

Pathway Profiles

	Communication	Characteristics	Play	Engage	Development Levels (End of EYFS)	Development Levels (End of KS2)
Pre Formal	Pre intentional Emerging intentional Emerging social awareness Fleeting/rigid attention	PMLD/SLD Complex ASC Early cognition, communication & interaction Supported play & exploring.	Unoccupied Solitary Supported to explore & engage Sensory based Physical objects	Adult initiated Fleeting Self-initiation developing with support	Bands 1-3	Bands 1-3
Semi Formal	Some intentional communication of immediate need. Developing social awareness. 1-2 key words onwards Follow 1 part sequence Developing attention (often single channelled)	SLD Complex ASC Complex communication Beginning to play & explore without support	Physical objects Symbols Developing an interest in social play.	Developing engagement levels in the environment. Beginning to engage in self-directed activities/favoured items.	Bands 4-8	Bands 4-8
Formal	Intentional Focusing and developing 2 channelled attention.	MLD/SLD Autism	Enjoying and engaging with others Role play Rule based games	Engages in tasks with increasing independence/ Independently.	Band 9 +	Band 9+

	Follow 2 part sequence			Persists with challenge Beginning to cross- contextualise		
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Provision

	Focus	Underlying Approaches	Curriculum Areas	Generalised Outcome
Pre Formal	Therapeutic input Early developmental skills Early Communication Supported sensory regulation.	Therapeutic Sensory Play-based Adult led Early developmental skills Mainly 1:1 work	Communication & interaction Cognition & learning Personal Development Independence	Developing autonomy across a range of contexts. Self-initiated communication Awareness of others
Semi Formal	Supported sensory regulation Some early subject specific learning Play based	Therapeutic Multi -sensory Functional learning Thematic Play-based Mainly 1:1 work. Some whole-class and small group work.	Communication, literacy & language Thinking, problem solving & numeracy Personal Development Physical Well-Being The World Around Me Technology	Functional communication. Tolerating direction. Tolerating change. Ability to engage for sustained periods of time. Developing independence. Developing friendships.
Formal	Sequential learning of National Curriculum subjects	Subject specific & thematic Whole-class, small group and some 1:1	Subject specific	Functionally apply core skills. Academic progress Independence Follow & adapt to social rules

		work. Paired talk/working with one other.		Meaningful relationships.
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