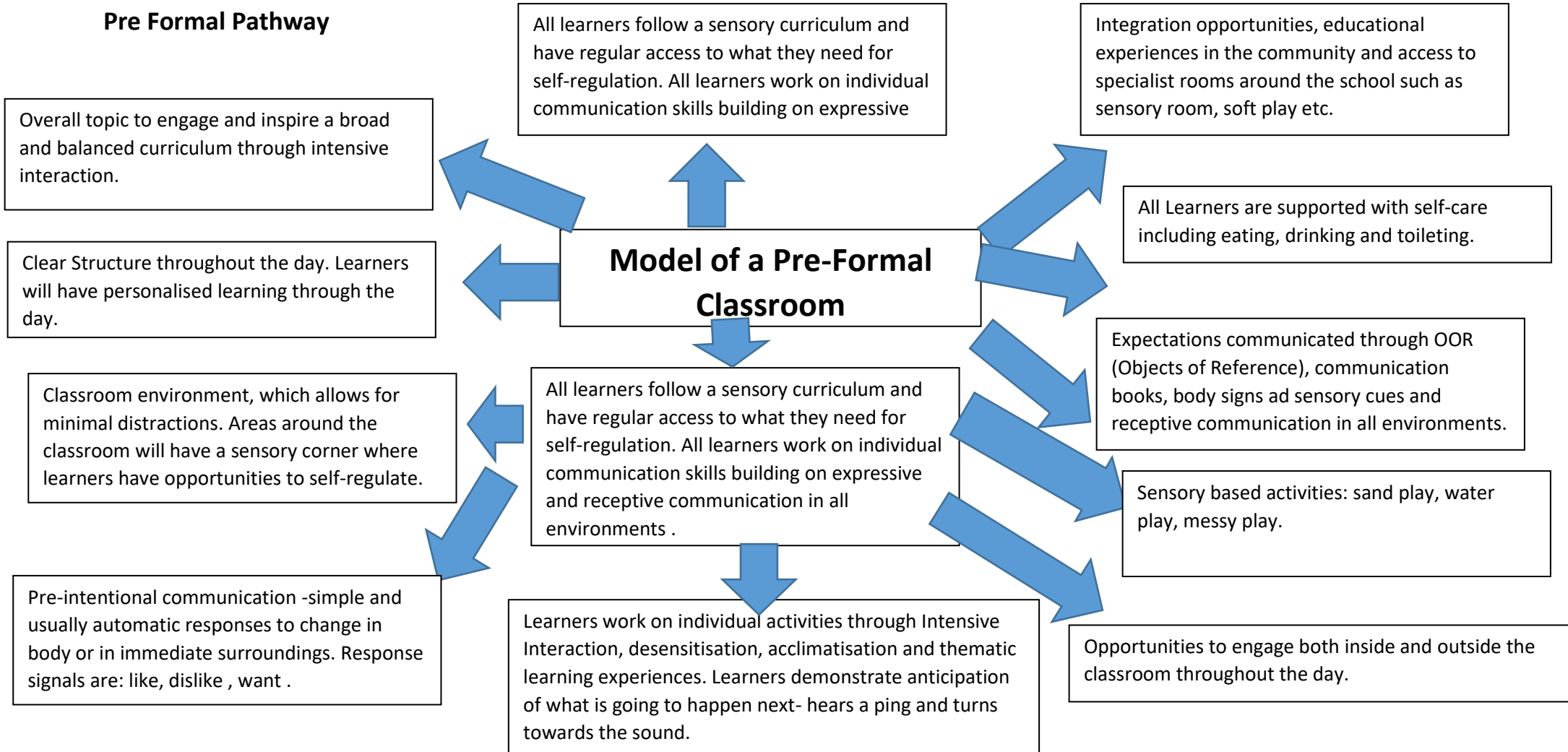




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Pre Formal Pathway





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PRE-FORMAL: Learners on this pathway have severe communication & interaction difficulties alongside complex social interaction difficulties, medical, or behavioural needs. We will provide them with opportunities to develop early communication, physical, social, and emotional and cognitive skills that are the foundation of learning. Learners are not yet engaged in subject specific learning and there is a clear emphasis on a multi-sensory approach. Our pre-Formal curriculum is delivered through a thematic based approach with many opportunities for cross-curricular learning. Independence and learner voice is at the core of the curriculum and learners are given many opportunities to problem solve and explore for themselves. They will be assessed using the 5 areas of Engagement:

- exploration
- realisation
- anticipation
- persistence
- initiation

These areas allow teachers to assess learners' engagement in developing new skills, knowledge, and concepts in the school's curriculum by demonstrating how learners are achieving specific outcomes. They represent what is necessary for learners to fully engage in their learning and reach their full potential.

| <u>Pre-Formal Characteristics</u> | <u>Person Centered Approach</u> | <u>Assessment</u> | <u>Strategies</u> |
|--|---|--|---|
| <ul style="list-style-type: none"> ✚ Pre-intentional communication ✚ Pre-volition ✚ Premotor intentional ✚ Contextual awareness in known situations ✚ Early problem-solving skills ✚ Early preferences | <ul style="list-style-type: none"> ✚ Therapies ✚ SMSC ✚ Personal Learning Goals (PLG's) ✚ Experiential learning ✚ EHCP ✚ Physical development | <ul style="list-style-type: none"> ✚ EHCP Outcomes ✚ Evidence for Learning ✚ Engagement Model | <ul style="list-style-type: none"> ✚ Multi-sensory learning experiences ✚ Development of joint attention ✚ Building tolerance ✚ Visual supports ✚ Intensive interaction ✚ Total communication approach ✚ Active exploration and engagement |



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| <ul style="list-style-type: none"> Learnt responses in familiar routines | <ul style="list-style-type: none"> Allow processing and response time Sensory profiles | | <ul style="list-style-type: none"> Thematic learning that provides learning contexts and experiences Promotion of learner voice Sensory Cues/Objects of Reference (OOR) Desensitisation, Acclimatisation |
|---|--|--|--|

Pre-Formal : My Communication (Speaking & Listening)

| | |
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| <p>Aims : Why</p> | <ul style="list-style-type: none"> To gradually increase the amount and type of key information they can process, understand, and respond to support them to develop a functional means of communication. To increase engagement and expand their academic progress. To develop an awareness of their surroundings and the world around them. To promote the learners voice to empower them to make their wants and needs known. To provide a tool to develop each learner's voice and functional language skills. To develop independence and reduce dependency on adults in preparation for adulthood. |
| <p>Content : What</p> | <ul style="list-style-type: none"> Learners will be supported to develop their receptive and expressive communication skills through a range of personalised activities and tasks. Learners will be encouraged to explore their voice through vocalisations. A total communication approach is used to help learners form connections and to engage in successful and meaningful interactions. A combination of methods are used to reinforce and strengthen meaning for the individual and to enable them to access their learning environment. Learners will be supported to develop their communication by exploring different communication methods to supplement and enhance their learning, expand their breadth of vocabulary to enable them to communicate effectively with others. By focusing on Expressive and Receptive language, we ensure learner voice is at the forefront of learning. |



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| Implementation :How | <ul style="list-style-type: none"> ✚ A variety of strategies will be used to promote both expressive and receptive communication including: Intensive Interaction, Sensory Cues, Objects of Reference, Body signs, Symbols, Visuals, Augmentative and Alternative Communication, Now and Next, Sign-a-long , SALT targets, Eye Gaze |
|------------------------|--|

| Pre-Formal : My Communication Skill Development | |
|---|---|
| Receptive | Expressive |
| <ul style="list-style-type: none"> ✚ Turn toward a familiar sound. ✚ Locate the source of sounds. ✚ Listen, distinguish and respond to different intonations and sounds of voices. ✚ React in interaction with others by smiling, looking, moving, and gesturing. ✚ Quietens or alerts to the sound of speech. ✚ Looks intently at a person talking, but stops responding if speaker turns away. ✚ Listens to familiar sounds, words, or finger plays (simple rhythm) ✚ Shows fleeting attention. ✚ Responds to own name via nonverbal communication ✚ Starts to respond to familiar every day sounds/ contextual clues, e.g. ✚ Familiar gestures, words and sounds. ✚ Begins to locate the source of a familiar person’s voice. | <ul style="list-style-type: none"> ✚ Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. ✚ Makes own sounds in response when talked to by familiar adults. ✚ Practises speech sounds (babbling) to communicate with adults. ✚ Begins to imitate different sounds. ✚ Looks at and recognises adult speech and lip movements. ✚ Reacts to different stimuli by moving and vocalising in a way that can be interpreted as communicative. ✚ Learners act on the environment around them by looking, reaching, pushing, hitting, etc., in a way that can be interpreted as communicative. ✚ Reach or point to something they want while vocalising. ✚ Begins to express self through physical touch and sound. ✚ Learners begin to display some consistent behaviours towards communication. ✚ Learners start communicating intentionally by seeking attention through eye contact, gesture or action. |



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- ✚ Recognise and are calmed by a familiar and friendly voice.
- ✚ Watches someone's face as they talk.
- ✚ Is startled by loud noises.
- ✚ Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.

Pre-Formal : My Thinking

(includes maths, Reading, Writing, Science, Music, Computing, Technology and the Arts)

Aims : Why

- ✚ The quality and variety of what learners see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate.
- ✚ The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe.
- ✚ We provide learners with an opportunity to engage in, experience, explore and respond to a range of activities and resources in order to develop an understanding of the world around them and how things work.
- ✚ We encourage learners to develop the confidence to predict and problem solve to develop their self-help and independence skills.
- ✚ We aim to inspire learners to develop their skills and knowledge through, hands-on experiences and exciting opportunities.
- ✚ Learners will be exposed to the creative arts to help develop their confidence, communication, and social interaction.
- ✚ We will develop learners' ability to attend and focus for increasing periods to allow them to actively engage in the world around them.



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| <p>Content : What</p> | <ul style="list-style-type: none"> ✚ Learners will be given opportunities to explore and respond to objects. ✚ Learners will develop an understanding of cause and effect. ✚ Learners will develop and understanding of object permanence. ✚ Learners will be encouraged to engage in a wide range of different media and partake in sensory exploration. ✚ Learners will engage in learning that centres on sensory activities, including food exploration. ✚ Learners will engage in learning which links learning to their communities and the environment around them. ✚ Learners will have the opportunities to explore different textures and media. ✚ Learners will be given the opportunity to explore different sounds and environmental cues. ✚ Learners will be exposed to a range of written text. They will be introduced to books and stories. ✚ Learners will be encouraged to communicate through mark making. ✚ Learners will have the opportunities to experience sensory and exploratory play. |
| <p>Implementation :How</p> | <p>A rolling topic cycles allows learners to develop skills and understanding through a range of fun and stimulating themes.</p> <ul style="list-style-type: none"> ✚ Real life experiences, ICT, concrete resources, singing songs, music and movement, exploration of a range of musical, instruments, 2D and 3D media, sensory exploration and play, cookery, experiments, arts and craft activities, Sensory stories, Tactile Books, Auditory Stories |



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Pre-Formal : My Thinking Skill Development

- + Glances at a stimulus.
- + Moves eyes, then head, to follow moving objects.
- + Reacts with abrupt change when a face or object suddenly disappears from view.
- + Looks around a room with interest; visually scans environment for novel, interesting objects and events.
- + Smiles with pleasure at recognisable playthings.
- + Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle.
- + Explores and experiments with a range of media through sensory exploration, using their whole body.
- + Observes objects and their movements.
- + Explores a range of objects to understand the world around them.
- + Begins to anticipate repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.
- + Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them.
- + Enjoys looking at books and other printed material with familiar people.
- + Experiences a range of stories and rhymes.
- + Learners engage in activities designed to develop both gross and fine motor skills.
- + Explores a range of media and makes different marks.
- + Learners experience aspects of numeracy through a variety of teacher led interactive activities.
- + Learners explore the basic characteristics of simple shapes by feeling objects with the help of an adult.
- + Learners are exposed to a range of different coloured objects and shapes.



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Pre-Formal : My Body

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| Pre-Formal : My Body | |
| Aims : Why | <ul style="list-style-type: none">✚ We aim to support our learners to develop their core strength, improve their body awareness and movement to promote better physical emotional and psychological health.✚ We support learners to improve on their social and gross motor skills to enable them to develop greater independence.✚ The inclusion of Postural management helps support with the quality of life of the learners. It helps improve daily functioning and participation by ensuring that learners are comfortable and ready to learn which in turn leads to less disruptive behaviours. |
| Content : What | <ul style="list-style-type: none">✚ Learners will engage in a wide range of physical development sessions, which allows for freedom of movement and development of core muscle strength.✚ Personal physio, OT programmes will be integrated into sessions across the school day.✚ Self-help skills are promoted in all activities throughout the school day and learners are always encouraged to be an independent as possible. |
| Implementation :How | <ul style="list-style-type: none">✚ A variety of strategies will be used to support the learners with their physical development including:<ul style="list-style-type: none">○ PE, Sensory Circuit , Fine motor skills e.g., threading, pegging, cutting, gross motor skills e.g., soft play, OT plans, and Physio plans |



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Pre-Formal : My Body Skill Development

- ✚ Turns head in response to sounds and sights.
- ✚ Gradually develops ability to hold up own head.
- ✚ Makes movements with arms and legs, which gradually become more controlled.
- ✚ Rolls over from front to back, from back to front.
- ✚ Reaches out for, touches, and begins to hold objects.
- ✚ Explores objects with mouth, often picking up an object and holding it to the mouth.
- ✚ Expresses discomfort, hunger, or thirst.
- ✚ Anticipates food routines with interest.
- ✚ Follows a simple carousal during PE sessions
- ✚ Climb up, over, and under beams.