

Sensory Curriculum Intent, Implementation and Impact

Intent	<p>At Pear Tree our Sensory Curriculum intends to meet the individual learning needs of each pupil through our pre-formal curriculum. Each of our learners will have a unique learning profile and our pre-formal curriculum intends to be personalised, pupil centred and pupil focussed and to remove all barriers to learning. Our pre-formal curriculum is designed to focus on a pupil’s abilities rather than disabilities and recognises there is a complex interaction between pupils’ physical, sensory, communication and learning disabilities that affects how they progress. Our pre-formal curriculum intends to ensure high levels of engagement and monitor how well pupils are being engaged in developing new skills, knowledge and concepts in our curriculum. We intend to empower our pupils to make progress against the agreed outcomes in their EHCP.</p>					
Implementation	<p>Our pre-formal curriculum is for our children and young people with complex and profound and multiple learning difficulties. This group of pupils are engaging at the very earliest stages of learning and will likely remain within developmentally early intellectual parameters for the whole of their school career. The learning needs of our children and young people with PMLD are best met through a personalised learning approach that places relationships at the heart of activities and is based on the principles of communication, cognition, social and emotional development and physical development. This group of learners need a bespoke timetable that enables health and care plans to be seamlessly incorporated into their daily timetable to run alongside their education plans. The focus of the curriculum is on the learner and his/her abilities rather than disabilities.</p>					
	Pre-formal curriculum	Communication and Interaction	Cognition and Learning	Physical and Sensory	Social, Emotional and Mental Health	Independence and self help
	<p>Our pre-formal learners are extremely unique with individual learning needs and as such it is impossible to force them to fit into a formal and structured framework. Our pre-formal curriculum takes a holistic view of learners and focuses on how best they learn. Teachers have a clear remit to ensure that the curriculum is flexible and adaptable to meet each pupil’s individual need whilst taking account of the atypical patterns of development which impact on learner’s ability to process new information and stimuli. Our pre-formal curriculum places relationships at the heart of all learning and recognises the fundamental principles</p>	<p>Developing an appropriate communication programme for each individual learner is key to building a successful learning environment for each learner. Communication is central to every interaction throughout the whole school day, with intensive interaction being the model for every interaction rather than a discrete lesson itself.</p>	<p>Due to working at very earliest stage of developing cognition, skilled adults help learners to explore and interpret the world around them. To achieve this the same activities are repeatedly to enable them to learn from them. Through cognition learning, pupils will learn that they can have an effect on their world.</p>	<p>A bespoke and individual curriculum is required which recognises the importance of physical development. Classes have a high staffing ratio of highly skilled TAs who are trained to deliver all aspects of physical development. For each learner, a personalised timetable is developed in consultation with physio, OT, SLT,</p>	<p>The basis of this area of learning is centred around developing secure attachments and relationships with key people. Our curriculum supports learners to develop trusting relationships and to learn that they have a voice to affect the immediate environment around them and the familiar routines they are involved in.</p>	<p>This area is not stand alone and is very much incorporated into all other areas of learning and development, particularly communication. Our curriculum supports our learners to become as independent as possible through a total communication environment that helps pupils to understand the</p>

	<p>of intensive interaction and the engagement model.</p> <p>We recognise that whilst Communication and Cognition remain the most important elements of the curriculum for our pre-formal learners, this should not undermine provision in the other areas of need, all of which play a crucial role in promoting independence and quality</p>			<p>school nurse and incorporated throughout the school day.</p>		<p>world around them so that they can begin to predict and anticipate what is about to happen. We provide a predictable and familiar curriculum that enables a pupil to overlearn skills and transfer these to new situations.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Impact</p>	<p>At Pear Tree our students will have gained the skills and knowledge needed to prepare them for the next phase of their education and ensure they are prepared for their adult life. They are able to apply the skills and knowledge they have learnt in real life contexts that are relevant and important to them in their learning journey. This is evidenced through observation, assessments and recorded through Evidence for Learning</p> <p>Ongoing continuous and rigorous assessment using Routes for Learning and the Engagement Model is at the heart of the pre-formal curriculum as it:</p> <ul style="list-style-type: none"> • It enables us to monitor the impact and effectiveness of our highly personalised and bespoke curriculum to ensure we are meeting individual learning needs. • Informs planning and teaching; • Ensures pupils are making the best possible progress. <p>The Engagement Model is an assessment tool that enables us to assess and monitor both the linear and lateral progress of our learners who are not engaged with subject specific learning.</p> <p>The Engagement Model has 5 areas:</p> <ul style="list-style-type: none"> • Exploration • Realisation • Anticipation • Persistence • Initiation <p>Each of the 5 areas are interrelated and are not hierarchical so there is no expectation that pupils need to demonstrate progress in all 5 areas. Instead, each of the areas represent what is necessary for pupils to fully engage in their development and reach their full potential. The areas also provide the scaffolding to enable pupils to become independent in developing a new skill or concept.</p>					