

Pre-formal Reactive

For learners working consistently and over time at the earliest developmental levels. All pupils in this pathway are based on the main site

- 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.

Updated Spring 26

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Assessment & accreditation

Learners' progress is assessed using individual EHCP targets, (PLG) Accreditation through OCR Life and Living Skills at 16 and 19.



Castle School, Cambridge



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

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.

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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.

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.