

# FEC

	Sensory/Skills Based	Subject Specific
<b>Learning Characteristics</b>	<ul style="list-style-type: none"> <li>• Pre-intentional to emerging intentional communication</li> <li>• Reactive and responsive contextual awareness</li> <li>• Emerging social awareness</li> <li>• Sense of self by responses to sensations including hunger, pain, heat etc</li> <li>• Needs time/space to process stimuli</li> <li>• Early problem-solving skills</li> <li>• Learnt responses in familiar routines</li> <li>• Beginning to develop joint attention</li> <li>• High levels of physical and/or medical needs</li> <li>• Sensory impairments</li> <li>• Multiple learning difficulties</li> <li>• Difficulties with sensory processing</li> <li>• Persistent difficulties with social communication and interactions</li> <li>• Restricted and repetitive patterns of behaviours, activities and interests</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting the statements in the pre-key stage standards</li> <li>• High levels of independence</li> <li>• Socially aware</li> <li>• Confident communicators</li> <li>• Able to apply skills and knowledge</li> <li>• Self-evaluative</li> <li>• Higher levels of comprehension</li> <li>• Maintenance, retention and generalisation of skills evident</li> <li>• Confident</li> <li>• Emerging understanding of abstract concepts.</li> </ul>
<b>Approaches to learning</b>	<ul style="list-style-type: none"> <li>• Topic based curriculum</li> <li>• Multi-sensory learning experiences</li> <li>• Experiential learning</li> <li>• Extended processing time</li> <li>• Intensive interaction</li> <li>• Active/structured exploration</li> <li>• Structured teaching systems including visual timetables and schedules</li> <li>• Personalised communication systems</li> <li>• Visual/tactile/sensory cues (photos, symbols, music, smells, textures)</li> <li>• Turn-taking experiences</li> <li>• Familiar routines and repetition</li> <li>• Physical development and postural management</li> <li>• 1:1, Independent, paired and group experiences and activities</li> <li>• Clear physical structure within environment</li> <li>• Positive – personalised behaviour support</li> <li>• Self-regulation strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Visual supports (symbols, written)</li> <li>• Self-regulation strategies</li> <li>• Embedded - personalised communication systems</li> <li>• 1:1, <b>Independent</b>, paired and group working</li> <li>• Purposeful peer interactions</li> <li>• Problem solving</li> <li>• Pupil self-assessment and evaluation</li> <li>• Consolidation</li> <li>• Application and generalisation of skills</li> <li>• Emphasis on future settings and placements</li> <li>• Emphasis on Independent living skills</li> </ul>
<b>Assessment Methods</b>	<ul style="list-style-type: none"> <li>• 5 areas of Education Health Care Plan</li> <li>• WJEC Personal Progress Comm/Number and Home Management</li> </ul>	<ul style="list-style-type: none"> <li>• 5 areas of Education Health Care Plan</li> <li>• WJEC Entry2/3 in Independent Living Skills</li> </ul>

