

Curriculum Pathway Characteristics & Approaches Overview															
Learner Characteristics						Provision						Assessment			
Pathway	Communication	Characteristics of Learners	Play (cognitive/social)	Ability to Engage	Developmental Levels	Focus	Underlying Approach	Environment	Engagement Focus	Curriculum Areas	Generalised Outcome	Recommended Developmental Assessment(s)	Statutory	Recording	Summative
Informal Curriculum	Pre-intentional communication; Anticipatory Intentional; Emerging intentional communication that may include occasional use of spoken language for some children, early PECS; expressing preferences via symbolic means, communication using technology, Canaan Barrie, Signalong. Requesting more, indicating no, communicating choice, gaining attention.	Profound and Multiple Learning Difficulties, Severe Learning Difficulties, Complex attention & interaction needs, complex social an communication needs, vision impairment, hearing impairment, physical needs, complex medical needs. Inability to tolerate uncertainty. Solitary: Unable to tolerate others or demands. Possibly some early subject specific learning in (literacy and numeracy)	Adult initiated early physical play, some early physical play with objects. Often very repetitive. Self stimulatory behavioural play e.g. lining up objects, Often social solitary. Some children may be observers of play, others unaware. Social onlooker or parallel. Inability to tolerate uncertainty	Adult initiated engagement initially, fleeting engagement or a lack of meaningful engagement developing into exploration, anticipation, realisation, persistence and initiation. action on the environment. Early problem solving	Birth to 5 ranges 1-3, Pictor bands 1-2 All RfL Steps	Early Developmental Skills. Early Communication. Therapeutic Input Sensory Regulation. Communication & Intensive Interaction. Engagement (exploration, anticipation, realisation, persistence, initiation). Developing constructive play (interaction with environment) Tolerating Uncertainty. Tolerating Others: Parallel Play. Physical development. Emotional development.	Often child led. Highly personalised. Therapeutic sensory based adult led approach to teaching early developmental skills. Low demand play based approach facilitated by motivating environment (Informal Approach). Intensive interaction. TEACCH. TACPAC.	Engagement Motivators: Adults, Environments (forest,), Routines, Resources (frampettes,), Specific rooms (i.e. 1:1 space, Rumpus, Physio Sensory room...), Activities (swimming, technology, Rebound, sensory circuits...) Food/snack; Sensory Input (deep pressure, swings...)	Persistence. Anticipation. Initiation. Exploration. Realisation.	EHCP areas Communication & Interaction. Social, Emotional and Mental Health – Relationships, developing a sense of self, developing a sense of others, Independence The World about me – my school, community visits, outdoor Learning, festivals, seasons, Physical (personal development)- hydrotherapy, physio led exercise, rebound, swimming, gross motor skills Sensory Exploration – art, music, cookery, food, cause and effect Language & Literacy – sensory stories, narrative, sensory markmaking, environmental sounds, body percussion Early problem solving	Initiation, persistence, realisation, exploration and anticipation across a range of contexts: Through self-initiated communication or interaction, Solitary play, Tolerating Others (including adults): Parallel Play Tolerating low level demands Some low tolerance of uncertainty Ability to persist/meaningfully engage with learning outcomes	Routes for Learning moving into band 1 Pictor Semi formal curriculum, Individual Learning Plans	The Engagement Model	Assessment of progress recorded via Evidence for Learning and based on observations of learning: use of emerging, developing secure, exceeding against personalised annual targets linked to EHCP outcomes, Routes for Learning statements leading on to statements in Band 1 Semi formal curriculum, use of learning journeys as a narrative	Annual Review meetings with a report drawing on multi-professional evidence, parent and child contributions; discussion drawing on all evidence. Sources include annual target and curriculum assessments, recorded observations (Video, photographs, written). Curriculum assessment judgements made for Annual Review meetings and end of year (June) Termly Learning Journeys and Assessment Judgements against annual targets – November, February and June
	Intentional communication that may include spoken language for some children, PECS; expressing preferences via symbolic means, Signalong. A range of purposes	Severe Learning Difficulties, Complex attention, social communication & interaction needs. Engagement across a range of contexts and environments. Starting with early subject specific learning (literacy and numeracy). Some pupils will be able to take part in collaborative learning.	Showing potential for self occupation. Some physical play with adults. Symbolic/associative play activities such as playing with toys & objects. Some social play, play is developing cognitive skills, social skills, self-esteem, language & social skills. Ability to tolerate some uncertainty.	Developing self-initiated persistence at play activities. Developing engagement and persistence with activities. Developing levels of anticipation exploration and realisation. Able to engage with learning activities with varying levels of support.	Semi-formal curriculum framework bands 1 - 5, Birth to 5 ranges 2 - 6	Communication. Relationships. Thinking & Problem Solving. Engagement (exploration, anticipation, realisation, persistence, initiation) developing into cross-contextualisation of Learning. Sensory Regulation. Social, Collaborative Play & Shared Attention. Therapeutic Input Sensory Regulation. Physical development. Emotional development. Developing independence and life skills (functional learning)	Often child led but with increasing levels of structure. Personalised. Some therapeutic sensory based adult led approach to teaching. Increasingly structured play based approach facilitated by motivating environment. Intensive interaction. TEACCH. TACPAC. Specific teaching of relevant reading (including phonics), writing and number strategies. Functional play & learning.		Persistence. Anticipation. Initiation. Exploration. Realisation. Building emotional resilience. Generalised understanding across activities, resources, social understanding and environments.	EHCP areas of learning Personal, Social, Emotional Development Communication and Language Physical Wellbeing Reading and Writing Maths – Number, Shape and Space, Measure Understanding my World – RE, computing, cookery, music and movement	Generalisation of understanding across activities/resources. Social understanding, beginning to co-operate with others. The ability to functionally apply communication, literacy and numeracy skills throughout the school day. Broaden experiences and skills. Initiation, persistence, realisation, exploration and anticipation across a range of contexts. Life skills development. Ability to persist/meaningfully engage with learning outcomes. Increasing tolerance of uncertainty. Increasing independence.	Semi-formal curriculum framework bands 1 - 5	Pre-Key Stage Standards Phonics screening check years 1/2, Multiplication test year 4, SATs year 6	Assessment of progress recorded via Evidence for Learning and based on observations of learning: use of emerging, developing secure, exceeding against personalised annual targets linked to EHCP outcomes, Semi formal curriculum, use of learning journeys as a narrative	
	Competent verbal communicators with both adults and children for a range of purposes. Support often required when communicating about emotions and social interaction.	Accessing subject specific learning in most areas	Typically working within band 5 and above within play.	Persistence at learning activities (can be influenced by SEMH needs). A developed ability to apply skills cross contextually.	Using National Curriculum expectations from Year 1/2 can be influenced by SEMH needs. A developed ability to apply skills across the curriculum.	Individual EHCP targets. Social communication, emotional understanding and regulation, improving self esteem, and life skills. Sequential Learning of National Curriculum content in Maths and English with a focus on functional skills. Physical wellbeing.	Often child led but with higher levels of structure and ownership of learning. Some therapeutic based adult led approach to teaching including emotions coaching. Structured play based approach facilitated by motivating environment. TEACCH. Specific teaching of relevant reading (including phonics), writing and number strategies. Functional play & learning. Some timetabled focussed teaching of subject specific areas.		Areas of Persistence. Self Initiation. Cross-contextualisation on (realisation developed to true cross contextualisation)	EHCP areas of learning Personal, Social, Emotional Development Communication and Language Physical Wellbeing Reading and Writing Maths – Number, Measurement, Geometry, Statistics Understanding my World – RE, computing, cookery, music and movement	Generalisation of understanding across activities/resources. Social understanding, growing ability to co-operate with others. The ability to functionally apply communication, literacy and numeracy skills throughout the school day. Broaden experiences and skills. Initiation, persistence, realisation, exploration and anticipation across a range of contexts. Life skills development. Ability to persist/meaningfully engage with learning outcomes. Increasing tolerance of uncertainty. Increasing independence.	Evidence for Learning formal curriculum	Pre-Key Stage Standards Phonics screening check years 1/2, Multiplication test year 4, SATs year 6	Assessment of progress recorded via Evidence for Learning and based on observations of learning: use of emerging, developing secure, exceeding against personalised annual targets linked to EHCP outcomes, Semi formal curriculum where appropriate, formal curriculum linked to frameworks for Maths, English and tagged against other subjects where appropriate; use of learning journeys as a narrative	