Castle School

Together We Learn

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

Be Confident

Be Kind

Be Creative

What We Do

- 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, (PLG) Accreditation through OCR Life and Living Skills at 16 and 19.



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.



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.