LIMINAL Education
A 'Triple A' Approach to Holistic Education

Curriculum Policy

Ratification Date: ___20/07/21_____

Signed: ___AJHawkins_____

Review Date: ___10/09/26_____

Date of next review: September 27

Version Control

Version	Date	Changes
1	20/07/21	Original
	July 23	Initial Review
1.1	Sept 23	Language change-PLT to SLT.
1.2	Sept 24	Head of centre added to key staff.
	Sept 24	Flow diagram on final page deleted.
1.3	12/09/24	Updated review and key staff section
1.4	10/09/26	P3 Responsibilities KS1 and KS2 added. P4 Implementation-Science added to core, KS1 and KS2 added and afternoon options comment added. Misogyny added.

Review

This policy is reviewed annually to ensure compliance with current regulations. Approved and reviewed by The Board of Directors.

Key staff involved in curriculum monitoring:

Role	**Name**
Provision COO.	Dave Smith
Provision CEO	Andy Hawkins
Head of Centre	Laura Bayliss

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Intent

Liminal Education aims to provide all students with a broad and balanced curriculum that utilises interactive learning opportunities to improve personal, social and academic development. Students will also have the opportunity to develop leadership and essential life skills, as well as experiencing vocational opportunities and enrichment activities.

Liminal Education aims to create opportunities:

- To build on students' prior learning and experiences
- To provide students with the opportunity to become successful learners
- To promote independent thinking skills
- To promote positive attitudes to learning that provides students with a basis for further education, apprenticeships and employment
- To provide interactive and stimulating learning opportunities
- To develop IT skills in order for students to effectively engage in the advancing world of technology
- To encourage the tolerance of opinions and beliefs that reflect the multicultural nature of society
- To develop self-confidence and self-esteem
- To use group work to promote communication skills
- To provide opportunity for work placed learning
- To develop the skills needed to contribute successfully to society
- To develop a sense of community and be aware of issues in the wider community

Liminal Education aims to minimise the significant barriers students with SEMH have to their learning, so that they feel safe and able to learn. It is these barriers that make our students particularly vulnerable, so significant time is proportioned to explicitly address these difficulties that underline the behaviours our students display.

All lessons are planned to ensure there are clear objectives, intended learning outcomes and clear progression from each students starting point. All learning is assessed against bespoke student targets. Both formal and informal opportunities to develop academic, personal and social skills are utilised throughout each day, aimed at encouraging students to transfer their learning into different situations and problem solving opportunities.

Responsibilities

Class teachers are responsible for the planning and delivery of differentiated learning opportunities and the assessment of student progress over time. Subject leaders have the additional responsibility

of department action plans for KS1, KS2, KS3 and KS4, accreditation opportunities and course development.

Monitoring and Evaluation

SLT will line manage subject leaders who will be responsible for observations, work sampling and moderation, voice of the learner, individual target setting and progress and attainment in their subject area. Overall responsibility for the curriculum will be with the CEO and COO.

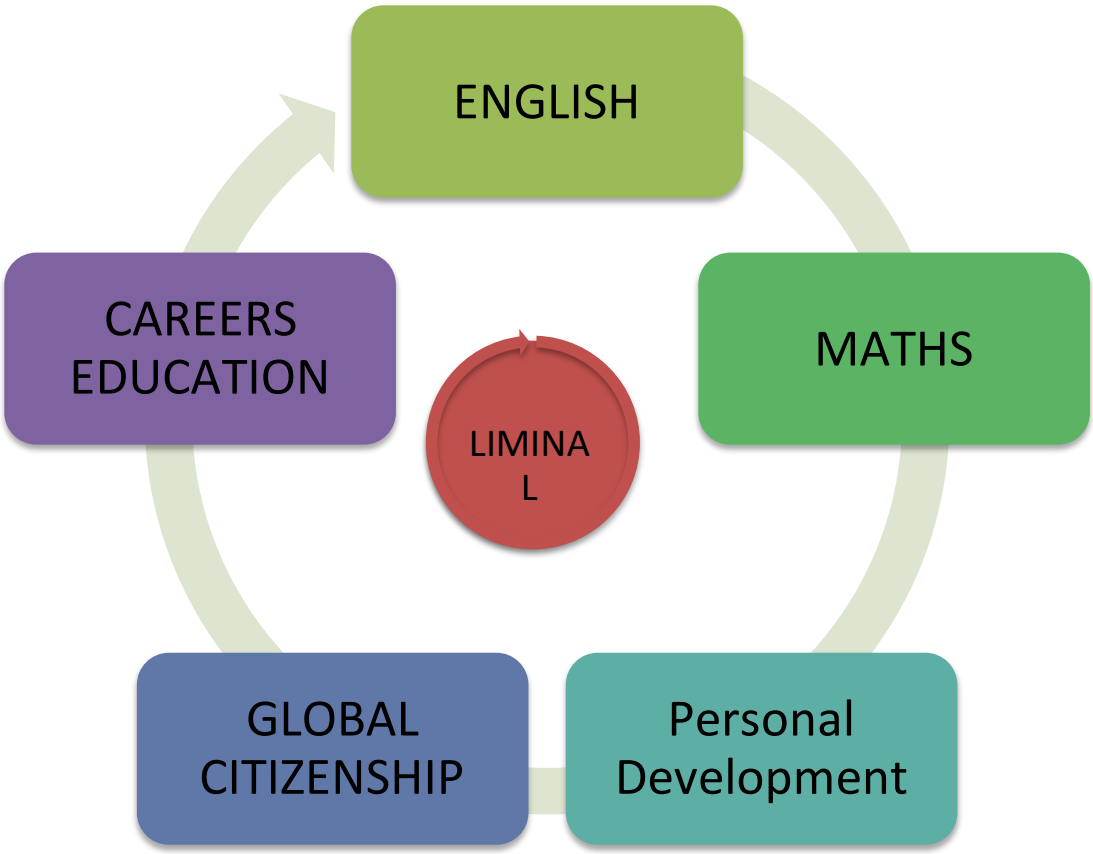
Implementation

Students will enter the Liminal Education following an initial assessment and induction period. Students will follow pathways that are underpinned by a core curriculum of English, maths, science and personal development. During the afternoons students can choose to study a range of accredited subjects including, but not limited to, childcare, hair and beauty and hospitality and catering.

Students will access a wide range of therapeutic activities designed to enable them to develop the essential skills needed to be a successful member of modern society. Students will also access specific Personal Development lessons that focus on Social, Moral, Social and Cultural awareness and development and safeguarding issues across KS1, KS2, KS3 and KS4. Areas of foci include; CSE, Radicalisation, FGM, E-Safety, all categories of bullying including misogyny and careers guidance. Topic areas will also reflect the ever changing needs of our students.

There is also an opportunity to experience life and learning outside of the classroom, where students experience valuable life skills and experiences to assist their development personally and socially.

Liminal Education also aims to ensure all students are fully equipped with the necessary skills needed to be successful in the modern world.



Preventative Approach:

Students will enter the Preventative pathway from mainstream education where a need has been identified by the school and other multi agency professionals and to prevent a permanent exclusion from mainstream education.

The development of skills is of fundamental importance to enable students to reengage with their mainstream setting to prevent a permanent exclusion. Students will experience a creative curriculum that will reflect the major issues and challenges that are of significance for each individual. This therapeutic and mentoring approach to the curriculum aims to reengage students with their learning and provide them with the necessary skills to be able to return to mainstream education.

Induction

Students will undertake a period of assessment which will focus on the three pillars of Liminal success; Attendance – Attitudes – Academic. Students will then transition to the appropriate pathway following discussions with all parties.