



An Daras Trust  
Igniting Curiosity Growing Capabilities



# ARB Curriculum Pathways

EARLY FOUNDATION STAGE  
(up to end of Year 1)  
Encounter and Discover

YEAR 2- YEAR 6 (ages 6- 11)

Informal Curriculum PMLD Engagement Steps 1-6	Semi-Formal Curriculum SLD Pre- Key Stage Standards 1-4	Formal Curriculum SLD Pre- Key Stage Standards 5-6
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## **A Rationale and Curriculum Philosophy for Learning**

Our mission at St Stephens Community Academy is to develop our young people's ability to live in the 21<sup>st</sup> century as effectively as they can. We believe that all young children have a right to a happy, healthy life, with the opportunity to achieve their full potential. Our aim is to develop their skills and understanding in order to access the world as independently as possible. Many of our children face challenges in accessing learning so we aim to influence the development of the young child holistically through a wider range of skills such as self-organisation, creativity, outdoor experiences, investigating skills and the ability to communicate.

We provide a development approach to our curriculum offers, so that we can meet the varied needs of our young children. Our Early Years curriculum works in conjunction with the mainstream, we also then provide a pre- formal curriculum as we recognise that many of our children have a range of complex learning difficulties and disabilities. Our children can then access a more formal curriculum in conjunction with our mainstream and therefore provide an inclusion approach to education. We value having an ARB as part of our mainstream school and promote inclusion experiences where relevant. Our curriculum therefore provides a personalised learning approach for the children in our care.

We recognise and value that there are main differences in individual profiles of children and these may well be spikey learning profiles as children progress at different ranges and in different ways but broadly they can be expected to move through developmental milestones if they have a sensory, physical and cognitive ability to do so.

The delivery of core learning will be driven by the needs of the learners. For all our learners play is an important ingredient in the curriculum diet. Play opportunities motivate, support learning, enables skill development and the development of concepts. It also develops language/ communication skills and consolidates learning.

We use a combination of learning strategies to support the range of learners within our setting. As part of our curriculum we support learners to develop their readiness to learn, self-motivation, a love of learning and an ability to take safe risks in learning. A key part of our curriculum involves learners encountering first hand and contextualised experiences within the school and local environment. A child's personalised learning programme will encompass first hand experiences as a fluid element to learning. A learning environment will have independence as a key element to children's personal learning programmes. A number of strategies are used to support children's developing independence levels and utilising the space and resources. Our learning environment space also includes our outdoor area, and our curriculum provides extensive opportunities for

outdoor learning experiences as part of a daily curriculum. Everything we do is through personalised learning and supports pupils as individuals, incorporating their individual interests and ways of learning.

The assessment of core learning will be completed through ongoing teacher assessment. These assessments will be recorded using 2 simple Build a Profile software, alongside collecting learning evidence in a learning journey and in learning books. These achievements are recorded over time and will enable progress to be monitored and reported to parents routinely through 2 simple and family centred discussions. We also provide weekly detailed conversations with parents in person or through communication devices as we recognise that families have the expert knowledge of their child.

**Our ARB curriculum Offer is:**

<b>Early Years Curriculum</b>
Children in the early years are supported to develop their personalities, talents and abilities through an exploration approach to learning based on three prime areas of learning and specific areas including essential skills and knowledge, which provide important contexts for learning. The characteristics of affected learning are playing and exploring, active learning and creating and thinking critically.
<b>Pre Formal - Engagement Model</b>
During the early levels of development learners access the curriculum that enables them a sense of security that is understandable and meaningful to them. Learners are encouraged to explore, establish positive interactive relationships and gain environmental control. The aim being to achieve personal mobility and independence.
<b>Semi-Formal - Pre Key Stage Standards 1-4</b>
During the semi-formal curriculum learners achieve when relating to their own experience. This may be through structure play, functional activities or a topic based approach. This curriculum builds on learning covered by the Early Years Foundation Stage with a teaching approach reflecting the age and learning style of the individual.
<b>Formal - Pre Key Stage Standards 5-6/ National Curriculum</b>
During this stage learner access a range of National Curriculum subject modified in light of their developmental level and need. Formal signifies a higher level of structure but yet still practical and engaging.

Early Years Curriculum  
*Encounter and Discover*

Prime Areas

Personal, Social and Emotional Development	Communication, Language and Literacy	Physical Development
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Specific Areas

Literacy	Understanding the World	Expressive Arts and Design	Mathematics
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We cater for children in the ARB who are developmentally working from Birth to 60 months plus. We take objectives from the EYFS Framework 2021 to write personalised learning programmes for each of our children according to their developmental stage. Objectives covered can be found in the EYFS framework and can be tracked through daily, weekly and medium term planning.

Assessment is carried out through B-Squared Early Steps which breaks each level into smaller steps so progress is tracked and recorded accurately.

### **Early Years Foundation Stage in the ARB at St Stephens Community Academy**

At St Stephens we believe that education should be engaging and stimulate a child's creativity and imagination whilst giving the child unique opportunities to develop intellectually, emotionally, physically and socially. In the ARB at St Stephens children on EYFS learn through play (child initiated learning), first hand, engaging experiences and small group, focus adult led activities.

Through play children learn the key 'characteristics of learning' which include:

- being willing to have a go;
- being involved and concentrating;
  - having their own ideas;
  - choosing ways to do things;
  - finding new ways; and
- enjoying achieving what they set out to do.

The topics we cover are child led and change on a yearly basis with the children's interests. The objectives we cover however remain the same and are mapped out to ensure that pupils cover all 7 areas of learning: Personal, Social and Emotional Development, Physical Development and Communication and Literacy (the Prime areas). Literacy, Mathematics, Understanding of the World and Expressive Arts and Design (the Specific Areas). Alongside these we make observations on the 'Characteristics of Learning' which are Playing and Exploring (engagement), Active Learning (motivation) and Creating and Thinking Critically (thinking)

The yearly topics cannot be guaranteed as they are child led; however the objectives we cover remain the same and are mapped out to ensure that pupils cover all 7 areas of learning: Personal, Social and Emotional Development, Physical Development and Communication and Literacy (the Prime areas). Literacy, Mathematics, Understanding of the World and Expressive Arts and Design (the Specific Areas).

Progression in the EYFS is tracked through both formal and informal observations. This involves reaching an understanding of children's learning by watching, listening and interacting as they engage in everyday activities, events and experiences, and demonstrate their specific knowledge, skills and understanding. These observations are then mapped against the EYFS Framework through Early Steps on B-Squared, our assessment tracker. This ongoing, continual assessment process feeds into our daily; weekly and topic led planning ensuring that learning is pitched at the right level for all children to make progress. At the end of the year the children's development is matched against the EYFS age range bands.

Pupils in the ARB remain on the EYFS curriculum until the end of year 1.

## Pre-Formal Curriculum

### *Connecting and Responding*

PMLD Engagement Steps 1-6

My Communication	My Thinking	My Body	Me and my Community	My Care and independence
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## Semi- Formal Curriculum

### *A Life Skills Based Curriculum*

SLD Pre Key Stage Standards 1-4

My Communication	My Thinking	My Body	Me and My Community	How my World Works	Myself	My Creativity
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## Formal Curriculum

### An Adapted National Curriculum based on Life Skills Need

SLD Pre Key Stage Standards 5-6

My Communication	My Thinking	Myself	My Body	My Creativity	Me and My Community	My Care and Independence	How my World Works
English	Maths	SMSC	PE	Expressive Arts	Cultures and Communities	Life and Work Skills	Science and Technology/ Computing

At St Stephens Community Academy, children from the ARB will begin to be taught and assessed on the formal curriculum when they have achieved Pre Key Stage Standard 6. Children may be taught and assessed against aspects of the Formal Curriculum depending on their own personal learning programme, for example a child may be on the formal curriculum for Maths but not English. When children can access the formal curriculum they may be signposted to inclusion learning opportunities within the mainstream school as part of their personalised learning programme. Therefore, they would be taught alongside their mainstream peers and the national curriculum. A key part of their personalised learning programme will consider social, emotional and sensory needs which inform their access to the mainstream. Inclusion to the mainstream may also take the form of ARB teacher adapting the year group teachers planning to ensure the child covers a formal curriculum if relevant.

## Pre-Formal Curriculum

My Communication	Responding	<ul style="list-style-type: none"> <li>• Responding to movement, noise and experience</li> </ul>	In this area the adult will work closely with the learner on their own means of communication and support them to develop this. Skills developed are: shared attention, responding, turn taking, anticipating, showing preferences and making choices.
	Interacting	<ul style="list-style-type: none"> <li>• With experiences, people and environment</li> </ul>	
	Making Choices	<ul style="list-style-type: none"> <li>• Choosing options based on personal preference</li> </ul>	

My Thinking	Awareness	<ul style="list-style-type: none"> <li>• Showing awareness of object, people and items in the environment</li> </ul>	In this area the adult will support the learner to explore the world and make connections. This will be done by: exploring and manipulation of objects and developing actions to make things change.
	Problem Solving	<ul style="list-style-type: none"> <li>• Finding ways to achieve a need</li> </ul>	
	Exploration	<ul style="list-style-type: none"> <li>• Exploring their environment and objects around them</li> </ul>	
	Sequences and Patterns	<ul style="list-style-type: none"> <li>• Repeating actions to achieve a desired effect</li> </ul>	



Me and My Community	Being with others	<ul style="list-style-type: none"> <li>• Awareness and interaction with people in their environment</li> </ul>	In this area the adult will support the learner to be part of the community around them and develop identity within it.
	Accessing and enjoying public spaces	<ul style="list-style-type: none"> <li>• Interacting experiences around the school and in their local area</li> </ul>	
	Working with others	<ul style="list-style-type: none"> <li>• Responding to adults and peers in their environment</li> </ul>	
	Finding individual interests	<ul style="list-style-type: none"> <li>• Making choices and preferences based on given stimulus</li> </ul>	

My Body	Body Awareness	<ul style="list-style-type: none"> <li>• Moving and turning part of their body</li> </ul>	In this area the adult will support the learner to develop strength and movement and become physical independent. They will develop skills of mobility, handling objects and exploring the world around them.
	Fine Motor Skills	<ul style="list-style-type: none"> <li>• Gesturing and completing to achieve a result</li> </ul>	
	Mobility	<ul style="list-style-type: none"> <li>• Moving about within their environment in different ways</li> </ul>	
	Gross Motor Skills	<ul style="list-style-type: none"> <li>• Anticipating barriers and refining actions</li> </ul>	

My Care and Independence	Eating and drinking	<ul style="list-style-type: none"> <li>Experiencing smells, textures and tastes</li> </ul>	In this area the adult will support the learner to work on skills to support them in daily life. Learners will work on the most appropriate and relevant to the individual learner. These will be prioritised based on learners needs.
	Washing and Cleanliness	<ul style="list-style-type: none"> <li>Following daily self-care routines such as washing hands</li> </ul>	
	Using the Toilet	<ul style="list-style-type: none"> <li>Experiencing toileting routines and becoming aware of their own bodily functions</li> </ul>	
	Dressing and Undressing	<ul style="list-style-type: none"> <li>Becoming aware of clothes fabric and fastenings</li> </ul>	
	Brushing Teeth	<ul style="list-style-type: none"> <li>Experiencing daily tooth care routines and sensations</li> </ul>	
	Hair Care	<ul style="list-style-type: none"> <li>Experiencing hair care routines and sensations</li> </ul>	

Progression in the Pre-Formal curriculum is tracked through both formal and informal observations. This involves reaching an understanding of children's learning by watching, listening and interacting as they engage in everyday activities, events and experiences, and demonstrate their specific knowledge, skills and understanding. These observations are then mapped against the Engagement Model through Engagement Steps on B-Squared, our assessment tracker program. This ongoing, continual assessment process feeds into our daily; weekly and topic led planning ensuring that learning is pitched at the right level for all children to make progress.

## Semi- Formal Curriculum and Assessment

<b>My Communication</b>				
Visual Literacy	Stories and Story Telling	Interaction with others	Responding to Others	Communicating using technology
<ul style="list-style-type: none"> <li>• Reading pictures and photos</li> <li>• Reading moving images and film                             <ul style="list-style-type: none"> <li>• Recognising social signs</li> <li>• Instructions</li> <li>• Using recipes</li> <li>• Using a library and non-fiction books</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Dictated texts</li> <li>• Recount and sequencing</li> <li>• Shared writing</li> <li>• Responding to stories</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive games</li> <li>• Making choices</li> <li>• Communicating likes and dislikes</li> <li>• Drama and role play</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to requests</li> <li>• Respond to questions                             <ul style="list-style-type: none"> <li>• Follow instructions</li> <li>• Respond in groups</li> </ul> </li> <li>• Listen to and respond to stories</li> <li>• Take part in role play</li> </ul>	<ul style="list-style-type: none"> <li>• Taking photos</li> <li>• Using telephones                             <ul style="list-style-type: none"> <li>• Using communication software</li> </ul> </li> <li>• Navigating websites</li> </ul>
<p>Learners develop expressive and receptive speaking and listening skills. They work on functional Literacy skills for everyday life.</p>				

<b>My Thinking</b>				
Making Connections	Investigating and Exploring	Awareness of Self and Others	Working through a Problem	Memory
<ul style="list-style-type: none"> <li>• Symbolic Play</li> <li>• Sequencing (time/ instructions/ patterns)</li> <li>• Shape and Space               <ul style="list-style-type: none"> <li>• Number</li> <li>• Constructions</li> <li>• Categorisation</li> <li>• Measures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Play Skills</li> <li>• Technology</li> <li>• Predictions and anticipation</li> <li>• Enquiry</li> <li>• Using your imagination</li> </ul>	<ul style="list-style-type: none"> <li>• Empathy</li> <li>• Resilience</li> <li>• Social skills</li> <li>• Real life problems</li> </ul>	<ul style="list-style-type: none"> <li>• Perception</li> <li>• Discrimination</li> <li>• Divergent thinking</li> <li>• Filtering</li> <li>• Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Long term memory</li> <li>• Short term memory</li> <li>• Working memory</li> <li>• Remembering facts</li> <li>• Recognition and recall</li> </ul>
<p>Learners encounter situation based and contextualised problem solving activities. They explore patterns, sequences, social and moral dilemmas, strategies for thinking, memory and finding new information.</p>				

## My Body

Looking after my Body		Moving and Using my Body		
<p><b>Dressing:</b></p> <ul style="list-style-type: none"> <li>• Size</li> <li>• Shape</li> <li>• Weather</li> <li>• Shoes</li> <li>• Getting changed</li> <li>• Brushing hair</li> </ul>	<ul style="list-style-type: none"> <li>• Hair</li> <li>• Face</li> <li>• Teeth</li> </ul>	<ul style="list-style-type: none"> <li>• Stairs</li> <li>• Running and walking</li> <li>• Swimming</li> <li>• Sitting</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>• Coordination and spatial awareness</li> </ul>
<p><b>Growing:</b></p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Puberty</li> <li>• Babies</li> <li>• Families</li> <li>• Old Age</li> </ul>	<p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>• Parts of my Body</li> <li>• Gender</li> <li>• Body size and Shape</li> <li>• Body Image</li> </ul>	<p><b>Fine Motor Skills:</b></p> <ul style="list-style-type: none"> <li>• Using classroom equipment</li> <li>• Dressing and undressing                             <ul style="list-style-type: none"> <li>• Construction</li> </ul> </li> </ul>	<p><b>Assistive Technology:</b></p> <ul style="list-style-type: none"> <li>• Scissors</li> <li>• Wheelchairs</li> </ul>	

Learners take part in a range of physical; activities and they learn about personal care, healthy eating and safer lifestyle choices.

### Me and My Community

Around the School	Around the Local Area	Around the Wider World
<ul style="list-style-type: none"> <li>• The people</li> <li>• The building</li> <li>• The classes</li> <li>• The buses</li> <li>• The environment</li> <li>• The achievement</li> <li>• The decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Leisure</li> <li>• Shopping and Spending money                             <ul style="list-style-type: none"> <li>• Accessing services</li> </ul> </li> <li>• Travelling around the town                             <ul style="list-style-type: none"> <li>• Road safety</li> </ul> </li> <li>• Imitation and Creativity                             <ul style="list-style-type: none"> <li>• Heritage</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Holidays around the world</li> <li>• Schools around the world</li> <li>• People around the world</li> <li>• Places around the world</li> <li>• News from around the world</li> </ul>
Learners explore diversity within the class and school. They explore religion and heritage. They learn about the local area and how to access its services. They also explore participation within the community and work related learning.		

### How My World Works

Being Safe in the world		Discovering interesting things
<ul style="list-style-type: none"> <li>• Choosing and using technology                             <ul style="list-style-type: none"> <li>• Communication technology                                     <ul style="list-style-type: none"> <li>• Photography</li> </ul> </li> <li>• Technology in school</li> <li>• Outdoor technology</li> <li>• Technology at home</li> <li>• Assistive technology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Fire</li> <li>• Water</li> <li>• Electricity</li> <li>• Hot and Cold</li> <li>• Chemicals                             <ul style="list-style-type: none"> <li>• Food</li> <li>• Germs</li> <li>• Materials</li> </ul> </li> <li>• Environment                             <ul style="list-style-type: none"> <li>• Weather and climate</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher to respond to interests of learners and their curiosity about the workings of the world</li> </ul>

Learners develop practical skills and understanding through functional life. They engage with technology.

<b>Myself</b>				
<b>My Memories</b>	<b>My Feelings</b>	<b>My Identity</b>	<b>My Choices</b>	<b>My Goals</b>
<ul style="list-style-type: none"> <li>• My home and family                             <ul style="list-style-type: none"> <li>• Me as a baby</li> <li>• Celebrations</li> </ul> </li> <li>• School journeys                             <ul style="list-style-type: none"> <li>• My story</li> <li>• My school</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• About my family</li> <li>• About my friends</li> <li>• About my school                             <ul style="list-style-type: none"> <li>• About change</li> <li>• About myself</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Age</li> <li>• Gender</li> <li>• Ethnicity</li> <li>• Language</li> <li>• My family                             <ul style="list-style-type: none"> <li>• Culture</li> <li>• Heritage</li> </ul> </li> <li>• Interests and hobbies</li> <li>• Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Words</li> <li>• Actions</li> <li>• Activities</li> <li>• Food and Drink                             <ul style="list-style-type: none"> <li>• Clothes</li> <li>• Safety</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Learning                             <ul style="list-style-type: none"> <li>• Body</li> </ul> </li> <li>• Friendships                             <ul style="list-style-type: none"> <li>• Home</li> <li>• Future</li> </ul> </li> </ul>
Learners are supported to understand their feelings, behaviours and aspirations.				

My Creativity				
Creating and Making	Discovering different Cultures	Exploring my creative self		
<ul style="list-style-type: none"> <li>• Creative technologies</li> <li>• Selecting the right equipment</li> <li>• Creative processes</li> <li>• Using my hands and feet creatively               <ul style="list-style-type: none"> <li>• Imitation and creativity</li> </ul> </li> <li>• Creative techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Learners to encounter diversity in relation to members of the school</li> </ul>	Through my senses: <ul style="list-style-type: none"> <li>• Patterns and sequences</li> <li>• Materials</li> <li>• Sounds</li> <li>• Cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>• Interacting and working with others</li> <li>• Self-evaluation</li> <li>• Team working               <ul style="list-style-type: none"> <li>• Responding                   <ul style="list-style-type: none"> <li>• Sharing</li> <li>• Listening</li> </ul> </li> <li>• Audience participation</li> </ul> </li> <li>• Emotional response</li> </ul>	<ul style="list-style-type: none"> <li>• Likes and dislikes</li> <li>• Making choices               <ul style="list-style-type: none"> <li>• Preferences</li> </ul> </li> <li>• Learner voice</li> </ul>
Learners have a meaningful context to develop communication, cogitation and personal and social development.				

Progression in the Semi-Formal curriculum is tracked through both formal and informal observations. This involves reaching an understanding of children’s learning by watching, listening and interacting as they engage in everyday activities, events and experiences, adult -led learning activities and demonstrate their specific knowledge, skills and understanding. These observations are tracked on Primary Steps which captures progress over time towards the Pre-Key Stage Standards.

This ongoing, continual assessment process feeds into our daily; weekly and topic led planning ensuring that learning is pitched at the right level for all children to make progress.

At the end of Key Stage 1 (year2) and Key Stage 2 (year 6) pupils will be assessed against the Pre-Key Stage Standards.