



# Lea Hall Academy Curriculum Overview

## “Safe Happy Learning”

|  |  |  |                     |  |   |   |                               |   |   |  |  |   |   |  |                             |                          |   |  |
|--|--|--|---------------------|--|---|---|-------------------------------|---|---|--|--|---|---|--|-----------------------------|--------------------------|---|--|
| <b>Intent—What we are trying to achieve?</b>       | <b>Curriculum Vision &amp; Mission</b>   | We will provide a range of opportunities and experiences that prepare our learners to fulfil their potential and lead enriching and healthy lives. We will prepare our learners to become responsible citizens who make a positive contribution to society. We will give our learners the cultural capital to become confident, independent and tolerant members of the wider community. |                     |  |   |   |                               |   |   |  |  |   |   |  |                             |                          |   |  |
|  | <b>Curriculum Aims</b>   | Develop a range of communication strategies and the confidence to apply these in different contexts to influence outcomes  |                     |  | Develop functional skills to keep safe, maintain good physical and mental health and live independent lives.  |   |                               | Develop social skills and apply these appropriately as responsible citizens who make a positive contribution to society.  |   |  | Develop essential knowledge across a broad range of subjects and apply these in real world contexts to enrich their lives and create opportunities for future                      |   |   |  |                             |                          |   |  |
|  | <b>Whole School Approaches</b>   | Skills Based Curriculum (Skills Builder)   |                     | Reading rich environment   |   | SMSC and British Values   |                               | Literacy and Numeracy across the curriculum   |   | Preparation for Adulthood                                      |  | Attachment and Trauma informed          |   | E Safety and RSE   |                             | Active and Healthy Lives |   |  |
|  | <b>EHCP Areas of Need</b>  | Communication and Interaction / Independence and Employment  |                     |  |   | Independent Living, Cognition and Learning/ Education Learning and Work   |                               |   |   | Social, Emotional and Mental Health/ Friends and Relationships |  |   |   | Physical, Sensory and Personal Planning for Good Health  |                             |                          |   |  |
|  | <b>Quality First Teaching</b><br><small>(Learning More, Remembering More, Applying More)</small> | Effective Chunking to scaffold working Memory  | Retrieval Practice  | Systematic checking/reviewing address misconceptions   |   | Building Schema   | Skills Based Curriculum       | Stage not age approach  | Literacy emphasis Key & Transferrable Vocabulary  | Extended learning opportunities                                | Repetition   | Sequencing and Progression              | Cross Curricular opportunities                    | Subject Specific Expertise   | Structure, Routine and Pace |                          |   |  |
| <b>Implementation—How do we organise learning?</b> | <b>Approaches to Learning</b>  | <b>Personalised Learning</b><br>Nurture Class<br>Visual Support<br>1 to 1 Provision with individualised timetable<br>Individual Learning Targets<br>Speech & Language Therapist<br>Occupational Therapist<br>Music Therapy<br>Lego Therapy<br>Judo<br>Commando Joe   |                     |  | <b>Social Emotional &amp; Mental Health</b><br>RRP<br>Zones of Regulation<br>Reflection Time<br>Mental Health First Aiders<br>Breakfast/Lunch<br>Team Teach<br>De-escalation<br>ACES<br>Rewards<br>Enrichment<br>Emotional Literacy<br>School Nurse |   |                               | <b>Learning Environment</b><br>Nurturing Ethos<br>Displays<br>Structured Breaks<br>Outdoor Learning<br>Effective Classroom Environments<br>Sense of belonging<br>Positive Relationships |   |  | <b>Concrete and all-encompassing experiences</b><br>Residentials<br>Duke of Edinburgh<br>JASS<br>Work Experience<br>Active Maths<br>Swimming<br>Outdoor Learning<br>Trips & Visits |   |   | <b>Informing Futures</b><br>Employability and Life Skills<br>Food & Nutrition<br>Careers Lessons<br>Independent Living Skills<br>Transition Meetings<br>Careers and Enterprise<br>Company<br>Gatsby Benchmarks |                             |                          | <b>Opportunities for wellbeing and Healthy Lifestyles</b><br>Well Being Mentors<br>Fitness room<br>Wellbeing Trips<br>Healthy Eating<br>Physical Literacy<br>Links to the Community |  |
|  | <b>Curriculum Areas</b>  | English X 7hrs 30mins  | Maths X 3hrs 45mins | PHSE & RSE X 45mins  | Science X 1 hr 30mins   | PE X 1hr 30mins   | D of E JASS From January 2024 | RE History Geography Primary 3x 45mins  | DT Primary X 45mins Secondary X 1hr 30mins  | Music X 1hr 30mins   | Careers X 45mins   | Art Primary X 1hr 30mins Secondary X 45 | Judo Secondary X 45mins                           | Humanities Secondary X 45mins  |                             |                          |   |  |
| <b>Impact—How are we achieving our aims?</b>       | <b>Evaluating Impact</b>   | Involves the whole school community  |                     | Uses a continuous learning cycle   |   | Embraces peer and self assessment, positive and constructive feedback and engages moderation                              |                               |   | Uses a wide range of measures both qualitative and quantitative   |  | Uses data to inform progress and ideas for development   |   | Shares with families for a more holistic approach |  |                             |                          |   |  |
|  | <b>Accountability Measures</b>   | Evidence of progression being made across the curriculum and in their EHCP Outcomes  |                     | Effective communicators who are able to confidently access the same opportunities as their peers |   | Improved mental health and wellbeing and to be able to recognise and sustain healthy relationships in all aspects of life |                               |   | Have a wide range of skills that enable you to make informed decisions, which allows you to move on with confidence |  | Have a positive view of one's self, confidence to experience new environments  |   | High aspirations for the future                   |  |                             |                          |   |  |