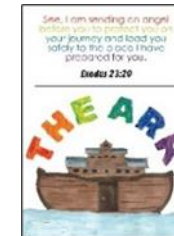




Provision offer at the Ark.

The Ark – SEMH SEND Unit



“See, I am sending an angel before you to protect you on your journey and lead you safely to the place I have prepared for you.” Exodus 23: 20

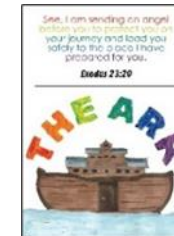
The ethos of the Ark follows the 6 Principles of Nurture: children’s learning is understood developmentally; the importance of nurture for the development of wellbeing; all behaviour is communication; the classroom offers a safe base; language is a vital means of communication; the importance of transitions in children’s lives.

The Ark offers an attachment and trauma friendly approach which fosters warmth, clear boundaries and high expectations so that all learners can reach their full potential.

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| Social and emotional learning | Social and emotional skills are taught and developed through a range of stories and activities that explore their own feelings and feelings of others. They learn how to communicate with their peers and adults and how their behaviours influence other people. Social and emotional learning is developed through daily PSHE time, group games, play activities and snack time. |
| Mental health | We are an attachment and trauma informed provision. Children express how they are feeling regularly through zones of regulation. We also have Mental health champions. We do daily mindfulness activities and tasks that focus on mental health and our own well-being. |
| 1-1 reading | All pupils complete a daily 1:1 reading session. All pupils access the library and are given opportunities to take library books home. Daily story telling session takes place. KS2 have x4 reading sessions weekly. |
| Phonics, spelling and handwriting | Pupils have x4 phonics sessions using the RWI program. This is either 1-1 or in small groups. Handwriting and letter formation is targeted in intervention. Pupils not on the RWI program following the spelling program with a focus on high frequency words and the spelling lists. |



Provision offer at the Ark.



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| Literacy | Pupils are encouraged to engage in writing activities to develop their writing skills, writing for different purposes and different audiences. This is adapted to the pupils needs. Practical lessons are part of the curriculum. Pupils are encouraged to verbalise answers. We use technology to support reluctant writers. |
| Maths | We follow the NCTEM program with daily Fluent in 5 and weekly club sheets. The pupils have X4 maths sessions following the NCTEM curriculum, with lots of practical opportunities to develop fluency and problem-solving skills. |
| Topic | We have topic-based learning to deliver a broad and relevant curriculum following the national curriculum so that pupils develop an understanding of the world. |
| Enrichment/ Cultural capital | We do weekly Forest schools in our outdoor area. The pupils have daily cool kids and calisthenics to support gross motor skills and understanding of their own bodies. Pupils have access within the provision to Sensory circuits and a sensory/reflection room. We plan in opportunities for pupils to cook, role play and play social games. We have weekly boxing sessions, PE and swimming. |
| Intervention | All pupils in the provision have an individual support plan which outlines their specific needs. Targets are addressed daily and reviewed weekly. Interventions, depending on their individual needs, include but are not limited to speech and language therapy, Play therapy, Lego therapy and sand therapy. |
| Assessment | Where appropriate, pupils will complete all statutory and school assessments to track progress and identify gaps. Pupil's social and emotional development is assessed through the SDQ assessments. These will be updated each term. |