

Tollgate Primary SEND Curriculum:

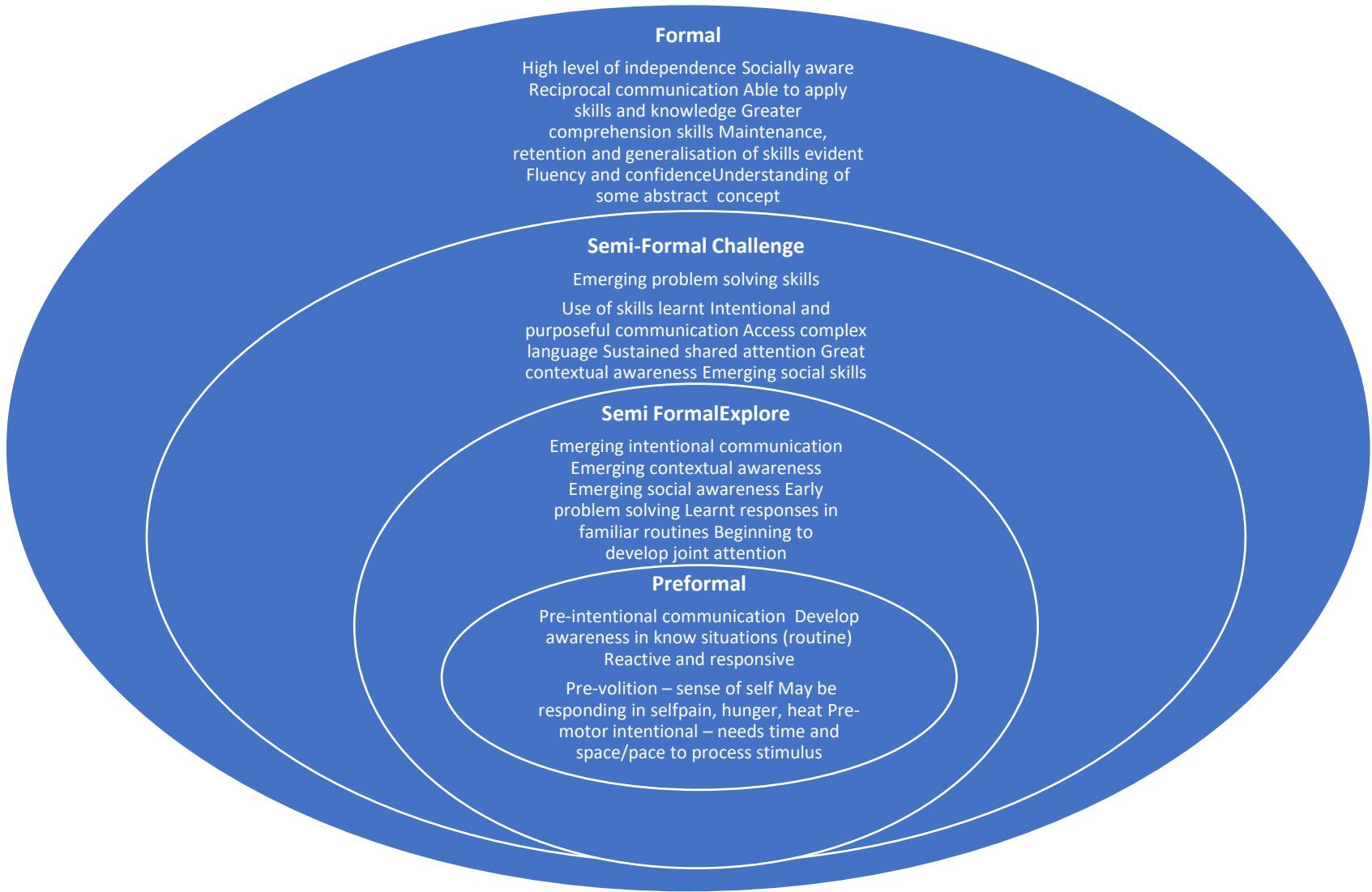
The vision for the curriculum underpins our school's four curriculum pathways for children with SEND. Teaching and learning is matched to pedagogy, and this enables progress for every child in line with their Education, Health and Care Plan' goals and aspirations.

We follow a thematic approach, which is skills, and context based and encourages active engagement in learning. The curriculum focuses on developing the key skills of language & communication, cognition, independence, physical development and self-care, all transferrable skills that equip children for the next stages of their learning as well as life beyond the school.

Our curriculum strives to be responsive to each pupil and build on the individual strengths and interests. A thematic plan is in place, for pre-formal and semi-formal learners, which supports a balance of stimulating contexts for learning through varied learning experiences, themes, therapies, and subjects. Formal and semi-formal challenge pathways enable structured engagement whilst pre-formal and semi-formal explore enables sensory engagement to learn effectively.

See below for *diagrammatical* representation of the pathways

Many learners present with spiky profiles and fit in different characteristic pools. We take this opportunity to create bespoke, individual learning pathways by weaving pupils in and out of the different pools to suit their individual needs.



Formal

High level of independence Socially aware
Reciprocal communication Able to apply
skills and knowledge Greater
comprehension skills Maintenance,
retention and generalisation of skills evident
Fluency and confidence Understanding of
some abstract concept

Semi-Formal Challenge

Emerging problem solving skills
Use of skills learnt Intentional and
purposeful communication Access complex
language Sustained shared attention Great
contextual awareness Emerging social skills

Semi Formal Explore

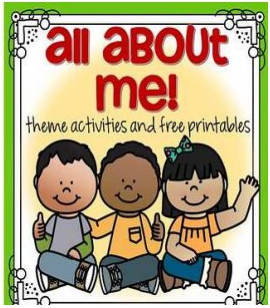

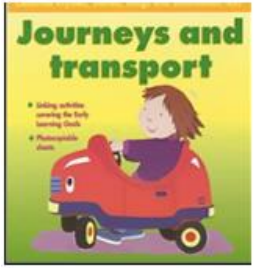
Emerging intentional communication
Emerging contextual awareness
Emerging social awareness Early
problem solving Learnt responses in
familiar routines Beginning to
develop joint attention

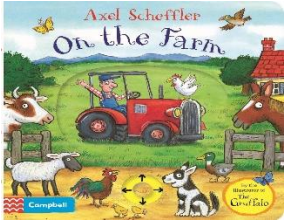
Preformal

Pre-intentional communication Develop
awareness in know situations (routine)
Reactive and responsive
Pre-volition – sense of self May be
responding in selfpain, hunger, heat Pre-
motor intentional – needs time and
space/pace to process stimulus


Overview of Themes:

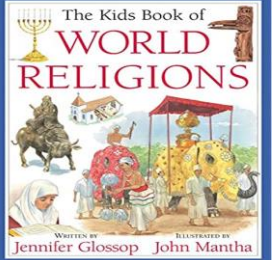

It is the first year of implementation, through evaluations we intend to adopt a three cycle of topics over 3 years which will include the following topics (Phase A, B and C). Each year includes 4 overarching themes (topics) that have significance for individuals and society and provide relevant learning contexts.

Core Theme	Core Themes	Phase A	Phase B	Phase C	Statutory Expectation
All About Me		<ul style="list-style-type: none"> Recognising myself Emotions 	<ul style="list-style-type: none"> My likes & dislikes Foods I like: (Nutrition) 	<ul style="list-style-type: none"> Me & My family My community 	<ul style="list-style-type: none"> Language & Communication Cognition & Learning: Reading & Maths Personal & Social Development Understanding the world Physical Development Creative Development Life Skills -Me & My community
Once Upon a Time		<ul style="list-style-type: none"> The Three little Pigs Goldilocks & the 3 bears 	<ul style="list-style-type: none"> The gingerbread Man Jack and the Beanstalk 	<ul style="list-style-type: none"> Hansel & Gretel The Ugly Duckling 	
Journeys		<ul style="list-style-type: none"> On the Move: Journey by foot Journey by road 	<ul style="list-style-type: none"> Journey by train Journey over water 	<ul style="list-style-type: none"> Up in the sky A trip to the seaside 	

On the Farm		<ul style="list-style-type: none"> Animals & their young Minibeast 	<ul style="list-style-type: none"> Planting- Growing, Growing Shopping-foods in the store: Nutrition 	<ul style="list-style-type: none"> Chick hatching at school A visit to the farm 	
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The following sub- themes are taught intermittently to give pupils sensory opportunities for SMSC (social, moral, spiritual & cultural), foster independence, emotional regulation and functional communication).

Implicit Theme	Experiential	Phase A	Phase B	Phase C	Statutory Expectation
Weather		<ul style="list-style-type: none"> Autumn Leaf It is cold outside: Winter 	<ul style="list-style-type: none"> Swing into Spring 	<ul style="list-style-type: none"> Summer at the Beach 	<ul style="list-style-type: none"> Exploration-current – give children the experience as it happens or is celebrated Sensory Engagement
Celebrations		<ul style="list-style-type: none"> Royal celebration: Queens Platinum Jubilee Valentine's Day Mother's Day 	<ul style="list-style-type: none"> Chinese New Year Bonfire Night Mother's Day 	<ul style="list-style-type: none"> Halloween Pancake Day Mother's Day 	

World Religions		<ul style="list-style-type: none"> • Hinduism: Diwali • Christianity: Christmas 	<ul style="list-style-type: none"> • Christianity: Easter • Buddhism: Visit to temple 	<ul style="list-style-type: none"> • Islam: Eid • Judaism 	
Superheroes: people Who help us		<ul style="list-style-type: none"> • Fictious Superhero • I'm a Superhero: Amazing me 	<ul style="list-style-type: none"> • Real Superhero: Animals who help us • Real Superhero -Safer crossing/firefighters/Health Professionals 	<ul style="list-style-type: none"> • Real Superhero: Transitions- family and school 	