



Semi-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.**

Our semi-formal curriculum is designed to support a holistic provision which focuses on the four areas of need for each child: communication and interaction, cognition and learning, physical and sensory and social, emotional, and mental health.

The intent for the semi formal curriculum is to offer a personalised approach to learning, driven by children's EHCP targets, which widens our pupils' experiences and builds on prior learning.

Typically, our semi-formal learners have severe learning difficulties, a diagnosis of autism spectrum condition and are consistently working below the level of National Curriculum attainment targets for Year 1. These learners are developing their independence, communication, cognitive and emotional and social skills. Our semi-formal curriculum pathway centres around the development of pupil voice and choice, fostering positive communication skills.

We recognise that children working within our semi-formal pathway will often need support to develop their understanding of self, how to form and sustain relationships, co-regulation and self-regulation strategies and positive dispositions to learning. These children learn most effectively when teaching and learning relates to their own experiences, sometimes through structured play or themes and other times through functional activities. We aim to support children in developing resilience to deal with challenges and provide foundations on which lifelong learning can be built.

Children in our semi-formal pathway receive an adaptation of the National Curriculum alongside broader areas of learning. The curriculum features a range of experiences and opportunities to support pupils' engagement, repetition, over learning and generalisation. Our provision within our semi-formal pathway is based on an EYFS approach to best meet the needs of our pupils in this pathway. We believe in creating a happy and secure environment which inspires our children to explore, engage and learn safely.

We believe in developing the whole child in an environment which enables pupils to thrive. We actively promote the fundamental British values through our school ethos and culture, our curriculum (including RE, PSHE and relationships education) and by engaging our pupils in wider curriculum events throughout the year. As part of our curriculum planning, we include a range of visits and visitors to broaden our pupils' experiences and enrich our curriculum offer. Examples include Forest school on site, visiting the library, visit to the theatre in Birmingham, performances in school, walks within the local area, local shopping experiences and puppet show exploring friendship. These experiences help children to build their knowledge of the school and local community.

As part of our Computing and PSHE curriculum, children explore 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 pupils 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 pupils are encouraged 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 develop life skills in social situations, safety, play and leisure, independence and community.

Implementation

Pedagogy within the semi-formal pathway supports an EYFS, continuous provision approach which allows pupils to progress towards individual learning targets whilst also providing discreet subject specific sessions to develop skills and some early knowledge learning.

Typically, teachers plan for children to engage in short, whole class sessions using ALD (Assisted Language Device) boards and visuals or sensory experiences to encourage communication and participation. This is followed by 1:1 or small group focused learning tasks and access to continuous provision activities which may:

- support independent access to the current learning
- enable pupils to build on individual EHCP or short-term targets, such as developing play skills or communication

- support maintenance of skills

Teachers plan learning opportunities and experiences for children to explore across a range of contexts and learning activities.

Teachers will identify key learning intentions for every lesson and will provide opportunities for adult-led and adult-directed tasks linked to the learning as well as child-led opportunities linked to the learning or children's EHCP targets, through continuous provision. This provides opportunities for children to explore their own interests and fascinations, develop play skills, communication and interactions and social skills. In addition, as part of the continuous provision, learners may access previous learning to support independent engagement, over learning and re-visiting or they may use a 'Growth Station' to support learning.

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

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

Personal, Social, Health & Emotional Development	Communication and Language	Literacy	Life Skills
<p>PSHE learning through – Self-awareness, Self-Care/Support and Safety inc Online Safety, Managing Feelings, Changing and Growing, Healthy Lifestyles, The World I live in</p> <p>Opportunities to develop: Attention (inc.Attention Autism) Independent and Organisation Skills (inc life skills) Interacting and working with others (inc social and play skills)</p> <p>Emotional Development Developing Communication and Language to support emotional literacy and emotional intelligence Emotional regulation and emotion teaching/coaching through an individualised approach and through explicit lessons, also through: OT, Sensology, Mindfulness, Yoga and where appropriate individual or group therapies e.g. ELSA, Talk and Draw</p>	<p>Communication, interaction, and language acquisition is consolidated through effective adult modelling, targeted and incidental learning opportunities. Opportunities to develop pre-intentional and intentional language, expressive and receptive communication through learning and play, individualised approaches, therapies and interventions: Total Communication Approach Augmentative and Alternative Communication Speech and Language Programmes and Interventions SCERTS Thinking and Problem solving – (Sabotaging, Self-belief and Confidence) Intensive Interaction Colourful Semantics Blank Level Questioning Attention Autism Core Word Work</p>	<p>Thematic and multi-sensory based engaging, exploring, playing and learning within the key areas of: Communication and Language Speaking and Listening Daily Phonics (Read Write Inc) Reading (including pre-reading skills) Writing (including pre-writing skills)</p> <p>Semi-Formal learners participate in four English lessons per week, using high-quality fiction and non-fiction texts, poetry, drama and role-play, exciting concrete, visual and auditory stimuli, and real-life experiences using a multi-sensory approach as a vehicle to explore key vocabulary, follow instructions, answer questions and build sentences. Further to this, pupils participate in 1:1 or small group phonic sessions dependent upon their ability and need.</p>	<p>These sessions provide practical opportunities to develop life skills in social situations, safety, play and leisure, independence and community. Direct links to the PSHE curriculum. Further to this independence and life skills are incorporated throughout the curriculum where pupils are encouraged to develop personal care routines, independence at mealtimes and looking after personal belongings.</p> <p>Trips, visits and visitors are planned to enable pupils to build their knowledge of their school and local community.</p>
Mathematics	Physical Development	Understanding the World	Expressive Arts and Design
<p>Maths – Problem solving and thinking skills are embedded into all aspects of learning where pupils are encouraged to develop their independence and work things out for themselves. Children have four Maths sessions per week. Teachers plan to make links to practical projects, such as following recipes, using measuring skills, or exploring shapes of everyday objects. Activities are differentiated to meet the individual needs of learners to ensure all pupils can access the curriculum.</p> <p>Developing their understanding of core mathematical words, key skills and real-life maths within: -number -calculations -shape, space and measure -statistics</p>	<p>Development of Fine Motor Skills, Gross Motor Skills, Emotional Wellbeing, Healthy Lifestyles and Swimming.</p> <p>PE – Children will access both discreet lessons and enrichment across the curriculum based on: -mastering basic movements -participating in partner and teams games -performing dances</p> <p>PD – Individualised learning, OT programmes, developing gross and fine motor skills, establishing self-help skills</p> <p>Specialist provision - The school has specialist sensory and sensory integration rooms for children with individual plans.</p> <p>Forest School provision for all children across the academic year (links to Understanding of the World)</p> <p>Outdoor Learning Opportunities planned into the curriculum (links to Understanding of the World)</p>	<p>Science- Exploring and engaging with the world around them, scientific enquiry, life processes and living things, materials and their properties, physical processes History - Exploring: their recent past, changes in living memory, events beyond living memory, lives of significant individuals in the past, local historical events, people and places Geography - Exploring and engaging with the world around them, locational knowledge, place knowledge, human and physical geography, geographical skills and fieldwork RE, British Values and Cultures – 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 Computing – Engaging with the world around them through developing ideas and making things happen, finding things out and exchanging and sharing information</p>	<p>Art - Exploring a range of materials, drawing, painting, sculpting, developing art and design techniques, designing and making, being exposed to different artists and craft makers DT- Exploring the design and make process through cooking and nutrition, use of a range of different tools and materials, building technical knowledge and evaluating Music – Exploring and experiencing music from different genres and cultures and developing understanding of music through: singing, listening, composing and performing, opportunities to watch performances Dance - Engaging with dances from a range of genres and cultures, explore different movements with their own bodies and in partners/groups, respond to stimuli through movement, opportunities to watch performances Drama – Engaging learning experiences through drama and role-play, gain confidence in using body, gesture, movement, sound and voice for self and audience, engage and take part in dramatic story telling and rhymes, opportunities to watch with performances</p>

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

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