



# Tailored Provision Curriculum

Compassion, Self-Awareness, Aspiration, Commitment, Resilience and  
Integrity

## Introduction

This adapted curriculum sits beneath the statutory EYFS framework and Birth to Five guidance. It is designed for children working within Ranges 1–3 who are autistic, pre-verbal or limited verbal. It maintains the EYFS principles while placing the key threads of **Communication, Regulation and Engagement** at the forefront.



Communication	Regulation	Engagement
<ul style="list-style-type: none"> <li>• Shows brief moments of shared attention with an adult.</li> <li>• Responds to familiar voices, sounds or people.</li> <li>• Uses early communication behaviours such as reaching, pointing or leading.</li> <li>• Uses single words, signs, PECS or vocalisations intentionally.</li> <li>• Takes short turns during interaction.</li> <li>• Follows simple one-step actions with support.</li> </ul>	<ul style="list-style-type: none"> <li>• Needs adult co-regulation to return to calm.</li> <li>• Shows comfort in predictable routines.</li> <li>• Uses sensory strategies with support.</li> <li>• Begins to tolerate small changes when scaffolded.</li> <li>• Moves between calm/activity with adult support.</li> <li>• Accepts transition support using visuals, objects of reference or timers.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores sensory materials using hands, body or tools.</li> <li>• Shows brief periods of interest with adult support.</li> <li>• Repeats actions that provide regulation or pleasure.</li> <li>• Sustains engagement longer in high-interest activities.</li> <li>• Explores simple cause-and-effect toys purposefully.</li> <li>• Returns to familiar activities, showing early persistence.</li> </ul>

### Curriculum Approach

- Highly structured, low-demand environment with predictable routines.
- Communication embedded throughout the day using AAC, PECS, signs and modelling.
- Learning delivered through sensory experiences, intensive interaction and short teaching sessions.
- Individual timetables tailored to Section F outcomes in each child's EHCP.
- Engagement monitored using the Engagement Model lens.

## Long-Term Plan: EYFS Themes (Adapted for Tailored Provision)

This long-term plan mirrors the EYFS Development Matters themes while providing a scaffolded version for children in Tailored Provision (TP) working within Ranges 1–3. Each term maintains the original EYFS intent but adapts the content for communication, regulation and engagement.

Autumn 1 – All About Me / My Classroom	Autumn 2 – Traditions and Celebrations	Spring 1 – My Local Area / People Who Help Us
<ul style="list-style-type: none"> <li>• Communication: Responding to name, building shared attention, early communication methods.</li> <li>• Regulation: Settling routines, sensory regulation, co-regulation routines.</li> <li>• Engagement: Exploring key areas through sensory circuits, noticing and engaging with familiar adults.</li> <li>• Curriculum Focus: Body parts, likes/dislikes, recognising adults, exploring classroom zones using objects of reference.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication: Using objects, symbols, or gestures to explore festivals and routines.</li> <li>• Regulation: Managing sensory changes linked to celebrations (lights, sounds).</li> <li>• Engagement: Sensory stories about celebrations; repeating actions to show interest.</li> <li>• Curriculum Focus: Light/dark, simple festival artefacts, exploring sounds, texture crafts.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication: Identifying key people using photos, symbols or objects.</li> <li>• Regulation: Predictable community walks with strong visual support.</li> <li>• Engagement: Exploring local environment resources such as maps, photos, sensory walks.</li> <li>• Curriculum Focus: Simple maps, noticing familiar places, exploring local uniforms/tools through sensory play</li> </ul>

Spring 2 – What the Past Means to Me	Summer 1 – Around My World	Summer 2 – Changing, Growing and Me
<ul style="list-style-type: none"> <li>• Communication: Using objects/photos to explore past vs now in a sensory way.</li> <li>• Regulation: Handling changes in routine through now/next visuals.</li> <li>• Engagement: Repeated sensory timelines (morning/night), exploring baby objects and family items.</li> <li>• Curriculum Focus: Personal timelines, family photos, familiar routines across time.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication: Learning new vocabulary through sensory experiences (foods, textures, sounds).</li> <li>• Regulation: Preparing for transitions using visual maps and countdown strategies.</li> <li>• Engagement: Exploring world environments through sensory trays (water, sand, fabrics).</li> <li>• Curriculum Focus: Simple country concepts, contrasting weather sensory play, global music and dance.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication: Using key symbols for change, growth and life cycles.</li> <li>• Regulation: Emotional regulation around transitions (EYFS to next steps).</li> <li>• Engagement: Observing plant/animal growth through repeated sensory exposure.</li> <li>• Curriculum Focus: Growing plants, observing caterpillars/butterflies, noticing physical changes.</li> </ul>

### Long-Term Plan: EYFS Development Matters (Full Table Adapted for Tailored Provision)

The tailored provision classroom mirrors the EYFS Development Matters themes while providing a scaffolded version for children in Tailored Provision (TP) working within Ranges 1–3.

Each term is documented below with the scaffolded ranges and the key provision and scaffolds implemented.

Term & Theme	EYFS Focus (Development Matters)	Adapted TP Focus (Range 1–3)	Key Provision & Scaffolds
<b>Autumn 1 – All About Me / My Classroom</b>	Settling, relationships, understanding routines, exploring environment.	<ul style="list-style-type: none"> <li>• Respond to name</li> <li>• Early shared attention</li> <li>• Exploring classroom via sensory routine</li> <li>• Basic communication attempts (reach, lead, gesture)</li> </ul>	<ul style="list-style-type: none"> <li>• Sensory circuits</li> <li>• Object of reference for each area</li> <li>• Co-regulation routines</li> <li>• Intensive interaction</li> <li>• Highly simplified visual timetable</li> </ul>
<b>Autumn 2 – Traditions &amp; Celebrations</b>	Festivals, light/dark, family cultures, community traditions.	<ul style="list-style-type: none"> <li>• Attend briefly to sensory celebration story</li> <li>• Explore festival objects</li> <li>• Tolerate changes in environment</li> <li>• Communicate preferences through gesture/PECS</li> </ul>	<ul style="list-style-type: none"> <li>• Sensory stories (Diwali, Christmas)</li> <li>• Light/dark exploration</li> <li>• Festival objects baskets</li> <li>• Regulation breaks during high-stimulus activities</li> </ul>
<b>Spring 1 – Local Area &amp; People Who Help Us</b>	Community roles, familiar places, maps, local environment.	<ul style="list-style-type: none"> <li>• Recognise familiar people/photos</li> <li>• Follow simple routine for local walk</li> <li>• Early awareness of community helpers</li> <li>• Explore simple maps via sensory play</li> </ul>	<ul style="list-style-type: none"> <li>• Photo-based now/next</li> <li>• Community role-play outfits</li> <li>• Sensory ‘local area’ trays</li> <li>• Repeated local walks with same adult</li> </ul>

<b>Spring 2 – What the Past Means to Me</b>	Past vs present, timelines, personal history.	<ul style="list-style-type: none"> <li>• Match baby/me photos</li> <li>• Recognise routine sequences (morning/night)</li> <li>• Engage in sensory timelines</li> <li>• Use objects to explore past routines</li> </ul>	<ul style="list-style-type: none"> <li>• ‘Then/Now’ trays</li> <li>• Family photo communication books</li> <li>• Baby items basket</li> <li>• Predictability visuals for sequencing</li> </ul>
<b>Summer 1 – Around My World</b>	Countries, cultures, weather, environment contrasts.	<ul style="list-style-type: none"> <li>• Explore textures, music, food from different cultures</li> <li>• Early vocabulary through sensory play</li> <li>• Engage with contrasting climates via sensory trays</li> </ul>	<ul style="list-style-type: none"> <li>• Water/sand/ice trays</li> <li>• Music from around the world</li> <li>• Fabric baskets</li> <li>• Simple ‘hot/cold’ sensory sorting</li> </ul>
<b>Summer 2 – Changing, Growing &amp; Me</b>	Plants, life cycles, growing up, transitions.	<ul style="list-style-type: none"> <li>• Observe simple life cycle changes</li> <li>• Engage in plant watering routine</li> <li>• Explore growth through repeated sensory exposure</li> <li>• Prepare for transition using visuals</li> </ul>	<ul style="list-style-type: none"> <li>• Caterpillars/butterflies</li> <li>• Plant pot routine</li> <li>• ‘Growing up’ photo books</li> <li>• Transition books with photos</li> </ul>

**Long-Term Plan – Vocabulary Progression for Tailored Provision**

Communication Vocabulary (Range 1–3)	Personal & Social Vocabulary	Physical Development Vocabulary
<ul style="list-style-type: none"> <li>• Name, look, finished, more, help, stop, go</li> <li>• Feelings: happy, sad, calm</li> <li>• People: mummy, daddy, teacher</li> <li>• Objects of reference: toilet, coat, snack, outside</li> </ul>	<ul style="list-style-type: none"> <li>• My turn, your turn</li> <li>• Wait, calm, quiet</li> <li>• Friend, family, home</li> <li>• Help, safe, gentle</li> </ul>	<ul style="list-style-type: none"> <li>• Push, pull, up, down</li> <li>• Jump, run, climb</li> <li>• Wet, dry, cold, hot</li> <li>• Strong, soft, heavy, light</li> </ul>
Understanding the World Vocabulary	Maths Vocabulary	Expressive Arts Vocabulary
<ul style="list-style-type: none"> <li>• Same, different</li> <li>• Big, small, fast, slow</li> <li>• Home, school</li> <li>• Light, dark, hot, cold</li> </ul>	<ul style="list-style-type: none"> <li>• More, less</li> <li>• Big, small</li> <li>• Up, down</li> <li>• In, out</li> </ul>	<ul style="list-style-type: none"> <li>• Colour names</li> <li>• Music, loud, quiet</li> <li>• Soft, hard</li> <li>• Paint, mark, make</li> </ul>

**Progression (Range 1–3): Key Areas of Communication, Regulation and Engagement**

<b>Communication</b>	<b>Regulation</b>	<b>Engagement</b>
<p data-bbox="181 449 418 485">Communication</p> <ul data-bbox="181 533 934 995" style="list-style-type: none"><li data-bbox="181 533 934 653">• Range 1: Reacts to sounds, watches faces, early vocalisations.</li><li data-bbox="181 701 934 821">• Range 2: Uses gestures, leads adults, begins using symbols/words.</li><li data-bbox="181 869 934 995">• Range 3: Uses simple communication consistently, responds to instructions.</li></ul>	<p data-bbox="1047 449 1219 485">Regulation</p> <ul data-bbox="1047 533 1872 911" style="list-style-type: none"><li data-bbox="1047 533 1872 569">• Range 1: Needs full adult co-regulation.</li><li data-bbox="1047 617 1872 737">• Range 2: Accepts sensory tools, follows simple routines with support.</li><li data-bbox="1047 785 1872 911">• Range 3: Uses simple strategies and visuals to manage transitions.</li></ul>	<p data-bbox="1917 449 2119 485">Engagement</p> <ul data-bbox="1917 533 2733 743" style="list-style-type: none"><li data-bbox="1917 533 2733 569">• Range 1: Brief sensory exploration.</li><li data-bbox="1917 617 2733 653">• Range 2: Engages longer with high-interest activities.</li><li data-bbox="1917 701 2733 743">• Range 3: Shows early persistence and returns to tasks.</li></ul>

## Environment Plan by Term

Autumn 1	Autumn 2	Spring 1
<ul style="list-style-type: none"> <li>• Clear zones with objects of reference.</li> <li>• Low-stimulation colour palette.</li> <li>• Settling sensory circuit.</li> <li>• Photo-supported transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Light/dark sensory area.</li> <li>• Celebration objects basket.</li> <li>• Calm corner for overstimulation.</li> <li>• Simple festival visuals.</li> </ul>	<ul style="list-style-type: none"> <li>• Local area role play.</li> <li>• Photo maps.</li> <li>• Community helpers dressing items.</li> <li>• Safe outdoor sensory walks.</li> </ul>
Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>• Timeline visual strip.</li> <li>• Baby/me objects.</li> <li>• Sequencing baskets.</li> <li>• Predictable routine visuals.</li> </ul> <p>Summer 1</p>	<ul style="list-style-type: none"> <li>• World sensory trays (sand, water, fabrics).</li> <li>• Music station with cultural sounds.</li> <li>• Hot/cold sensory sorting.</li> <li>• World map photo board.</li> </ul>	<ul style="list-style-type: none"> <li>• Growing area with plants.</li> <li>• Life cycle sensory table.</li> <li>• Transition station with photos.</li> <li>• Calm space for emotional regulation.</li> </ul>

**Small-Step Assessment Tool: Communication, Regulation, Engagement**

Name: \_\_\_\_\_

Communication	Regulation	Engagement
<ul style="list-style-type: none"> <li>• C1: Notices sounds, turns to voice.</li> <li>• C2: Accepts shared attention for 1–2 seconds.</li> <li>• C3: Uses reach/gesture to request.</li> <li>• C4: Gives/places object to communicate.</li> <li>• C5: Uses object of reference consistently.</li> <li>• C6: Uses single sign/word/PECS with intent.</li> <li>• C7: Follows 1-step instruction within routine.</li> <li>• C8: Takes brief conversational turn (passing object).</li> </ul>	<ul style="list-style-type: none"> <li>• R1: Needs full adult co-regulation.</li> <li>• R2: Settles with sensory routine.</li> <li>• R3: Tolerates short wait with support.</li> <li>• R4: Accepts transition with object of reference.</li> <li>• R5: Chooses a regulating activity with gesture.</li> <li>• R6: Begins to copy simple calming strategy (squeeze, breathe).</li> <li>• R7: Maintains calm engagement for increasing time.</li> <li>• R8: Recovers from dysregulation more quickly with support.</li> </ul>	<ul style="list-style-type: none"> <li>• E1: Explores sensory items briefly.</li> <li>• E2: Shows interest in repeated actions.</li> <li>• E3: Stays with high-interest task for 1–2 minutes.</li> <li>• E4: Returns to familiar activity independently.</li> <li>• E5: Shows early problem-solving through trial and error.</li> <li>• E6: Follows a simple routine sequence.</li> <li>• E7: Engages in shared activity with adult for short duration.</li> <li>• E8: Shows early persistence when supported.</li> </ul>

**Assessment Sheets: Linked to TP Long-Term Plan**

Name: \_\_\_\_\_

Autumn 1 – All About Me / My Classroom	Autumn 2 – Traditions & Celebrations	Spring 1 – Local Area / Community Helpers
<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognises familiar adults.</li> <li><input type="checkbox"/> Responds to name.</li> <li><input type="checkbox"/> Accepts routine transitions with support.</li> <li><input type="checkbox"/> Explores classroom sensory stations.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Engages with sensory story.</li> <li><input type="checkbox"/> Explores celebration objects.</li> <li><input type="checkbox"/> Shows preference through gesture/PECS.</li> <li><input type="checkbox"/> Tolerates sensory changes with support.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognises community helper photos.</li> <li><input type="checkbox"/> Follows simple walk routine.</li> <li><input type="checkbox"/> Engages with role-play objects.</li> <li><input type="checkbox"/> Explores simple photo maps.</li> </ul>
Spring 2 – Past and Present	Summer 1 – Around the World	Summer 2 – Growing and Changing
<ul style="list-style-type: none"> <li><input type="checkbox"/> Matches baby/me photos.</li> <li><input type="checkbox"/> Engages in sequencing routine.</li> <li><input type="checkbox"/> Explores timeline visuals.</li> <li><input type="checkbox"/> Shows awareness of change in objects.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explores sensory world materials.</li> <li><input type="checkbox"/> Responds to cultural music.</li> <li><input type="checkbox"/> Sorts hot/cold sensations.</li> <li><input type="checkbox"/> Engages with world fabric baskets.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Observes life cycle changes.</li> <li><input type="checkbox"/> Engages in plant care routine.</li> <li><input type="checkbox"/> Recognises transition photos.</li> <li><input type="checkbox"/> Shows awareness of physical changes.</li> </ul>