

# Pre-formal reactive

For learners working consistently and over time at the earliest developmental levels

- The pre-formal reactive curriculum aims to develop the earliest learning skills and enable our learners to engage with the world around them.
- It follows a scheme of themes and storybooks, offering learners a rich variety of stimuli and providing opportunities to build on their experience.
- Pre-formal reactive learners are likely to have multi-sensory impairments, and are supported by teams of specialists and highly-trained staff working together.

## Assessment & accreditation

Learners' progress is assessed using individual EHCP targets, and either Routes for Learning or the Castle Flower framework. It is accredited through EQUALS Moving On at 16 and 19.



## Pre-formal reactive cognition and learning aims:

- provide personalised curriculum.
- experience a curriculum that is intrinsically linked together
- opportunities and time to repeat, practise and consolidate skills.
- an engaging curriculum based upon learners' interests and motivation

## Pre-formal social, emotional and mental health aims:

- PSHE to be embedded throughout daily/weekly timetables.
- access to personalised learning, using specialised teaching approaches and interventions.
- learners supported to express their choices.



## Pre-formal reactive communication and interaction aims:

- learners to experience a total communicative environment.
- learners are recognised as intentional communicators.
- total communication developed through whichever form suits the learner best; such as gestures, eye movements, vocalisations, sensory cues, objects of reference, on-body signing, Makaton and photos or symbols.

## Pre-formal reactive sensory, physical and life skills aims:

- opportunities to have regular positional changes throughout the day.
- a focus on physical development
- development of body awareness.
- staff to work closely with the learners' therapists.