



Chailey Heritage Individual Learner Driven Curriculum

"The CHILD is the curriculum"

Part 3: examples of CHILD curriculum documents

March 2018

Chailey
Heritage
Individual
Learner
Driven
Curriculum



Contents

"The CHILD is the curriculum"

Example Profile Set 1

01.

All about me

02.

Engagement support profile

03.

Communication profile joint with SaLT

04.

Social & emotional wellbeing profile template

05.

Physical profile joint with physios

06.

Access Technology Profile

07.

My Progress Plan

08.

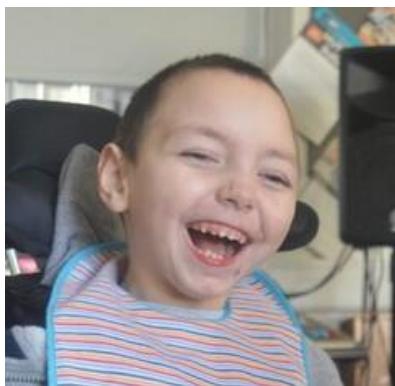
My Next Steps



ENGAGEMENT SUPPORT PROFILE FOR xxxx January 2018

The seven aspects of engagement: responsiveness; curiosity; discovery; anticipation; persistence; initiation; investigation

I am currently working between 8-20 months EYFS



Attention and concentration long term outcomes from EHCP

xxx will have established and maintained skills which enable him to engage in activities as independently as possible.

Long term outcomes for attention and concentration

- To concentrate for increasing periods of time
- To develop all seven aspects of engagement
- To develop my vision to its potential
- To reach my potential with my learning

Next steps for attention and concentration

E1 To show curiosity/discovery by exploring a new object or experience **New Jan 18**

E2 To track a light source in a darkened room

E3 To persist independently with an activity for two minutes

E4 To knock something off my tray repeatedly **New Jan 18**

How to support my attention and concentration:

I have settled really well in school. I need a responsive environment as well as a clear structure and routine to help me learn.

Medical / health issues that impact on learning:

I have cerebral palsy, dystonia, epilepsy and gastro-oesophageal reflux. I find it difficult to explore things with my hands and cannot move myself to explore things. I may find it difficult to concentrate if I have reflux.

Postural Management and implications for learning

I now have a comfortable chair as well as a bike. I enjoy standing in the helping hand sling. I can be helped into a cross legged position when on the floor, I need someone to help me balance, don't ask me to do anything else as it takes a lot of concentration.

How I see and implications for learning

- I am severely sight impaired. I show limited and variable responses to visual stimuli, I tend to use my hearing to locate an object or person then look towards them.
- In class I can sometimes see a few feet and will smile at familiar people and at other times I appear to not see things at all.
- I need a multi-sensory approach to learning with toys that are bright and give auditory feedback.
- I need time to make sense of what I am seeing.
- I go to the dark room and sensory studio every week.

How I hear and implications for learning

- My hearing is my main method of gaining information from my environment, this means that when there is a noise nearby I can become distracted. Help me to find out what the noises are. I can be anxious if I hear the suction machine as I may think its for me although I am learning not to worry about it.

How I touch/move and implications for learning

I have cerebral palsy which affects all four limbs as well as dystonia. I cannot explore things with my hands. Help me to find out how things feel and what they do.

Ideas for sensory activities

- Alerting to/tracking lights in a darkened room
- Listening games
- Turn taking games – including I vocalise to call someone, then you vocalise to call someone, I push the ball then you do etc.

Please see my **Sensory Information** document for more detail.

COMMUNICATION PROFILE FOR xxxx **updated Feb 2018**

SALT: Charlaine Kelsey **Teacher: Julie Tilbury**



Long term outcomes for communication from EHCP

- xxxx will be able to make a choice by turning towards a desired toy or item.
- xxxx will be able to show understanding of language by turning to a familiar item or person on request.
- xxxx will be able to vocalise some early words e.g. 'mummy' and 'daddy'.

Long term outcomes for communication

- To indicate choices
- To make sounds using vocalisations
- To understand what is happening around me

Next steps for communication

C1 To look towards someone when asked where is **New Feb 18**

C2 To make a simple choice between two preferred, highly motivating activities **New Jan 2018**

C3 To respond to the word 'finished' when asked **New Jan 18**

C4 To fill in the 'gap' by vocalising when a familiar song is sung to him **New Jan 18**

My understanding of communication and implications for learning

- I am an alert little boy and I enjoy listening to people when they are talking to me or talking around me.
- I have a lovely sense of humour and a great enthusiasm.
- I tend to focus more and for longer on people rather than objects
- In many situations, I have shown that I understand what is going to happen by anticipating. For example, I will get excited when I hear footsteps on the gravel outside, as I know this means someone is coming to see me. I also get excited when I hear the car keys being picked up although if it then takes too long I can become upset. I will also anticipate bath time by getting excited when the bathroom light/fan goes on and the tap starts running.
- I can recognise familiar songs
- I can recognise familiar people and places
- I will look for 'Daddy', 'mummy' and 'xxx' on hearing the words and will start to get excited
- At school I recognise the voices of familiar people in class.
- I know Julie's footsteps and will turn to look for her, giving a big smile.
- I will play familiar games with people in class – when Natalia goes into the cupboard I will call to her and then giggle when she pops out.

Expressive communication

- I can show my likes and dislikes
- I have different cries; people who know me well can recognise these.
- I will let you know if I have had enough of an activity by sounding fed up.
- I am starting to vocalise some differing sounds including a range of vowel sounds and 'b' and 'm' sounds.
- I have learnt to make a two part vocalisation and when someone says 'oh no'
- I can make a vocalisation which sounds like 'hello'
- I can copy some sounds and will vocalise when asked to 'speak to me'
- I can make a kissing sound and a clicking sound

Yes and no, or positive and negative responses

- I show a positive by getting excited and saying 'mmm'

AAC

- I am learning to use a Big Mack

How to support my communication

- Please talk to me throughout using simple language.
- Keep a clear routine and structure – this helps me to anticipate then participate
- Encourage me to vocalise and copy sounds
- Verbally label people in my environment and ask me where is.... and then give praise. Note down if I seem to understand where to look.

Activity ideas

- Simple turn taking games
- Use tactile and auditory cues

Please see my **Engagement Support Profile** for information on **sensory** factors for communication.

SOCIAL & EMOTIONAL WELLBEING PROFILE FOR xxxx January 2018



Social and emotional well-being long term outcomes from EHCP

Next steps for social & emotional wellbeing

- S1** To remain settled for 5 seconds when the food mixer makes a noise (with a consistent warning) **New Feb 18**
- S2** To offer my hand when asked **New Jan 18**
- S3** To look towards my feet or moved them when asked **New Jan 18**
- S4** To play a turn taking game with an adult

Social Profile

- I recognise some familiar people especially family and class members and will turn to locate them.
- I am sociable with adults once I feel secure with them.

Emotional Profile

- I can show clear likes and dislikes
- I have a good sense of humour and enjoy games with an element of fun and surprise for example peep-bo and songs with a climax at the end like the scream at the end of Row, row, row your boat.
- When I am happy I will laugh, coo and make a kissing or clicking sound and when I am really excited I will kick my legs or pull them up towards me
- I can become upset by some noises (hoover, suction machine, food mixer) Mummy and daddy prepare me for these by saying 1,2,3 before it happens.
- When mummy and daddy get ready to take me to school I sometimes retch.
- When I am on my way to school now, I get very excited

Community Profile

- I like going to the park and being taken on the swings
- I like to be with my family
- I can recognise familiar places by recognising 'markers' such as the steps to Grandma's front door and the bend in the road when I am nearly home. Daddy says when I arrive at school now I can get excited.

How to support my social and emotional wellbeing

- Ensure my routine is structured and clear so that I can anticipate and feel secure
- Get to know me well and help me to get to know you by talking to me, being fun and observing me carefully
- Warn me when there will be a loud noise by saying 'big noise'

Activity ideas

- Peek-a-boo
- Anticipation, call and response games
- Tac Pac

PHYSICAL PROFILE FOR xxxx January 2018 Physiotherapist: Elly Smith

Teacher: Julie Tilbury



Long term outcomes from EHCP

- xxx will be able to successfully access multi-sensory play and communication activities in a variety of supported positions to enhance learning.
- xxxx will have increased his tolerance of supported standing so that he is able to maintain this position for 20 minutes.

Long term outcomes

- To be as healthy as I can be and maintain my range of physical movement

My Next Steps Priority areas to focus on:

- P1** To happily lay on my tummy for five minutes
P2 To be happy to sit in the corner seat for 15-20 minutes during activities
P3 To balance with minimal support when sitting on a box
P4 To move my legs in the helping hand sling
P5 To high kneel against the peanut ball with full support
P6 To propel the bike for any distance (**reworded Jan 18**)
P7 To be supported to balance on the peanut ball
P8 To move both legs independently in the pool

Current abilities

Lying down

I am happy to lie on my back with my head and shoulders supported (I need a wedge under the support until my jej has been replaced) and a roll under my knees – to be able to lie in a symmetrical position for 10 mins



To maintain/progress this skill, I need to:

P1 To happily lay on my tummy for five minutes



Sitting

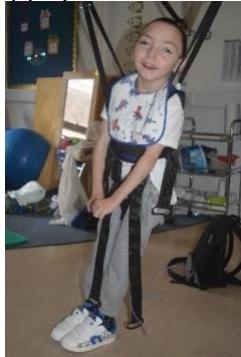
I can sit cross-legged on the floor with minimal support at my shoulders for up to 5 mins



I will sit happily on a lap and engage with an activity

Standing

I happily stand in the helping hand sling



P2 To happily sit in the corner seat for 15-20 minutes during activities

P3 To balance with minimal support when sitting on a box



Proprioceptive

I can roll onto or from my side



P5 To high kneel against a peanut ball with full support

Cycling

I have been assessed for a trike and I'm able to initiate some pedalling especially with my left leg (Oct 17)

P6 To propel the bike for any distance



Vestibular

I can sit on a peanut ball with support

P7 To be supported to balance on the peanut ball

Swimming/hydrotherapy

I am relaxed in the pool

P8 To move both legs independently in the pool

Rebound therapy

I have tried a six week block of rebound therapy

Physical Programme

Please see my physical program in my 'All About Me' folder for details and photographs of how to support me.

Physical timetable

Please follow my timetable of physical activities in my 'All About Me' folder. But remember, the physical activities above may be incorporated into any part of my day.

ACCESS TECHNOLOGY PROFILE FOR xxxx January 2018

OT: Claire Walton

Teacher: Julie Tilbury



Long term outcomes for access technology from EHCP

- xxxx will access basic switches, eg a Smoothie.
- xxxx will be able to understand cause-and-effect with more complex equipment and/or with two parts sequence with support.

Long term outcome for Access Technology

- To use technology to enhance my life

Next steps for access technology

AT1 To use a switch to stop and start music on the iPad

AT2 To cause an effect on the iPad – music apps

AT3 To use a big mack to join in with rhymes

AT4 To use a switch to cause an effect on the computer and attend to the result

D To activate a switch to move the powered platform when given the instruction 'go' is given

Devices I use

- I use a yellow smoothie switch, iPad, big mack, platform base

How to set up my access

- I sit in my R82 xpanda wheelchair on platform number 3 without inserts

How to support me

- Show me where the switch is then I will be able to find it.
- Encourage me with verbal prompts but then leave me to experiment.

Software ideas

- Xylophone app
- Cause and effect activities on the computer

Activity Ideas

- Platform base – smoothie switch
- Ipad – xylophone or other sound apps
- Record a funny sound onto the big mack and encourage me to activate it

E-safety risk assessment:

- xxxx is unable to access the internet independently

MY PROGRESS PLAN FOR xxxx (Start Date: April 2017) **Jan 2018**

Aspirations for xxxx

1. To be safe, happy and as healthy as possible and make small steps of progress building on steps that he has made within his family

| Communication & Interaction long term outcome: | Profile |
|---|--|
| 1. To concentrate for increasing periods of time 2. To develop my vision to its potential 3. To indicate choices 4. To make sounds using vocalisations | 1. ESP 2. ESP 3. COMM 4. COMM |
| Communication & Interaction Next Steps: January 2018 | Profile |
| 1. To alert to routine songs and sound cues 2. To join in with a routine using my voice 3. To engage with a motivating activity for 1 minute 4. To persist independently with an activity for two minutes New Jan 18 5. To touch an object/toy with my hand 6. To actively participate in a group activity 7. To initiate an interaction with an adult 8. To demonstrate anticipation during daily routines in school 9. To vocalise 'hello' when greeted by an adult 10. To alert to tactile and auditory cues presented to me 11. To copy a sound during intensive interaction with an adult 12. To indicate that I want 'more' of a motivating activity when it is paused in any way I can 13. To indicate that I have had enough of an activity 14. To vocalise in response to an adult talking to me 15. To join in with songs and rhymes using my voice 16. To have a turn taking vocal interaction with an adult 17. To join in with songs or rhymes using my voice 18. To vocalise a positive response 'mmm' when a question is asked | 1. ESP 2. ESP 3. ESP 4. ESP 5. ESP 6. ESP 7. ESP 8. COMM 9. COMM 10. COMM 11. COMM 12. COMM 13. COMM 14. COMM 15. COMM 16. COMM 17. COMM 18. COMM |
| Communication & Interaction progress made: January 2018 | |
| <ul style="list-style-type: none"> • Xxxx has made amazing progress since he began at school. He quickly picked up the routines and began to alert to them and then anticipate. He has even begun to participate. He listens intently to sounds around him and remembers what comes next. • When we first began to use routines Xxxx would startle but also listen and when it became familiar he would giggle as he recognised it. He will now join in when a gap is left for him and use his voice and he is very proud of himself. • When Xxxx first started at school he was so aware of sounds around him he found it difficult to engage with an activity without an adult sitting with him and reassuring him but once he became used to the different sounds he was able to engage with an activity with an adult but without lots of reassurance. • He is now working on engaging with an activity without an adult prompting him and he is learning to persist. • We have been encouraging Xxxx to reach for, explore and gain information from exploration with his hands. He will use his right hand to reach out for objects and materials and use them to manipulate as much as he is able. Xxxx has also been able to change the pressure of his touch particularly when playing with a friend or patting the PAT (pets as therapy dogs). On several visits to the farm he has demonstrated this by very gently stroking the guinea pig and we have a lovely piece of video in which you can clearly see him holding back so that he doesn't hurt the guinea pig. At other times he will happily squeeze and squash what is on his lap or tray. • Xxxx is just beginning to engage with a group activity, looking around him and answering when a question is asked of the whole group. He is happy and excited to be part of the group and will happily vocalise to other children. • When he first started school Xxxx would listen intently and vocalise in response to an interaction but wouldn't initiate an interaction, although he was doing this at home. He will now vocalise to | |

- gain attention and will sometimes reach purposefully to nudge someone. He will listen and if he hears voices nearby that he recognises he will vocalise to gain their attention.
- See 1 which starts with alerting and moves onto participating
 - Vocalising 'hello' was written hoping that Xxxx would do just that 'vocalise' however, in true Xxxx style he has gone from just making a vocalisation to a very clear 'herro' on several occasions to this is now being targeted. When he has done this he then squeals with excitement as he realises what he has done.
 - Objects or reference and touch cues are used with Xxxx along with clear and consistent language. Xxxx has shown that he is very quick to pick up on any tiny little part of a routine and at home he retches when he hears the jingling of the keys as going out can cause anxiety.
 - Xxxx listens very carefully to the sounds people make during intensive interaction and tries really hard to copy. Sometimes he makes a mouth movement but no sound is made. There are other times when he can make a sound in response and at home he was taught to make clicking and kissing sounds. In music therapy he has been able to hum and make an 'oh' sound and recently in class he has begun to make a two toned vocalisation which sounds a bit like 'oh no'.
 - Xxxx now clearly shows us he wants more of an activity by vocalising his positive response 'hmmm'. When asked a simple question and time is given for him to answer he will answer 'hmmm' unless either, it appears, that he doesn't understand the question or he doesn't want to indicate a positive. He will 'chat' with an adult making a 'caw' sound and is very enthusiastic and proactive about communicating.
 - He will indicate that he has had enough of an activity by either not responding to the question 'more?' or by becoming fidgety and making an unhappy sound.
 - Xxxx has demonstrated his ability to listen carefully by recognising quite a number of familiar songs which he can join in using his voice. He is now working on joining in with the songs and vocalising when a gap is left for him to join in at particular points in the song.

Cognition & Learning long term outcome

1. To reach my potential with my learning

Profile

1. ESP

Cognition & Learning Next steps

1. To develop an awareness of my hands
2. To play a turn taking game with an adult

Profile

1. SEW

2. SEW

Cognition & Learning progress made: January 2018

- Xxxx has a body awareness session each week where we develop his vestibular (balance) and proprioceptive (where the body is in space) understanding using movements, brushing, patting and verbally labelling parts of the body. Xxxx is now able to find his hands and feet and we are now encouraging him to move them when doing physical activity.
- Xxxx has a great sense of fun and loves to be included in a game. We use this to encourage him play a turn taking game, whether this be vocalising or taking a turn with a big mack.

Social & Emotional Well-being long term outcome

Profile

1. To develop confidence and cope with transitions
2. To develop an awareness of my own body

1. SEW

2. SEW

Social & Emotional Well-being next steps:

Profile

- To settle into school without mummy and daddy
- To develop good, trusting relationships with three teaching assistants
- To interact with a friend in class
- To play a turn taking game with an adult

1. SEW

2. SEW

3. SEW

4. SEW

Social & Emotional Well-being progress made: January 2018

- Settling into school was a huge step for Xxxx and his family. Before he started the only people who had looked after him were very familiar family members and it took a lot of time for him to settle. Due to his visual problems he was very wary of new sounds and could be a little anxious. He likes his routine and listens and picks up on routine really carefully so we used this to enable him to help him settle and gain his trust. Xxxx has now settled into school and mummy and daddy drop him off at school every day without issue.
- In order to gain Xxxx's trust and that of mummy and daddy it was important that the TA's working with him were familiar to him and that what he did in school was a wholly positive experience. Xxxx is now very fond of all the people who work with him and is always enthusiastic to come into school.
- Xxxx is a sociable little boy who is always looking around in class for someone to engage with, when other children make a sound he often shouts out and when on the floor he will reach out to his friends. He is also hyper-vigilant, probably because of his cortical visual impairment which means that he can be frightened easily by sounds if he can't tell what or where they are. At the moment we are working on him becoming less sensitive to some sounds such as the hoover and the hairdryer by showing him what they are and they aren't going to hurt him. We have not targeted this yet.

| | |
|--|--|
| Sensory and physical long term outcome | Profile |
| 1.To be as healthy as I can be and maintain my range of physical movement | 1. PHYS |
| Sensory and physical next steps | Profile |
| <ul style="list-style-type: none"> To be comfortably hoisted in school To tolerate sitting in my chair for 3 minutes To wear my afos comfortably for 2 hours a day To stand in a helping hand sling for 1 minute To lay on the floor comfortably with a friend To roll onto or from my side To turn to a light source in a darkened room To track a light source in a darkened room | 1. PHYS 2. PHYS 3. PHYS 4. PHYS 5. PHYS 6. PHYS 7. ESP 8. ESP |
| Sensory and physical progress made: January 2018 | |
| <ul style="list-style-type: none"> When XXXX started school he had never been hoisted before but he quickly got used to it when it was consistently done. XXXX was also not keen on sitting in his chair and liked to sit on a lap where he could be close to people. He is now able to sit in his chair and come out onto the floor to have a stretch and take part in physical activities. When he got his afos he started to build up the time he wore them comfortably and is now able to wear them for activities. XXXX has learned to stand comfortably in the helping hand sling and is now working very hard to move his feet in it. He looks down at his feet and is very determined but needs lots of practise. XXXX was also not keen to lay on the floor at first. We think he felt slightly anxious and vulnerable on the floor. So we built up the time he was able to happily lay on the floor and as long as he can hear familiar people he is very happy. XXXX is able to roll over onto his side and will now do so in order to reach out to a friend and will roll back onto his back. He will also lift his head from the floor to look towards people or gain attention. XXXX has regular sessions in the sensory studio and dark room every week and will alert to changes in the light when a light is turned on. He enjoys going into the helping hand sling on the piano light floor and has begun to sit cross legged on the magic carpet. Recently XXXX started using a trike and although he has only used it a few times so far he is already trying really hard to push through his legs, even moving the pedals fractionally. | |
| Independence (and community involvement) long term outcome | Profile |
| 1. To use technology to enhance my life | 1. AT |
| Independence (and community involvement) next steps | Profile |
| <ul style="list-style-type: none"> To activate a switch to cause an effect To cause an effect on the ipad – music apps To activate a big mack to play a sound/word/music To use a big mack to join in with rhymes To activate a switch to move the powered platform when given the instruction 'go' | 1. AT 2. AT 3. AT 4. AT 5. AT |
| Independence (and community involvement) progress made: January 2018 | |
| <ul style="list-style-type: none"> XXXX quickly learned how to use a switch and loves to do so. XXXX has shown that he clearly understands cause and effect with a switch for switch toys and using the ipad. We have expanded his repertoire to include using a switch to activate the ipad using an aPPlicator and to cause an effect on the computer. He is now using a big mack to join in with rhymes and to activate a switch with the powered platform on occasions when given the instruction 'go'. He particularly likes to use a big mack and we have used daddy's voice for him to join in with the Christmas play and to shout out to people. | |

Profile Abbreviations:

| | | |
|--------------------------------|------------------------------|--|
| Engagement support: ESP | Communication: COMM | Social & Emotional Wellbeing: SEW |
| Access Technology: AT | Functional Skills: FS | Physical: PHY |

MY NEXT STEPS FOR xxxx Feb 2018

Social & Emotional Well-being

- S1** To remain settled for 5 seconds when the food mixer makes a loud noise **New Feb 18**
- S2** To offer my hand when asked **New Jan 18**
- S3** To look towards my feet or move them when asked **New Jan 18**
- S4** To play a turn taking game with an adult **New May 17**
- S5** To reach out and touch an animal from the farm

Communication

- C1** To look towards someone when asked where is **New Feb 18**
- C2** To make a simple choice between two preferred, highly motivating activities **New Jan 2018**
- C3** To respond to the word 'finished' when asked **New Jan 18**
- C4** To fill in the 'gap' by vocalising when a familiar song is sung to him **New Jan 18**

Physical

- P1** To happily lay on my tummy for five minutes **New Oct 17**
- P2** To be happy to sit in the corner seat for 15-20 minutes during activities
- P3** To balance with minimal support when sitting on a box **New Oct 17**
- P4** To move my legs in the helping hand sling **New Oct 17**
- P5** To high kneel against the peanut ball with full support **New Jan 18**
- P6** To propel the bike any distance **reworded Jan 18**
- P7** To be supported to balance on the peanut ball **New Oct 17**
- P8** To move both legs independently in the pool **New Oct 17**



Engagement support

- E1** To show curiosity/discovery by exploring a new object or experience **New Jan 18**
- E2** To track a light source in a darkened room
- E3** To persist independently with an activity for two minutes
- E4** To knock something off my tray repeatedly **New Jan 18**

Access Technology

- AT1** To use a switch to stop and start music on the ipad
- AT2** To cause an effect on the ipad – music apps
- AT3** To use a big mack to join in with rhymes
- AT4** To use a switch to cause an effect on the computer and attend to the result
- D** To activate a switch to move the powered platform when given the instruction 'go' is given

Contents

"The CHILD is the curriculum"

Example Profile Set 2

01.

All about me

02.

Engagement support profile

03.

Communication profile joint with SaLT

04.

Social & emotional wellbeing profile template

05.

Physical profile joint with physios

06.

Access Technology Profile

07.

functional skills profile

08.

My progress plan

09.

subject specific curriculum profiles

10.

My next steps

ALL ABOUT ME FOR ?? MARCH 2018



ENGAGEMENT SUPPORT PROFILE FOR ???? March 2018

Teacher: Carol Llewellyn

The seven aspects of engagement: responsiveness; curiosity; discovery; anticipation; persistence; initiation; investigation.

I am currently working between P8 and NC 1/2



My current attention and concentration

- I follow my visual timetable every day; I can tolerate 'changes' in my schedule if I am engaged in the process.
- I like to know what I am doing; I will ask to check in with my schedule by pointing at my visual schedule - it is important to me.
- I will attend to adult led activities. Sometimes, I can be reluctant to do so but can be encouraged
- If a task is familiar to me I can concentrate on it for longer periods than if it is new/unfamiliar
- To support my learning focus I have a 'work station' in class
- If I am crying or making noisy negative vocalisations it may be because of an unexpected change in my routine or I am communicating with you that something is not right
- I sometimes flap my hands and pull funny faces – this usually indicates that I am feeling happy

Attention and concentration long term outcomes from EHCP

- To be able to concentrate on adult led tasks with less support and work independently for short periods of time.

Long term outcomes for attention and concentration

- To respond positively to others whilst in a group situation
- To take turns in a peer group activity with minimal prompting

Next steps for attention and concentration

ESP1 To work independently for 30 minutes with minimal support

ESP2 To engage in a turn taking activity

ESP3 To engage with a peer to work alongside/ together to complete a task.

ESP4 To follow a sequence of up to 3 instructions

How to support my attention and concentration

- Structured teaching activities need to be supported 1:1, in order to maintain my attention/interest
- Familiar and 'known' activities will encourage me to be independent. Familiar resources/ activities provided between structured teaching times will keep me focused. Gesture/ verbal prompts will be needed.
- I respond to time prompts, for example, 'finish is when it is quarter past on the clock'
- When I am finished, I will be able to choose an activity of my choice from a selection
- I respond well to short statements and always listen when my name is used, for example, '?????, let's look at.....'
- Be alert to my communication attempts (especially signing and vocalisations) as I can get frustrated if I am not listened to or understood.
- I can drive my power chair independently so I may choose to drive away from activities. Encourage me to return to the activity and stay on task if I do this.

Medical / health issues that impact on learning

- I have mobility and communication impairments following a brain tumour at 18 months of age.
- My cancer treatment damaged my liver and gut, so I now receive my main nutrition intravenously through a Hickman line. If you are working with me you need to have completed emergency Hickman line training, so you know what to do if I have any damage to my line.
- I eat and drink for pleasure, so you don't need to persuade me to finish my food or eat if I don't feel like it. I only choose to eat certain foods, such as popcorn and cheese. I have an eating regime at lunchtime in school – I eat a small amount of each day's lunch meal. I like to count down from 5 pieces, 4,3,2,1, finish and I do the same with water or popcorn. I drink water throughout the day, which I like to be very cold. I have a bottle of Fortini drink every day at school. I have popcorn and water at break time – it is called 'oh,oh'.
- I get tired very easily but rarely give in to sleepiness. I can become irritable and find it difficult to remain focused if I have not slept well.

Postural Management and implications for learning

- I am an independent driver of my own powered wheelchair
- I have AFOs which I wear every day
- I am able to push myself back further into my seat independently if you ask me to do so.
- I have a sling but not an in-situ
- Because of my Hickman line, I cannot use any slings which press into my right side.
- I can transfer using a sliding 'banana' board
- I am learning to do standing transfers and have standing equipment which I use daily

How I see and implications for learning

- I can see well and I have good functional vision.
- I have an intermittent squint which alternates freely but is not a concern at the moment.
- I may have difficulties with 3D vision because of my squint. I may find it hard to judge depth and judge where objects overlap. When driving I may sometimes cut corners by accident.
- I attend well to small objects and pictures. I especially like shiny objects and will pay great attention to detail. I often bring each item close to my face and look at them closely. I can see and pick up tiny objects if they are not where they should be (e.g. a piece of fluff in a tray of beads).
- I can recognise people across our classroom and can name them verbally (in my own way).

How I hear and implications for learning

- I use my hearing to inform my vision and let me know whether it is worth turning to the source of sound or not.
- Sometimes if I am engrossed in an activity I can appear not to hear what is happening around me.
- I can make good attempts to copy sounds and words that you say to me.

How I touch/move and implications for learning

- I do not generally like soft toys or any kind of animals (although I don't mind sitting on the ponies when I go riding). I tolerate textures and will reach out and touch.
- I don't like wet or messy textures, and I prefer to play with hard toys or with technology such as the computer,iPad and tablet
- I like to pick up items rather than just touch them

Ideas for sensory activities

- To help my 3D vision I need to put things into and onto other things. Duplo, 'Fuzzy felt', sticker books, peg pictures and constructing wooden pictures, etc. can be beneficial.
- During messy activities such as painting I will often join in using tools such as brushes or glue spreaders if I won't touch the paint/glue directly.
- I benefit from taking part in art and craft sessions where I am encouraged to use my fine motor skills (particularly through activities such as hand writing and cutting using easi-grip scissors). Please encourage me to support the paper with my left hand while I write or cut with my right hand.
- Help me build on my excellent hand-eye co-ordination and develop the strength in my hands and fingers.

Please see my **Sensory Information** document for more detail

COMMUNICATION PROFILE FOR ???? March 2018

Teacher: Carol Llewellyn ; Speech and Language Therapist: Heather Lewis

| | |
|---|---|
|  | Communication & Interaction long term outcomes from EHCP EHCP - to become proficient in using Grid player EHCP - to talk more EHCP - to make choices, having a wider vocabulary (spoken or through IT systems) |
| | Long term outcomes for communication To be able to communicate freely (through the use of technology, signing and spoken language) and be understood |
| | Next steps for communication <ul style="list-style-type: none"> • C1 To continue my work on building complete sentences using the bullseye words and other words to include subject, verb, object using the Grid Player app on my iPad (using sentence starters and the ABC keyboard to assist with this) • C2 To trial communication devices and give feedback on preferred device • C3 To consolidate my Bullseye words and to continue to copy vocal sounds/ words for communication • C4 To link 2 and 3 spoken words with prompting and support • C6 To respond to questions without being prompted • C7 To write simple communication sentences |
| | My understanding of communication and implications for learning <ul style="list-style-type: none"> • I have a good understanding of spoken language and I can follow verbal instructions (e.g. say hello to..., turn the sound down, turn off your chair, etc). • I understand many signs (Signalong/ Makaton) and a wide range of symbols and some written words. • I have a visual timetable which helps me transition when out of routine and accept what is happening next. |
| | Expressive communication <ul style="list-style-type: none"> • When I am happy I smile and laugh. When I am unhappy I will let you know by vocalising loudly and sometimes by crying. • I can use speech, vocalisations, signing and my iPad to communicate. I can tell you what I want by pointing, signing, saying words verbally (e.g. 'chair', 'shoes', etc), by using my Grid Player app or by answering 'yes' or 'no' to verbal suggestions. • I use a range of signs for communication, although some of them are my own versions of the Signalong signs. I sign: Chocolate, water, computer, yes, more, iPad, toast, please, thank you and a range of other words. Given a choice (e.g. Shall we sing about going in your 'walker' or going to 'music') I can answer using a sign. • I can link up to 3 concepts together using my grid player on my iPad i.e. 'Today' 'I feel' 'happy'. I can link more than 3 words when producing the same concept i.e. 'happy' 'excited' 'hungry' 'good' • I can link 2-3 words together using my grid player on my iPad. • I can link the day, date, month and year using my Grid player to complete the long date independently at the start of the day. • If I am vocalising ask me if there is a problem and encourage me to use my gridplayer to communicate what I am trying to say <p>I can say a range of key words such as 'Mama', 'Dada' which allow me to communicate effectively with people who know me. I can approximate the sound of a wide range of words and practise my</p> |

Bullseye words every day. You need to know me well to understand words that I will try and can approximate

Yes and no, or positive and negative responses

- I have a clear Yes response – I can sign a yes using a Makaton
- I verbalise 'Sie' for 'yes'.
- I move my right hand up down for 'yes'
- I have a clear spoken 'no' response

My default is to say No to everything; I may not mean this. I need questions framed to allow the response you want or a clear opportunity for choice making.

You need to think about what you mean before you speak to me because I will respond literally. If you have given me a choice which I cannot have I will be cross with you and will shout and become distressed.

AAC

I use I use Grid 3 on a CCAS provided tablet. This device has a wide range of symbols in categories which I can navigate through and find independently.

I am learning to use the predictive text on the Grid Player to create sentences.

I use symbols for my visual timetable and other important vocabulary that I may need to refer to.

I am learning to write simple sentences on the computer and will 'sound out' words I need when I am writing.

How to support my communication

- I respond well to calm instructions. Tell me clearly and calmly what's happening next, and don't offer false choices (e.g. if I have to go to physio, please say "Now it's time for physio" rather than "Shall we go to physio now?" because given a choice I will often say no).
- My visual timetable can help me understand the sequence of events (e.g. First a bike ride, then computer time". Once I have finished the activity I take off that symbol).
- If I'm very upset or I have to wait for something, the computer or iPad will usually help me to calm down.
- Always look out for my communication attempts and respond to them – e.g. if I ask for my chocolate please acknowledge my request, even if I am not allowed chocolate at that time.

Activity ideas

- Ask me questions in a wide range of contexts and expect me to respond (either by signing, verbalising or using my iPad)
- Ask me to pass messages to other people in the department
- Encourage me to say new words and sounds verbally, and to use these in practical situations (e.g. "Can you say Hello to Mathew?")
- Encourage me to interact with other peers
- Reading books and I sound out the words

Please see my **Engagement Support Profile** for information on **sensory** factors for communication.

SOCIAL & EMOTIONAL WELLBEING PROFILE FOR ?????, March 2018

Teacher: Carol Llewellyn



Communication & Interaction long term outcomes from EHCP

- EHCP - to be less anxious
- EHCP - to be more accepting of new situations and people
- EHCP - to be able to embrace change
- EHCP - to acknowledge people more, especially her peers
- EHCP - to identify/name facial expressions using symbols

Long term social & emotional wellbeing outcomes

- To feel confident and have good self-esteem
- To be able to work co-operatively with others
- To be able to recognise and empathise with emotions in others
- To be aware of my body.

Next steps for social & emotional wellbeing

- SEW1 To begin to explore the importance of friendships
 SEW2 To show a response to a social interaction
 SEW3 To demonstrate that I understand that I need to wait and listen to others during a conversation exchange
 SEW4 To play a game where I will turn take without prompting by an adult when it is my turn

Social Profile

- I am aware of the adults and children in my class; I will look and speak and will choose who I want to speak to next.
- I look forward to seeing my parents at the end of each day, and sometimes say "mum" or "dad" during the day, especially if I have been staying on the bungalows or am feeling a bit worried/unsure about an activity.
- I enjoy working as an individual and have a range of favourite activities, including creative activities, sorting, sticking, small world, iPad and computer.
- I am able to work alongside other children but currently I need adult support to stay engaged.
- I can say 'hello' to people (it sounds like "ah-oo") and will sometimes do this spontaneously if people say hello to me. I can wave goodbye to people when prompted.

Emotional Profile

- I need routines in order to feel secure.
- I do not like disruptions during familiar activities. E.g. If you stop and chat to someone during the hello routine, or if I am being hoisted and we have to stop because a strap is caught, or if I get to the electric doors and they won't open, or my chair is not working so I can't drive, or I think I am going back to class and we go somewhere else instead – all of these things will upset me. If I have to wait for something it helps if I can have my iPad or the computer to distract me.
- I am generally at my happiest when I am self-engaged
- I need to be supported by adults who know me well and who understand my communication.
- I ask for things that I want using a variety of signs, vocalisations and gestures. I can get frustrated if I am not understood or I don't get what I want.
- I use AAC to explain how I am feeling, and can show my feelings through my body language and facial expressions. I am learning to identify feelings in others, and I will sometimes cry if another child is crying near me. I can identify if a person in a photo is happy or sad, but find distinguishing between more complex emotions (e.g. excited, angry, etc) more challenging.

- I am beginning to feel a sense of pride and achievement when I complete a challenging task, and I benefit from opportunities to share my achievements with others (e.g. showing my work in assembly or sharing it with mum and dad at the end of the day).

How to support my social and emotional wellbeing

- Listen to me and acknowledge what I am asking for, even if I am not allowed to have it at that time. Explain to me when I can have what I want – my visual timetable can help with this (e.g. “walking, then computer”)
- Encourage me to interact with my peers and with the adults around me throughout the day.
- Support me when I have to wait by explaining what we are waiting for and reassuring me that it will happen soon. If I have to wait for a long time it helps me if I can use my iPad or the computer to distract me.
- Support me to work alongside my peers and to take part in turn taking games with them.
- Help me to develop my awareness of my peers by asking me to choose who has the next turn and to greet them by name at hello time.
- Give me lots of praise and encouragement when I complete a task. Give me activities that have various stages which contribute to an end project I can be proud of (e.g. craft activities where I need to do some cutting, some sticking, add some text, etc which all contribute towards one end result).

Activity ideas

- Activities that involve playing with another child – especially turn taking games such as ‘pairs’.
- Anything that encourages me to be independent – hang my own coat up, get my own resources, etc.
- To talk about up and down feelings and engage in social stories to explore emotions, feelings and how to engage with people known and unknown.
- Paired activities to encourage working together with another child (e.g. cooking, craft)
- Adhere to routine and when changes have to be made, engage with ???? and use visual schedule strategies to move or change
- Ensure that ??? ‘takes part’ in shared, group activities
- Support ????? through PSHE work every week

PHYSICAL PROFILE FOR ????????? March 2018

PHYSIOTHERAPIST: Elly Smith HIPPOTHERAPIST: Melissa Tysh

Teacher: Carol Llewellyn



Physical long term outcomes from EHCP

- To stand or weight bear and to walk
- To move independently around on the floor
- To bottom shuffle to left and right side
- To stand without holding on for support for 10seconds

Physical Long term outcomes

- To be able to transfer between equipment independently
- To develop the strength in my legs so can pedal my bike and use my walker independently
- To develop my core body strength so I can sit up independently for longer periods and change my position more easily when out of my equipment
- To stand independently holding on with one hand for 10 seconds

My Next Steps Priority areas to focus on:

- PHY1 To stand with an aid in the bathroom during my personal care procedure
 PHY2 To stand in my stander for the length of an activity for up to 30 minutes
 PHY3 To develop strength in my legs in order to pedal more independently (wearing my AFO's)
 PHY4 To push and glide from the side of the pool on my back
 PHY5 To go down the slide in the swimming pool with confidence
 PHY6 To stand in shallow end, going from squat position and pulling into a standing position
 PHY7 To float supine and kick legs whilst arms and hands are moving

| Current abilities | To maintain/progress this skill, I need to: |
|--|---|
| Lying down <ul style="list-style-type: none"> • I can maintain symmetrical posture but with my legs in a 'frog' position. • I can 'pelvic bridge' (lift my bottom up when lying on my back) to help in bathroom. • I can bring my hands together in midline above my chest to play. • On my tummy I can weight bear through my arms, lift my head and look in all directions. I can move to 4 point kneeling with some support and can weight bear on my knees and forearms. • I can roll from side to side. | <ul style="list-style-type: none"> • Continue to develop my strength and ability to move my body and change position independently |
| Sitting <ul style="list-style-type: none"> • I can move myself independently between laying on the floor and sitting up, although this requires | <ul style="list-style-type: none"> • Work on transferring myself independently from chair to |

| | |
|--|---|
| <p>considerable effort.</p> <ul style="list-style-type: none"> I should start wearing my AFO's again for increasing periods as tolerated when sitting in my chair. I am learning to use a sliding board to transfer myself independently from sitting in my chair to a bench | <p>bench using a sliding board so that I can start to do this in the bathroom</p> |
| <p>Standing</p> <ul style="list-style-type: none"> I can briefly push through my legs and take my weight when I am in my walker or in a standing sling. I use my stander regularly and can tolerate up 20 minutes at a time. When I am standing I have just started wearing my AFOs again. In my physio sessions I can hold onto a box or bench in front of me and can support myself whilst standing for several seconds. | <ul style="list-style-type: none"> Increase the amount of time that I can independently support my own weight when standing Wear my AFOs when standing To stand independently holding on with one hand for 10 seconds • |
| <p>Walking</p> <ul style="list-style-type: none"> I have just started using my KidWalk walker at school. I use my hands on the big wheels to propel myself forwards and I can then take steps with my feet. I sometimes find it hard to co-ordinate doing both of these things at once though. If you push the walker for me I can take active steps and I like it if you count how many steps I do. When I get tired I tend to move both my legs together and 'jump' instead of step. I can stay in my walker for 10-15minutes at a time. I often vocalise a lot whilst walking and need lots of verbal praise and encouragement in order to stay motivated. I need to wear my AFOs whilst walking. | <ul style="list-style-type: none"> Co-ordinate propelling myself forwards whilst taking steps in my walker Weight bear and push through my legs in my walker Wear my AFO's when walking |
| <p>Cycling</p> <ul style="list-style-type: none"> I can participate in active pedalling and choose which direction to go. I need to wear my AFOs when I am on my trike but recently haven't been as they were hurting me. With AFO's on, I can pedal short distances independently if you help me to get going. | <ul style="list-style-type: none"> Develop strength in my legs in order to pedal more independently Wear my AFOs again when cycling |
| <p>Vestibular</p> <ul style="list-style-type: none"> I enjoy being cuddled by familiar people (such as my family) but I am less comfortable being in close contact with people I don't know so well. During Veronica Sherborne movement sessions I am happy for an adult to sit behind me and support me in rocking and swaying movements. I am less confident when my entire body is supported by an adult (e.g. laying across an adult's body). I have experienced swinging and rocking movements on the platform swing but am a little unsure of this sensation. | <ul style="list-style-type: none"> Continue to experience rocking and swaying movements (e.g. on the platform swing, on the adapted wheelchair swing, etc.) |
| <p>Proprioceptive</p> <ul style="list-style-type: none"> I know the different parts of my body and I am able to name them. I am able to use my hands to apply the correct amount of pressure to my joystick in order to drive in a controlled way, including navigating through narrow spaces such as doorways. When signing, my movements are sometimes quite vague and I find it hard to directly copy a movement I have seen you make, so lots of my signs are my own | <ul style="list-style-type: none"> Develop strength in my fingers and hands through the use of my 'finger gym' activities and other activities requiring fine motor control Make my signing clearer and more controlled |

| | |
|--|---|
| interpretation of the real signs. | |
| Hippotherapy | |
| <ul style="list-style-type: none"> I have successfully transitioned onto riding Todd (a bigger pony) on a different saddle because I was growing too big for Gwen. | <ul style="list-style-type: none"> I first need to get used to Todd's movement as he makes me work harder than Gwen did. Then I will start practicing holding the reins again. |
| Swimming/hydrotherapy | |
| <ul style="list-style-type: none"> I can swim independently with a collar for a width. I enjoy holding onto the rail and bouncing independently, and blowing bubbles | <ul style="list-style-type: none"> Push and glide from the side of the pool on my back. |
| Rebound therapy | |
| <ul style="list-style-type: none"> I respond very well to rebound therapy sessions. I can anticipate different movements and will ask to count down 5,4,3,2,1 before I 'pop'- I laugh and will ask for more. I use my core strength and my arms to maintain balance; will fall back and can pull myself up with minimal support | <ul style="list-style-type: none"> To develop my core body strength so I can sit up independently for longer periods |

| Physical Programme | Physical timetable |
|--|---|
| Please see my physical program in my 'All About Me' folder for details and photographs of how to support me. | Please follow my timetable of physical activities in my 'All About Me' folder. But remember, the physical activities above may be incorporated into any part of my day. |

ACCESS TECHNOLOGY PROFILE FOR ??????? March 2018

Teacher: Carol Llewellyn



Access Technology long term outcomes from EHCP

- To become a proficient user of GRID player communication through Symbol Talker

Long term outcomes for access technology

- To be able to access and use a range of AAC to support my communication and progress
- To answer a question by activating symbols in GRID

Next steps for access technology

AT1 To use ICT to communicate meaning and express ideas in a variety of contexts

AT2 To use Write Online predictive text

AT3 To use the keyboard for letters and the shift key to make capital letters

AT4 To use the delete and back space button to help edit my work

AT5 To use the arrow keys

AT6 To go to FILE and print

AT7 To use a sequence of instructions to control a device

Devices I use

- Computer
- iPad
- GRID 3 on CCAS tablet
- Laptop

How to set up my access

- I need to be either seated in my power chair, or standing in my Chailey stander to use the computer.
- I currently use a two button mouse to access the computer. I can rest my right hand open on the mouse & use my right index finger to click the button. I can also use space bar and enter to scan and select.
- I am able to navigate through the app to find a wide range of symbols that I am familiar with quite independently. I also like to access the internet via my iPad and use YouTube app to watch videos (when I am being supervised).
- I independently drive a powered chair.
- I can use a wide range of apps on the class iPad independently and am very motivated by this. I like to do my own thing on the computer/iPad.
- I have a CCAS tablet on which I access GRID3 for communication
- I am being introduced to my own Laptop to include Write Online for predictive text

How to support me

- I can browse and open/close folders & programmes independently.
- I use my own personal account and can log in independently (I just need an adult to press Ctrl+Alt+Delete for me).
- I can shut down the computer independently.
- In order to encourage social skills and maximise my learning I benefit from someone being alongside me commenting on what I am doing as I use the computer. I can browse and open/close folders & programmes independently.

Software ideas

- The Grid 3 on my CCAS tablet on an arm on my powered chair
- Grid Player app on iPad for communication
- Cbeebies website: Timmy's Noisy Name Game (drag & drop), Alphablocks & range of other

games and CBBC Programmes Octonauts, Abnie and Teal

- Art: Pretty Things. English: Let's go to town
- Matching games
- Laptop and Write Online

E-safety risk assessment

- ??? is able to access the Internet independently. She particularly likes to watch videos on YouTube and must be supervised at all times during this activity to ensure content is suitable.
- **There is always an adult with her when on the Internet**
- ??? learns about E-safety as part of ICT. Adult and malicious sites are locked down on network

FUNCTIONAL SKILLS PROFILE FOR ???? March 2018

Teacher: Carol Llewellyn



Functional skills long term outcomes from EHCP

- EHCP- to take medicines from an adult
- EHCP- to transfer independently from chair to bed using a sliding board with supervision from an adult
- EHCP- to move independently around the floor
- EHCP- to stand for 10seconds without holding on for support
- EHCP- to increase stability and control of fine motor movements and to pick up and hold small objects
- EHCP- to develop hand-eye coordination
- EHCP- to play an active part in dressing as part of a daily routine

Long term outcomes for functional skills

- To be independent as many aspects of my life as possible (at home, in school and in the community)
- To consistently apply my functional skills with minimal direction and support
- To be able to undertake standing transfers when needed in school, at home and in the community
- To use both hands together with minimal prompts

Life Skills

- I am able to assist with dressing and undressing in the bathroom using a 'pelvic bridge' lifting my bottom up off the bench when I am lying on my back.
- I can remove my own shoes (with minimal help) and socks, and I take my hairbands out of my hair when I am relaxing on the floor.
- I hang my own bag and coat up on the peg and can collect resources such as my iPad from my bag when prompted to do so.
- I can wash and dry my own hands in the bathroom and I can wash my own plate after my lunch/snacks, but I need prompting and supervision to complete these tasks.
- I am an independent powered chair user.
- I am able to negotiate my way around CHF and can be asked to 'go to' places and I will; to include pressing the Open Door buttons
- I can ask for help for functional skills when I need to.
- I have an increasing level of independence.

My Next Steps in Life Skills

FS1 To practise chair/ toilet transfers using my sit to stand transfer aid

FS2 To maintain a stand whilst my helper removes my trousers ready to use the toilet

FS3 To learn how to fasten a zip, using two hands once bottom of zip already fastened by a helper

Community and Transition

- I need to have a familiar routine in order to feel safe and secure. I need to know what is going to happen next and I need to be supported by people who know me and my communication strategies well.
- If I try to tell you something using a sign or gesture and I am misunderstood I can get frustrated or upset. I don't like it when things change suddenly or don't happen as expected (e.g. if the electric doors get stuck) and these things can cause me a lot of distress.
- I don't like waiting for things but with encouragement I am able to do this for short periods.
- I use a Visual Timetable for in classroom; I have a Visual Timetable for use when I stay in Camelia Bungalow and I have a Visual Timetable which I keep at home. I use this Visual Timetable to allow me to discuss with Mum and Dad when I will be at home and when I will be staying on the bungalow.

My next steps for Community and Transition

FS6 To listen and respond to requests to '?????? (name), enough, your listening' or '???(name), stop now and listen' when being calmed.

FS7 To respond to a count down from 5, to stop and listen

MY PROGRESS PLAN FOR ??????, Class Teacher: Carol Llewellyn

DECEMBER 2017

Aspirations for ??????

1. I would like to be allowed time to discover new things that I can do on the computer.
2. To be able to communicate freely (through the use of technology, signing and spoken language) and be understood
3. I want to be able to consistently apply my functional skills with minimal direction and support
4. To be able to undertake standing transfers when needed in school, at home and in the community

Communication & Interaction long term outcome:

- | | |
|--|---------|
| 1. EHCP- to become proficient in using Grid player | Profile |
| 2. EHCP- to talk more | 1. COMM |
| 3. EHCP- to make choices, having a wider vocabulary (spoken or through IT systems) | |
| 4. To be able to communicate freely (through the use of technology, signing and spoken language) and be understood | |

Communication & Interaction Next Steps:

- | | |
|---|---------|
| Comm 1 To continue my work on building complete sentences using the bullseye words and other words to include subject, verb, object using the Grid Player app on my iPad (using sentence starters and the ABC keyboard to assist with this) | Profile |
| Comm 3 To consolidate my Bullseye words and to continue to copy vocal sounds/ words for communication | 1. COMM |
| Comm 4 To link 2 and 3 spoken words with prompting and support | 2. COMM |
| Comm 6 To respond to questions without being prompted | 3. COMM |
| Comm 7 To write simple communication sentences | 4. COMM |
| SEW1 To begin to explore the importance of friendships | 5. COMM |
| SEW2 To show a response to a social interaction | 6. COMM |
| FS6 To listen and respond to requests to '?????, enough, your listening' or '?????, stop now and listen' when being calmed. | 7. SEW |
| FS7 To respond to a count down from 5, to stop and listen | 8. SEW |
| | 9. FS |
| | 10. FS |

Communication & Interaction progress made

School:

Dec 2017 ????? is making good progress with sentence building; with verbal prompting she can build short 3-4 word sentences to include a sentence starter, verb and subject. She uses GRID3 on her tablet and computer to write, 'It is windy and sunny outside' and during Harvest Festival she wrote, 'I smell a lemon' complete with capital letter and full stop. (C7) ????? is being asked to listen and respond to requests with greater accuracy; she is being encouraged to ask questions and to be interested in different adults and peers. She is beginning to respond to the 'stop and listen' instruction (FS6) and understands our Countdowns from 5(FS7).

Sept 2017 ????? is ready to begin a new year with a new progress plan and new targets.

June 2017 ????? will end this school year on a high for communication. She has made significant progress and has risen to every challenge. She is beginning to transfer her communication skills to vocalisations and to computer work to ensure that she has different methods of communicating. I am sure it will be an exciting year next year!

April 2017 ????? is making excellent progress. Her interest in communicating and interacting is noticeably developing in all areas of communication – she is using her voice to speak in a much more focused way than previously and she now has targets where she is encouraged to put short phrases together, for example, Good morning everyone; I want more; I want blue shape. ????? is working very well to achieve all her 48 Bull's Eye words and she is being encouraged to use them when she is writing short phrases and sentences on the computer. It is easy to forget that ????? has extended her vocabulary from single words, especially NO, since Jan17. She started with SI (Yes) and is now ready to start to make choices of 2 responses within her phrase responses; this will be her next focus. She has mastered the use of Visual Schedules as a communication aid and tool to interact. She has 3

visual schedules- the original one in school, one in the bungalow which is designed for her to plan her time whilst she is staying on the residences and a third one which stays at home and is used as a communication tool with her family to talk about when ????? will be staying at home/ on Camilla and how many sleeps she will have. Mum reports that this communication aid is very successful at home. ?????'s level of understanding and tolerance of changes is much improved; this lowers her anxiety levels and she is more receptive to engaging with meaningful communication. Her next visual schedule focus will be to ask ????? to load and put away her symbols – she can do this with 1-1 support, but it would be good to move ????? towards greater independence in planning what her day looks like.

????? has been introduced to a GRID3 tablet, provided by CCAS after Salt assessment. She uses it extremely well and has easily transitions between GRID 2&3 on her tablet and the computer. She knows where to find what she wants; she has an excellent memory and will persevere to find what she wants. She can make sentences and has been using it to communicate in group lessons where she has to give an instruction, for example I want the blue wheel. She has been asked to select a piece of equipment for another YP, during turn taking activities.

????? has a number of MNS's she is working on and is developing her skills all the time; it is a challenge to keep up with her progress.

Reviewed Dec 2016 In July 2016, ????? finished her dual placement schooling with three days at CHF and two days at Peacehaven Primary. Since September 2016, ????? has had a full time placement at CHF with the opportunity to join Peacehaven Primary for 'Golden Time' sessions on Friday afternoons. ????? is making excellent progress with her Communication& Interaction targets. In June additional targets were added to extend her learning and in response to her communication and interaction needs.

????? is using sentence starters and simple punctuation to write her own sentences and in order to respond to oral and written questions- she demonstrates good understanding of spoken and written words. ????? can use GRIDPlayer2 to write and print work- we cannot save/ retrieve as yet, but this is work in progress. ????? is an effective user of her individual visual timetable- she will engage and assist in the making of her daily schedule, checking it through throughout her day- she can remove 'finished' symbols and is beginning to return them to the folder. ????? demonstrates a good understanding of the spoken word and can follow instructions very well- she communicates well in a range of contexts.

Targets completed and reviewed June 2016 ????? is able to link up to 3 concepts together using her grid player when requesting something that she needs. ????? can complete this spontaneously to make her needs known. ????? is also able to combine methods and use speech and signs to link up to three words again to make requests for herself.

Within lessons she is still working on linking 2-3 concepts to answer questions or to contribute to discussions, within the Chailey setting, as she gets more comfortable with the group.

She has transferred the skill of setting up the long date (day, ordinal date, month and year) with some prompts and this skill she had first demonstrated at her Peacehaven Primary school. This will be added as a separate target to solidify this skill and celebrate her success.

????? is still working on building sentences. She has started using the sentence starters to complete some sentences e.g. 'I think' 'raining' when asked about the weather.

????? with prompts is copying vocal sounds to use for communication. She has learnt to say new words spontaneously, 'Jemma' and popcorn which with ????? sounds out as 'opcorn'. She is also beginning to sound out the 'O' when looking at the time for 'o'clock'. ????? can sound out the names of her peers and staff she has got to know from the bungalow.

Target has been completed March 2016 - To link the day, date, month and year using my Grid player to complete the long date when asked. This may need to continue as she may need to build up confidence to complete in new teacher setting.

????? is able to complete the long date when asked using her grid player with a familiar person at a routine time. ????? can complete elements independently and this is the next progression for her to complete.

Residential (December 2016): ????? communicates with known adults on the bungalow, calling the staff members by name. We are working with ????? on her 'yes' and 'no' answers to questions.

| Cognition & Learning long term outcome | Profile |
|---|---------|
| 1.To be able to access and use a range of AAC to support my communication and progress | 1. AT |
| 2.To have had experience across the range of ICT skills | 2. AT |
| 3.To be able to use text and graphics | 3. AT |
| 4.To be able to use ICT creatively | 4. AT |
| 5.To use multimedia to my satisfaction | 5. SSC |
| 6.To explore and control the computer to work for me | 6. SSC |
| 7.To research and communicate | 7. SSC |
| 8.To continue to develop my decoding skills and show that I am reading with understanding | 8. SSC |
| | 9. SSC |

| | |
|--|---|
| 9.To complete Stages 3,4,5 of Letters and Sounds of the Primary National Strategy 10.To complete a written sentence sequence 11.To understand and use numbers in a range of activities 12.To feel confident to explore and experience the world around me | 10. SSC 11. SSC 12. SSC |
| Cognition & Learning Next steps | Profile |
| AT1 To use ICT to communicate meaning and express ideas in a variety of contexts AT2 To use Write Online predictive text AT3 To use the keyboard for letters and the shift key to make capital letters AT4 To use the delete and back space button to help edit my work AT5 To use the arrow keys AT6 To go to FILE and print Comm 2 To trial communication devices and give feedback on preferred device ICTT&G1 To change the font, size and colour in my writing using ICT ICTT&G2 To type letters and words with verbal support ICTT&G1 To change the font, size and colour in my writing using ICT ICTT&G2 To type letters and words with verbal support ICTDC1 To paint with different colours using ICT ICTDC2 To zoom, focus to take a photo that I like using digital photography ICTR&C1 To read words, look at pictures and watch videos on a website ICTR&C2 To find a website and use it ICTM1 To put photos in order ICTM2 To type text and insert an image onto the page ICTC1 To move a programmable toy in different directions ICTC2 To sort up to 10 items into sets for data handling SSC1: To know Phase 3 words and blends SSC2: To identify Phase 3 vowel blends within words SSC3: To match an increasing number of familiar words in context SSC4: To recognise and read 30 high frequency words in simple text. SSC6: To independently select and order words to compose a short paragraph SSC7: To begin to use predictive text to write a sentence, using Write Online SSC8: To count in steps of, 2,3,5 and 0's to 20 SSC9: To begin to understand place value of 10's SSC10: To combine two sets of objects and count the total, up to 20 SSC11: To use objects to take away a small number from any number to 20 SSC12: To consistently tell the time, to include 5minutes passing | 1. AT 2. AT 3. AT 4. AT 5. AT 6. AT 7. COMM 8. FS 9. FS 10. FS 11. SSC for remaining MNS |

to 100 and simple calculations to include addition and subtraction; she can count on in 2's and further work with notation will be her next steps. She has a good knowledge of shape and measure in terms of descriptive sizes and can tell the time. It would be good for ???? to move onto comparing measure activities and to increase her exploration of notation. To support cognitive progression, ???? is being encouraged to work independently on known or preference tasks, for example, she begins each morning with an independent activity at her work table; this is proving to be a routine that ????? enjoys and one which helps her settle into her new day. She works independently at computer related tasks; she should be encouraged to undertake short tasks throughout the day where she has to work on a task with minimal support. She is beginning to work with turn taking and is asked to listen to others; she can undertake a turn take construction game to complete a task. She indicates that she enjoys doing this 'new type' of working.

Targets as at Dec 16 ???? can access the computer using control+alt+delete and can Login independently – she can access computer and IPad independently. She can use GRID Player2 independently with an excellent knowledge of categorisations and use of sentence starters and free text to engage in purposeful written communication. ???? can read questions and answer using her IPad Grid Player, for example, Why are you excited today? Home Mummy and Daddy. She can self correct and with some support can compose simple sentences in response to key questions from an adult. She is beginning to work independently on 'known' tasks on the computer. She has a 'work station' in the classroom where she can access activities she knows well- puzzles, drawing, preferred choice activities- ???? will work on these and can wait for periods until it is her turn to be engaged with next step teaching targets- this is ongoing and a developing skill. ????s understanding of number is good- she recognises numbers beyond 50, she understands notation, she has worked with money and understands time. She is beginning to extend her time of independent working, although she requires a high level of adult support to reduce her anxieties and to keep her on task – to finish. ???? is making good progress with reading; she has been introduced to online reading using Active Learning Bug Club and Reading Eggs; she demonstrates that she is a non-verbal reader and will scan from left to right with a reading partner, able to correct the reader if they miss out a word or read incorrectly. She knows her initial sounds and is building 3 letter strings. She is building a bank of key words relevant to her and is working her way through recognition of 100 key words – she is being taught to read using high frequency functional words, word building using phonics and using contextual and picture cues.

Targets completed June 16 and updated See above regarding ????s use of ICT, her grid player and communication. ???? can at times press the control+alt+delete buttons to log on herself but sometimes needs support with her fingers and pressing the keys. She is still working on this skill (December 2015).

Target completed March 2016 - To independently press control+alt+delete to log on to the classroom computer. ???? can now complete this task and is independent at accessing the classroom PC. ???? can write on the line with some verbal prompts. She is more consistent with keeping her wrist on the table but needs further practice with keeping all the letters on the line consistently when writing.

???? has been practicing her letter formation both within individual letter writing and while writing in relation to the work she is completing. She is remembering to write a lowercase 'e' at the end of her name as she sometimes uses an upper case 'E' but then as a result may sometimes then use a lower case 'e' for the beginning of her name. ???? will continue to practice her letter formation.

???? has been working on reading her identified key words (he, she, of, that, all, are, on, with, was) and can recognise which is which when asked to locate from a selection. She has also been working on reading these words within a short sentence and can recognise all letters and some of the sounds of each of the words. She can say some of the words depending on the sounds within them.

???? can answer some questions about a story she has read but this can be dependent if she wants to complete the task. She does rely still on gaining the visual information to answer her questions and needs lots of encouragement and prompts to give further information via her Grid player when in the Chailey setting.

???? has been consistently identifying the times for 'o'clock' and will sound out the word and match with the corresponding number on her Grid player. She is beginning to recognise the half past times in tasks and will then move on to the quarter to and quarter past times. ???? will soon have these on her Grid player to help her learning and independence with her answers in these tasks.

Residential (December 2016): ???? has a good understanding of the computer and the iPad without the need of help from the bungalow staff. ???? will use music, story and educational programmes.

| | |
|---|--|
| Social & Emotional Well-being long term outcome | Profile |
| <ol style="list-style-type: none"> 1. EHCP- to be less anxious 2. EHCP- to be more accepting of new situations and people 3. EHCP- to be able to embrace change 4. EHCP- to acknowledge people more, especially her peers 5. EHCP- to identify/name facial expressions using symbols 6. To feel confident and have good self-esteem 7. To be able to work co-operatively with others 8. To be able to recognise and empathise with emotions in others 9. To be aware of my body | <ol style="list-style-type: none"> 1. SEW 2. SEW 3. SEW 4. SEW |
| Social & Emotional Well-being next steps | Profile |
| <p>SEW1 To begin to explore the importance of friendships</p> <p>SEW2 To show a response to a social interaction</p> | <ol style="list-style-type: none"> 1. SEW 2. SEW |
| Social & Emotional Well-being progress made | |
| School: | |
| <p><u>December 2017</u> ???? is being supported to use her new listen and interaction skills to show a response in social interactions; she is learning to stop and listen to others and then respond appropriately using her GRID tablet or by vocalising. She is being asked to identify a friend she wants to say Good Morning to or direct a questions to, especially during turn take tasks in small groups. She is supported through 'modelling' and suggested questions that she might ask. She has to 'listen' and respond. She will join our 'chat group' sessions next term to support and explore friendship groupings.</p> <p><u>Sept 2017</u> ???? is being asked to focus on learning about making friends and being more social in this year's new progress plan.</p> | |
| <p><u>June 2017</u> ???? has been focusing on following instruction to include being asked to do things; go through living skills and outside to find Kathryn. These little tasks are proving to be a huge confidence builder for ?????. She has recently been taught to use the EXIT buttons beside the doors. An amusing incident occurred with ?????'s Dad, when he came through the doors and the doors closed before ????? to pass through into Seymour Hall. Dad came into class and we asked where ????? was; he hadn't realised that she had been left behind, but, notwithstanding ????? opened the doors herself and appeared into class by herself – Dad was very impressed!</p> | |
| <p><u>April 2017</u> ???? is happier to display her feelings and is beginning to be able to recognise positive feelings within herself; she has developed a 'sense of pride' and she knows when things have gone well. This is evident in ????? during her significant physical achievements throughout the year, to include standing up using the standing ladder, transferring from chair to toilet seat and the significant changes in her ability to walk distances using her Mey Walker and her use of the stander. In addition, she can verbalise when she thinks she has been successful or has finished/ enjoyed a task and will say her YES vey clearly when she wants. She has had great success with her visual schedules and is very interested in getting the plan for the day correct- she 'gets back' a great deal from these routine and regular tasks which she knows very well. She is becoming increasingly social and is being encouraged to use her vocalisations and GRID3 to engage with others, including simple phrases, such as Good Morning Everyone (or named person). She tends to use similar responses to her emotions on a daily basis- happy, excited, hungry, fine, good; it is very difficult to move her away from these default symbols. Developmental work is required to support progression.</p> | |
| <p><u>Targets as at Dec 2016</u> – ????? has made significant progress in her social awareness and maturing emotional well-being. She knows her class peer group and will, when encouraged, engage with them, especially during structured communication times. She is beginning to be happy to sit with another young person to engage in a joint activity, for example, using the computer or IPad during leisure-choice times. She knows class TA's and recognises previous TA's who have worked with her previously. ????? is being asked to identify and describe her feelings and to begin to understand that emotions can be described- currently she will choose – happy, hungry, excited most days as her Up feelings choice; with encouragement and occasionally she will choose an alternative and can be encouraged to say why she has chosen those descriptors, for example, 'happy, home, today'. She sets great store by her Visual Timetable and this often acts as a 'control' point to her day- hence reducing anxiety. She is receptive to listening and understanding as a result, although repeating the order of things is very much part of ?????'s understanding of her world.</p> <p>She has developed a good sense of her achievements in recent months and her self-esteem is evident in her demeanour. She is becoming more aware of her body and is ready to progress further with body awareness as she becomes physically more able.</p> | |
| <p>Residential (December 2016): ????? likes to have clear instructions and know what is happening on her stay in the bungalow, we are hoping to set up a visual time table for this.</p> <p>????? likes to play games and with help will take turns.</p> | |

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|--|--|
| Sensory and physical long term outcome | Profile |
| 1. To be able to transfer between equipment independently 2. To develop the strength in my legs so can pedal my bike and use my walker independently 3. To develop my core body strength so I can sit up independently for longer periods and change my position more easily when out of my equipment | 1. PHY 2. PHY 3. PHY |
| Sensory and physical next steps | Profile |
| 1.PHY1 To stand with an aid in the bathroom during my personal care procedure 2.PHY2 To stand in my stander for up to 20mins daily 3.PHY3 To develop strength in my legs in order to pedal more independently (wearing my AFO's) 4.PHY4 To push and glide from the side of the pool on my back 5.PHY5 To go down the slide in the swimming pool with confidence | 1. PHY 2. PHY 3. PHY 4. PHY 5. PHY |
| Sensory and physical progress made | |
| School: <u>December 2017</u> ???? is already making excellent inroads with these MNS targets. She enjoys being in her stander when she is engaging with PSHE Not so Naughty Stories on the class large screen; she will reach out at make her choices as the story unfolds. She has had the iPad stand on her stander removed because she no longer relies on her iPad to engage her attention (Phy2). Her swimming is progressing very well, as is expected. She is continuing with Rebound Therapy when its available as it back to weekly hippotherapy. Standing transfers in the classroom will be a useful next step for ?????. <u>Sept 2017</u> ???? is making good progress physically and being able to engage more comfortably with sensory experiences; she has targets to reflect this in her MNS. <u>June 2017</u> ???? has been introduced to Rebound Therapy and has 'loved' the experience; this demonstrates a level of confidence and trust she has developed over this year. She is participating in group games such as New Age Curling and has been practicing turn taking and 'targeting he shots'. She is able to stand in her stander for 20minutes; this is a huge achievement for ?????; it is not her favourite activity but she has achieved success. She is ready to move onto standing transfers at bathroom times. ???? has recently been exploring new sensory touches to include sand, pebbles, seaweed and shells; she need encouragement but was happy to try hand over hand; this is good progress as she tends to be touch defensive; ???? will be encouraged to make further progress during sensory sessions. <u>April 2017</u> ???? has continued to make huge strides with her physical programme, growing in strength and dexterity; she can use her walk to walk/ stand from the bathroom to Seymour and out into living skills and beyond to outside. Her swimming is excellent as previously and is adventurous, especially sliding down into the pool. She has shown right hand dominance and she is being encouraged to use tis hand for fine motor skill work. ???? is increasing her tolerance of exploring textures, most notably during our recent work on crickets; she was willing to put her hand inside the cricket pen and was focused on touching one of the crickets; this was very encouraging for ?????. Additionally, she is helping to clear away her plate after lunch and will touch the back of the plate' to help put the plate in the dishwasher. <u>Targets as at Dec 2016</u> ???? has made excellent progress in recent months. She has achieved sliding board transfers when working with her OT and TA and is applying this skill for toilet transfers- this will continue as ????? grows in confidence. ???? is able to use a climbing frame to stand for a count of 18 (Dec16). She uses her Mey Walker daily and is extending the time she can be in her walker (currently Seymour bathroom to Secondary Physio gym). ???? continues to be an excellent swimmer and would benefit from swimming lessons to extend this skill. Her fine motor skills are developing and, with encouragement she will use both hands. She can wear her AFOs for extended periods of time during the day. ???? asks daily to have her time out on the floor where she stretches out and relaxes; she can lie down or sit up and can remove her own shoes and socks. She has floor exercise session to develop 'core' strength. <u>Target as at June 2016</u> ???? is using a sliding board within her physiotherapy sessions and this will transfer to class. ???? uses her finger gym in class at the end of the day, with some encouragement to maintain and build upon fine motor skills. Due to issues with her Pedro boots and some markings on her legs and feet. ???? has not been consistently using her equipment and this is under review and awaiting a referral (December 2015). ???? is now no longer using her Pedro boots and leg irons and following a few weeks wearing casts she has new AFO's to wear when accessing her walker, standing frame and building up wearing these at other times during the day. Target adapted. Residential (December 2016): ???? likes to be out of her chair; she will sit on the mat and will rock to the music that she is listening to on her iPad. ???? uses her powered chair around the bungalow. | |

| | |
|---|---------|
| Independence (and community involvement) long term outcome | Profile |
| 1. EHCP- to take medicines from an adult | 1. ESP |
| 2. EHCP- to stand or weight bear and to walk | 2. FS |
| 3. EHCP- to transfer independently from chair to bed using a sliding board with supervision from an adult | 3. FS |
| 4. EHCP- to move independently around the floor | |
| 5. EHCP- to stand for 10seconds without holding on for support | |
| 6. EHCP- to increase stability and control of fine motor movements and to pick up and hold small objects | |
| 7. EHCP- to develop hand-eye coordination | |
| 8. EHCP- to play an active part in dressing as part of a daily routine | |
| 9. To be independent as many aspects of my life as possible (at home, in school and in the community) | |
| 10. To consistently apply my functional skills with minimal direction and support | |
| 11. To be able to undertake standing transfers when needed in school, at home and in the community | |
| Independence (and community involvement) next steps | Profile |
| 1.FS1 To practice chair/ toilet transfers using my sit to stand transfer aid | 1. FS |
| 2.FS2 To maintain a stand whilst my helper removes my trousers ready to use the toilet | 2. FS |
| 3.FS3 To learn how to fasten a zip, using two hands once bottom of zip already fastened by a helper | 3. FS |
| Independence (and community involvement) progress made | |
| School: <u>December 2017</u> ???? uses her standing transfer aid daily and is making good progress (FS1). ???? has fine motor skill practice boards for zips, buttons, clips and fasteners, recommended by OT to support her continuing fine motor skill development (FS3). <u>Sept 2017</u> The focus in 2017 and going forward is to support ????s progress towards greater independence in living skills. <u>June 2017</u> ???? is coming to the end of a fantastically successful year – she will be ready to face new challenges including developing her bathroom transfer skills with the new equipment that has been ordered for her. Additionally, she will have access to her own laptop and online writing facility which will support her increasingly competent IT skills. <u>April 2017</u> Elllie has made significant progress in her use of visual schedules- in school, in Camellia Bungalow and at home; she enjoys finding what she needs to do during the day and especially enjoys 'finished' and out away. She asks for her visual schedule during the day and will check what's now and next with great thoroughness. She is an excellent driving and in completely independent; she needs no support and can make her way round school and Seymour with complete ease. She has developing independence in all aspects of school life and this will be encouraged through her developing MNS. ???? has a Subject Specific Curriculum which includes Literacy and Numeracy and she is making good progress; this will continue as her skills develop. <u>Targets as at Dec 2016</u> ???? is learning to work at her work station (work table for morning communication). She can complete an activity independently when it has been introduced and is familiar to her. She will make choices from a 'preferred' choice of activities. She will respond to 'reinforcer' activities, such as IPad or computer, when she has worked on an adult-led teaching session. Once a skill has been mastered, ???? can work independently; she is being asked 'to finish' a task. Once finished she can check her schedule to see what is next; ???? is beginning to load her visual schedule and put away; she needs verbal and physical prompting but is making good progress. She is working towards greater independence in every aspect of her life in school. ???? has been eating food at lunchtime since September 16- her eating has a 'ritual' quality – she will eat small regularly shaped forkfuls and then, when ready, will ask, by gesture, to have a count down from 5, 4,3,2,1 and finish forkfuls to end her meal. She can clear away and load, with help, her plate and cutlery into the dishwasher; with 1:1 support she washes and dries her hands and then asks for her popcorn. She will have 5 drinks of water and will load her plate with popcorn and eat as much as she wants (she has access to popcorn as a snack at 10.30 and after her lunch). She will help clear away after her lunch- she makes choices for her after lunch 'own choice' activity. ???? is an excellent and accomplished powered chair driver- she can raise and lower her chair as she needs- she can be asked to 'go to the bathroom or living skills area' and she will do independently <u>Targets as at June 2016</u> ???? still relies on 1:1 support to get the best from tasks and if given a task that is not ICT based she will quickly revert to Youtube if not supervised. She can complete tasks on the computer independently for up to 2 minutes, at times. ???? will follow instructions to move to | |

adult led activities and will turn off Youtube or other self-led activity. She may revert back to this if not engaged and needs further work on this.

????? has been collecting her own resources for cooking activities and when locating her pencil for writing. She has learnt where items can be found but needs further work on seeing the task through as she may ask for support part way through or need a further verbal prompt.

????? is not currently eating her fish pate so target has been amended to reflect ????? eating a choice of foods with her cutlery.

Since the discovery of popcorn, ????? has not often been requesting toast so has not completed this. We are also waiting for further OT input to review the best equipment to allow ????? to be as independent as possible with buttering her own toast.

Residential (December 2016):

????? needs help with all her personal needs, but is able to help lift her body as required. She is able to feed herself and will drink independently from a lipped cup. ????? likes to help in her hoisting.

Profile Abbreviations:

| | | |
|--------------------------------|------------------------------|--|
| Engagement support: ESP | Communication: COMM | Social & Emotional Wellbeing: SEW |
| Access Technology: AT | Functional Skills: FS | Physical: PHY Driving: DP |

SUBJECT SPECIFIC CURRICULUM PROFILE FOR ?????

Teacher: Carol Llewellyn

March 2018



Long term outcomes

- To continue to develop my decoding skills and show that I am reading with understanding
- To complete Stages 3,4,5 of Letters and Sounds of the Primary National Strategy
- To complete a written sentence sequence
- To understand and use numbers in a range of activities
- To feel confident to explore and experience the world around me

Literacy Skills: reading

- I enjoy sharing books and listening to stories.
- I have reading Homework regularly
- I enjoy listening to stories in Bug Club and Reading Eggs. I can show that I have listened to what is happening by answering simple questions. I like to turn the pages on the plasma screen and enjoy doing the activities in Bug Club.
- I can often select an object or photo, from a small number of options with dissimilar names, to complete a rhyming sentence.
- I can hear the onset (initial sound) of a familiar word and indicate this by pointing to the right person, photo or object when each option has a different onset.
- I recognise a wide range of 'concrete' symbols representing familiar activities, animals, transport, clothes, body parts and places and can use them to make a choice or answer a question.
- I confidently recognise these letters and their sounds
- I can read blended sounds
- I am gaining confidence at sight-reading familiar names and some other words shown as printed text.
- I recognise high frequency words consistently
- I am beginning to confidently identify CCVC, CVCC, words.

Resources

Library books, Bug Club, Reading Eggs, The Grid 3, ChooseIt! Maker 3, Visual Timetable, CCS book, Oxford Reading Tree books, Phonic Books, Symbol Talker A, SwitchIt! Literacy app, Bug Club books

My next steps in reading

- **SSC1:** To know Phase 3,4,5 words and blends
- **SSC2:** To identify Phase 3,4,5 vowel blends within words
- **SSC3:** To match an increasing number of familiar words in context
- **SSC4:** To recognise and read 30 high frequency words in simple text.

Literacy Skills: writing

- I can write my name
- I can make a choice of picture, toy, object or symbol (CCS book and VOCA) to help develop a story line.
- I am beginning to compose simple sentences using familiar words (high frequency words, cvc words, names) and symbols. I am able to select a correct word/symbol from a choice of eight words/symbols with dissimilar onsets (adult helps with order of words). I do this using printed words/symbols and GRID3 on my tablet, on the computer and will use Write Online on my laptop.
- I am beginning to compose sentences independently using up to four words/symbols. I need my helper to repeat the sentence a few times to me. I do this using GRID3.
- I am able to select a correct initial letter to complete some cvc words.

Resources

CCS book, printed symbols/words, the Grid 3 on my CCAS tablet, computer and Laptop

My next steps in writing

- **SSC6:** To independently select and order words to compose a short paragraph
- **SSC7:** To begin to use predictive text to write a sentence, using Write Online

Mathematical Skills

- I can confidently identify 'sets of' 10
- I can identify the next number for numbers up to 20
- I can say which number comes between two named numbers (up to 20)
- I know if I have too many objects and need to take some away when making sets of up to four objects.

Resources

Number cards, lotto, counters, The Grid 2, ChooseIt! Maker 3, SwitchIt! Numeracy app, Mathseeds, Espresso.

My next steps in mathematics

- **SSC8:** To count in steps of, 2,3,5 and 0's to 20
- **SSC9:** To begin to understand place value of 10's
- **SSC10:** To combine two sets of objects and count the total, up to 20
- **SSC11:** To use objects to take away a small number from any number to 20
- **SSC12:** To consistently tell the time, to include 5minutes passing

SUBJECT SPECIFIC CURRICULUM PROFILE FOR ICT March 2018

Teacher: Carol Llewellyn



Long term outcomes for subject specific curriculum in ICT

- To have had experience across the range of ICT skills
- To be able to use text and graphics
- To be able to use ICT creatively
- To use multimedia to my satisfaction
- To explore and control the computer to work for me
- To research and communicate

ICT skills

Text and graphics

????? knows and can find individual letters, she knows the ENTER and SHIFT keys and the full stop. She can write a short sentence on computer, GRID3 tablet and is supported in printing out sentences written by her to describe events.

She will be introduced to a laptop with Write Online predictive text to allow her greater facility to type quickly and communicate.

Digital Creativity

????? enjoys taking photographs using the class iPad, although she needs physical support. She will look at other YP's iPad 'News from Home' and knows to press each picture to get the 'next bit' of the story. On the computer and on the iPad she can review, repeat and create sound effects that she likes to entertain herself.

Multimedia authoring

????? is right at the beginning of this aspect of ICT

Computing

????? has experience of programmable toys, for example, BeeBots. She has some experience of using notation symbols with a communication partner. She needs to develop this aspect of ICT.

Research and Communication

She is an independent and accomplished GRID Player user and successfully matches symbols, words and spoken word. ????? can use sentence starters on her Grid to make sentences. She uses online reading and maths programmes to support her learning; she can use these independently by logging into what she needs.

Resources

Class iPad, CCAS tablet which accesses GRID3, Class computer, PP funded Laptop, Single licence Write Online predictive text, programmable toys – BEE BOT, own log in with password, access to VISILIFT and HelpKidzLearn website activities, Timocco and eye gaze materials to support learning targets

My next steps in Text and Graphics

ICTT&G1 To change the font, size and colour in my writing using ICT

ICTT&G2 To type letters and words with verbal support

My Next Steps in Digital Creativity

ICTDC1 To paint with different colours using ICT

ICTDC2 To zoom, focus to take a photo that I like using digital photography

My next steps in Multimedia authoring

ICTM1 To put photos in order

ICTM2 To type text and insert an image onto the page

My Next Steps in Computing

ICTC1 To move a programmable toy in different directions

ICTC2 To sort up to 10 items into sets for data handling

My Next Steps in Research and Communication

ICTR&C1 To read words, look at pictures and watch videos on a website

ICTR&C2 To find a website and use it

MY NEXT STEPS FOR ?????? (MARCH 2018)

Communication

C1 To continue my work on building complete sentences using the bullseye words and other words to include subject, verb, object using the Grid Player app on my iPad (using sentence starters and the ABC keyboard to assist with this)

C2 To trial communication devices and give feedback on preferred device

C3 To consolidate my Bullseye words and to continue to copy vocal sounds/ words for communication

C4 To link 2 and 3 spoken words with prompting and support

C6 To respond to questions without being prompted

C7 To write simple communication sentences

Social and Emotional

SEW1 To begin to explore the importance of friendships

SEW2 To show a response to a social interaction

SEW3 To demonstrate that I understand that I need to wait and listen to others during a conversation exchange

SEW4 To play a game where I will turn take without prompting by an adult when it is my turn



Engagement

ESP1 To work independently for 30 minutes with minimal support

ESP2 To engage in a turn taking activity

ESP3 To engage with a peer to work alongside/ together to complete a task

ESP4 To follow a sequence of up to 3 instructions

Physical

PHY1 To stand with an aid in the bathroom during my personal care procedure

PHY2 To stander for the length of an activity for up to 30mins

PHY3 To develop strength in my legs in order to pedal more independently

PHY4 To push and glide from the side of the pool on my back

PHY5 To go down the slide in the swimming pool with confidence

PHY6 To stand in shallow end, going from squat position and pulling into a standing position

PHY7 To float supine and kick legs whilst arms are moving

Subject Specific Curriculum - (long term targets supported by MNS)

To continue to develop my decoding skills and show that I am reading with understanding

To complete Stages 3,4,5 of Letters and Sounds of the Primary National Strategy

To complete a written sentence sequence

To understand and use numbers in a range of activities

To feel confident to explore and experience the world around me

To have had experience across the range of ICT skills

To be able to use text and graphics, To be able to use ICT creatively

To use multimedia to my satisfaction, To explore and control the computer to work for me, To research and communicate

Independence

FS1 To practice chair/ toilet transfers using my sit to stand transfer aid

FS2 To maintain a stand whilst my helper removes my trousers ready to use the toilet

FS3 To learn how to fasten a zip, using two hands once bottom of zip already fastened by a helper

FS6 To listen and respond to requests to '?????, enough, your listening' or '?????, stop now and listen' when being calmed.

FS7 To respond to a count down from 5, to stop and listen



Proud to be working with our partners, Sussex Community NHS Foundation Trust, Chailey Clinical to deliver properly integrated, highly specialist services to meet education, health and care needs.

Chailey Heritage School is part of Chailey Heritage Foundation, a pioneering charity providing education, care and transition services for children and young people with complex physical disabilities and health needs.



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