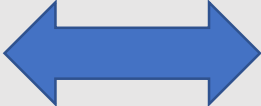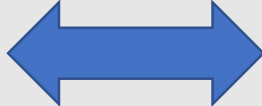# Pre-formal Curriculum Pathway

Pre-Formal Curriculum Pathway	Informal Curriculum Pathway	Semi-Formal Curriculum Pathway	Formal Curriculum Pathway
PMLD	Complex SLD, SLD / Autism	SLD / Autism	GLD / Autism
→	←→	←→	←

Pre-formal Curriculum Pathway - Rationale

This curriculum pathway recognises that children, young people and adults with Profound and Multiple Learning Difficulties (PMLD) have unique abilities and ways of learning. In the words of Routes for Learning (Welsh Assembly Government, 2006)

> *Our learners (with PMLD) are entitled to access a curriculum and assessment framework which is fit for purpose and meets their specific needs -there is little benefit or increase in entitlement if they are included in structures which fail to do this.(p.46 our emphasis).*

We take this to mean that for those who will remain within developmentally early intellectual parameters for the whole of their lives, curriculum development must be specifically related to the difficulties faced. Any model based on linear developmental progression will come nowhere near to explaining or doing justice to the real progress and development which we know that those with PMLD can make, irrespective of their age.

Pre-formal Rationale continued…

The overarching aims of our Pre-formal curriculum model are as follows. This curriculum is 'content free' and constructed around the individual needs, interests and motivations of each learner.

- To develop personalised communication at a pre-intentional stage.
- To develop communication awareness – flit between pre-intentional and intentional (where appropriate).
- To develop early cognitive skills
- To engage and enjoy!
- To develop (or maintain) physical and sensory skills

The Four Purposes

The Four Purposes	Pre-formal Learners will (this is not an exhaustive list):
• **ambitious, capable learners, ready to learn throughout their lives**	• To have a good quality of life through developing communication skills, understanding, rich experiences, relationships and healthcare support. • Increase their levels of engagement with learning activities that are personalised and motivating at an individual level. • To express their voice through establishing preferences and dislikes
• **enterprising, creative contributors, ready to play a full part in life and work**	• To develop interaction skills • Develop play and exploration skills within a structured and reactive environment • Experience and have opportunities to respond to different mediums within Performing Arts, such as live performances of theatre, music, tactile art • To experience different environments in preparation for adult life, including the local community.
• **ethical, informed citizens of Wales and the world**	• To demonstrate increasing awareness of their immediate environment and develop this at an individual level. • Develop trusting relationships with supporting adults • Participate in learning activities that relate to Welsh culture • Participate in learning activities that relate to culture in different parts of the world.
• **healthy, confident individuals, ready to lead fulfilling lives as valued members of society.**	• To have fun everyday through a multi-sensory curriculum experience • To develop positive and trusting relationships with supporting adults • To have regular opportunities to interact with peers and to be involved with the wider school community. • To maintain and generalise skills to other areas of their lives.

What Matters Statements

- What Matters Statements drive the purpose and ethos of the new Curriculum for Wales. At YMH, we have undertaken analysis of each of the 'What Matters Statements'(WMS) and interpreted them as appropriate for our learners accessing the various curriculum pathways. The WMS are set out under each of the 6 Areas of Learning and Experience (AoLEs). It should be noted that those following a Pre-formal pathway do not follow the curriculum domains set out by AoLEs. Further detail on the Pre-formal curriculum domains and referencing to AoLEs is set out in the full Pre-formal Curriculum document. Our WMS for informal learners are indicated in the following table.

Area of Learning and Experience (Curriculum for Wales)	What Matters for Informal learners for each AoLE Key concepts to be developed (This list is not exhaustive)
Languages, Literacy and Communication	• Learners respond in their own way to stimulus, activities and people They may show enjoyment, pleasure or dislike and rejection (both equally valid). Learners must be given time to process and supporting adults need to be alert to small signs of individual response. • Learners will be offered choice and responses will be fully respected and acted upon • Communicating in their preferred style with familiar adults • Develop awareness of others
Mathematics and Numeracy	• To encounter a stimulating environment which encourages investigation and early problem solving • To develop cognitive understanding and key concepts that precede number concepts, i.e. anticipation, cause and effect and contingency responding where appropriate. • To experience colour, shape, texture and weight through a sensory curriculum and via all available senses. • Experience and explore a range of stimuli • Experience and explore different reactive environments • Having an effect on the immediate environment (cause and effect) • Use individually appropriate technology to support cognitive skills.
Science and Technology	• Investigatory play and exploration (cause and effect) stimulating response. • To have opportunities to explore and interact with different, and changing materials, i.e. sensory cookery • To create an effect on the immediate environment through technology • To experience, explore and respond to the wider environment, i.e. outdoors, sensory garden. • To develop body awareness
Health and Wellbeing	• Communicating likes, dislikes, preferences and where possible, communicating feelings • Learners are listened to and have an influence on things and people around them • Have opportunities to participate in therapies and therapeutic interventions that promote relaxation, body awareness and well-being • Support to work with others, take turns, share and listen and respond to others around them • Pupils are supported to be as independent as possible
Humanities	• Exploratory play and opportunity to explore and discover new things • Developing awareness of the immediate environment and the school building. • Exploring and discovering Wales at a local level. • Experience, explore and respond to different forms of transport, i.e. train, bus, car
Expressive Arts	• Facilitators to prioritise the process not the product. • Responding in their own way to stimuli such as sound, music, live performance, art • Make independent choices , i.e. materials, colours, smells, sounds • Use technology to support creativity

Pre-formal Curriculum Provision Mapping and the Curriculum for Wales AoLE Links

Curriculum for Wales Cross Cutting Themes to be experienced or delivered in a way that is meaningful, relevant and appropriate for each individual learner

Literacy, Language and Communication

Expressive Arts

DCF

Science and Technology

Expressive Arts

Literacy, Language and Communication

Mathematics and Numeracy

DCF

Humanities

Literacy, Language and Communication

Mathematics and Numeracy

DCF

My Communication

My Thinking

My Sensory Skills

My Physical and Mental Wellbeing

My Independence and Self Determination

My Creativity

Mathematics and Numeracy

Science and Technology

DCF

My Health and Wellbeing

Science and Technology

DCF
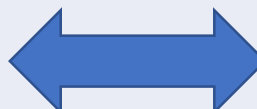
Expressive Arts

Mathematics and Numeracy

Literacy, Language and Communication

DCF

Pre-formal Curriculum Delivery

- Places learner at the centre
- Holistic
- Content free
- Opportunities to communicate all the time
- Builds routines
- Hidden curriculum – personal care routines
- Sensitive and intuitive staff
- Personalised learning activities based on current needs and motivations
- Repetition (overlearning)
- Scaffolding (Zone of Proximal Development)

Intent
What are we trying to achieve

Pre-formal Curriculum vision, Mission and aims

As part of our Pre-formal Curriculum pathway, work collaboratively with our young people, their parents/carers., professionals to meet our pupils at their point of learning. We offer a dynamic and creative curriculum which endorses building relationships, communication and problem solving skills. We provide a curriculum that enables learners to fully immerse themselves in positive and stimulating theme based approach, that offers pupils an opportunity for active cross-curricular and contextualised learning. We ensure that our pupils are engaged within a flexible framework which is responsive to their needs, in a range of contexts.

Areas of Need

Communication and Interaction   Cognition and Learning   Social, Emotional and Mental   Sensory and Physical   Independence

Focus for Learning

| Developing Interests | Communication | Early Problem Solving | Building Routines and Anticipation | Reactive Environments | Repetition and Variation |

All leaners have the right to

Good Quality Education   Personalised Approaches   Identity and Voice   Information   Friendships   Safety   Health and Wellbeing

Implement
How do we organise learning at YMH

Approaches to learning

| **Lessons** Personalised Differentiated Multi-sensory Learning Active exploration Routines and repetition Intensive Interaction PLG | **Learning Beyond the classroom** Exploring the local community Contextual trips and visits Parents/carers Curriculum for Wales Residentials | **Communication** Establishing preferences / Dislikes Body Signing Objects of Reference High / low tech AAC (where appropriate) Cues for routines / activities Engagement Intensive Interaction | **Personalised Learning** PLGs IDPs Therapists Reports HLTA interventions Pupil Voice Learning Journeys | **Multi-Professional** Physiotherapy OT SaLT Diana Team School Nurse Dietician Healthcare management | **Environment** Bespoke Fun Reactive Communication Reflective practitioners Scaffolding Contextual learning | **Routines** Personalised communication approaches Cues Burst-pause Individual programmes and timetables |

Curriculum Areas

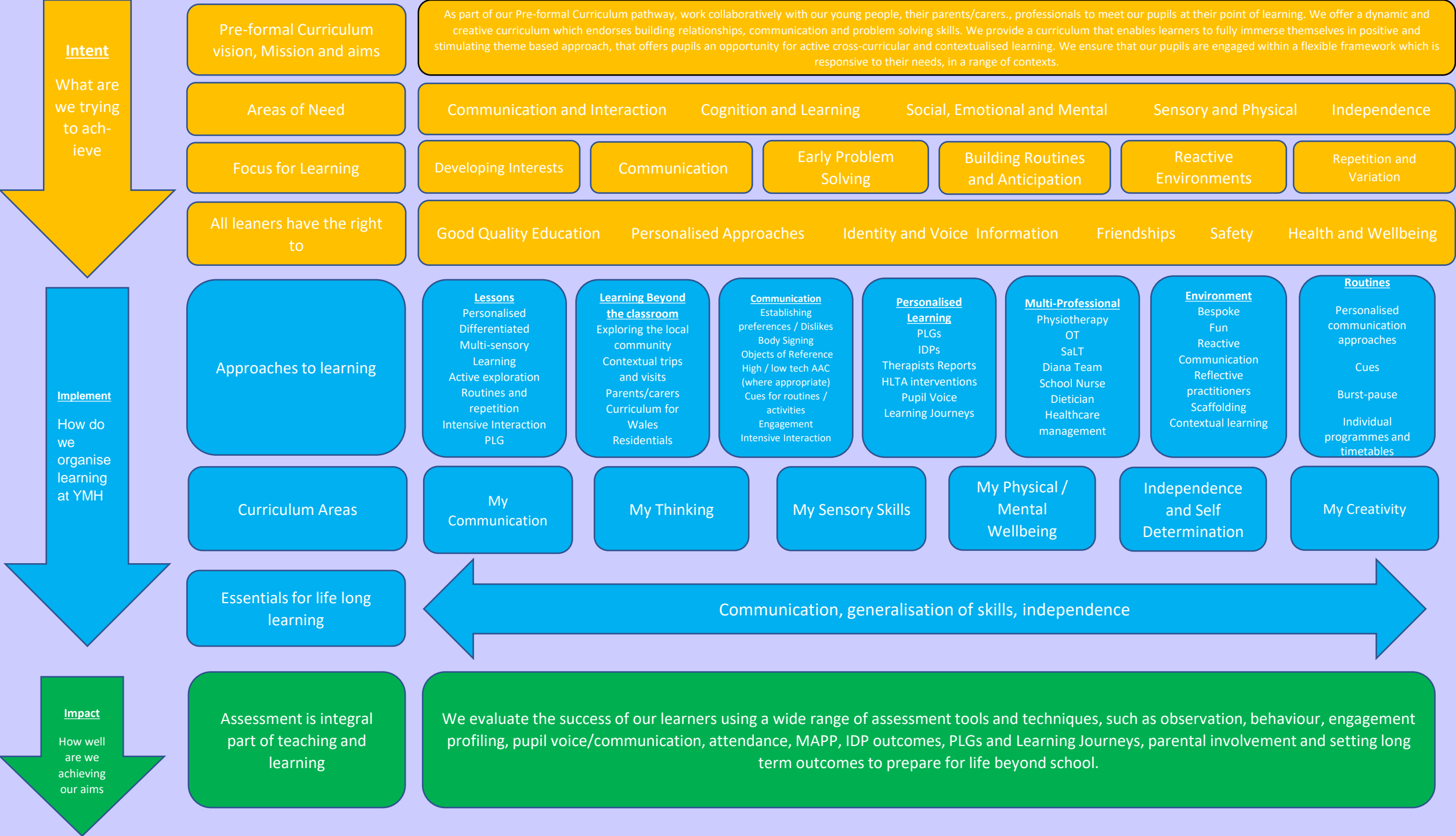| My Communication | My Thinking | My Sensory Skills | My Physical / Mental Wellbeing | Independence and Self Determination | My Creativity |

Essentials for life long learning

← Communication, generalisation of skills, independence →

Impact
How well are we achieving our aims

Assessment is integral part of teaching and learning

We evaluate the success of our learners using a wide range of assessment tools and techniques, such as observation, behaviour, engagement profiling, pupil voice/communication, attendance, MAPP, IDP outcomes, PLGs and Learning Journeys, parental involvement and setting long term outcomes to prepare for life beyond school.

Informal Curriculum Pathway

Pre-Formal Curriculum Pathway	Informal Curriculum Pathway	Semi-Formal Curriculum Pathway	Formal Curriculum Pathway
PMLD	Complex SLD, SLD / Autism	SLD / Autism	GLD / Autism
→	←→	←→	←

Informal Curriculum - Rationale

- Our informal learners need to learn to 'be' before they can 'do'. At YMH our aim is to provide a curriculum for our informal learners that enables them to develop self- awareness, self -regulation, confidence, problem solving and communication skills through a pupil led and process based approach to learning. These are the core aims of the informal curriculum which is designed to meet the needs of learners with complex learning disabilities who are at early stages of communication and have difficulties with communication, processing information, strategies for thinking and learning, generalisation and problem solving.

The Four Purposes

The Four Purposes	Informal Learners will (this is not an exhaustive list):
• **ambitious, capable learners, ready to learn throughout their lives**	• Learn to 'be' by responding to interventions to improve self- regulation and begin to seek their own means to self- regulate in a positive way. • Increase their levels of engagement with learning activities that are personalised and motivating at an individual level. • Develop their communication and problem -solving skills to overcome self-helplessness
• **enterprising, creative contributors, ready to play a full part in life and work**	• Develop their play and exploration skills • Develop tolerance towards others and interaction skills to participate in group activities • Progress to participate in work related learning activities at an appropriate and individual level
• **ethical, informed citizens of Wales and the world**	• Develop their interaction skills with adults and peers • Develop trusting relationships with supporting adults • Participate in learning activities that relate to Welsh culture
• **healthy, confident individuals, ready to lead fulfilling lives as valued members of society.**	• To engage in learning activities that are familiar to develop their confidence and self esteem. • To learn to 'be' and accept emotions (including happiness). • To develop self help and independence skills at a level that is appropriate for each individual • To maintain and generalise skills to other areas of their lives.

What Matters Statements

- What Matters Statements drive the purpose and ethos of the new Curriculum for Wales. At YMH, we have undertaken analysis of each of the 'What Matters Statements'(WMS) and interpreted them as appropriate for our learners accessing the various curriculum pathways. The WMS are set out under each of the 6 Areas of Learning and Experience (AoLEs). It should be noted that those following an informal pathway do not follow the curriculum domains set out by AoLEs. Further detail on informal curriculum domains and referencing to AoLEs is set out in the full Informal Curriculum document. Our WMS for informal learners are indicated in the following table.

Area of Learning and Experience (Curriculum for Wales)	What Matters for Informal learners for each AoLE Key concepts to be developed (This list is not exhaustive)
Languages, Literacy and Communication	• Promoting independence through developing individual communication skills (PECS, Makaton, PODD, symbols, personalised communication). • Ensuring communication experiences are at the forefront of all learning experiences. • Integration within school – providing learners with social opportunity for peer interaction. • Communication is the key to expressing ourselves. • Communication is vital for building relationships with other people. • Develop learners' communication skills in order to enable all learners to express an opinion – like, dislike, preferences, more and finished.
Mathematics and Numeracy	• Using money in both play and real-life situations and understanding that money is used in exchange for an item. • Understanding quantities and how they can be changed – more and less, adding and taking away. • Exploring and experiencing numbers through a range of experiences – songs, games, individual tasks. • To develop reasoning skills in order to be able to solve problems in real world situations.
Science and Technology	• Developing problem skills to show understanding of how digital technologies work. • Exploring and manipulating different materials through sensory play and exploration. • Understanding that materials can change
Health and Wellbeing	• Personal Care and Hygiene – encouraging learners throughout the school to explore and achieve basic personal hygiene practices. Basic understanding of infection and importance of keeping clean. • Learners to have access to sports/physical education opportunities including developing gross and fine motor skills including sensory circuits for emotional regulation. • Learners to develop communication skills to enable them to communicate how they are feeling, such as when they are feeling unwell or asking for support – AAC. • Understanding emotions – provide pupils with tools to enable them to identify and recognise how they are feeling through Zones of Regulation and Alert Program and provide them with the tools and resources to regulate. • Developing ILS skills to support pupils to be as independent as possible in future life.
Humanities	• Exploratory play and opportunity to explore and discover new things. • Exploring and discovering Wales at a local and national level. • Understanding of self – self awareness and identity. • Awareness of our own feelings and needs and a way to communicate these to others • Develop essential skills in travel training (around school, local community)
Expressive Arts	• To provide learners with opportunity for play, experimentation and inquiry to spark creativity and imagination • Learners to explore and experience creative work and engage with various genres, practices, tools and techniques in order to spark curiosity, imagination and creativity. • Responding – promoting learners communication skills to listen and respond to different artistic stimuli e.g. like, dislike, more, finished,

Informal Curriculum Provision Mapping and the Curriculum for Wales AoLE Links

Curriculum for Wales Cross Cutting Themes to be experienced or delivered in a way that is meaningful, relevant and appropriate for each individual learner

Literacy, Language and Communication

Expressive Arts

DCF

My Communication

Science and Technology

Expressive Arts

Literacy, Language and Communication

Mathematics and Numeracy

DCF

My Sensory Play

Humanities

Literacy, Language and Communication

DCF

My Outdoor School

My Thinking

Mathematics and Numeracy

Science and Technology

DCF

My Physical Wellbeing

My Health and Wellbeing

Science and Technology

DCF

My Independence

Humanities

Mathematics and Numeracy

Literacy, Language and Communication

DCF

Informal Curriculum Delivery

The approach to the informal curriculum places each learner at the centre. It is not a prescriptive curriculum model. The learners will decide the pace of the learning and the direction it will take. This curriculum model promotes process based learning. Learners who access this curriculum pathway will be typically be operating at P Levels 4/5 and will make lateral progress with the correct support (though progress may be captured retrospectively). Developing learner's ability to 'be' lies at the core of this curriculum and teaching approaches will aim to develop each learner's ability to self -regulate and communicate. Many of the learners accessing this curriculum pathway will have a diagnosis of autism and may communicate through their behaviour. This curriculum is not based on behaviour modification, however, learners will be supported to develop their symbolic understanding and problem solving skills with the aim to reduce and prevent crisis and to communicate more positively. Staff supporting our informal learners will listen to behaviour and interpret their communication. They may have sensory rooted behaviours which will be supported by providing a sensory diet to promote effective regulation. Our school OT will assess learners who are in need of a sensory diet and provide a personalised plan for these individuals.

Intent

What are we trying to achieve
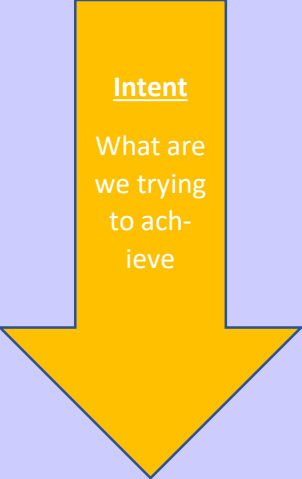
Informal Curriculum vision, Mission and aims

As part of our Informal Curriculum pathway, work collaboratively with our young people, their parents/carers., professionals to meet our pupils at their point of learning. We offer a dynamic and creative curriculum which endorses building relationships, communication and problem solving skills. We provide a curriculum that enables learners to fully immerse themselves in positive and stimulating theme based approach, that offers pupils an opportunity for active cross-curricular and contextualised learning. We ensure that our pupils are engaged within a flexible framework which is responsive to their needs, in a range of contexts.

Areas of Need

Communication and Interaction — Cognition and Learning — Social, Emotional and Mental — Sensory and Physical — Life Skills

Focus for Learning

| Developing Interests | Intentional Communication | Early Problem Solving | Mutual and Self - Regulation | Emerging Social Awareness | Emerging Contextual Awareness |

All leaners have the right to

Good Quality Education — Personalised Approaches — Identity and Voice — Information — Friendships — Safety — Health and Wellbeing

Implement

How do we organise learning at YMH

Approaches to learning

Lessons
Personalised
Differentiated
Multii-sensory
Learning
Active exploration
Routines and repetition
Intensive Interaction
PLG

Learning Beyond the classroom
Exploring the local community
Contextual trips and visits
Parents/carers
Curriculum for Wales
Residentials

Communication
Functional communication
Makaton
PECS, Symbols, Objects of Reference
AAC
TACPAC
SCERTS
Intensive Interaction

Personalised Learning
PLGs
IDPs
Therapists Reports
HLTA interventions
Pupil Voice
Learning Journeys

Behaviour
Sensory Diets
Sensory integrations
Positive behaviour plans
OT assessments
Therapy Reports
Pupil voice
Communication

Environment
Bespoke
Functional
Fostering
Communication
Reflective practitioners
Regulation
Contextual learning

Routines
Sensory Integration / Sensory circuits
Individual programmes and timetables
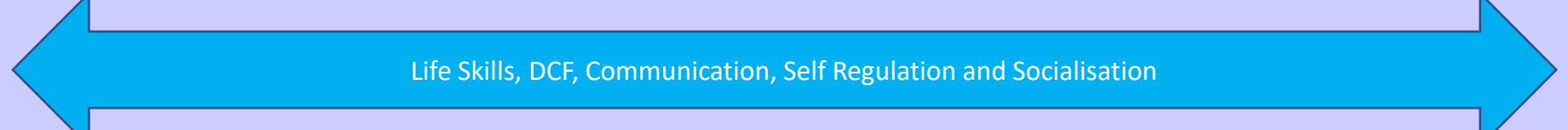
Curriculum Areas

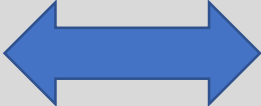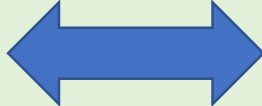| My Communication | My Thinking | My Sensory Play | My Outdoors | My Wellbeing | My Independence |

Essentials for life long learning

Life Skills, DCF, Communication, Self Regulation and Socialisation

Impact

How well are we achieving our aims

Assessment is integral part of teaching and learning

We evaluate the success of our learners using a wide range of assessment tools and techniques, such as observation, behaviour, engagement profiling, pupil voice/communication, attendance, MAPP, IDP outcomes, PLGs and Learning Journeys, parental involvement and setting long term outcomes to prepare for life beyond school.

Bridging and Beyond Curriculum Pathway

Pre-Formal Curriculum Pathway	Informal Curriculum Pathway	Semi-Formal Curriculum Pathway	Formal Curriculum Pathway
PMLD	Complex SLD, SLD / Autism	SLD / Autism	GLD / Autism
→	↔	↔	←

Bridging and Beyond Curriculum Pathway - Rationale

The approach to the Semi-formal curriculum is to place each learner at the centre. The aim of this curriculum is to develop each learners skills and enable each learner to apply them in a functional way, in real life contexts.

The Semi-formal curriculum advocates that engagement is a pre-condition for learning. Engagement will lead to active learning with learners who are intrinsically motivated.

The Semi-formal curriculum model acknowledges that *The vital primacy of literacy and numeracy for all learners may be a false premise.* All learners will be encouraged to develop their academic skills as realistically as possible, but the overall aim is that learners can apply their skills and knowledge in real life contexts.

Bridging and Beyond Curriculum Pathway Rationale continued

Practitioners delivering the Semi-formal curriculum must consider what is taught now should be defined by where the child is likely to be when they leave full-time education at 19.

There are 12 Semi-formal SoW that YMH are developing and implementing into the curriculum content.

The Four Purposes

| The Four Purposes	Informal Learners will (this is not an exhaustive list):
• **ambitious, capable learners, ready to learn throughout their lives**	• Develop self-regulation skills and awareness of their emotions • Increase their levels of engagement with learning activities that are personalised and motivating at an individual level. • Develop their communication and problem -solving skills • To apply skills and knowledge in an increasingly functional way
• **enterprising, creative contributors, ready to play a full part in life and work**	• Develop their play, exploration and expressive skills • Develop tolerance towards others and interaction skills to participate in group activities • Progress to participate in work related learning activities at an appropriate and individual level
• **ethical, informed citizens of Wales and the world**	• Develop their interaction skills with adults and peers • Develop awareness to modify their communication with familiar and unfamiliar people, i.e. awareness of what is appropriate to communicate • Participate in learning activities that relate to Welsh culture
• **healthy, confident individuals, ready to lead fulfilling lives as valued members of society.**	• To engage in learning activities that develop their confidence and self esteem. • To learn to accept a range of emotions (including happiness) and demonstrate some self control. • To develop self help and independence skills at a level that is appropriate for each individual • To maintain and generalise skills to other areas of their lives.

What Matters Statements

- What Matters Statements drive the purpose and ethos of the new Curriculum for Wales. At YMH, we have undertaken analysis of each of the 'What Matters Statements'(WMS) and interpreted them as appropriate for our learners accessing the various curriculum pathways. The WMS are set out under each of the 6 Areas of Learning and Experience (AoLEs). It should be noted that those following a Semi-formal pathway do not follow the curriculum domains set out by AoLEs. Further detail on the Semi-formal curriculum domains and referencing to AoLEs is set out in the full Semi-formal Curriculum document. Our WMS for Semi-formal learners are indicated in the following table.

Area of Learning and Experience (Curriculum for Wales)	What Matters for Semi-formal learners for each AoLE Key concepts to be developed (This list is not exhaustive)
Languages, Literacy and Communication	• Promoting independence through developing individual communication skills (PECS, Makaton, PODD, symbols, speech, written words). • Ensuring communication and socialisation opportunities are at the forefront of all learning experiences. • Pupil voice is paramount to decision making, respected and acted upon. • Communication is the key to expressing ourselves. • Communication is vital for building relationships with other people. • Literacy skills are developed to each learners full potential and applied functionally.
Mathematics and Numeracy	• Using money in both play and real-life situations and that money holds value to buy goods. • Understanding quantities and how they can be changed – more and less, adding and taking away. • Exploring and experiencing numbers through a range of experiences – songs, games, individual tasks. • To develop reasoning skills in order to be able to solve problems in real world situations. • To develop mathematical and numeracy skills to each learners full potential and apply in functional, real life contexts.
Science and Technology	• Developing problem skills to show understanding of how digital technologies work. • Exploring and manipulating different materials through exploration and experimentation. • Understanding that materials can change • Develop skills and knowledge in Science to each learners full potential. • To develop digital skills to each learners full potential and apply in real-life, functional contexts.
Health and Wellbeing	• Personal Care and Hygiene – encouraging learners throughout the school to explore and achieve basic personal hygiene practices. Basic understanding of infection and importance of keeping clean, i.e. brushing teeth. • To have increasing awareness about why it is important to keep fit and healthy, both in terms of diet and exercise. • To have increasing awareness and understanding of emotions and emotional management skills. • To use strategies to enable self-regulation effectively • Developing ILS skills to support pupils to be as independent as possible in future life.
Humanities	• Exploratory play and opportunity to explore and discover new things. • Exploring and discovering Wales at a local and national level. • Understanding of self – self awareness and identity. • Awareness of our own feelings and needs and a way to communicate these to others • Develop essential skills in travel training (around school, local community)
Expressive Arts	• To provide learners with opportunity for play, experimentation and inquiry to spark creativity and imagination • Learners to explore and experience creative work and engage with various genres, practices, tools and techniques in order to spark curiosity, imagination and creativity. • Responding – promoting learners communication skills to listen and respond to different creative mediums

Bridging and Beyond Curriculum Provision Mapping and the Curriculum for Wales AoLE Links

Curriculum for Wales Cross Cutting Themes to be experienced or delivered in a way that is meaningful, relevant and appropriate for each individual learner
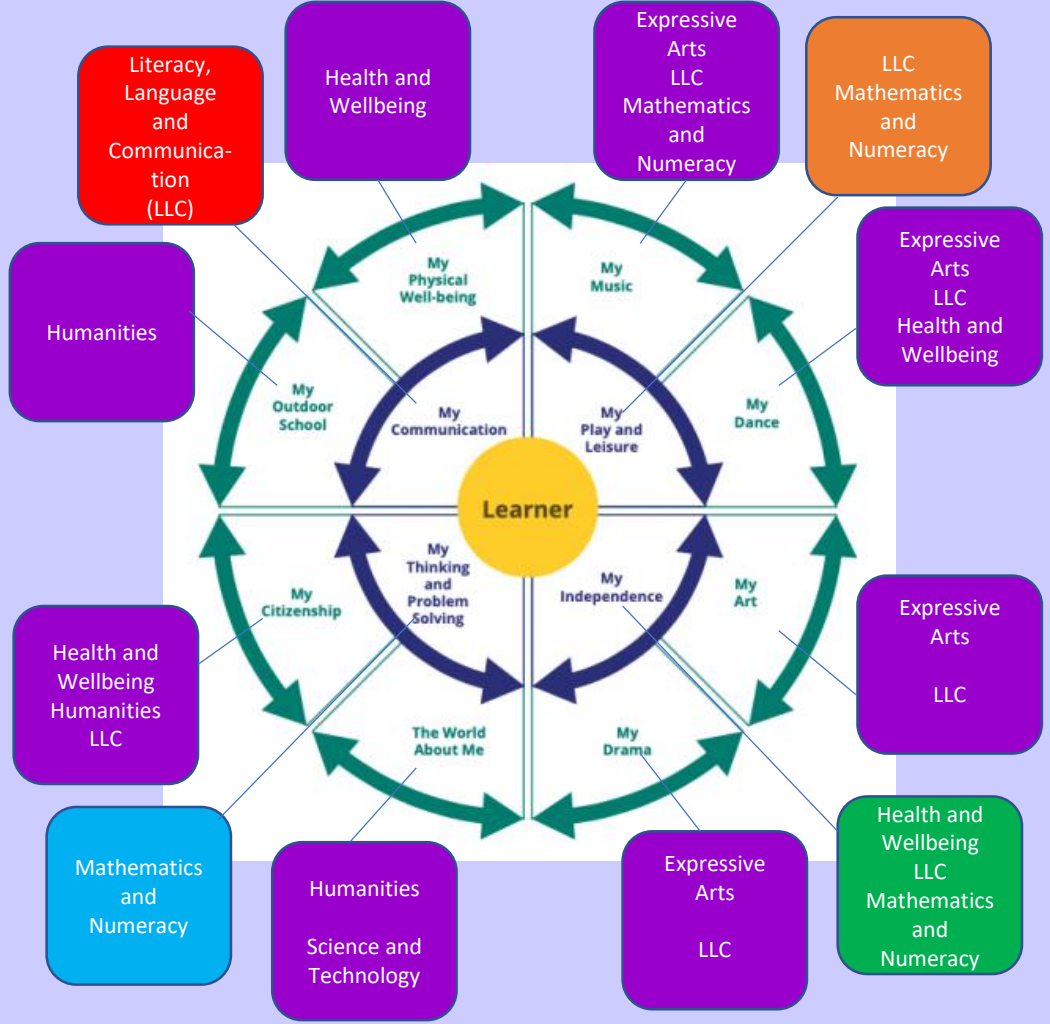
Bridging Curriculum Delivery

The approach to the Semi-formal curriculum places each learner at the centre. It is not a prescriptive curriculum model. The learners will decide the pace of the learning and the direction it will take. This curriculum model promotes process based learning. Learners who access this curriculum pathway will be typically be operating at P Levels 5 to approximately NC level 1 and will make lateral progress with the correct support (though progress may be captured retrospectively).

The Semi-formal curriculum is designed for a wider ability range of learners who all have severe learning disabilities. The curriculum delivery may be further subdivided into an 'upper' and 'lower' range and classes will be largely grouped accordingly to the abilities of the learners following this pathway.

Learners following the Semi-formal curriculum will develop both skills and knowledge in various curriculum areas, with some academic emphasis were appropriate at an individual level.

Assessment Across the Pathways

Whole School Assessments

- LNF
- DCF
- MAPP Section 2 – Skills Continuum (Individual Pupil Targets)
- Evidence for Learning
- Pupil Voice
- Assessment for Learning
- Curriculum Skills and Knowledge (termly)

5 Principles of Progression

1). Increasing breadth and depth of Skills and where appropriate, knowledge

2). Deepening understanding of the ideas and disciplines in the areas.

3). Refinement and growing sophistication in the use and application of skills

4). Making connections and transferring learning into new contexts

5). Increasing effectiveness

Pathway Assessments

Pre-formal Basket Approach	Informal Basket Approach	Bridging and Beyond Basket Approach	Formal Basket Approach
Communication	**Communication**	**Communication**	**Language, Literacy and Communication**
Routes for Learning ACA Pragmatic Profile ORs	Communication Matrix Pragmatic Profile Blank Levels Colourful Semantics	Blank Levels Colourful Semantics Pragmatic Profile MAPP (Section 1 Communication)	MAPP (Section 1 Communication) Blank Levels Colourful Semantics Reading assessments / Phonics
Cognition	**Cognition**	**Cognition**	**Mathematics and Numeracy**
Routes for Learning Switch Progression Road Map	MAPP (Section 1 – My Thinking) Switch Progression Road Map	MAPP (Section 1 – My Thinking)	MAPP (Section 1 My Thinking)
Sensory	**Sensory**	**Sensory**	**Sensory**
MDVI Assessments – Positive Eye and Vision for Doing Sensory Profile	Sensory Profiling (OT assessment) Sensory Integration and Praxis Test	Sensory Profiling (OT assessment) Sensory Integration and Praxis Test	Sensory Profiling (OT assessment) Sensory Integration and Praxis Test
Other	**Other**	**Other**	**Other**
Engagement Model MOVE Sounds of Intent Observation	Engagement Model Pupil Voice Venturing Into Play Observation	Life Skills Travel Training Venturing Into Play	Life Skills Travel Training