

**Curriculum**

Here in the Cambois Primary School Specialist Support base we follow the unique curriculum set out in equals. This means as a class we deliver pre-formal, semi-formal and informal curricula. This is to ensure that we are able to meet each and every child’s holistic and educational needs as specifically as possible. We ensure that all learning and planning is individualised to each and every child. The Equals curriculum is arranged into four unique pathways. The pathways are as follows; Pre-formal Pathway, Informal Pathway, the Semi-Formal Play Pathway and finally the Formal Pathway. Each of these pathways has its own individual and distinct pedagogical approach to teaching and learning. Each pathway begins with the child at the very centre. Through the use of these pathways we begin to meet the collective needs of all the pupils within the pathway, this is then personalised further to meet the specific needs of individual pupils. During their time in school children will follow the pathway most suited to them, this will change as and when needed as the children develop and grow.

**Curriculum Pathways**

**Pre-formal Pathway**

* Communication and interaction
* Cognition and learning
* Physical and sensory
* Social and emotional

Sensory

Well-being

Creative

Physical

Outdoor learning

Pre-formal pathway

Children that are accessing our Pre-formal Pathway are at the very early stages of developing early cognition (thinking), communication and interaction skills. Due to this the children are given very specific input and this is based on the adults understanding of the child. The adults are aware of the child and how to best engage them, and of the therapeutic approaches the child may need to support them in order to succeed. The aim of this pathway is to encourage children to be able to independently react with the environment around them. Our overall aim for these children is that they can independently interact with the environment around them, release their curiosity and increase their participation.

**Informal Pathway**

Informal pathway

* Communication and interaction
* Cognition and learning
* Physical and sensory and independence
* Social and emotional

Well-being

Creative

Physical

Outdoor learning

The pupils within this pathway will usually not explore or engage with their environment well. These children will struggle with the flexibility in thinking and have a lack of ability to handle uncertainty. The children in the informal pathway do not tolerate other individuals well. The children following the informal pathway need to learn how to ‘be’ before they can even think about learning to ‘do’. The focus for these children is to learn who they are and to hopefully gain confidence, self-esteem and mechanisms to self-regulate all through child led learning and play, positive interactions and process based teaching. The learning for these children will follow a process that is enriched and guided by exploration and play. Our aim for the children on this pathway is for the children to form positive connections and relationships with staff which we hope will lead the children to continue to develop their communication and relationship building through their preferred method.

**Semi-formal Pathway**

Semi-formal pathway

* My communication
* My thinking and problem solving
* My independence
* My physical well being
* My social skills

This pathway reflects the needs of the child as a whole. The children following the semi-formal pathway are children who are still continuing to develop their realisation (The Engagement Model, 2020) but have a more developed ability to engage with their environment more effectively. These children also have the ability to apply their learning to a variety of contexts and functional situations. This pathway follows an active learning approach through play and exploration and is aimed at developing the children’s creativity and critical thinking. Through the semi-formal pathway the children will begin to develop some subject specific skills such as number, colours, shape, writing and reading. This pathway has a strong foundation of basic and life skills that promote independence in our children as well as functional English and Maths through my communication and my thinking and problem solving. The children will also gain real life experiences such as going shopping to allow the child to feel part of the community and wider world, but also to help them understand this. This pathway allows us to promote what our learners need, rather than being constrained by subject areas and the national curriculum.

**Formal Pathway**

Formal pathway

* Literacy
* Maths
* Science
* Independence

The Formal Pathway has been developed to meet the needs of pupils who are still developing the ability to apply their learning to varying contexts and functional situations but are developmentally secure enough in early subject specific and semi-formal learning that they can access pre-national curriculum learning at an almost year 1 level. At this stage pupils will access timetabled subject specific learning in Maths, English, Science and Religious Education supported by broader learning from the Semi-formal curriculum.