Our learners are learners who have a range of profound and complex needs; all have physical difficulties that severely restrict mobility, sometimes severe visual impairment and complex health needs, often a gastrostomy, sometimes tracheostomy. They are pre-verbal and need help in every aspect of support including intimate care, feeding and clothing. They are cognitively operating between within the typically developing age range of 3 months (P2) – 18 months (P4) ASDAN Experiencing.

POST DRYDEN SOCIAL CARE PATHWAY



PfA PfA

COMMUNICATION developing early language skills – cause and effect, initiation, eye pointing, special relationships etc

PHYSICAL: curriculum (Move Programme) , Physio, Positioning, specialised seating/standframes, specialised cutlery etc

Visual, Auditory, Music, Digital, touch Makaton

Sensation, Movement, health needs

Dryden Pre Formal Curriculum

ENGAGEMENT PROFILE, ROUTES FOR LEARNING, EHCP TARGETS

INDEPENDENCE – SELF-HELP SKILLS PERSONAL DEVELOPMENT



Exploration, initiation, realisation, persistence, anticiapation

Tactile Proprioceptive Olfactory

COGNITION: Sensory curriculum appropriately individualised; including switching, response to stimuli; cause and response; preference, sensory story, repetition, I.T.

Therpies: Hydro Therapy, Rebound, Sensory Integration, Rhino Frame, TacPac, OT interventions, massage

They have difficulties with, for example, sensory processing and perceiving sensory patterns, object permanence. Our learners will learn in an a-typical and non-linear way and will be likely to stay at the earliest stages of development. They will be likely to be at the earliest stages of predicting and anticipating, remembering, understanding cause and effect, object permanence and linking experiences. Learning is highly individualised with sometimes a high stimulus sensory focus, or sometimes low stimulus.