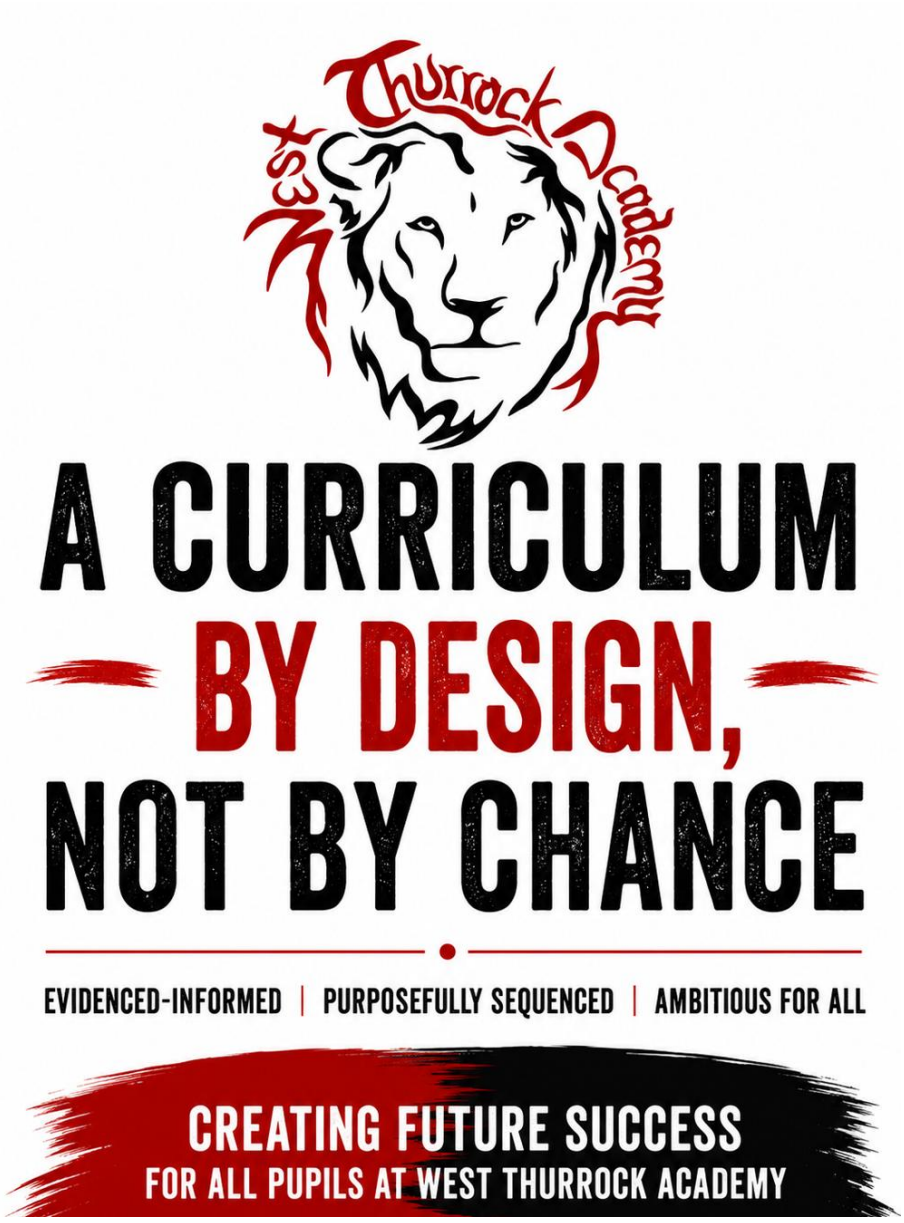

Pre-Formal Curriculum

Explore Foundations

Encourage Meaningful Engagement

Develop Communication Support

Social-Emotional Development

Achieve **Thrive**

The Profile of a Pre-Formal Learner

A typical child in our pre-formal provision will:

- Have an EHCP with a minimum of 25 hours funding.
- Present with complex special educational needs.
- Be unable to access the formal structure of a mainstream classroom, even with high levels of adaption.
- Require intimate care.
- Have significantly delayed communication skills and require a wide range of support, including the use of visuals, gestures and sign language.
- Need a high level of adult support across the day.
- Be unable to demonstrate age-appropriate levels of attention.
- Depend on consistent routines to develop emotional security.
- Find changes and transitions exceptionally difficult.
- Have limited danger awareness, often requiring a risk assessment in place.
- Be awaiting a space at a specialist provision.
- Require regular, consistent communication between home and school to further embed routines.
- Require support from external agencies such as occupational therapists, social workers, speech and language therapists etc.
- Need support to access the local community.
- Be unable to self-regulate and require significant levels of co-regulation in comparison to their peers.
- Have sensory processing difficulties.
- Be working towards, and within, the EYFS Curriculum.
- Range between the ages of 5-11 years old.

Why?

We believe that every child, regardless of their level of need, deserves access to a highly personalised and inclusive curriculum that enables them to communicate, connect with others and participate meaningfully in the world around them. For pupils with complex special educational needs, developing functional life skills, communication and emotional wellbeing is fundamental to fostering independence, confidence and a sense of belonging.

The curriculum is designed to establish the foundations of communication, support social and emotional development and provide opportunities for pupils to learn at a developmentally appropriate level. Through carefully planned and personalised experiences, pupils are supported to make meaningful progress towards their individual outcomes and achieve their full potential.

How we will achieve this:

- Access to smaller group sessions with higher adult ratios.
- The use of specialised resources to support sensory needs and target emotional regulation.
- A thoughtfully designed timetable, which accounts for an appropriate pace of learning.
- Consistent routines.
- A total communication approach, where the development of language is at the forefront of all learning.
- A focus on EHCP outcomes.
- Access to personalised 1:1 learning sessions.
- A curriculum based on the Engagement Model and the Development Matters Framework.

What

This curriculum is deliberately designed to develop pupils' ability to communicate their wants, needs and preferences effectively. Through access to this provision, pupils will work towards meaningful interaction with their peers, increased independence in self-care, the development of self-regulation strategies and improved levels of sustained attention, enabling them to engage more confidently in daily life and learning.

Communication

Aim:

To be able to effectively communicate their wants and needs, using their preferred method of communication. Pupils will be able to demonstrate an understanding of language, within the context of their learning and use this to purposefully interact with others.

Objectives:

- Responds to familiar people with speech, sounds or gestures.
- Shows anticipation during familiar routines.
- Develops shared attention skills with a familiar adult.
- Responds to simple, familiar instructions.
- Makes choices between different objects, people and activities.
- Uses sounds, gestures, signs or words to communicate wants and needs.
- Initiates interaction with familiar adults and peers.
- Takes turns during interactions and activities.
- Makes eye-contact with the person interacting with them.

Literacy

Aim:

To develop early literacy skills through meaningful and engaging experiences with books, stories, rhymes and songs. Pupils will demonstrate an understanding of symbols, pictures, sounds and print, and use these experiences to communicate, make meaning and express themselves as readers and writers.

Objectives:

- Shows interest in books, rhymes and songs.
- Joins in with repeated words, actions and sounds.
- Recognises familiar objects, symbols, pictures and names.
- Makes purposeful marks with meaning.
- Develop phonological awareness.
- Explores books with curiosity and purpose.

Personal Development

Aim:

To build cognitive skills, develop effective communication and improve physicality to become increasingly confident and independent writers.

Objectives:

- Develops a positive relationship with familiar adults and peers.
- Actively participates in shared activities and group routines.
- Expresses preferences, interests and dislikes.
- Makes independent choices during familiar activities.
- Responds to boundaries and follows familiar routines.
- Develops the confidence to explore new environments, activities and experiences.
- Uses taught strategies to regulate their emotions and behaviour with increasing independence.
- Recognises and responds to the emotions of others.
- Takes turns and shares resources during independent play and adult led instruction.
- Seeks support from familiar adults where needed.
- Participates in adult led activities for increased periods of time.
- Develops increasing independence, confidence and participation within daily school life.

Cognition and Thinking

Aim:

To develop pupil's engagement, problem solving, curiosity and early thinking skills. Pupils are supported to explore, anticipate and interpret information in order to make connections and develop their understanding.

Objectives:

- Explores objects materials and environments in different ways using senses and physical actions.
- Sustains attention and engagement within adult-led and self-chosen activities.
- Explores cause and effect resources with increasing independence.
- Makes independent choices between objects, activities, people or environments.
- Solves simple practical problems using trial and error.
- Uses objects appropriately within play, routines and problem-solving activities.
- Interprets information using a variety of stimuli.
- Sort and match pictures with meaning

Mathematics

Aim:

To develop pupils' early mathematical understanding and problem-solving skills. Pupils are supported to explore, recognise and apply mathematical concepts such as number, pattern, shape and position in order to make connections and develop their understanding of the world around them.

Objectives:

- Matches and sorts objects by colour, size, shape or function.
- Recognises, copies and continues simple patterns and sequences.
- Counts objects with support.
- Recognises and represents familiar numerals.
- Understands simple positional language.
- Develops an understanding of different shapes

Physical Development

Aim:

To encourage pupils to develop their emotional well-being, build positive relationships and engage in interactions, which will enhance their sense of belonging and support their ability to thrive within the school community.

Objectives:

- Moves independently in a variety of ways.
- Safely participates in physical play and activities requiring movement.
- Develops balance, coordination and spatial awareness during movement activities, including hand-eye coordination.
- Uses hands and fingers with increasing control during play and practical activities.
- Explores and responds to a range of sensory experiences.
- Uses mark making tools and equipment with increasing control.
- Safely navigates familiar indoor/outdoor environments with adult support.
- Initiates movement, exploration and physical activity independently.

Independence and Life Skills

Aim:

To develop sensory processing, fine and gross motor skills in order to support coordination and spatial awareness. This will allow pupils to engage confidently with the world around them.

Objectives:

- Begins to recognise, express and manage emotions with adult support.
- Develops increasing independence during mealtimes.
- Is beginning to develop independence when managing personal hygiene needs i.e. toileting and washing/drying of hands.
- Uses familiar resources/equipment appropriately.
- Is able to dress and undress with increasing independence.
- Is able to transition between different environments and activities.
- Contributes towards daily classroom routines (i.e. taking responsibility for a job).
- Is able to apply taught skills in different environments and real-life scenarios.
- Initiates participation in familiar routines, activities and self-care tasks.

Creativity

Aim:

To encourage curiosity and imagination as a means to develop confidence and express themselves.

Objectives:

- Participates in music, rhythm, movement and sound activities.
- Engages in imaginative and pretend play.
- Participates in creative activities with increasing attention and engagement.
- Makes choices within creative activities.
- Demonstrates resilience when using a range of different materials