



The Ark Overview

2024-25



THE ST. MARY'S
PARTNERSHIP

About Us

The Ark is our SEND unit for Year 1 pupils with EHCP's, that focuses on addressing the four broad areas of need as identified in the Special Educational Needs Code of Practice:

Communication and Interaction	Cognition and Learning	Social Emotional and Mental Health	Sensory and Physical
<p>Objective: Enhance speech, language, and communication skills through tailored interventions.</p> <p>Strategies:</p> <ul style="list-style-type: none"> ○ Use of visual aids (e.g., symbols, pictures, sign language) to support understanding and expression. ○ Small group sessions for speech therapy and language development. ○ Structured opportunities for turn-taking, sharing ideas, and engaging in conversations with peers and adults. ○ Social skills groups to encourage peer interaction and emotional understanding. 	<p>Objective: Support pupils with academic learning needs, ensuring access to the full curriculum at an appropriate level.</p> <p>Strategies:</p> <ul style="list-style-type: none"> ○ Differentiated lessons with additional visual and tactile learning materials. ○ Use of hands-on activities to reinforce concepts (e.g., concrete resources, interactive lessons). ○ Regular one-to-one or small group support to build confidence and understanding. ○ Short, clear instructions and repetition to reinforce learning. 	<p>Objective: Promote emotional wellbeing and self-regulation for pupils with social, emotional, and mental health needs.</p> <p>Strategies:</p> <ul style="list-style-type: none"> ○ Incorporating mindfulness exercises, calming techniques, and safe spaces for pupils to regulate emotions. ○ Regular check-ins with a key worker to build trusting relationships. ○ Teaching of social-emotional skills, such as empathy, resilience, and managing frustrations. ○ Positive reinforcement to celebrate achievements, no matter how small. 	<p>Objective: Address and accommodate any sensory or physical needs that affect participation and learning.</p> <p>Strategies:</p> <ul style="list-style-type: none"> ○ Providing sensory breaks and equipment (e.g., fidget toys, noise-cancelling headphones) to help students focus. ○ Adapting classroom environment (e.g., dimming lights, quiet areas) to minimize sensory overload. ○ Access to physical support as required (e.g., mobility aids, positioning aids). ○ Adjusted PE and movement activities to cater to different physical needs and promote gross motor development.

Key Features of the Ark SEND Unit:

- **Individualised Learning Plans:** Each pupil has a bespoke plan based on their specific needs as outlined in their EHCP. This is reviewed regularly and used to inform planning and assessment for each individual pupil.
- **Staffing:** Highly skilled and trained staff, including our EYFS specialist and SEND teaching assistants, work closely with pupils to implement these strategies.
- **Collaborative Approach:** Regular communication with parents, external professionals, and other educators to ensure a holistic approach to supporting the pupils.
- **Inclusive Environment:** A focus on creating an environment where every pupil feels valued, included, and able to achieve their best potential, adapting to the needs of each child.

This unit aims to provide a supportive, nurturing environment where each pupil's strengths are celebrated, and their challenges are addressed with individualised care and attention.



Planning and Assessment

The Engagement Model

The Engagement Model is an approach designed to support pupils with SEND, particularly those who have severe or complex needs, by focusing on their engagement in learning rather than traditional academic outcomes. This model identifies five key areas of engagement: Exploration, Realisation, Anticipation, Persistence, and Initiation. It aims to help pupils actively engage with their environment, experience positive learning interactions, and build foundational skills at their own pace. For some of our pupils, the Engagement Model encourages hands-on, sensory-rich activities that promote curiosity, exploration, and active participation. The emphasis is on providing individualised support that matches each pupil's developmental stage, with the goal of fostering greater independence and a love for learning, even if it is at a non-traditional pace. By focusing on how children engage with their world, rather than conventional academic progress, the model ensures that all pupils are given the opportunity to succeed and thrive in their learning journey. Children on the Engagement Model have bespoke profiles used to create targets, supporting their progress towards their EHCP targets and further enhance their life skills.

The Pre-Key Stage Standards

For those ready to move on from the Engagement Model into subject specific learning, we use the pre-key stage standards. They outline the foundational skills and knowledge expected of children who are not yet working at the national curriculum level for Key Stage 1. These standards are designed to support pupils with additional needs or those who require a more tailored approach to learning. They cover key areas such as communication, language, reading, writing, and mathematics, emphasizing the development of basic skills like letter recognition, simple word reading, number understanding, and forming basic sentences. The standards are structured to provide a clear progression, ensuring that pupils build confidence and competence before advancing to more complex curriculum expectations. They aim to ensure inclusivity while promoting measurable progress for all learners.







Development Matters

The *Development Matters* framework provides guidance for supporting children in early years settings. It emphasises a child-centred approach, recognising the unique strengths, interests, and needs of each child. The framework encourages practitioners to focus on inclusive practices, tailoring learning experiences to promote development across the three prime areas—Communication and Language, Physical Development, and Personal, Social, and Emotional Development—as well as specific areas: Literacy, Mathematics, Understand the World and Expressive Arts and Design. It advocates for collaboration with families and specialists, the use of observation to assess progress, and adapting environments and teaching strategies to create accessible and meaningful learning opportunities. The framework highlights the importance of celebrating small steps of progress and fostering a sense of belonging for children with SEND. This is used to plan continuous provision that embraces the interests of the children and develops their life-long skills.

All assessments and observations are uploaded to Tapestry to share with parents and carers.



Yearly Topics and Themes

Autumn		Spring		Summer	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>I wonder what changes.</p> 	<p>I wonder what's special.</p> 	<p>I wonder what I can imagine.</p> 	<p>I wonder what's outside.</p> 	<p>I wonder what's beneath the sea.</p> 	<p>I wonder what moves.</p> 
All About Me	Celebrations/Seasons	Superheroes/Space	Nature/Farm/Minibeasts	Under the Sea	Transport/Transition

The Ark Reading and Writing Spine

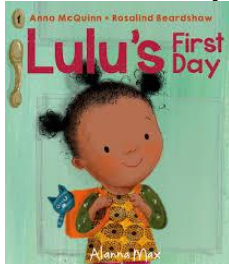
Autumn 1

Theme: I wonder what changes?

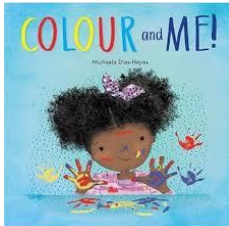
Key Vocabulary:

School, teacher, routine, bag, coat, nervous, worried, colours, mixing, food, things to do, all about me, our features, differences, similarities, brother, Dad, Mum, doctor, family, job, uniform, market, fruit names, number names, objects starting with initial sound b, family

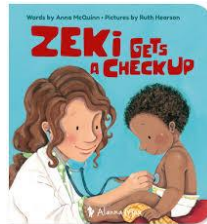
Lulu's First Day



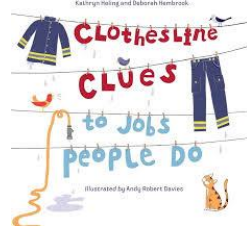
Colour and Me



Zeke Gets a Check Up



Clothesline Clues to Jobs People Do



Baby Goes to the Market

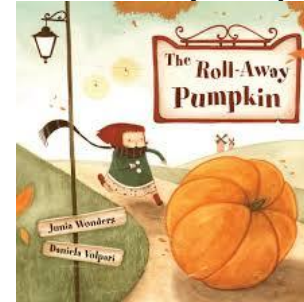
Autumn 2

Theme: I wonder what is special?

Key Vocabulary:

Cooking, recipe, pumpkin, jobs e.g. baker, butcher, journey, Autumn, leaves, orange, yellow, brown, green, forest, trees, snow, play, forgive, winter, Christmas, tree, decorations, biscuits, counting (one less), celebrate.

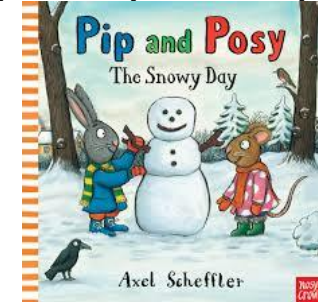
The Roll-Away Pumpkin



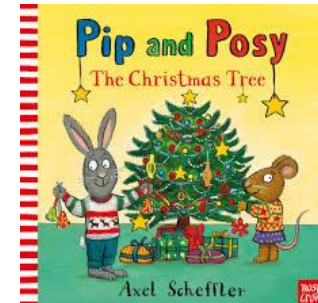
Leaf Man



Pip and Posy: The Snowy Day



Pip and Posy: The Christmas Tree



Phonics: Orange Phase



Writing Skills: circles, lines, tracing marks, curves.

Phonics: Orange Phase



Writing skills: tracing marks and initial sounds.

Spring 1

Theme: I wonder what I can imagine?

Key Vocabulary:

Space, astronaut, imagination, stories, numbers to 10, forest, rocket, robots, travel, library, books, stories, play, dinosaur, history, old, roar, squeak, fierce, strong, tiny, meek, long, short, above, below, spiky, lumpy, sweet, grumpy

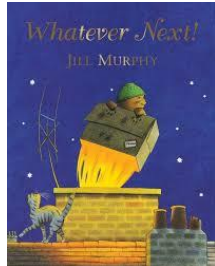
Spring 2

Theme: I wonder what's outside?

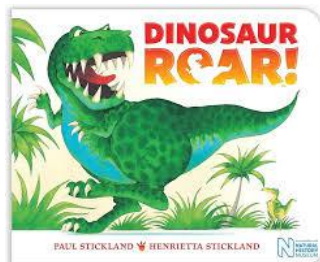
Key Vocabulary:

Animals, farm, plants, petal, flower, grow, life-cycles, ladybird, spots, living, food, habitats, nature.

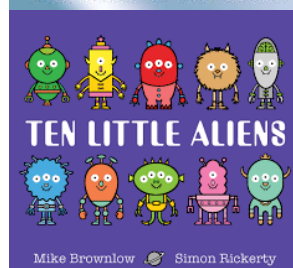
Whatever Next



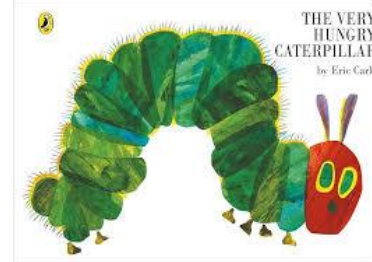
Dinosaur Roar



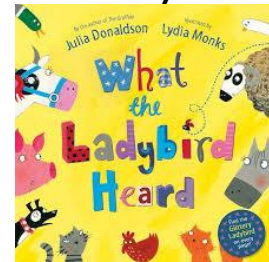
Ten Little Robots / Ten Little Aliens



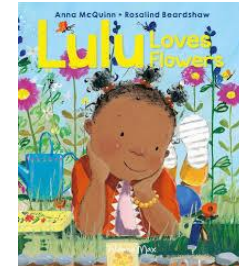
The Very Hungry Caterpillar



What the Ladybird Heard



Lulu Loves Flowers



Phonics: Pink Phase



Writing focus: initial sounds, mark making with more purpose.

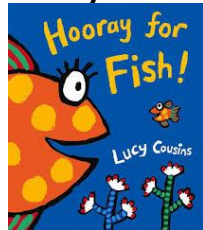
Summer 1

Theme: I wonder what's beneath the sea?

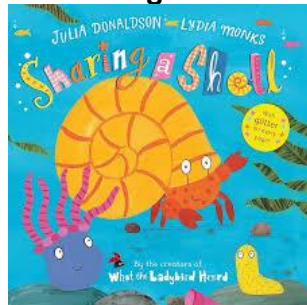
Key Vocabulary:

Sailing, weather, searching, lightening, heaven, alive, squid, cannon, mermaid, hungry, alone, little, colours, happy, grumpy, many, eye, shy, fly, sky, twin, upside-down, friends, shell, running, beak, empty, roaming, wonderful, anemone, jaws, tentacle, stinging, wiggling, share.

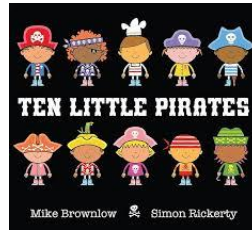
Hooray for Fish



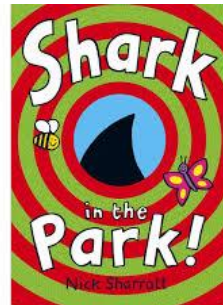
Sharing a Shell



Ten Little Pirates



Shark in the Park



Phonics: Pink Phase



Writing focus: initial sounds and some name writing.

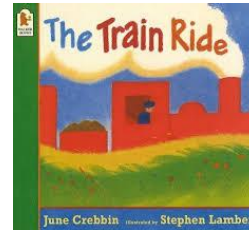
Summer 2

Theme: I wonder what moves?

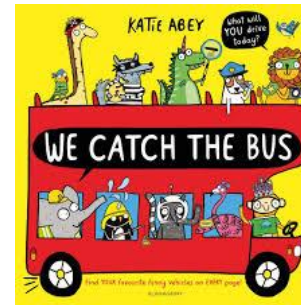
Key Vocabulary:

Journey, town, see, sheep, cows, over, meadows, hill, up, foal, mare, still, farm, down, bumpety road, shiny, tractor, pulling, lunch, on, ticket collector, mirror, over, giant, balloon, engine, light house, station, terminal, escalator, luggage, land, tunnel, stewardess, flew, clouds, levers, pilot, tram, traffic jam, bumpy, speedy, bike, whizzy, car, zippy, van, slow, truck, plane, scoop

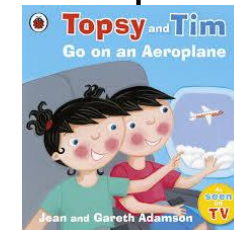
The Train Ride



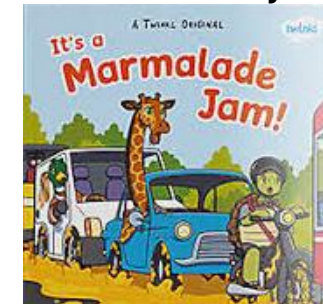
We Catch the Bus







Topsy and Time Go on an Aeroplane



It's a Marmalade Jam



<p>Phonics: Orange and Pink Phase</p> <div style="display: flex; justify-content: center; gap: 20px;">   </div>	<p>Phonics: Orange and Pink Phase</p> <div style="display: flex; justify-content: center; gap: 20px;">   </div>
<p>Writing focus: name writing, initial sounds for both phases, some end sounds, Earth words.</p>	<p>Writing focus: name writing, initial and end sounds, some CVC words, Earth words.</p>

Phonics

As a school, we use Pip and Pap Phonics, an engaging Systematic Synthetic Phonics Scheme. In the Ark, we have a range of Phonics abilities and cater the teaching to the needs of the child. In 2024-25, we offer:

- Orange Phase
- Pink Phase
- Rainbow Phase – a programme designed to build phonological and phonemic awareness.

Children learn the phase at their own pace and Phonics teaching is adapted to meet the needs of the child.

All children receive a Phonics book linked to their learning, alongside a library book to read for pleasure with their families. Tapestry videos are uploaded to support parents and carers with Phonics at home.



Core Rhymes

Autumn

If You're Happy and You Know It



<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-if-youre-happy-and-you-know-it-clap-your-hands/z6rnmfr>

Head, Shoulders, Knees, and Toes



<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-heads-shoulders-knees-and-toes/zd9f6v4>

I Can Sing a Rainbow



<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-i-can-sing-a-rainbow/zn3tqp3>

Spring

Twinkle, Twinkle Little Star



<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-twinkle-twinkle-little-star/zds6jyv>

Old MacDonald Had a Farm



<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-old-macdonald-had-a-farm/zn9vhbk>

Five Little Men



<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-five-little-men-in-a-flying-saucer/z6qgscw>

Summer

The Wheels on the Bus



<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-wheels-on-the-bus/zdq8gwx>

Row, Row, Row Your Boat



<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-row-row-row-your-boat/zjp7kmn>

Five Little Ducks



<https://www.bbc.co.uk/teach/school-radio/articles/z43xwty>

Additional Recommended Rhymes

Five Little Monkeys
Humpty Dumpty
The animals went in two by two

Five Little Speckled Frogs
I hear Thunder.
I'm a Little Teapot

Hickory Dickory Dock
It's Raining, It's Pouring
Wind The Bobbin Up

Interventions in the Ark

Interventions are structured strategies designed to support children with Special Educational Needs and Disabilities (SEND) by addressing their unique challenges and enabling them to achieve their potential. These interventions can be academic, behavioural, emotional, or social and are typically tailored to the individual needs of each child. Here are the keyways they help:

1. **Personalized Support:** Interventions are customised to target specific difficulties, such as literacy, numeracy, communication, or motor skills, ensuring children receive the precise help they need.
2. **Improved Access to Learning:** By breaking down barriers to education, interventions enable children to engage with the curriculum and participate in classroom activities.
3. **Skill Development:** Focused programs help children develop essential skills, such as language, problem-solving, or self-regulation, enhancing their overall development.
4. **Boosting Confidence and Independence:** Success in targeted areas builds children's self-esteem and encourages greater independence, improving their ability to navigate everyday challenges.
5. **Behavioural and Emotional Support:** Interventions provide coping strategies for managing emotions or behaviours, fostering a positive learning environment.
6. **Collaboration:** Effective interventions often involve collaboration between educators, specialists, and families, ensuring consistent support across all settings.
7. **Monitoring Progress:** Regular assessment of intervention outcomes ensures that support remains effective and is adapted as needed to meet evolving needs.

The following interventions are used in The Ark:

- Attention Autism
- Waldon Therapy
- Curiosity Approach
- Rainbow Phase Phonics



- Sensory Circuits
- Picture Exchange Communication System (PECS)
- Intensive Interaction
- Speech and Language

