

*This curriculum pathway integrates the core developmental domains from the **SCERTS** framework, as well as, the development and implementation of practical **Life Skills** that children need to learn to be successful within any community and to be successful in their everyday lives at home and at school. It is designed to support Early Years children with diverse neurodivergent profiles, social communication difficulties, or complex needs by scaffolding independence from early foundational interactions up to functional autonomy so that they are able to have equal opportunities in accessing the EY Progression Statements and Cultural Capital Curriculum.*

The Core Principles

Social
Communication

Emotional
Regulation

Transactional
Support

Self-Care &
Independence

Sensory &
Motor
Processing

Principle	Definition	Areas of Focus
Social Communication:	Focuses on building meaningful interaction, joint attention, and functional expressiveness. Building functional, spontaneous communication and building trusting relationships.	• Joint Attention: Expressing needs, choices, and preferences through multimodal communication (PECGS, gestural, Makaton, Widget). Sharing experiences, joint focus on shared objects, and responding to non-verbal cues during daily routines. • Symbol Use: Transitioning from concrete representations (object of reference) to abstract symbols (visual icons, word cards). Understanding functional environmental print (e.g., toilet symbols, stop signs, task schedules).
Emotional Regulation:	Focuses on self-awareness, coping strategies, and sensory processing. Developing the ability to maintain a well-regulated physical and emotional state, handle everyday stress,	• Self-Regulation: Recognising internal physical and emotional states using visual scales (e.g., Zones of Regulation). Utilising sensory toolkits and calm-down spaces independently when experiencing sensory or emotional overload. • Mutual Regulation: Seeking assistance or comfort from a trusted adult or peer

	and recover a state of readiness for learning.	when dysregulated. Responding to adult-led co-regulation strategies (deep pressure, rhythmic rocking, co-breathing).
Transactional Support:	Focuses on the structural, environmental, and interpersonal adaptations provided by educators and environment. Adapting the environment, modifying adult communication styles, and providing specific learning tools (such as visual schedules or sensory supports) to help the child succeed.	• Interpersonal Support: Adapting adult language, waiting for response times, and using visual cue cards. • Learning Supports: Environmental structuring, visually defined spaces, first-then boards, and routine schedules. • Family & Partner Support: Collaborative goal-setting, home-school transition books, and shared strategies.
Self-Care & Independence:	Focuses on practicing handwashing, managing clothing fasteners or shoes, finding personal pegs, and eating or drinking independently.	• Personal Hygiene & Grooming: Practicing handwashing, wiping, and personal care routines. • Dressing & Organisation: Managing clothing fasteners, shoes, coats, and finding personal pegs/draws. • Mealtime Independence: Eating and drinking independently, using utensils, and opening lunch items.
Sensory & Motor Processing:	Focuses on engaging fine and gross motor tasks like playdough manipulation, climbing, or sensory exploration to help process environmental stimuli.	• Sensory Integration & Modulation: Processing visual, auditory, tactile, vestibular, and proprioceptive inputs during daily activities. • Fine Motor Development: Manipulating small objects, using tools (scissors, pencil grips), and playdough manipulation. • Gross Motor & Physical Coordination: Navigating environments, climbing, balancing, and building body awareness (proprioception).