

Eye Pathway
Regulate- Engage - Communicate

	Regulate	Engage	Communicate
Planning & Teaching	<p>Regular sensory input.</p> <p>Gym trail</p> <p>Activities based upon an understanding of the pupils and their EHCP provision.</p> <p>Full body movements.</p> <p>Gross and fine motor activities.</p> <p>Planned continuous provision which is motivating to pupils reflecting their interests and ability levels.</p> <p>Use of Engagement models to assess.</p> <p>Tapestry to assess and communicate with parents.</p>	<p>Attention autism</p> <p>Sensory stories</p> <p>Social stories</p> <p>Short bursts of hands-on learning activities.</p> <p>Audio cues and music.</p> <p>Planned continuous provision which is motivating to pupils reflecting their interests and ability levels.</p> <p>Interventions</p>	<p>PECs</p> <p>Makaton</p> <p>Choice boards</p> <p>Talk pads</p> <p>Sound buttons</p> <p>Communication boards.</p> <p>SaLT intervention / input</p> <p>Colourful semantics.</p> <p>Intensive interactions</p> <p>Planned continuous provision which is motivating to pupils reflecting their interests and ability levels.</p>
Learning Experience	<p>Relaxation sessions- massages, deep pressure, foot / hand massages.</p> <p>Developing skills and knowledge that will help them in their everyday lives.</p> <p>Sensory diets built into the day.</p> <p>Aim for pupils to be calm and relaxed so that they engage in learning.</p> <p>Develop awareness of themselves and learners so that they can generate their own strategies and structures to cope with everyday problems.</p>	<p>Clear, concise expectations.</p> <p>Sensory exploration through messy hands on learning.</p> <p>Developing skills and knowledge that will help them in their everyday lives.</p> <p>Desirable activities based on children's interests</p> <p>Opportunities to explore different textures and materials.</p>	<p>Pupils will calmly make requests to have their wants and needs met with adult scaffolding.</p> <p>Choosing and turn taking sessions.</p> <p>Developing skills and knowledge that will help them in their everyday lives.</p>
Environment	<p>SCERTs</p> <p>Multimodal communication environment</p> <p>Weighted blanket / waistcoats.</p> <p>1-1 sessions.</p> <p>Outdoor regulation space to be available for full body movement breaks.</p> <p>Jabadao room to regulate and</p>	<p>SCERTs</p> <p>Multimodal communication environment</p> <p>Visual timetables.</p> <p>Work stations.</p> <p>Use of visuals to encourage pupils to request items and spaces they are seeking.</p> <p>Developmentally age</p>	<p>SCERTS</p> <p>Multimodal communication environment</p> <p>Differentiated and personalised resources to include visual timetables, visuals, photos, words, now and next.</p> <p>Limited resources available</p>

	<p>calm- gross motor movement. Developmentally age appropriate resources.</p> <p>Outdoor area to encourage independent exploration and an opportunity to self soothe and regulate levels of arousal.</p> <p>Regular outings to the local park to practice regulation skills- requesting, and following instructions with road safety.</p>	<p>appropriate resources.</p> <p>To understand routines and expectations through establishment of a consistent approach.</p>	<p>daily to encourage and model requests.</p> <p>Developmentally age appropriate resources.</p> <p>Regular outings to the local park to practice communication skills- requesting, and following instructions with road safety.</p>
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