

Curriculum Pathway Characteristics & Approaches Overview – Semi Formal Curriculum

Learner Characteristics					Provision						Assessment			
Communication	Characteristics of Learners	Play (cognitive / social)	Ability to Engage	Developmental Levels	Focus	Underlying Approach	Environment	Engagement Focus	Curriculum Areas	Generalised Outcome	Recommended Developmental Assessment(s)	Statutory	Recording	Summative
Intentional communication that may include spoken language for some children, PECS; expressing preferences via symbolic means, Signalong. A range of purposes	Severe Learning Difficulties, Complex attention, social communication & interaction needs. Engagement across a range of contexts and environments. Starting with early subject specific learning (literacy and numeracy). Some pupils will be able to take part in collaborative learning.	Showing potential for self occupation. Some physical play with adults. Symbolic/associative play activities such as playing with toys & objects. Some social play, play is developing cognitive skills, social skills, self-esteem, language & social skills. Ability to tolerate some uncertainty.	Developing self-initiated persistence at play activities. Developing engagement and persistence with activities. Developing levels of anticipation exploration and realisation. Able to engage with learning activities with varying levels of support.	Semi-formal curriculum framework bands 1 - 5	Communication. Relationships. Thinking & Problem Solving. Engagement (exploration, anticipation, realisation, persistence, initiation) developing into cross-contextualisation of Learning. Sensory Regulation. Social, Collaborative Play & Shared Attention. Therapeutic Input. Sensory Regulation. Physical development. Emotional development. Developing independence and life skills (functional learning)	Often child led but with increasing levels of structure. Personalised. Some therapeutic sensory based adult led approach to teaching. Increasingly structured play-based approach facilitated by motivating environment. Intensive interaction. TEACCH. TACPAC. Specific teaching of relevant reading (including phonics), writing and number strategies. Functional play & learning.	Engagement Motivators: Adults, Environments (forest.), Routines, Resources (trampettes), Specific rooms (i.e. 1:1 space, Rumpus, Physio, Sensory room), Activities (swimming, technology, Rebound, sensory circuits), Food/snack; Sensory input (deep pressure, swings)	Persistence. Anticipation. Initiation. Exploration. Realisation. Building emotional resilience. Generalised understanding across activities, resources, social understanding and environments.	EHCP areas of learning. Personal, Social, Emotional Development. Communication and Language. Physical Wellbeing. Reading and Writing, Maths - Number, Measurement, Geometry, Statistics. Understanding my World - RE, computing, cookery, music and movement.	Generalisation of understanding across activities/resources. Social understanding, growing ability to co-operate with others. The ability to functionally apply communication, literacy and numeracy skills throughout the school day. Broaden experiences. Initiation, persistence, realisation, exploration and anticipation across a range of contexts. Life skills development. Ability to persist/meaningfully engage with learning outcomes. Increasing tolerance of uncertainty. Increasing independence.	Semi-formal curriculum framework bands 1 - 5	Pre-Key Stage Standards Phonics screening check years 1/2, Multiplication test year 4, SATs year 6	Assessment of progress recorded via Evidence for Learning and based on observations of learning: use of emerging, developing secure, exceeding against personalised annual targets linked to EHCP outcomes, Semi formal curriculum; use of learning journeys as a narrative	Annual Review meetings with a report drawing on multi-professional evidence, parent and child contributions; discussion drawing on all evidence. Sources include annual target and curriculum assessments, recorded observations (video, photographs, written). Curriculum assessment judgements made for Annual Review meetings and end of year (June) Termly Learning Journeys and Assessment Judgements against annual targets – November, February and June