

# BEACONSFIELD PRIMARY SCHOOL



**Belief**

**Perseverance**

**Success**

**ARP Curriculum offer 2022**

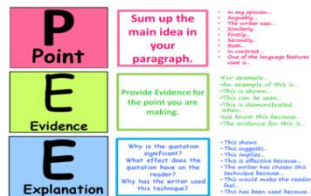
## Phonics/Reading

There are a number of small phonics groups that run in the mainstream and the ARP. These groups are dependent on the needs of the cohort and the sessions aim to meet the specific needs of the group. Some examples of how an ARP group may differ from a mainstream group. • most pupils spend longer on phases and apply and consolidate in a range of activities. Within the Engagement model children will focus on Phase 1 and be exposed to a range of multi-sensory activities that support listening and attention skills. Model 1 may have an increased focus on phonics during their English lesson as part of a carousel of activities.

Children who are working below expected standard in KS2 will access small targeted support within their current phase.

Phonics should be delivered regularly in smaller groups using Lesley Clarke's letter and sounds.

## English





At Beaconsfield ARP we use the Power of Reading sequences similar to mainstream. When delivering an English text, the book should match learner's needs. Using a whole class text must be planned to meet the needs of all learners. Vocabulary should be introduced as a starter activity on the interactive whiteboard with opportunities for children to match a visual to new words. Vocab should be recapped daily and can be displayed using communicate in print.

Where a class has a significant difference in ability, the teacher must make sure either a more suitable text is worked on (sensory story/guided reading) and/or activities are differentiated for all learners.

### Colourful semantics

Pupils learn to comment on a story and write meaningful sentences using a highly structured, colour coded approach. The colours signify key parts of a sentence and children learn to link together single words into a full sentence. This approach support the speech and language strategies used by the children in the ARP. This can be used for structuring sentences, identifying nouns, adjectives and verbs from a picture, planning writing, and categorising words.

The use of multi-sensory strategies to engage learners is promoted through sensory stories and story

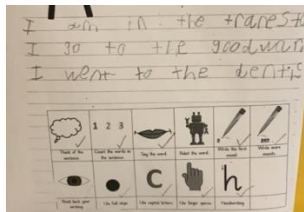
	<p>boxes.</p> <p>In KS2 PEE framework can be used to strengthen inference and comprehension.</p>
<p>Handwriting</p>	<p>We follow the Nelson handwriting scheme and children should complete handwriting activities daily. Each child should have a handwriting book where appropriate for their ability. Where children are at pre-writing stages, multi-sensory approaches should be delivered to support fine and gross motor skills such as handwriting without tears and activities recommended by the occupational therapist.</p>
<p>Maths</p> 	<p>Maths in the ARP follows the same scheme as mainstream but must be adapted and differentiated for learners. Where possible teachers should use structured teaching with opportunities for independent learning. Table top activities that show a clear end to the activity should be used and can be repeated daily decreasing adult support. For children who are at pre-writing stage should have opportunities to sort, match and categorise with tangible objects and a photo can be taken to use as evidence.</p> <p>Numicon is used regularly in the ARP to support with adding, subtracting, dividing, multiplication and working out ratios.</p> <p>Where possible children should be encouraged to record work directly into their books rather than worksheets.</p>
<p>Foundation subjects</p>	<p>Where possible pupils access some foundation subjects in their mainstream classes.</p> <p>However, we also run some foundation subjects in ARP within a tailored curriculum at an accessible level. In the ARP these subjects can be combined with communication and pupils use 'vocab boards' or 'PECS'.</p>

	<p>In the ARP we currently cover Science, PSHE and ART for children who are working on Primary steps in KS1 and KS2.</p> <p>These children follow a younger academic year group scheme to ensure the foundation of concepts and skills are built on rather than learning their chronological year group where they may not have prior knowledge.</p> <p>It is up to the class teacher and ARP leader to find an accessible and appropriate scheme for each of these year groups to meet the ARP learners academic ability.</p> <p>Vocabulary should be introduced at the beginning of the lesson and displayed in the vocab pocket depending on topic. All activities should be differentiated and opportunities for outdoor and sensory room learning should be planned.</p> <p>Children should also have access to the school library to carry out their own research.</p>
<p>Community participation and independent living skills</p>	<p>Some of the ARP children will take part in community participation and independent living skills. We run a travel training session and a shop, cook and eat session. Travel training should include trips within the local community and support children to identify different buildings and their purpose. Children will have regular access to the local library and should be involved with planning trips.</p> <p>Cooking should be set up so the children are able to be as independent as possible with systems put in place using structured teaching. Recipes can be repeated to support independence.</p> <p>We aim to run our functional skills timetable towards the end of the academic year once children have had chance to settle into new routines and cohort.</p>
<p>Edible Gardens</p>	<p>At Beaconsfield school we have access to edible gardens resources and equipment. Children should be encouraged to take part in edible gardens at least twice a week; this can be helping other classes maintain raised beds in the main playground.</p>

This can be incorporated into Science lessons and alternated weekly with smaller groups accessing gardening whilst another group has explicit science teaching in the class.

### Feedback

😊	5 star work?	😊
capital letters and full stops		★
connectives		★
short words		★
spelling		★
read it over		★
😊	Place your work in the frame and see how many stars you get!	😊



At Beaconsfield we believe feedback is a massive part of the learning process where children should feel confident about making changes to their work and understanding how they can improve. Accessible targets should be set for children and a self-assessment checklist should be used when checking their work before handing it in to be marked.

Peer assessment can be used both verbally and with purple pens. We model mistakes and feedback ourselves when working with children. We can use verbal commenting when a child presents work to the class ' I like how you used a verb in that sentence, I wonder if you could try to write on the line next time'. When a child is working on a longer target we use writing frames or visual prompts to remind them of their target.

There should be opportunity throughout the day to correct work and complete a gap task.


Where teaching staff mark work, appropriate handwriting should be used and written on lines.

Staff should follow the marking policy in line with mainstream as well commenting on the level of support required from the teaching staff (see picture below). This supports children becoming more independent in their work.



### Speech and language therapy

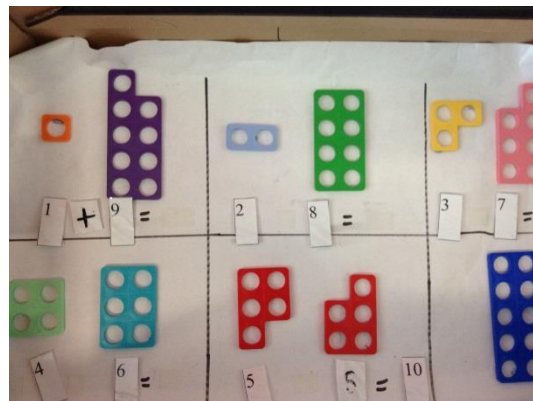
We run 3 speech and language sessions a week in small targeted groups across the ARP. Teaching staff have small groups to work with and programmes and targets are set by our speech and language therapist. Speech and language is at the core of our learning and targets and approaches should be used throughout the day in all lessons. When planning work targets should be taken into consideration so that children are working on

	<p>skills daily. Our speech and language therapist is onsite twice a week and monitors progress of children as well as modelling groups and carrying out individual assessments.</p>
Occupational therapy	<p>Our occupational is on site one day per week and is working alongside staff to embed sensory circuits, diets and processing through functional skills.</p>
<p>SPELL/TEACCH</p> 	<p>Clear routines and high expectations should be well established within the class. It is important to regroup back into circle time after a session has finished to celebrate achievements as well as supporting with transition to the next activity.</p> <p>The whole class visual timetable should be referred to with a clear finish of each session. Using a now/next board or individual timetable is appropriate for most learners and should be encouraged especially when children have integration or something different happening to their peers.</p> <p>The use of a visual timetable also limits noise and over prompting children to get ready for the session. If a child can see it is English next then they should be able to recognise that they need their English book and pencil case. This promotes independence but also reduces the need for adult prompting whilst contributing to a quieter learning environment. Adults should be mindful of over prompting and use makaton or gestures before talking so that children have time to process instructions.</p> <div data-bbox="562 821 1214 1189" style="background-color: #e0e0e0; padding: 10px;"> <p><b>The SPELL framework</b></p> <ul style="list-style-type: none"> <li>• <b>S</b>tructure – helps to make the environment predictable, reduces anxiety and promotes independence</li> <li>• <b>P</b>ositive approaches and expectations – with the right support people can and will engage, develop and take control of their lives</li> <li>• <b>E</b>mpathy – understanding how people see and experience the world around them (and inside them) is important for understanding their behaviour</li> <li>• <b>L</b>ow arousal – creating environments that promote development and calmness and reduce unhealthy stress (NOT NO AROUSAL)</li> <li>• <b>L</b>inks – working together in partnership focused on positive outcomes for the individual.</li> </ul> </div> <p><b><u>TEACCH</u></b></p>

The key principle of teach is to always ask yourself if the children know:

- What work?
- How much?
- When will I be finished?
- What's happening next?

The teacher should set up every activity with these questions in mind. If the teacher can put systems in place so the child is able to understand what work they need to complete, how much work is there to do, how do they know when it's finished and what is happening next.



Assessment and progress

Children are tracked through B-Squared termly to ensure we can monitor progress and look at next steps. Children who are in Reception year will be tracked through the Early Steps framework automatically. Once children move into Year 1 it will be decided by the Teachers and ARP Leader if the child will be

	<p>tracked using Engagement model or Primary steps.  This will be shared with parents at annual review and/parents evening.  Where appropriate children will access formative assessments alongside KS1 and KS2 requirements.  If a child is 'working towards' or at Pre key stage then they may be dissapplied from Year 1 Phonics checklist, Year 2 and Year 6 SATS.  Tracking should always demonstrate good progress from start point and this should always be the focus for any child within the ARP.</p> <p>See Curriculum pathways for more information.</p>
<p>Managing behaviour</p>	<p>We use a positive behaviour approach at Beaconsfield for our ARP learners. We use reward systems for all learners and a traffic light system for bad choices. Children should be rewarded with top dolphin, smileys or accumulate time for choosing at the end of the day.  The child gets one verbal warning before moving to orange light. When in orange light the child should be reminded of good listening or good sitting. If the child continues to not follow instruction then they will be moved to red light and time out with a visual timer. The child should be reintegrated and put back on to green light.  We believe that all behaviour is a form of communication and it is our job to understand what the child is communicating and support them. Each child has an individual behaviour plan which should be followed by all staff.  We have worked alongside Ealing Primary centre to establish how to manage behaviour for some individual learners and clear expectations and consequences should be followed as advised by the specialist teacher. Team teach should be used to de-escalate a situation and as a last resort a child may be removed from the learning environment for time out.</p>
<p>Homework</p>	<p>As a school, we maintain high expectations for all children within the Additionally Resourced Provision and therefore wherever possible and appropriate, children within the ARP will complete homework in line with age related expectations for mainstream classes as set out in this policy. Homework tasks will be adapted when necessary in order to meet the needs of the child.</p>



	<p>Homework may be given by ARP teachers and/or mainstream teachers of the classes in which integration is taking place. In addition to homework, parents and carers may be asked to carry out tasks at home which have been identified by school staff or outside agencies as beneficial in helping the child to meet particular targets.</p> <p>For some children, speech and language and occupational therapy programmes will include recommendations for parents to carry out at home and should be followed as part of the child's homework.</p> <p>For any child that is working below age related expectations, the ARP teacher should ensure appropriate tasks are suggested and where necessary guidance and support should be offered.</p> <p>Parents can request additional support through the SENCo (Tanya Lefort) and/or therapists.</p>
Parental engagement	<p>We run a regular coffee morning for parents to network with each other as well as having guest professionals to meet with parents to discuss general issues. Each child has a communication book so that teachers and parents can liaise with each other. Staff are not expected to write in the book daily, however they may wish to write a general update once a week with information about what the child has been learning. We meet the children at the gate in the morning and see parents regularly. Parents are asked to wait until the end of the day if there is an issue they need to discuss with the teacher.</p> <p>Teacher's will feedback in general at the end of each day and we believe that if giving negative feedback then a positive should also be given as it is imperative for rappers between parents and staff. Teacher's should give negative feedback to parents and give opportunities for parents to be involved with suggestions. Parents will be invited to annual reviews and parents evenings. If at any time a parent wishes to meet with the teacher then a meeting can be arranged via the contact book or through the school office. The ARP leader/ SENCo are also available if the issue needs to be escalated further.</p>