

Northern Counties School Pre-formal Learning Curriculum Map

I N T E N T	Curriculum vision	Our learners have wide ranging complex needs including communication, sensory, physical and medical needs. Our curriculum is holistic in nature and individualised to the identified needs of each learner. It is adaptable and responsive and will develop with the learner through their time in school. Our learners are at the heart of everything we do – we are aspirational in our approach to their learning and adopt PBS values									
	Curriculum aims	For learners to develop purposeful, expressive communication and respond to receptive communication.		For learners to develop engagement skills in an increasing range of contexts.		For learners to maintain and develop their range of movement and physical skills.		For learners to gain maximum independence within the context of their needs.			
	Areas of need	Communication & Interaction		Cognition & Learning		Sensory & Physical		Social, Emotional and Mental Health (Wellbeing)		Lifelong Learning	
	Focus for learning - engagement	Realisation		Exploration		Initiation		Persistence		Anticipation	
	All learners have a right to...	Individualised approach		Appropriate support and resources		Safe learning environment		High quality healthcare			
I M P L E M E N T A T I O N	School context	Individualised curriculum		High staff ratios		Integrated teaching and therapy		Access to nursing		Small class size	
	Approaches to learning	Total communication		Engagement Model	Integrated therapy	24 hour postural management	EHCPs, IEPs, iASEND, SCERTS	Highly trained staff for medical care	Close home/school partnership		
	Whole school approaches	Core vocabulary		Mastery of maths		Positive behaviour support		Termly themes		British Values	SMSC
	Curriculum areas	Communication & Interaction		Cognition & Learning		Sensory & Physical		Social, Emotional and Mental Health (Wellbeing)		Lifelong Learning	
	Essentials for learning and life	Life skills		Sense of self		Mental Wealth		Confidence		Trust	Dignity
I M P A C T	Purposeful assessment for learning	Annual EHCP review process	Informed by →	Individualised, sequenced sessions with planned progression and development of skills	Daily logs completed by 1:1 staff partner to note learning throughout the day	Earwig media records shared with home. Evidence log kept to reflect on learning	Up to date understanding of how our learners develop through engagement	Therapy clinical notes	Multi-disciplinary team meeting discussions		
		IEP reviewed termly									
Learning goals – ongoing review											
Accountability measures	Annual EHCP review process		Progress towards IEP and learning goals		Learner wellbeing expressed through behaviour		Attendance and engagement in learning		Underlying recognition of maintenance as progress		