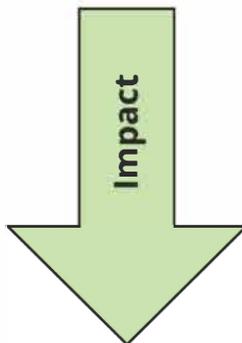
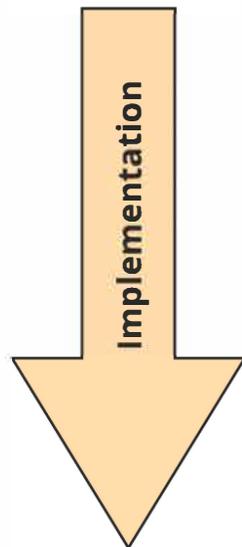
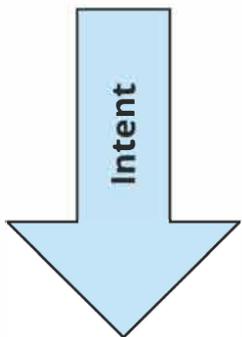




# Pre-formal Curriculum



|   |  |  |  |   |   |
|---|--|--|--|---|---|
| <p>At Mabel Prichard, our pre-formal curriculum aims to develop the essential skills for future life, with a strong emphasis on engagement and learning. Communication and interaction with the world is a focus, with learners developing skills of initiation, interaction, awareness, curiosity, investigation, discovery and most importantly, persistence.</p> |  |  |  |   |   |
| <p>We support learners to develop independence and communication strategies, so they have a voice.</p>  |  | <p>Individuals are able to live safe, healthy and happy lives, maintaining physical strength and movement range.</p>   |  | <p>We develop citizens who have a valued and positive engagement with society.</p>                  |   |
| <p><b>We focus on:</b> Language and communication, cognition, physical development and independent and social skills</p>  |  |  |  |   |   |
| <p><b>Through:</b> Eliciting responses; developing skills; developing interests and motivators</p>  |  |  |  |   |   |
| <p><b>All learners have a right to:</b> Good quality education; identity; information; safety; friendships; health and wellbeing</p>  |  |  |  |   |   |
| <p><b>Our approaches to learning are:</b></p>   |  |  |  |   |   |
| <p>A range of teaching styles and collaborative learning</p>  | <p>Mobility; postural management; active exploration of the environment.</p> | <p>Sensory cues; Objects of reference; intensive interaction; augmentative and alternative communication; makaton.</p> | <p>Evidence for learning; EHCPs/Annual reviews; Pupil progress meetings; Personalised learning through mapping and assessing pip progress (MAPP)</p> | <p>Medical care plans. Trained and skilled staff in providing a range of medical interventions.</p> | <p>Foster control, independence, social and emotional skills and functional communication</p> |
| <p><b>We evaluate our impact to ensure we can review, replan and continue to make progress with:</b></p>  |  |  |  |   |   |
| <p>Learners, parents, teachers and governors.</p>   | <p>A meaningful, personalised assessment system.</p>                         | <p>A plan,do review approach to evaluation.</p>  | <p>A policy of verbal feedback with clear next steps. Visual feedback to indicate success and next steps.</p>  | <p>A variety of evidence types to inform assessment.</p>  | <p>Meaningful data to inform improvements.</p>  |
| <p><b>We are accountable through:</b></p>   |  |  |  |   |   |
| <p>Attainment and progress</p>  | <p>Behaviour and attendance</p>  | <p>Positive, healthy life choices</p>  | <p>Destinations of leavers</p>   |   |   |