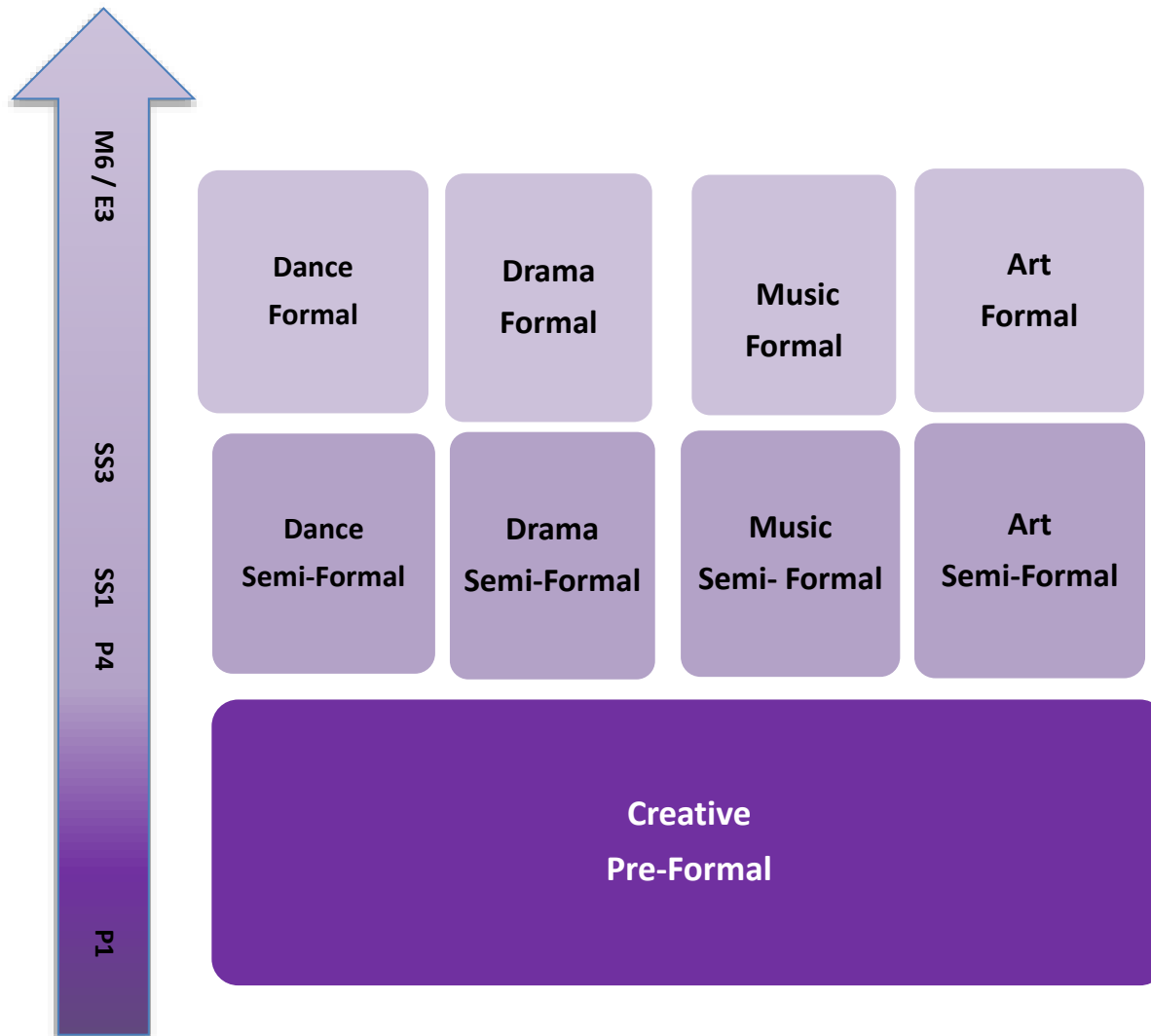


Creative – Pre-formal Curriculum

Creative



Creative

Pre-Formal Curriculum

Intent - What are we trying to achieve through our curriculum?

Learners following the Creative Pre-Formal Pathway curriculum:

- Learn holistically, following a curriculum that is interconnected.
- Benefit from non-linguistic, sensory teaching approaches when working on creative activities.
- Need different levels of sensory stimulation.
- Benefit from the opportunities that the arts offer for joint ventures and inclusive experiences,
- Have the opportunity to build on prior learning, repeating, practising and consolidating skills in a consistent way.
- Benefit from recognises that performance is an important element of the creative pre-formal curriculum, but it is important that we should aim to consider the process as well as the product when planning them,
- Experience creative activities that are done “with” them rather than done “to” them.
- Benefit from collaboration between the school and other professionals e.g. music and drama-therapists, OT and SaLT to access creative activities.
- Have access to personalised learning, using specialized teaching approaches.
- Receive a curriculum that is adapted to reflect their interests and motivations to engage them.
- Can engage and respond differently e.g. pre-intentional, reciprocal or intentional.

Learners taking part in art sessions:

- Are participants rather than observers.
- Are not treated as objects to do things to e.g. making learners put their hands in paint in order to create a picture.
- Receive sensory experiences relating to a wide range of materials to explore, manipulate and combine.
- Access alternative materials to encourage new experiences.
- Are free to accept or reject an experience, but have the offer repeated in case they change their mind.
- Focus on the quality of the process rather than the quality of the finished work.

Learners taking part in music sessions:

- Are given the opportunity to make sounds and decide when and if they join in - this is the learner's decision, not the supporting member of staff.
- Are encouraged to develop their sound production and vocal imitation skills,
- Are encouraged to also develop early communication, such as meaningful eye contact, body language, facial expression, anticipation and turn-taking.
- Develop an understanding of cause and effect, socially (how their behaviour affects others) and physically (how their behaviour affects the environment, especially through the sounds they are producing),
- Use music throughout the curriculum e.g. sound cues to signal transitions during the classroom routine, classroom interventions such as musical Interaction and Tacpac - a sensory communication resource using touch and music used to align the senses and develop communication skills

Learners taking part in drama sessions:

- Experience opportunities for repetition through the use of "Call and Response" as a language teaching tool in drama,
- Develop communication skills such as interactive communication and personal autonomy and encourage a sense of self and of others
- Develop play skills (elemental play) and receive meaningful opportunities to encounter role
- Are supported to label emotions, supporting emotional literacy

Learners taking part in dance sessions:

- Experience movement that is responsive and sympathetic to their feelings e.g. during wheelchair dance, staff monitor response to the experience.
- Participate in interventions such as intensive interaction to support them to make a meaningful contribution to dance sessions.
- Use dance to support their free expression
- Are supported to develop an awareness of space and individual movement
- Are not confined to using wheelchairs e.g. learners may respond to rhythmic music when out of their chairs on a resonance board.

Curriculum Design;

All pre-formal learners throughout the school will focus on the EYFS Prime areas of development:

- Communication and Language,
- Personal, Social and Emotional Development
- Physical Development.

A broad and balanced curriculum is achieved through accessing content from the full pre-formal curriculum including Creative, and also through the School Department cycles of termly classroom cross-curricular topics.

Implementation - How is our curriculum being delivered?

P Level Assessment Framework Level	Curriculum Content What the learner is learning	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided
<p>Encounter (P1i) Pupils encounter activities and experiences. They may;</p> <ul style="list-style-type: none"> • be passive or resistant • show simple reflex responses, [for example, startling at sudden noises or movements] <p>Any participation is fully prompted.</p>	<p>Pupils are supported to encounter activities and experiences and to develop changes in behaviour that are not reflex responses.</p>	<p>Try an on/off pattern with a stimulus. When no response is observed, make the stimulus more obvious.</p> <ul style="list-style-type: none"> • Start with a very obvious stimulus on or close to the body • Present vibration, e.g. massager or vibrating cushion. • Rock or swing the learner gently • Play music or a familiar song; musical instruments - Try sounds of different frequencies, timbre, duration. • Present a torch reflected on a shiny surface. If there's no response, try moving it slightly - In a darkened corner, present a repeated pattern of 'stimulus: no-stimulus', i.e. light: no light. 	<p>Intensive Interaction Musical Interaction Communication Aids e.g. BigMack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE) Sensory Cooking Sensory Exploration – Tac Pac Massage</p>

<p>Awareness (P1ii) Pupils show emerging awareness of activities and experiences.</p>	<p>Develop learner's emerging awareness of activities and experiences. Continue to look for any changes in behaviour which are not reflex responses.</p> <p>Work towards developing learner's memory for previously presented stimulus.</p>	<p>Present an obvious stimulus to the learner in a similar way to P1i above, taking care not to startle. Use the information you have gathered about preferred sense modalities and record outcomes which should be more pronounced than those which occurred in Encounter (P1i).</p> <ul style="list-style-type: none"> • If the learner responds best to auditory stimuli, try talking and singing close-in to the learner, with pauses for close observation of possible responses. • Hold the learner and talk or sing, leaving pauses for any response. • Try a vibrating cushion, resonance board, or a water bed. • Present different textures, such as warm sand, with which learners can engage. • Try using musical instruments, tapes, musical toys. • Use peep-bo, puppets, pop-up toys. <p>Increase the range, complexity and variety of stimuli used in Encounter (P1i) above.</p>	<p>Intensive Interaction Musical Interaction Communication Aids e.g. BigMack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE) Sensory Cooking Sensory Exploration – Tac Pac</p>
<p>Attention and response (P2i) Pupils begin to respond consistently to familiar people, events and objects.</p>	<p>Develop learner's consistent response to familiar people, events and objects.</p> <p>Develop learner's response and reaction to range of stimuli.</p>	<p>Develop awareness activities (P1ii), increasing the range, complexity and variety of stimuli. Gradually reduce prompting and level of stimulation to a more natural level</p>	<p>Intensive Interaction Musical Interaction Communication Aids e.g. BigMack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE) Sensory Cooking Sensory Exploration – Tac Pac</p>
<p>Engagement (P2ii)</p>	<p>Develop learner's ability to begin to be proactive in their interactions.</p>	<p>Present a range of stimuli (those not preferred by the learner). Watch for signs from the learner such as: turning away, averting the eyes, changing facial expression, movement of arms or legs. To</p>	<p>Intensive Interaction Musical Interaction Communication Aids e.g. BigMack</p>

<p>Pupils begin to be proactive in their interactions by;</p>	<p>Develop learner's ability to show behaviour that can be interpreted as rejection to some stimuli.</p> <p>Develop learner's ability to respond differently to different stimuli</p> <p>Developing learner's ability to anticipate repetitively presented stimulus</p>	<p>demonstrate this behaviour, the learner must be able to show a positive response to some stimuli.</p> <p>Present stimuli believed to be strongly liked or disliked and note the learner's reactions. Do stimuli believed to be liked get different consistent reactions to those believed to be disliked?</p>	<p>Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE) Sensory Cooking Sensory Exploration – Tac Pac</p>
<p>Participation (P3i) Pupils begin to communicate intentionally</p>	<p>Response to pupils who are beginning to communicate intentionally.</p> <p>Develop learner's participation in aided exploration of the environment.</p> <p>Develop ability to anticipate social routine</p> <p>Develop ability of learner to redirects attention to a second object.</p> <p>Opportunities for random activities cause effect</p> <p>Develop learner's response to a disappearing object</p>	<p>Place the learner's hand on an interesting object and assist to feel and pause.</p> <p>Place the learner's hand or foot in warm water; agitate the water.</p> <p>Pour sand over the learner's hand or foot.</p> <p>Bury the learner's foot in sand, shaving foam, jelly, or slime.</p> <p>Use a ball pool, feely bags, etc.</p> <p>. Try regular and frequent games such as 'Ride a Cock Horse to Banbury Cross', 'Round and Round the Garden', or other, personally devised games.</p> <p>Place the learner on a reactive surface (e.g. a space blanket or resonance board). Use a range of surfaces or toys which react to touch (e.g. a survival blanket, an interactive floor mat, a sound beam. You could also use a 'little room' or 'Be-Active Box'). Provide opportunities for the learner to have an effect 'by chance' on the immediate environment, for example, by knocking a noisy toy. Reinforce these actions, prompting a repeat and ensuring a consistent result.</p> <p>When the learner is focused on an attractive object, move it slowly and deliberately out of sight and watch for any reaction. Use a</p>	<p>Intensive Interaction Musical Interaction Communication Aids e.g. BigMack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE) Sensory Cooking Sensory Exploration – Tac Pac</p>

	<p>Develop learner's response with support or prompt to a reactive environment</p> <p>Develop learner's ability to communicate "more" Develop learner's ability to make something happen independently (Contingency Responding).</p>	<p>variety of situations or places to encourage the learner to 'look after' an object which has disappeared from view.</p> <p>Place the learner on an interesting reactive surface and note the response. Look for the learner making attempts to create an action or effect. Use physical or verbal prompts to initiate exploration, then reduce the frequency of the prompts. Draw the learner's attention to the effects created.</p> <p>Engage the learner in an enjoyable activity. Break the activity at a critical point, pause, and await the learner's response. For example:</p> <ul style="list-style-type: none"> • during singing, pause in an action song • pause whilst beating on a resonance board <p>Use an action which you have established that the learner can do (e.g. kicking, pressing a switch), use a reward and observe the rate of response.</p>	
<p>Involvement (P3ii) Pupils use emerging conventional communication</p>	<p>Develop learner's purposeful action on everyday environment</p> <p>Develop learner's ability to changes behaviour in response to interesting event nearby.</p> <p>Develop learner's Contingency awareness e.g. the learner</p>	<p>Try a range of everyday play activities (e.g. sand, water) which require the learner to interact repeatedly to gain an effect. Use a range of preferred objects or activities and use prompts to initiate exploration. Reduce these over time. Look for the learner deliberately making things happen in an everyday environment.</p> <p>Introduce a second toy/stimulus/adult/peer nearby while the learner is engaged in an activity. Draw the learner's attention to it (e.g. an adult or peer entering the room). Look for the learner 'noticing' a second event/stimulus and reacting or changing behaviour; for example, by turning, attending or vocalising.</p>	<p>Intensive Interaction Musical Interaction Communication Aids e.g. BigMack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE) Sensory Cooking Sensory Exploration – Tac Pac</p>

	<p>acts with intent – and more consistently.</p> <p>Develop learner’s Intentional exploration of the environment.</p> <p>Develop learner’s ability to ‘look’ backwards/forwards between two objects (knows two objects are present).</p> <p>Develop learner’s ability to repeat action when first attempt unsuccessful.</p> <p>Develop learner’s understanding of object permanence.</p>	<p>Provide a switch for a toy or provide a wobbly toy, wind chimes, etc., which can be operated by an action that the learner has already acquired.</p> <p>Encourage the same action to obtain a variety of effects. Ensure that every repeat of the action is successful.</p> <p>Provide interesting visual/tactile experiences in a controlled way by regularly introducing new stimuli and drawing attention to them.</p> <p>Observe reactions to a less familiar environment, when accompanied by a familiar adult.</p> <p>Place two attractive objects on the learner’s tray to be explored visually or by touch; bring both to the learner’s attention and wait. Try prompting exploration of each object in turn, allowing time to refocus attention. Both objects need to be in the learner’s visual/spatial field.</p> <p>Try:</p> <ul style="list-style-type: none"> • moving the learner’s switch slightly • changing the surface to make the toy harder to move • using an adjustable pressure switch, increasing the pressure of the switch slightly. <p>You may wish to encourage problem solving by moving the position of the switch slightly. However, beware of confusing or frustrating the learner. This step can be taught in a range of situations (i.e. not IT based).</p> <p>Engage the learner’s attention to a shiny, noisy or furry object. Either move the item out of sight, keep it quiet or move it just out of reach. Does the learner ‘search’?</p>	
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	<p>Develop learner's ability to do two different actions in sequence to get reward.</p> <p>Develop learner's ability to select from two or more items.</p> <p>Develop learner's ability to modify action when repeating action does not work.</p> <p>Develop learner's shared attention.</p>	<p>If there is no response to the object being removed from the field of attention:</p> <ul style="list-style-type: none"> • try partially covering the object, or use a see-through cloth • use a moving object under the cloth. <p>Ensure that the learner's attention is focused on the place from where the object disappeared (e.g. make a noise with it from just outside the learner's field of vision); then bring the object back into sight for a short time from this direction. Prompt the learner's hand to reach for the object in the direction in which it was moved away.</p> <p>Build on an established routine to use two responses to gain a reward; for example, the learner pressing a first and then a second switch in sequence in order to get a reward on a computer programme. The actions used here should be established responses. Support the learner to build a new routine by giving a reward only after the second action has been completed. Reduce the strength and frequency of prompts. Look for a decrease in time between the two actions. These should be done in sequence rather than pausing after the first action.</p> <p>Present two items in a variety of situations to which the learner will respond; for example, brightly coloured or noisy toys, a smell, a taste of drink, etc.</p> <p>Prompt/scaffold a new (but similar) action and ensure that the learner gains the response. Try a different switch or toy that requires a similar input from the learner; for example; use a mobile attached to a wrist, but slackened so that the learner needs to make larger movements to get the mobile to work.</p> <p>Look for the learner repeating an action then trying a new or modified action in an attempt to get a response.</p>	
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		<p>Teach shared attention by prompting the learner (verbally or with touch) to look at, listen to, or feel an item of adult choice, then to attend to the adult and the item in turn. Take the opportunity to share a stimulus to which the learner is attending. Encourage attention to the stimulus and then the adult in turn.</p> <p>Point to an item in the distance. Does the learner look towards the item then back at the adult?</p> <p>Move to music. Does the learner join in with similar movement?</p> <p>Stroke a dog. Does the learner also touch the dog and smile at the adult?</p> <p>The learner should join the adult in attending to a stimulus, confirming the attention of the adult visually throughout.</p>	
<p>Gaining Skills Pre-Formal (P4)</p> <p>RfL</p> <p>41 Expresses preference for items not present via symbolic means</p> <p>42 Early problem solving – tries new strategies when old one fails</p> <p>43 Exerts autonomy in a variety of contexts.</p>	<p>Develop early problem solving – e.g. ability to try a new strategy when old one fails. attempted more quickly.</p> <p>Develop learner’s ability to exert autonomy in a variety of contexts.</p>	<p>Encourage/shape a second, different action when the learner repeatedly tries the first. Try:</p> <ul style="list-style-type: none"> • prompting the learner to use another action which is in his/her repertoire – then giving the reward • using computer programmes which require alternate pressing of two switches – reward on the second switch • using single switch programmes where the timing of switch-pressing <p>Use an established routine where the learner’s action results in a particular reward. Delay the reward to see if the learner then uses a different action in order to get the reward. For example:</p> <ul style="list-style-type: none"> • where knocking a toy causes it to make a noise, alter the routine so that the toy makes a noise after a knock and a vocalisation. Repetition of the first action does not get a reward. • use a computer program that is operated by the alternate pressing of two switches. <p>Increase the variety of situations where demands are put on the learner to gain attention and make requests. Ensure that responses from adults are quick and consistent. Do not anticipate the learner’s wants – create opportunities for communication.</p>	

		Stand or sit in view of the learner, but do not pay attention to him/her. Does the learner then try to gain your attention? Does he/she then go on to request an item which is out of sight or reach?	
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Impact - What difference is our curriculum making?

Progress for all learners following the pre-formal curriculum pathway at St Giles is tracked and assessed using St Giles Pebble levels and through formative assessment of progress towards individual EHCP outcomes.

Progress is reported in Nursery and Reception using Early Learning Goals.

The Engagement Model is to:

- assess pupils who are working below the standard of national curriculum assessments and not engaged in subject-specific study at the end of KS1 and KS2,
- report to DfE which pupils are assessed using the engagement model for KS1 and KS2.

Learners working in Key Stage 4 and Key Stage 5 work towards awards that recognise their progress towards creative outcomes:

- Key stage 4 AQA Unit Awards
- Post 16 ASDAN Transition Challenge.