

EARLY YEARS	Learner Characteristics						
	Primary Areas of SEND	Communication	Characteristics of Learner	Stage of Play	Ability to Engage	Sensory Profile	Developmental Levels
	Cognition & Learning Communication & Interaction Physical & Sensory SEMH	Makaton, gestures, speech, PACS and communication boards, AAC where appropriate.	Child initiated learning encourages important life skills including: Curiosity, concentration and deep involvement, creativity and resourcefulness, problem-solving, use of imagination, persistence, collaboration and negotiation	Planned purposeful play Adult-led and child-initiated activities. Including: Level of Play: Sensorimotor Play Relational Play Functional Play Social Dimension: Unoccupied Play Solitary Play Parallel Play Shared Play Turn Taking Play Co-operative Play	Engagement Model – exploration , realisation, initiation, persistence and anticipation. Range of levels of engagement shown in each area.	Pupils to use adult support for co- regulation strategies in familiar and less familiar settings Pupils will use their Alert Program to develop self-regulation strategies with support and independently, mostly in familiar contexts	EYFS birth to five
	Provision						
	Aims	Focus	Underlying Approach	Environment	Engagement Focus	Curriculum Areas	Other?
	The aim is to become as independent and autonomous as they possibly can be in the broadest possible sense, the people and the environment.	To support each child's holistic development by fostering and nurturing independence, curiosity and confidence.	To value child led learning, secure relationships and play based experiences to nurture autonomy and lifelong learning.	Adult-led activities modelled and provided for engagement to give opportunities for child-led independent opportunities on another occasion Continuous provision	Engagement Model Engagement Profile	Communication and Language Literacy Mathematics Understanding the World Expressive Arts and Design Personal, Social and Emotional Development Physical Development	
	Assessment						
	Recommended Developmental Assessment Tools			Statutory Assessment		Recording	
	Sensory Assessment Checklist (Stoke LA Tool) Stoke Speaks Out Locke & Beech? Development Matters? Routes for Learning?			Reception Baseline - Start of Reception EYFS profile/ELG - End of Reception		The Engagement Model Evidence for Learning	

EXPLORER	Learner Characteristics							
	Link to Equals Model	Primary Areas of SEND	Communication	Characteristics of Learner	Stage of Play	Ability to Engage	Sensory Profile	Developmental Levels
	Pre-Formal / Multi-Sensory (PMLD)	Cognition & Learning Communication & Interaction Physical & Sensory SEMH	Eye contact / eye gaze Makaton AAC devices Gestures vocalisations	Profound and Multiple Learning Difficulties Complex Medical Needs	Level: Sensorimotor Play Relational Play Social Dimension: Unoccupied Play Solitary Play Parallel Play	Engagement Model – exploration, realisation, initiation, persistence and anticipation	Pupils to use adult support for co-regulation strategies in familiar and less familiar settings All About Me – My favourite activities and how I learn document	EYFS – Birth –11 / 12 - 20m P1 – P3ii WMS Reading Pathway Stage – intentional/pre-verbal WMS Maths Pathways Stage – Pre intentional/pre-verbal
	Informal-Explore (CLD)	Cognition & Learning Communication & Interaction Physical & Sensory SEMH	Vocalisations Picture symbols – using Widgit Makaton AAC devices 1-3 key word understanding	Communication and Interaction needs	Level: Relational Play Functional Play Symbolic Play Social Dimension: Solitary Play Parallel Play Shared Play Turn taking play	Engagement Model – exploration, realisation, initiation, persistence and anticipation	Pupils to use adult support for co-regulation strategies in familiar and less familiar settings Pupils will use their Alert Program to develop self-regulation strategies with support and independently, mostly in familiar contexts	WMS Reading Pathway Stage – Early Intentional Communication/ Emergent pre-reader (pre blending) WMS Maths Pathways Stage – Early Intentional Communication
	Provision							
	Link to Equals Model	Aims	Focus	Underlying Approach	Environment	Engagement Focus	Curriculum Areas	
Pre-Formal / Multi-Sensory (PMLD)	The aim is to become as independent and autonomous as they possibly can be in the broadest possible sense, the people and the environment. To maintain a good level of physical health and development.	Early Developmental Skills Early Communication Augmentative Communication Therapeutic Input	- Intensive interaction	Adapted physical environments that support accessibility and comfort.	Adult initiated engagement developing into self-initiation of intentional communication or action on the environment	Communication and Social Relationships, Sensory, Physical, Creative, Self-Determination and Independence, Cognition and Challenge, and Well-Being		

	Informal-Explore	The aim is to become as independent and autonomous as they possibly can be in the broadest possible sense, the people and the environment. Developing their engagement and tolerance to uncertainty.	Sensory regulation Communication & Interaction Engagement Tolerating uncertainty Tolerating others (parallel play) Leading to Shared attention and associative play Travel Training; including developing skills for transitioning between activities and navigating different areas of the school environment, with progression towards accessing the wider local community where appropriate.	- Intensive Interaction - Repetition and Consolidation - Interest Led Motivation - structured familiarity - social interactions as a learning catalyst - low-demand play based approach facilitated by motivating environment and resources	Adapted physical environments, reflecting the needs and interests of pupils. Communication friendly environments Learning environment to be kept minimal, including resources and equipment, to support regulation	Engagement Model Engagement Profile	My Communication, My Sensory Play, My Physical Wellbeing, My Independence, My Creativity and My Outdoor Learning
	Assessment						
	Link to Equals Model	Recommended Developmental Assessment Tools			Statutory Assessment		Recording
	Pre-Formal / Multi-Sensory (PMLD)	Stoke Speaks Out Birth to 5 Sensory Assessment Checklist (Stoke LA Tool)			The Engagement Model		The Engagement Model Evidence for Learning
Informal-Explore (CLD)	Stoke Speaks Out Birth to 5 Sensory Assessment Checklist (Stoke LA Tool)			The Engagement Model Pre-Key Stage Standards For those in primary age groups: Phonics Screening Check Year 1- for some individual pupils.		End of Key Stage Assessment The Engagement Model Evidence for Learning	

ADVENTURER	Learner Characteristics							
	Link to Equals Model	Primary Areas of SEND	Communication	Characteristics of Learner	Stage of Play	Ability to Engage	Sensory Profile	Developmental Levels
	Informal-Play (SLD)	Cognition & Learning Communication & Interaction Physical & Sensory SEMH	Vocalised captions and sentences Picture symbols – using Widgit Makaton AAC devices where appropriate 4-8 key word understanding	SLD Complex attention and interaction Inability to tolerate uncertainty but will tolerate demand	Social: shared Level: functional	Increasing levels of anticipation and exploration to support developing persistence	Pupils to use adult support for co-regulation strategies in less familiar settings Pupils will use their Alert Program to use self-regulation strategies mostly independently in familiar settings and with support in unfamiliar settings	Pre KS1 WMS Reading Pathway Stage – Emergent pre-reader (pre blending) WMS Maths Pathways Stage – Emergent Mathematician
	Semi-Formal Play (SLD)	Cognition & Learning Communication & Interaction Physical & Sensory SEMH	Actively engages in intentional and dynamic communication in familiar contexts with familiar people Participates in experiencing intentional communication with less familiar people (e.g., within the wider community)	SLD Independently initiates meaningful engagement in familiar contexts and environments Some early subject specific learning (Reading and Maths)	Social: largely turn taking with some co-operative play Level: largely symbolic with some socio-dramatic	Developing persistence at highly motivating and self-initiated activities Beginning to develop strategies for problem solving	Pupils beginning to use self-regulation strategies more independently, from their own awareness of levels of arousal in familiar settings. May need some adult support in less familiar environments.	Pre KS 2 WMS Reading Pathway Stage – Developing fluent reader WMS Maths Pathways Stage – Early Counting mathematician/ Developing fluency mathematician
	Provision							
	Link to Equals Model	Aims	Focus	Underlying Approach	Environment	Engagement Focus	Curriculum Areas	
Informal-Play (SLD)	The ability to know what to do, when they don't know what to do, when there is no definite outcome. Have the skills to be able to apply into real life situations, new and novel situation, how to problem solve.	Sensory regulation Communication and Interaction Turn taking play Managing uncertainty and tolerating others	Play based approach facilitated by motivating environments and delivery of themes	Engagement Motivator Profiles to facilitate delivery of themes	Persistence Realisation Initiation	Phonics My Independence The World About Me Expressive Arts My Outdoor school and Forest Schools My Play and Leisure My Relationships and Sex Education My Thinking and Problem		

	Semi-Formal Play (SLD)	The ability to know what to do, when they don't know what to do, when there is no definite outcome. Have the skills to be able to apply into real life situations, new and novel situation, how to problem solve.	Thinking and problem solving Engagement: Initiation Exploration Realisation developing into cross-contextualisation of learning Co-operative and socio-dramatic play	Play based approaches facilitated by engagement and motivating environment and resources Some specific discrete teaching of relevant reading strategies (including phonics) and Maths	Engagement Motivator Profiles to facilitate delivery of themes	Persistence Self-initiation Cross contextualisation	Phonics English Maths My Independence The World About Me Expressive Arts My Outdoor school and Forest Schools My Play and Leisure My Relationships and Sex Education My Thinking and Problem
	Assessment						
	Link to Equals Model	Recommended Developmental Assessment Tools			Statutory Assessment		Recording
	Informal-Play (SLD)	Sensory Assessment Checklist (Stoke LA Tool) Stoke Speaks Out Birth to 5 Rapid Phonics placement tests WMS subject continuums/pathways			The Engagement Model Pre-Key Stage Standards For those in primary age groups: Phonics Screening Check Year 1 End of Key Stage Assessment		The Engagement Model Evidence for Learning
	Semi-Formal Play (SLD)	Sensory Assessment Checklist (Stoke LA Tool) Stoke Speaks Out Birth to 5 Rapid Phonics placement tests Salford Reading Assessments WMS subject continuums/pathways			The Engagement Model Pre-Key Stage Standards For those in primary age groups: Phonics Screening Check Year 1 Times tables check year 4 (if appropriate)		End of Key Stage Assessment The Engagement Model Evidence for Learning

PATHFINDER	Learner Characteristics							
	Link to Equals Model	Primary Areas of SEND	Communication	Characteristics of Learner	Stage of Play	Ability to Engage	Sensory Profile	Developmental Levels
	Semi-Formal (SLD / MLD)	Cognition & Learning Communication & Interaction Physical & Sensory SEMH	Actively engages in dynamic communication in familiar contexts with familiar people Participates in experiencing intentional and dynamic interactions with less familiar people (eg, within the wider community)	SLD/MLD Independently initiates meaningful engagement across a range of contexts and environments Accessing subject specific learning in some areas	Social: co-operative Level: socio-dramatic	Showing more persistence at activities and increasingly able to manage changes Increasingly makes connections and works cross contextually.	Can utilise regulation strategies independently in familiar contexts and environments	Pre-key Stage 2/3 WMS Reading Pathway Stage – Developing fluent reader/Functional reader WMS Maths Pathways Stage – Developing fluency mathematician/Functional mathematician
	Formal (MLD)	Cognition & Learning Communication & Interaction Physical & Sensory SEMH	Actively engages in spontaneous, dynamic and intentional interactions across a range of situations and environments with familiar and unfamiliar people	MLD Accessing subject specific learning	Able to engage in play at any level/social dimension across any context – supporting cross contextual application of skills and knowledge and application to real world contexts	Shows good persistence at activities, able to tolerate uncertainty and utilise skills to problem solve Has an ability to apply skills cross contextually	Able to recognise the need for sensory input and can identify and use strategies largely independently Independently regulates self most of the time, including in less familiar contexts and environments	Pre-key Stage 2 WMS Reading Pathway Stage - Functional reader with comprehension skills (may have access needs). WMS Maths Pathways Stage - Functional mathematician/problem solver with access needs Accessing Functional Skills Entry Levels 1-3
	Provision							
	Link to Equals Model	Aims	Focus	Underlying Approach	Environment	Engagement Focus	Curriculum Areas	
	Semi-Formal (SLD / MLD)	To develop subject specific skill, functional situations. Talk about appropriate behaviour. Learners who are starting to have some understanding of literacy and numeracy in cross contextual situations	Continuing to apply knowledge and skills to a range of contexts Subject specific learning in English and Maths supported by semi-formal curriculum areas/SOW through a theme-based approach	Semi play based approach facilitated by motivating environments Some timetabled focussed teaching of specific subject areas	Use of Engagement Profile motivators to support curriculum content/themes Use of Showbie to facilitate learning	Persistence Self-initiation Cross contextualisation	English Maths PE The World About Me Expressive Arts Independence Outdoor learning and Forest School	

	Formal (MLD)	To develop subject specific skill, functional situations. Talk about appropriate behaviour. Learners who are starting to have some understanding of literacy and numeracy in cross contextual situations	Subject specific learning routed in real life contexts using a theme-based approach Further developing independence and preparation for adulthood	Timetabled focussed teaching of subject areas	Use of Engagement Profile motivators to support curriculum content/themes Use of Showbie to facilitate learning	Persistence at adult directed and self-initiated learning Cross contextualisation	English Maths PE PSHE The World About Me Expressive Arts Independence Outdoor learning and Forest School
	Assessment						
	Link to Equals Model	Recommended Developmental Assessment Tools			Statutory Assessment		Recording
	Semi-Formal (SLD / MLD)	Pre-Key Stage Standards Sensory Assessment Checklist (Stoke LA Tool) Stoke Speaks Out Rapid Phonics placement tests Salford Reading Assessments WMS subject continuums/pathways			Evidence for Learning Pre-Key Stage Standards For those in primary age groups: Phonics Screening Check Year 1 Times tables check year 4 End of Key Stage Assessment		End of Key Stage Assessment Engagement Model Profile Evidence for Learning
Formal (MLD)	Pre-Key Stage Standards Sensory Assessment Checklist (Stoke LA Tool) Stoke Speaks Out Rapid Phonics placement tests Salford Reading Assessments			Evidence for Learning Pre-Key Stage Standards For those in primary age groups: Phonics Screening Check Year 1 Times tables check year 4 End of Key Stage Assessment		End of Key Stage Assessment Engagement Model Profile Evidence for Learning <i>Entry Level Examinations – on individual basis</i> <i>Functional Skills Examinations – on individual basis</i>	