

The Pre-Formal Curriculum at Horton Lodge OVERVIEW

Introduction

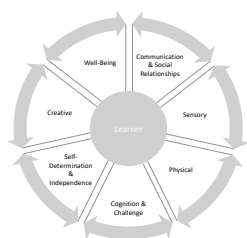
The pre-formal curriculum at Horton Lodge is for Key Stage 1 and 2 pupils with profound and complex needs.

This curriculum is for those who are:

- Learning to experience
- Learning to experience and actively respond
- Learning to 'make things happen' in their environment

Intent

The pre-formal curriculum has each child and young person's EHCP at its centre. Personalised goals are delivered through a broad and balanced range of high-quality learning opportunities and experiences which link directly to the four key areas of SEND and the following 7 core strands:



(EQALS PRE-FORMAL CURRICULUM)

- Communication & Social Relationships
- Sensory
- Physical
- Cognition and Challenge (exploring the world around me)
- Self-Determination & Independence
- Creative
- Well-Being

Our ambitious aims for Pre-Formal Learners

Where a pupil is working within the Pre-Formal Curriculum when leaving Horton Lodge our aim is for the children to be able to:

- express their wants, needs, likes and dislikes in a way that others can interpret
- be confident environments and experiences beyond the most familiar ones
- have some degree of independence
- make choices and exert some control over their lives
- interact confidently with other people
- explore the world around them
- maintain their emotional wellbeing
- feel as physically comfortable and in control as possible

Learning Opportunities: (Implementation)

Learning involves sensory stimuli as well as routine and repetition. The EHCP / 4 learning areas and suggested seven core strands are taught through various Learning Opportunities

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(LOs) which are exemplified below. The curriculum is designed to be holistic, so that all the parts of the curriculum are intimately interconnected and explicable only by reference to the whole. Every moment of every day is a learning opportunity and there should be no time when learning is not taking place. Teachers are free to choose which Learning Opportunities they want to offer and how they want to offer them using timetables built around the learners themselves i.e. what interests them, what motivates them, what do they enjoy doing, what are they good at and may include activities based around:

- Intensive Interaction
- Communication
- Music
- Sensory cooking
- Sensory exploration
- Sensory stories
- Touch, movement and physical development
- Drama, poetry and literature
- Art
- Community awareness

These are delivered through curricular vehicles such as Tacpac, resonance boards, Sensology and Rebound. Activities of sensory and involve routine and repetition.

The following basic elements are in place during every learning activity:

- the right communication approach,
- the repetition of routines,
- the motivation,
- the comfort,
- an appropriate physical environment,
- enough time.

Impact

Assessment

- Engagement Model - this is used to secure the highest levels of participation and progress.
- Personal Progress against Individual Intentions are assessed using the assessment of lateral progression (ALP) which uses the Continuum of Skill Development (CSD) scale. CSD comprises a ten point rating scale for each of four aspects of skill-development, namely: independence, fluency, maintenance and generalisation.
- Specialist assessments and reports are integrated into interventions and Individual Intentions such as physiotherapy, speech and language, VI, HI.