

Semi-formal Curriculum

The Woodlands Academy Curriculum provides a broad and balanced curriculum, underpinned by an in depth knowledge of each individual student, and how they learn.

Our semi-formal students have a range of complex obstacles to learning and are working between P4 and end of year 1 expectations.

Intent

Our semi-formal students learn best when it is related to their own experience. The curriculum reflects this with the use of a thematic approach incorporating Equals Schemes of Work. The teaching approach reflects the age and learning style of the students concerned. Curriculum coverage allows for concepts to be connected and reinforced through the use of a 'theme' with activities which are meaningful and 'real life' allowing for a deeper experience.

The range of 'subject areas' encourage students to combine different areas of learning, skills and understanding.

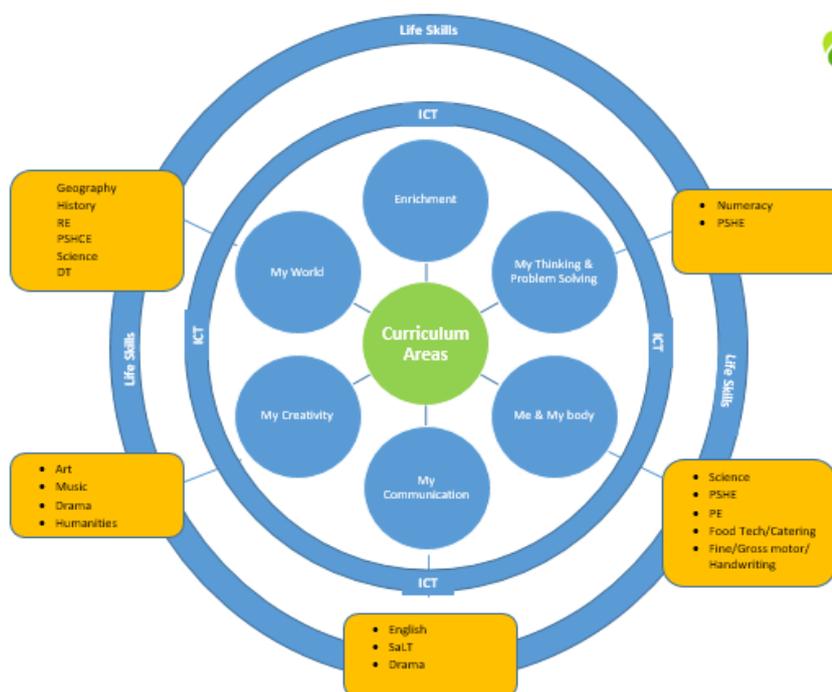
Implementation

Our **Semi-formal curriculum (KS 1-3)** is divided into 6 areas, with the focus around communication and cognition. Themes which incorporate these areas are used termly with linked activities planned in all areas to engage pupils and promote generalisation.

| My Communication | Myself & My Body | My thinking & My Problem Solving | My Creativity | My Play & Leisure | My World |
|--|---|---|--|---|---------------------------------------|
| Communication & Interaction - Developing communication skills, SaLT targets Objects of Reference, photos, symbols, using technology. PEC's Signalong Reading – mutli sensory phonics Colourful Semantics Writing – 'Dance Write' /Clicker 7 ICT – I Pad/ Communication Aids PSHE – Developing social communication skills | Awareness of their body Development of gross motor skills, fine motor skills and mobility. Relationship and Sex Education | Develop skills in practical situations Working towards developing independence skills/ finding solutions/recall routines/re use strategies/ planning solutions | Includes drama, dance, music and art and design. | Develop social elements of play/ support playful behaviour Support enrichment activities e.g. Horse Riding/ Swimming | Show an awareness of sensory stimuli/ |

Our **'Developing Independence and Communication' group** are our **KS 3-4 students** who require a semi-formal pathway. The focus is to develop their communication and independence using real-life meaningful experiences. Similarly to the main semi-formal pathway the curriculum is divided into six areas with an emphasis on the transference of skills.

Independence & Communication Group



As with all of our 'pathways' the semi-formal curriculum is based on the needs of the children and young people and as well as providing a framework for learning opportunities, also provide life skills opportunities. The students EHCP provides us with long term outcomes which are their barriers to learning these are then broken down to manageable sequential steps and are incorporated into the curriculum and the students termly 'Personalised Intention Map'. We use long term themes which allows us to focus on different areas of the curriculum as well as our in depth knowledge of the individual students and their interests. This approach ensures that we offer a varied, broad and balanced series of opportunities in which to achieve the objectives. It is a balance between providing students with opportunities to achieve their individualised targets whilst also ensuring they receive a balanced, varied and enriching curriculum.

The semi-formal teaching team plan collaboratively allowing staff to share ideas, resources and reflect on their practice whilst also helping to reduce workloads. All staff aim to plan multi- sensory, engaging, purposeful, age appropriate and fun lessons.

Our semi-formal learners require a 'holistic', 'multi-sensory' approach without the need for the teaching of 'discrete' subjects. As with all our students at Woodlands teaching and learning opportunities are not limited to 'lesson time' but throughout the day, including break times, snack time, personal care routines and when out in the community. These opportunities are planned for and include meaningful generalisation of skills across a range of settings.

We work closely with other professionals, including Speech and Language Therapists, sensory occupational therapists, physiotherapist and the music therapist to provide students with the appropriate programmes and plans which are incorporated throughout the day. Due to their significant sensory needs many of our semi-formal students have a sensory profile and a bespoke sensory programme.

Impact

All assessment is designed to improve both pupil progress and the effectiveness of the staff team in meeting the pupil's needs. Thus helping to provide a robust and accurate system for monitoring pupil progress and attainment.

Each student has a Personalised Intention Learning Map (PLIM). Each PLIM target is linked to the EHCP learning outcomes and created using a 'team' approach and based upon the individual needs of the student. At Woodlands we use a variety of assessment tools depending on the needs of the student, for our semi-formal learners we use MAPP, SCERTS, The EYFS and PIVATS. The personalised learning intentions are SMART targets which can be observed and assessed objectively over a term, it is important that all adults who know the student; including parents / carers are involved in the discussions as well as the student.

Evidence for learning is collated using 'shout outs' which are snapshot observations which are celebrated by the staff team, other professionals and / or student, these are then displayed before being filed into the students Personalised Learning Journal. 'Tapestry' is also used during 'significant moments' during the day which can be linked to a PLIM or more 'subtle' achievements. Staff use the app to capture visual evidence, assign it to the relevant student and add any comments.