

## Early Development

### **Intention- What we want to achieve and why we do what we do**

At Rachel Madocks we see early development and communicative skills are at the forefront for students to have a voice and learn the skills to support independence. This will look very different for each student and learning is very much individualised.

### **Implementation - How do we achieve this through our learning and curriculum and how we do it**

The land pathway encompasses 4 milestone areas that individually assess early developmental skills objectives. These are taught across our thematic curriculum with opportunities to develop the skills that are built into most lessons. Each milestone is made up of progressive targets that have three areas of development. Cognition focusses on reactions, the ability to attend, looking, turn taking and anticipation to stimuli. Communication looks at vocalisations, imitations, responses to surroundings and early symbol use. Physical explores movement, using objects, the senses and performing actions. Students will focus and develop these skills in all areas of the school day where opportunities for learning arise. Students will focus on targets from each area that are embedded into lessons, meal times, transitions, school events, trips and independence activities. The targets will be continually developed, evidenced, assessed and successes celebrated in order for the skills to be embedded and generalised.

### **Impact - What can we achieve through this and what is the end result**

The goal is for all students to progress in the skills that will support communication and independence that is pertinent and meaningful for them. All students will progress and this will look very different for all at Rachel Madocks. Time is not a factor and the focus is on the importance of having the early developmental skills embedded before progressing to our standard pathways.