Students can use structured and unstructured play scenarios to learn.
They can model staff behaviour, use peer demonstration or independently problem solve to develop their understanding of the world.

Working collaboratively with the SaLT can help develop access to AAC to inform communicative intent. Students carefully participate in technological play to make something happen and establish cause and effect. This can be used to facilitate independent work production in class.

Development of self-help and independence across home school boundaries by sharing methods of best practice. This includes strategies, visual timelines, handwriting tools, adaptive equipment and enablement techniques. Students are encouraged to develop independence in the home and school environment as a holistic approach to successfully learning.

Tailored OT targets and strategies are shared and reinforced by the wider team to promote consistency.

Students are empowered to complete every day activities to the best of their ability. This develops functional independence in a sense that children learn by doing. Repetition, exposure and positive reinforcement can enable students to be more proactive completing tasks independently.

OT targets delivered in 1:1, group and class ses-

the curriculum due to the transdisciplinary ap-

proach to enable students to generalise skills.

sions. Personal targets are also addressed across

Functionality and Independence EY

Developing functional, self help or independent abilities in 1:1 sessions is important to establish best practice. This information, method of working, level of compensatory adaptation of tasks can be shared within the class environment to help generalise skills in all contexts.

Collaborative working with physiotherapists ensures students are encouraged or facilitated beyond physical barriers which inhibit learning.

Fine motor skills, graphomotor conductive education sessions, ICT sessions, handwriting development, personal care, organisation, money management etc. all play a part in developing independence and support students to develop and mature regardless of physical and cognitive dysfunction.

Communication resources help tailor make approaches to activities. Including visual timelines, usage of symbols, real objects, task demonstration and modelled behaviours. All communicative intent supports the development of functionality and independence.