**Pupil Voice and Independence – Pre-formal Curriculum**

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 **Pre-Formal Pathway Curriculum**

The Pre-Formal Pathway curriculum for Pupil Voice and Independence recognises that the physical well-being of the learner with PMLD is of paramount importance and may therefore take up a large percentage of curriculum time. Personal Care within the curriculum rather than as an addition It acknowledges the need to balance a learner’s therapeutic / medical needs, their ability to tolerate this and the promotion of independent activity and physical participation.

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

Learners following the Pre-Formal Pathway curriculum for Pupil Voice and Independence:

* Learn holistically following a curriculum that is interconnected.
* Will be actively involved in personal care activities.
* Will receive care from staff who have had access to appropriate training and equipment.
* Take part in daily **routines** that underpin the curriculum.
* Need to be supported with **transitions**, harnessing the staffs’ detailed and close knowledge of the learner.

**Learners taking part in curriculum activities covering routines and personal care:**

* Have sufficient timetabled sessions to cover personal care as a teaching and learning opportunity e.g. eating and drinking (including gastrostomy feeds and oral health), dressing/undressing (including choosing clothes), toileting and toilet training, and menstruation (including changing pads and sanitary pads), personal hygiene (including washing, shaving, brushing hair, make-up, etc.), medication, medical procedures and physical health tasks.
* Have multiple opportunities to practise and learn routines.
* Have access to necessary adaptations and differentiation to be as independent with their routines and personal care as possible.
* Are supported to express their choices
* Are taught how to communicate “no”, listened to and have their “no” acted upon.
* Have respectful and dignified support to do as much as he/she can do for him/herself.

**Learners taking part in curriculum activities covering transitions**

* Experience continuity of approach throughout their lives through school communication with parents, carers and other professionals.
* Have transitions supported within school through the use of cues including touch and sound cues and Objects of Reference.
* Have current, relevant information about passed on - both long term, as in the learner’s Communication Passport and short term, as in a learner’s Home School Contact book.
* Have Communication Passports that are updated regularly so that they are available to support transition for that learner in school and at home.

**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 Pupil Voice and Independence, and also through the School Department cycles of termly classroom cross-curricular topics.

**Implementation - How is our curriculum being delivered?**

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| **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**  |
| **Encounter (P1i)**Pupils encounter activities and experiences. | Pupils are supported to encounter activities and experiences and to develop changes in behaviour that are not reflex responses. | Provide routines that are predictable and certain, to enable the learners to be secure.The same routine should be used every single time by all members of staff.The same time(s) of the day, utilising the same changing areas, using the same language, the same cues (i.e. saying *1, 2, 3, lift*) when changing pads etc. | Use cues such as sound, music, smells, touch cues, Objects of Reference etc.to help with establishing these routines e.g. play *Perfect Day* (Lou Reed) as learners come into the classroom |
| **Awareness** **(P1ii)**Pupils show emerging awareness of activities and experiences. | Develop learner’s emerging awareness of activities and experiences. | Ensure **consistency in routines** to allow learners to build upon previous learning experiences, and have many opportunities to practice and learn over their lifetime in school.Keep learners informed about what is happening in their day and daily routines as they are happening.  | Ensure that consistent routines are used for all areas of the curriculum e.g. personal hygiene, drinks, etc. |
| **Attention and response (P2i)**Pupils begin to respond consistently to familiar people, events and objects. | Develop learner’s consistent response to familiar people, events and objects. | Continue to maintain **consistent routines e.g.** arriving at and leaving school; lunchtimes; break times; assemblies; the start and end of the day; the start and end of lessonsEnsure that all staff who are in regular contact with the learner have a personal identifier or action. This should ideally be an integral part of each person, for example, long hair, a beard, etc. Encourage voice recognition – use the learner’s name on approach and talk using consistent language. |  |
| **Engagement (P2ii)**Pupils begin to be proactive in their interactions**Participation (P3i)**Pupils begin to communicate intentionally | Develop learner’s ability to begin to be proactive in their interactions. Develop learner’s ability to show behaviour that can be interpreted as rejection to some stimuli.Develop ability to anticipate social routineDeveloping learner’s ability to anticipate repetitively presented stimulus | Introduce the option of variation. Cue or exaggerate a particular part of the routine to turn it into a game; for example, when changing the learner, develop a game around the need to lift his/her bottom off a bench. This could involve the cue of an exaggerated intake of breath as the learner’s bottom is raised, a dramatic pause in the action, and culminates in repeated bouncing.  | Continue to use cues such as sound, music, smells, touch cues, Objects of Reference etc.to help with establishing these routines e.g. play *Perfect Day* (Lou Reed) as learners come into the classroomEnsure that consistent routines are used for all areas of the curriculum e.g. personal hygiene, drinks, etc. |
| **Involvement (P3ii)**Pupils use emerging conventional communication by;* remembering learned responses over increasing periods of time and possibly anticipating known events
* responding to options and choices with actions or gestures [for example, by nodding or shaking their heads]
 | Develop learner’s purposeful action on everyday environmentDevelop learner’s ability to change behaviour in response to interesting event nearby. | Encourage learners to make decisions, encouraged to experience variations controlled by themselves which will then lead to connections.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. | Continue to use cues such as sound, music, smells, touch cues, Objects of Reference etc.to help with establishing these routines e.g. play *Perfect Day* (Lou Reed) as learners come into the classroomEnsure that consistent routines are used for all areas of the curriculum e.g. personal hygiene, drinks, etc.Build on routines during;Intensive InteractionMusical InteractionCommunication Aids e.g. BigMackCues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory StoriesIndividualised Sensory Environment (ISE)Sensory CookingSensory Exploration – Tac Pac |
| **Gaining Skills Pre-Formal (P4)**RfL41 Expresses preference for items not present via symbolic means42 Early problem solving – tries new strategies when old one fails43 Exerts autonomy in a variety of contexts. | Develop early problem solving – e.g. ability to try a new strategy when old one fails.Look for a reduction in the time during which the learner tries the original action in order to gain a reward. When failure of the original strategy is recognised, and as soon as an attempt at a new action is made, a reward should be given. As the learner becomes aware that the increased original action will not work, a new strategy will be attempted more quickly.Develop learner’s ability to exert autonomy in a variety of contexts. | Learners are not just passive but are encouraged to participate in and know about their own routines. Facilitate exploratory play experiences and discoveries to be incorporated into the next sessions so that they too become routines. Once new discovery / experience part of routine, offer again something new and exploratory for the learner to take or reject as they see fitUse 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: • 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. | Exploratory play Sensory Cooking |

**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 Independence 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 Independence and Pupil Voice outcomes:

* Key stage 4 AQA Unit Awards
* Post 16 ASDAN Transition Challenge