

Curriculum Pathway Characteristics & Approaches Overview - Informal 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
Pre-intentional communication; Anticipatory Intentional; Emerging intentional communication that may include occasional use of spoken language for some children, early PECS; expressing preferences via symbolic means Canaan Barrie Signalong. Requesting more, indicating no, communicating choice, gaining attention.	Profound and Multiple Learning Difficulties, Severe Learning Difficulties, Complex attention & interaction needs. Inability to tolerate uncertainty. Solitary: Unable to tolerate others or demands. Possibly some early subject specific learning in (literacy and numeracy)	Adult initiated early physical play, some early physical play with objects. Often very repetitive. Self stimulatory behavioural play e.g., lining up objects, Often social solitary. Some children may be observers of play, others unaware. Social onlooker or parallel. Inability to tolerate uncertainty	Adult initiated engagement initially, fleeting engagement or a lack of meaningful engagement developing into exploration, anticipation, realisation, persistence and initiation, action on the environment. Early problem solving	Birth to 5 ranges 1-3 Pictor bands 1-2 All RfL Steps	Early Developmental Skills. Early Communication . Therapeutic Input Sensory Regulation. Communication & Intensive Interaction. Engagement (exploration, anticipation, realisation, persistence, initiation). Developing constructive play (interaction with environment) Tolerating Uncertainty. Tolerating Others: Parallel Play. Physical development. Emotional development.	Often child led. Highly personalised. Therapeutic sensory based adult led approach to teaching early developmental skills. Low demand play based approach facilitated by motivating environment (Informal Approach). Intensive interaction. TEACCH. TACPAC.	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.	EHCP areas Communication & Interaction. Social, Emotional and Mental Health – Relationships, developing a sense of self, developing a sense of others, independence. The World about me – my school, community visits, outdoor learning, festivals, seasons. Physical (personal development) - hydrotherapy, physio led exercise, rebound, swimming, gross motor skills Sensory Exploration – art, music, cookery, food, cause and effect Language & Literacy – sensory stories, narrative, sensory markmaking, environmental sounds, body percussion Early problem solving	Initiation, persistence, realisation, exploration and anticipation across a range of contexts: Through self-initiated communication or interaction Solitary play Tolerating Others: Parallel Play Tolerating low level demands Some low tolerance of uncertainty Ability to persist/meaning fully engage with learning outcomes	Routes for Learning moving into band 1 Pictor Semi formal curriculum	The Engagement Model	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, Routes for Learning statements leading on to statements in Band 1 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). Termly Learning Journeys and Assessment Judgements against annual targets – November, February and June