



# ARB Curriculum Overview

Safe \* Happy \* Learning

# Our Aims



At Trevithick Learning Academy we are determined to provide all students with a full and broad learning experience that supports them in overcoming their barriers to learning, developing their skills and knowledge and prepares them for a rich and fulfilled life beyond school.

The curriculum we have designed enables us to develop increasingly independent and successful young people who can transition into adulthood as effectively as possible.

Developing communication and independence is central to meeting the needs of our young people and this is embedded throughout our curriculum across the full age range and need of our students. We pride ourselves on looking at each of our students as individuals and creating an educational journey through the school that enables them to develop the core skills needed in life and learning.

We strive to support each student to maximise their potential and are determined not to put a ceiling on what they can achieve. We aim to provide an education that changes lives through increasing aspiration and ensuring access, opportunity and possibility for all.



# Unit Organisation

The Area Resource Base at Trevithick provides specialist provision for 33 4-11 year olds. All of the pupils who attend the unit have an Education and Health Care Plan (EHCP). Children who attend an ARB often require a more specialist provision than they would be able to access in a mainstream setting. The children who attend the ARB have a range of communication skills- many have a limited vocabulary or express themselves using communication aids. At Trevithick ARB our children are grouped by both age and level of need into 3 different classes. Consistent routines and practices are used across the unit with each class's timetable adapted to suit the needs of the children within it.



## Class 1

- Our youngest learners
- The majority of children are pre verbal or have a limited vocabulary
- Follows the EYFS curriculum
- Children have access to a wide range of continuous provision opportunities

## Class 2

- A mixture of ages
- The majority of children are pre verbal or have a limited vocabulary
- Play based learning with one to one and small group activities

## Class 3

- Our oldest learners
- The majority of children are verbal or have a limited vocabulary
- Opportunities for whole class and group learning sessions
- More formal curriculum lessons

- Twice daily whole class sessions e.g. singing, register, Attention Autism
  - Regular trips, visits and visitors
- Timetabled weekly integration into mainstream school for appropriate activities
  - Weekly forest school and music therapy
- Regular input from external professionals e.g. speech and language

# Approaches to teaching



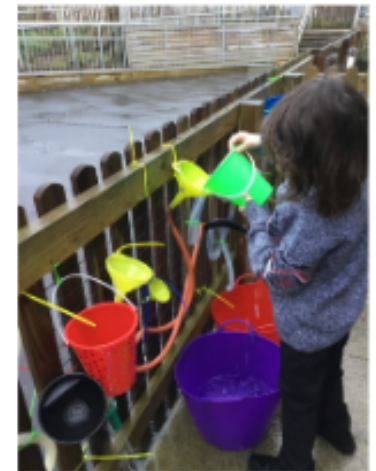
## FOCUSED ACTIVITIES

Curriculum through focused and group activities



## ENHANCED PROVISION

Curriculum through resources, stimulus, interactive display, visits and visitors

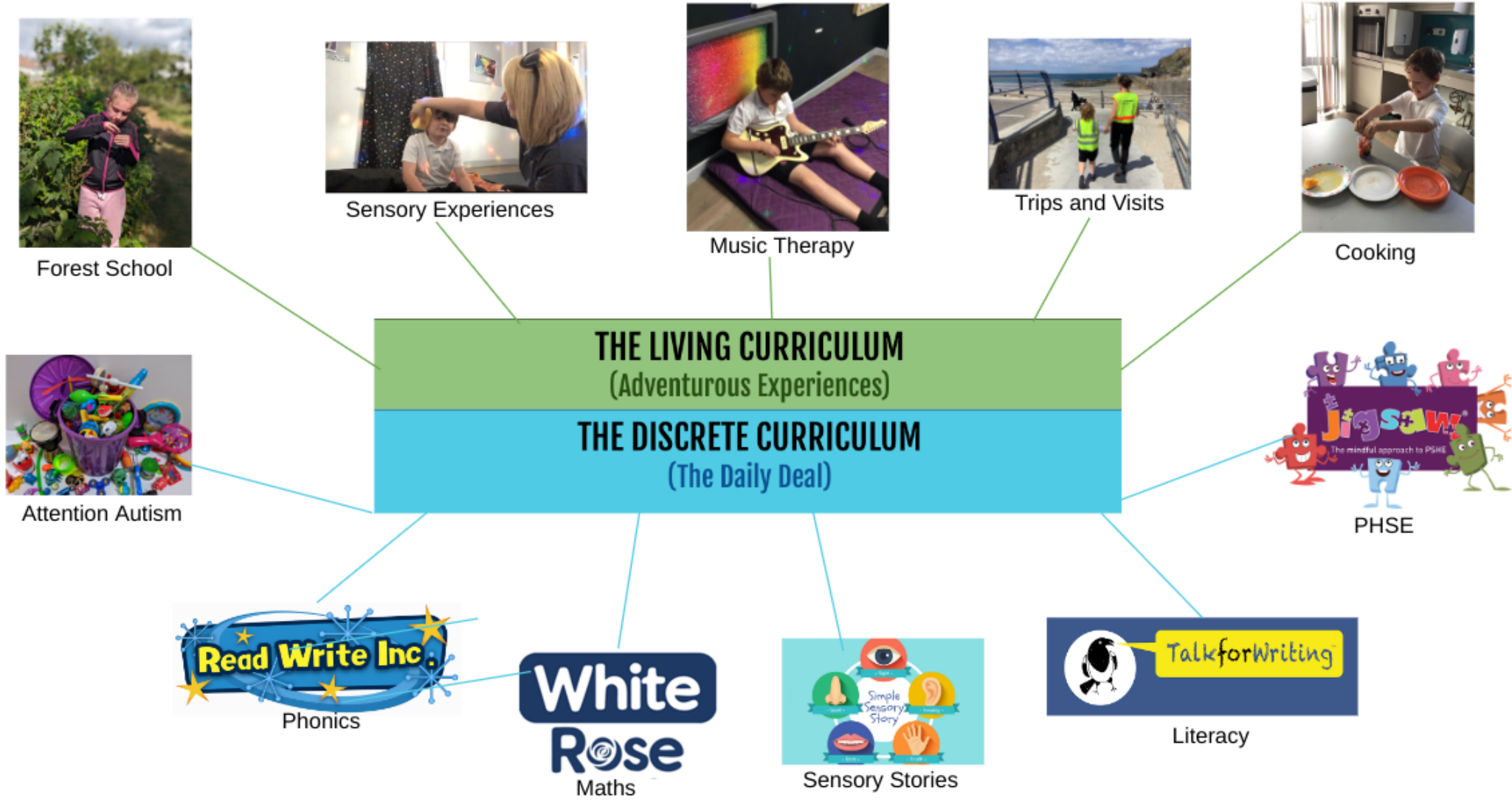


## CONTINUOUS PROVISION

Curriculum through high quality indoor and outdoor learning environment



# Our Curriculum



# Topic Cycles

A rolling programme of term themes are in place across all three classes to provide a context for learners to engage with the curriculum. Themes have been selected with the age of the learners to engage with the curriculum. Themes have been selected with the age of the learners in mind and to motivate and stimulate pupils to engage with the learning process. Following a theme for a term ensures sufficient time is given to provide depth and coverage, as well as to ensure pupils have plenty of opportunities to practise and consolidate new skills.

Year	Term	Class 1	Class 2	Class 3
Year A	Autumn 1	All about me	Learning all about ourselves	Superheroes
	Autumn 2	Seasons	People who help	Celebrations
	Spring 1	People who help	Animals and their habitats	People around the world
	Spring 2	Transport	Celebrations	Environment (water)
	Summer 1	Minibeasts	Exploring our locality	Space
	Summer 2	What left that footprint?	Great outdoors	The rainforest

# Schematic Play

Schematic play happens when young children are involved in repeated actions or certain behaviours as they explore the world around them and try to find out how things work. We call these specific actions or behaviours 'schemas'. Many of our children benefit from opportunities to repeat and practise different actions. This helps their brain development and learning as they grow and develop. For example, actions of up and down, going from side to side and rotating will support children when they begin to make marks, draw and eventually write. Within our curriculum we ensure appropriate opportunities for schematic play for all pupils.



## Assessment

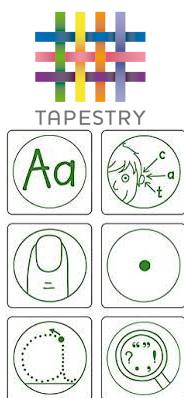
### Formative Assessment EY/ARB/SEN

#### How do teachers assess children in each lesson?

Many children at Trevithick will be accessing daily continuous provision in a play based curriculum. This includes:

- All children in our nursery (Little Pigs)
- All children in our two reception classes (Little Bears and Billy Goats)
- Many of the children in our ARB
- Some children with SEN in our mainstream classes

Teachers use on-going assessment against set objectives (e.g. Development Matters objectives or EHCP targets) to identify each child's next steps.



The Tapestry app (an online learning journal) is used by all early years and ARB staff to celebrate children's achievements. Observations (photos) are shared with parents and a comment written detailing what the child has achieved in the picture. In the early years each photo is 'flagged' with the corresponding objective from Development Matters to allow teachers to track each child's progress towards end of year objectives (the Early Learning Goals).

All staff in the EY and ARB attend a weekly team planning meeting. During these meetings staff discuss children's current development with their class/room team and individual children's next steps in learning. This allows them to plan formal and play based experiences based on children's interests and their required next steps.

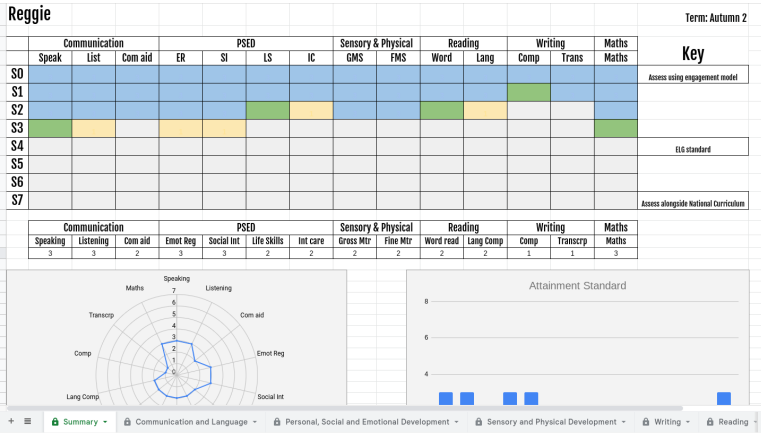
Pictorial marking stamps are used in books for children who are not able to read teacher comments. Teachers follow a specific marking code which is taught to children so that they are able to celebrate success and fully understand their next steps.

## Summative Assessment ARB/SEN

Our SEN tracker is used by teachers to assess all children working at pre-key stage standards. It ensures that pupils are assessed on their progress in key life skills (e.g. toileting and managing their feelings) as well as national curriculum subjects. Teachers use their daily observations and work in children's books to assess whether they are 'emerging', 'developing' or 'secure' in relation to a particular objective. These objectives are taken from a range of different assessment structures including the early learning goals, the pre key stage standards and the engagement model.

Communication and Language									
Speaking				Listening					

Children’s progress towards these objectives is tracked each half term and compared with the previous term in a series of graphs and data sets. This allows progress to be shared with parents and compared with other local specialist settings during regular moderation sessions.



# Integration

All of our children are valued members of the wider school community and have regular opportunities to access the school, its grounds and the local area. The level of integration that each child experiences is based on their age and level of need.

Mainstream inclusion	Inclusion walks		
	In the unit	Around the wider grounds	Around the local area
Some children in our ARB join their mainstream peers for playtimes and formal learning e.g. daily phonics or PE sessions. The subjects that they join in with will be chosen according to their interests and academic ability. Older children can often join these lessons independently and some do so with the support of an adult.	Children are supported to access different parts at the unit at different times of the day e.g. the playground, kitchen and sensory room. During these times we teach children key skills that they will need in order to go further afield. These include holding hands with an adult, using key symbols and transitioning calmly to the next location or activity.	Once children are able to access different areas around the unit, we ensure that they regularly have experiences in the wider school grounds. This may involve walking with a peer and an adult around the school buildings, to the forest school area or to play with their peers on the playground.	We explore the local area with children, following their interests and the topics that they are covering in class. Regular walks to the train station, post box and into town support children’s life skills. Children are taught how to safely board the minibus and take short trips around the local area before venturing further afield.



