



Harrington Hill ARP Curriculum and Interventions

Core/foundation subjects

Curriculum area	Description
Reading	<p>Reading is taught through the Phonics Read Write Inc. (RWI) programme. 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.
Writing	<p>Writing lessons are centred on a class text and draw on the National Curriculum, as well as a number of speech and language approaches to teach a broad literacy and language programme. SALT approaches include 'Colourful Semantics' and 'Language for thinking'.</p>
Maths	<p>Maths lessons draw on the National Curriculum and use a CPA (concrete, pictorial and abstract) approach. Maths skills are taught by stage, not age and all learning is planned carefully to ensure pupils are able to make specific personal progress.</p>
Foundation subjects	<p>Topic lessons are taught in the afternoons and are linked to either History, Geography or Science. Topic lessons regularly incorporate Art/DT activities.</p> <p>Alongside movement breaks and sensory circuits, pupils in the ARP are taught PE weekly. Pupils will either join their mainstream peers or follow an adapted PE curriculum within the ARP.</p>



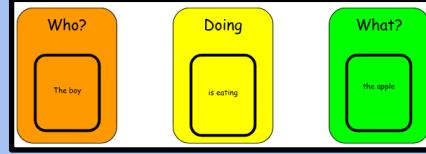
Interventions

(these include intervention timetabled daily and those offered on a targeted basis, as and when needed)

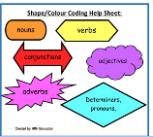
Area: Attention & Listening			
Intervention:	Aims:	Who is it for?	Examples:
Attention Autism (Small group; pairs or 1:1)	It is aimed at children who are at the very early stages of developing attention skills	This is a group intervention that needs a high ratio of adult support. It is delivered in 4 stages and children will progress through the stages at their own pace.	Stage 1: Magic Bag A bag 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
Intensive Interaction (1:1 - ongoing through)	To develop the child's awareness of	Children who are at very early stages of learning	Intensive interaction is a way of helping a child to build an awareness of others.



the day)	others and their interactions	vocabulary and attention	An adult will be highly responsive to a child's interest in the world around them through imitating, mirroring and responding. The adult will use an appropriate amount of words to help to build a relationship and early communication. Through regular intensive interaction, an adult can model key skills of turn-taking, facial expressions, eye contact and personal space.
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Area: Developing Language			
Intervention:	Aims:	Who is it for?	Examples:
Word Aware (Class; group; 1:1)	To develop vocabulary linked to everyday life and school	Children who need support to learn new words	Children are introduced to important, relevant words that are useful in everyday life or their school work. They explore the word in different ways to help them to remember how to use it, pronounce it and remember it. They use actions, rhymes, clapping, pictures and examples
Box Clever (group; 1:1)	To help children remember and store new words	Children who may struggle to remember words	Children are given some possible ways to remember and store new words that they have learnt - e.g. by grouping them into names, describing words, action words etc...
Colourful Semantics (Class; group; 1:1)	To develop an understanding of grammar and how to build sentences.	Children who need support to speak in sentences or children who would benefit from extending their sentences. It can also be helpful for children who may use words in the wrong order.	Word groups are given specific colours and children are prompted to build/extend sentences using 'wh' questions (what, who, where, when, what doing) 
Shape coding	To develop and	Children who need support	This uses different shapes to represent types of words. It can help



(Class; group; 1:1 	understanding of grammar and word order	to order words in a sentence correctly	children to understand the order of words in sentences.
Narrative (Group)	To develop children's skills at retelling events or stories in the correct order	Children who may need support to sequence events and use sequential vocabulary	Children are prompted to use sequential language to retell a 3 or 4 part event/story. The adult provides key pictures from the story and key vocabulary cards. Children use a microphone to take it in turns to retell the events.
Language for Thinking (Group; 1:1)	To develop children's verbal reasoning skills	Children who may need support to process and share their ideas	Children are presented with everyday scenarios - such as buying something at a shop or playing in the park. Children are then asked questions about the picture and encouraged to explain or describe what is happening or what may happen next.

Area: Social Interaction			
Intervention:	Aims:	Who is it for?	Examples:
Lego Therapy (3 children)	To encourage children to participate in a group activity and interact with their peers	Children who need to be encouraged to speak to their peers	The group of 3 children must try to work together to build a small Lego model. Each child is given a specific role in the group: architect, supplier and builder. Only the architect can see the picture of the model and they have to guide the other members of the group.
Superflex (Group)	To develop children's awareness of their own social behaviour	Children who may struggle to understand	Children are introduced to a superhero called 'Superflex' who has the super power to think about



		that other people have different ideas or thoughts	more than one idea. Children learn that listening to the ideas of others can help to solve problems.
Social Detectives (Group)	To develop children's ability to interpret social situations and solve problems	Children who may misinterpret or need support to understand social situations	Building on the Superflex programme, through simple stories and scenarios, children use social 'clues' to help them to understand what is happening and to solve problems.
Games Club (Small group; pairs)	To develop children turn-taking skills and understanding of instructions	Children who may struggle to take turns, follow instructions or understand 'fairness'	Children play a range of motivating board games and/or card games in a small group with an adult. The adult provides visual instructions and rules of the game. The adult facilitates and helps the children to understand ideas around fairness, winning and losing.
Conversation Time (Small group)	To help children to develop some conversation skills and starters	Children who may struggle to start or build on a conversation with their peers	Children are given prompts to begin and sustain a conversation around a range of everyday and motivating topics
Playground Games (Group)	To help children learn and cope with a range of structured playground games	Children who may find it hard to join in or learn the rules of common playground games	An adult works with a small group of children playing motivating playground games. The focus is on initiating interaction, turn taking and problem solving.
Inclusion Ambassadors (1:1 or pairs)	To develop support network for communication in everyday school life	All children - ARP and mainstream;	Children in the ARP are linked with Inclusion Ambassadors in the mainstream for additional support at unstructured times of the day.



Area: Sensory Processing

Intervention:	Aims:	Who is it for?	Examples:
Sensory Circuits (1 adult with 1/2 children)	To develop children's ability to regulate and calm themselves	Children who need support to focus and be calm - often following transitions or at the start of the day	Children are taken through a structured set of activities for alerting, organising and calming. The intervention lasts for 15 minutes and works best at the beginning of the day and/or after lunchtime.
Sensology (Whole class; groups)	To provide regular sensory experiences for all the senses	Children who may need support to process sensory experiences/input	Through a familiar routine using songs and actions, children are encouraged to explore and experience different sights, smells, touch, sounds and tastes! They can learn to express preferences.
Sensory Room (Small group; 1:1)	To provide multi-sensory opportunities in a calm, low-lit environment	For children who may struggle to maintain attention; For children who may need support to regulate and calm down;	Children visit the sensory room at a regular time to explore some calming visual and tactile experiences. They are encouraged to use language to describe their feelings or what they can see/feel etc...
Messy Play (Small group; 1:1)	To develop confidence and learning through tactile experiences;	Children who may need a range of sensory tactile experiences, or those who may avoid 'messy' activities	Children experience a range of messy activities
Snack Group (Small group)	To develop children's tolerance and enjoyment of different food colours and textures	For children who may have restricted diets or are reluctant to try new foods	Children are presented with familiar snacks alongside those which they may not be so familiar with. They are encouraged to touch, smell and taste a variety of foods.
Sensory Breaks (1:1)	To give a 'sensory break' to avoid sensory overload and allow time out in a quiet, calm	For children who may get overwhelmed in a busy classroom or school environment	Children can be timetabled to regular sensory breaks - or the breaks may be taken as/when needed through the day. Children will have an agreed space to go to that is calm and quiet.



	space		
Music Interaction (Small group)	For children to use music to calm, soothe and express themselves	Children who respond positively to music and need opportunities to explore music in a small, calm space	Children who respond positively to music are given opportunities to explore different sounds and to compose their own music. They are also given opportunities to listen to music and express preferences.

Area: Emotional Regulation											
Intervention:	Aims:	Who is it for?	Examples:								
Zones of regulation (Class; group; 1:1)	To help children to understand and name emotions so that they can begin to regulate their emotional responses. It can help children to develop strategies for pre-empting emotional reactions and to learn how to self-soothe	Children who may have difficulty in recognising and regulating their emotions.	<p>The Zones of Regulation</p> <table border="1"> <tr> <td>Blue Zone</td> <td>Green Zone</td> <td>Yellow Zone</td> <td>Red Zone</td> </tr> <tr> <td> sad bored sick tired</td> <td> calm happy good</td> <td> worried confused excited confused</td> <td> angry scared angry scared</td> </tr> </table>	Blue Zone	Green Zone	Yellow Zone	Red Zone	sad bored sick tired	calm happy good	worried confused excited confused	angry scared angry scared
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Transporters (Group)	To help children to name and recognise emotions through behaviour and facial expressions	Children who may struggle to identify, express or understand facial expressions	Developed by the Autism Research Centre, children watch videos of people expressing different emotions. Together with the adult, they try to identify how the people may be feeling and why.								
Language for behaviour and emotions (Pair; 1:1)	To help children to develop emotional vocabulary	For children who may struggle to recognise or understand their feelings	Usually developed by a Speech & Language Therapist, this intervention supports children to understand and use some key emotional vocabulary - which can help them to work through social interaction difficulties.								



Area: Life Skills

Intervention:	Aims:	Who is it for?	Examples:
Self Aware (Small group; 1:1)	To help children to identify and develop strategies for solving everyday problems	Children who may struggle to follow routines, instructions or social expectations	The adult and child(ren) explore times during the school day that the child may have found difficult and explore ways to overcome this - e.g. not understanding or hearing an instruction; misunderstanding a friend's behaviour or intention. Together, they can develop a Social Story to help their understanding next time.
Masterchef Junior (Group)	To encourage children to explore and prepare a range of foods/textures	Children who have restricted food intake or avoid certain textures	Children follow a set of clear, visual instructions to prepare and make a range of foods
Clean'n'Go (Group)	To encourage independence and self-care	For children who may need support for self-care	Children learn the importance of some essential everyday activities using a mixture of fun videos, practice and role-play. From washing and folding clothes, to cleaning toys
Forest School (Group)	To foster independence and confidence outdoors	For children who need support to develop their independence, cooperation and confidence	Many children thrive outdoors and regular forest school activities enable children to build confidence, develop their resilience and cooperative skills.
Safety First! (Class; Group; 1:1)	To help children to develop a better sense and awareness of danger and how to keep themselves and others safe	For children who may need to develop more awareness of dangers around them and how to keep themselves safe	Safety First is a school-based intervention which identifies areas in which a child may be vulnerable to harm. The adult develops social stories so that the child can understand ways to keep themselves and others safe.
Swimming	To foster confidence in	Offered to all children in the	Children attend swimming sessions at a local pool and



(Small group with additional adults - 1:2)	the water and to learn how to swim	ARP	are given high adult ratio instruction.
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Area: Motor Skills and Coordination			
Intervention:	Aims:	Who is it for?	Examples:
Dough Disco (Class; groups; 1:1)	To develop strength and coordination in hands and fingers	For children who may struggle with their fine motor skills or hand strength	Children watch videos and use playdough to make different shapes whilst exercising their fingers and improving coordination.
Soft Play (Small group; 1:1)	To develop gross motor coordination and awareness of their body in the space around them (proprioception)	Children who need to develop large body coordination skills, as well as an awareness of things around them	Children are timetabled for regular sessions in the soft play area which can help with coordination, proprioception and sensory/emotional regulation.
Multi-skills (Group)	Children are shown and given time to practice key physical skills - e.g. throwing/catching	Children who may find it hard to throw/catch, navigate obstacles etc...	Children are given extra time and space to practice PE skills with an adult (usually at lunchtimes).
Write Dance (Class; group; 1:1)	To develop pen/pencil fluency and confidence	For reluctant writers or those who struggle with their handwriting	Children use music to help develop key fluent, movements needed to be able to write
Dance Mat Typing (BBC) (Class; group; 1:1)	Children learn how to type on a keyboard efficiently	Children who prefer to express their ideas through typing (rather than writing)	Children use motivating videos to follow activities and learn how to type words with increasing speed.

