

Curriculum, Teaching, Learning and Assessment Policy

Academic year 2026–2027



LIMISHA

TRAINING ACADEMY

Hair • Beauty • SEND Provision

Contents

1. Aim.....	3
2. Curriculum principles.....	3
3. Planning.....	3
4. Teaching expectations	3
5. Assessment.....	3
6. English and mathematics	3
7. Personal development.....	4
8. Quality assurance	4
9. Reporting.....	4
10. Monitoring and review	4

Curriculum, Teaching, Learning and Assessment Policy

1. Aim

To provide an ambitious, relevant, suitable and personalised curriculum that supports academic progress, personal development, employability, independence and successful transition. Provision will be planned in line with each learner's age, ability, aptitude, SEND, EHCP outcomes where applicable, commissioned placement objectives and preparation for adulthood.

2. Curriculum principles

The curriculum will be broad enough to meet commissioned outcomes and sufficiently flexible to respond to individual starting points, SEND, EHCP outcomes, trauma, attendance, wellbeing and reintegration needs. Where Limisha Training Academy is commissioned as alternative provision, the education offer will be suitable, purposeful and proportionate to the agreed referral aims, and will support access to full-time education or equivalent provision unless a reduced timetable is clearly agreed as being in the learner's best interests.

3. Planning

Each learner will have an initial assessment, baseline profile, individual learning plan and personalised timetable. Planning will identify intended outcomes, teaching approaches, reasonable adjustments, safeguarding considerations, attendance expectations, review points and assessment points. Where the learner has an EHCP, planning will take account of relevant outcomes, provision and advice, and will be reviewed with the commissioner, home school, parents/carers and relevant professionals as appropriate.

4. Teaching expectations

Teaching will be purposeful, well-sequenced, inclusive, trauma-informed and responsive. Staff will use clear explanations, modelling, checking for understanding, practice, retrieval, feedback and adaptive teaching. Teaching will promote high expectations, positive engagement, safe learning routines and access to the curriculum through appropriate reasonable adjustments and support.

5. Assessment

Assessment will include baseline, formative and summative approaches. Progress will be evidenced through work, observation, discussion, standardised tools where suitable, accreditation, attendance, engagement and personal development measures. Assessment information will be used to adapt teaching, review suitability of provision, evaluate progress against commissioned outcomes and, where applicable, support EHCP review evidence.

6. English and mathematics

Literacy, numeracy and communication will be developed across the curriculum, with discrete provision where commissioned or appropriate.

English, mathematics and communication needs will be identified through initial assessment and ongoing review, with support embedded across learning activities and targeted intervention provided where required by the referral, assessment information or commissioned plan.

7. Personal development

The curriculum will include relationships, health education, online safety, safeguarding, equality, careers, employability, citizenship, preparation for adulthood, Prevent, British Values and reintegration planning, proportionate to each learner's age, ability, aptitude, SEND, EHCP outcomes where applicable, attendance pattern and commissioned placement objectives.

8. Quality assurance

The Director will maintain oversight of curriculum planning, learner work, assessment, progress, attendance, safeguarding practice, learner voice, parent/carers feedback and teaching practice. Quality assurance will include checks that provision remains suitable for the learner's age, ability, aptitude, SEND, EHCP outcomes where applicable and commissioned outcomes, and that any safeguarding, health and safety, attendance, behaviour or wellbeing concerns are recorded, escalated and shared with the commissioner, home school and relevant professionals without delay. Limisha Training Academy will maintain appropriate safeguarding and due diligence records for placements, staffing, premises, risk assessments and off-site learning. Improvement actions will be recorded in the Quality Improvement Plan.

9. Reporting

Progress, attendance, engagement, safeguarding updates and agreed outcomes will be shared with learners, parents/carers, commissioners, placing schools and relevant professionals at the agreed review frequency. Reports will include progress against referral aims, curriculum engagement, personal development, attendance patterns, emerging risks, support needs and recommended next steps. Limisha Training Academy will notify the commissioner and home school immediately where safeguarding, attendance, health and safety, wellbeing, behaviour, placement suitability or serious concerns arise, and will support review, reintegration or transition planning as required.

10. Monitoring and review

This policy will be reviewed annually by the Directors. The curriculum will also be reviewed at the end of each academic year to ensure it remains appropriate, effective and aligned with learner needs, commissioned outcomes and statutory requirements.