



Tollgate Primary School

Semi-Formal Explore Pathway

Classroom environment which allows for free exploration yet relatively clutter free. There should be a calm area to support self-regulation. Workstations were necessary. Regularly cleared throughout the day. Displays promote learner work with explanations of what learning has been experienced in the classroom.

Learners follow SALT plans so they have regular access to communication tools that they need to prepare themselves for learning. All learners work on individual communication skills and building functional communication.

Integration opportunities, educational experiences in the community and access to specialist rooms around school such as the sensory room, soft play, and the life skills

Model for Semi-Formal Explore Classroom

Learners working on individual activities- many through workstations and 1:1 activity. Communication skills / targets worked on daily and given priority along with skills for independence. Individual focus on enhancing their intentional communication in order for learners to progress to using words and simple phrases .

Overall topic to engage and inspire, matching the needs of the learners.

All learners working on self-care including eating, drinking and toileting.

Expectations communicated through a total communication approach.

Opportunities to 'engage' both inside and out of the classroom throughout the day.

Sensory based activities sand play, water play and messy play.

Learners have opportunities to have sensory learning experiences on the roof garden.

Set routine. Clear structure to the day. Opportunities built in their day to work on communication skills & group interaction.



Tollgate Primary School

SEMI-FORMAL EXPLORE: Learners will have opportunities to focus on emerging communication, physical, social, and emotional and cognitive skills that are the foundation of learning. Learners can access some subject specific learning and there is a clear emphasis on a multi-sensory approach. Our semi-Formal curriculum is delivered primarily through a thematic based approach that facilitates coverage of the curriculum through interconnected activities, where concepts are connected to and reinforced through a common theme. This provides a learner with opportunities to make real life connections resulting in richer understanding. It is a curriculum for learners who relate skills and knowledge to their own experiences making learning “real.”

SEMI-FORMAL EXPLORE <u>Characteristics</u>	<u>Person Centered Approach</u>	<u>Assessment</u>	<u>Strategies</u>
<ul style="list-style-type: none"> + Emerging intentional communication + Emerging contextual awareness + Emerging social awareness + Emerging problem solving + Learnt responses in familiar routines + Beginning to develop joint attention + Learners not accessing subject specific learning. + Learners working at engagement for some curriculum areas. + Learners have severe learning difficulties with associated physical, medical, or behavioural needs. 	<ul style="list-style-type: none"> + Therapies + SMSC + Personal Learning Goals (PLG's) + Experiential learning + EHCP + Physical development + Allow processing and response time + Sensory profiles 	<ul style="list-style-type: none"> + EHCP Outcomes + Evidence for Learning + Engagement Model 	<ul style="list-style-type: none"> + Multi-sensory learning experiences with greater emphasis on cause and effect + Active exploration + Visual supports + Alternative Augmentative Communication systems (AAC) + Turn taking experiences + Behaviour for learning + Familiar routines and repetition



Tollgate Primary School

Semi-Formal Explore : My Communication (Speaking & Listening)	
Aims : Why	<ul style="list-style-type: none"> ✚ To increase the amount and type of key information they can process, understand, and respond to support them to develop a functional means of communication. ✚ To increase engagement and expand their academic progress. ✚ To develop an awareness and understanding of their surroundings and the world around them. ✚ To allow them to interact, engage and respond to the work around them through learnt responses and process what is being conveyed to them. ✚ To promote the learners voice to empower them to make their wants and needs known. The emergence of intentional communication will allow learners to listen and respond with intent. ✚ To provide a tool to develop each learner's voice and functional language skills. ✚ To develop independence and reduce dependency on adults in preparation for adulthood.
Content : What	<ul style="list-style-type: none"> ✚ A total communication approach is used to help learners form connections and to engage in successful and meaningful interactions. A combination of methods is used to reinforce and strengthen meaning for the individual and to enable them to access their learning environment. These skills are all emerging and learners are at the preliminary stages of communication. ✚ Learners will be supported to develop their communication by exploring different communication methods to supplement and enhance their learning, expand their breadth of vocabulary to enable them to communicate effectively with others. ✚ By focusing on Expressive and Receptive language, we ensure learner voice is at the forefront of learning. ✚ A variety of strategies will be used to promote both expressive and receptive communication including Intensive Interaction, ,Sensory Cues, Objects of Reference, Photographs, Body signs, Symbols, Visuals, Augmentative and Alternative Communication, Now and Next, Sign-a-long , SALT targets, Eye Gaze and PECS. There is a focus on the learners developing these skills with increased purpose.
Implementation :How	<ul style="list-style-type: none"> ✚ Learners will be supported to develop their receptive and expressive communication skills through a range of personalised activities and tasks.



Tollgate Primary School

Semi-Formal Explore : My Communication Skill Development

Receptive	Expressive
<ul style="list-style-type: none"> ✚ Moves whole bodies to sounds they enjoy, such as music or a regular beat. ✚ Has a strong exploratory impulse. ✚ Concentrates intently on an object or activity of own choosing for short periods. ✚ Pays attention to dominant stimulus – easily distracted by noises or other people talking. ✚ Developing the ability to follow others’ body language, including pointing and gesture. ✚ Responds to the different things said when in a familiar context with a special person (e.g. ‘Where’s Mummy?’, ‘Where’s your nose?’). ✚ Understanding of single words in context is developing, e.g. ‘cup’, ‘milk’, ‘daddy’. ✚ Is developing joint attention ✚ Dependent on adult responses 	<ul style="list-style-type: none"> ✚ Uses sounds in play, e.g. ‘brrrm’ for toy car. ✚ Explores their voice through vocalisations. ✚ Frequently imitates words and sounds. ✚ Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, good-bye.) ✚ Learners use single words, signs and symbols for familiar objects, (for example, cup, biscuit), and to communicate about events and feelings. ✚ Learners are able to vocalise or use waving, smiling to communicate hello/bye. ✚ Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. ✚ Uses pointing with eye gaze to make requests, and to share an interest. ✚ Learners use vocalisations, gestures, eye gaze, pointing, headshake and nodding to communicate on a daily basis. ✚ Learners use words or signs to indicate to a person to carry out an action. ✚ Creates personal words as they begin to develop language. ✚ Learns that own voice and actions have effects on others. ✚ Learners combine single words, signs or symbols to communicate meaning to a range of listeners. ✚ Learners are able to combine two key ideas or concepts. They combine single words, signs or symbols to communicate meaning to a range of listeners. ✚ Learners can communicate consistent preferences and offer some responses.



Tollgate Primary School

Semi-Formal Explore : My Thinking

(includes maths, Reading, Writing, Science, Music, Computing, Technology and the Arts)

Aims : Why

- ✚ The quality and variety of what learners see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate.
- ✚ The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe.
- ✚ We provide learners with an opportunity to engage in, experience, explore and respond to a range of activities and resources in order to develop an understanding of the world around them and how things work.
- ✚ We encourage learners to develop the confidence to predict and problem solve to develop their self-help and independence skills.
- ✚ We aim to inspire learners to develop their skills and knowledge through, hands-on experiences and exciting opportunities.
- ✚ Learners will be exposed to the creative arts to help develop their confidence, communication, and social interaction.
- ✚ We will develop learners' ability to attend and focus for increasing periods to allow them to actively engage in the world around them.
- ✚ We will develop learners' ability to attend and focus for increasing periods to allow them to actively engage in the world around them.
- ✚ The development of learner's creative awareness supports their imagination. It is important that learners have regular opportunities to engage with the arts and that they are encouraged to explore and play with a wide range of media and materials. The quality and variety of what learners see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they see, hear and respond to.



Tollgate Primary School

<p>Content : What</p>	<ul style="list-style-type: none"> ✚ Learners will be given opportunities to explore and respond to objects. ✚ Learners will develop an understanding of cause and effect. ✚ Learners will develop and understanding of object permanence. ✚ Learners will be encouraged to engage in a wide range of different media and partake in sensory exploration. ✚ Learners will engage in learning that centres on sensory activities, including food exploration. ✚ Learners will engage in learning which links learning to their communities and the environment around them. ✚ Learners will have the opportunities to explore different textures and media. ✚ Learners will be given the opportunity to explore different sounds and environmental cues. ✚ Learners will be exposed to a range of written text. They will be introduced to books and stories. ✚ Learners will be encouraged to communicate through mark making. ✚ Learners will have the opportunities to experience sensory and exploratory play. ✚ Learners will be encouraged to develop self-expression and confidence building across all areas of the curriculum. ✚ Learners will be encouraged to participate in-group work to help support with peer interaction. ✚ Learners will be encouraged to develop self-expression and confidence building as these are important skills that can be transferred across all areas of the curriculum.
<p>Implementation :How</p>	<ul style="list-style-type: none"> ✚ Real life experiences, ICT, concrete resources, singing songs, music and movement, exploration of a range of musical, instruments, 2D and 3D media, sensory exploration and play, cookery, experiments, arts and craft activities, sensory stories, tactile books, auditory stories, fiction and non-fiction texts. ✚ Texts have been specifically selected to promote acceptance, equality, and diversity in a range of situations relevant to learner’s experiences and interests. ✚ We adopt a multisensory approach and build in opportunities for over learning and practice of the skills.



Tollgate Primary School

Semi-Formal Explore : My Thinking Skill Development (includes maths, Reading, Writing, Science, Music, Computing, Technology and the Arts)

- ✚ Handles books and printed material with interest.
- ✚ Learners begin to display some consistent behaviours towards story activities.
- ✚ When read to, learners display behaviours which familiar adults consider to be 'surprise', 'delight' or excitement'.
- ✚ When read to, learners are able to sustain their attention for the majority of a story.
- ✚ Learners begin to show an understanding of how a book works e.g., holding the book independently.
- ✚ Learners begin to display some consistent behaviours towards numeracy activities.
- ✚ Learners reach out to touch and explore different shapes independently.
- ✚ Learners can hand over one item to an adult when prompted to do so.
- ✚ Notices changes in number of objects/images or sounds in group of up to 3
- ✚ Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers ○ Has some understanding that things exist, even when out of sight.
- ✚ Recognises big things and small things in meaningful contexts
- ✚ Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers.
- ✚ Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.
- ✚ Explores and experiments with a range of media through sensory exploration and using whole body.
- ✚ Move their whole bodies to sounds they enjoy, such as music or a regular beat.
- ✚ Imitates and improvises actions they have observed, e.g., clapping or waving.
- ✚ Begins to move to music, listen to or join in rhymes or songs.
- ✚ Notices and is interested in the effects of making movements, which leave marks.



Tollgate Primary School

- ✚ Expresses self through physical action and sound.
- ✚ Pretends that one object represents another, especially when objects have characteristics in common.

Semi-Formal Explore : My World (includes Science, History Geography, Computing)

Aims : Why	<ul style="list-style-type: none"> ✚ We provide learners with an opportunity to engage in, experience, explore and respond to a range of activities and resources in order to develop an understanding of the world around them and how things work ✚ We encourage learners to develop the confidence to predict and problem solve to develop their self-help and independence skills. ✚ It is important that learners develop positive attitudes and interests in problem solving, look for patterns and relationships, spot connections, 'have a go,' communicate with adults and peers about what they notice and not be afraid to make mistakes. ✚ We aim to inspire our learners to develop their skills and knowledge through, hands-on experiences and exciting opportunities. ✚ We want our learners to begin to have a sense of where they belong and an awareness of their own timeline. ✚ Understanding the world involves guiding learners to make sense of their physical world and their community. The frequency and range of learner's individual experiences increases their knowledge and sense of the world around them. ✚ We want our learners to experience the world around them and ensure there is equal access to all. ✚ We want our learners to know how to use a range of technology to develop their independence.
Content : What	<ul style="list-style-type: none"> ✚ Learners will be encouraged to participate in a range of activities that allows them to express their ideas and make predictions. ✚ They will focus on developing a self-awareness, who they are and where they are from. ✚ They will explore their local community and begun to explore different environments. ✚ Learners will engage in learning which links learning to their communities and the environment around them.



Tollgate Primary School

Implementation :How	<ul style="list-style-type: none">✚ A rolling topic cycles allows learners to develop skills and understanding through a range of fun and stimulating themes. Real life experiences, ICT, concrete resources, experiments.✚ Learners will have the opportunities to experience sensory and exploratory play✚ Learners will have as many learning opportunities as possible outside the classroom to ensure they are having access to the wider world.
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Semi-Formal Explore : My World Skill Development

- ✚ Is curious about people and shows interest in stories about themselves and their family.
- ✚ Enjoys pictures and stories about themselves, their families, and other people.
- ✚ Shows an awareness of the world around them.
- ✚ Can distinguish between different environments.
- ✚ Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime.
- ✚ Closely observes what animals, people and vehicles do.
- ✚ Watches toy being hidden and tries to find it.
- ✚ Looks for dropped objects.
- ✚ Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing.
- ✚ Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times



Tollgate Primary School

Semi-Formal Explore : My Body

Semi-Formal Explore : My Body	
Aims : Why	<ul style="list-style-type: none"> ✚ We aim to support our learners to develop their core strength, improve their body awareness and movement to promote better physical emotional and psychological health. ✚ We encourage our learners to make purposeful movements with intent to develop their independence. ✚ We support learners to improve on their social and gross motor skills to enable them to develop greater independence. ✚ The inclusion of Postural management helps support with the quality of life of the learners. It helps improve daily functioning and participation by ensuring that learners are comfortable and ready to learn which in turn leads to less disruptive behaviours.
Content : What	<ul style="list-style-type: none"> ✚ Learners will engage in a wide range of physical development sessions, including time in our hydrotherapy pool which allows for freedom of movement and development of core muscle strength. ✚ Personal OT/ Sensory programmes will be integrated into sessions across the school day. ✚ Self-help skills are promoted in all activities throughout the school day and learners are always encouraged to be an independent as possible.
Implementation :How	A variety of strategies will be used to support the learners with their physical development including PE., Fine motor skills e.g., threading, pegging, cutting, gross motor skills e.g. soft play, OT plans,



Tollgate Primary School

Semi-Formal Explore : My Body Skill Development

- ✦ Sits unsupported on the floor.
- ✦ When sitting, can lean forward to pick up small toys.
- ✦ Pulls to standing, holding on to furniture or person for support.
- ✦ Crawls, bottom shuffles or rolls continuously to move around.
- ✦ Walks around furniture lifting one foot and stepping sideways (cruising) and walks with one or both hands held by adult.
- ✦ Takes first few steps independently.
- ✦ Passes toys from one hand to the other.
- ✦ Holds an object in each hand and brings them together in the middle, e.g., holds two blocks and bangs them together.
- ✦ Picks up small objects between thumb and fingers.
- ✦ Enjoys the sensory experience of making marks in damp sand, paste or paint.
- ✦ Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.
- ✦ Opens mouth for spoon.
- ✦ Holds own bottle or cup.
- ✦ Grasps finger foods and brings them to mouth.
- ✦ Attempts to use spoon: can guide towards mouth but food often falls off.
- ✦ Can actively cooperate with nappy changing (lies still, helps hold legs up).
- ✦ Starts to communicate urination, bowel movement.



Tollgate Primary School

Semi-Formal Explore : My Wellbeing

(Includes RE, PSHE, RSE: Citizenship)

<p>Aims : Why</p>	<ul style="list-style-type: none"> ✚ To support learners to achieve their potential by promoting their wellbeing and tackling issues that can affect their ability to learn. ✚ To build on the learner resilience, whilst supporting them to maintain focus and shared attention. ✚ To support learners to build healthy relationships with others. ✚ To support learners to recognise changes to themselves and their body to allow them to develop their self-help skills, meet their own wants and needs and to support them to be as independent as possible. ✚ To develop an understanding and respect for others. ✚ To experience local cultural diversity and to develop an awareness of the spiritual, moral, social and cultural development within different communities. ✚ To develop their knowledge, skills, understanding, resilience and reflection. ✚ To support our learners to become model citizens with an understanding of right and wrong. ✚ To support our learners to be safe at home and when out in the community. ✚ To support our learners to make informed choices.
<p>Content : What</p>	<ul style="list-style-type: none"> ✚ PSHE and SRE including learning about Relationships, Sex and Health, Health & Well-Being, Living in the Wider World and Relationships. ✚ To explore the traditions and customs of a range of different religions and cultures. ✚ Learners will be encouraged to engage in activities to support their wellbeing. ✚ Learners will be encouraged to explore strategies they can use to support their physical and mental health, and to self - regulate to manage their feelings and behaviours. ✚ To participate in self-help activities. ✚ To participate in activities to develop self-confidence, independence, self-esteem and resilience. ✚ To develop the skills needed to make meaningful relationships. ✚ To make choices. ✚ To learn about how to keep safe.



Tollgate Primary School

	<ul style="list-style-type: none"> Community visits shared and joint attention activities, social interactions, games, turn taking, role play, TACPAC, sensory activities, social stories, personalised routines.
Implementation :How	<ul style="list-style-type: none"> Community visits shared and joint attention activities, social interactions, games, turn taking, role play, TACPAC, sensory activities, social stories, personalised routines. Learners will be encouraged to participate with intent that is more purposeful.

Semi-Formal Explore : My Wellbeing Skill Development

- Seeks to gain attention in a variety of ways, drawing others into social interaction.
- Builds relationships with special people.
- Is wary of unfamiliar people.
- Interacts with others and explores new situations when supported by familiar person.
- Shows interest in the activities of others and responds differently to children and adults, e.g., may be more interested in watching children than adults or may pay more attention when children talk to them.
- Enjoys finding own nose, eyes, or tummy as part of naming games.
- Engages other person to help achieve a goal, e.g., to get an object out of reach.
- Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed, or frustrated.
- Growing ability to soothe themselves and may like to use a comfort object.
- Cooperates with caregiving experiences, e.g., dressing.
- Beginning to understand 'yes', 'no' and some boundaries.