



# THE LEARNING CENTRE TLC CURRICULUM



## OUR DEVELOPMENTAL PATHWAY



## OUR VALUES





# CURRICULUM INTENT

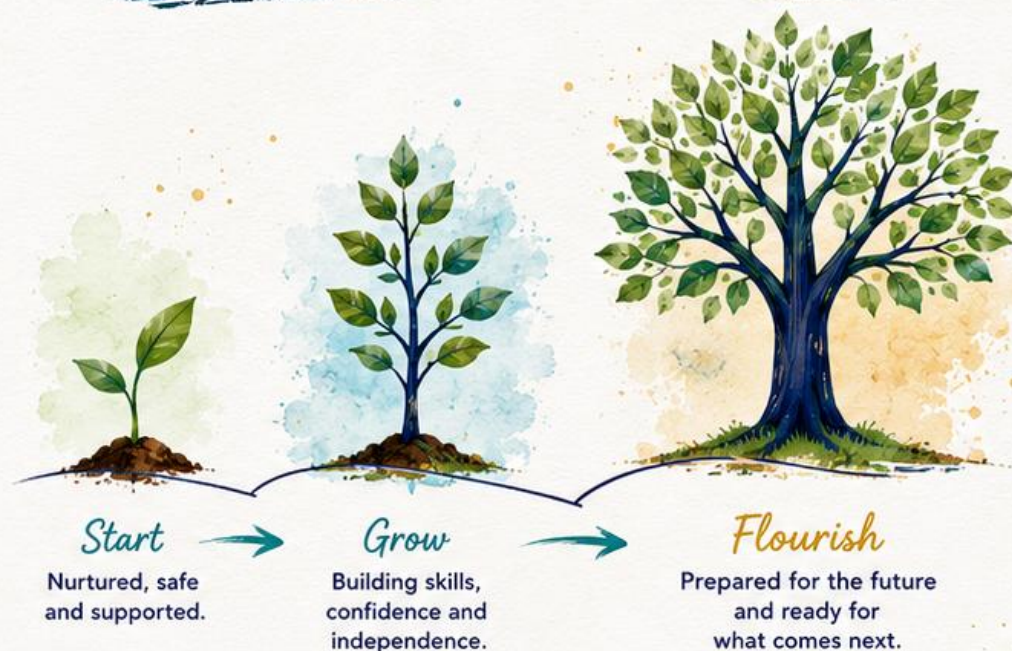
*Every Child. Every Chance. Every Day.* ♥

At St Stephen's, we believe that success looks different for every child. Our curriculum is designed around their unique strengths, needs and aspirations. We provide the right support, at the right time, through a nurturing and ambitious curriculum that empowers every child to achieve meaningful progress and flourish.

Through our curriculum, every child will have the opportunity to:

- Develop a form of communication that works for them.
- Build emotional regulation and wellbeing.
- Develop functional literacy and numeracy skills.
- Grow in independence and life skills.
- Build confidence, resilience and a positive sense of self.
- Be prepared for the next steps in their learning journey and life.

*Every Child's Journey is Unique* ♥



## COMMUNICATION & INTERACTION

We help every child to connect, communicate and express themselves.



## REGULATION & WELLBEING

We nurture emotional wellbeing and teach self-regulation for life.



## LEARNING & ACHIEVEMENT

We inspire curiosity and develop skills for learning, life and the future.



## INDEPENDENCE & FUTURE READINESS

We empower every child to be as independent as possible and ready for their next steps.

## OUR CARES



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**St. Stephen's**  
R.C. PRIMARY SCHOOL

# The TLC Curriculum Model

The TLC curriculum is built around four interconnected drivers that support every child to communicate, regulate, learn and become increasingly independent.

Children progress through a developmental pathway of five stages, rather than chronological year-group expectations, ensuring every child's learning journey is unique.



## Our Developmental Pathway



Children progress through developmental stages rather than chronological year-group expectations.



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# Our Developmental Pathway

Children progress through *developmental stages* rather than chronological year-group expectations.



STAGE 1

## Sensory Regulation & Trust

Children develop emotional safety, sensory awareness and trust through consistent relationships and predictable experiences.

### Key Features

- ♥ Co-regulation
- ♥ Sensory exploration
- ♥ Shared attention
- ♥ Building trust
- ♥ Cause and effect



STAGE 2

## Intentional Engagement

Children begin to engage purposefully with people, activities and routines.

### Key Features

- ♥ Curiosity
- ♥ Exploration
- ♥ Anticipation
- ♥ Early communication
- ♥ Participation



STAGE 3

## Supported Communication & Play

Children develop communication, social interaction and engagement through structured play and learning experiences.

### Key Features

- ♥ Communication
- ♥ Play
- ♥ Turn-taking
- ♥ Understanding routines
- ♥ Early independence



STAGE 4

## Functional Learning & Independence

Children apply communication, learning and regulation skills across meaningful situations.

### Key Features

- ♥ Functional literacy
- ♥ Functional numeracy
- ♥ Self-regulation
- ♥ Independence
- ♥ Problem solving



STAGE 5

## Preparation for Broader Learning

Children develop the skills needed for successful transition into wider learning environments and future opportunities.

### Key Features

- ♥ Self-advocacy
- ♥ Resilience
- ♥ Transfer of learning
- ♥ Community participation
- ♥ Future readiness



### IMPORTANT PRINCIPLE

Children may be working at different stages across different curriculum drivers.

### Example of a child's profile:



Stage 2  
Communication



Stage 3  
Regulation



Stage 4  
Independence

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# Communication & Interaction

*Developing understanding, expression and social connection.*

## Why Communication Matters

Communication is at the heart of everything we do within TLC. We believe every child should have a way to understand the world around them and a way to make themselves understood.

Communication may be spoken, signed, symbol-supported, visual or through other personalised approaches.



## The Three Communication Strands



### Understanding

Understanding language, symbols, routines and information.

*Examples:*

- ♥ Visual timetables
- ♥ Widgit
- ♥ Attention Autism
- ♥ Following instructions



### Expression

Developing ways to communicate needs, wants, thoughts and feelings.

*Examples:*

- ♥ Spoken language
- ♥ Symbols
- ♥ Communication boards
- ♥ Makaton (if introduced)



### Social Interaction

Developing relationships, play, turn-taking and social understanding.

*Examples:*

- ♥ Intensive Interaction
- ♥ Play Loops
- ♥ Identiply
- ♥ Structured play

## Communication Progression

Communication skills develop and build across all five stages of our pathway.



**STAGE 1**  
Sensory Regulation & Trust



**STAGE 2**  
Intentional Engagement



**STAGE 3**  
Supported Communication & Play



**STAGE 4**  
Functional Learning & Independence



**STAGE 5**  
Preparation for Broader Learning

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# Understanding

*Developing understanding of language, symbols, routines and the world around us.*

## Why Understanding Matters

Understanding comes before expression. Children need opportunities to process language, symbols, routines and experiences before they can communicate effectively themselves.

Within TLC we support children to build understanding through visual supports, structured routines, repetition and meaningful experiences.



**Listening**  
Noticing and attending to sounds, voices and language.



**Routines**  
Understanding what happens now and what happens next.



**Symbols**  
Understanding visual symbols and what they represent.



**Concepts**  
Understanding ideas, vocabulary and information about the world.

## We support understanding through:

- Widgit Symbols
- Visual Timetables
- First-Then Boards
- Attention Autism
- Structured Teaching
- Consistent Routines

## What Understanding Looks Like



### STAGE 1-2 Early Understanding

- Responds to familiar voices
- Anticipates routines
- Notices sensory cues
- Builds shared attention



### STAGE 3 Developing Understanding

- Understands simple instructions
- Uses visual supports
- Recognises familiar symbols
- Understands classroom routines



### STAGE 4-5 Functional Understanding

- Follows multi-step instructions
- Understands questions
- Uses symbols and visual information independently
- Applies understanding across different situations



### Understanding Progression

Understanding develops across every stage of the TLC pathway and underpins communication, learning and independence.



**STAGE 1**  
Sensory Regulation & Trust



**STAGE 2**  
Intentional Engagement



**STAGE 3**  
Supported Communication & Play



**STAGE 4**  
Functional Learning & Independence



**STAGE 5**  
Preparation for Broader Learning

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# Expression

*Developing ways to communicate needs, wants, thoughts, feelings and ideas.*

## Why Expression Matters

Every child deserves a voice.

Within TLC, expression may be spoken, signed, symbol-supported, visual or through alternative communication systems.

Our aim is for every child to develop a meaningful way to communicate with confidence and independence.



### Spoken Language

Using words to communicate needs, ideas and feelings.



### Signs & Gestures

Using signs, gestures and body language to express and communicate.



### Symbols & Visuals

Using symbols, pictures and visuals to share messages and meaning.



### AAC Systems

Using communication aids and technology to communicate independently.



### Emotions

Expressing feelings and developing emotional language.

## We support expression through:

- Communication Boards
- Widgit Symbols
- AAC Systems
- Makaton
- Intensive Interaction
- Structured Communication Opportunities

## What Expression Looks Like



### STAGE 1-2 Early Expression

- Communicates through behaviour
- Uses facial expressions
- Uses gestures
- Makes choices
- Shows preferences



### STAGE 3 Developing Expression

- Uses symbols or visuals
- Uses words or signs
- Requests help
- Shares needs and wants
- Communicates choices



### STAGE 4-5 Functional Expression

- Expresses thoughts and opinions
- Communicates emotions
- Initiates conversations
- Asks and answers questions
- Uses communication independently

## Expression Progression

Children develop increasingly independent ways to communicate across all stages of the TLC pathway.



STAGE 1  
Sensory Regulation & Trust



STAGE 2  
Intentional Engagement



STAGE 3  
Supported Communication & Play



STAGE 4  
Functional Learning & Independence



STAGE 5  
Preparation for Broader Learning

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# Social Interaction

*Developing relationships, play, social understanding and meaningful connections with others.*

## Why Social Interaction Matters

Relationships are at the heart of learning.

Through social interaction, children learn to connect with others, share experiences, understand emotions and participate in their communities.

Within TLC, social interaction is developed through play, communication, shared experiences and supportive relationships.



**Communication**  
Sharing ideas, listening and understanding others.



**Turn-taking**  
Taking turns and sharing in play and activities.



**Connection**  
Building positive relationships and feeling connected to others.



**Relationships**  
Developing trust, friendships and meaningful bonds.

## We support social interaction through:

- Intensive Interaction
- Play Loops
- Identplay
- Attention Autism
- Structured Play
- Shared Learning Experiences

## What Social Interaction Looks Like



### STAGE 1-2 Early Interaction

- ♥ Shares attention with adults
- ♥ Enjoys familiar interactions
- ♥ Responds to social cues
- ♥ Participates in simple social games
- ♥ Develops trust in others



### STAGE 3 Developing Interaction

- ♥ Takes turns
- ♥ Joins shared activities
- ♥ Engages in simple play with others
- ♥ Begins to understand social expectations
- ♥ Develops friendships



### STAGE 4-5 Functional Interaction

- ♥ Participates in group activities
- ♥ Maintains friendships
- ♥ Understands different perspectives
- ♥ Resolves simple disagreements
- ♥ Applies social skills across settings



### Social Interaction Progression

Social understanding develops through relationships, communication and shared experiences across all stages of the TLC pathway.



**STAGE 1**  
Sensory Regulation & Trust



**STAGE 2**  
Intentional Engagement



**STAGE 3**  
Supported Communication & Play



**STAGE 4**  
Functional Learning & Independence



**STAGE 5**  
Preparation for Broader Learning

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# Regulation & Wellbeing

*Developing emotional wellbeing, sensory regulation and self-regulation for learning and life.*

## Why Regulation Matters

Children learn best when they feel safe, regulated and ready to engage.

Within TLC, we recognise that regulation is a fundamental prerequisite for learning, communication and independence.

We support children to understand their emotions, regulate sensory needs and develop strategies that enable them to participate successfully in everyday experiences.



## The Three Regulation Strands



### Emotional Literacy

Understanding emotions in ourselves and others.

*Examples:*

- ♥ Identifying feelings
- ♥ Recognising emotions
- ♥ Developing emotional vocabulary
- ♥ Understanding emotional experiences



### Sensory Regulation

Understanding and managing sensory needs.

*Examples:*

- ♥ Sensory circuits
- ♥ Sensory diets
- ♥ Sensory room
- ♥ Environmental adaptations



### Self-Regulation

Developing strategies to manage emotions, behaviour and learning.

*Examples:*

- ♥ Zones of Regulation
- ♥ Co-regulation
- ♥ Self-regulation tools
- ♥ Independence strategies



### Regulation Progression

Children develop increasing awareness, regulation and independence across all stages of the TLC pathway.



#### STAGE 1

Sensory Regulation & Trust



#### STAGE 2

Intentional Engagement



#### STAGE 3

Supported Communication & Play



#### STAGE 4

Functional Learning & Independence



#### STAGE 5

Preparation for Broader Learning

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# Emotional Literacy

*Developing understanding of emotions in ourselves and others.*

## Why Emotional Literacy Matters



Understanding emotions is a key part of wellbeing, communication and relationships.

Within TLC, children are supported to recognise feelings, understand emotional experiences and develop the language needed to express how they feel.



By building emotional literacy, children become increasingly able to understand themselves and others.



## We support emotional literacy through:

- Zones of Regulation
- Emotion Coaching
- Social Stories
- Visual Supports
- Feelings Boards
- Daily Check-ins

## What Emotional Literacy Looks Like



### STAGE 1-2 Early Emotional Awareness

- ♥ Responds to emotions in others
- ♥ Shows emotional preferences
- ♥ Begins to recognise familiar feelings
- ♥ Develops emotional safety through trusted adults



### STAGE 3 Developing Emotional Literacy

- ♥ Identifies basic emotions
- ♥ Uses visual supports to express feelings
- ♥ Begins to understand causes of emotions
- ♥ Recognises emotions in others



### STAGE 4-5 Functional Emotional Literacy

- ♥ Uses emotional vocabulary independently
- ♥ Reflects on feelings and behaviour
- ♥ Understands different perspectives
- ♥ Uses emotional understanding to support relationships



### Emotional Literacy Progression

Children develop increasing awareness, understanding and expression of emotions across all stages of the TLC pathway.



STAGE 1  
Sensory  
Regulation  
& Trust



STAGE 2  
Intentional  
Engagement



STAGE 3  
Supported  
Communication  
& Play



STAGE 4  
Functional  
Learning &  
Independence



STAGE 5  
Preparation for  
Broader  
Learning

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# Sensory Regulation

*Developing awareness of sensory needs and strategies that support participation, wellbeing and learning.*

## Why Sensory Regulation Matters

Children experience and respond to sensory information in different ways.

Within TLC, we recognise that sensory regulation is fundamental to emotional wellbeing, engagement and learning.

By understanding sensory needs and providing appropriate support, we help children feel safe, regulated and ready to participate.



## We support sensory regulation through:

- Sensory Circuits
- Sensory Diets
- Sensory Room
- Movement Breaks
- Environmental Adaptations
- Personalised Sensory Supports

## What Sensory Regulation Looks Like



### STAGE 1-2 Early Sensory Awareness

- ♥ Explores sensory experiences
- ♥ Develops tolerance of sensory input
- ♥ Responds to sensory supports
- ♥ Builds emotional safety through regulation



### STAGE 3 Developing Sensory Regulation

- ♥ Identifies sensory preferences
- ♥ Uses sensory supports with adult guidance
- ♥ Begins to recognise regulation needs
- ♥ Participates in sensory routines



### STAGE 4-5 Functional Sensory Regulation

- ♥ Understands personal sensory needs
- ♥ Selects appropriate sensory strategies
- ♥ Uses regulation tools independently
- ♥ Applies strategies across different settings



### Sensory Regulation Progression

Children develop increasing awareness and independence in managing sensory needs across all stages of the TLC pathway.



STAGE 1  
Sensory Regulation & Trust



STAGE 2  
Intentional Engagement



STAGE 3  
Supported Communication & Play



STAGE 4  
Functional Learning & Independence



STAGE 5  
Preparation for Broader Learning

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# Self-Regulation

*Developing strategies to manage emotions, behaviour, attention and learning independently.*

## Why Self-Regulation Matters

Self-regulation enables children to manage emotions, attention and behaviour in ways that support learning and wellbeing.

Within TLC, children are taught strategies that help them recognise how they feel, identify what they need and make choices that support successful participation.

Through co-regulation and guided practice, children gradually develop increasing independence.



## We support self-regulation through:

- Zones of Regulation**
- Co-Regulation**
- Visual Supports**
- Regulation Toolkits**
- Sensory Strategies**
- Structured Routines**

## What Self-Regulation Looks Like



### STAGE 1-2 Early Co-Regulation

- ♥ Responds to support from trusted adults
- ♥ Begins to recover from dysregulation
- ♥ Uses simple calming activities
- ♥ Develops emotional safety



### STAGE 3 Developing Self-Regulation

- ♥ Recognises emotional states
- ♥ Uses regulation supports with guidance
- ♥ Begins to identify helpful strategies
- ♥ Participates in regulation routines



### STAGE 4-5 Functional Self-Regulation

- ♥ Identifies emotions independently
- ♥ Selects appropriate regulation strategies
- ♥ Manages attention and behaviour
- ♥ Applies self-regulation skills across settings

## Co-Regulation Before Self-Regulation

Children learn to regulate through consistent, supportive relationships before developing independent regulation skills.



### Self-Regulation Progression

Children move from adult-supported co-regulation towards increasingly independent self-regulation across all stages of the TLC pathway.



STAGE 1  
Sensory  
Regulation  
& Trust



STAGE 2  
Intentional  
Engagement



STAGE 3  
Supported  
Communication  
& Play



STAGE 4  
Functional  
Learning &  
Independence



STAGE 5  
Preparation for  
Broader  
Learning

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# Learning & Achievement

*Developing engagement, curiosity, literacy, numeracy and the skills needed for lifelong learning.*

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## Why Learning Matters

Every child deserves access to meaningful learning that builds on their strengths and celebrates progress.

Within TLC, learning is personalised and developmental. Children are supported to engage, explore, communicate and achieve through carefully planned experiences that meet them at their stage of development.

Our curriculum focuses on building the foundations for future learning, independence and success.



## We support learning through:

- Ladywood Literacy
- Ladywood Maths
- Attention Autism
- Structured Teaching
- Visual Supports
- Play-Based Learning

## The Three Learning Strands



### Engagement & Learning Behaviours

*Developing curiosity, attention, participation and resilience.*



### Literacy & Communication for Learning

*Developing reading, writing, understanding and communication skills.*



### Numeracy & Mathematical Thinking

*Developing number awareness, mathematical concepts and problem-solving.*



### Learning Progression

Children develop increasingly sophisticated learning skills and knowledge across all stages of the TLC pathway.



#### STAGE 1

Exploring & Discovering



#### STAGE 2

Understanding & Practising



#### STAGE 3

Applying & Developing



#### STAGE 4

Confident & Independent



#### STAGE 5

Extending & Achieving

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# Engagement & Learning Behaviours

*Developing curiosity, attention, participation, resilience and readiness to learn.*

## Why Engagement Matters

Engagement is the foundation of learning.

Before children can develop literacy, numeracy and wider knowledge, they must first learn how to attend, participate, explore and persist.

Within TLC, engagement is recognised as a developmental process that grows through meaningful experiences, motivation and success.



## We develop engagement through:

- Attention Autism**
- Play-Based Learning**
- Motivating Experiences**
- Structured Teaching**
- Exploration Opportunities**
- Celebrating Success**

## What Engagement Looks Like



### STAGE 1-2 Early Engagement

- ♥ Notices people and activities
- ♥ Builds shared attention
- ♥ Explores sensory experiences
- ♥ Shows curiosity about the environment
- ♥ Engages briefly with motivating activities



### STAGE 3 Developing Engagement

- ♥ Participates in structured activities
- ♥ Sustains attention for increasing periods
- ♥ Explores independently
- ♥ Shows curiosity and motivation
- ♥ Begins to persevere with challenges



### STAGE 4-5 Functional Engagement

- ♥ Maintains focus on learning tasks
- ♥ Participates confidently in lessons
- ♥ Demonstrates resilience
- ♥ Applies learning behaviours independently
- ♥ Takes increasing ownership of learning



### Engagement Progression

Children move from shared attention and exploration towards sustained engagement and independent participation in learning.



STAGE 1  
Exploring  
& Discovering



STAGE 2  
Engaging  
& Responding



STAGE 3  
Participating  
& Sustaining



STAGE 4  
Applying  
& Persisting



STAGE 5  
Owning  
& Achieving



## Attention Autism

Attention Autism is used across TLC to develop shared attention, anticipation, engagement and enjoyment as foundations for learning.

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# Literacy & Communication for Learning

*Developing communication, reading, writing and understanding as foundations for lifelong learning.*

## Why Literacy Matters

Literacy is more than reading and writing.

Within TLC, literacy begins with communication, understanding, attention and meaningful interaction.

Children are supported to develop the foundations of literacy through language-rich experiences, structured teaching and personalised pathways that celebrate progress at every stage.



## We develop literacy through:

- Ladywood Literacy
- Widgit Symbols
- Communication Supports
- Shared Reading
- Storytelling
- Structured Language Experiences

## What Literacy Looks Like



### STAGE 1-2

#### Early Literacy Foundations

- ♥ Shared attention to stories
- ♥ Enjoys books and rhymes
- ♥ Develops communication skills
- ♥ Recognises familiar symbols
- ♥ Builds listening skills



### STAGE 3

#### Developing Literacy

- ♥ Engages with stories and texts
- ♥ Understands key vocabulary
- ♥ Uses symbols and visual supports
- ♥ Develops mark making and early writing
- ♥ Builds functional communication



### STAGE 4-5

#### Functional Literacy

- ♥ Applies reading skills meaningfully
- ♥ Writes for a purpose
- ♥ Uses literacy across learning
- ♥ Understands increasingly complex language
- ♥ Communicates ideas independently



## Literacy Progression

Children move from communication and engagement foundations towards increasingly independent reading, writing and communication skills.



STAGE 1  
Exploring  
& Engaging



STAGE 2  
Understanding  
& Communicating



STAGE 3  
Developing  
& Applying



STAGE 4  
Expanding  
& Using



STAGE 5  
Confident  
& Independent



## Ladywood Literacy

Ladywood Literacy provides a developmental pathway that enables children to build communication, reading and writing skills through meaningful, personalised learning experiences.

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# Numeracy & Mathematical Thinking

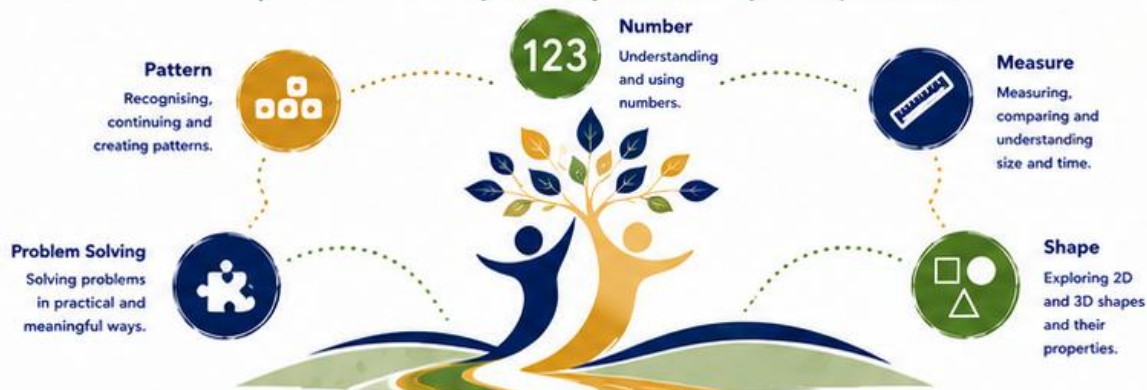
*Developing number awareness, mathematical understanding and problem-solving through meaningful experiences.*

## Why Numeracy Matters

Mathematics helps children understand and make sense of the world around them.

Within TLC, numeracy begins with practical experiences, exploration and the development of key mathematical concepts.

Children are supported to build confidence with number, pattern, measure and problem-solving through personalised pathways that celebrate progress and success.



We develop numeracy through:

- 123 Ladywood Maths
- Hand icon Practical Learning Experiences
- Visual Supports
- Manipulatives
- Structured Teaching
- Real-Life Mathematical Opportunities

## What Numeracy Looks Like

**STAGE 1-2**  
**Early Mathematical Foundations**

- ♥ Explores cause and effect
- ♥ Notices patterns and routines
- ♥ Develops awareness of quantity
- ♥ Sorts and matches objects
- ♥ Engages with mathematical language

**STAGE 3**  
**Developing Numeracy**

- ♥ Counts objects with support
- ♥ Recognises numbers and symbols
- ♥ Compares quantities
- ♥ Explores shape, space and measure
- ♥ Solves simple practical problems

**STAGE 4-5**  
**Functional Numeracy**

- ♥ Applies number skills in real situations
- ♥ Uses mathematical language confidently
- ♥ Solves practical problems independently
- ♥ Understands money, time and measure
- ♥ Applies mathematics across learning

**Ladywood Maths**

Ladywood Maths provides a developmental pathway that enables children to build mathematical understanding through practical, meaningful and personalised learning experiences.



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# Independence & Future Readiness

*Developing confidence, life skills and independence for the next stage of learning and life.*

## Why Independence Matters

Independence is about enabling every child to participate as fully as possible in school, at home and within the wider community.

Within TLC, independence is developed through meaningful experiences, life skills, communication and opportunities to make choices and take responsibility.

Our aim is to prepare every child for their next stage of learning and life.



We develop independence through:

- Life Skills Teaching
- Community Experiences
- Structured Routines
- Communication Supports
- Choice Making
- Preparation for Transition

## The Three Independence Strands



### Personal Independence

*Developing self-help skills, organisation and personal responsibility.*



### Life Skills & Community Participation

*Developing practical skills needed for everyday life and participation in the wider community.*



### Preparation for Next Steps

*Developing confidence, resilience and readiness for future learning and transitions.*



### Independence Progression

Children develop increasing confidence, responsibility and independence across all stages of the TLC pathway.



#### STAGE 1

Exploring & Experiencing



#### STAGE 2

Developing & Practising



#### STAGE 3

Applying & Growing



#### STAGE 4

Confident & Responsible



#### STAGE 5

Independent & Ready

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# Personal Independence

*Developing self-help skills, confidence and responsibility for everyday life.*

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## Why Personal Independence Matters

Personal independence helps children develop confidence, self-esteem and the skills needed to participate successfully in everyday life.



Within TLC, children are supported to make choices, take responsibility and develop practical skills that promote increasing independence across school, home and community environments.



We develop personal independence through:

- Structured Routines**
- Visual Supports**
- Choice Making Opportunities**
- Personal Care Programmes**
- Independence Targets**
- Daily Living Practice**



## What Personal Independence Looks Like



STAGE 1-2

### Early Independence

- ♥ Makes simple choices
- ♥ Participates in routines
- ♥ Develops awareness of personal needs
- ♥ Accepts support from adults
- ♥ Begins simple self-help tasks



STAGE 3

### Developing Independence

- ♥ Completes familiar routines
- ♥ Makes choices with increasing confidence
- ♥ Organises belongings with support
- ♥ Participates in self-care activities
- ♥ Takes responsibility for simple tasks



STAGE 4-5

### Functional Independence

- ♥ Manages personal belongings independently
- ♥ Completes self-care routines
- ♥ Makes informed choices
- ♥ Demonstrates responsibility
- ♥ Applies independence skills across settings



## Independence in Action

Independence is developed through everyday opportunities to practise, succeed and build confidence in meaningful real-life situations.



## Personal Independence Progression

Children move from supported participation towards increasingly independent management of daily routines and responsibilities.



STAGE 1

Exploring & Participating



STAGE 2

Developing & Practising



STAGE 3

Applying & Managing



STAGE 4

Independent & Confident



STAGE 5

Responsible & Self-Reliant

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# Life Skills & Community Participation

*Developing practical skills, confidence and participation in the wider community.*

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## Why Life Skills Matter

Life skills help children become active participants in their homes, schools and communities.

Within TLC, children are supported to develop practical skills that promote independence, confidence and meaningful participation in everyday life.

Through real experiences, children learn skills that prepare them for the future.



## We develop life skills through:

- Role Play Experiences
- Community Visits
- Practical Learning Tasks
- Cooking Activities
- Shopping Opportunities
- Real-Life Problem Solving

## What Life Skills Look Like

### STAGE 1-2

#### Early Participation

- ♥ Participates in familiar routines
- ♥ Explores practical activities
- ♥ Develops awareness of community environments
- ♥ Engages in role play experiences
- ♥ Builds confidence in new situations

### STAGE 3

#### Developing Life Skills

- ♥ Completes practical tasks with support
- ♥ Participates in community experiences
- ♥ Uses simple money concepts
- ♥ Develops independence in everyday activities
- ♥ Applies skills in familiar contexts

### STAGE 4-5

#### Functional Life Skills

- ♥ Applies skills in real-life situations
- ♥ Uses money and time meaningfully
- ♥ Participates confidently in the community
- ♥ Demonstrates increasing independence
- ♥ Transfers skills across different settings

## Learning Beyond the Classroom

Some of the most important learning takes place beyond the classroom. Real experiences provide meaningful opportunities to develop confidence, independence and life skills.

## Community Participation Progression

Children move from supported participation towards increasing confidence and independence within their local community.



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# Preparation for Next Steps

*Developing confidence, resilience and readiness for future learning, transitions and life beyond TLC.*

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## Why Preparation Matters

Every child deserves to move forward with confidence.

Within TLC, preparation for next steps begins from the moment a child joins us. Through carefully planned experiences, personalised support and high aspirations, children develop the skills, confidence and resilience needed for future success.

Our aim is for every child to be ready for the next stage of their journey, whatever that may be.



We prepare children through:

- Personalised Transition Planning
- Independence Development
- Community Experiences
- Communication Support
- Emotional Preparation
- Partnership with Families

## What Preparation for Next Steps Looks Like



STAGE 1-2

### Early Readiness

- Develops trust and security
- Builds confidence in new experiences
- Participates in routines
- Explores unfamiliar environments with support
- Develops resilience through positive relationships



STAGE 3

### Developing Readiness

- Participates in transition activities
- Demonstrates growing confidence
- Applies skills across different situations
- Develops aspirations and interests
- Adapts to change with support



STAGE 4-5

### Future Readiness

- Manages transitions confidently
- Applies independence skills across settings
- Demonstrates resilience and adaptability
- Understands future opportunities
- Is prepared for the next stage of education and life



### Future Readiness Progression

Children move from supported participation towards confident engagement with new opportunities, environments and experiences.



STAGE 1

Exploring & Experiencing



STAGE 2

Building Confidence & Skills



STAGE 3

Expanding Horizons & Aspirations



STAGE 4

Preparing for New Opportunities



STAGE 5

Ready for What's Next



*Every Child's Journey is Unique*

Success looks different for every child. Our role is to ensure that every learner leaves TLC with greater confidence, independence and readiness for whatever comes next.

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# Communication First

*Communication is the foundation of learning, relationships, independence and wellbeing.*

## Why Communication Comes First



Every child has the right to communicate and to be understood.



Communication underpins all areas of learning and development.



When we understand a child's communication, we unlock their potential.



## How We Support Communication

- ♥ Modelling language and signs
- ♥ Using visual supports consistently
- ♥ Creating communication-friendly environments
- ♥ Building on every attempt to communicate
- ♥ Personalising systems to each child's needs
- ♥ Working together with families and professionals

### Every Child Has A Voice

Communication looks different for every child.  
*Our role is to understand, develop and celebrate each child's unique way of communicating.*

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# Attention Autism

*Developing shared attention, engagement, anticipation and enjoyment as foundations for communication and learning.*

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## Why Attention Matters

Before children can learn, they must first be able to attend.

Attention Autism helps children develop the shared attention, engagement and motivation that underpin communication, learning and social interaction.

Through highly motivating activities, children learn to focus, anticipate and participate alongside others.



## Attention Autism Supports:

- Shared Attention
- Joint Engagement
- Communication Development
- Turn Taking
- Listening Skills
- Readiness for Learning



## Why We Use Attention Autism

At TLC, Attention Autism is used across both TLC Foundations and TLC Thrive to develop the engagement and communication skills that support success across the curriculum.

## The Four Stages of Attention Autism



## Engagement Before Expectation

Children are most successful when learning begins with curiosity, enjoyment and meaningful engagement.

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# Structured Teaching & TEACCH

*Creating predictable, organised and accessible learning environments that promote independence and success.*



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## Why Structure Matters

Many children learn best when environments are predictable, organised and visually clear.

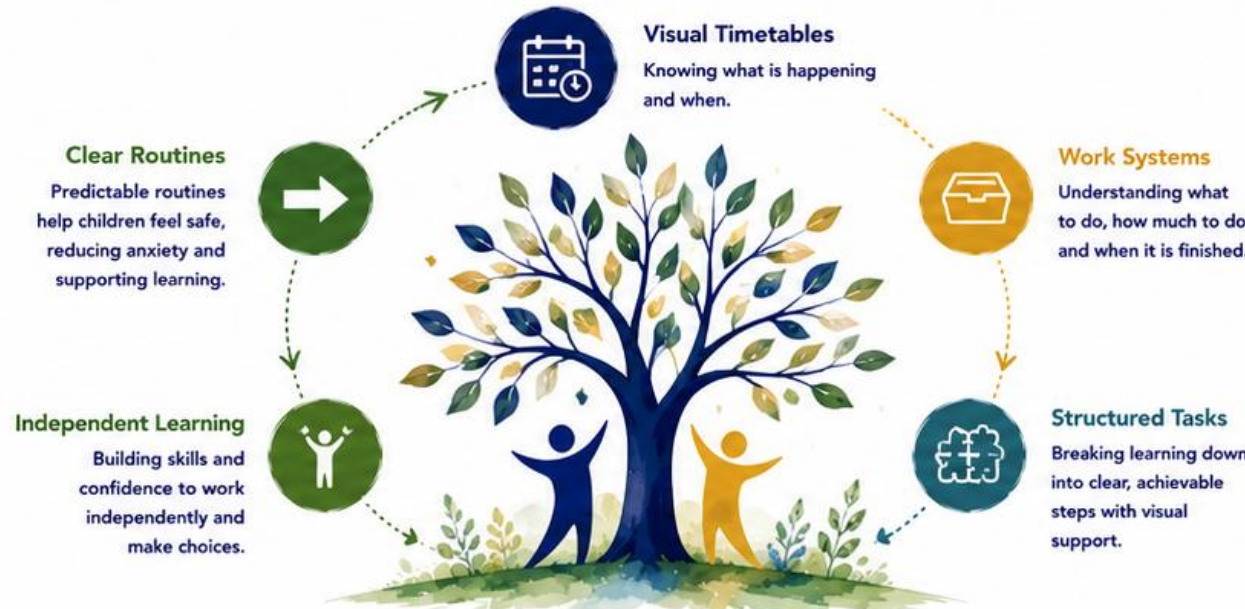
Structured Teaching provides consistency and reduces cognitive overload, allowing children to focus on communication, learning and independence.

At TLC, structure creates confidence, safety and success.



### Independence Through Structure

Children are most successful when expectations are clear, routines are consistent and learning environments are carefully organised to support understanding.



### Key Elements of TEACCH



**Visual Schedules**  
Knowing what is happening and when.



**Work Systems**  
Understanding what to do and when finished.



**Structured Environments**  
Clear, organised learning spaces.



**Independent Tasks**  
Building confidence and self-reliance.



## Structured Teaching Supports:

- ♥ Understanding routines
- ♥ Reducing anxiety
- ♥ Increasing independence
- ♥ Developing organisation skills
- ♥ Improving attention
- ♥ Supporting successful learning

## ★★ Structure Creates Success ★★

Predictability helps children feel safe, confident and ready to learn.

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# Sensory Regulation & Sensory Processing

*Understanding sensory needs and creating environments where every child can feel safe, regulated and ready to learn.*



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## Why Sensory Regulation Matters



Children experience and respond to sensory information in different ways.



For many learners, sensory needs can impact communication, emotional wellbeing, attention and learning.



At TLC, understanding sensory differences helps us create environments where children feel safe, successful and ready to engage.

### Auditory

How we hear sounds, respond to noise and process auditory information.



### Touch

How we experience touch, texture, temperature and pressure.



### Smell & Taste

How we process smells and tastes in our environment and activities.



### Visual

How we take in and make sense of visual information around us.



### Movement

How our bodies seek, avoid or respond to movement.



### Regulation

How we organise and respond to sensory input to stay calm, alert and ready to learn.



## We Support Sensory Regulation Through:

- ♥ Sensory Circuits
- ♥ Sensory Breaks
- ♥ Environmental Adaptations
- ♥ Movement Opportunities
- ♥ Regulation Resources
- ♥ Individual Sensory Strategies



## Regulation Before Learning

Children are most successful when sensory needs are understood and supported as part of everyday provision.

## Our Sensory Approach



### Movement

Supporting alertness and regulation.



### Sensory Tools

Helping children manage sensory input.



### Adapted Environments

Creating accessible, calm and supportive learning spaces.



### Co-Regulation

Supporting children to understand and manage sensory experiences.

## Understanding Sensory Needs

When children feel regulated, they are better able to communicate, learn, participate and thrive.

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# ZONES OF REGULATION

*Helping children recognise emotions, understand their feelings and choose strategies that support regulation and wellbeing.*



## Why Zones Matter



Children need support to recognise emotions, understand how they feel and develop strategies that help them regulate.



The Zones of Regulation provides a shared language that helps children identify emotions and choose tools that support success.



At TLC, we teach, model and celebrate regulation skills every day.



### BLUE ZONE

- ♥ Low energy
- ♥ Tired
- ♥ Sad
- ♥ Poorly
- ♥ Need rest



### YELLOW ZONE

- ♥ Worried
- ♥ Excited
- ♥ Frustrated
- ♥ Silly
- ♥ Anxious



### GREEN ZONE

- ♥ Calm
- ♥ Focused
- ♥ Ready to learn
- ♥ Happy
- ♥ Safe



### RED ZONE

- ♥ Angry
- ♥ Overwhelmed
- ♥ Panic
- ♥ Loss of control
- ♥ Extreme emotions

## Zones Supports:

- ♥ Emotional Literacy
- ♥ Self-Awareness
- ♥ Co-Regulation
- ♥ Self-Regulation
- ♥ Communication
- ♥ Wellbeing



### All Zones Are OK

There are no bad zones.  
Every emotion is valid.  
The goal is to understand how we feel and choose strategies that help us succeed.

## Regulation Tools



### Thinking Tools

Helping children reflect and problem solve.



### Calm Breathing

Supporting emotional regulation.



### Sensory Supports

Helping children manage sensory needs.



### Trusted Adults

Supporting co-regulation and emotional safety.



## Regulation is a Skill

Children learn to regulate through supportive relationships, consistent practice and positive experiences.

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# PLAY, INTERACTION & IDENTIPLAY

*Developing communication, relationships, imagination and learning through meaningful play experiences.*



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## Why Play Matters



Play is one of the most powerful ways children learn.



Through play, children develop communication, social understanding, problem-solving, emotional regulation and creativity.



At TLC, play is recognised as a vital part of development and is carefully planned to support each child's individual needs.

### Imaginative Play

Using imagination to explore, create and make sense of the world.

### Exploration

Investigating, discovering and experimenting through hands-on experiences.



### Communication

Building language skills and confidence through meaningful interaction.

### Social Interaction

Learning to share, take turns and build relationships.



### Relationships

Building trust, connection and positive relationships with others.

## Through Play Children Develop:

- ♥ Communication Skills
- ♥ Social Interaction
- ♥ Imagination
- ♥ Emotional Understanding
- ♥ Problem Solving
- ♥ Confidence



## Learning Through Play

Play provides meaningful opportunities for children to explore, communicate, practise skills and make sense of the world around them.

## Our Play Approach



### Child-Led Play

Following interests and motivation.



### Identiplay

Supporting social communication and interaction.



### Shared Play

Developing turn-taking and building positive relationships.



### Structured Play Opportunities

Extending learning and engagement.



## Play Builds Foundations

Strong play experiences support communication, regulation, learning and independence across the curriculum.

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# ASSESSMENT & PROGRESS

*Recognising and celebrating progress through developmental pathways, personalised targets and meaningful outcomes.*



## Why Assessment Matters



At TLC, progress is measured through individual growth rather than comparison with age-related expectations.



Assessment helps us understand each child's strengths, identify next steps and plan meaningful experiences.



We celebrate meaningful progress across all areas of development.

### Individual Targets

Personalised targets linked to EHCP outcomes and individual needs.



### Assessment

Observing, assessing and understanding each child's strengths, needs and next steps.



### Development

Supporting growth across all developmental areas and life skills.



### Progress

Tracking progress over time and celebrating achievements.



### Achievement

Recognising and celebrating every step of success.

## How We Measure Progress



### Developmental Stages

Progress through TLC developmental pathways.



### Personal Targets

Individual outcomes linked to EHCPs and next steps.



### Curriculum Progress

Achievement across curriculum drivers and strands.



### Celebrating Success

Recognising every step of progress and achievement.

## We Assess Through:



Observation



Developmental Pathways



Individual Targets



Pupil Progress Meetings



Family Contributions



Professional Collaboration



*Success Looks Different for Every Child*

Progress is not always measured by age-related expectations.

At TLC, success is measured by the growth, confidence, communication, independence and achievements of each individual learner.

*Every Step Matters*

Small steps of progress can lead to significant long-term outcomes.

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# PARTNERSHIP WITH FAMILIES

*Working together to support every child's development, wellbeing and success.*



## Why Partnership Matters



Parents and carers know their children best.



At TLC, we believe the strongest outcomes are achieved when families and school work together through shared understanding, open communication and mutual trust.



Every family plays a vital role in their child's learning journey.



## We Work in Partnership Through:

- ♥ Regular Communication
- ♥ Parent Meetings
- ♥ EHCP Reviews
- ♥ Home-School Collaboration
- ♥ Family Support
- ♥ Celebrating Success Together



## Every Family Matters

We value the knowledge, experiences and aspirations of every family and recognise the important role they play in helping children thrive.

## Our Commitment to Families



**Communication**  
Sharing information openly and honestly.



**Collaboration**  
Working together towards shared goals.



**Support**  
Providing guidance, reassurance and understanding.



**Growth**  
Celebrating progress and achievements together.



## Strong Partnerships Create Strong Outcomes

When families and school work together, children feel supported, understood and empowered to succeed.

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# TRANSITIONS & NEXT STEPS

*Supporting every child to move confidently into new environments, opportunities and stages of learning.*



## Why Transitions Matter



Transitions can be exciting opportunities but may also bring uncertainty and change.



At TLC, transitions are carefully planned and personalised to ensure children feel safe, prepared and confident as they move through different stages of their learning journey.



We focus on strengths, celebrate progress and support every child to thrive in their next steps.



## We Support Transitions Through:

- Personalised Transition Plans
- Visual Supports
- Familiarisation Visits
- Social Stories
- Family Partnership
- Multi-Agency Collaboration

## Every Journey Is Different

Transitions are not one-size-fits-all. We carefully adapt support to meet the individual strengths, needs and aspirations of every child.

## Our Transition Journey



## Preparing for Success

Successful transitions happen when children feel understood, supported and prepared for change.

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# Every Child. Every Chance. Every Day.

A specialist provision where every child is known, valued, supported and empowered to thrive. ♥

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## What Makes TLC Different?



### Developmental Pathways

Progressive learning that meets every child where they are.



### Communication First

Communication is at the heart of everything we do.



### Individualised Support

Personalised approaches that celebrate strengths and meet individual needs.



### Regulation Before Learning

Supporting wellbeing and regulation to unlock learning and engagement.



### Strong Relationships

Trusted, nurturing relationships build confidence and belonging.



### Partnership With Families

Working together with families to achieve the best outcomes for every child.



## What We Want For Every Child



To feel safe



To communicate



To grow in confidence



To experience success



To build meaningful  
relationships



To be prepared for  
their future

## Our TLC Promise



Know  
every child



Celebrate  
every success



Support  
every need



Nurture  
every talent



Champion  
every family



Believe  
in every future



## TLC Foundations • TLC Thrive ♥

Growing confidence, communication, independence and opportunity.

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"Love one another, as I have loved you." ♥ John 13:34