



	EYFS	Informal Curriculum	Semi-Formal Curriculum	Semi-Formal Plus Curriculum	Formal Curriculum
<b>The needs of pupils</b>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>Have severe learning difficulties, with some having complex and severe learning difficulties</li> <li>Have difficulties with sensory processing and perceived sensory patterns</li> <li>Have difficulties with memory, generalising and problem solving</li> <li>Have a smaller working memory</li> <li>Have difficulties with concentration and attention</li> <li>Have communication and interaction needs</li> <li>Have a need for structure and routine</li> <li>Need support to interact with others</li> <li>Need support with their social, emotional and mental health</li> </ul>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>Have complex and severe learning difficulties</li> <li>Range from non-verbal to 4-word level</li> <li>Have significant sensory needs</li> <li>Have significant and specific needs in the areas of sensory development, communication and interaction</li> <li>Have a potential diagnosis of sensory processing disorder and ASD alongside their severe learning difficulty</li> <li>Have difficulties with short and long-term memory, sequential memory and have limited working memory</li> <li>Need extensive support to access a personalised curriculum, often with individual timetables</li> <li>Need extensive support to interact with others</li> <li>Need support with their social, emotional and mental health</li> <li>Need support with all aspects of self-care (including feeding, dressing and intimate care)</li> </ul>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>Have severe learning difficulties</li> <li>Have difficulties with sensory processing and perceived sensory patterns</li> <li>Have difficulties with memory, generalising and problem solving</li> <li>Have a smaller working memory</li> <li>Have difficulties with concentration and attention</li> <li>Have continuing communication and interaction needs</li> <li>Have a need for structure and routine</li> <li>Work within P4 – P8 range</li> <li>Need support with their social, emotional and mental health</li> </ul>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>Have severe or moderate learning difficulties</li> <li>Have difficulties with sensory processing and perceived sensory patterns</li> <li>Have difficulties with memory, generalising and problem solving</li> <li>Have a smaller working memory</li> <li>Have difficulties with concentration and attention</li> <li>Have continuing communication and interaction needs</li> <li>Have a need for structure and routine</li> <li>Work from P8</li> <li>Need support with their social, emotional and mental health</li> </ul>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>Are working within national curriculum expectations from WTS1 – GDS6</li> <li>Some pupils have moderate and specific learning difficulties</li> <li>Some pupils attending unit provision in the trust may access the formal curriculum in some subject areas</li> <li>SEND pupils accessing a formal curriculum will have a range of needs including physical and medical, social, emotional, mental health and moderate or specific learning difficulties.</li> </ul>
<b>Provision</b>	<p>Pupils access provision that is play based, multi-sensory and exploratory. A focus throughout EYFS is the development of early interaction and communication skills. Within nursery the prime areas of development matters – communication and language, physical development and personal, social and emotional development – are the focus. As pupils move into reception, the specific areas of mathematics, literacy, expressive arts and design and understanding of the world are introduced, alongside the prime areas.</p>	<p>Pupils access provision that is less formally structured incorporating a range of spaces within the classroom, underpinned by the Engagement Model 5 areas of engagement (exploration; realisation; anticipation; persistence; initiation). The environment is designed to be low stimulus with the ability to change lighting, resources and activities to suit the individual and group needs. The main route to learning is through personalised targets with one to one teaching and support. Structured activities and work in small groups is used to develop communication and interaction. Pupils will have one to one teaching to develop skills in specific subjects which will be outlined in their personal learning plans and MAPP assessment. All pupils access self-regulation opportunities through sensory interventions. Pupils may stay within the informal curriculum throughout their time at the academy.</p>	<p>Pupils access a structured classroom routine with a multi-sensory approach to learning. A range of approaches are utilised, with one to one and small group teaching being the main routes to learning. Subject specific learning takes place within the core areas on an individual and very small group basis. Pupils are introduced to the wider curriculum subjects in a stage appropriate manner and these subjects are developed to match the needs of pupils in the group. Pupil's smaller working memory means repetition of skills and over learning is essential for developing fluency. Opportunities for pupils to think and problem solve as independently as possible are provided. Alongside this, pupils have access to area provision designed to develop key social, emotional and communication skills and independence. Pupils are supported to develop key life skills, including toilet training, feeding skills, dressing and personal hygiene. Pupils may (but not always) move into the semi-formal plus curriculum during their time at the Academy.</p>	<p>Pupils begin to access a more structured teaching and learning environment still with a focus on multi-sensory learning. Subject specific learning takes place within the core areas, which may still be on an individual and small group basis with some whole class learning sessions. The wider curriculum will be taught in a stage appropriate manner following the TVEd semi-formal to formal routes for learning. Pupils continue to have a personalised learning plan. Repetition and over learning continue to be essential to develop fluency. Pupils are supported to develop their social, emotional and communication skills and independence.</p>	<p>Pupils access a mainstream curriculum, which is modified according to the range of needs within the class. For children in unit provision, the classroom environment will continue to be semi-formal plus in approach to allow development of communication, interaction and independence. Subjects will follow national curriculum expectations and will be taught in a stage appropriate manner. Some pupils in the unit provisions will access a formal curriculum for specific subjects and a semi-formal plus curriculum for others.</p>
	<ul style="list-style-type: none"> <li>Symbol exchange</li> <li>Makaton</li> <li>Augmented and alternative communication</li> <li>Intensive interaction</li> <li>Sensory diets and sensory integration programs</li> <li>Sensory stories and multi-sensory approaches</li> <li>Visual supports (timetables, key rings)</li> <li>Objects of reference</li> <li>Inclusive technology (switches, eye gaze)</li> <li>TEACCH approach</li> <li>Attention Autism</li> </ul>	<ul style="list-style-type: none"> <li>Symbol exchange</li> <li>Makaton</li> <li>Augmented and alternative communication</li> <li>Intensive interaction</li> <li>Sensory diets and sensory integration programs</li> <li>Sensory stories and multi-sensory approaches</li> <li>Visual supports (timetables, key rings)</li> <li>Objects of reference</li> <li>Inclusive technology (switches, eye gaze)</li> <li>TEACCH approach</li> <li>Attention Autism</li> </ul>	<ul style="list-style-type: none"> <li>Symbol exchange</li> <li>Makaton</li> <li>Multi-sensory approach</li> <li>Visual supports (timetables, key rings)</li> <li>Augmented and alternative communication</li> <li>Sensory diets and sensory integration programs</li> <li>Sensory stories</li> <li>TEACCH approach</li> <li>Attention Autism</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Symbol exchange</li> <li>Makaton</li> <li>Multi-sensory approach</li> <li>Visual supports (timetables, key rings)</li> <li>Augmented and alternative communication</li> <li>Sensory diets and sensory integration programs</li> <li>TEACCH approach</li> <li>Attention Autism</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Some pupils will need:</li> <li>A multi-sensory approach</li> <li>Visual supports (timetables, key rings)</li> <li>Augmented and alternative communication</li> <li>Sensory diets and sensory integration programs</li> </ul>
<b>Where are learning intentions taken from?</b>	<ul style="list-style-type: none"> <li>Development Matters</li> <li>MAPP targets</li> <li>EHCP outcomes</li> <li>Autism Education Trust progression framework</li> <li>SALT</li> <li>Sensory programmes</li> <li>Physio programmes</li> </ul>	<ul style="list-style-type: none"> <li>MAPP targets</li> <li>EHCP outcomes</li> <li>Autism Education Trust progression framework</li> <li>SALT</li> <li>Sensory programmes</li> <li>Physio programmes</li> <li>P3i p3ii</li> </ul>	<ul style="list-style-type: none"> <li>PIVATS</li> <li>MAPP targets for some pupils and subject areas</li> <li>TVEd Semi-formal to formal routes to learning</li> <li>EHCP outcomes</li> <li>SALT</li> <li>Sensory programmes</li> <li>Physio programmes</li> </ul>	<ul style="list-style-type: none"> <li>PIVATS</li> <li>MAPP targets for some pupils and subject areas</li> <li>TVEd Semi-formal to formal routes to learning</li> <li>EHCP outcomes</li> <li>SALT</li> <li>Sensory programmes</li> <li>Physio programmes</li> </ul>	<ul style="list-style-type: none"> <li>National curriculum</li> <li>PIVATS for some unit provision pupils in some subject areas</li> <li>TVEd Semi-formal to formal routes to learning for some pupils in unit provision</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>MAPP targets and case studies</li> <li>Learning intentions taken from suggested frameworks above</li> <li>Statutory assessment completed and reported</li> </ul>	<ul style="list-style-type: none"> <li>MAPP targets and case studies</li> <li>Learning intentions taken from suggested frameworks above</li> <li>PIVATS learning intentions may be used if appropriate in specific areas within the MAPP assessment profile</li> </ul>	<ul style="list-style-type: none"> <li>PIVATS</li> <li>TVEd Semi-formal to formal routes to learning</li> <li>MAPP targets and cases studies (where appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>PIVATS</li> <li>TVEd Semi-formal to formal routes to learning</li> <li>MAPP targets and case studies (where appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>Mainstream curriculum assessment at appropriate stages from WTS1 – GDS6</li> <li>Pupils in unit provision may also be assessed using PIVATS in some subjects</li> <li>TVEd Semi-formal to formal routes to learning for some pupils in unit provision</li> </ul>
<b>How do we determine good/ outstanding practice?</b>	<ul style="list-style-type: none"> <li>MAPP progress meetings termly</li> <li>Evidence for learning reviews termly</li> <li>Half termly reviews for pupils not meeting expectations</li> <li>MAPP moderation</li> <li>Academy monitoring</li> </ul>	<ul style="list-style-type: none"> <li>MAPP progress meetings termly</li> <li>Evidence for learning reviews termly</li> <li>Half termly reviews for pupils not meeting expectations</li> <li>MAPP moderation</li> <li>Academy monitoring</li> </ul>	<ul style="list-style-type: none"> <li>PIVATS progress meetings termly</li> <li>Evidence for Learning reviews termly</li> <li>Work books where appropriate</li> <li>Half termly reviews for pupils not meeting expectations</li> <li>Academy monitoring</li> </ul>	<ul style="list-style-type: none"> <li>PIVATS progress meetings termly</li> <li>Evidence for Learning reviews termly</li> <li>Work books</li> <li>Half termly reviews for pupils not meeting expectations</li> <li>Academy monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Termly pupil progress meetings</li> <li>Half termly reviews for pupils not meeting expectations</li> <li>Appropriate year group assessments (which may be used in a stage appropriate manner)</li> <li>Phonics screening</li> <li>Academy monitoring</li> </ul>