the balance of therapeutic, 'hands on' and level of support needed by that learner.

The *Care & Connect Pathway* suits learners who may have been out of education/mainstream setting for a prolonged period or with high SEMH needs and significant barriers to learning. The *Hands on Pathway* is specifically suited to leaners who are more kinaesthetic in their learning and need a more 'hands on' active approach to learning. The *Incite Pathway* is there to stretch and challenge higher attaining learners to meet and raise their aspirations for academic achievement.

The Pathways are a guide - learners may move between the pathways during their time at Luccombe depending on their individual needs and circumstances. However, all learners have access to the following curriculums:

- **Mental Health curriculum** – Incorporating SMSC, PSHE and Life skills by combining the Thrive approach and assessments, zones of regulation and using Jigsaw as a resource.

- **Therapeutic curriculum** – Use of our therapeutic farm, cooking, allotment, Outdoor learning, incl. forest school/bushcraft, musical expression, art, well-being dogs, sensory activities and move to learn, and equine assisted learning (EAQ), which offers our learners therapeutic intervention to improve their mental wellbeing by working alongside horses with a specifically designed therapeutic programme.

  Therapeutic Intervention/Mentoring - We offer learners the opportunity to have sessions with a qualified in house Thrive practitioner and/or a qualified counsellor to help address emotional and cognitive development if additional support is felt to be required. These sessions are based on the needs of our learners and are reviewed periodically on a regular basis. If intervention is not required on joining, learners will still have the opportunity to uptake at a later stage.

- **Academic/formal curriculum** structured approach with clearly defined time dedicated to Maths and English. The breadth of access to other subjects is dependent on learner's Key Stage, interests, needs and Pathway. All learners have access to specialist staff, directly or indirectly in nurturing learning environments.

Curriculum Delivery
The approach to the delivery of the curriculum reflects the central ethos of Luccombe Hub of holistic therapeutic education. Giving learners the opportunity to have a voice and a degree of ownership over their learning journey can help reduce stress and anxiety.

Individualised Timetables - Learners are provided with an individualised timetable based on their pathway, interests and abilities. Regular reviews are carried out to ensure progress, and new elements to a timetable will be added to ensure best outcomes.

Flexibility - The Luccombe Hub strongly believes in the notion that education is everywhere, and every experience has a teaching moment. Some of the best learning happens outside of the formalised learning structure, when a child asks a question that is relevant to their situation and interests at that moment. We believe it is essential that a child has freedom to respond to their own interests and curiosity. To learn in a way that is comfortable for them. This is why each learner is provided with a bespoke curriculum and timetable but still maintaining a sense of flexibility to allow for a change in their learning day should they become engrossed in an interest or project. Learners are given access to both more formal and informal learning throughout their days. This more informal learning can be difficult to assess in a formalised way but can be some of the most significant learning and therefore requires trust in both learner and Centre.

Academic/Formal Curriculum
The academic/formal curriculum structure at Luccombe is based upon the guidance of the national curriculum and a framework supported as long, medium and short term levels of planning.

Long term planning deals with the major strands of the national curriculum. Decisions will be made about the breadth and balance of topics delivered to fit in with the facilities available at Luccombe hub.

We offer a variety of subject areas, which have appropriately detailed planning documents, where needed, consisting of long term planning, schemes of work, topic overviews and clear methods of assessment. Each of these areas are reviewed on a regular basis subject leaders and senior leaders.

The schemes of work in each subject area have breadth, balance, coherence, relevance, differentiation and allow progress in accordance with the National curriculum standards where possible and viable. The transition and preparation periods for each child and young person in unique to the individual and therefore a learner make take time to engage in their planned timetable. This will impact the amount of planned educational content that is covered.

A thematic approach, where possible, is encouraged across the centre and planned activities may incorporate a variety of different elements of the national curriculum.

These Curriculum areas offered are set out in our Luccombe Hub **Curriculum Overview *(Appendix 2).*** Subjects covered within these areas vary according to the Key Stage of the learners. The way the curriculum is delivered, and the learners' access to the subject areas will vary according to their Pathway - with their individual timetables reflecting their needs, abilities, and interests, for example a learner on the Care and Connect Pathway will have a greater number of therapeutic or outdoor sessions compared to a learner studying GCSEs on our Incite pathway.

KS3 2 & 3

Maths and English are taught as separate subjects. The learners are encouraged to access a variety of other subjects and activities on offer, some taught in dedicated sessions and others through cross curricular projects designed and offered by staff or learner led.

KS4

In Key Stage 4 and into Post 16 we encourage learners to study for their functional skills Maths and English (from entry level 3 to level 2) or GCSE Maths and English. Individual facilitators are responsible for supporting learners daily, with their progress, assessing and recording evidence of learning. For entry levels 3 to 1 we use a combination of supporting resources and books following the DFE published content. Learners can also choose to study for GCSE Biology, Art and English Literature.

ASDAN short courses are offered in several areas, including History, Art, Foodwise, Environmental studies, Animal Care.

Other accredited online courses providers may be used to support the learning and development of learner's individual interests, for example the learners can study for BHS, Stage 1 and 2, British Horse Society qualification).

Post 16

For those learners that are joining us post 16, through our developing Employability Programme, we provide opportunities for training, development of skills and practical knowledge to enable them to progress to further education courses at alternative establishments, apprenticeships and employment. We continue to offer Functional skills study in Maths and English; GCSEs in English, Maths, Art & Biology, ASDAN courses, Arts Award, L2 Youth Health Champion qualification, and BHS qualification. The learners continue to access the wider curriculum Luccombe offers such as life skills, mechanics, cooking and learner led projects.

Individual subject journeys – this is our medium term planning and deals with the activities within units of work, sequencing of learning and the spiral nature of the curriculum. A learner's individual pathway will impact the regularity and depth to which a specific subject is engaged with.

Key Subjects

English Our English programme is designed to stimulate learners interests with the use of supporting literature that is of their choosing to enable personalisation of the subject to their interests. Learners are either taught in small groups with peers or one to one with their facilitators. Our aim is to engage our learners and develop good levels of language and literacy.

Our English offering is based on national curriculum guidance. Learners progress through the levels methodically working towards their functional skills or GCSE exams. English is embedded in all areas across the curriculum offered at Luccombe.

Literary Curriculum **-** Luccombe has chosen to adopt and develop the use the Literary Curriculum, which is a book-based approach to teaching literacy. It has a 'Teach Through a Text' approach, which allows a consistent approach across the centre with flexibility and choice for the learners. This approach encourages the learners to become critical readers and acquire an authorial style as they encounter a wide range of significant authors and a variety of fiction, non-fiction and poetry.

Fresh Start **-** a catch-up literacy intervention for learners who fall behind their peers in secondary school, is being used with learners at Luccombe that, once assessed, would benefit from a consistent and progressive appropriacy. It provides systematic and rigorous practice in phonics.

Intent of English

Being able to read is an essential life skill and we are determined that every young person that attends Luccombe will learn to read and make significant progress. We intend for learners to develop a love of reading, enhance their listening skills, improve confidence in expressing their ideas verbally and in writing and build skills and knowledge ready for life and work.

Implementation of English

Lessons for our learners in English are primarily conducted on a one to one basis due to the gaps in their knowledge and prior attainment. This allows accurate assessment, personalised targeted support and engagement of completion of set tasks. Reading for pleasure is strongly encouraged for all learners that attend our centre. Each learner has the opportunity to select a book of their choosing from the books held at the centre, or to bring one in from home to read independently or share with a facilitator. At Luccombe we are passionate about encouraging a love of reading and developing cultural, social, emotional, intellectual and spiritual awareness through exposures to a variety of texts.

Impact of English

For learners to develop a passion for reading a variety of fiction and nonfiction, widening their awareness and knowledge in a variety of areas. In writing we hope that learners will be able to leave equipped with skills that will enable them to progress further in their education and communicate through written word to an array of audiences and styles. To develop skills and confidence to enable learners to access to further education and the world of work. Assessment is achieved through on-going self, formative and summative assessments. It is our hope and expectation that learners in KS4 & 5 leave with a functional skills qualification level 1 or 2 or a GCSE pass.

Maths

Our aim is to engage our learners and develop good levels numeracy. Our maths programme is based on the National Curriculum guidance. Learners are either taught in small groups with peers or one to one with their facilitators. Learners progress through the levels methodically working towards their functional skills or GCSE exams. Maths is embedded in all areas across the curriculum offered at Luccombe. At functional skills level 1 & 2 a third party online trainer is used to provide content and assessment. Maths is encouraged to be delivered in a hands on practical way, both thematically across our therapeutic offerings and during focused sessions.

White Rose Maths. At Luccombe we have adopted the White Rose Maths Scheme to support the teaching of Maths across KS2 and KS3, although this may be used with any learner at Luccombe if deemed appropriate. This scheme allows us to follow a programme throughout the year ensuring coverage and progression. The flexible resources can be used in different ways and allow teachers and facilitators to support learners in the most appropriate way.

Intent of Mathematics is important in everyday life. It is integral to all aspects of life and with this in mind we endeavour to ensure that learners develop a healthy and enthusiastic attitude towards mathematics that will stay with them. Mathematics helps children to make sense of the world around them through developing their ability to calculate, to reason and to solve problems. It enables learners to understand and appreciate relationships and pattern in both number and space in their everyday lives.

Implementation of Mathematics – At Luccombe we use a variety of teaching styles to cater for the varying needs of our learners. Our principle aim is to develop their skills and understanding. This is done through a variety of formats such as one to one support sessions, group lessons and due to our leaners learning styles a lot of outside learning is encouraged to ensure that maths is as practical and hands on as possible. A cross curricular approach across the centre is highly encouraged. With clearly set out topics outlined in long term planning; other subject area leaders work to see how they can collaborate in the delivery of learning to help deliver a thematic approach.

Impact of Mathematics – Our learners make progress and attain mathematical qualifications. Assessment is achieved through on-going self, formative and summative assessments. It is our hope and expectation that learners in KS4 & 5 leave with a functional skills qualification level 1 or 2 or a GCSE pass.

Science

Our Science Curriculum is based around the national curriculum. The aim is for Biology to taught as a dedicated subject to those learners in KS2 and 3 and other areas of Science through STEM, cross curricular projects and within others subject areas, such as cooking. In KS4 and Post 16 Biology is offered as a GCSE as well as the learners studying an ASDAN Short course or a tailored programme of GCSE elements, if applicable and appropriate. To develop learners' problem solving skills and an understanding of science in the real world, practical STEM (science, technology, engineering and maths) based learning is offered.

Intent - Our Science Overview, Mid-Term Plan and Schemes of Work provide a structure to allow young people to improve their understanding of Science. The national curriculum is used as a guidance of delivery but due to the nature of individual pathways it may be that learners are not able to access all the content on offer.

Implementation – Where possible a hands on interactive approach to learner is provided where our learners can combine theory and practical work which allows them to perform experiments to improve their knowledge and understanding where we can, making sure that it is safe to do so. A thematic approach is encouraged across all department areas, for example at the Allotment, Farm, STEM, Forest school/outdoor learning.

Impact –Through our delivery, we hope that learners will leave Luccombe with a far greater understanding of Science in our World that develops skills and independence, enables them to access further education courses or use this knowledge in the workplace.

Humanities

Intent – we hope that learners will be engaged in these sessions and be motivated to deepen their knowledge further in a variety of areas linked to the national curriculum. We work hard to develop cross-curricular links across the activities that we offer at Luccombe and develop links with the local and wider community as well as the global world.

Implementation - Our curriculum offers a series of lessons that combine geography and history, we have used the term Humanities to encompass this. In KS2 & KS3 topics are undertaken from guidance of the national curriculum and there are opportunities to engage in learner led projects. In KS4 there is the opportunity to follow the ASDAN History programme of study. Where possible we aim to support the development of humanities by bringing the curriculum to life through visits to local sites of interests to help understand the richness of history which runs throughout the community and local geographical features.

Impact – learners are encouraged to learn and develop their understanding further to become more aware of their local area and the wider world, experiencing awe and wonder and an awareness of cultures other than their own. Due to the learning profile and pathway of our learners, humanities may not be accessed by all our learners.

Computing

Intent - ICT at Luccombe is not delivered as a standalone subject, but skill development is encouraged across all areas of the curriculum. We recognise that confidence in a range of ICT enables access to further education opportunity and future employment and therefore we aim to allow learners to safely explore a variety of office based and internet support programmes.

Implementation – With the support of STEM, Stop Motion, 3D printing, animation and art projects we aim to help learners develop ICT skills enabling them to make the best use of computers and other items such as printers, scanners and digital cameras. We believe that being familiar with how to use such equipment confidently is vitally important in the workplace, home and further education.

Impact – Learners engaging in ICT activities will enable them to leave with certification in a range of subjects that can be shown to further education and work opportunities to evidence competency.

Art

Intent - Art is offered to all as an optional therapeutic intervention to support SEMH. Art is also taught in KS2 & 3 linked with the National Curriculum. All learners in KS4 and KS5, learners have the option to follow ASDAN Art Enterprise, Arts Award and study for GCSE Art.

Implementation – All learners have the opportunity and flexibility to access this part of the curriculum which suits their needs and particular interests. All learners have the opportunity to

experience and explore a range of techniques including pottery, drawing, printing, painting, textiles, and modelling with a range of materials.

Impact - Dependent on a learner's interests they have the opportunity to study for a ASDAN Expressive arts short course award. Support is provided by our art teacher to ensure that core aims from the art national curriculum are met.

DT (Cooking)

Intent –Cooking is offered as an optional therapeutic intervention to support SEMH. Learners also undertake cooking activities within a range of themes. This enables learners to "think outside the box" and develop their literacy, computing and numeracy skills. Food supports the national curriculum guidance through the delivery of the ASDAN Foodwise short course and our offerings are designed to develop a range of life skills and the understandings of basic food technology. Learners also have opportunities to complete their food safety awareness course. This short course allows learners to develop life skills including budgeting, hygiene and health and safety aspects of food production as well as healthy eating and lifestyles.

Implementation – Structured, supported sessions help learners to develop basic life skills that enable them to develop their understanding of healthy eating, learning different cooking techniques and expand their skills and confidence in their abilities.

Impact – Tying in with our global learning approach, learners are encouraged to budget, plan cook and explore food from a range of countries and cultures, healthy eating and safe food preparation.

PSHE/RSE & SMSC

All our learning opportunities are underpinned by our PSHE and SMSC curriculum to develop knowledge and skills that prepare our young people with experiences and opportunities for later life. PSHE and SMSC is a focal point of our curriculum, and we aim to promote cultural awareness, British values, positive approaches, tolerance and to help learners to be positive individuals within their communities.
At the centre of our curriculum is the promotion of positive mental wellbeing and we believe in providing the necessary information and support to help learners in having positive mental wellbeing.
(see PSHE & SMSC policy)
Intent – Our intent is to support our learners to lead happy, successful lives now and in the future. We hope to equip them with the skills to make informed decisions about their wellbeing, relationships, health and build their self-worth to help them become well informed and well-rounded individuals and respected citizens of society.

Implementation - Our PSHE curriculum is based on guidance from the PSHE association offering a combination of lessons that combine personal, social, emotional health and economic and personal development. We also deliver PSHE sessions through the jigsaw programme, which covers a variety of PSHE areas. Dependent on the profile of our learners and the topic being delivered this may be delivered after/in combination with a Thrive session, a standalone separate

session or through group work. Centre groupings also provide opportunities to cover additional sessions as a whole centre. We have also been trialling the 360 skills for life which uses a unique VR environment to bring to life real world safeguarding dilemmas in realistic but safe scenarios (this is used largely at KS3 learners)

Impact – A supportive curriculum will enable our learners to become confident, tolerant and well-rounded respectful individuals that able to navigate a range of social and personal situations and circumstances.

Life Skills

Intent – With the support of the Lifeskills programme being developed at Luccombe and supported through PSHE materials we can support the development of learner skills to help them live happy, healthy and fulfilling lives. We do this through creating an individualised programme to support learner needs. The programme is flexible enough to meet changing learner needs and support them with the learning and understanding in a variety of areas.

Implementation – a fundamental part of our life skills programme is to help learners to reflect and explore on their confidence and allow them to exercise a degree of choice in working collaboratively with facilitators to choose units that reflect their needs and interests.

Impact – Life skill involvement is strongly encouraged to be a key part of their time at the centre as it helps to prepare learners for their next steps in life, education and contribute positively to wider society. Portfolios of evidence can be collected. As they move into KS4 Money Matters work is introduced to support learners' independence skills.

Careers Guidance

The Luccombe Hub are ambitious that our learners will leave The Luccombe Hub with the skills and self-belief to transition into adulthood for either work or further education and training. We wish to equipment all our learners with the skills and information they will need to progress onto to lead fulfilling lives.

Enterprise and employability skills are encouraged in all areas of the curriculum, where appropriate, during KS3 & KS4.
Careers education is provided for those in KS4, and life skills are a focus for all, but in particular those in KS4 & KS5.
(See CEIAG Policy)

6. Assessment

Our curriculum at Luccombe is organised in such a way that contributes to assessment and progress over time:

- Lessons are planned and sequenced in key subject areas so that new knowledge and skills are consolidated and built upon that of which have been taught before, working towards clearly defined end points.
- All facilitators have access to information on all subject area progression to assist a collaborative and thematic approach.

- Learners are fully involved with their learning targets and feedback about their achievements in a way appropriate to their needs.
- Our assessment procedures allow for real time evidence of the achievements of a child and young person in terms of what they know, understand and can do.
- Assessment informs the next steps in each area.
- A learner's individual timetable allows for an individual SOW to be adapted, taking into account their prior educational attainment, interests, choices and needs.
- Progress and attainment are tracked in a variety of ways including using Learner Journeys produced through our learner MIS.

7. Monitoring Arrangements

- Governors monitor coverage of Curriculum subjects through school visits, learning walks, school council meetings.
- The Education Lead and middle leaders/subject leaders monitor the way subjects are taught throughout the school by:
- Carrying out planning scrutinies, learning walks, book, folder and learning journey scrutinies.
- Middle leaders/subject leaders also have responsibility for monitoring the way in which resources are stored and managed.
- This policy will be reviewed every year by the Principal. At every review, the policy will be shared with the full governing board.
- Termly subject meetings with leading facilitators
- Termly curriculum reviews

Relevant Policies & Document

CEIAG Policy
PSHE & SMSC Policy
Assessment Policy
Mental Health Curriculum
Reading and Phonics at Luccombe Statement

Appendix 1

Pathways

Through the pathways we aim to equip all our learners with skills that enable them to become more emotionally resilient, help them develop skills which enable them to become lifelong learners, contribute to society and be economically employable.

The learners may move between the pathways during their Luccombe journey

	Care & Connect Pathway	Hands on Learning Pathway	Incite Pathway
	Suited to learners who may have been out of education/mainstream setting for a prolonged period or with high SEMH needs The focus is on personal and social development for the learner, making them feel safe and to know that their basic needs are being met. High level of individual support provided with the opportunity to initially work 1:1 or 2:1 with facilitators due to the often-significant heightened emotional needs of the learner**.** Support from a Thrive practitioner and/or counsellor. Curriculum – may be purely therapeutic intervention with no demands of the educational curriculum placed on them. - adjusted academic timetable to support development of necessary skills to enable the learner to engage in the academic curriculum. to support development of communication skills, emotional literacy and resilience. Opportunity to study for maths and English if/when the learner feels ready to do so.	**Specifically suited to match learners who are more kinaesthetic in their learning and need a more "hands on" active approach to learning.** Likely to be working at below national age expectations and gaps in their learning. A more vocational curriculum that provide relevant learning contexts. More emphasis on project-based learning and life skills to support their learning through positive tangible achievement. Therapeutic support where SEMH is a significant barrier to learning. Modelling by facilitators is used to support learners to make positive communication and interaction choices with other learners and facilitators.	**Stretch and challenge our higher attaining learners to raise and meet their aspirations for academic achievement.** Support is provided alongside for development of emotional literacy and meeting of SEMH needs. Academic curriculum subjects, and/or ASDAN short courses. Learners will have a mixture of preference for hands on learning and more formal structure. Primary focus for all key stages is Maths and English, Science with PSHCE. Learners on this pathway are more likely to pursue a broader and more balanced curriculum in almost equal measures to our therapeutic curriculum.
KS2/KS3 Subject options	Priority - Key skills in Maths and English PSHCE Science Options from primary/secondary curriculum Personal project	Key skills in Maths and English, Science, PSHCE Options from primary/secondary curriculum Personal project	Academic curriculum subjects Maths, English, Science and PSHCE Options from primary/secondary curriculum

KS3/KS4 Subject options	Priority - Maths and English, Science, PSHCE, life skills Options from the secondary curriculum or ASDAN vocational short courses Personal project Work related learning/work experience	Maths and English, Science, PSHCE, life skills Options from the secondary curriculum or ASDAN vocational short courses Personal project Work related learning/work experience	Academic curriculum subjects –Maths, English, Science, Opportunity to take GCSE subjects in Maths, English, Science, Art PSHCE Work related learning/work experience
Post 16 Subject options	Functional Skills Maths and English ASDAN Short Courses, employability and life skills Work related learning/internal or external work experience Skills building Careers advice and support (college visits, applications for courses - such as through Dorset Trade skills, Dorset training, encounter sessions)	Functional Skills Maths and English ASDAN Short Courses, employability and life skills Work related learning/internal or external work experience Skills building Careers advice and support (college visits, applications for courses - such as through Dorset Trade skills, Dorset training, encounter sessions)	GCSE Maths, English & Science, Art ASDAN short courses, employability and life skills Work related learning/work experience Skills building Supported into further education or employment Careers advice and support (college visits, applications for courses/further education)

Appendix 2

Luccombe Hub Curriculum Overview

Subjects **Subject options in orange**	**KS2 & KS3**	**KS4**	**Post 16**
Thrive	***Interdependence Strand (All learners)*** ***1:1 Thrive sessions - if needed once assessed***		
English	KS2/3 English (NC)	Functional English EL3, L1, L2 GCSE English (Language & Literature)	Functional English EL3, L1, L2 GCSE English (Language & Literature)
Maths	KS2/3 Maths (NC)	Functional Maths EL3, L1, L2 GCSE Maths	Functional Maths EL3, L1, L2 GCSE Maths
I.C.T. & Computing	Taught throughout the curriculum		
PSHE	Primary jigsaw Primary/Secondary Jigsaw	Secondary Jigsaw	Youth Health Champions (L2)
Work Related learning/Work Experience *Curriculum links: PSHE/Lifeskills*	Employer visits/talks/demonstrations	Employer visits/talks/demonstrations Taster days/training courses work experience	Employer visits/talks/demonstrations Taster days/training courses Extended work experience
Science – Biology	KS2/3 Biology (NC)	GCSE - Biology	GCSE - Biology
STEM	Termly Programme of Topics (NC based)	Projects	Projects
Cooking/Life Skills *Curriculum links– Chemistry*	Cooking	Cooking ASDAN Foodwise	Cooking ASDAN Foodwise
Life Skills Curriculum links - PSHE	Introduction to Life Skills and Independence	Introduction to Life Skills and Independence/Money Matters	Life Skills and Independence/Money Matters
Humanities	NC based KS2/3 History SOW Learner led projects.	ASDAN History Learner led - projects	ASDAN History Learner led - projects
Art	KS2 & 3 SOW Topics covering a range of skills, artists, and media	ASDAN Expressive Arts Arts Award - Bronze, Silver, Gold level GCSE Art	ASDAN Expressive Arts Arts Award - Bronze, Silver, Gold level GCSE Art Enterprise
DT	Termly programme of topics	Learner led projects	Learner led projects
Mechanics	Introduction to Mechanics	Introduction to Mechanics Level 1	
Enterprise	Enterprise projects		
Music	Singing, learning to play a musical instrument, composing		
Learning outdoors	Outdoor Learning (Woodland) Forest School	Outdoor Learning (Woodland) Bushcraft	
Farm & Animal Care	Therapeutic Farm		
	Animal Care projects	ASDAN Animal Care	

EAL	EAL Programme
Projects	Learner Led Cross curricular/any and all subjects
Assessment & Recording progress, Evidence	*Through: Observations, Formal and informal assessments, I can statements, learning journeys (Earwig), Case studies, qualifications & accreditations*