

Social and Communication Curriculum

RP Intent

Thornhill ARP students should thrive academically and personally throughout their time at the school and when they leave us at the end of year 11. Students are delivered a bespoke and differentiated curriculum, within the ARP, that is engaging and meaningful, structured to provide them with the skills and knowledge to enable them as individuals to:

- live as independently as possible
- live socially fulfilled lives
- keep safe within the community and online
- gain and develop a love of learning and obtain a broad range of knowledge that can be applied beyond the classroom

This holistic approach will promote positive mental health and well-being and will enhance our student's life skills, social skills, communication skills and the ability to manage their emotions.

Depending on the needs of the individual student, they will be integrated into lessons in the main academy, while also accessing a range of mentoring, intervention and ARP curriculum lessons that aim to support their social, emotional and communication needs.

Curriculum intent of the ARP

- Enable students to develop the essential skills that are personal to their specific learning needs (linked to EHCPs), through a differentiated curriculum.
- Support students to overcome barriers to learning that are specific to their diagnoses and needs.
- Develop students social and emotional skills in order to facilitate personalised self-regulation strategies that will eventually allow them to self-manage a range of emotions.



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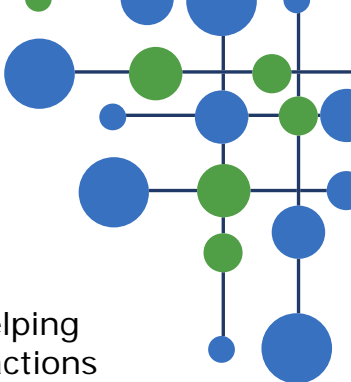


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- Support students to develop their communication skills, helping them to manage their learning, behaviour and social interactions within school and in the community.
 - Develop the skills needed for life and prepare students for adulthood.

Support for students

Support within the classroom

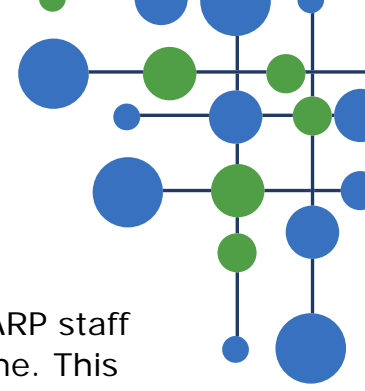
Thornhill Community Academy takes pride in creating an inclusive, enabling classroom environment, which is saturated with high quality teaching. ARP students access the mainstream Key Stage 3 and Key Stage 4 curriculum alongside their peers with the support of ETAs with specialist skills. Strategies used to support students within the classroom include:

- Task plans
- Word-mapping
- Differentiation of language
- Small group intervention
- Access to sensory breaks
- Targeted intervention support

Support in the ARP

Students have access to a bespoke package of sessions and resources to support their access to the school environment and the curriculum, and prepare them for adult life. ARP sessions are split into the following categories;

- Mentoring sessions to provide guidance, motivation, emotional support, and role modelling.
- Intervention sessions based on either EHCP outcomes, specific life skill development or learning needs.
- ARP curriculum sessions including social and communication skills, life skills and independent living skills to prepare students for adult life.



The Autism Education Trust Progression Framework is used by ARP staff to track and monitor the progress of student's priorities over time. This tool is then used for planning future sessions, informing annual EHCP reviews and student passports and liaising with school staff, parents and carers.

Support for parents and carers

We know it is important to work closely with families. We involve parents and carers in identifying their child's priorities. We listen to what they tell us and try to find ways to help.

We know that working together in this way leads to a better quality of life for our students and for their families.