

Semi-Formal Pathway

Learner Profile

The semi-formal curriculum supports a wide range of learners typically working between standards 1 to 6 of the pre-key stage standards i.e. between P5 (P Level) and NC Levels 1-2. In addition to their severe or moderate learning difficulties, they may also face other barriers to learning such as physical difficulties, medical conditions, social and emotional needs, sensory processing, visual or hearing impairments, communication difficulties. The semi-formal curriculum incorporates the EQUALS Schemes of Work and has a strong foundation of life skills. These skills promote independence and communication skills allowing the learner to make progress to the best of their ability.



We provide a personalised curriculum that:

- Promotes independence by developing skills that will allow learners to be as independent as possible
- Develops independence by providing explicit instructions and sufficient time for learners to repeat, practise, maintain and consolidate skills
- Challenges and stretches learners with a strength in English and Maths to reach their full potential
- Develops learners' levels of engagement by finding out what interests and motivates them
- Provides meaningful contexts for learning that use real-life materials and experiences, concrete resources and practical everyday activities so that learners link experiences and make connections
- Supports learners to develop an awareness of, and interest in, themselves and their immediate surroundings and environment
- Recognises the importance of play and games as motivational curriculum activities that allow repetition and consolidation of skills
- Recognises that when using imagination and thinking of something that is not immediately present, children with SLD may need prompts to recall an experience
- Includes activities that move beyond memory-building activities to take part in supported thinking and problem-solving activities
- Provides opportunities for generalising and applying skills and knowledge across curriculum areas
- Acknowledges that the physical well-being and development of our SLD learners is important
- Recognises some of our learners may not be physically able to complete practical processes without full support, but that they should be involved in choice and decision-making about the process

Whole School Approach

We have common themes in place across the curriculum, which aim to be interesting, engaging and appropriate for our learners and that provide relevant learning contexts for them to grow. The topics we teach are the vehicle for new learning to take place and to enable learners to make progress.

Lessons

On this pathway we aim to minimise the learning barriers experienced by individual learners. We aim to equip our learners with the skills, knowledge and passion to participate and contribute within society, empowering them to live active and fulfilled lives. It is essential that learning is purposeful, immersive, fun and interactive; therefore, our lessons include: **Collaborative learning**; **Active learning**; **Multi-sensory activities**; **Differentiation**; **Individualisation**.

To aid communication in lessons, we use a wide range of communication methods. On the semi-formal curriculum you might see use of:

- Photo support visuals
- Visual symbols
- Now and Next prompts
- Makaton signing
- Visual timetable
- Chat mats
- PODD books
- Social stories
- Colourful semantics
- Verbal communication
- Key word language



Curriculum

Our classes follow termly topics from the relevant Key Stage Long Term Plan. The subject areas and lesson objectives are largely taken from the EQUALS curriculum, building to provide learners the opportunity to make progress against their EHCP, learner-specific targets. The EQUALS curriculum areas are:

Key Stage 2	Key Stage 3	Key Stage 4
My Communication	My Communication	English
My Thinking and Problem Solving	My Thinking and Problem Solving	Maths
My Play and Leisure	My Play and Leisure	ICT
My Independence	My Independence	Life Skills
My Creativity	My Creativity	Creativity
The World About Me	The World About Me	Work Skills
My Outdoor School	My Outdoor School	PSHCE
My Physical Well-being	My Physical Well-being	RE
PSHCE (<i>Beech/Chestnut</i>)	PSHCE	Social Communication
Zones of Regulation	Zones of Regulation	Business Enterprise
ICT	ICT	Zones of Regulation
Enrichment	Enrichment	Enrichment
Swim		

Assessment

Learner progress is assessed on an ongoing basis, with staff capturing evidence regularly using an interactive recording tool called Evidence for Learning (EfL). Evidence collected includes observations, photographs, videos and learners' work. Parents and carers can access EfL to see the progress of their child and are able to add supportive comments.

Progress is assessed against learner-specific set targets taken from a bespoke framework consisting of '*I will*' statements suitable for the pathway. Progress towards personal targets is reviewed at key points through the year, with new targets being set as appropriate in a cycle of '*assess, plan, review, do*'. Targets are set to support the learners work towards their long-term goals, as set in the EHCP SEND profiles. As a short-term target is met, a new target that will further them towards their overall, long term goal will be set.

The pre-key stage standards focus on key aspects of English reading, English writing and Mathematics at the end of years 2 and 6. Reading ages, recognition of See and Learn functional words are also assessed. Our Key Stage 4 learners typically work towards achieving ASDAN accreditations: Transition Challenge and Pupil Progress. In Key Stage 5, they work towards completing units in OCR Life and Living Skills.

Beyond Dorin Park

Typically, our semi-formal pathway learners move onto local colleges, which include:

- Coleg Cambria (Deeside or Northop campuses)
- Cheshire College – South and West (foundation courses)
- Petty Pool College
- Wirral Met College

For some learners, there will be bespoke social care packages that include accessing day centres.