

ARP Curriculum Pathways

	Informal Curriculum	Semi-Formal Curriculum	Semi-Formal Plus Curriculum	Formal Curriculum
The needs of pupils	<p>Pupils:</p> <ul style="list-style-type: none"> Have complex and severe learning difficulties Range from pre-verbal to 4-word level Have significant sensory needs Have significant and specific needs in the areas of sensory development, communication and interaction Have a potential diagnosis of sensory processing disorder and ASD alongside their severe learning difficulty Have difficulties with short and long-term memory, sequential memory and have limited working memory Need extensive support to access a personalised curriculum, often with individual timetables Need extensive support to interact with others Need support with their social, emotional and mental health Need support with all aspects of self-care (including feeding, dressing and intimate care) 	<p>Pupils:</p> <ul style="list-style-type: none"> Have severe learning difficulties Have difficulties with sensory processing and perceived sensory patterns Have difficulties with memory, generalising and problem solving Have a smaller working memory Have difficulties with concentration and attention Have continuing communication and interaction needs Have a need for structure and routine Working within Engagement Model around E4-E6. Need support with their social, emotional and mental health 	<p>Pupils:</p> <ul style="list-style-type: none"> Have severe or moderate learning difficulties Have difficulties with sensory processing and perceived sensory patterns Have difficulties with memory, generalising and problem solving Have a smaller working memory Have difficulties with concentration and attention Have continuing communication and interaction needs (mainly receptive and expressive). Have a need for structure and routine Work from Primary steps framework. Need support with their social, emotional and mental health 	<p>Pupils:</p> <ul style="list-style-type: none"> Are working within national curriculum expectations from WTS. Some pupils have moderate and specific learning difficulties Some pupils attending unit provision in the ARP may access the formal curriculum in some subject areas within a mainstream setting. SEND pupils accessing a formal curriculum may a range of needs including speech, language and communication needs and/or social, emotional, mental health and moderate or specific learning difficulties.
Provision	<p>Pupils access provision that is less formally structured incorporating a range of spaces within the ARP. The environment is designed to be low stimulus with the ability to change lighting, resources and activities to suit the individual and group needs. The main route to learning is through personalised targets with small group teaching and support (1:3/4). Structured activities and work in small groups is used to develop communication and interaction. Pupils will have one to one teaching to develop skills in specific subjects which will be outlined in their provision map and early steps/engagement model assessment. All pupils access self-regulation opportunities through sensory interventions. Pupils may stay within the informal curriculum throughout their time in the ARP.</p>	<p>Pupils access a structured classroom routine with a multi-sensory approach to learning. A range of approaches are utilised, with one to one and small group teaching being the main routes to learning. Subject specific learning takes place within the core areas on an individual and very small group basis. Pupils are introduced to a wider curriculum subjects in a stage appropriate manner and these subjects are developed to match the needs of pupils in the group. Pupil's smaller working memory means repetition of skills and over learning is essential for developing fluency. Opportunities for pupils to think and problem solve as independently as possible are provided. Alongside this, pupils have access to area provision designed to develop key social, emotional and communication skills and independence. Pupils are supported to develop key life skills, including toilet training, feeding skills, dressing and personal hygiene. Pupils may (but not always) move into the semi-formal plus curriculum during their time in the ARP.</p>	<p>Pupils begin to access a more structured teaching and learning environment still with a focus on repetitive learning and consolidation. Subject specific learning takes place within the core areas, which may still be on an individual and small group basis with some whole class learning sessions. The wider curriculum will be tailored in an appropriate manner following the next steps from B-Squared alongside an adapted mainstream scheme. Pupils continue to have a personalised learning plan. Repetition and over learning continue to be essential to develop fluency. Pupils are supported to develop their social, emotional and communication skills and independence and have decreased behavioural issues.</p>	<p>Pupils access a mainstream curriculum, which is modified according to the range of needs within the class. Children will attend and take part in planned mainstream integration for a range of subjects in the national curriculum. Subjects will follow national curriculum expectations and will be taught in a stage appropriate manner. Some pupils in the additionally resourced provision will access a formal curriculum for specific subjects and a semi-formal plus curriculum for others.</p>
Where are learning intentions taken from?	<ul style="list-style-type: none"> B squared Early steps or engagement framework EHCP outcomes SALT OT programmes 	<ul style="list-style-type: none"> B Squared (Engagement moving to Primary steps) EHCP outcomes and annual review target setting EHCP outcomes SALT OT programmes Physio programmes 	<ul style="list-style-type: none"> B Squared (Primary steps) EHCP outcomes and annual review target setting EHCP outcomes SALT OT programmes 	<ul style="list-style-type: none"> National curriculum. Primary steps for working towards. Speech and language programmes EHCP and annual review targets B squared tracking where appropriate and/or assertive mentoring.
Assessment	<ul style="list-style-type: none"> B squared and evisense- Early steps until end of Reception and move to engagement model framework. 	<ul style="list-style-type: none"> B squared and evisense- Early steps until end of Reception and move to engagement model framework and or Primary steps. 	<ul style="list-style-type: none"> B Squared Primary Steps framework for English, Maths and science. Mainstream assessment 	<ul style="list-style-type: none"> Mainstream curriculum assessment where accessible and appropriate. Pupils in the provision may also be assessed using B Squared Primary steps in some subjects. .
How do we determine good/ outstanding practice?	<ul style="list-style-type: none"> Evisense Daily briefing Assessment profiles B squared tracking half termly Progress meetings with parents 	<ul style="list-style-type: none"> Evisense Daily briefing Assessment profiles B squared tracking half termly Progress meetings with parents 	<ul style="list-style-type: none"> B Squared progress meetings termly Evidence for Learning reviews termly Work books Termly monitoring 	<ul style="list-style-type: none"> Pupil progress meetings (where appropriate) Termly tracking for pupils not meeting expectations Appropriate year group assessments (which may be used in a stage appropriate manner) Phonics screening/ KS1 and KS2 assessments if appropriate and accessible.