



Inspiring Brighter Futures

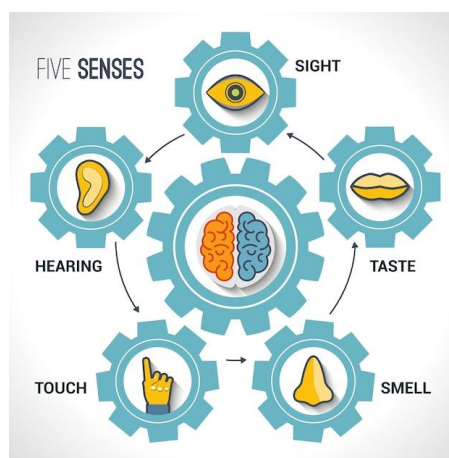
Curriculum: **Pre-formal Learning**

Information for **Parents/Carers**



It is our **Intent** to: Ensure your child's learning experience is **learner-centred**:

- ✓ Informed by their **EHCP** and your family's **aspirations**, in **preparation** towards adulthood.
- ✓ A curriculum created, to meet their **needs**, **engagement style** and **starting point**, not defined by age.
- ✓ Intent on allowing pupils to develop intentional **learning**, at their **own pace**.
- ✓ Secure **parents** and the whole school community in a **shared vision** for each pupil to succeed in their life.
- ✓ Responsive, adaptive, teaching: if a child can't learn the way we teach, we will **teach the way they learn**, hence our school vision is "**Inspiring Brighter Futures**" and our mission is for Meadowside School to "**Be The Place to Shine**".
- ✓ A curriculum designed to provide your child with learning experiences that are **relevant**, **interesting**, and **supportively challenging**, with **repetition**, to deepen learning.
- ✓ To ensure all individual pupils' learning needs are met through **personalisation**, learning **interests** them, and **tempts** their **engagement**.



Implementation

Your child's quality learning experiences flow through the day, so:

- Adaptive Teaching is personalised to meet their specific PMLD needs, individual starting points, and agreed with you as parents and other professionals, involved
- Adaptive Teaching is based in sensory approaches to support them to "make sense" of their world
- Your child is immersed in unique planned, multi-sensory learning environments: real or virtual, giving an interactive, engaging and expansive learning experience, drawn into another real, virtual or imagined world, enabling them to explore, manipulate and interact with their environment.

(Immersive experiences include blends of visuals, sounds, tastes, smells, touch, movements, actions, locations and technology to deliver stimulating and engaging worlds).

- Relevant opportunities and support are given to make sense of self-movement, body position, where their body is in space, through proprioceptors in muscles, tendons, and to make sense of how their body feels through interoceptor stimuli inside their body. This will empower them to be able to exert some control over their body or environment, make informed choices and purposefully improve their wellbeing and build emotional resilience
- A distinctly different curriculum: this group of learners supported to develop early learning milestones in cognition, communication and social interaction, who may take longer to learn, understand, develop new skills and interact with others.
- Designed to offer skills, "sticky" knowledge and understanding as one of a range of four curricula, that "flow" and promote inclusive opportunities for your child.
- A graduated approach: so provision for your child is on a continuum with whole class Quality First Teaching at the one end and highly personalised 1:1 adaptive teaching at the other.
- Learners can move along the continuum in either way dependent on their needs and/or growing independent learning and/or as part of a planned programme of transition.

Teaching takes a holistic approach in preparing your child for the choices of life beyond Meadowside:

- ✓ Empowering your child to make progress, (linear, lateral, discrete),
- ✓ Inclusive teaching vehicles and therapeutic care that motivate your child and create enjoyable, memorable and predictable learning experiences,
- ✓ Encourages your child to develop a sense of self, care towards themselves, and their community.
- ✓ Supporting pupils to make progress in all aspects of their "Best Hoped for Outcomes" in their EHCP
- ✓ Deliver and reinforce relevant learning domains to add a dimension by connecting early cognition, communication and social development, whilst providing focus, flexibility and inclusion.



Impact

Your child's learning focii will be to aspire/become an:

- Intentional communicator/or have strategies to be heard
- Socially co-operative, who can interact
- Thinker/problem solver/choice maker

Learning Environments:



A multi-sensory stimulating learning environment will be designed to proactively promote and support your child's ability to engage in the earliest stages of cognition and learning, and enables progress in the other domains of need: physical, mental and sensory wellbeing; communication; and in preparation for life: to support your child in their acquisition of early learning goals encompassing:

- Development of thinking skills
- Sensory play/exploration (emotional, cognition & social dimensions)
- Creative learning
- Movement
- Self-care & independence
- Self-awareness
- Cultural capital

Broadly based on the Equals Pre-formal Curricular



How pre-formal learning at Meadowside School looks like:

My Communication



Art

Computing - using
switches to work
electrical items such as
the whisk for cakes



My Communication



English —
Sensory Story

English —
Sensory Story



My Communication

Computing / Music



Making Choices/
Communication



Exploration

Engagement is a journey that connects a child and their environment (including people, ideas, materials and concepts) to enable learning and achievement without engagement there is no deep learning, effective teaching, meaningful outcome, real attainment or quality progress

Barry Carpenter 2010

Areas of Engagement:

- Exploration
- Realisation
- Anticipation
- Persistence
- Initiation

Me and My Community



Music

Communication



Intensive Interaction/
Communication



Sensory Response/
Anticipation



Careers

Me and My Community

Citizenship



Maths/Life Skills



What's next? Work!!!



My Thinking



Science/Geography

RE: Celebrations



My Thinking



Science

Science



My Care and Independence



Life Skills/
Maths/Fine
Motor



My Care and Independence



Physio,



Visual Tracking

My Body:



PE - Trampoline



Physio

My Body:



Relaxation: Water Bed



Swimming