

Framlingham Pathway  
Regulate -Consolidate - Extend

	Regulate	Consolidate	Extend
Planning and teaching	<ul style="list-style-type: none"> <li>-Sensory diet</li> <li>-Zones of regulation</li> <li>-Sound therapy</li> <li>-Motional</li> <li>-Brain breaks</li> <li>-Primitive reflexes</li> <li>-Tacpac</li> <li>-Relaxation sessions</li> <li>-Calming music/visuals</li> <li>-music and movement</li> </ul>	<ul style="list-style-type: none"> <li>-Show me board used to revise understanding throughout the lesson.</li> <li>-Taking appropriate objectives from the NC which are appropriate to our learners' needs.</li> <li>-Session planned and delivered at an appropriate pace.</li> <li>-Assessment as learning and active intervention to support misconceptions.</li> <li>-Activities planned in context supporting the children in understanding where their learning fits within their previous learning.</li> <li>-Bridging and modelling used when teaching new skills allowing the children to see how they can use the learning.</li> </ul>	<ul style="list-style-type: none"> <li>-Clear and focused questioning to support and extend the children's understanding.</li> <li>-Making daily assessments to ensure children are progressing at a steady pace.</li> <li>-Opportunities to work in small groups or with a partner without a teaching assistant.</li> </ul>
Learning experience	<ul style="list-style-type: none"> <li>-Aim for all to be calm and relaxed in order to engage in their learning.</li> <li>-Sensory experiences (music, movement, and weight applied)</li> </ul>	<ul style="list-style-type: none"> <li>-learning from first hand experiences.</li> <li>-Ensure that students understand what they are learning about.</li> <li>-Opportunities to evaluate their own learning.</li> <li>-Developing skills and everyday knowledge that will help them in their everyday life.</li> <li>-Learning activities that will promote social interaction.</li> <li>-To work individually and as a part of a small and large group.</li> <li>To select tools and equipment independently,</li> </ul>	<ul style="list-style-type: none"> <li>-Opportunities to practice newly learnt skills to support them in transferring into other areas of learning.</li> <li>-Opportunities to seek information independently and ask for help.</li> <li>-Communication opportunities to talk and discuss what they are doing and what they are going to do next.</li> </ul>
Environment	<ul style="list-style-type: none"> <li>Sensory den</li> <li>Visual timetable</li> <li>Sensory room</li> </ul>	<ul style="list-style-type: none"> <li>-Having an organised learning environment with tidy work areas.</li> </ul>	<ul style="list-style-type: none"> <li>-Independent work tasks/boxes are motivating, reflecting their</li> </ul>

	<p>Sand and manipulation tray opportunities</p> <p>Calm and relaxed</p>	<p>-The learning environment is labelled and appropriate to allow children to be responsible for their own learning.</p>	<p>interests and abilities in relation to their developmental stage.</p> <p>-Displays to celebrate achievement and support the learning and teaching.</p>
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