

The ARC Curriculum Booklet 2025-26

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St Dunstan's School
GLASTONBURY

The ARC Curriculum Intent:

ADDRESSING PUPILS' NEEDS AT THEIR POINT OF LEARNING

Our Aspirational Curriculum:

- Is personalised, creative and based on deep understanding of Autism and of individual pupils
- Meticulously identifies and responds to priorities indicated by a pupils' strengths and needs
- Provides for ambitious and challenging academic outcomes based on the St Dunstan's curriculum
- Consistently assesses a pupil's progress in a truly holistic framework
- Methodically links and reports to a pupil's EHCP
- Ensures a purposeful and meaningful pupil-driven transition to life beyond school

PLIMs

Each student in the ARC has their own Personal Learning Intention Maps (PLIMs), which details each ARC student's bespoke curriculum offer.

The PLIMs are designed so that:

- There are 8 areas of 'Priority learning' (PLAs), carefully selected to reflect our aspirational and holistic approach:
 - My Thinking
 - My Relationships
 - My Aspirations
 - My Communication
 - My Community and Contribution
 - My Thinking
 - My Health and Wellbeing
 - My Creativity
- PLAs ensure that coverage is cross curricular and resonates with real life. At ARC we believe that sustained and continuous progress in each of these priority learning areas coupled with excellent academic achievement will allow our students to gain the skills and experience that they need to reach their full potential.
- We address a student's needs at their point of learning. There is not a succession of hierarchical 'next steps' for our learning intentions, as this would not best meet the needs of our students. Instead we reassess individual's strengths and needs (S&N) each year and develop new PLIMs which are specific to and reflective of each student's current needs.
- Each student will have one learning intention per priority learning area per year. In order to indicate continuous progress towards achievement of each learning intention, evidence against 5 'Coverage statements' outline significant phases in relation to it.
- Each Learning Intention, which is aspirational and highly personal, is aimed to be completed within an Academic Year (September- July).

- Each of the coverage statements is equivalent to 20% of the overall Learning Intention. Therefore progress can be recorded numerically.
- Progress against Learning Intentions and coverage statements is reviewed, monitored and moderated throughout the school year. We record and evidence progress using the app 'Evidence for Learning'. Evidence is collected in the form of photographs, videos and staff comments. Evidence should clearly demonstrate that a pupil has mastered a coverage statement.

Education Health & Care Plan (EHCP)

- An Education, Health and Care Plan (EHCP) is for children and young people aged up to 25 who need more support than is available through special educational needs support.
- EHCPs identify educational, health and social needs and set out the additional support to meet those needs. All plans contain strengths and areas of development and long term and short term outcomes for individuals.
- All children & young people that attend ARC have an EHCP and diagnosis of Autism.

Strengths and Needs Analysis (S&N)

- Every pupil in ARC has an S&N analysis written and updated during the last weeks of Term 6 or when they join the Base. These are devised collaboratively between staff members and include opportunities for both pupil, parental and other professional input. This document clearly outline an individual's:
 - Strengths: what motivates them, preferred learning styles, interests, talents, areas of expertise, their strong points, what is working well for them.
 - Areas of development: special educational needs, difficulties, barriers to learning what is not working well, longer term needs
 - Next learning needs: (academic, social and personal) for the forthcoming academic year.
- Staff develop S&N analysis collaboratively through professional dialogue with one another and by:
 - Using a pupil's EHCP & Annual Review to help devise a highly accurate S&N and take into account a range of views including parents, other professionals and the pupils themselves.
 - Reflecting on the previous year's PLIM report. This allows them to evaluate the progress a pupil made against their previous PLIM and identify the next steps suggested by the ARC team and colleagues within the mainstream school.
 - Referring to any specialist reports from other professionals such as SALT, OT and the Autism Advice service.

Progress against Learning Intentions and coverage statements in each PLIM is reviewed, monitored and moderated throughout the school year. We record and evidence progress using the app 'Evidence for Learning'. Evidence is collected in the form of photographs, videos and staff comments. Evidence clearly demonstrates that a pupil has mastered a coverage statement.

Moderation of Students' Work

Through robust internal and external moderation we ensure that learning intentions facilitate our young people in making outstanding progress year on year which is personal to them. Progress for learners at the ARC is about mastering a wide skills set individual to each of their particular areas of development. Therefore the success criteria

for outstanding progress is highly personalised, ensuring that each pupil receives a bespoke approach and subsequently makes outstanding progress according to their individual starting point.

Our Moderation processes help us to increase the dependability of the assessment information that we gather for each student:

- Each students' S&N Analysis is internally moderated by staff at the beginning of each new academic year to ensure that progression of next learning needs has been appropriately identified.
- Internal and external moderation takes place with MNSP special schools and Resource Bases as appropriate and verification processes used to ensure that there are robust links between a student's EHCPs, their S&N analysis document and their PLIM.

Moderation meetings include:

- A collaborative exploration of the progress made against coverage statements between colleagues.
- Reflective questioning devised to extend and challenge the class team's approach and systems.
- An exploration of further interventions, approaches to teaching and learning and strategies which could be used to support a student.
- Where appropriate a student will be an integral part of this process.

Assessing Students' Progress:

- Assessment is an integral part of our daily routine and includes observations of pupils, questioning and planned adult-led activities.
- The 'Strengths and Needs analysis' is developed by relevant staff from previous and present staff teams from information gathered in the process cycle. Deep learning, longer term 'Personal Learning Intentions' (PLI) can be identified discretely for each individual pupil.
- Personal Learning Intention Maps (PLIMs) are created, with a PLI identified in each of eight 'Priority Learning Areas' (PLA). Five 'Coverage Statements' recognise elements which will ensure progress is made against the PLI. Therefore progress can be assessed at the end of each term (three times a year.)
- Each student has a thematic PLIM, which reflects their profoundly personalised PLIs and Coverage Statements for the year.
- Progress is also assessed & measured within the whole school curriculum.
- PLIMs are assessed by staff teams and evidence is collected and collated online on an App called 'Evidence for learning' throughout the school year. The App enables parents to be kept up to date with 'live' achievement notifications, posted in the cloud by teachers, which they are able to access from home.

Curriculum Offer

Students access some learning at the ARC where they are taught by specialist staff. They access an age appropriate, mainstream curriculum both in small groups and within the mainstream school. Lessons are adapted and scaffolded to meet individual needs.

All students access part of their timetable at the main school. They are encouraged and supported to attend mainstream lessons with a level of support based on their need. Our aim is to ensure that pupils are able to attend mainstream lessons as independently as possible. At KS4 students take part in the Options process alongside their peers. Students take part in Educational Visits and Work Experience alongside their year groups in the mainstream school.

Students at the ARC also have regular opportunities for input from Speech and Language Therapy and Occupational Therapy and Applied Behavioural Science.

Our Careers Education, information, Advice & Guidance (CEIAG) curriculum is interwoven through the curriculum:

- Links are made between the curriculum and skills to prepare for a transition to beyond the ARC.
- A key focus on Preparation for Adulthood provides opportunities to develop skills against the four strands.
- Students are encouraged and supported to make informed choices for their future.

The curriculum offer is reviewed annually to ensure that it meets the needs of the cohort and reflects their aspirations as learners.

The current offer is as follows:

St Dunstan's Curriculum

Pupils are encouraged and supported to attend mainstream lessons with a level of support based on their need. Our aim is to ensure that pupils are able to attend mainstream lessons as independently as possible. Some lessons are also undertaken in the base or in the main school but delivered by base staff.

Zones of Regulation

Zones of Regulation is embedded across the ARC and not limited to the twice daily tutor times which begin with a Zones check in. Students benefit from increased self-awareness, a common language for communication and emotional understanding.

Careers Advice

Students receive ongoing careers interviews and advice from the school's career's advisor. Careers and aspirations are included throughout the curriculum. Students also complete a vocational profile, which is reviewed and updated throughout KS4, which assists them in identifying key skills areas and future targets.

Educational Visits

Students from the ARC have the opportunity to take part in educational visits alongside the mainstream peers as well as selected ARC visits. Visits allow students to make links between their learning and real-life experiences. At KS4, students are able to visit local employers and colleges to support their pathways decision making.

Targeted interventions

Students have allocated times where specific interventions are delivered on a 1:1 or small group basis. Specific social communication and Literacy interventions are delivered by trained staff members. We have Speech and Language Therapy and Occupational Therapy input for those with this provision identified in their EHCP.

