

www.equals.co.uk

What is EQUALS Curriculum?

The Equals Curriculum is a specialised educational framework designed to support students with special educational needs and disabilities (SEND), particularly those with severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD).

This curriculum provides a more personalised and inclusive approach, focusing on developing essential life skills, communication, and independence, rather than strictly following traditional academic subjects.

The Equals Curriculum is widely used in the UK and internationally, recognised for its ability to offer a more individualised and meaningful education to students with significant learning needs.

Key Features of the Equals Curriculum:

Personalised Learning

The curriculum is tailored to meet the individual needs, abilities, and interests of each student. It emphasizes a flexible approach that adapts to the pace and progress of the learner.

Key Features of the Equals Curriculum:

Life Skills Focus

Unlike traditional curriculums that prioritise academic achievement, the Equals Curriculum focuses on equipping students with practical life skills.

This includes communication, social interaction, self-care, and vocational skills that are critical for their independence and well-being.

Key Features of the Equals Curriculum:

Holistic Approach

The curriculum is designed to address the whole person, including their physical, emotional, social, and cognitive development. It often integrates activities like sensory experiences, physical education, and creative arts to support this holistic growth.

Key Features of the Equals Curriculum:

Inclusive Education

The Equals Curriculum is used in a variety of educational settings, including special schools, mainstream schools with SEND provisions, and other alternative education environments. It aims to promote inclusivity by ensuring that all students, regardless of their abilities, receive a meaningful and relevant education.

Key Features of the Equals Curriculum:

Collaborative Development

The curriculum encourages collaboration between teachers, therapists, parents, and caregivers to create a supportive learning environment. This teamwork ensures that the educational program is aligned with the student's needs and goals



Ash Class

Equals Informal Curriculum



Birch Class

Equals semi-formal Curriculum



Larch Class

Equals semi-formal Curriculum



Elm Class

Equals formal Curriculum

Autumn 1

Wonderful Me



Autumn 2

Celebrations



Spring 1

Amazing Animals



Spring 2

The world around me



Summer 1

Sun, Sea and Sand



Summer 2

Growing and Changing

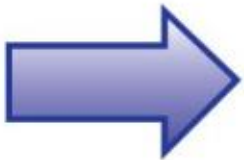
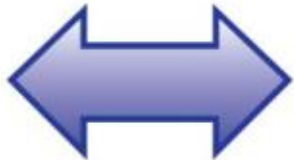
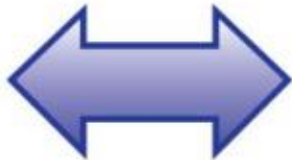
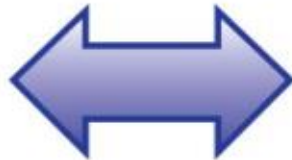
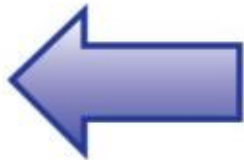


EQUALS Curriculum @ The Treehouse

- **Ash Class** - Informal curriculum
- **Birch Class** - Semi formal curriculum
- **Larch Class** – Semi formal + curriculum
- **Elm Class** – Formal curriculum

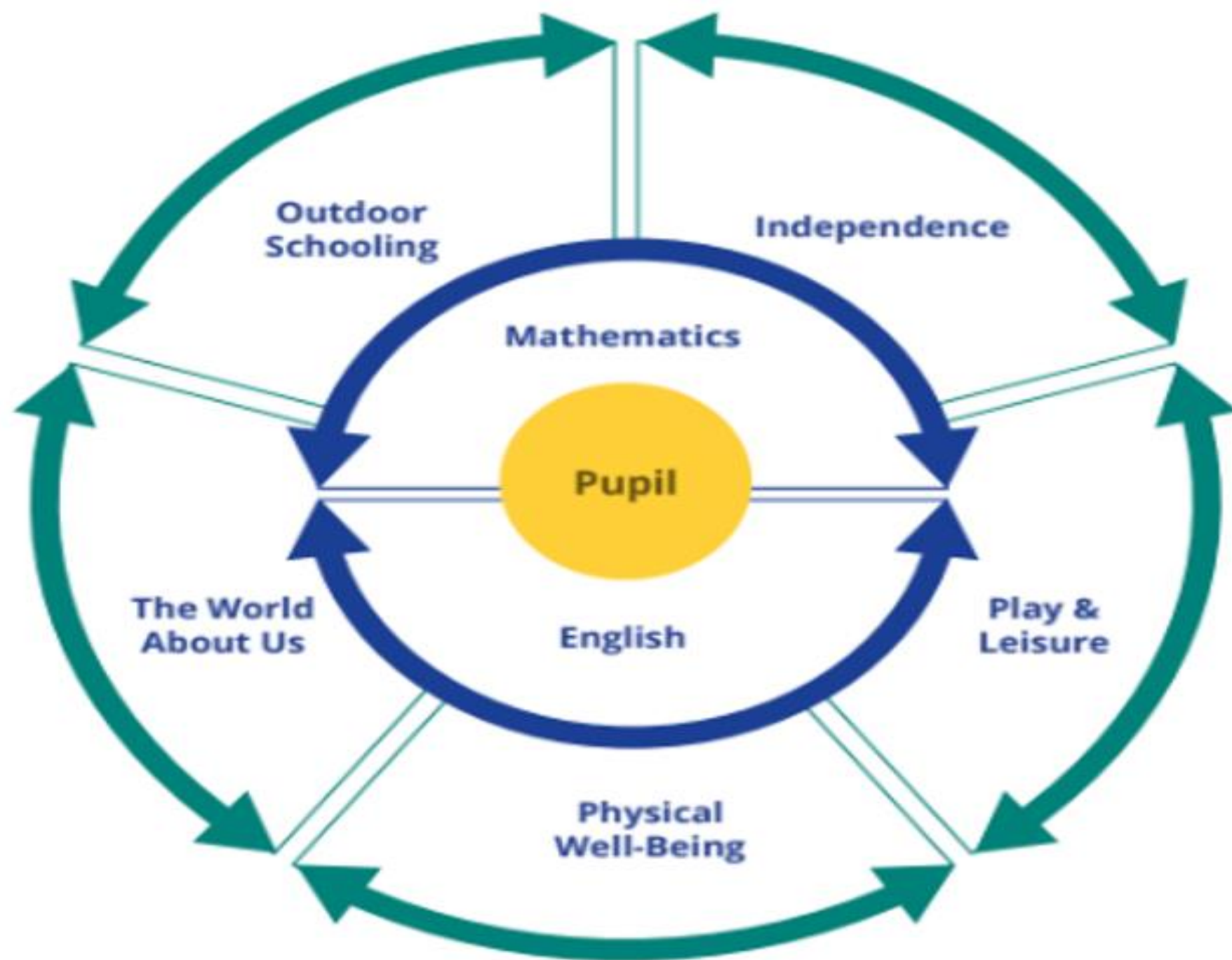
All classes will cover the same theme, though depending on the stage of the learner, outcome will be different

EQUALS Curriculum Overview

| Pre-Formal Curriculum | Informal Curriculum | Semi-Formal Curriculum | Formal Curriculum | National Curriculum |
|---|---|---|---|---|
| PMLD | Complex SLD, SLD/Autism | SLD, SLD/Autism | SLD/MLD Autism | |
| Profound and Multiple Learning Disabilities | Working consistently and over time at the most complex end of the SLD spectrum | Working consistently and over time at or below the earliest reaches of the NC | Working consistently and over time significantly below age related expectations | Working within typical or near typical age related expectations |
|  |  |  |  |  |







Curriculum @ The Treehouse

- Treehouse will still follow R.W.I for phonics – adapted to suit individual learners/ groups
- Treehouse will also use White Rose Maths to inform planning and will be incorporated within the Equals Curriculum
- Treehouse will also make use of Curriculum Maestro where deemed appropriate – adapted to suit learners needs and abilities

Literacy

Reading

- Intensive interaction
- Turns toward a sound, e.g. music when it starts and stops (transition songs)
- To begin to recognise familiar visual symbols & objects of reference
- To begin to show an interest in books related to the topic.
- Shows awareness and responds to some sensory story props from a familiar story, song or rhyme.
- Attention Autism

Writing

- Exploring sensory materials to mark make
- Making marks with a variety of tools
- Attributing meaning to marks they make
- RWI to support

Maths

- Experience number through tactile and sensory activities
- To develop an awareness of number through action rhymes and songs
- To begin to recognise and match numbers
- To begin to notice how groups of objects and images change
- To begin to count small amounts
- To handle a range of different objects of different sizes , colours and shapes

Wonderful Me Informal- Class Ash Autumn 1 2024



Inclusion

- Playtimes

Transition

- Transition into school within the community
- Keeping safe in the community

Communication and Language

- To work on individual speech and language targets.
- To begin to stop and look when they hear their own name
- To begin to sit and attend to a short activity with adult support
- To begin to transition to different activities using visual supports
- Begin to join in some simple action songs and rhymes
- To begin to Pay attention to a dominant stimulus
- To follow some simple everyday instructions and routines with support
- Will develop an understanding of visuals
- Attention Autism sessions to develop focus and concentration
- Intensive interaction
- Imperative communications (Equals)
- Declarative Communications (Equals)
- Augmentative and Alternative communications (AAC)

Reading

- To recognise and use familiar visual symbols
- To engage and share a range of different books and genres
- To join in repetitive phrases and language from familiar stories and rhymes
- To role play familiar stories
- To reinforce questions linked to Blank Levels
- RWI phonics
- Sequencing tasks
- Following instructions

Writing

- To work on letter formations
- Simple phrases and Captions
- Having their own ideas for writing
- Handwriting
- Simple sentence structure
- RWI phonics

Communication and Language

- To work on individual communication targets.
- To further develop my attention and listening skills
- To transition to different activities using visual supports
- To join in stories, rhymes and songs
- To follow everyday instructions and routines with more independence
- To make my needs known to those around me
- Attention Autism sessions to develop focus, concentration & independence
- Colourful semantics
- Blank Level questions
- Interacting & Expressing Needs (Equals)
- Formal social Interactions with familiar and unfamiliar people (Equals)
- Augmentative and Alternative communications (AAC)

Maths

- To reinforce numbers and counting through rhymes and songs
- To order numbers and identify missing numbers
- Number sequences
- To count amounts and match to the correct numbers
- Place value
- Addition & Subtraction
- Ordering objects by size
- Reinforcing and using language linked to size
- Simple problem solving

Wonderful Me Formal- Class Elm Autumn 1 2024



Inclusion

- Playtimes
- Lunch Times
- Assemblies

Transition

- Keeping safe in the community
- Barriers to Anxiety/ zones of regulations
- transition around school

Independent Life Skills

- To be able to look after my belongings and put them in the correct place
- To be able to organise myself for a set activity

Cookery

- To explore different textures and foods
- To practise skills to prepare some snacks

