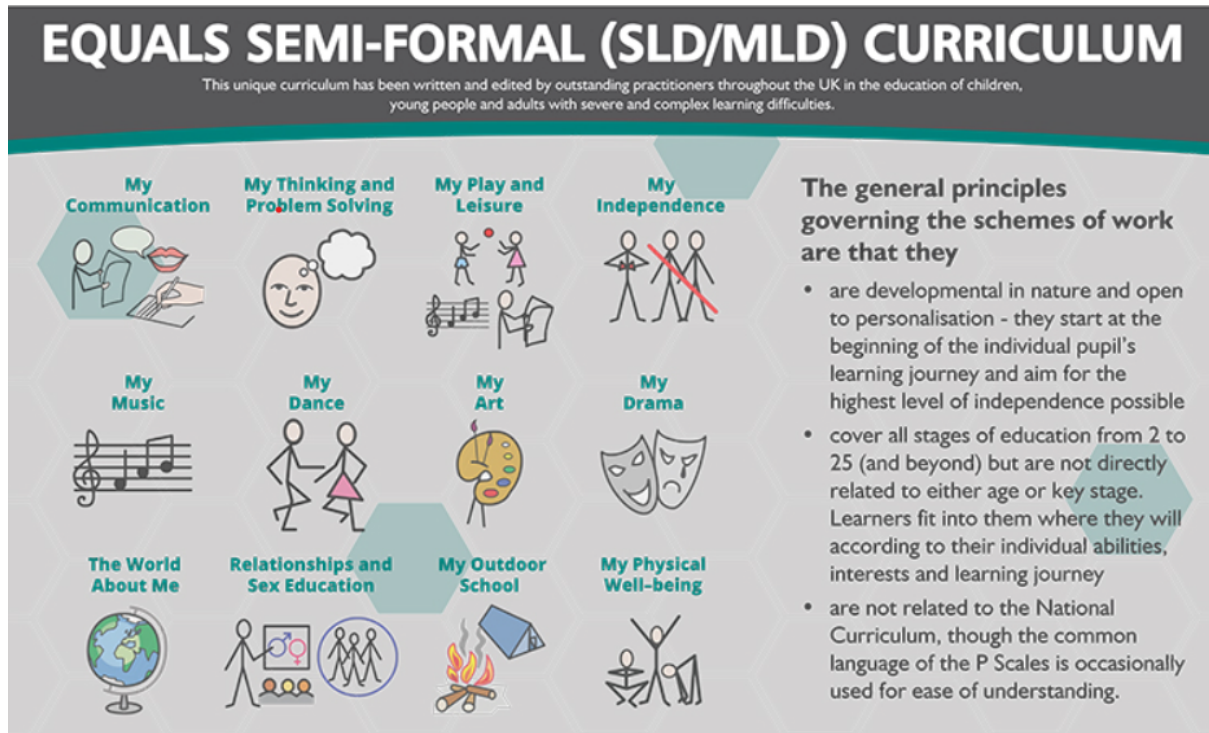


EQUALS Semi – Formal Curriculum



EQUALS SEMI-FORMAL (SLD/MLD) CURRICULUM

This unique curriculum has been written and edited by outstanding practitioners throughout the UK in the education of children, young people and adults with severe and complex learning difficulties.

The infographic displays 12 curriculum areas with icons: My Communication, My Thinking and Problem Solving, My Play and Leisure, My Independence, My Music, My Dance, My Art, My Drama, The World About Me, Relationships and Sex Education, My Outdoor School, and My Physical Well-being.

The general principles governing the schemes of work are that they

- are developmental in nature and open to personalisation - they start at the beginning of the individual pupil's learning journey and aim for the highest level of independence possible
- cover all stages of education from 2 to 25 (and beyond) but are not directly related to either age or key stage. Learners fit into them where they will according to their individual abilities, interests and learning journey
- are not related to the National Curriculum, though the common language of the P Scales is occasionally used for ease of understanding.

The EQUALS Semi-Formal Curriculum is a specific curriculum framework designed to meet the educational needs of learners with learning difficulties and disabilities, particularly those with severe or profound learning disabilities. It emphasises a semi-formal approach, combining elements of both formal and informal learning to provide a tailored educational experience. EQUALS stands for 'Education, Quality, and Understanding for All,' and it aims to ensure that all learners, regardless of their abilities, can access meaningful and relevant education.

Target Audience

The EQUALS Semi-Formal Curriculum is primarily designed for learners with severe or profound learning disabilities. These learners often require specialised instruction and a curriculum that can be adapted to their unique needs.

Holistic Development

The curriculum focuses on promoting holistic development, including cognitive, social, emotional, and physical growth. It recognises that learners with disabilities may have diverse learning profiles and adapts accordingly.

Individualisation

One of the key features of EQUALS is its emphasis on individualization. The curriculum recognises that every learner is unique, and it provides tools and strategies for educators to tailor instruction to meet each learner's specific needs and abilities.

Functional Skills

EQUALS places a strong emphasis on teaching functional skills that are relevant to daily life. This includes skills related to communication, self-care, social interaction, and community integration. The goal is to empower learners to become as independent as possible.

Assessment

Assessment in the EQUALS Semi-Formal Curriculum is often qualitative and observational. It focuses on tracking progress in functional skills and developmental milestones rather than traditional grading methods. The emphasis is on ongoing assessment to inform instruction and support.

Curriculum Framework

The curriculum provides a structured framework that covers a wide range of topics, including communication, numeracy, literacy, and personal and social development. It offers guidelines and resources to help educators plan and deliver instruction.

Practical Resources

EQUALS provides a variety of practical resources, including teaching materials, assessment tools, and training resources for educators. These resources are designed to support teachers in implementing the curriculum effectively.

Inclusive Approach

The curriculum promotes an inclusive approach to education, encouraging the participation of learners with disabilities in mainstream educational settings whenever possible. It also emphasises collaboration between educators, parents, and support professionals.

Transition Planning

EQUALS recognises the importance of transition planning for learners with disabilities. It provides guidance on preparing learners for life beyond school, including vocational training and community involvement.