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|  | **PRE-FORMAL** | **BRAIDED** | **SEMI-FORMAL** | **FORMAL** |
| **Priorities** | Physical and Sensory.  Not to be in pain.    Build around motivators.  All available sensory input channels.    Independence | Social and Emotional Wellbeing.  Emotional regulation    Build around motivators.  Concrete and purposeful.    Independence | Communication.  Maximum participation.    Love of learning.    Independence | Cognition and Learning.  Evaluative thinking.    Academic challenge and stretch.  Self-directed learning.    Independence |
| **Communication** | Pre-intentional communication      Total Communication  OOR  Switches  Tassels  Eye gaze  Auditory cues | Functional mode of expressive communication    Total Communication  Transactional support  PECS  Requesting wants/needs  Work Cards  Individual timetable  Communication books  ALDs  Makaton | Functional and social use of language    Total Communication  ALDs  PODD  Communication books  Makaton | Abstract words and reasoning      Total Communication  Speech  VOCA  ALDs  Makaton |
| **Pedagogy** | Curiosity Programme  Sensology  TACPAC  Rebound  Intensive Interaction  Sensory stories… | Curiosity  Routines  Now & Next  Sensory Circuits  Attention Autism  Sensory Diets  Intensive interaction  Zones of Regulation… | Attention Autism  COSST  Guided Reading  Guided Writing  Lego therapy  Circle of Friends… | Phonics  SPAG  Reading scheme  Independent Reading  Independent Writing  White Rose… |
| **Interaction** | Shared exploration | Initiation | Small group work | Collaboration to achieve a shared goal. |
| **Community** | Community experiences. | Adherence to social norms to access supported opportunities. | Safe and purposeful role in society that benefits themselves and the wider community.  Assisted living. | College and Employment.  Towards Independent living. |
| **Targets** | PLGs    ROUTES FOR LEARNING | PLGs    SCERTS    MEADOWS’ LEARNING CONTINUA | PLGs    MEADOWS’ LEARNING CONTINUA | PLGs    MEADOWS’ LEARNING CONTINUA    NATIONAL CURRRICULUM GUIDANCE |
| **Assessment** | EfL  Schema: Emergent, Acquisition, Fluency, Maintenance, Generalisation  Engagement Model    Sensory Profiles    Learning Conversations | EfL  Schema: MAPP    SCERTS    PECS Passport    Learning Conversations | EfL  Schema: MAPP    Communication Passport    Learning Conversations | EfL  Schema: Emerging, Established, Mastered    Communication Passport    Learning Conversations |

**Key Characteristics of the Four Pathways**