Semi-Formal Curriculum

High Level Overview

Intent
The aim of our Semi-Formal Curriculum is to ensure that learners have a personalised learning journey with their Education, Health and Care Plans (EHCP) at the centre of it.

Our Semi-Formal Curriculum is designed to support a holistic provision which focuses on the four areas of need: communication and interaction, cognition and learning, physical and sensory, and social, emotional, and mental health. The intent for our Semi-Formal Curriculum is to offer a personalised approach to learning, driven by the learners' EHCP targets, which widens their experiences and builds on prior learning.

Typically, our semi-formal learners have severe learning difficulties and/or a diagnosis of autism spectrum condition. These learners are developing their independence, communication, cognitive and emotional and social skills.

Our Semi-Formal Curriculum centers around the development of the learner voice and choice, fostering positive communication skills. We recognise that young people working within our Semi-Formal Curriculum will often need support to develop their understanding of self, how to form and sustain relationships, co-regulation and self-regulation strategies and positive dispositions to learning.

These young people learn most effectively when teaching and learning relates to their own experiences, through play and other times through functional activities. We aim to support our young people in developing resilience to deal with challenges and provide foundations on which lifelong learning can be built.

Learners accessing our Semi-Formal Curriculum focus on the following areas of the curriculum: Literacy (Academic), Numeracy (Academic), My Communication (Total Communication), The World About Me (Academic), My Independence (Life Skills), My Outdoor School (Nurture), My Creativity (Academic), My Play and Leisure (Social), My Physical Wellbeing (Life Skills & Social), Careers (Employability) and Personal Development, including Relationships and Sex Education.

The curriculum features a range of experiences and opportunities to support learners' engagement, repetition, over learning and generalisation. Our provision within our Semi-Formal Curriculum is based on a play process-based approach to best meet the needs of our learners. We believe in creating a happy and secure environment which inspires our young people to explore, engage and learn safely. Developing life skills is incorporated throughout the curriculum where learners are encouraged to develop personal care routines and independence. In addition, our My Independence (Life Skills) sessions provide practical opportunities for young people to develop life skills in social situations, safety, play and leisure, independence and community.

Implementation
Pedagogy within the Semi-Formal Curriculum supports a play, process-based teaching approach which allows learners to progress towards individual TALENTS targets whilst also providing some subject specific sessions to develop skills and some early knowledge learning.

Typically, teachers plan for young people to engage in short 1:1 or small group tasks supported by communications boards, visuals or sensory experiences to encourage communication and participation.

Teachers plan learning opportunities and experiences for young people to explore across a range of contexts and learning activities.

Teachers will use the key learning intentions to provide opportunities for adult-directed tasks linked to the learning, as well as child-led opportunities linked to the learning or EHCP targets. This provides opportunities for learners to explore their own interests and fascinations, develop play skills, communication and interactions and social skills. Our semi-formal learners require a 'holistic', 'multi –sensory' approach to the delivery of the curriculum.

We work closely with other professionals, including Speech and Language Therapists, Occupational Therapists and Physiotherapists to provide learners with the appropriate programmes and plans which are incorporated throughout the day.

Impact

Learner's progress is tracked through short-term and long-term targets (TALENTS Targets and relevant assessment frameworks) and provision is adjusted as required to suit their learning needs. Carers and Parents are informed of their young person's progress through regular carer/parent meetings during the academic year and as part of their young person's Annual Review meeting.

Measuring Progress

Formative	Summative
• Learning Searches • Observations & Learning Walks • Progress towards TALENTS targets • Progress towards learning Intentions • Earwig Records	• Progress towards EHCP Outcomes • Progress towards Assessment criteria, relevant to each individual on Earwig • End of year reports • Accredited course – Moving On

Knowledge & Skills over time

The table below outlines general progression between each Key Stage. However, not all individuals progress within the below model in a linear way, as we recognise many progress through developmental stages, not age.

KS2	KS3	KS4 and KS5
Phonics (RWI) Literacy, including Writing Numeracy Science TALENTS My Communication (Total Communication) My Art (Academic) My Creativity (Academic) The World about Me (Academic) My Independence (Life Skills) My Outdoor School (Nurture) My Play and Leisure (Social) My Physical Wellbeing (Life Skills & Social) Careers (Employability) Personal Development • Relationships and Sex Education	Phonics (RWI) Literacy, including Writing Numeracy Science TALENTS My Communication (Total Communication) My Art (Academic) My Creativity (Academic) The World about Me (Academic) My Independence (Life Skills) My Outdoor School (Nurture) My Play and Leisure (Social) My Physical Wellbeing (Life Skills & Social) Careers (Employability) Personal Development • Relationships and Sex Education	Phonics (RWI) Literacy, including Writing Numeracy Science TALENTS My Communication (Total Communication) My Art (Academic) My Creativity (Academic) My Independence (Life Skills) My Outdoor School (Nurture) My Play and Leisure (Social) My Physical Wellbeing (Life Skills & Social) Careers (Employability) Moving On (Employability, Life Skills & Personal Development) Personal Development • Relationships and Sex Education

Assessment

Earwig assessment frameworks**:**

- KLS: Semi-Formal Curriculum
- KLS: Semi-Formal Writing
- KLS: Numeracy
- KLS: Pre-Phonics (where appropriate)
- KLS: RWI