



Penryn Primary Academy

where happy learners grow

Area Resource Base (ARB) – Overview

Our ARB Statement of intent

At Penryn Primary Academy, our ARB will provide pupils with meaningful and purposeful learning opportunities. Our dedicated teachers and support staff will create a safe and happy environment to support the individual needs of our 19 children and their Educational, Health and Care Plans (EHCP). Our bespoke curriculum will provide meaningful experiences designed around the physical, sensory, learning and social needs of the children. The children will have the opportunity to access a broad and balanced curriculum which will be limitless in order for them to achieve their full potential. We aim to develop the children's self-esteem, self-awareness and self-confidence by promoting and building on the children's strengths and interests, developing strategies and skills that will prepare them for the next stage of their development and life

Our learning spaces

Gweek Class

Gweek class is our EYFS and KS1 class, which is the base for our youngest learners. This classroom has been designed to support continuous provisions. Access to this style of learning enables our children to become confident, curious, resilient, and independent in their environment. It is well thought out and is based on the 'Early Excellence' model. Children are encouraged to 'choose it, use it and put it away.'

Poldhu Class

Poldhu class is our KS2 class and is the base for our oldest learners. In their journey through KS2, our students are encouraged to learn independent skills and develop their skills for learning and life. This classroom provides a more 'formal' approach to learning with access to TEACCH systems, group work and independent learning. Learners in Poldhu class have access to an interactive smart board, defined areas for learning and play, screened workstations and a comfortable book corner.

Middle room

This shared space connects our KS1 and KS2 rooms. This classroom is utilised for expressive art and design and well as sensory learning opportunities. In this space, our youngest learners are able to eat snacks and lunch. This provides key teaching opportunities and allows children to learn important self-care and independent skills in preparation for accessing mealtimes in the mainstream school hall.

ARB playground

Our specially designed playground acts as an extension of the classrooms. This space has been designed to support all aspects of the children's learning as they have access to a wide range of resources. In this outside space, learners are taught how to access and use the equipment safely and appropriately. The ethos of 'choose it, use it and put it away' continues in this space to develop the learning and social needs of the children.

Additional spaces

Additionally, our learners have access to an onsite swimming pool, a sensory room, movement room, and an accessible toilet with a ceiling hoist. We also benefit from being able to access the facilities of the wider school and provide opportunities for inclusion. We celebrate the success of all children in their growth and development of life skills, to be able to become as independent as they can be now, and in their future lives.

The ARB team

The ARB team The ARB benefits from an experienced and professional team who receive regular CPD in order to maintain high standards and expertise.

The current team is as follows;

ARB lead: Callie Fox

ARB teachers: Tracey Townsend and Sam Bowman

ARB Higher Level Teaching Assistant: David Batista

ARB Learning Support Assistants: Rachel Cartwright, Sarah Seviour, Beth Foster +1

Penryn Primary Academy Special Educational Needs and Disability Coordinator (SENDCo): Callie Fox

Parent Support Advisor: Tamsin Irons

Parent & Carers

The ARB recognises that the parents and carers play the most significant role in their child's development.

We work in partnership with parents and all other agencies to ensure continuity of approach for all concerned.

The ARB seeks to promote the full involvement of parents through:

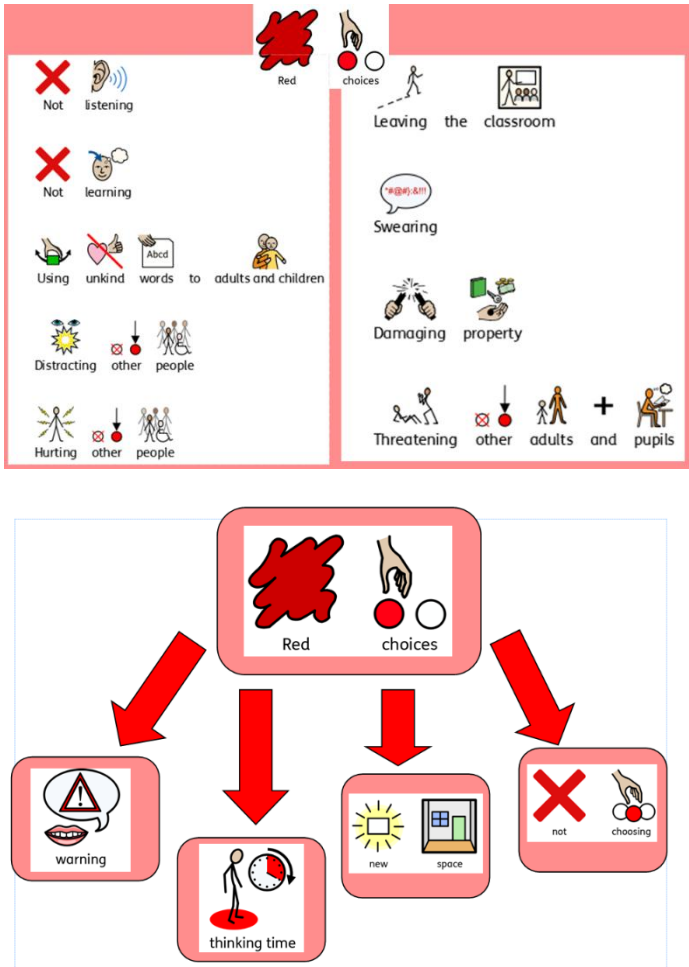
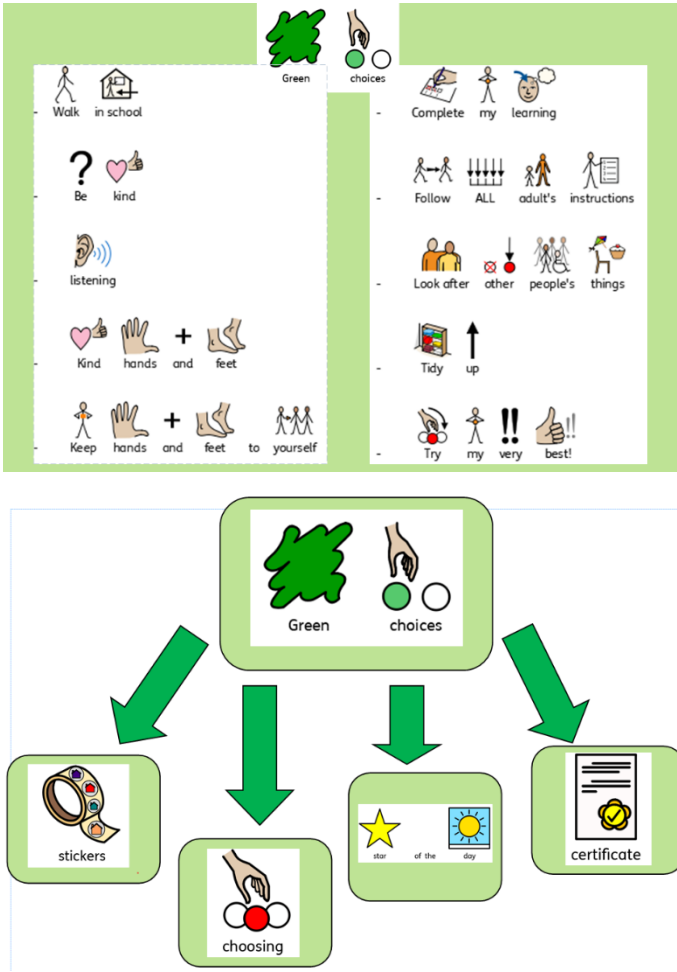
- Communication books written in daily by the class teacher or HLTA.
- Learning uploaded onto tapestry where appropriate.
- Intimate care logs completed daily by a member of the class team on Tapestry.
- Daily handover between parents and the start of each day, providing opportunity to share information.
- Termly meetings to discuss targets.
- Formal and detailed Education, Health Care Plan annual reviews.
- Termly activities for parents/ carers to join us in the ARB and to share in the children's achievements.
- Support and guidance is offered for parents from our Parent Support Advisor (PSA).
- Half-termly group sessions to provide a support network for parents/ carers.
- Learning updates on social media, available for all parents to access.
- Invitations are extended on all off-site trips to accompany their child.

Safeguarding

We have a duty to ensure the well-being of all children in our care, both whilst they are in school and out of school hours. The team remain highly vigilant to the needs of the children, particularly where children are not able to communicate events and feelings themselves. We seek to work closely with families where additional support may be needed to ensure each child is able to thrive. Working together with external agencies and professionals we look to create a non-judgmental and supportive involvement. The School Parent Support Advisor can also be involved. There are times, when concerns surrounding a child’s safety and wellbeing may lead to referrals being made to social care agencies. Full details of child protection procedures can be found in the school prospectus on the school website. Our Safeguarding and Child Protection policy, which reflects both our statutory duty and our pastoral responsibilities, is also available on our school website.

Behaviour

We are proud of the high expectations that we set within Penryn ARB, whilst also maintaining a neuro-affirming approach to behaviour management. We have whole unit procedures in place which are detailed below. Bespoke behaviour plans may be in place for individual students.



Traffic lights to be used at every transition.

Starting

Nearly finished

Finished

Not available signal

To be used when a child is trying to access an item or space that is not available or unsafe at that time.

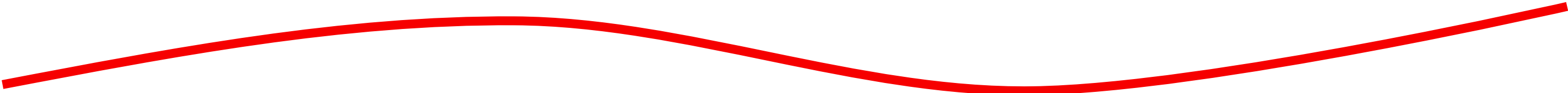
Curriculum and routines

The children are taught a broad and balanced curriculum which aims to promote the academic, spiritual, moral, cultural, emotional and physical development of all children. The children have full access to the National Curriculum, including the Foundation Stage, through relevant and stimulating lessons which enable every child to reach their full potential. For children who are not yet accessing subject specific learning, a pathway of exploration and encountering will support their development of early play, communication, social, emotional and cognitive skills. Developing sensory and emotional regulation is a key part of provision. Alongside this, building independence and life skills is crucial, adopting TEACCH based approaches to develop this.

Children have snack each morning and afternoon and can choose from healthy options. This important part of our daily routine promotes communication, eating skills, group interaction and independence. We also have regular cooking activities in order to desensitise to tastes and textures, as well as building life skills.

Children have a daily routine that is displayed using a visual timetable. The ARB is a total communication environment using strategies such as Makaton signing, visual symbols, photos and objects to support understanding and communication.

Topics underpin each terms learning and offer a foundation for wider curriculum learning. Through these topics, children are encouraged to explore and gain a wider understanding of the world around them. These topics directly feed into our English learning and provide the inspiration for the texts accessed by the children.



Our three-year rolling topics

Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Night and Day	Celebrations and festivals	Big Eggs	Ready steady cook	Pirates	Under the sea
Year 2						
	Amazing animals	Celebrations and festivals	Plants	Minibeasts	At the beach	Dragons and castles
Year 3						
	The jungle	Celebrations and festivals	People who help me	The world around me – Cornwall	Journeys	The seaside

Learning pathways

At Penryn ARB we recognise the importance of considering a child’s age and stage in order for their learning to make a meaningful impact in their lives. As a result of this, our curriculum is organised into four pathways. Over time individual learners may move between curriculum pathways as their strengths and needs change and develop.

Pre-formal pathway Exploring and encountering These learners will be acquiring skills which will lay the foundation of all aspects of learning. Their learning will emphasise the importance of early play, communication, social, emotional and cognitive skills. It will not be product driven and will focus on the importance of generalising skills across all areas of learning.	Semi-formal pathway Learning to learn These learner will continue to acquire their skills for learning, whilst engaging in aspects of the Early Learning Goals. These learners may benefit from a sensory approach to their learning.	Semi-formal pathway Ready to learn These learners will access subject specific learning with elements of the National Curriculum and Early Learning Goals.	Formal pathway Ready to learn These learners will be ready to access National Curriculum learning.
The ‘exploring and encountering’ learners require a high level of adult support, both for their learning needs and their care, and are likely to need some sensory support with their curriculum broken down into small steps. Leaning will focus on the early communication, social and emotional and cognitive skills that are the foundation of learning. Their learning will recognises the importance of movement and play in a child’s development and builds in sufficient time for learners to repeat, practise and consolidate skills.	Our ‘Learning to learn’ pupils require repeated opportunities to practice, consolidate and generalise their learning. It is expected that learners on this pathway will require a multi-sensory approach that offers consistent routines, sensory experiences and meaningful interactions with others. The curriculum for this pathway is developed around learners’ individual needs and personalised targets, as well as relevant elements of the ELGs.	The ‘ready to learn’ pathway introduces our learners to more structured, adult led activities. The learners develop an understanding of the wider world and that they can communicate, influence and engage in this in a more independent and meaningful way. Their learning follows the scheme of work and national curriculum coverage of the relevant key stage. The learning activities are short with motivating resources, to introduce the individuals to structured learning. These are usually punctuated by reward, sensory or movement breaks, the aim being to increase the amount of engagement with the structured activities over time. Opportunities continue to be sought for incidental learning through play, choice or independent life skill activities.	In this learning pathway, the learners are able to access the National Curriculum, predominantly below age related expectations in the majority of areas. Our learners are able to engage with formal learning opportunities, following the full curriculum. Multisensory approaches are frequently used in line with each learner’s personalised learning style. The sessions are structured, with opportunities for whole class teaching, small group and independent activities.

Pre-formal curriculum – Exploring and encountering

My Communication

This will address skills that underpin communication such as shared attention, responding, turn taking, anticipating, showing preference and making choices as well as more formal pathways such as objects of reference, symbol exchange, verbal language and signing.

Examples of timetabled sessions:

- Intensive Interaction
- Turn taking activities
- Sensory stories and nursery rhymes
- Attention Autism
- Development of communication strategies
- Messy play
- Phonics (sounds in the environment)



My Creativity

When working through the creative arts in this curriculum to focus not what is being produced but how. Our pupils will be given time to explore and manipulate the materials offered to make art for themselves without adult intervention or support.

For our pupils the process of cooking is the process of exploring the materials, mixing them together, touching them, smelling them, tasting them, looking at them, listening to the sounds they make when moved, shaken, stirred, rather than the finished product.

Examples of timetabled sessions:

- Sensory cooking
- Art
- Music
- Dance /drama



My Independence

To make choices is a fundamental human right so it must be central to our curriculum; this can only be developed as a person develops an understanding of themselves as a person who can perceive the world around them, and then to communicate their wants and needs.

Core independence skills such as eating, drinking, dressing and personal hygiene will have many benefits for both the young person and their family so these must be taught as part of my independence curriculum and not be seen as an add on or something to do as well.

Examples of timetabled sessions:

- Snack and lunch
- Using the toilet /personal care
- Independent exploration
- Preference skills



My Thinking

The development of thinking and cognition comes about as the pupil can perceive themselves as part of a world in which they belong and their interaction within it.

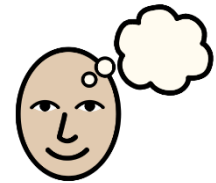
The learner will only be able to develop their thinking by receiving many opportunities to become aware of and to explore this world.

These opportunities are designed and constructed to develop exploration, engagement and manipulation of objects and their environment.

Our pupils will be learning to problem solve and notice relationships, their sequence and patterns.

Examples of timetabled sessions:

- Cause and effect activities- switches (contingency and awareness responding)
- Sensory investigation
- Problem solving



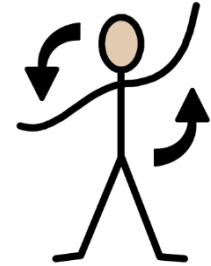
My Movement

For our pupils in the pre formal curriculum the understanding of my body is central to their learning, as they must initially learn what the parameters of their body are and what is beyond it, it is with this perceptive understanding that they can begin to perceive themselves.

For a person with limited mobility and sensory impairments this distinction is challenging. Once body awareness is taught and perceived then the development of gross and fine motor skills can be developed.

Examples of timetabled sessions:

- Sensory regulatory activities
- Swimming
- PE
- Dough disco



My Community

This area develops the pupil's sense of belonging; understanding their community will only be achieved by them through developing their body awareness and their ability to operate confidently with an environment and with other people.

For pupils with complex learning needs this path maybe lengthy to know themselves as part of a wider community. The learning will therefore be presented in functional contexts where pupils can be part of real time events and experiences ; these will need to be repeated in order for the pupil to develop real meaning associated to the places and people. This is also why the curriculum will have cycles of themes that will enable our pupils to develop and deepen the understanding of the world they live in.

Examples:

- Whole school assemblies/events
- Building tolerance of unfamiliar environments/people
- Visits to local shops/parks/library
- Residential visits



Mathematical development

		Branch 4 and 5	
Exploring and Encountering	My Thinking The development of thinking and cognition comes about as the pupil can perceive themselves as part of a world in which they belong and their interaction within it. The learner will only be able to develop their thinking by receiving many opportunities to become aware of and to explore this world. These opportunities are designed and constructed to develop exploration, engagement and manipulation of objects and their environment. Our pupils will be learning to problem solve and notice relationships, their sequence and patterns. Examples of timetabled sessions: • Cause and effect activities- switches (contingency and awareness responding) • Sensory investigation • Problem solving	• Explores filling and emptying containers with a variety of contents • Matches identical objects • Makes lines and towers with blocks in play • Combines two construction items • Shows interest in number rhymes and songs • Attempts to fit shapes into spaces • Matches objects to a 2 dimensional representation • Selects tools for purpose in play situations - mark making, functional tools • Understands the concept of one	
	Branch 6	Branch 7	Branch 8
Learning to learn	• Sorts objects by colour • Begins to show an understanding on big and small • Uses construction materials to create their own arrangements • Recites number names in sequence • Selects from a group when asked - Please give me... • Knows that numbers identify how many are in a set • Shows an understanding of one to one correspondence by distributing items to 6 accurately	• Copies simple patters and makes arrangements with shapes • Begins to sort objects by property - shape, size • Can select a named 2D shape • Can identify bigger and smaller items • Uses number names/language in context • Recites numbers in order to 10 • Counts five objects, saying one number for each object • Understands the context of more - You need more cups for the children	• Uses positional language • Sustains interest in construction and talks about shapes or arrangements • Organises or categories non-identical items - all bears together • Can name 2D shapes spontaneously • Uses full and empty • Finds the total number of two groups by counting them all • Matches numerals and quantities up to 5 • Begins to represent numbers on finger, marks, or pictures • Knows that two groups of objects of 3 or less are the same or different • Recognises numerals 1-5 in different contexts

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Learners will spend time on each small step for as long as appropriate, or repeat units of work to consolidate understanding.

Communication, language and literacy progression

	Cycle 1	Cycle 2	Cycle 3
	Branch 4	Branch 4	Branch 4 and 5
Branch 4 Exploring and Encountering	Lesson 1 - Holding joint attention (listen to nursery rhyme) Lesson 2 – Copy sounds and gesture (Introduce core word with the nursery rhyme) Lesson 3, 4 and 5 – Understand single words and symbols in context (Matching the core word) Lesson 6 and 7 – Take part in social games (using the learnt word)	Lesson 1 - Holding joint attention (listen to nursery rhyme) Lesson 2 – Copy sounds and gesture (Introduce core word with the nursery rhyme) Lesson 3, 4 and 5 – Understand single words and symbols in context (Matching the core word) Lesson 6 and 7 – Take part in social games (using the learnt word)	Lesson 1 – Follow what is being read by focussing on the text. Lesson 2 – Understand single words in context. Lesson 3 – Take part in social games. Lesson 4 - Understand 1 key word sentences Lesson 5 – Combine words or signs Lesson 6 – Making marks with different stokes. Lesson 7 – Take part in social games.
	Branch 5 and 6	Branch 6 and 7	Branch 7 and 8
Branch 5 and 6 Or Branch 6 and 7 Learning to learn	Lesson 1 – Follow what is being read by focussing on key words (Listen to the story and engage in the core vocabulary for the story). Lesson 2 – Understand 1 key word sentences (Identify key elements of the story with symbols) Lesson 3 – Combine words or signs (Combine symbols to describe elements of the story e.g. red – boots yellow – flower) Lesson 4 – Understand who and what questions (Comprehension activity) Lesson 5 – Copy simple phonics sounds (initial sounds of elements of the book) Lesson 6 – Hold the pencil and make marks with different strokes (Colouring activity linked to the story) OR trace horizontal vertical and circular lines with accuracy (Tracing linked to the story) Lesson 7 - Follow what is being read (Comprehension activity)	Lesson 1 – Follow what is being read by focussing on key words (Listen to the story and engage in the core vocabulary for the story). Lesson 2 – Match identical photos, pictures and symbols Lesson 3 – Describe a picture with nouns and verbs. Lesson 4 – Use a variety of simple questions (Comprehension activity) Lesson 5 – Copy simple phonics sounds (initial sounds of elements of the book) Lesson 6 – Hold the pencil and make marks with different strokes (Colouring activity linked to the story) OR trace horizontal vertical and circular lines with accuracy (Tracing linked to the story) Lesson 7 - Follow what is being read (Comprehension activity)	Lesson 1 – Recognise familiar words, signs and symbols (Listen to the story and engage in the key vocabulary for the story). Lesson 2 – Describe a picture, combining adjectives. Lesson 3 – Use known phonics sounds Lesson 4 – Use a variety of simple questions (Comprehension activity) Lesson 5 – Identify missing words in known stories. Lesson 6 – Copy line patterns OR colour a simple picture OR Make marks with the intentions of conveying a meaning. Lesson 7 – Retell a story OR Follow what is being read (Comprehension activity)
	Branch 7 and 8	Branch 8 and 9	PVP
Branch 7 and 8 Ready to learn	Lesson 1 – Recognise familiar words, signs and symbols (Listen to the story and engage in the key vocabulary for the story). Lesson 2 – Describe a picture, combining adjectives with ‘and’ (Look at picture and use symbols to describe). Lesson 3 – Use known phonics sounds Lesson 4 – Use a variety of simple questions (Comprehension activity) Lesson 5 – Identify missing words in known stories. Lesson 6 – Copy line patterns OR colour a simple picture OR Make marks with the intentions of conveying a meaning. Lesson 7 – Retell a story	Lesson 1 – Explain what is happening and make predictions about a text. Lesson 2 – Describe a picture, combining adjectives with ‘and’ (Look at picture and use symbols to describe). Lesson 3 – Use linking words ‘and’ ‘because’ Lesson 4 – Use phase 2 phonics sounds. Lesson 5 – Explain our thoughts in response to ‘why?’ questions. Lesson 6 – Write or type the correct letters of most sounds. Lesson 7 – Use language to organise and sequence an idea.	Repeat cycle 2 activities or move onto PVP.
ELG/PKS	Following PVP	PVP	PVP

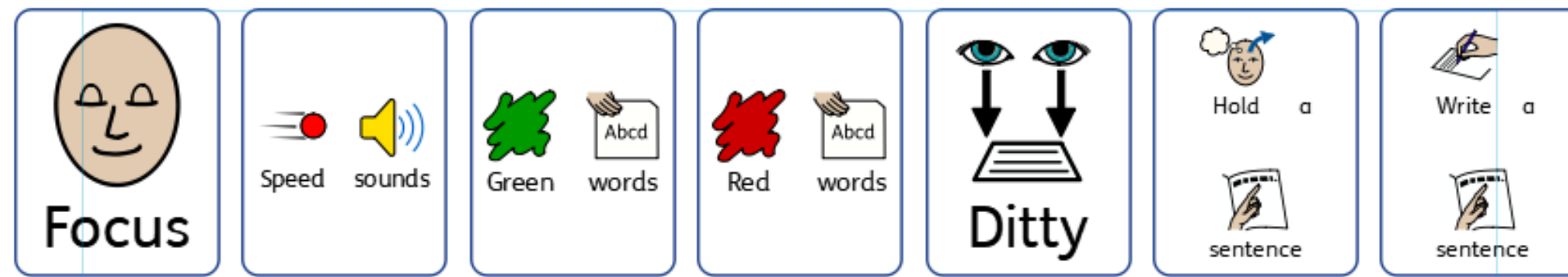
Our reading spine

Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Night and Day	Celebrations and festivals	Big Eggs	Ready steady cook	Pirates	Under the sea
Books	Owl babies Night Monkey Day Monkey Handa's noisy night	Room on the broom Little Glow One snowy night	Stomp, Stop, big roars, here comes dinosaurs! The dinosaur who lost his roar. Harry and his bucket full of dinosaurs.	Oliver's Vegetables Kitchen Disco Easter text – We're going on an egg hunt	Pirates love underpants Billy and the Pirates The Pirates are coming	Snail and the whale Rainbow fish Commotion in the ocean
Year 2						
	Amazing animals	Celebrations and festivals	Plants	Minibeasts	At the beach	Dragons and castles
	Pig in the Pond Little Red Hen Walking through the jungle	We're going on a Ghost Hunt The fox in the dark Little Owl and the Christmas Star	Oliver's Garden Sam Grows a Sunflower Jasper's Beanstalk	The very hungry caterpillar Norman the slug with the silly shell Easter text – The Bunny who came to breakfast	The sandcastle that Lola Built Kipper's Sandcastle The storm Whale	Zog There was an old dragon who swallowed a knight The knight who wouldn't fight
Year 3						
	The jungle	Celebrations and festivals	People who help me	The world around me (Cornwall focus)	Journeys	The seaside
	Over in the Jungle Rumble in the Jungle Giraffe's can't dance	Pumpkin soup Wide awake Hedgehog Bear stays up for Christmas	Doctorsaurus A practical present for Phillipa Pheasant Mog and the vet	A Dog called Dreckly The last Giant of Marazion Easter text – Granny's Easter Eggs are not the sort you eat	We're going on a bear hunt Whatever next? Puffin Peter	Sharing a shell Billy's bucket Who rules the rockpool Tiny crab is a tidy crab

Reading

Our ARB pupils who are ready to access formal reading will take part in an adapted version of the Read, Write Inc. scheme. Each learner access phonics either in a 1:1 capacity or a small group. Each session follows a visual timetable and is bespoke for each child and their ability.

An example visual timetable for a Read, Write Inc. session:



Our pre-formal learners will take part in a sensory exploration of sounds using Attention Autism. Through these group sessions they will hear and interact with the sounds in a practical and sensory way.

At Penryn ARB we understand that not all children learn to read in the same way and for those children for which phonics is not appropriate, they will access reading through Core Vocabulary. Games and practical activities will enable learners to recognise symbols and apply them consistently and appropriately.

Additional learning opportunities

In touch with music



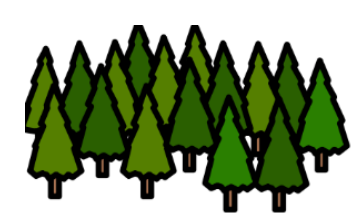
Attention Autism



Cookery and food exploration



Forest school



Curriculum overview

Pre-formal pathway Exploring and encountering These learners will be acquiring skills which will lay the foundation of all aspects of learning. Their learning will emphasise the importance of early play, communication, social, emotional and cognitive skills. It will not be product driven and will focus on the importance of generalising skills across all areas of learning.	Semi-formal pathway Learning to learn These learner will continue to acquire their skills for learning, whilst engaging in aspects of the Early Learning Goals. These learners may benefit from a sensory approach to their learning.	Semi-formal pathway Ready to learn These learners will access subject specific learning with elements of the National Curriculum and Early Learning Goals.	Formal pathway Ready to learn These learners will be ready to access National Curriculum learning.
Autumn 1 My communication My creativity My thinking My movement My independence My community	Autumn 1 Expressive art and design – Access Art SEND curriculum - What can we see? Physical development - Gymnastics EYFS unit PSHE - Self awareness Music – Anyone can play (SEND) – Units 1-6	Autumn 1 RE – Harvest Festival Art – What can we see? Access Art SEND curriculum - What can we see? Music – Charanga Night topic songs Physical development - Gymnastics PSHE – Self awareness Understanding the World – electricity Computing – Edit an image and video	Autumn 1 Science – Day and night RE – Harvest festival Expressive art and design – Exploring colour PSHE – Self awareness – adding to my toolbox Computing – Editing a photo and video Art - Access Art SEND curriculum - What can we see?
Autumn 2 My communication My creativity My thinking My movement My independence My community	Autumn 2 The curriculum is under review and this will be completed in Autumn 1.	Autumn 2	Autumn 2
Spring 1 My communication My creativity My thinking My movement My independence My community	Spring 1	Spring 1	Spring 1
Spring 2 My communication My creativity My thinking My movement My independence My community	Spring 2	Spring 2	Spring 2
Summer 1 My communication My creativity My thinking My movement	Summer 1	Summer 1	Summer 1

My independence My community			
Summer 2 My communication My creativity My thinking My movement My independence My community	Summer 2	Summer 2	Summer 2

Penryn Primary Academy – ARB - Marking Guidance

Learning Objectives	Learning objectives are to be written as WALTs. They are to be skills based and not simply the outcome of the lesson, i.e. ' WALT: use expanded noun phrases. ' is skills based and open to extension, whereas ' WALT: write a story. ' is outcome based and closed.
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	Method of feedback	Purpose of feedback	When and how to be used
All marking	All marking in all subjects should be in GREEN PEN only. Comments from staff to be written in 'comment box'	Green pen distinguishes our marking from their writing and acknowledges effort and successes. To inform class teacher how the learning went and to inform next steps.	Daily – all work pupils produce should be acknowledged.
Praise	Comments in green pen, stickers or stamps.	To acknowledge effort and attainment, this could include progress towards next steps.	When appropriate.
How work has been completed.	If a piece of work has been completed with the support of a member of staff the appropriate code should be used. Individual tasks in a session to be marks as independent (I) or Supported (S) if they differ.	To allow staff and moderators to identify the level of independence work was completed in.	When appropriate- T - Teacher TA – Teaching Assistant I – Independent work S – Supported VS – Verbal support
Next Steps (NS) *Where developmentally appropriate for individual pupils.	During and after lessons pupils may be given a next step in their learning. Next step stamp used where appropriate	Next step will be given to correct misconceptions, spelling, or extend or review pupils' learning.	When a child is given a next step, they will act on this with the adult in the moment. Next step stamp used where appropriate

Highlighting Learning Objectives	WALTs are highlighted for each lesson. Green: Secure Amber/Yellow: Not secure – yet	To identify the pupil as requiring additional support to achieve this in the future. To aid staff in making teacher assessments.	Daily – all work will have a skill-based LO, which will be highlighted.
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