Class Rationale – Arighi

2025-2026

Bollin is a class of eleven Year 7,8 and 9 students supported by 1 teacher and 5 teaching assistants. Students have a variety of needs and medical support is needed for some students.

Key Features of teaching and learning in Arighi

In addition to Personal Learning Goals each student will have an individualised programme based upon their personal learning priorities. We adapt and deliver the National Curriculum through our curriculum. We deliver sessions in different areas of the school: cooking, art, and ICT. We share areas with the other key stage 3 class and Middlewood and the key stage 4 classes Treacle and Bollin.

Learning priorities are listed below:

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| --- | --- | --- | --- |
| Key Functional skills | Skills for learning | Thinking Skills | Personal Skills and other priorities |
| Communication | Working with others in a team | Sensory awareness and perception | Physical, orientation and mobility |
| Application of number | Reflecting on learning | Early thinking skills | Organisation and study skills |
| Using ICT | Problem solving and independent enquiry |  | Personal and social skills |
| Reading Pathways to be followed |  |  | Managing own behaviour |
|  |  |  | Managing own emotions |
|  |  |  | Daily living skills |
|  |  |  | Preparing for adulthood |
|  |  |  | Learning and recreational skills |

In order to address the above aims, all staff aim to provide the following learning strategies and opportunities:

* Proactive environment for identified students
* Structure through use or personal timetables and schedules
* Specific strategies to develop literacy in its widest sense, including Twinkl Phonics, Signalong, use of symbols, guided reading sessions and sensory story sessions.
* Intensive interaction and naturally occurring interaction sessions for identified students
* Use of “cue “symbols to encourage independence in routines
* Use of communication aids, iPad and computer-based learning
* Use of PECs and communication books/boards
* Positive Behaviour Support Plans.
* Use of natural structure and consequence to encourage appropriate behaviour
* Opportunity for students to control their environment through appropriate communication strategies
* Opportunity for students to practise and generalise their skills in a variety of community contexts
* Opportunity to develop independence and work organisation skills through enterprise and work-related learning.
* Opportunity to gain a qualification following the ‘New Horizons’ programme for ASDAN.

Students have access to small teaching groups, whole class teaching and some have individual sessions. There is access to SaLT and an OT. Students are encouraged to work as independently as possible, and time is given for students to understand what is expected and to initiate or plan actions and routines. Students are entering a potentially difficult period in their development, as they make the transition from childhood to adulthood. To support this transition, students have So-Safe, Happy Minds and Zones of Regulation lessons. Students in Arighi class access the swimming pool at Macclesfield Leisure Centre weekly on a half termly rotation.

The school day is very structured to help the students’ understanding and transitioning, therefore decreasing any anxiety. There is a larger visual timetable, which is referred to throughout the day. Students also have access to a personal timetable. Traffic lights are used throughout the day accompanied by objects of reference, photographs and symbols (depending on individual student’s level of understanding).

There are opportunities for daily free time outdoors or indoors depending on the weather.

There is a large emphasis on developing the students’ social and communication skills as well as independence and life-skills.

Personal care and mealtimes are also areas where the pupils will require additional support in developing these key skills. Students are encouraged to eat independently and sit together at the table, before helping to clear away.

Positive behaviour support plans are also followed where necessary and 1:1 staffing is in place (see individual rotas).

Students are offered twiddle toys to hold during sessions if needed.

When required the students are offered/directed to a timed break to help keep calm and support regulation.