



## The Pre-Formal Pathway at Shaftesbury Victoria School

After completing EYFS, learners will follow one of three learning pathways – Pre-formal, Semi-formal or Formal. The Pre-Formal pathway is mainly for students who have Profound and Multiple Learning Difficulties who are unable to access the National Curriculum.

Pre-Formal learners require a higher level of adult support, both for their learning needs and their personal care, and are likely to need sensory stimulation, with their curriculum broken down into very small steps. Some of our pre-formal learners communicate by gesture, eye-pointing, and at times very simple language.

Our Pre-Formal learners' attainment is likely to stay within the early school assessment levels and their learning may not follow a straight, linear pathway because of their individual needs and strengths. The school ensures that there is fluidity between pathways, allowing for a personalised approach that enables pupils to benefit from approaches from other pathways and to move between pathways if they develop.

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### All our learners follow flexible timetables that include the following 5 areas:

Our Pre-Formal learners follow personalised timetables that prioritise targets from the PLPs, based on the EHCP categories:

- Communication and interaction
- Cognition and learning
- Physical and sensory
- Independence
- Social, emotional and mental health

The curriculum is loosely divided into 5 curriculum areas that are broadly in line with the semi-formal and formal curriculum, but delivered through a range of sensory, immersive and practical experiences. Those areas are:

- **Communication:** This is at the heart of all learning in the pre-formal pathway and permeates all other curriculum areas. Working alongside SaLT, teachers are committed to Total Communication, intensive interaction and sensology as key strategies to develop communication skills.
- **Discovery:** Exploring the world through the senses.
- **Citizenship (Previously SRED):** This includes incidental learning, bespoke to individual needs. Trips out play a central role in this area.
- **Enrichment:** Pre-formal learners have a broad exposure to drama, dance and music, which are all delivered by specialist teachers. In addition, learners are involved in our LEAP programme.



- **Physical Well-being (Previously Movement):** In addition to physiotherapy, pre-formal learners follow a PE and swimming/hydrotherapy curriculum.

## **Intent – What are we trying to achieve through our Pre-Formal Curriculum?**

The Pre-Formal Pathway aims to provide a curriculum that delivers LIFE: a love of learning, promotion of independence, a focus on the future and high quality enrichment. **In order to implement our LIFE intent, the Pre-Formal curriculum prioritises communication as its key focus.** These skills are delivered in lessons permeate all aspects of the curriculum. The curriculum will:

### **Inspire a love of learning through:**

- developing learners' levels of engagement by finding out what interests and motivates them
- Igniting curiosity
- equipping and supporting learners to persist through difficulties and setbacks
- supporting learners to grasp new opportunities

### **Promote independence through:**

- providing recurrent opportunities and sufficient time for learners to repeat, practise, maintain and consolidate skills to develop independence;
- providing the appropriate degree of scaffolding to lead learners to greater independence
- building self-esteem and confidence
- developing a sense of belonging and of importance to support them to feel part of society
- fostering self-reliance, encouraging learners to feel they have increasing control of their lives

### **Focus on the future through:**

- making explicit reference to how learning is relevant to
- linking learning to life skills
- maximising opportunities to experience and interact with the wider community

### **Provide high quality enrichment through:**

- offering a wide range of enrichment opportunities through our LEAP Programme
- a comprehensive expressive arts curriculum offer, delivered by specialist teachers and involving a range of specialist visitors and enrichment visits
- Themed weeks off timetable in sport and expressive arts
- A wide range of trips and external visitors to enrich aspects of the taught curriculum

## **All our Pre-Formal learners will be learning at every opportunity through:**

**Lessons** that are underpinned by the following learning approaches:



Learning Approach	How and why is this applied in the pre-formal pathway?
Immersive, practical and sensory experiences	<p>Examples include massage; sensory stories; Mile Room; Resonance Board; TACPAC, messy play; Process Art</p> <p>These approaches enable learners to explore the world around them; gain body awareness; experience different sensory stimuli (touch, visual, auditory); and develop communication skills.</p>
Total Communication	<p>Examples include Makaton; E-Tram; AAC; symbols; tassels; intensive interaction; visual timetables.</p> <p>All of the above is vital to allow students to have the best understanding of the world around them, to be able to communicate effectively and promote independence. It allows students to have a voice and gives them a sense of respect and being listened to.</p>
Attention Autism (Adapted)	<p>Specifically Bucket Time (Phase 1-3)</p> <p>This encourages communication; attention; object permanence attainment; and anticipation.</p>
Sensory Stories	<p>These are adapted stories with visual, auditory and touch stimuli that offer an immersive experience.</p> <p>These allow students to access and engage with a theme and provide a multi-sensory experience.</p>
Call and Response	<p>Examples include morning and afternoon routines – Hello songs, responding, etc. There are elements in every lesson and activity. The function is to get and maintain attention, reinforce turn taking and aid communication.</p>
Structured play	<p>Examples in Big Mac; Switch fun sessions; messy play; cause and effect apps.</p> <p>These encourage a love of learning, enrichment and independence.</p>



Intensive Interaction	Student-led 1:1 communication sessions which promote independence; communication; and builds relationships.
Resonance Board	These may include chime bells; drums; percussion; rhyme; and call and response. The student can be on the board or sit next to it with a body part on the board. This promotes body awareness; communication and relaxation.
Sensology/TACPAC/ Sensory Massage	Textures, music, touch, auditory and visual stimuli.  Encourages curiosity; body awareness; communication and engagement.

**Community links** that include: trips out, external visitors, outdoor learning, involvement in the school radio and school council.

**SMSC** that includes: assemblies, the rewards ladder, PSHE, social stories, links with the local church.

**Personalised learning** that includes PLPs based on EHCPs being central to all learning, therapy goals, personalised communication strategies and zones of regulation.

**Therapy Provision** that includes: integrated therapies (SaLT, Physio and OT), individual therapy sessions, nursing provision, ELSA support, rebound swimming and hydrotherapy.

## **Impact – What difference is our curriculum making?**

We know our curriculum is impacting because:

- Learners communicate that they love their learning, are encouraged to be independent, that they are prepared, with support, for the future and that their lives are improved through enrichment activities.
- Learning walks demonstrate that learners are actively engaged in all aspects of learning.
- Planning, observation and discussion demonstrate that the curriculum is well planned and thoughtfully sequenced in all areas.
- Planning, observation and discussion demonstrate that the curriculum provides appropriate stretch and challenge for all learning.
- EfL demonstrates high quality recording of learning journeys



- Our assessment strategies and tracking systems (EfL, Assessment books, PLP reviews and annual EHCP reviews) show that learners are making progress in line with or exceeding expectations.
- Assessment systems and tracking systems are regularly and rigorously moderated and monitored to ensure consistency and quality.
- External accreditation in the form of ASDAN awards are successfully completed for all appropriate learners.
- All of the above demonstrate that all learners are successful learners and confident individuals who are included in their community.