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| <p>The rationale underpinning our pre-formal curriculum:</p> <p>The Rochford Review and consideration of the research of effective pedagogy for pupils with SEND including Profound and Multiple Learning Disabilities.</p> <p>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.</p> <p>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, emerging words, gesture, objects of reference or visual symbol.</p> | | | |
| Assessment | <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> | | |
| Key | Autumn Term | Spring Term | Summer Term |
| Themes | Fairy tales and magic | Circus | Mini Beasts |
| <p>My Communication (Narrative) <i>(Communication & Social Relationships)</i></p> | <p>Delivered through: Whole body communication, Intensive Interaction, (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 Autumn, Christmas) and communication runs throughout the curriculum.</p> <p>Responding, interacting, choice making 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>Some pupils will begin to make meaningful choices through use of symbol, gesture or vocalisations.</p> <p>Sensory awareness: reacts, responds and makes differentiated response to and attends to different senses and stimuli.</p> <p>Language comprehension: 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.</p> <p>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>Anticipation: 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>Vocalisation: 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>My Independence (Self-Determination & Independence)</p> | My Cooking / Food Technology | | |

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| | <p>Sensory Exploration Activities Exploring sample of ingredients used, smelling, touching tasting. Exploring how textures change when ingredients are mixed. 2. Using tools: cutting & peeling skills with support and as independently as possible. 3. Cause & Effect ICT Exploration Using blenders, mixers with switches.</p> <p>My Self-Help</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>My Travel Training</p> <p>Show awareness, curiosity and develop the skills of discovery when going to different areas within school.</p> | | |
| My Creativity <i>(Creative)</i> | <p>Sensory exploration, messy marks and sensory music</p> <p>Sensory exploration, messy marks and sensory music</p> <p>Drama and dance sensory experience linked to 'Fairy tales and Magic'</p> <p>Messy marks: exploring textures and mediums</p> <p>Using senses to respond to stimuli</p> <p>Mark marking</p> <p>Making art for themselves</p> <p>Music through communication such as, Call and Response and Sensory Stories</p> <p>Exploring instruments / Sing and Sign Nativity</p> | <p>Sensory exploration, messy marks and sensory music</p> <p>Sensory exploration, messy marks and sensory music</p> <p>Drama and dance sensory experience linked to 'circus'</p> <p>Messy marks: exploring textures and mediums, including 3D modelling (if appropriate)</p> <p>Using senses to respond to stimuli</p> <p>Mark marking</p> <p>Making art for themselves</p> <p>Music through communication such as, Call and Response and Sensory Stories</p> <p>Exploring instruments / Sing and Sign Easter</p> | <p>Sensory exploration, messy marks and sensory music</p> <p>Sensory exploration, messy marks and sensory music</p> <p>Drama and dance sensory experience linked to 'mini beasts'</p> <p>Messy marks: exploring textures and mediums</p> <p>Using senses to respond to stimuli</p> <p>Mark marking</p> <p>Making art for themselves</p> <p>Music through communication such as, Call and Response and Sensory Stories</p> <p>Exploring instruments</p> |
| Cognition <i>(Cognition & Challenge)</i> | <p>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.</p> <p>Awareness (of stimuli – people, objects and activities) (All functional senses should be used).</p> <p>Exploration (of objects, materials and substances) (all parts of the body should be used, especially those parts that pupils can move independently, however little).</p> <p>Control (of objects and materials): cause and effect – anticipating change; causing an effect both accidentally and then intentionally; repeating an action to achieve a repeated outcome.</p> <p>Sequencing and pattern: Take turns in repetitive games, anticipate routine events, recognise familiar places Explore objects that are used in familiar routines, take turns actively and choose between two or more motivating toys.</p> | | |
| My Outdoor School | <p>Focus: Orienteering</p> <p>Shows an emerging awareness to stimulus, objects or the outdoors.</p> <p>Responds to increasing variety of stimulus.</p> | <p>Focus: creativity</p> <p>Shows an emerging awareness to stimulus, objects or the outdoors.</p> <p>Responds differently to different stimulus.</p> | <p>Focus: wilderness explorers</p> <p>Shows an emerging awareness to stimulus, objects or the outdoors.</p> <p>Responds to stimulus in different contexts.</p> |
| My Physical Wellbeing <i>(Physical; Wellbeing; Sensory)</i> | <p>Focus: sensory awareness and gross motor skills</p> <p>MAPT: 1: Mobility- Rolling towards something- Emerging.</p> <p>2: Striking- Sliding/pushing item- Emerging.</p> | <p>Focus: Exploring different body movements through music.</p> <p>MAPT: 1: Mobility- Rolling towards something- Developing.</p> | <p>Focus: exploring travelling and balancing and developing core strength.</p> <p>MAPT: 1: Mobility- Rolling towards something- Secure.</p> |

EQUALS – Pre-Formal Long-Term Plan – Maple (2025-26)

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| | <p>3: Kicking- Large apparatus- Emerging. 4: Dexterity- Maintenance of grasp- Emerging. Grasp and release- Emerging.</p> <p>MOVE targets: Maintaining a sitting position- Section A1 and A2.</p> <p>Rebound: Grade1- Lies or sits on soft object e.g., beanbag</p> <p>Aquatics: Responding happily to and being safe in the water. Halliwick- point 1 section 1-2.</p> | <p>2: Striking- Sliding/pushing item- Developing. 3: Kicking- Large apparatus- Developing. 4: Dexterity - Maintenance of grasp- Developing. Grasp and release- Developing.</p> <p>MOVE targets- Maintaining a sitting position- A3 and 4.</p> <p>Rebound: Grade 1- Enjoys being bounced while lying or sitting on beanbag- support.</p> <p>Aquatics: Water confidence- Halliwick- point 1 section 3-4.</p> | <p>2: Striking- Sliding/pushing item- Secure. 3: Kicking- Large apparatus- Secure. 4: Dexterity - Maintenance of grasp- Secure. Grasp and release- Secure.</p> <p>MOVE targets- Maintaining a sitting position - A5 and A6.</p> <p>Rebound: Grade 1- Enjoys being bounced while lying or sitting on beanbag- independently.</p> <p>Aquatics: Water fun and games- Halliwick- point 1 section 5-6.</p> |
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