

## ARB Curriculum Intent

Our ARB curriculum is designed to support each individual students educational journey. It focuses' on the subjects that will have the greatest impact on students' lives whilst ensuring it is exciting, creative and engaging. Through the identification of the appropriate curriculum pathway we secure outstanding outcomes in developing pupils academic achievement, independence, engagement and social skills which additionally supports their wellbeing, preparing them for the next stage of their curriculum journey.

We have organised the curriculum subjects into 3 categories.

**Core** English, Maths, Personal, Social and Health Development, Physical Education.

The Core subjects support the ability of our pupils to learn skills and knowledge by ensuring that time is given to learn, practice and apply these key skills across the school day. These retained skills positively impact on the lives of our pupils beyond education. We ensure learning is part of a well-planned sequence, preparing pupils successfully for their next step.

**Creative Curriculum** Art, Music, Drama.

The Creative curriculum supports creative and engaging learning, supporting individual interests and expression. It gives opportunities to develop new interests that will help them to enjoy learning and life beyond school.

Sequence of curriculum is based on mainstream Key stage 3 curriculum, on a rolling programme. In conjunction with mainstream teachers, the schemes are adapted to be differentiated and accessible. Consideration is given to the content and suitability of subject knowledge so that it is appropriate to student understanding.

**Understanding the World** Science, DT, Product Design, Cooking, Textiles, Computing, History, Geography, RE, Forest school, Careers and Work related learning.

The Understanding the World curriculum ensures students have a greater awareness of the world around them and are able to use and apply these skills within their adult lives to support independence, health and where appropriate the world of work.

### **Enrichment curriculum**

Alongside our core subjects we have a strong enrichment curriculum which supports students' wider experience of the community and the world we live in. Half termly trips linked to subject specific topics support their learning and experience. For example, our History visit to Pendennis castle, linking learning about the role of castles in our local and national history to a real life example.

### **Curriculum Implementation**

For our students, maintaining engagement and interest are paramount, to ensure they get the best and most productive experience of their education. We recognise the value in following the interests and developing the strengths of the pupils to support them to become confident young people, progressing into the next stage as independently as possible. Our ARB and mainstream teaching staff plan specialist methods as well as their own flair, creativity and knowledge of each student to plan and deliver sequential, stimulating and inspirational learning activities.

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The curriculum is based on National Curriculum Programmes of Study and individual pathways of learning are developed to support specific needs.

We implement strategies to support autism, SEMH, learning development delay, communication difficulties, visual and hearing and physical disabilities. Specific interventions are delivered and progress monitored with support of outside professionals and agencies. Staff are trained to implement interventions to support the wide range of needs.

Learning Passports, are students individual overview of curriculum provision and contain strategies which support their learning.

### Implementing ARB curriculum

We have developed excellent links with outside services who support our vision for students with SEN in giving them experiences beyond the classroom. These opportunities play a key role in our curriculum in developing their character, independence and resilience. Not only in preparation for their future adult life but equipping them with experiences which develop who they are now, giving them access to a wide range of people and activities in their local community.

**Parents and Carers** We focus on building strong relationships with parents. Working together we support our students in their aspirations. We meet with parents to review aspects of their educational journey through annual reviews to ensure we are meeting their needs and supporting their progress. Parents play an integral role in shaping the curriculum offer which is appropriate to their child.

Communication is daily via email, telephone and ARB news. Termly coffee mornings, led by the students, include fundraising activities. Parents feedback via parent voice survey, annual review contributions and through informal conversations, help to shape the implementation of the provision.

**Richard Lander School staff and student body.** Being part of the Richard Lander school is essential to providing a wider experience of an education community. Attending assemblies, whole school fundraising events, sports day, school clubs, drama productions, all add to the colourful enriching school experience. Friendships from primary school can be continued with break and lunch time meet ups. Experiencing lessons from subject specific teachers and accessing resources in the wider school bring subjects alive. Access to TIS counsellor, LRSC area for supported break and lunch times.

**Outside agencies** Physiotherapist, Occupational Therapist, CAMHS, Teacher of the deaf, Sensory support service, VI, Augmentative Access communication, Autism team, Educational psychologist, school nurse, social workers, family support workers, Paediatric consultants, Wheelchair services.

Each student has a unique profile which is sometimes supported by outside agencies. We work closely with various professionals ensuring all aspects of care and provision is delivered consistently and safely within the school setting.

**Truro College, Cornwall College, Duchy College.** Transitioning to the next stage of education or provision is developed through building relationships with key staff from

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these establishments. Their involvement from annual reviews to carefully planned transition sessions, increase our student's confidence to enter the next step of learning.

**Open School Orchestra.** Weekly sessions of music designed to inspire love of music as a way of expression both individually and as a group. Opportunities include individual tuition of an instrument and joining with other schools in local Music for Youth competitions.

**Cornwall Wildlife Trust** Weekly nature conservation activities at our local nature reserve, Hallbullock. Students engage with a Cornwall Wildlife coordinator in hands on activities to care for the nature reserve.

**Mylor Sailability** Weekly sailing sessions, in a specially adapted boat, during summer months' support students wellbeing and an appreciation of our local sea area. Some students access RYA sailing qualifications.

**Accessible Sports** Students access county wide opportunities to meet up with other students from specialist provisions' in sporting activities.

**Truro Leisure Centre** Weekly swimming sessions with swim teachers who adapt the lessons for all abilities ensure progression in water confidence, safety and swim technique. This activity supports physical development along with supporting physio and sensory needs.

**Newquay Wave Project** A bespoke provision to support students to explore personal, social development needs along with sea awareness, surf skills and beach and sea safety.

**Calvert Residential Centre Exmoor** We attend bi annual residential holidays with all the ARB students. The place is especially adapted and run to support access for all disabilities. The programme gives them a taste of outdoor activities such as abseiling, zip wire and horse-riding in a safe environment. ARB staff support the students in developing independent life skills as they spend time away from home.

**Threemilestone Village** Our local community provides us with real life opportunities to experience a Post Office, bakery, shop, butchers. We have developed good links which have led to work experience opportunities.

**Truro City** Trips to the city via local transport and minibus to shop in the local Wednesday outdoor market. Visiting the cathedral for education sessions has supported our RE curriculum in developing students understanding of the world and special places.

**Dog therapy** Jenkins, our therapy dog, supports students with communication difficulties. The experience of playing with a friendly dog, guided by Emma the therapist supports their understanding of play, develops confidence and wellbeing.

**Sing and Sign** These sessions support the love of singing and develop key word signing which spills over in day to day interactions. For students who use key signs this is a fun way of including mainstream students and staff to enter their world of communication.

**Falmouth Yacht Club** Links developed through a parent enable us to access Tall ship experiences with other specialist provisions.

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**Careers Hub** Students have access to My Skills, My Future, run by Mid Cornwall Enterprise. Work experience opportunities both virtual and real, benefit our students with developing skills and confidence for the workplace. Regular Careers days in school for SEN and mainstream give immediate access to the world of work, linking their skills and knowledge to real life. Careers South West advisor meet with individual students, parents and providers from year 10 to support and guide future pathways.

### Curriculum Impact

The direct impact of the ARB curriculum is seen across the whole school day. It is in the strong relationships students and staff develop which underpin the level of successful engagement to learning. The cumulative effect of the curriculum provision ensures that students experience skills and knowledge for successful everyday life as well as preparation for their future. The destination of our students reflects their individual aspirations and progress made during their time in the ARB.

Small steps, overlearning and cumulative progression of the curriculum ensures that students develop expertise. This is seen when students apply knowledge and skills across another area of the school day, home or curriculum. Parental feedback about an area of success, or skill developed due to being in the ARB is direct evidence of the ARB curriculum impact.

Feedback from our many partners on the positive engagement of the students also shows the impact of the curriculum provision by the ARB.

Adjustments are made to the curriculum when gaps in learning or lack of progress is identified. Interventions include not just academic, but also social skills development, behaviour management and independent life skills. The latter may directly impact on a student's ability to engage positively. These barriers to learning require support and intervention to help the student understand and grow in knowledge of themselves whilst providing skills in self-regulation.

Outcomes linked to students EHCP's are displayed in the setting so we can daily/weekly track small or big steps of progress. The ARB staff team looks for formal and informal opportunities to support these outcomes across the school day.

Where possible students with academic aptitude are supported in mainstream lesson so they can access GCSE qualifications and further develop their future prospects.

Students access entry level qualifications which supports their progression to college.

Work experience and work related learning support the development of knowledge and skills for future work, or engagement within the local community.