



## Pre-Formal Curriculum

### Intent

At Langley, our vision is that every child **THRIVES** and our curriculum has been developed around seven key themes: **Thrives**, **Happy**, **Respectful**, **Independent**, **Valued**, **Empowered**, **Safe**.

In all Key Stages, our pre-formal curriculum is designed to provide a motivating and engaging context in which the children can make progress based on their individual learning journey. Children on our pre-formal pathway have personalised learning intentions set, driven by their EHCP targets and supported by the SCERTS framework. Communication and regulation are our prime focus areas as these form the foundations of early development and are pre-requisites to learning.

The pre-formal curriculum prioritises holistic development and provides each child with opportunities to make progress in ways that are relevant to their individual needs and interests. Our intention is to provide a broad and balanced experiential curriculum, offering each child the opportunity to develop life skills, build independence and experience the world around them, through play-based sensory activities linked to curriculum areas.

Typically, our pre-formal learners have complex learning difficulties and are consistently working below the level of Early Learning Goals in the Early Years Foundation Stage. These learners are not yet ready to access the National Curriculum and are assessed against the Engagement Model, in-line with statutory guidance. A bespoke curriculum, drawing on elements from Development Matters, Birth to 5 Matters and the Early Years Developmental Journal has been carefully planned which outlines half-termly topics and stories to structure the learning opportunities and ensure children are provided with a rich and stimulating environment in which to develop.

We understand that children working in the pre-formal pathway need support to begin to communicate and interact with others and to regulate, generally through co-regulation or mutual regulation strategies with an adult. Children in our pre-formal pathway are supported to

build their 'window of tolerance' and develop behaviours for learning through having targets set against their EHCP outcomes using the SCERTS framework. These targets ensure every child is supported to make progress relevant to their emerging needs and current stage of development in their social communication and emotional regulation, through personalised transactional supports and interventions from the staff working with them.

We believe in developing the whole child in an environment which enables pupils to thrive. We believe in creating a happy and secure environment which inspires our children to explore, engage and learn safely. We actively promote the fundamental British values through our school ethos and culture, our curriculum (including RE, PSHE and relationships education) and by offering our children opportunities to experience wider curriculum events throughout the year. Children in the pre-formal pathway have opportunities to engage with in-school theatre performances, Forest School and in-school workshops and work towards meaningful and relevant offsite trips when appropriate.

As part of our PSHE curriculum, children experience how to stay safe online, develop their understanding of safe and unsafe choices and recognise trusted adults.

With specialist PE teaching in-house, we ensure that children experience and explore how their bodies can move in a range of ways and exploring different sports and equipment in an adapted way to meet their physical and sensory needs.

Developing our pupils' life skills is incorporated throughout the curriculum where children are supported to begin to develop personal care routines, independence at mealtimes and looking after personal belongings. In addition, our Life Skills sessions provide practical opportunities for children to experience life skills in social situations, safety, play and leisure, independence and community.

### **Implementation**

The provision in the pre-formal pathway uses aspects of a continuous provision, similar to that used in an EYFS environment, with multi-sensory elements provided in all sessions to promote engagement and provide ongoing feedback for sensory seeking behaviours.

Interventions are run throughout the day to provide children with personalised and relevant exposure to key skills, and develop behaviours for learning through engaging with adult-led activities. Children's independence is promoted and staff use Intensive Interaction techniques to follow the child's individual interests and foster a sense of competent and successful communication.

Early reading and pre-phonics interventions are run daily, in order to develop pre-reading skills. Children who are ready or show a particular interest in reading or phonics are supported to access the whole school Systematic Synthetic Phonics programme at a pace which is relevant to them on a 1-1 or small group basis, depending on their need.

Children are encouraged to experience short whole-class sessions throughout the day which are designed to be highly engaging (for example Bucket time, parachute play, sensory stories and number rhymes). All sessions are supported by a total communication approach, where staff use a combination of spoken word, sign, objects of reference and symbols to support communication and participation. Children are also supported to engage in regular whole-class relaxation sessions, signifying the end of a chunk of learning or a transition phase, to enable them to regulate and prepare for an incoming change to the environment.

Timetables are highly structured and consistent, enabling the children to feel safe in a predictable environment. Classroom environments are kept free from overstimulating visuals and furniture to support children's regulation and maximise learning space.

Every child has personalised learning intentions for every aspect of their learning and development. Staff are knowledgeable of, and use these, to support all children to acquire and embed new skills through engaging with the activities on offer as part of the continuous provision, and through the adult-led interventions, personal care and whole-group learning sessions throughout the day.

In order to begin to develop behaviours for learning, and build tolerance of working on adult-led tasks, children may use a '**GROWTH** Station'. These activities support the children to develop independence and organisational knowledge, whilst embedding and retrieving learnt skills:

- **Guided Learning:** Provide structured support and guidance to help pupils navigate their learning experiences effectively.
- **Rooted in Individual Needs:** Tailor activities to the unique strengths and challenges of each pupil, addressing their specific learning requirements.
- **Opportunities for Exploration:** Create chances for pupils to explore new concepts and skills in a safe and encouraging setting.
- **Well-Structured Activities:** Provide clear, organised tasks that help pupils develop their skills progressively, much like a tree growing in stages.
- **Teamwork and Collaboration:** Foster a collaborative atmosphere where pupils, staff, and families work together to support learning and development.
- **Holistic Development:** Focus on the overall growth of pupils, including social, emotional, and academic aspects, similar to how a tree flourishes in all directions.

Our pre-formal learners require a personalised, 'holistic', 'multi-sensory' approach to the delivery of their curriculum. We work closely with other professionals, including Speech and Language Therapists, Sensory Occupational Therapists and Physiotherapists to provide students with the appropriate programmes and plans which are incorporated throughout the day.

## Overview of learning areas in our pre-formal pathway at Langley:

Independence and Community		Personal, Social and Emotional Development	Physical Development, Sensory and Emotional Regulation
<b>Life Skills</b> Children are supported to encounter activities to provide real-world, life experiences through weekly sessions focussed on the following areas: <ul style="list-style-type: none"> <li>- My social self</li> <li>- My personal care and health</li> <li>- My safety</li> <li>- My play and leisure</li> <li>- My independence</li> <li>- My travel</li> </ul> <b>RE, British Values and Cultures</b> We follow the Birmingham Agreed Syllabus at a level appropriate for learners; engaging with the topics through: learning through experience, exploring religious traditions and non-religious world views, building the skills of learning from faith and learning to discern We creatively explore the British Values of: Democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. We do this through learning and play, and enrichment days <b>Opportunities to develop independence and organisational skills through:</b> GROWTH workstations		<b>PSHE</b> Children are supported to encounter activities linked to 6 key PSHE areas over a two-year rolling period, as outlined by the national PSHE framework. Online safety is revisited multiple times across the year. Activities are presented at a level appropriate for our learners, who are encouraged to explore the following areas of learning: <ul style="list-style-type: none"> <li>- The world I live in</li> <li>- Managing feelings</li> <li>- Healthy lifestyles</li> <li>- Self-awareness</li> <li>- Self-care, support and safety</li> <li>- Changing and growing</li> </ul> <b>Using SCERTS model framework, opportunities for children to develop social communication skills through:</b> Listening with Lola Total communication approach, augmentative and alternative communication and SaLT programmes Shared play, turn-taking and co-operative play through continuous provision activities and interventions Intensive Interaction TACPAC and HandyPAC Opportunities to develop social skills through whole-class greetings, activities and mealtimes	<b>Using SCERTS model framework, specific intervention strategies around emotional and sensory regulation in order to regulate arousal levels to include:</b> Sensory circuits, sensory integration and sensory diets Emotional regulation and emotion coaching through an individualised approach and through OT, Sensology, mindfulness and yoga techniques, TACPAC and HandyPac Personal OT programmes (where appropriate) Personal physiotherapy programmes (where appropriate) Access to regulation support tools and resources, such as sensory spaces, fidgets and dark tents Learning breaks and walks Opportune moments throughout the school day to begin to understand emotion using visual aids where appropriate <b>PE</b> Weekly PE sessions with a specialist to develop gross motor skills through practical and sensory activities Opportunities to develop gross motor skills through accessing parachute play, playground equipment and outside spaces Forest School
Learning and Problem Solving		Interests and Play	
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<b>Thematic and multi-sensory based experiential learning through engaging, exploring, playing and learning:</b> <b>Early reading through the use of:</b> <ul style="list-style-type: none"> <li>- Daily sensory stories</li> <li>- Trips to the school library</li> <li>- Visual discrimination</li> </ul> <b>Early phonics through the use of:</b> <ul style="list-style-type: none"> <li>- Sound exploration and discrimination</li> <li>- Visual discrimination</li> <li>- Familiar songs and rhymes</li> </ul> <b>Early writing through the use of:</b> <ul style="list-style-type: none"> <li>- Daily fine motor skills activities</li> <li>- Daily gross motor skills activities</li> <li>- Mark making activities</li> </ul> <b>Language and communication</b> is threaded throughout every aspect of the curriculum through a total communication approach; constant and consistent use of SCERTS targets, PECS, ALD boards, symbols, signs and spoken word. 1:1 SaLT and PECS sessions to work on individual targets throughout the week	<b>Thematic and multi-sensory based experiential learning through engaging, exploring, playing and learning:</b> <b>Early number through the use of:</b> <ul style="list-style-type: none"> <li>- Number songs and rhymes</li> <li>- Matching</li> <li>- Counting with 1:1 correspondence</li> <li>- Number recognition activities</li> </ul> <b>Early space, shape and measure skills through the use of:</b> <ul style="list-style-type: none"> <li>- Puzzles and insets</li> <li>- Matching</li> <li>- Threading</li> <li>- Position and direction games</li> <li>- Exploring colour</li> <li>- Exploring pattern and symmetry</li> </ul> <b>Opportunities to develop problem solving through:</b> Friendly sabotage	<b>Developing play skills through learner-led exploration and supported risk taking, linked to topics, supporting children to make choices and fostering inquisitiveness, supported through:</b> Forest School Sensory exploration Food exploration Mastering and acquiring the basic skills to engage with and operate technological devices <b>Opportunities to begin to develop functional play through building upon key skills of:</b> Sensorimotor play Cause and effect toys Relational play <b>Using the Characteristics of Effective Learning framework to:</b> Play and explore – children investigate, explore and ‘have a go’ Actively learn – children learn to maintain concentration and persevere through difficult moments, then enjoy their achievements Create and think critically – children develop their own ideas, make links between them and develop strategies to do things	<b>Enabling children to be curious and creative learners through thematic exploration of voice, movement, music and sound, art, tools and materials, instruments and play to develop:</b> Mastery of basic movement skills Confidence and freedom of expression Experiencing stories and numbers through sensory exploration, movement, rhyme and song Experiencing music, art, theatre and dance from a range of societies, cultures and genres <b>Using the Characteristics of Effective Learning framework to:</b> Play and explore – children investigate, explore and ‘have a go’ Actively learn – children learn to maintain concentration and persevere through difficult moments, then enjoy their achievements Create and think critically – children develop their own ideas, make links between them and develop strategies to do things

**Example of a timetable in our pre-formal pathway at Langley:**

	8:50-9:15	9.15-9.35	9.35-10.15	10.15-10.20	10.20-10.55	10.55-11.10	11.10-11.50	11.50-11.55	11.55-12.00	12:00-1:30	1:30-1.45	1.45-2.15	2.15-2.30	2.30-2.35	2.35-2.50	2:50-3:00
Monday	Buses, breakfast and settling in – Emotional regulation, calm time	Sensory greetings and sensory story	Learning and problem solving (English focus) Interventions: 1:1 early phonics, sensory regulation, GROWTH workstations	Mindfulness/calm time	1:1 reading, inside play and toilets	PE		Number songs and rhymes	Mindfulness/calm time	Lunch, play skills and outside play	Sensology	PSHE Interventions: sensory regulation, Listening with Lola	Parachute play (Social communication)	Mindfulness/calm time	Afternoon snack (Social Communication and SaLT targets) and toilets	Transition to parents/buses
Tuesday		Sensory greetings and sensory story	Learning and problem solving (English focus) Interventions: library time, sensory regulation, GROWTH workstations		1:1 reading, inside play and toilets	Bucket time	Learning and problem solving (maths focus) Interventions: 1:1 early phonics, sensory regulation, GROWTH workstations	Number songs and rhymes			Sensology	Expressive Arts through interests and play Interventions: sensory regulation, new learning for GROWTH workstations				
Wednesday		Sensory greetings and sensory story	Learning and problem solving (English focus) Interventions: 1:1 early phonics, sensory regulation, GROWTH workstations		1:1 reading, inside play and toilets	Bucket time	Learning and problem solving (maths focus) Interventions: 1:1 early phonics, sensory regulation, GROWTH workstations	Number songs and rhymes			Sensology	RE and Life skills Interventions: sensory regulation, TACPAC/HandyPAC				
Thursday		Sensory greetings and sensory story	Learning and problem solving (English focus) Interventions: 1:1 early phonics, sensory regulation, GROWTH workstations		1:1 reading, inside play and toilets	Bucket time	Learning and problem solving (maths focus) Interventions: 1:1 early phonics, sensory regulation, GROWTH workstations	Number songs and rhymes			Sensology	Understanding the World through interests and play Interventions: sensory regulation, Listening with Lola				
Friday		Sensory greetings and sensory story	Group yoga and music session (Expressive Arts) Interventions: sensory regulation		1:1 reading, inside play and toilets	Bucket time	Learning and problem solving (maths focus) Interventions: 1:1 early phonics, sensory regulation, GROWTH workstations	Number songs and rhymes			Sensology	Food exploration Friday! (Understanding the World) Interventions: sensory regulation				

## **Impact**

### ***Individual Targets***

Teachers set individual targets on Evidence for Learning each term, based on pupils' long term EHCP targets, across four areas (see table below). Evidence for Learning is used to add observations and evidence of pupils participating and engaging in activities which contribute towards their progress towards individual learning targets. Teachers can track children's progress towards children short term and long term targets and adjust provision as required to suit their learning needs. Parents are informed of their child's progress through regular parent meetings during the academic year and as part of their child's annual review meeting.

Communication and Interaction	Cognition and Learning	Social, Emotional, and Mental Health	Physical and Sensory
Targets may relate to: <ul style="list-style-type: none"><li>• Expressive and/or receptive language</li><li>• Communication for learning, literacy, behaviour and social interaction</li><li>• Comprehension</li><li>• Speech production</li><li>• Processing and understanding</li><li>• Access to the curriculum</li></ul>	Targets may relate to: <ul style="list-style-type: none"><li>• Children's access to curriculum, in particular the acquisition or use of literacy and numeracy skills</li><li>• Memory, concept development, information processing, understanding, sequencing and reasoning</li><li>• Organisation</li><li>• Independence</li></ul>	Targets may relate to: <ul style="list-style-type: none"><li>• Social rules, boundaries and cues</li><li>• Forming relationships with adults</li><li>• Making friendships</li><li>• Turn taking</li><li>• Sharing</li><li>• Identifying and managing heightened emotions</li><li>• Mental health, such as anxiety, self-harm, difficulties around eating</li></ul>	Targets may relate to: <ul style="list-style-type: none"><li>• Hearing or vision impairment</li><li>• Fine Motor skills (mark making, using cutlery, dressing skills)</li><li>• Gross Motor skills (mobility and physical activity)</li><li>• Personal care (toileting, self-help)</li><li>• Sensory processing needs</li></ul>

### ***Quality Assurance of Teaching and Learning***

The Senior Leadership Team plan a range of internal and external assurance opportunities throughout the academic year and triangulate the evidence to ensure that our curriculum is having the desired impact. As a result, strengths are celebrated and areas for development clearly defined. Quality assurance activities may include the following:

- Lesson observations
- Learning Walks
- Book/evidence looks
- Pupil voice and/or pupil engagement and attendance
- Learning Trust for Excellence engagement e.g. curriculum reviews
- Pupil progress meetings
- Governor visits