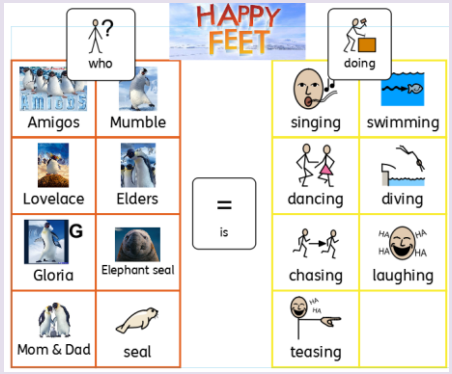
Shoreditch Park
Primary School

ARP Interventions and overall curriculum offer 2024-2025

Group name	Description
Phonics – Read Write Inc. (RWI)	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: • 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. 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.
Destination Reader	Destination Reader lessons allows children to access and develop an understanding of high-quality fiction and non-fiction text. Children focus on different skills, such as predicting, vocabulary, or retrieval. They are encouraged to listen, read in partners and discuss a text. This group is taught in the ARP and reflects the schemes and structures of the mainstream approach. The key difference between ARP and mainstream DR session is that the ARP, focus on developing one skill at at time. Children may spended longer on a text (ficiton or non-fiction), learning a skills and developing a their understanding.
Literacy – Fine motor skills	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. 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. Some pupils might practice doing up buttons or zips, depending on individual SEND targets.

Group name	Description
ARP Power of Reading (SCERTS Literacy)	ARP Power of Reading lessons (PoR) draws on the National Curriculum, as well as a number of speech and language approaches to teach a broad literacy and language programme. In 2023-24 the literacy scheme of work incorporates: National Curriculum Y1/2 programme or study; 'Colourful Semantics' approach (Speech and Language); and the 'Language for thinking' SALT approach. A fuller explanation of our Literacy curriculum can be found on the ARP section of the website. It is useful to explain the colourful semantics approach as this may be used for homework or SALT targets (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 Group name Description 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 some of our children learn to communicate. 

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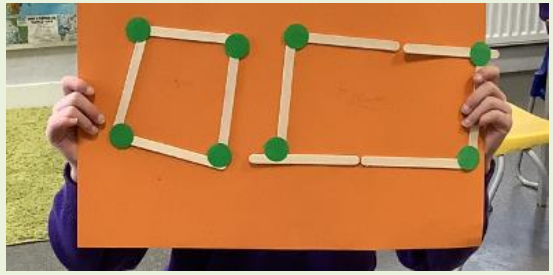
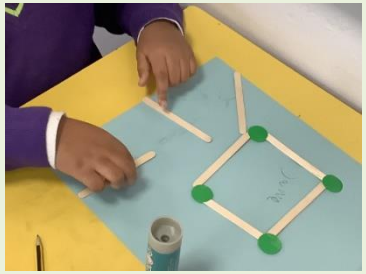
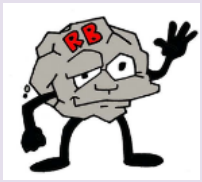
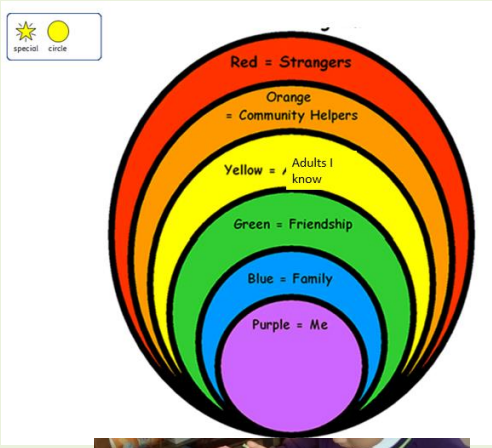
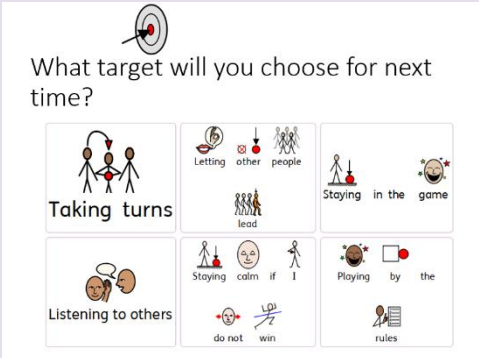
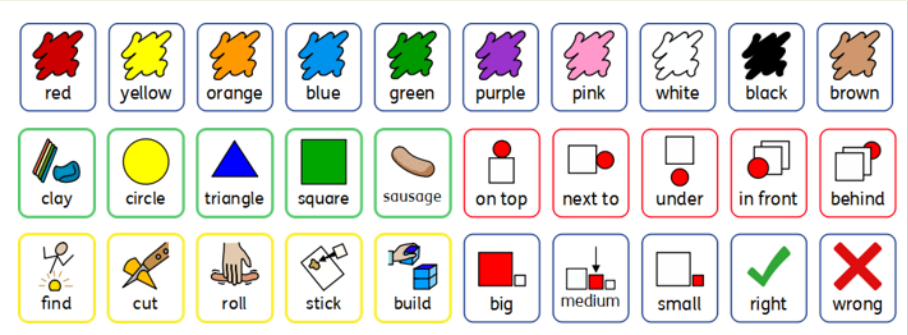
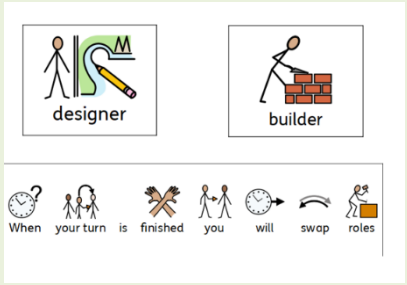
Maths	This group is taught in the ARP and reflects the schemes and structures of the mainstream approach. Please see Shoreditch Park Maths curriculum on offer for more details: The key difference between ARP and mainstream maths session is that the ARP run intervention groups which target pupils' learning from starting points, this is often at an earlier level of development than pupils' chronological year groups. Children may spend longer on a mathematical strand and develop understanding via CPA (concrete, pictorial and abstract) apporach. This is to ensure they develop a secure understanding of the curriculum and good progress.  
Science	Where possible pupils access science in their mainstream classes. However, we also run science in our KS1 and 2 class 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 rull range of the curriculum over a three year curriculum map.
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 sessons focus on pupils expressing opinions and making choices through functional communication, as well as developing their musical vocabulary and understanding of tempo and volume.

Attention Autism	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; **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. **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. **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. **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.
Zones of Emotional Regulation	This small group session helps children to categorise their own emotions into four coloured zones.

	Blue Zone – when someone feels sad, tired, sick or bored. They have a low state of alertness and are moving slowly. **Green Zone** – when someone feels happy, calm and ready to learn / play / interact. They are in control. This is the ideal state of alertness. **Yellow Zone** – when someone feels anxious, worried, silly or excited. They are starting to lose control and have a heightened state of alertness. **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. 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.'
Social Skills Group – Lego Therapy	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.
Superflex Language Group	This small group supports children to develop their awareness of their own thinking and social behaviours. The children are introduced to a fictional superhero called 'Superflex,' who is a super 'flexible thinker.' They are taught that '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.

Cooking & Life skills (KS2)	'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. 'Cooking' incorporates messy play as part of a cooking activities. Pupils work with real ingredients but do not always make a finsihed edible product. The aim is for pupils to be exposed to a veriety of sensory smells, tastes and textures and to enjoy this experience. Pupils follow instructions to learn to mix, chop, spread.
Messy play	Messy play involves a sensory exploration of materials and textures though play. This is most appropriate for children with sesnory processing needs that access a differentiated curriculum to meet their sensory needs.

Circle of Friends	These sessions are aimed and 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.

So Safe- SaLT group linked with Life Skills (accessing the community)	In this group the children identify different relationships in their immediate environment versus' in the community. The children also develop skills in recognising what behaviours are appropriate with different people. For example: Hugging a family member and not hugging a stranger. For example- Family, friends, and adults they know, adults they do not know (strangers) and community helpers. Children able to access the community (life skills) and incorporate what they have learnt during So Safe session. When in the community the children will access their core boards to support their social interaction skills and ability to use language for different functions. They are able to categorise people they encounter. E.g. The shop keeper – Community helper (orange). 
Playground Games	The children develop skills in initiating a social game with a peer, or within a small group. They learn to take turns and learn the rules of a social games. They learn to accept disappointment (e.g. not always winning, or having a turn) as well as developing their reflection skills. 

Clay Modelling Group (with core boards)	The children use their core boards to work as a team to create a variety of clay models. For example: A snake, a cupcake or a pizza. They take it in turns to either be the *designer*, or the *builder*. The designer's roles is to provide detailed instructions to the builder, so they successfully build the clay model. The builder has to demonstrate active listening skills and ask for help, or clarification if needed.