Pensans ARB

Curriculum Statement and Ethos for Area Resource Base



"Learning for Life"

Our Aims – Our Intent

We believe every child deserves an ambitious and exciting education.

The Pensans Curriculum builds strong foundations in reading, language, and core knowledge, while giving children rich experiences that broaden their horizons. We celebrate diversity, teach respect, and help children grow into confident, resilient individuals ready for a purposeful life beyond primary school.

Our Curriculum is the foundation to achieving our Core Principles:

- Our curriculum is designed in response to the unique context of our school and community.
- This approach ensures that every child, regardless of background or starting point, can access an ambitious, inclusive, and enriching education.

What is Unique to our curriculum for the Area Resource Base?

We recognise and celebrate every child as a unique individual with their own strengths, interests, aspirations and needs.

- Our ethos is centred around creating a calm, nurturing and inclusive environment where pupils feel safe, valued and empowered to achieve their full potential.
- We believe that all children can learn and succeed when provided with the right support, appropriate challenge and meaningful opportunities to develop independence.

Our curriculum is designed to prepare pupils not only for academic success but also for participation in family, school and community life. We follow the broader school curriculum offer (based on the National Curriculum) whilst adapting the pace, content

and delivery to meet the individual needs of learners with Education, Health and Care Plans (EHCPs).

Alongside academic learning, we place a strong emphasis on communication development, social development, emotional wellbeing, therapeutic regulation and life skills.

The curriculum is underpinned by the principle of **"Learning for Life",** ensuring that pupils develop the confidence, resilience and practical skills needed for their future.

We are committed to offering an education that ensures the best possible progress and outcomes for all of our students whatever their needs or abilities and prepare them for happy and successful lives at and beyond Pensans School.

As such, we have recognised that the learning opportunities and curriculum offer for young people accessing the ARB provision is essential in its need to be flexible and student centred. We are proactive in designing a curriculum that follows the core aims and themes of each Year Group in the wider school, and which is highly differentiated to allow all learners to progress academically, socially and personally over time with a focus on equipping them with the strategies, knowledge and attitude to become successful learners.

Recognising and knowing our student's communication, cognition, physical and sensory needs in relation to their barriers to learning is at the core of the support and interventions which are offered within the ARB. We strongly believe in the basis that students need to be **Safe** and **Happy** before they can access **Learning** and through implementing a timetable for learners which meets their needs as a whole, we can focus on their whole progress over time.

Pensans ARB recognises that not all young people will follow the same journey throughout their time in the school. As such, a pathways approach to learning is in place to help identify the right journey into life beyond school for all young people. There are three core pathways (Enrichment/Semi Formal and Formal) in place for young people to follow. Identifying which pathway young people are likely to follow forms part of the transition process for all those learners who access the Pensans ARB.

Everyone has access to a broad and balanced curriculum, but the detail for these young people is very different – making sure they leave the school with the right skills they need to move into their adult life successfully.

ARB Organisation – Our Implementation

All of the students based within the ARB provision are primary aged. All of the pupils who attend the unit have an Education and Health Care Plan (EHCP). Children who attend an ARB often require a more specialist provision than they would be able to access in a mainstream setting.

There are currently two main needs groups within the ARB provision: those presenting with Moderate and Severe Learning Difficulties (LD) and those presenting with Autism and Language and Communication difficulties.

Fundamental to any personalised learning pathway is the schools' response to outcomes identified via Education, Health and Care Plans (EHCP) which are fully implemented in any one of the pathways being pursued. EHCP outcomes identified through the Annual Review process are addressed/assessed throughout the academic year. Targets identified enable learners to work towards longer term aims ensuring development of key skills which secures progress over time within the areas specified. EHCP outcomes are addressed within all personalised learning routes regardless of pathway taken.

Within these groups we have three core learning pathways, identified as Connections, Semi-Formal and Formal.

All students will broadly receive the same curriculum offer but teaching and learning activities will vary to suit each student, their access and identified additional needs and any known barriers to learning. Amendments and changes to the curriculum identified for learners takes account of the Pathway being followed and the level at which they are working within communication, literacy and numeracy.

Access to learning is modified as needed for those individuals and as such classroom learning may look very different to those following Pathway 1, 2 and Pathway 3. Individual and small group work, as well as key learning delivered by teaching assistants in groups alongside the main teacher input will all be planned for.

Students are grouped broadly within Key Stage 1 and Key Stage 2 across the ARB class groups. Fundamental to any personalised learning pathway is the ARB's response to outcomes identified via Education, Health and Care Plans (EHCP) which are fully implemented in any one of the pathways being pursued.

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Approaches to teaching and curriculum offer

Our approach to teaching provides the following each day:

- Specific Provision – curriculum based and planned for individual and small group work
- Enriched Provision – curriculum through experience, resources, displays, visits and visitors
- Continuous Provision – curriculum through the high quality indoor and outdoor learning environment

Our curriculum provides access to the following subjects – Core (English, Maths, Science, Physical and PSHE) and Foundation learning (Topic and Therapeutic – Attention Autism, Sensory, Communication, Motor Skills, Communication and Interaction and Emotional Regulation).

In addition to the strong curriculum offer we aim to identify and remove barriers to learning through the following:

- Providing a calm, focused learning environment, which is safe, caring and nurturing.
- Developing and maintaining strong and mutually supportive relationships with parents and carers.
- Providing a holistic education, which incorporates guidance and strategies from support agency partnerships e.g., speech and language therapists, occupational therapists, physiotherapists etc.
- Increasing resilience and developing students' ability to self-regulate.
- Developing students' essential life skills, developing their knowledge and the cultural capital they need to succeed in life (personal development).
- Promoting physical and emotional well-being for all learners.
- Preparing students well for the next stage of their education.
- Ensuring all students leave Pensans ARB with outcomes that reflect the best of their ability.
- Ensuring the best possible long-term outcomes are available for all students.
- Ensuring specific and targeted interventions (RWI Phonics) are available for all learners.

Explanation of Pathways

The Pensans ARB curriculum is organised into three pathways which ensure that every pupil can access learning at an appropriate level of challenge and support. Placement within a pathway is determined through ongoing assessment and consideration of each pupil's cognition and learning profile, communication needs, social and emotional development, and sensory processing and regulation requirements.

The pathways are flexible rather than fixed. Pupils may move between pathways as their needs and abilities develop.

Each pathway:

- Delivers core learning in areas identified as priorities for complex learners
- Prioritises communication and personal development.
- Supports emotional wellbeing and regulation.
- Provides opportunities for independence and life skills development.
- Maintains high aspirations for all learners.
- Uses a personalised approach informed by EHCP outcomes.
- Embeds therapeutic practices throughout the school day.

The detail within each pathway can include:

- Access to our Core offer of learning – Literacy/Phonics, Numeracy, Physical and PSHE alongside core skill development
- Involvement in wider school lessons where appropriate and requested
- Access to specific interventions within the ARB to promote working memory and knowledge retention, alongside overlearning.
- A recognition of external professionals and support systems which can enhance their access to daily education and learning (such as therapists providing specific plans for SALT, OT, and Physio)
- Access to a modified timetable which creates shorter sessions of learning, and takes into account the need for physical breaks
- Development of self-regulation and personal wellbeing strategies to support positive mental health and relationships
- Adaptations to the curriculum and learning environment which can include resourcing and access support through TA interventions.

Pathway 1

Connections Pathway

Pathway 1 is designed for pupils with the most complex learning needs who learn primarily through sensory experiences, exploration and interaction. We would describe these learners at being at the 'engagement' stage.

The curriculum focuses on:

- Attention and engagement.
- Communication and interaction.
- Sensory processing and regulation.
- Developing relationships.
- Early cognition and problem-solving.
- Independence in everyday routines.
- Physical development and self-care skills.

Learning is highly personalised and delivered through structured sensory experiences, Attention Autism approaches, play-based learning and practical activities. Pupils access

motivating and meaningful experiences that encourage engagement, curiosity and communication.

Communication may be supported through:

- Total communication environment
- Objects of reference.
- Visual supports.
- Core vocabulary.
- Alternative and Augmentative Communication (AAC).
- Intensive interaction.

Progress is measured through small steps of achievement and evidence of increased engagement, participation and independence.

Pathway 2

Semi-Formal Pathway

Pathway 2 is intended for pupils who are developing early academic skills but continue to require significant support in communication, cognition, regulation and independence.

The curriculum combines:

- Functional literacy.
- Functional numeracy.
- Personal and social development.
- Communication skills.
- Life skills.
- Topic-based learning.
- Therapeutic interventions.

Pupils access a broad and balanced curriculum through practical, multi-sensory and highly structured learning opportunities.

Literacy delivery may include:

- Adapted Read Write Inc. phonics.
- Core vocabulary approaches.
- Communication-focused reading activities.
- Mark making and early writing development.

Numeracy focuses on applying skills in real-life contexts, including:

- Number.
- Money.
- Time.

- Measurement.
- Problem solving.

Learning is highly scaffolded with visual timetables, structured routines and differentiated resources that build confidence and independence.

Pathway 3

Formal Pathway

Pathway 3 supports pupils who can access a greater proportion of the wider school curriculum offer while still requiring specialist provision to meet their additional needs.

The curriculum includes:

- Wider school learning objectives based on the National Curriculum
- Literacy and numeracy taught through structured programmes.
- Foundation subjects delivered through engaging topic-based themes.
- Explicit teaching of social communication and emotional regulation.
- Independence and preparation for future transitions.

Pupils follow this curriculum offer by direct access to wider school classes within an appropriate Year group, and have access to the following:

- Read Write Inc. phonics and reading programmes.
- Structured mathematics learning.
- Science.
- History.
- Geography.
- Art.
- Design and Technology.
- Religious Education.
- Music.

High expectations are maintained whilst providing the specialist strategies, environmental adaptations and therapeutic support required for success.

Learning is personalised through clear next-step targets, individual EHCP outcomes and regular assessment to ensure sustained progress which includes input from the wider school class-based teachers delivering this learning.

Therapeutic Curriculum

At Pensans ARB, therapeutic practice is embedded throughout every aspect of school life rather than delivered solely through specific interventions.

Our therapeutic curriculum aims to ensure pupils are:

- Regulated and ready to learn.
- Emotionally secure.
- Able to communicate effectively.
- Developing positive relationships.
- Building resilience and self-confidence.

Key features include:

- **Low Arousal Environment**

The ARB provides a calm, predictable and structured environment that reduces anxiety and supports regulation. Visual supports, clear routines and personalised strategies help pupils feel secure and confident.

- **Communication Support**

A range of communication approaches are used to promote understanding and expression, including visual timetables, symbols, core vocabulary systems, AAC and personalised communication strategies.

- **Sensory Regulation**

Sensory needs are recognised and proactively supported through environmental adaptations, sensory activities and individual regulation planning.

- **Social and Emotional Development**

Pupils are taught to understand emotions, develop self-awareness, build relationships and manage challenges appropriately. This is embedded throughout daily learning experiences.

- **Independence and Life Skills**

Functional skills are prioritised across the curriculum, enabling pupils to develop independence in communication, self-care, decision-making and participation in their community.

- **Motivational Approaches**

Individual interests, motivators and reward systems are used to encourage engagement, celebrate success and foster positive learning behaviours.

Integration

All of our pupils are valued members of the wider school community, and have regular opportunities to access the school, it's grounds and the local area. The level of integration that each child experiences is based on their age and level of need.

Mainstream Inclusion - Some pupils in our ARB join their mainstream peers for playtimes, and formal learning e.g. Daily phonics sessions. The subjects that they join in with will be chosen according to their interests and academic ability. Older children can often join these

Teaching and Learning and Assessment/Feedback

Assessment of progress over time mirrors each of the pupil's learning pathway and personalised learning route; assessment of progress is evidenced via a number of methods, as we make way for developing Evidence for Learning as our main assessment programme.
Bespoke assessment routes and associated data sets evidence if students are making expected progress, exceeding expectations or if skill sets are emerging.
Teachers and teaching assistants within the ARB use a range of formative and summative assessment procedures to assess progress and attainment.
Feedback is given regularly and within the most appropriate way for learners to access – e.g., written, verbal or visual. Self-assessment is also in place if this is meaningful and relevant to individual learners.

Early Years Curriculum and Assessment						
Early Steps Assessment (months)	0-6 6-12	6-12 12-18	18-24	24-36	24-36 36-48 48-60	48-60 60-71
Differentiated Early Years Outcomes (DEYO)	Range 1	Range 2	Range 3	Range 4	Range 5	Range 6

Primary Curriculum and Assessment												
Pre-Formal	Range 1	Range 2	Range 3									
Sem-Formal				Range 4	Range 5	Range 6						
Formal KS1: Yr 1/2 KS2: Yr 3/4/5/6							Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Tier 6

Assessment via Evidence for Learning

Assessment at Pensans ARB is personalised, meaningful and focused on recognising individual progress from each pupil's starting point.

We are in the early stages of developing our use of **Evidence for Learning** as our primary assessment platform. This enables staff to capture and celebrate progress across all areas of development, including:

- Academic achievement.
- Communication skills.

- Social interaction.
- Emotional regulation.
- Independence.
- EHCP outcomes.
- Personal development.
- Engagement in learning.

Evidence may include:

- Photographs.
- Videos.
- Observation notes.
- Work samples.
- Pupil voice.

The platform enables staff to:

- Track progress over time.
- Identify next steps in learning.
- Monitor progress towards EHCP outcomes
- Share achievements with families and professionals.
- Ensure assessment is holistic and pupil-centred.

Assessment is continuous and informs planning, intervention and curriculum development. Progress is celebrated in all its forms, recognising that success may look different for every learner.

By moving towards using Evidence for Learning, we ensure that achievements across the academic, social, emotional and therapeutic curriculum are valued equally and contribute to a comprehensive picture of each child's development.

Teachers and leaders will use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners. Rigour in assessment; progress is demonstrated from each individual learners starting point. Bespoke assessment routes and associated data sets evidence if pupils are making expected progress, exceeding expectations or if skill sets are emerging. Pupils' work is evidenced in floor books, pupils books, and over time through 'Evidence for Learning'.

Assessment Methods	Teacher Assessments and Moderations	Engagement Profile	EfL - Evidence for Learning	EHCP/Annual Review Process
Assessment Purpose and Impact	Is integral to effective teaching and learning.	Promotes a broad and engaging curriculum.	Captures real time assessment and evidence of steps of	Individual targets and Personal Learning Goals (ILPs and PLGs)

	Draws on a wide range of evidence of pupil learning. Trust in secure professional judgments.	Encourages reflective practice and explores opportunities for extension for future learning.	progress. Provides a formative and holistic profile of progress.	are reviewed as part of this statutory process. Pupil views are paramount. ILP's are evidenced on Insight, and PLGs evidenced through Evidence for Learning.

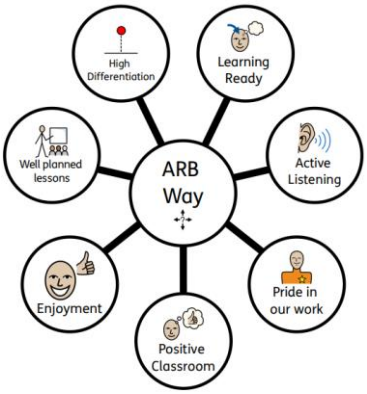
Principles for Learning

The curriculum is at the heart of everything we do at Pensans ARB.

We expect all of those working with our students in the ARB to deliver the curriculum through high quality, stimulating and dynamic learning experiences, where all pupils are supported and challenged to make good progress in their learning, with knowledge and understanding embedded in their long-term memory.

We also place a strong emphasis on opportunities given to regulate themselves and access their learning in a way which is relevant and meaningful to them.

The ARB adheres to the following principles within the provision:



Teaching and Learning

All classes are led by qualified and experienced education professionals.

All staff have additional training on supporting learners with Special Educational Needs. This is personalised to the particular needs of the learners.

All staff check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary.

All staff deliver the subject curriculum in a way that allows (as possible) pupils to transfer key knowledge to long term memory. Teaching is sequenced so that new knowledge and skills build on prior learning and pupils can work towards clearly defined outcomes.

Curriculum Impact

For pupils accessing the ARB provision, the social, cultural and moral development of pupils are paramount and at the heart of the curriculum delivery for all learners.

Parents are encouraged to actively engage with the school and to provide feedback about their child's experiences. We place a high value on clear communication pathways to inform parents and carers about the development, progress and opportunities for their children and to listen to their views.

Parents/ Carers views are listened to and acted upon. By building respectful and positive relationships with parents/ carers, the school secures effective partnership working. This is also extended to wider professionals working with each young person, and directly involved in their education, care and support.

The skilful use of a total communication approach supports pupils' learning effectively. Pupils can take a full part in lessons with the ARB which are designed to meet their needs and differentiated to allow full access to the curriculum offer. This will result in them making progress in all areas and having wider access to the community and their options for the next stage of their education and learning.

Teachers use their assessment processes well, for example to help pupils embed or to check understanding and inform the next stage of teaching.

Teachers understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners, but that informs the small steps of progress made over time and allows for the complexities of learners to be tracked from their starting points and supported well.

Detailed and small steps in assessment help teachers to effectively plan next steps for learners at their own level.

The ARB uses rigorous assessment system Evidence for Learning to collate progress evidence towards individual learning goals and outcomes from the EHCP as well as core curriculum areas. These are directly linked to the individual child's EHCP outcomes through documents called 'PLGs' which are evidenced frequently, and reports shared termly with parents, carers and other professionals involved with the young people.

The ARB analyses data from a range of sources to effectively evaluate each student's performance. This allows us to determine whole provision performance, moderate our own practice and plan for further improvement and next steps for those learners.

Behaviour is carefully monitored through lesson visits and analysis of positive behaviour structures and reward charts/points, to ensure that our students develop with a confident, positive view of themselves and others and that our expectations for cooperation and participation are achieved across our school community.

Curriculum Review

Curriculum implementation and design will be reviewed, and quality assured through reviews within the wider school systems at key points throughout the academic year.

As a developing provision, the ARB continues to monitor and evaluate the implementation and impact of its curriculum offer for all pupils.

The development of effective assessment systems using Evidence for Learning, as well as the progress tracking within Academic areas, EHCP outcomes and communication/engagement will also continue to be a priority.

Ensuring the needs are being met in terms of academic access and support for SEN and additional needs of all pupils is of paramount importance for those young people accessing the provision.

Development of a successful curriculum offer over time will be led by the needs of the young people and the focus for their life beyond Pensans ARB.

How do we know the curriculum is right for our young people?

Leaders have confident understanding of curriculum intent and sequencing, and how this reflects the vision and values of the school.

Teachers know and understand why curriculum choices were made. They have expertise and enthusiasm for continual improvement of subjects.

Leaders access research and evidence to continually review as needed and have access to a CPD offer to address knowledge gaps and development opportunities.

Bringing it all together:

• The vision and values are reflected in the 'lived experience of the pupils'.

• Focus on safeguarding, behaviour and attendance all indicate success of the curriculum offer for pupils.

• Parent and pupil reflections on the curriculum are positive.

September 2026