



Chadsgrove Curriculum Long Term Planning: Pre-Formal Curriculum

Curriculum Intent

The curriculum for pupils with Profound and Multiple Learning Difficulties, which is delivered through the Long Term Plan, aims to encourage all pupils to progress through our school, following their curriculum pathway, in order to enable them to be active citizens within the school community and beyond. Our Pre-Formal Curriculum builds towards pupils being able to confidently and consistently express preferences and to be able to exert autonomy in a variety of contexts, whatever their future life beyond school may be.

The Long Term Plan is delivered through the three focus areas of the Barrs Court Curriculum:

- Early Thinking Skills
- Early Communication Skills
- Early Motor Skills

Medium Term Plans are produced termly, which detail the intended learning in each of these three focus areas. In addition, meaningful outcomes are planned for pupils in the areas of:

- Cognition and Learning
- Communication and Interaction
- Sensory and Physical development
- Social and Emotional development

These outcomes are linked closely to pupils' Education, Health and Care Plans and their Individual Education Plans.

Curriculum Implementation

Pupils with are provided with learning opportunities in each of the seven core strands of the EQUALS Pre-Formal curriculum:

- Communication and Social Relationships
- Sensory
- Physical
- Creative
- Self-Determination and Independence
- Cognition and Challenge
- Well-Being

The curriculum as a whole is designed to be inter-connected; strands are not separate from each other but learning occurs holistically, within a thematic approach to teaching.

Repetition is recognised as being an essential part of education for pupils with PMLD, so that, with familiarisation, pupils can begin to anticipate, participate, communicate preferences and make requests.

Intensive Interaction, a part of communication, is seen to be an essential part of the curriculum. Other learning opportunities can be selected according to pupils' individual needs and preferences, and planned on a rolling programme according to the following themes:

Pre-Formal Curriculum Summary of Themes 2023-2027 (4 Year Cycle)

	Autumn		Spring		Summer	
4LS	<i>Encouraging pupils to discover what they like and what they don't like</i>		<i>Encouraging pupils to explore interaction with familiar people</i>		<i>Encouraging pupils to show reactions to a range of stimuli</i>	
	2024	Adventure Time	2025	Space	2025	In the Summer Time
	2025	My Little Forest	2026	The Secret Garden	2026	Star of the show
	2026	Step Back in Time	2027	Around the World	2027	Habitats
	2027	Getting to know you	2028	People Who Help Us	2028	This is Me
7LS	<i>Developing pupils' means of expressing preferences</i>		<i>Developing pupils' abilities in sharing attention and taking turns during interaction with others</i>		<i>Developing pupils' responses and their ability to anticipate</i>	
	2024	On Our Travels	2025	Spring is Here!	2025	The Great Outdoors
	2025	A Sense of Autumn	2026	Under the Sea	2026	Down on the Farm
	2026	Traditional Tales	2027	Amazing Asia!	2027	Animals on Safari
	2027	My Favourite Things	2028	Aladdin's magical journey	2028	Let's go to the beach
10US	<i>Enabling pupils to begin to make choices about activities, according to their individual abilities</i>		<i>Enabling pupils to understand how to communicate their feelings to others</i>		<i>Enabling pupils to become more aware of cause and effect</i>	
	2024	Wizards and Witches	2025	As the Snow Melts	2025	Alice in Wonderland
	2025	Magic Carpet Rides	2026	African Adventure!	2026	The Circus is in Town
	2026	Terrific transport	2027	Crazy Climates	2027	Cool Conservation
	2027	Because of You	2028	Let's Grow Together	2028	Rise and Shine
P14	<i>Supporting pupils in recognising their own ability to gain attention and make requests</i>		<i>Supporting pupils in using their skills to interact with others in the wider community</i>		<i>Supporting pupils to develop a sense of control over the world around them</i>	
	2024	Dreams	2025	Eurostar!	2025	Prehistoric
	2025	Our trip to Hogwarts	2026	Around the world	2026	Our blue planet
	2026	Through the Looking Glass	2027	Gap Year Adventure	2027	Carnival
	2027	The Magic of the Musicals	2028	Wonderful Wildlife	2028	The Grimm Brothers

History
Geography

Literature
Fantasy

Community/PfA
Natural World

Suggested learning opportunities, to be linked to termly themes (adapted from the EQUALS Pre-Formal Curriculum, 2019):

<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Sensory and Physical development</u>	<u>Social and Emotional development</u>
<p>Sensory Exploration/Messy Play/'Sensology': using all 7 senses, which includes proprioception and vestibular senses.</p> <p>Sensory Cookery/Messy Food Play: pupils to be involved in the process of exploring ingredients rather than aiming to make a finished product.</p> <p>Technology: use of 'cause and effect' computer software, iPad apps, Eye Gaze technology.</p> <p>Art: pupils to be involved in the process of exploring materials, rather than the quality of finished work.</p> <p>Music: using rhythm, giving all pupils the means to access sounds e.g. through switches where appropriate, Sounds of Intent, Musical Interaction.</p>	<p>Intensive Interaction: at least one regular timetabled slot per week.</p> <p>Sensory Stories: a story should be repeated in exactly the same way each week, for at least one term.</p> <p>TACPAC: commercially produced packs are available, or these can be personalised to match a particular theme.</p> <p>Communication Cues: Objects of Reference, Touch Cues, Sound and Smell Cues, Symbols and Photographs (where appropriate), Signing, Routines.</p>	<p>Positional changes: at least two position changes built into the timetable each day.</p> <p>Movement to Music</p> <p>Massage</p> <p>Sherbourne Developmental Movement</p> <p>MOVE</p> <p>Rebound Therapy</p> <p>Hydrotherapy</p> <p>All pupils should have daily opportunities to work towards their physiotherapy programmes.</p>	<p>Inclusive Community Awareness: regular opportunities to access the outside world, including visiting their local community. Visiting the same place each week for at least one term.</p> <p>Routines: consistent routines, including arriving at and leaving school, lunchtimes, break times, assemblies, the start and end of the day, the start and end of lessons.</p> <p>Personal Care: pupils should be given the opportunity to develop their independent eating and drinking skills, snack times should be built into timetables and sufficient time given for practicing skills. Pupils should be encouraged to take as much control as possible during their personal care times.</p>



Curriculum Impact

Pupils' progress is assessed using Routes for Learning, which is an assessment tool specifically designed for pupils with PMLD.

Each pupil follows a range of pathways through the 'Routemap'.

Individual targets are set for each pupil in the areas of Cognition and Learning, Communication and Interaction, Sensory and Physical development and Social and Emotional development. These targets are set in line with their EHCP Outcomes, as well as linking closely to the numbered steps on their current Band of Routes for Learning, where appropriate.

Some pupils in P14 may also be working towards the OCR Accredited course 'Life and Living Skills'.

Pupils' progress towards meeting their targets is recorded using the Engagement Model, which allows small steps of progress to be recorded in the areas of exploration, realisation, anticipation, persistence and initiation.

The Engagement Model is used as part of pupils' formative assessment; future lesson planning is guided by pupils' individual assessment records.

Videos and photographs are used to evidence this progress; these are saved as PowerPoint Presentations ('Learning Evidence Files').

The school's online SOLAR site is used to record pupils' progress against Routes for Learning each term, which evidences teachers' summative assessment. Data is collected which enables progress to be tracked and interventions to be put in place where necessary to ensure that all pupils reach their full potential.

As pupils progress through the school, the assessment process will allow a clearer picture of their future goals to emerge. This means that pupils can then be supported to work towards an appropriate pathway for their future beyond school, with clearly defined aims. These may include preparing pupils for the next stage in their education, such as by following an accredited course, or supporting pupils in taking their place in community life, ensuring that they have the means to communicate their needs and preferences to those around them.

