

<p><b>The rationale underpinning our pre-formal curriculum:</b>  <b>The Rochford Review and consideration of the research of effective pedagogy for pupils with SEND including Profound and Multiple Learning Disabilities.</b></p> <p><b>The pre-formal EQUALS curriculum pathway reflects the diverse range of needs that many of our learners encounter, and enables teaching staff to develop specific teaching strategies and learning environments to meet those needs.</b></p> <p><b>Students working within the pre-formal curriculum are provided with every opportunity to develop their Functional Communication skills and to have their needs met. In the Pre-formal setting, learners will communicate in different ways, including through body response, eye gaze, vocalisations, gesture, objects of reference or visual symbol.</b></p>			
<b>Assessment</b>	<p>Learning Outcomes linked directly to EHCP targets using the Dorin Park pre-formal assessment frameworks and engagement model</p> <p><i>Evidence for Learning for capturing and recording progress made against EHCP Learning Outcomes and progress against the engagement model.</i></p>		
<b>Key</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Themes</b>	<b>Into the darkness</b>	<b>My community</b>	<b>At the Movies</b>
<p><b>My Communication (Narrative)</b>  <i>(Communication &amp; Social Relationships)</i></p>	<p><b>Delivered through: Whole body communication (such as TACPAC and body awareness), Songs for Interaction, Sensory stories, Attention Autism (bucket therapy). The classroom environment is themed around our topic or an event (such as Christmas) and communication runs throughout the curriculum.</b></p> <p><b>Responding, interacting, choice making</b> with familiar showing they can work co-actively with familiar people. Show anticipation or rejection of familiar social activities and events. Show preference for particular people, objects and activities Respond with interest in the actions of others close by or Engage actively in familiar social activities and events. To make simple meaningful gestures, use their voices or attempt simple words and phrases in imitation</p> <p><b>Sensory awareness:</b> reacts, responds and makes differentiated response to and attends to different senses and stimuli.</p> <p><b>Language comprehension:</b> Responds to a familiar voice, is aware and tolerant of others talking directly to them, responds briefly if their name is called or a familiar adult says hello. Makes distinct responses to name being called (e.g. turns head to speaker, smiles), turns towards and attends to adult talking, follows adult’s pointing, gaze or action when drawing attention to something. Looks at person/object being pointed out. Begins to respond appropriately to different tones of voice. Demonstrates understanding of words used to label routine events. Turns to other pupils in group when their names are called. Responds to simple instructions accompanied by gesture/ symbol at a one word level in familiar situations, e.g. give me the cup. Shows awareness of repetitive words, sounds and phrases from a familiar book, e.g. vocalising during ‘then I’ll huff and I’ll puff’</p> <p><b>Anticipation:</b> Shows brief anticipatory behaviour in response to a familiar stimulus/ routine (e.g. salivating on approach of food, eye widening to familiar cue music)</p>		

	<p><b>Vocalisation:</b> Begins to experiment with a range of vocal sounds, anticipates and sometimes vocalises their turn during a greeting session, Sometimes attempts to imitate, e.g. sshh, mmmm sounds, repeats own vocalisation, plays with sounds. Uses vocalisation intentionally in order to get a response, e.g. to prompt an adult to repeat a favourite song.</p> <p style="text-align: center;"><b>Further development on story sharing</b></p>		
<p><b>My Communication – Semi Formal learners</b></p>	<p style="text-align: center;"><b>Autumn Term</b></p> <p>Developing communication skills through: Weekly communication book and chat mat sessions</p> <p>Weekly colourful semantics sessions, working toward sentence building.</p> <p>Shared sensory stories: <b>The Gruffalo’s Child, Into The Dark (Narrative).</b></p> <p>Attention Autism stages 1-3</p> <p>Communication skills are promoted throughout the school day and we use a full communication approach.</p>	<p style="text-align: center;"><b>Spring term</b></p> <p>Developing communication skills through: Weekly communication book and chat mat sessions</p> <p>Weekly colourful semantics sessions, working toward sentence building.</p> <p>Shared sensory stories: <b>At the Dentist, at the hairdresser, the supermarket</b> (Non-Fiction) social stories</p> <p>Attention Autism stages 1-3</p> <p>Communication skills are promoted throughout the school day and we use a full communication approach.</p>	<p style="text-align: center;"><b>Summer Term</b></p> <p>Developing communication skills through: Weekly communication book and chat mat sessions</p> <p>Weekly colourful semantics sessions, working toward sentence building.</p> <p>Shared sensory stories: social stories</p> <p>Attention Autism stages 1-3</p> <p>Communication skills are promoted throughout the school day and we use a full communication approach.</p>
<p><b>My Independence (Self-Determination &amp; Independence)</b></p>	<p style="text-align: center;"><b>My Cooking / Food Technology</b></p> <p>Sensory Exploration Activities Exploring sample of ingredients used, smelling, touching tasting. Exploring how textures change when ingredients are mixed. 2. Using tools: cutting &amp; peeling skills with support and as independently as possible. 3. Cause &amp; Effect ICT Exploration Using blenders, mixers with switches.</p> <p style="text-align: center;"><b>My Self-Help</b></p> <p>Enjoy eating a range of foods in social situations. Show an awareness of being dressed and undressed. Relax limbs to be dressed/undressed.</p> <p style="text-align: center;"><b>My Travel Training</b></p> <p>Show awareness, curiosity and develop the skills of discovery when going to different areas within the community.</p>		
<p><b>My Independence Semi-Formal</b></p>	<p style="text-align: center;"><b>My Cooking</b></p> <p>Developing basic cookery skills Collecting resources for lessons Cleaning away at the end of sessions</p> <p style="text-align: center;"><b>My Shopping</b></p> <p>Listening to instructions Being safe in the shop</p> <p><b>Personal skills:</b> Dressing skills</p>	<p style="text-align: center;"><b>My Cooking</b></p> <p>Developing basic cookery skills Collecting resources for lessons Cleaning away at the end of sessions</p> <p style="text-align: center;"><b>My Shopping</b></p> <p>Listening to instructions Being safe in the shop Using a visual list</p> <p><b>Personal skills:</b></p>	<p style="text-align: center;"><b>My Cooking</b></p> <p>Developing basic cookery skills Collecting resources for lessons Cleaning away at the end of sessions</p> <p style="text-align: center;"><b>My Shopping</b></p> <p>Listening to instructions Being safe in the shop Using a visual list Using a checkout</p>

	<p><b>My Travel Training</b> To move around the school safely Travelling on the mini-bus.</p>	<p>Personal hygiene- toothbrushing, hair brushing <b>My Travel Training</b> To move around the school safely Travelling on the mini-bus.</p>	<p><b>Personal skills:</b> Personal hygiene- toothbrushing, hair brushing, washing <b>My Travel Training</b> To move around the school safely Travelling on the mini-bus. Moving safely in he local area</p>
<p><b>My Creativity</b> <i>(Creative)</i></p>	<p><b>Sensory exploration, messy marks and sensory music</b> Sensory exploration, messy marks and sensory music Drama and dance sensory experience linked to ‘my community’ Messy marks: exploring textures and mediums Using senses to respond to stimuli Mark marking Making art for themselves Music through communication such as, Call and Response and Sensory Stories Exploring instruments / Sing and Sign Nativity</p>	<p><b>Sensory exploration, messy marks and sensory music</b> Sensory exploration, messy marks and sensory music Drama and dance sensory experience linked to ‘my weekend’ Messy marks: exploring textures and mediums, including 3D modelling (if appropriate) Using senses to respond to stimuli Mark marking Making art for themselves Music through communication such as, Call and Response and Sensory Stories Exploring instruments / Sing and Sign Easter</p>	<p><b>Sensory exploration, messy marks and sensory music</b> Sensory exploration, messy marks and sensory music Drama and dance sensory experience linked to ‘enterprise’ Messy marks: exploring textures and mediums Using senses to respond to stimuli Mark marking Making art for themselves Music through communication such as, Call and Response and Sensory Stories Exploring instruments</p>
<p><b>Cognition</b> <i>(Cognition &amp; Challenge)</i></p>	<p><b>Cognition skills – responding to stimulus, cause and effect and sequencing. (Auditory, visual, tactile stimulation programmes). Cognition and challenge is delivered through: ICT, Cause 4 Effect, resonance boards, sensory and dark room exploration and sensory play. The classroom environment is themed around our topic or an event (such as Christmas) and communication runs throughout the curriculum.</b></p>		

<p><b>Cognition Semi-Formal</b></p>	<p><b>Numbers:</b> Counting; Ordering numbers; One more and one less</p> <p><b>Measures:</b> Understanding language of length; Ordering and comparing lengths and heights of real-life objects.</p> <p><b>Time:</b> Days and months; Sequencing events; O'clock and half past.</p> <p><b>2D Shape:</b> Recognition; Properties; Shapes in the environment.</p> <p>Thinking and problem-solving activities are encountered throughout the school day, such as collecting resources for tasks.</p>	<p><b>Numbers:</b> Counting; Ordering numbers; One more and one less.</p> <p><b>Statistics:</b> Sorting and matching objects; Collecting and organising data.</p> <p><b>Measures:</b> Understanding language of length; Ordering and comparing lengths and heights of real life objects.</p> <p><b>Money:</b> Coins and note recognition.</p> <p>Thinking and problem-solving activities are encountered throughout the school day, such as collecting resources for tasks.</p>	<p><b>Numbers:</b> Counting; Comparing numbers; Reading numbers in the environment.</p> <p><b>Time:</b> Ordering and sequencing events; O'clock, half past, quarter past.</p> <p><b>Weight and Capacity:</b> Measure / compare weights / capacities of ingredients; Accurate use of measuring devices</p> <p>Thinking and problem-solving activities are encountered throughout the school day, such as collecting resources for tasks.</p>
<p><b>My Outdoor School</b></p>	<p>Focus: Orienteering To <b>participate</b> in aided exploration of the environment. To deliberately move towards a specific outdoor stimulus.</p>	<p>Focus: creativity To <b>participate</b> in aided exploration of the environment. To deliberately move towards a range of familiar outdoor stimulus.</p>	<p>Focus: wilderness explorers To <b>participate</b> in aided exploration of the environment To deliberately show behaviour that can be interpreted as rejection to a range of familiar outdoor stimulus.</p>
<p><b>My Physical Wellbeing (Physical; Wellbeing; Sensory)</b></p>	<p>Focus: <b>Sensory awareness and gross motor skills.</b> <b>MAPT:</b></p> <ol style="list-style-type: none"> <li>1. Dexterity- batting games- emerging.</li> <li>2. Striking- pushing ball or item of surface to land above- emerging.</li> <li>3. Kicking- to use tactile activities to promote proprioceptive awareness for the feet- Emerging.</li> <li>4. Mobility- to bottom shuttle with some support.</li> </ol>	<p>Focus: <b>Exploring body movement using large apparatus.</b> <b>MAPT:</b></p> <ol style="list-style-type: none"> <li>1. Dexterity- batting games- developing</li> <li>2. Striking- pushing ball or item of surface to land above- developing.</li> <li>3. Kicking- to use tactile activities to promote proprioceptive awareness for the feet- developing</li> <li>4. Mobility- to bottom shuttle with limited support.</li> </ol>	<p>Focus: <b>Outdoor Adventures and MAPT challenge day</b> <b>MAPT:</b></p> <ol style="list-style-type: none"> <li>1. Dexterity- batting games- Secure</li> <li>2. Striking- pushing ball or item of surface to land above- secure.</li> <li>3. Kicking- to use tactile activities to promote proprioceptive awareness for the feet- secure.</li> <li>4. Mobility- pre- skills to crawling and hand over hand patterning- pushing up into 4</li> </ol>

	<p><b>MOVE</b> targets- Pivoting whilst standing section f 1-3</p> <p><b>Rebound</b></p> <p>Grade 1 section c- Enjoys being bounced in hands and knees position</p> <p><b>Aquatics:</b> Water safety- Halliwick- section 5 longitudinal rotation control point 1.</p>	<p><b>Move</b> targets- walking forward, section G 1-3.</p> <p><b>Rebound</b></p> <p>Grade 1 section c- Initiates bouncing in hands and knees position- with support.</p> <p><b>Aquatics:</b> floating fun. Halliwick- section 5 longitudinal rotation control point 2-3.</p>	<p>point kneeling, reaching forward and rocking in position.</p> <p><b>Move</b> targets- walking forward, section G 4-6.</p> <p><b>Rebound</b></p> <p>Grade 1 section c- Initiates bouncing in hands and knees position- independently.</p> <p><b>Aquatics:</b> Water fun and games. Halliwick- section 5 longitudinal rotation control point 4-5.</p>
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