




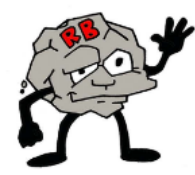
ARP Interventions and overall curriculum offer

Group name	Description
Phonics – Read Write Inc. (RWI)	<p>There are a number of small phonics (RWI) 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</p> <ul style="list-style-type: none"> • some pupils may learn whole word reading instead of just systematic phonics • most pupils spend 2 weeks on each text rather than just one • some groups may have an increased focus on comprehension whereas some groups may have a focus on reading fluency. <p>The key benefit of RWI groups in the ARP is that due to the high level of staffing these groups can be smaller and target the level the child is working from.</p> <p>In Sept 19/20 we have a KS2 group working on Pink books, a KS1 group working on Set 1 sounds, and an upper KS2 group working on blue books. Some children have individual programs in addition to the small groups.</p>
Literacy – Fine motor skills	<p>Some ARP groups have a dedicated fine motor session in addition to the writing expectations of other lessons. In some lessons pupils work on developing finger strength and coordination. They use tweezer and threading to develop pincer grip. They play with small motivating counters, beads and toys to develop their manipulation of objects.</p> <p>In some lessons pupils practice letter formation on paper and on iPads. Most pupils practice cutting skills and colouring within a boundary. In long fine motor sessions pupils often work towards an end ‘product’ that utilises all three skills.</p> <p>Some pupils might practice doing up buttons or zips, depending on individual SEND targets.</p>
ARP Power of Reading (SCERTS Literacy)	<p>ARP Power of Reading lessons (PoR) use an approach called colourful semantics (called rainbow sentences in EYFS). 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. An example can be seen below in which the children choose the relevant subject/verb/object/ location to form a 4 part sentence. This system is known as colourful semantics and also links to the ‘SCERTS’ style PECS communication system, which is how many of our children learn to communicate.</p>

Group name	Description
	<div style="display: flex; justify-content: space-around; align-items: center;"> </div> <p>Some ARP groups have a dedicated fine motor session in addition to the writing expectations of other lessons. In this lesson pupils practice letter formation on paper and on iPads and practice cutting skills. Some pupils might practice doing up buttons or complete finger strengthening exercises, depending on individual SEND targets.</p>
<p>Maths</p>	<p>This group is taught in the ARP and reflects the schemes and structures of the mainstream approach. Please see Shoreditch Park Maths curriculum on offer for more details:</p> <p><i>'Shoreditch Park teaches maths using the Singapore maths approach. This approach supports progression throughout the primary years and has a strong concrete, pictorial, abstract (CPA) thread running throughout. This means that children are exposed to conceptual ideas at a concrete level with a range of apparatus (e.g. counters, beads, dienes and numicon) before moving on to pictorial representations.'</i></p> <p>The key difference between ARP and mainstream maths session is that the ARP run intervention groups which target pupils' learning from starting points, this is often at an earlier level of development than pupils' chronological year groups.</p> <p>In Sept 19/20 we have a mixed KS1 group working on Y1 objectives, an Upper Key stage 2 group working on Y1 - Y2 objectives and a small group working on a Y3 curriculum.</p>
<p>Science</p>	<p>Where possible pupils access science in their mainstream classes. However, we also run science in both of our ARP classes to ensure full coverage of the curriculum at an accessible level. In the ARP science is combined with communication and pupils use 'core boards' or 'PECS' to observe and enquire. Science topics cover the full range of the curriculum over a three year curriculum map. In 2019 20 Sharratt science lessons will follow a Reception curriculum, starting with 'ourselves' and moving onto 'life cycles' in the autumn term.</p>

Group name	Description
Music	Pupils join music in their mainstream classes where possible. Music is run once per week in the ARP for a small number of pupils. The sessions focus on pupils expressing opinions and making choices through functional communication, as well as developing their musical vocabulary and understandng of tempo and volume.

Attention Autism	<p>This is a small group intervention aimed at developing children’s skills in attending to activities led by others. Children progress through a series of stages;</p> <p>Stage 1: The Bucket to Focus Attention A bucket is filled with visually engaging objects and toys, aiming to gain the shared attention of the group. The adult leader shows each item to the group and uses simple repetitive vocabulary to comment on the various objects.</p> <p>Stage 2: The Attention Builder Visually stimulating activities are shown to the group by the adult leader, aiming to sustain attention for a longer period. The activities are fun and visually engaging.</p> <p>Stage 3: Turn taking & Re-engaging Attention The adult leader demonstrates a simple activity. Some children are then invited to have a turn but not every child in the group will get a turn, which teaches important emotional regulation skills.</p> <p>Stage 4: Shifting & Re-engaging Attention The adult leader demonstrates a simple creative task, and then gives each child an individual kit to copy the task. The children take their kits to a table, complete the task independently, and then everyone returns to the group to show their completed tasks.</p> <div data-bbox="443 1070 936 1378"> </div> <div data-bbox="1124 1070 1429 1378"> </div>
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<p>Zones of Emotional Regulation</p>	<p>This small group session helps children to categorise their own emotions into four coloured zones.</p> <p>Blue Zone – when someone feels sad, tired, sick or bored. They have a low state of alertness and are moving slowly.</p> <p>Green Zone – when someone feels happy, calm and ready to learn / play / interact. They are in control. This is the ideal state of alertness.</p> <p>Yellow Zone – when someone feels anxious, worried, silly or excited. They are starting to lose control and have a heightened state of alertness.</p> <p>Red Zone – when someone feels anger, panic, fear or are extremely excited. They are ‘out of control’ and have a highly heightened state of alertness.</p> <p>There are no ‘bad’ or ‘naughty’ zones. We all experience them all at one time or another. The Zones intervention will help children learn to categorise their feelings into zones and learn some tools / strategies to help them return to the ‘green zone.’</p>
<p>Social Skills Group – Lego Therapy</p>	<p>The aim of this small group is to be able to participate and interact with their peers in a small group activity. Each child is given a role; architect, supplier and builder. The children have to work together in a team to build a Lego construction. Only one member of the team (architect) can see the picture of what they are building and must guide the rest of the team. The supplier selects the necessary pieces for builder.</p>
<p>Superflex Language Group</p>	<p>This small group supports children to develop their awareness of their own thinking and social behaviours. The children are introduced to a taught that</p> <div style="display: flex; align-items: center;">   </div> <p>fictional superhero called ‘Superflex,’ who is a super ‘flexible thinker.’ They are ‘flexible thinking’ means being able to think of more than one idea. They are informed that ‘Superflex’ has certain skills that they will be learning like expected behaviours in social situations, being able to stop and follow instructions, sharing and listening to other’s ideas and identifying more than one solution to a problem. The children will also be introduced to a character called ‘Rockbrain’ who only does what he wants to do, only gives one idea and has difficulty negotiating and problem solving. The children will be supported to look at photos, pictures and videos and identify when people have responded like ‘Superflex’ and ‘Rockbrain.’ They will also be supported to think like ‘Superflex’ during their own social experiences.</p>
<p>Cooking & Life skills (KS2)</p>	<p>‘Life skills’ sessions are delivered over a full afternoon and incorporate a number of activities and skills centered around cooking a healthy snack. Pupils plan a shopping list, go out to a local shop to spend money, follow a recipe to cook something to eat, then follow a rota to tidy up. The focus and sequence of these sessions can vary to meet the targets of the pupils and it is often the case that several targets are being worked on in one session.</p> <p>‘Cooking’ incorporates messy play as part of a cooking activities. Pupils work with real ingredients but do not always make a finished edible product. The aim is for pupils to be exposed to a variety of sensory smells, tastes and textures and to enjoy this experience. Pupils follow instructions to learn to mix, chop, spread.</p>



Messy play	Messy play involves a sensory exploration of materials and textures through play. This is most appropriate for children with sensory processing needs that access a differentiated curriculum to meet their sensory needs.
Circle of Friends	These sessions are aimed at developing a supportive and inclusive network of peers for particular children with additional needs. They will meet regularly to discuss any problems they are having and how they are feeling. Children are encouraged to respond positively and suggest solutions. Children agree ground rules such as listening to each other and confidentiality as this helps to develop trust in the group.
Structured Play	For this small group an adult provides resources, starts play or joins in with children's play to offer some direction or guidelines to children who might find it difficult to initiate play or socialise. These can be based around the interests of the focus child. The structured play activities help children's confidence and perseverance and can improve communication and cooperation.