



Chailey  
Heritage  
School

pursuing potential

# Chailey Heritage Individual Learner Driven Curriculum

*"The CHILD is the curriculum"*

## Part 1: Rationale and Practice

(constituting the school's teaching,  
learning and assessment policy  
and SEND policy)

Chailey  
Heritage  
Individual  
Learner  
Driven  
Curriculum

March 2018



# Contents

"The CHILD is the curriculum"

**01.**

Rationale

**02.**

Flowchart

**03.**

Target setting and co-production

**04.**

Delivery of the CHILD Curriculum

**05.**

Capturing progress and assessment for learning

**06.**

Summative assessment



## Chailey Heritage Individual Learner Driven Curriculum: 'The child is the curriculum'

### Our Vision

Every young person at Chailey Heritage School will be given every opportunity to make progress towards fulfilment. We will never, ever give up looking for ways to support our young people to make their own choices in life, and to achieve their own desired destinations.

The children and young adults at Chailey Heritage School (our 'learners') have a huge range of physical, sensory, learning and medical needs. Their cognitive abilities are from SPMLD, those who are learning in a very sensory context, right through to those who, while 'locked in' by their physical complexities, are nevertheless learning to read, tell the time and manage money, through more formal 'subject-specific' approaches.

Children with learning difficulties have unique ways of learning. Penny Lacey in 2009 wrote that these learners will "struggle with inefficient and slow information processing skills as well as difficulties with generalisation and problem solving". At Chailey Heritage, our learners have the added complexities, of physical, sensory and medical difficulties. The multiplicity of these means that each and every learner has their own individual set of barriers to learning.

It is obvious that a child who is blind will not be able to learn about colours in the same way that a sighted child will. It may be less obvious that a child who cannot manipulate objects will have barriers to learning numbers, or coin values or shapes. For a non-verbal child, learning to read by phonics is much more difficult. A child who is confined to a trolley-bed will not be able to access many resources available to wheelchair users, never mind ambulant children. A blind, non-verbal child, restricted to a trolley-bed, has a multiplicity of barriers to learning, unique to him, and we must pursue his potential using detailed knowledge and highly specific skills.

While we do, of course, take ideas from the many respected thinkers in SEND education (inspirational teachers such as Penny Lacey; Jo Grace; Peter Imray; Flo Longhorn; Dave Hewett & Melanie Nind, Barry Carpenter, Jean Ware and more) we still believe that there are no standard or uniform teaching techniques which meet all of these learners' needs or support them to overcome all of these barriers. There is not a single menu of interventions and approaches, and there is no one curriculum which could possibly fit all our pupils. Each needs a unique curriculum: 'the child **is** the curriculum'. Above all, everything we do, and everything each learner experiences, must be meaningful, and we must all, as educators, know why we are doing what we are doing with our learners (which at Chailey Heritage we call 'The Why Imperative').

We see it as our fundamental job, to find the very best interventions and teaching techniques for each learner, through researching what is best practice in the wonderful work in the SEND community, but even more importantly, through knowing our learners as best as we can. We have developed our very own approach, building a learning framework for each learner, directly from a deep and thorough assessment and understanding of each child and how they might be helped to make progress. The child, parents and family, therapists, teaching and residential teams are all involved in the assessing of needs and the devising of the 'my next steps' (MNSs) fundamental to our individual learning frameworks. It is a truly integrated approach, which works.



## **Chailey Heritage Individual Learner Driven Curriculum: 'The child is the curriculum'**

At the heart of our approach is the recognition that learning and development across all areas are underpinned by our understanding of engagement - the way each individual engages with other people, activities, their environment and any stimuli. Using the Early Years Foundation Stage (EYFS) model of '*Characteristics of Effective Learning*' we seek to nurture life-long learners who, rather than just being recipients of support, are motivated, inquisitive and active participants in their unique curriculum.

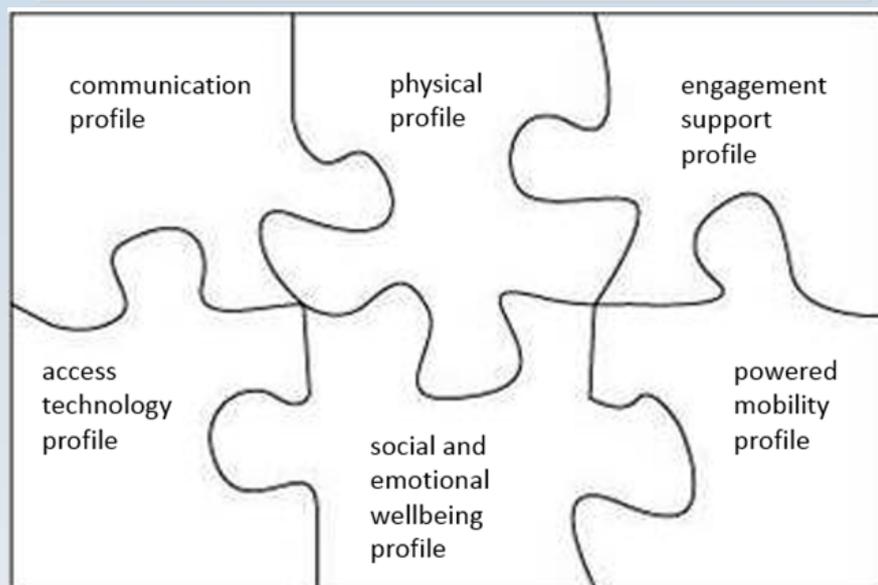
We do recognise the need for a 'broad and balanced curriculum' and this will mean different things for different pupils. We do take ideas and methodologies from documents produced by the Department for Education and elsewhere. In particular, we find the EYFS framework particularly helpful, no matter what the age of our learners. However, whatever we take must be relevant and appropriate to the developmental needs of each pupil, in order for meaningful learning to occur. There is no single curriculum that suits all our learners, no 'set' of subject areas, no bank of targets to be chosen from. Every MNS must be part of a functional and meaningful path for that child, not part of a pre-programmed or linear route. We must have no pre-conceptions of any learner's path of progress or we are in danger of limiting our expectations of where they may branch out. We must follow the child, and we always expect to be surprised!

# The CHILD is the Curriculum

## PROFILES

Deep and detailed knowledge and understanding of the learner.  
Reviewed and updated by teachers.

**Core Profiles – for all learners**  
Incorporating Long Term Outcomes and ‘My Next Steps’  
Plus activity ideas and bespoke advice on best practice strategies and requirements for the learning environment to promote *Effective and Meaningful Learning*



**Functional Skills Profiles - For some learners,**  
Functional skills are directly related to real skills needed for now and for transition and the future. Examples are independent eating, helping with getting dressed, understanding and helping with own personal hygiene.

**Subject Specific Skills Profiles (SSSP) – for some learners**  
The highest ability learners, who are learning at a subject-specific level, have a SSSP. This details their attainment and achievement in English and Maths, with their long term goals in these subjects.  
Detailed next steps are kept in learners’ workbooks

## ASPIRATIONS

Every learner will be given every opportunity to progress towards fulfilment.

**Learners’ Aspirations**  
Are fundamental to the **All About Me Profile**

**Parental Aspirations**  
Sought at least twice per year, informs all profiles, next steps and long term outcomes

## PLANNING

**My Next Steps**  
**Medium Term Plan**  
Outcomes and Next Steps chosen by teacher and family as the key aspects we are currently working on.

**My Progress Plan**  
**Long Term Plan**  
The collation of long term outcomes and Next Steps from all the profiles Under the EHCP headings

## OUTCOMES

**EHCP Annual Review**  
**Summary document** for the AR noting context and progress made under the 5 EHCP headings:

- Communication and interaction
- Cognition and learning
- Emotional, social and behaviour
- Sensory and physical
- Independence and community involvement

**My Next Steps Achieved**  
Chronological list of achievements building a picture of achievement over time.

## THE BROAD AND BALANCED CHILD CURRICULUM

**Chailey Heritage Individual Learner Driven Curriculum**

**Every learner has their own curriculum.**

- It is built specifically for them based on their skills and desired outcomes.
- It is **Broad** in that it covers all aspects of their development.
- It is **Balanced** in that it weighs up, specifically for them, the input that is needed.
- It is completely integrated with the therapeutic input, sharing targets and methods.
- It takes into account parents’ aspirations and ideas

We ensure the curriculum is ‘**Broad & Balanced**’ through:

- Creative and flexible timetabling
- Interesting and diverse topics
- Specialised ‘theme’ events in departments and across the school
- Teaching ‘subjects’ where this is appropriate

We integrate into our planning and timetabling:

- All therapy requirements
- Social, Moral, Spiritual and Cultural development (SMSC)
- Sex & relationships education
- Religious Education (RE)
- Collective Worship
- Community visits to us and out into the community
- Partnerships with other schools
- College links
- Family links
- Celebrations
- Fun and enjoyment

## Chailey Heritage Individual Learner Driven Curriculum: 'The child is the curriculum'

### Target Setting and Co-production: the integration of teachers', therapists, care staff and parents' advice to the CHILD Curriculum

#### Baseline assessment

New pupils have baseline profiles written by the receiving teacher with support from our specialist baseline assessment teacher. This process involves using all available information, and as much consultation as possible, to compile the first drafts of the child's profiles. The profiles include the first drafts of 'long term outcomes' and 'MyNext Steps' which form the child's curriculum. To baseline we use:

- o information from parent and family consultation, including homevisits
- o any written documents from parents
- o any documents provided by previous schools/teachers, therapists and other specialists
- o any up-to-date advices that had been prepared for EHCPs
- o assessment information from clinical services assessments including: nurses; doctors; SaLTs; OTs; physios; behaviour support specialists; dietician etc.
- o assessment information from school assessment including, as appropriate: sensory impairment specialist teacher; SPMLD specialist teacher; subject specific lead teacher; EYFS lead teacher; PSHE/SRE lead teacher.

#### Curriculum documents ownership

The profiles are 'owned' by the teacher and team, but therapists also take on a lead role for ensuring the profiles and targets are as accurate as possible as below:

- o Occupational therapist
  - o Access technology profile, with teacher, ICT coordinator and SaLT.
  - o Eyegaze profile section of the AT profile
  - o Powered mobility profile. (Nb the powered mobility profile is for all pupils who have powered mobility opportunities, not just those who are learning to be independent drivers.)
  - o Functional skills profile, especially life skills.
- o Physiotherapist
  - o Physical profile, with hippo-therapist and swimming coordinator.
  - o The physical profile is linked to each pupil's physical timetable.
- o Speech and language therapist
  - o Communication profile, with teacher.
  - o Access technology profile, with teacher, ICT coordinator and OT.
  - o Eyegaze profile section of the AT profile
  - o Eating and drinking next steps, which may come under various profiles.
  - o Oral skills next steps, which may come under various profiles.
- o Teacher
  - o If the child has the ability to learn at a 'subject-specific level' (SSL), i.e. may make meaningful progress in Maths and Literacy, they will have a SSL profile, which will contain the aspirations and long-term outcomes for these subjects,

(with the current next steps being worked on recorded in the child's workbooks.) These long term outcomes and MNSs must be useful and meaningful.

### Quality assurance

As well as the oversight of the profiles by the specialists as above, each set of draft profiles for every child is read and quality assured by the Headteacher.

Approximately eight weeks after entry to the school, the child's family is invited to a new pupil meeting, as per the SEND code of practice. This meeting is chaired by the Headteacher, and attended by the child's teacher; the family liaison worker; residential key worker if appropriate; and the child's team of therapists. At this point, with eight weeks' more knowledge of the child, all draft profiles and MNSs are discussed, refined and agreed.

### Amending and updating profiles and targets

It is a fundamental and vital part of the CHILD curriculum, that this is ongoing. Communication between teaching teams and therapists is day-to-day, and parents are consulted as and when appropriate. Teachers and their teams review and update targets, MNSs in particular on a daily and weekly basis. However, there are some key points in the calendar:

- Individual Pupil Review Meeting (IPR) – the major annual checking of the profiles
  - Teacher, link TA, residential key worker, SaLT, OT, Physio meet to review the profiles including MNSs.
  - Each leads the discussion on the profiles or sections of profiles which they own (as above).
  - Additions, updates, alterations (and removals) of long term outcomes and MNSs are made.
  - New ideas are brought forward and discussed.
  - Particular progress is noted by the teacher for report writing and meeting with parents.
  - Teachers update all documentation ready for the parent consultation.
- Post-IPR parent consultation
  - Teacher consults with parents, for their input and ideas.
  - Agreement is reached on the wording of the profiles, aspirations, long term outcomes and next steps.
  - Teacher updates and distributes all profiles.
- Annual Review of the statement/EHCP
  - Teacher and key member of care staff if appropriate, gather all records of progress made
- The 'my progress plan – progress made' report is updated to give examples of where progress is being made, and in what context. This is written under the EHCP outcomes:
  - Communication and interaction long term outcome
  - Cognition and learning long term outcome
  - Social and emotional wellbeing long term outcome
  - Sensory and physical long term outcome
  - Independence and community involvement long term outcome
- The 'My Next Steps Achieved' document is presented.



## **Chailey Heritage Individual Learner Driven Curriculum: 'The child is the curriculum'**

- Further information and input is gathered from the parents and local authority representative and any other professionals attending.
- Agreement from all attending that the profiles are accurate and MSNs are pitched correctly is reached
- Profiles are then updated by the teacher and are distributed, along with the MNS document.

## Delivery of the CHILD Curriculum

### Learning throughout the day

It is fundamental to the CHILD curriculum that we can be helping the learner make progress towards all their MNSs, no matter what the activity they are engaged in, at any time of the day. This includes break times, play times, off-site visits (even the journeys), toilet time, eating time and so on. Therapies are also integrated throughout the day, and throughout the learning, with the curriculum supporting the delivery of therapy and therapy supporting the learner progress.

Each learner has their own curriculum, in the form of their own aspirations, long-term outcomes and MNSs arrived at by in-depth profiling by teachers, therapists and parents. It is therefore necessary that every learner also has their own individual timetable, complete with their physical program and any 1:1 or group work with professionals as prescribed. These are detailed in every child's 'all about me folder' which will be with them at all times for reference.

### Individual timetables

With every learner having their own personalised set of MNSs which constitute their own individual curriculum, the teachers, therapists and teaching teams will be focusing on different aspects of development for each child, in each activity and at each part of the day. This is very complex and requires detailed planning, but also huge flexibility – it is vital that we have dynamic, reactive planning and responsive delivery. We need to be able to take every opportunity that the children present, as we cannot predict what their physical state might be, nor their levels of alertness, nor always what stimulus works or doesn't. There are very few 'lessons' in the old-fashioned sense of children listening to a teacher and following instructions, rather we try what we think might work and then follow the children's responses to see where we might go next, and this mostly means on an individual basis, or very small groups within a class.

*"There is no rigid timetabling or predetermined balance of focus. Each piece of planned learning and progress forms part of a functional and meaningful path for that child taking whatever direction the learner needs. This means we have no pre-conceptions of any learner's path of progress so we do not limit our expectations and allow the learner to lead us in their journey."* (from the website of Mayfield School, Chorley.)

### Class timetables

However, each teacher needs a framework for the day. So, overlaid on the children's individual timetables, and wrapped around the flexibility of each learning period, there is a scaffolding of class and department timetabling. Even within departments there will be different styles of timetable for the different needs of different classes and learners, ranging from the very free-flowing, slow-paced, reactive practice for PMLD and early years, through to a semi-formal, more structured approach for the most high-ability learners who have a more subject-specific curriculum, or for those who require a high level of structure such as those on the autism spectrum.

### Whole school subjects

## Chailey Heritage Individual Learner Driven Curriculum: 'The child is the curriculum'

There are some areas of learning which, for different reasons, need to be covered by the CHILD curriculum. However, it is vital that we make these meaningful: we will never put anything in the children's day just because it is prescribed by any external agency, just as we would never use any SEND practice 'off the peg', without knowing how and why it might benefit our learners.

- Physical: All children have their own physical program; including physiotherapy; aquatic therapy; hippotherapy; rebound therapy; standing; cycling etc. Wherever possible, physical activity is functional and meaningful. For example, walking in a specialist walking frame to see a friend in another class, or trike riding to see the animals at the Hub.
- Sex & relationship education; personal, social & health education (SRE/PSHE): We have very detailed and carefully considered teaching approaches for all aspects of these, personalised for each child, their needs and abilities. We have disability specific resources, and in-house training for staff. MNSs for all of the children include SRE/PSHE targets as appropriate, overseen by the school's lead teacher as well as class teachers and with input from parents and families. Helping the children to understand how to keep safe, to whatever degree they can, when they rely completely on adults for all their care is vital.
- Spiritual, moral, social and cultural development (SMSC) and promoting shared values: each department keeps an audit of their coverage of SMSC, in a department 'SMSC Scrapbook'. With such a huge range of cognitive ability to teach, SMSC is interpreted in creative and thoughtful ways, keeping as close as possible to the spirit of what SMSC is meant to convey and promote. All of our children are given opportunities to have experiences related to other cultures than their own, and to have time for reflection.
- Religious education (RE) and Collective Worship: as with SMSC, we interpret the purpose of RE for our children. All our children are given time and opportunity for spiritual experiences at whatever level is meaningful for them. Those who can and do express wishes to do with their faith, will have opportunities to worship, but we do not set up collective activities unless they are meaningful to each individual.
- Music: All children have a weekly class music session with a music specialist teacher. The class teams use the music session to develop their MNSs, as well as for enjoyment; social interaction and developing musical skills if appropriate. Activities and ideas from music lessons are also used by teachers back in class.
- Subject specific learning: a small minority of children who are working at a subject specific level will have targets related to these subjects, particularly Reading (symbols or words), Speaking & Listening (using alternative and augmentative communication systems, high and low-tech) and Maths (in particular functional skills such as telling the time; using money). There is no pre-determined set of expectations for the children in these subjects – as with the rest of the CHILD curriculum, these targets are personalised to each child ensuring that they are meaningful.
- Functional skills: wherever any of the children can achieve any sort of independence, this is pursued and promoted through their MNSs. Functional skills can include (as examples) continence; assisting with personal hygiene; helping when dressing; eating and drinking skills; mobility and so on. All children who can achieve or are working towards any of these targets will have a Functional Skills Profile.



## Chailey Heritage Individual Learner Driven Curriculum: 'The child is the curriculum'

### School Departments

All departments, with learners aged from 3 to 19, use the principles of the Early Years Foundation Stage in their teaching, with importance being placed on the characteristics of effective learning. They all use the CHILD curriculum, and they all will teach according to the child's stage of development rather than their age, although age-appropriateness is always considered and may lead to social & emotional wellbeing MNSs if this is agreed as a positive aim.

The CHILD curriculum is consistent throughout all departments and age ranges, although the content of the timetable does alter for those who are post-16 (years 12-14). These young people have a focus on transition, with additional time and opportunities to experience the wider community, and to visit and become familiar with potential post-19 placements, in preparation for moving on from the school.

Each year, class groups and department groups are considered, taking into account the needs and abilities of the children. While each department has its own character and identity, they all share the same vision and ethos around teaching and learning. No matter what the child's ability, they progress through the school, experience different environments, peer groups and staff teams. This brings opportunities to learn about different people and systems, helping prepare them for future transitions.

#### St Martin's department

This department has the youngest pupils. Currently (May 2017) it has four classes with 29 pupils from Reception to year 4. These classes are roughly arranged in age order, but with one class with mainly subject-specific learners operating on a more structured, 'semi-formal' curriculum. This class has literacy and Maths sessions as part of the class timetable, with more structured learning than in the other classes.

#### Seymour department

This department is the middle department in terms of the age of the pupils. It currently has 5 classes with 33 pupils, ranging from year 4 to year 11. Pupils are grouped with reference to age, ability and other needs. There are currently three specific specialist classes in the department: one sensory-led class, one more subject specific class, and one specialist class for children who require a very physical timetable and a safe environment to explore, as well as two other more mixed ability classes. Timetables for each class are different, as appropriate for the needs of the children.

#### Hanbury department

This department has the older children and young adults. There are currently 24 pupils, from year 10 to year 14. There is one specialist sensory class and 2 more mixed ability classes, including some pupils who are working at a subject-specific level. The timetable in Hanbury includes subject specific and functional skills sessions for the most able. There are very focused sessions for SRE & PSHE, preparing the pupils for transition from the school.

Particularly for those who are post-16, there are choices of lessons/sessions in college style, and an emphasis on experiencing the community in greater depth, and preparing for transition.

## Chailey Heritage Individual Learner Driven Curriculum: 'The child is the curriculum'

### Assessment for learning (AfL) and capturing progress with the CHILD curriculum

Each learner has their own curriculum, in the form of their own long-term outcomes and 'My Next Steps' (MNS) arrived at by in-depth profiling by teachers, therapists and parents. There are no set 'banks' of targets to be chosen from, and there are no targets which are worked on by a whole class at any one time. Therefore, teachers and their teams need to capture progress for each child on all of their individual targets and use this information to plan future opportunities for learning for each of them.

The most important assessment, used all the time, is formative assessment, or assessment for learning (AfL). This is the constant monitoring of progress, and also the monitoring of techniques and experiences and activities to see what actually works well for each learner. All children learn in different ways and are stimulated by different things. The teaching team use observations from every activity to inform their planning for the future. They also refer to the specialist teachers, therapists and parents to check that their assessment is consistent with the observations of the multidisciplinary team.

### Capturing progress

During any session, including times without direct teacher input, such as lunchtimes, hygiene times and therapy times, those working with the children know what MNSs the children are working towards. There are copies of each child's MNSs available at all times and there is an expectation that these should be consulted. There will also be times when particular MNSs are being focused on in particular activities.

From these activities, staff are all expected to contribute evidence of progress towards these MNSs, and are trained to do so. Post-its are used for this, dated and initialled, with a brief observation and context. These are displayed by the child's MNS document, usually on a class wall.

It is very important to note that 'other' unexpected signs of progress are also captured, and that these can be used to create new MNSs. This is crucial to the CHILD curriculum, which never has set expectations of any child, other than that they will all make the progress that they can.

### Using the observations

Teachers regularly and systematically read and organise and collate the observations for each child in their class. The post-its are kept in a class Child Assessment Folder of Evidence (CAFÉ file), each observation filed in a wallet for the particular MNS. This information is used for planning for future teaching.

When there is sufficient evidence that a MNS has been met, the MNS is marked as achieved. The MNS is then deleted from the child's curriculum, and noted as achieved on their progress plan documents. The wallet of observations for that MNS is transferred to the child's Learner Progress File (LPF). This is kept as evidence of progress.

Where there is little evidence of progress for an MNS, the target is reviewed by the team. Different opportunities or approaches may be considered. It may be agreed that the MNS was not appropriate or that it is no longer achievable, and may be changed or removed. This reviewing of MNSs is continuous and is a core part of the effectiveness of the CHILD curriculum.

## Chailey Heritage Individual Learner Driven Curriculum: 'The child is the curriculum'

### Learner Progress: summative assessment at Chailey Heritage School

Each of our learners has a unique and multiple set of challenges:

- All have a severe physical disability, all are wheelchair users
- Almost all are non-verbal
- Nearly all have some kind of cognitive difficulty, but there's a massive range from profoundly low levels up to possibly 'normal' levels, but locked in
- Most have a sensory impairment, some have more than one
- All have complex medical needs
- Some have degenerative conditions

The diversity and multiplicity of the needs and abilities of our learners means that a standard assessment scale, with a predefined set of level descriptors, is impossible to create or use. This means that is not possible to use numeric data to compare the progress of our learners to 'national statistics' or to 'similar' learners in other schools, or to each other.

Similarly, 'expectations of progress over time' (as predicted in such programs as CASPA) is not a meaningful concept for our learners. As well as there being no standard measurement tool, as stated above, there are too many factors which affect progress, positively or negatively, in any given timescale. Some examples are:

- operations and the after-effects of these
- altered health states
- drug changes
- lengthy or frequent stays in hospital
- increased or decreased seizure activity
- degenerative conditions
- changes to postural management
- new technology
- changes to domestic circumstance

Our assessment is therefore ipsative – we compare our learners with themselves at a previous point in time, describing what they can do now compared to what they could do before. There are no quantitative comparisons, no expectations of numbers of MNSs to be achieved.

In order to ensure that we have the highest expectations of each child's progress, we rigorously monitor our input to them, believing that if the input to each child's learning is the very best it can be, then the progress made by that child, whatever that is, will be the very best that the child could have made, (see document entitled 'how is my performance monitored as a teacher at Chailey Heritage School?').

## Chailey Heritage Individual Learner Driven Curriculum: 'The child is the curriculum'

Our summative assessment has two parts:

### 1 Annual review progress document

This is an annual document written by the teacher in collaboration with therapists, for the AR meeting. It describes the progress made under each of the 5 EHCP headings:

- o Communication & Interaction
- o Cognition & learning
- o Social & emotional well being
- o Sensory & physical
- o Independence (and community involvement)

This document is descriptive, it gives the context for the progress as well as how it was supported and achieved. The document may also describe additional barriers to learning which have occurred in the previous 12 months, or circumstances which have benefited and accelerated learning.

### 2 'My Next Steps Achieved' document

This is a list of the MNSs that have been evidenced as having been achieved. This is kept up to date by teachers on a central document on the network. The evidence for each of these is kept in the child's Learner Progress File.

This document will be kept over the years so that long-term progress can be scrutinised, which is particularly important for those with SPMLD who may make tiny steps of progress over long periods of time.

As described at the beginning of this section, we are unable to provide graphs or numerical data on learner progress that has any meaning. Therefore, our summative assessment is described in minute detail for each child, and every teacher is prepared for rigorous scrutiny about the progress they have enabled (see the Learner Progress Interview pro-forma)



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# Chailey Heritage Individual Learner Driven Curriculum

"The CHILD is the curriculum"

## Part2: Monitoringthequalityof teaching learning and assessment

March 2018

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Chailey  
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Individual  
Learner  
Driven  
Curriculum



# Contents

## "The CHILD is the curriculum"

### 01.

Rationale

### 02.

Overview table

### 03.

Appendices

A Learner Progress Interview pro-forma

B Lesson observation pro-forma

C1 teacher appraisal pro-forma

C2 Chailey Teachers' Standards

C3 Teachers' (optional) CPD log

D1 Drop-in pro-forma

D2 Clipboard Visit Poster – 'the Why imperative'

G1 Individual Pupil Review (IPR)

G2 Post IPR form (parents)



## The CHILD Curriculum: How is my performance monitored as a teacher at Chailey Heritage School

### How is my performance monitored as a teacher at Chailey Heritage School

As stated in the Summative Assessment document, we do not use any system of measurement of progress to compare any one child with other children and we therefore do not have numerical data to compare the progress of our children with the progress of children in other schools.

Instead, we believe that **'If the input to each child's learning is the very best it can be, then the progress made by that child, whatever that is, will be the very best that the child could have made'**. Therefore, the key to the effectiveness of the CHILD curriculum, is the quality of input to each child's learning, and so we need to be sure that we monitor and triangulate, and that we are accurate in our judgement of this.

We are very fortunate to have a fully integrated team of specialist clinicians and therapists. These experts, along with the children's families, monitor each child's progress. Together they set individual targets and support the teaching teams with professional advice and with specific interventions.

However, even with this, the quality of the teachers and their teaching, is crucial to the children's progress. They need to have specialist knowledge of teaching children with special needs and disabilities and sensory impairments; they need to be able to plan, assess and record effectively; they need to be able to respond to each child's changing learning needs; they need to be able to understand and use all the available equipment and techniques available.

In order to be able to say that **the input to each child's learning is the very best it can be**, there needs to be rigorous monitoring, reviewing and management of teacher performance. The table below outlines the key mechanisms used for this.

## Overview Table

1. The children's learning – learner progress outcomes	A; F; G; H; I
2. Teaching – delivery of lessons and individual learning activities; integration of therapies	B; D; E; F; H
3. Curriculum – effective use of the CHILD curriculum; the planning, assessing and recording cycle; SMSC	A; B; E; F; G; H; I
4. Professional relationships – teamwork and leadership	C; D; G
5. Improvement planning – awareness of and contribution to dept./school improvement	C; C1;
6. CPD – proactive, self-directed learning	C; C1; F
7. Specialisms – understanding of special needs, and specialist approaches	A; B; C; C1; D; E; F; G; H;

Mechanism A:	Coverage	Involvement	Timing
<b>The learner progress interview</b>	1, 3, 7	Headteacher and external school improvement consultant.	Annually, 2 <sup>nd</sup> half of summer term
<b>The concept:</b>			
Teachers prepare for an interview with the headteacher and external consultant. They will have ready evidence of learner progress for each of the learners in their class/tutor group. The interviewers will go through each learner's evidence in turn and compare their judgements of progress with the teacher's judgement. This is the major part of teacher appraisal and can be seen as part of a teacher's CPD in itself, being developmental as well as a means of quality assurance.			
<b>What will be examined (see appendix A)</b>			
<ul style="list-style-type: none"> <li>• Planning: evidence of assessment for learning; changing and adapting targets; creating opportunities for development. Evidence of breadth and balance.</li> <li>• Learner progress files – evidence of individual learner progress; quality of evidence.</li> <li>• Other systems/records – evidence of progress in areas not targeted by the profiles.</li> <li>• Causes for concern during the year re individuals' progress</li> <li>• Evidence of interventions &amp; requests for support, and any outcomes.</li> <li>• Causes for celebration during the year re individuals' progress</li> <li>• IPR meeting notes of professional discussions; parents' meeting notes.</li> </ul>			

Mechanism B:	Coverage	Involvement	Timing
<b>Lesson observations</b>	2, 3, 7	CHS team of experienced and trusted teachers	Twice per year, plus additional if requested/advised
<b>The concept:</b>			
<p>A team of experienced teachers will, between them, observe all the teachers in the school twice during the course of the year. A focus will be agreed between teacher and observer before the observation. The observation has a focus on support and development through coaching, and also the sharing of good practice. If significant issues were observed, these would be shared with senior colleagues for further support. This process is part of the teacher's CPD contributing to and supporting professional learning.</p>			
<b>What will be examined: (see appendix B)</b>			
<ul style="list-style-type: none"> <li>• All criteria for outstanding teaching at CHS</li> <li>• Teacher's agreed focus areas for development, plus any other focus, either highlighted in a previous observation or as generic focus for the whole school</li> <li>• Teaching and Learning - What took place?</li> <li>• What Worked Well, and Even Better If</li> <li>• Characteristics of effective learning (what was seen re: development of learning capacities)</li> <li>• SMSC</li> <li>• Ideas for further development</li> </ul>			



## The CHILD Curriculum: How is my performance monitored as a teacher at Chailey Heritage School

Mechanism C:	Coverage	Involvement	Timing
<b>Appraisal meetings</b>	4; 5; 6; 7	Line managers: HT; DHTs; dept. managers	Beginning, middle and end of academic year
<b>The concept:</b>			
<p>Performance targets are set according to the CHS progression standards (appendix C2) by teachers' line managers, with input from the senior leadership team. Targets are based on: the needs of the school and its students; outcomes of previous years' targets; responsibilities held or desired; career development. Progression through the CHS teacher progression scales is dependent on appraisal. The learner progress interview (Mechanism A) is part of the appraisal process.</p> <p>CPD is discussed, teachers may be directed to specific CPD tasks according to their developmental needs, and may also request CPD to be considered. Possible CPD options to meet needs: coaching; mentoring; job shadowing; attending a suitable course; visiting another school/institution; buddying with a more experienced colleague; twilight provision by the school; taking a further qualification; leading change within a team; taking a whole school responsibility; reading/researching; joining a whole school working party; joining a multi-disciplinary working group; carrying out an Action Research project in collaboration with a group or individually; taking part in VERP (video-enhanced reflective practice)</p>			
<b>What will be examined (see appendices C1, C2 &amp; C3):</b>			
<ul style="list-style-type: none"> <li>• The teachers' own CPD log (Mechanism C1)</li> <li>• Outcomes of the learner progress interview (Mechanism A above)</li> <li>• Performance against the Chailey Teachers' Standards</li> </ul>			

Mechanism C1:	Coverage	Involvement	Timing
<b>Teacher's professional development log and reflective journal</b>	5; 6; 7	Line managers: department managers	Ongoing, kept by teacher. Referred to at appraisal meeting 3 and/or learner progress interview.
<b>The concept:</b>			
Teachers at CHS are expected to be engaged in self-directed learning, to keep themselves abreast of new research and ideas in the field of special education, to continue to improve their own practice and to share with others. For teachers aspiring to promotion through the Chailey Heritage Scales, or to a lead or specialist position, or indeed at another school, this will be vital evidence. The log will help teachers demonstrate through the appraisal process that they have further developed their skills as a teacher each year.			
<b>What will be examined (see appendix C1):</b>			
<ul style="list-style-type: none"> <li>• What experiences/actions/activities the teachers have had which have been part of their CPD</li> <li>• How the CPD links to whole-school development initiatives and/or specific areas for development in either their own practice or that of their team, i.e. what was the basis for the initial idea? How was the need identified?</li> <li>• What they have learned from these experiences</li> <li>• How this has affected their practice</li> <li>• How this has benefited other people's practice (where relevant)</li> <li>• How the impact was monitored and evaluated</li> <li>• Their training log.</li> </ul>			

Mechanism D:	Coverage	Involvement	
<b>Senior leader drop-in observations (clipboard visits)</b>	2; 4; 7	HT; DHTs; Sr Mgr.	Ongoing, at least 1 per mgr. per week.
<b>The concept:</b>			
<p>The headteacher and 3 senior managers keep a RAG-rated log of 'drop-ins'. These cover lessons, break times, and any other sessions in the school day, including those led by non-teaching staff such as therapists and other specialists. The drop-ins are unannounced and are part of the senior team's daily monitoring. Drop-ins will typically be around 5 minutes. Where there is an amber or red rating, there will be a follow-up discussion or other actions logged. Where the observation is green rated there is no follow-up unless to congratulate a team on excellent work.</p>			
<b>What will be examined:</b> See appendix D1 and D2			
<ul style="list-style-type: none"> <li>All aspects of the school day.</li> <li>That specialist knowledge of SEND is being used to plan activities and set targets.</li> <li>That specialist interventions are understood and are being used effectively</li> <li>Observers are also looking to ensure that staff are on task, learners are engaged, and health &amp; safety and classroom/space management is in order and the environment is best used.</li> </ul>			
<b>'the WHY imperative'</b>			
<ul style="list-style-type: none"> <li>Observers will ask members of staff what any particular learner is doing, why they are doing it, and how this relates to their 'next steps', and will expect knowledgeable answers from all. (See the 'clip-board visit' poster, appendix D2).</li> </ul>			

Mechanism E:	Coverage	Involvement	Timing
<b>Learning walks (in development)</b>	2; 3; 7	ESMT; Governors; TAs; Parents;	Ad hoc
<b>The concept:</b>			
<p>Senior Managers, governors, parents, and TAs will visit different classes informally, and unobtrusively, on an ad-hoc basis to gain an impression of and increase their awareness of teaching and learning taking place throughout the school.</p>			
<b>What will be examined:</b>			
<ul style="list-style-type: none"> <li>All kinds of learning activities</li> <li>Atmosphere and culture</li> <li>Care for the pupils</li> <li>Specialist support (CHS teacher specialists and CHCS therapy integration)</li> <li>Use of assistive technology</li> <li>Levels of engagement apparent in students</li> <li>Teamwork</li> <li>Environment: displays; use of space; health &amp; safety</li> <li>evidence of SMSC</li> </ul>			



## The CHILD Curriculum: How is my performance monitored as a teacher at Chailey Heritage School

Mechanism F:	Coverage	Involvement
<b>Specialist support monitoring (in development)</b>	1; 2; 3; 6; 7	Specialist teachers for: SEND; PMLD; VI/HI/MSI; subject-specific learning.
<b>The concept:</b>		
<p>We currently have: two teachers with specific skills and accreditation, one for PMLD and one for sensory impairment; one deputy head with SEND specialist accreditation; one lead teacher for subject specific learning. Their roles are primarily to support other teachers and teaching teams; to spread good practice; to create and deliver induction and other training modules; and to skill staff up in other ways. These include: attendance and input at IPRs; monitoring and support with teachers' planning; team-teaching to model best practice; reviewing learner profiles and evidence of progress with teachers; liaison with therapists and teachers re individual children; attendance at IPRs/ARs as necessary. Over the course of a year, they will have worked with all the teachers in the school, and will have records of this, including where extra support is needed, or has been given.</p>		
<b>What will be examined (see appendix 3):</b>		
<ul style="list-style-type: none"> <li>• Effectiveness of teaching: style and content</li> <li>• Planning, including techniques for AFL</li> <li>• Evidence of progress</li> </ul>		
<ul style="list-style-type: none"> <li>• Integration and understanding of therapies</li> <li>• Environment and equipment</li> <li>• Understanding of SEND, including requirements for CPD and further research/training.</li> </ul>		

Mechanism G:	Coverage	Involvement
<b>Individual pupil reviews (IPRs)</b>	1; 3; 4; 7	Teacher; HT; SALT; Physio; OT; care staff; TA
<b>The concept:</b>		
<p>Every child at CHS has their progress individually reviewed at an annual panel meeting, one panel meeting per child, on a rolling program. The panel is called an IPR (individual pupil review) and is attended by:</p> <ul style="list-style-type: none"> <li>• Specialist SEN teacher</li> <li>• Speech &amp; language therapist</li> <li>• Occupational Therapist</li> <li>• Physiotherapist</li> <li>• Specialist SEN teaching assistant (link worker)</li> <li>• Residential care staff (where applicable)</li> <li>• Multi-sensory impairment specialist teacher (where applicable)</li> </ul> <p>At this meeting, all aspects of the learner's profile are reviewed, revised and updated, and new targets may be set. There is discussion of new/different approaches based on what has and hasn't worked. This is minuted by the teacher and kept as evidence for the learner progress interview.</p> <p>Following the meeting, the teacher meets with parents, to review the progress made and the new /revised targets. It is very important that parents give input. Revised profiles are distributed.</p>		
<b>What will be examined (see appendix G1 &amp; G2)</b>		
<ul style="list-style-type: none"> <li>• Learner progress for all individuals</li> <li>• Effective use of the CHILD curriculum</li> <li>• Integration of therapies</li> <li>• Parents' contribution to the target setting</li> </ul>		

Mechanism H	Coverage	Involvement
<b>Reviewing of learner progress files (LPFs) and Class Assessment Files of Evidence (CAFÉ folders)</b>	1, 2, 3, 7	Department managers; deputy head for SEN; headteacher and external consultant.
<b>The concept</b>		
<p>Department managers will monitor LPFs and CAFÉ files every half term as well as ad- hoc, and will use a central spreadsheet to log their findings. They will use Green Amber Red to indicate how well these are kept. The log will be looked at weekly by ESMT.</p> <p>For this exercise, one LPF per class will be sampled, as well as the teacher's CAFÉ file. This is intended to be a very quick review. However, if there is an Amber or Red rating given, there should be a follow up noted.</p> <p>DHT for SEN will undertake additional reviews towards the end of each half term which will also be reviewed by ESMT.</p> <p>LPFs and CAFÉ files form a major part of the Learner Progress Interview.</p>		
<b>What will be examined</b>		
<p>LPFs:</p> <p>Is the MNS completed index up to date?</p> <ul style="list-style-type: none"> <li>• Are the completed MNS well evidenced?</li> <li>• Is the file well organised and readable?</li> </ul> <p>CAFÉ:</p> <ul style="list-style-type: none"> <li>• Is evidence up to date and regular?</li> <li>• Is the evidence of good quality?</li> <li>• Is there evidence that the observations are being used to inform planning?</li> <li>• Is the file well organised and readable?</li> <li>• Is there evidence of new targets/changed targets? <i>(nb Targets will change over time. This will be according to each individual learner. There is no expectation that new targets will be seen every 2 weeks – there is no timescale implied.)</i></li> </ul>		

Mechanism I	Coverage	Involvement
<b>Annual reviews (ARs)</b>	1, 3	Parents; headteacher or deputy; teacher; link TA; care staff; therapists; local authority
<b>The concept</b>		
A review of each learner's statement/EHCP is held annually – or 6 monthly for EYFS children.		
<b>What will be examined</b>		
<ul style="list-style-type: none"> <li>• Progress against the long-term targets set in the statement/EHCP.</li> <li>• Achievements and attainments are discussed.</li> <li>• MNSs and long term outcomes from each of the profiles are reviewed. Where revisions are recommended, these are written into the child's profiles and circulated.</li> <li>• The headteacher, parents and LEA officers can, and do, scrutinise the progress made, the approaches used and the current MNSs that are set.</li> </ul>		

The mechanism: J	Coverage	Involvement
<b>Peer school monitoring reviews</b>	1, 2, 3, 5	Challenge Partners; Glyne Gap School and Treloars Schools.
<b>The concept</b>		
<p>Challenge Partners is an established organisation dedicated to the improvement of schools through, amongst many other things, peer reviews. We have an annual three-day review of our effectiveness. Under review will be our school improvement plans; teaching and learning, and many other aspects of our delivery. We will receive a report containing 'what went well' and 'even better if'. This will be followed up with peer school support.</p> <p>We have also established a peer school review system with two other outstanding special schools which have overlapping pupil needs and abilities. These reviews look at teaching and learning, and also examine examples of evidence of progress.</p>		
<b>What will be examined</b>		
<ul style="list-style-type: none"> <li>• School improvement plans</li> <li>• Self-evaluation accuracy</li> <li>• Teaching</li> <li>• Learning</li> <li>• Planning, assessing and recording</li> <li>• Curriculum</li> </ul>		



## The CHILD Curriculum: How is my performance monitored as a teacher at Chailey Heritage School

### Appendices

Appendix A	Learner Progress Interview pro-forma
Appendix B	Lesson observation pro-forma
Appendix C1	teacher appraisal pro-forma
Appendix C2	Chailey Teachers' Standards
Appendix C3	Teachers' (optional) CPD log
Appendix D1	Drop-in pro-forma
Appendix D2	Clipboard Visit Poster – 'the Why imperative'
Appendix G1	Individual Pupil Review (IPR)
Appendix G2	Post IPR form (parents)



**Summer Term 2017: Learner Progress interview form for teacher appraisal**

Teacher: **x**

Interviewer: **Simon Yates, HT**

Date: **08 06 17**

Planning: evidence of assessment for learning; changing and adapting targets; creating opportunities for development on the timetable.

Planning: evidence of breadth and balance; evidence of SMSC; evidence of PSHE.

Learner progress files – you will be asked to bring one: quality of evidence of individual learner progress.

CAFÉ files – organized and up to date.

All pupils 'my next steps achieved' and 'my progress made' documents

Evidence of any requests for advice & requests for support with particular barriers to learning, and any new interventions used and outcomes.

Anything you have been really pleased with during the year re individuals' progress.

IPR & Post-IPR meeting notes – please have **all** ready to be looked at.

**Summary comments on learner progress**

Teacher's comments on learner progress for the year

Interviewer's comments on learner progress for the year

Teacher's comments on learner progress interview

Interviewer's comments on learner progress interview

Teacher		Learning Activity	
Class/Group		Date	
Observer		Time	
Staff			
Learners			
<b>Evidence indicators of best practice at CHS (yes, no, n/a)</b>			
Adults know what progress to look for		Evidence of personalised learning – in delivery	Adults appropriately engaged with children
Evidence of personalised learning – in planning		Dynamic planning lets child lead learning	Children’s understanding is checked
Most able learners challenged and stretched		Adults understand & reinforce identified next steps	Teacher makes timely interventions
<b>1. Teacher’s focus areas for development</b>			
These will have been identified through consultation between the teacher and observer before the LO, <b>and/or</b> at Performance Management meetings, <b>and/or</b> from previous LO. They will be agreed and understood between teacher and observer.			
<b>2. Additional focus</b>			
This will have been identified through consultation between the teacher and observer beforehand; it may be a whole-school focus, (e.g. ‘How effectively do we deliver personalised learning?’) or one which the teacher has requested as an individual, perhaps in response to a specific aspect which is presenting some challenges, e.g. ‘How effective is the plenary for my group in reinforcing learning/group cohesion?’ or ‘How well do I enable independent responses from my students?’.			
<b>3. Teaching and Learning – What was observed?</b>			
This is the observer’s ‘domain’ – space to record what was seen and heard. This part is not for discussion but remains the responsibility/right of the observer (following thorough preparation and consultation between both parties). <b>Please note issues for discussion as you record what was observed.</b>			
<b>4. Notes of discussion from what was observed.</b>			
Brief notes of the discussion.			
<b>5. Agreed Outcomes: ‘What Went Well?’</b>			
From the discussion, what would you like to pick out to celebrate in particular?			
<b>6. Agreed Outcomes: ‘Even Better If’, and ideas for professional development.</b>			
From the discussion, what do you agree could have gone better? How might this be improved for the future? Ideas could include formal CPD/training requests; action research projects; peer mentoring, participation in learning walks, observing other teachers etc.			
<b>7. Any areas where there is not agreement reached.</b>			

If you cannot agree on any aspect – especially an 'even better if' then this should be recorded here, for further discussion at a later date.

**8. SMSC**

Any SMSC observed in the lesson and environment.

**9. Teacher's reflections on the lesson observation process.**

Please take the time to think about what you have gained from this process, or what it has helped you to think about. Might there be anything you will change or try out in the future?

Teacher's Signature:		Observer's Signature:	
Date:		Date:	

**TEACHER APPRAISAL – TEACHER NAME – 2016 - 2017**

<b>Status, role and responsibilities</b>	<b>Appraiser</b>	
	<b>Date of meeting 1</b>	
	<b>Date of meeting 2</b>	
	<b>Date of meeting 3</b>	

**TARGETS AND OUTCOMES RELATED TO EACH CHS PROFESSIONAL AREA**

<b>Teaching</b>	<b>Success Criteria</b> (what will be in place/ what will have been developed?)	<b>Reviewer’s Monitoring Notes &amp; impact of developments made</b>
Planning	Planning will show how opportunities to progress MNSs are timetabled in through the day/week.	Interim appraisal outcomes
		Final appraisal outcomes
<b>Learning</b>		<b>Reviewer’s Monitoring Notes &amp; impact of developments made</b>
Assessment	CAFEs and LPFs will be up to date with good quality evidence and a record of My Next Steps achieved.	Interim appraisal outcomes
		Final appraisal outcomes
<b>Curriculum</b>	<b>Success Criteria</b>	<b>Reviewer’s Monitoring Notes &amp; impact of developments made</b>
Breadth	You will be able to demonstrate clearly how a relevant breadth of experience and learning is offered, including SMSC. Breadth will vary depending on the class group.	Interim appraisal outcomes
		Final appraisal outcomes
<b>Professional relationships</b>	<b>Success Criteria</b>	<b>Reviewer’s Monitoring Notes &amp; impact of developments made</b>
		Interim appraisal outcomes
		Final appraisal outcomes
<b>Improvement Planning</b>	<b>Success Criteria</b>	<b>Reviewer’s Monitoring Notes &amp; impact of developments made</b>
		Interim appraisal outcomes
		Final appraisal outcomes
<b>Lead Practitioner</b>	<b>Success Criteria</b>	<b>Reviewer’s Monitoring Notes &amp; impact of developments made</b>
		Interim appraisal outcomes
		Final appraisal outcomes

Advanced/Specialist Practitioner	Success Criteria	Reviewer's Monitoring Notes & impact of developments made
		Interim appraisal outcomes
		Final appraisal outcomes
Manager	Success Criteria	Reviewer's Monitoring Notes & impact of developments made
		Interim appraisal outcomes
		1.
		Final appraisal outcomes
		1.

CONTINUING PROFESSIONAL DEVELOPMENT	TEACHER:	APPRAISER:	Date of meeting:
<b>Meeting 1a: Does the appraisee wish to be submitted for consideration for pay progression at the end of this year? (only applicable to those at CHS3a and below)</b>			
<b>Meeting 1b: Agreed areas for professional development, and ideas for how to progress these:</b>			
<b>Meeting 2: New ideas for development; progress and outcomes made so far.</b>			
<b>Meeting 3a: CPD undertaken in year, and record any other training, conferences, exhibitions etc attended during the year (look at CPD log).</b>			
<b>Meeting 3b: discussion of reflections from lesson observations</b>			
<b>Meeting 3c: (If applicable) Does the appraiser agree to submit the appraisee for consideration for pay progression?</b>			

Possible CPD options to meet needs:

Coaching, Mentoring, Job shadowing, Attending a suitable course, Visiting another school/institution, Buddying with a more experienced colleague, Twilight provision by the school, Taking a further qualification, Leading change within your team, Taking whole school responsibility, Joining a whole school working party

Teacher's comments – meeting 2:	Appraiser's comments – meeting 2:
Teacher's comments – meeting 3:	Appraiser's comments – meeting 3:
Teacher's signature and date:	Appraiser's signature and date:



Please save this document as *firstname lastname appraisal month year* eg **Simon Yates Appraisal October 17.doc** and send a copy to [syates@chf.org.uk](mailto:syates@chf.org.uk) when agreed.

	<b>CHS1</b>	<b>CHS2</b>	<b>CHS3</b>	<b>CHS4</b>
<b>Professional Area</b>	<b>a, b, c</b> (M1,2,3) Learning practitioner	<b>a, b, c</b> (M4,5,6) Good practitioner	<b>a, b</b> (U1-U2) Accomplished practitioner	<b>(U3)</b> Lead practitioner
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• With targeted support from mentors, most teaching is approaching good</li> </ul>	<ul style="list-style-type: none"> <li>• With support from mentors most teaching at least good</li> </ul>	<ul style="list-style-type: none"> <li>• All teaching is good; some outstanding</li> <li>• Will mentor CHS1 practitioners</li> </ul>	<ul style="list-style-type: none"> <li>• All teaching is good; much is outstanding</li> <li>• Will give exemplar lessons</li> <li>• Will mentor CHS1&amp;2 practitioners</li> </ul>
<b>Learning</b>	<ul style="list-style-type: none"> <li>• With targeted support from mentors, almost all pupils achieve in line with school expectations</li> </ul>	<ul style="list-style-type: none"> <li>• With minimal support from mentors, almost all pupils achieve in line with school expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Almost all pupils achieve in line with school expectations; some exceed them</li> </ul>	<ul style="list-style-type: none"> <li>• Almost all pupils achieve in line with school expectations; many exceed them</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• With targeted support from mentors, planning, assessing and recording will be appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• With minimal support from mentors, planning, assessing and recording will be good</li> </ul>	<ul style="list-style-type: none"> <li>• Will support CHS1 colleagues with planning, assessing and recording.</li> <li>• Contribute to subject/curriculum development</li> <li>• Will contribute to moderation of learner progress</li> </ul>	<ul style="list-style-type: none"> <li>• Will support or lead on the revisions and developments of planning, assessing and recording</li> <li>• Will research for curriculum development</li> <li>• Take a subject/curriculum lead including supporting moderation of assessments of learning in this area</li> </ul>
<b>Professional relationships</b>	<ul style="list-style-type: none"> <li>• Positive working relationships with pupils, colleagues and parents</li> </ul>	<ul style="list-style-type: none"> <li>• These relationships are securely focused on improving provision for pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Plays a proactive role in building key stage or departmental teams to improve provision and outcomes</li> <li>• Plays a proactive role in leading the professional development of key stage or departmental colleagues</li> <li>• Coach/mentor for CHS1 colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• Plays a proactive role in building school-wide teams to improve provision and outcomes</li> <li>• Plays a proactive role in leading the professional development of colleagues across the school</li> <li>• Coach/mentor for CHS2&amp;3 colleagues</li> </ul>
<b>CPD</b>	<ul style="list-style-type: none"> <li>• Complete successfully all mandatory training and CHS bespoke teacher training*</li> <li>• Proactively learning from others.</li> <li>• Will be supported with developmental appraisal targets.</li> </ul>	<ul style="list-style-type: none"> <li>• Will have achieved all CHS teacher competencies</li> <li>• Proactively learning from others.</li> <li>• Seeking out specialist training.</li> <li>• Will meet all appraisal targets with support</li> </ul>	<ul style="list-style-type: none"> <li>• Proactively learning from others.</li> <li>• Seeking out specialist training.</li> <li>• Will lead at teacher meetings</li> <li>• Will support CHS1 colleagues with their competencies as appropriate</li> <li>• Will meet challenging appraisal targets with support</li> </ul>	<ul style="list-style-type: none"> <li>• Will have, or will be working towards, specialist accreditation to support the school's development</li> <li>• Will lead at teachers' meetings and Inset</li> <li>• May lead training sessions as part of mandatory training</li> <li>• Will meet or exceed challenging appraisal targets</li> <li>• Will support CHS1-3 colleagues towards their targets.</li> </ul>
<b>Improve ment planning</b>	<ul style="list-style-type: none"> <li>• Will be aware of school and department priorities for development</li> </ul>	<ul style="list-style-type: none"> <li>• Will have a functional role in developmental work</li> </ul>	<ul style="list-style-type: none"> <li>• May have responsibility for a DIP target</li> </ul>	<ul style="list-style-type: none"> <li>• Will have responsibility for DIP targets</li> <li>• May have WSAP</li> </ul>

Professional Area	TLR Department Manager/Lead Teacher	Specialist/Advanced Specialist Practitioner
Teaching	<ul style="list-style-type: none"> <li>All teaching good; much outstanding</li> <li>Quality assures and reports on teaching in the department</li> </ul>	<ul style="list-style-type: none"> <li>All teaching good; much outstanding</li> <li>Teaching of specialism will be outstanding</li> <li>Quality assures and reports on teaching of specialism across the school and wider</li> </ul>
Learning	<ul style="list-style-type: none"> <li>Almost all pupils achieve in line with school expectations; many exceed them</li> <li>Monitors and reports on learning in the department</li> </ul>	<ul style="list-style-type: none"> <li>Almost all pupils achieve in line with school expectations; many exceed them</li> <li>Contributes expertise in specialist interventions to ensure pupils across the school achieve expectations</li> </ul>
Curriculum	<ul style="list-style-type: none"> <li>Will devise and develop curriculum appropriate to the age and ability of the pupils in the department</li> <li>Will support and lead on the revisions and developments of planning, assessing and recording</li> <li>Will monitor and report on the above</li> </ul>	<ul style="list-style-type: none"> <li>Will support revisions and developments of planning, assessing and recording in respect to specialism</li> <li>Will be part of lead team on curriculum development across school</li> </ul>
Professional relationships	<ul style="list-style-type: none"> <li>Plays a proactive role in building school-wide teams to improve provision and outcomes</li> <li>Plays a proactive role in leading the professional development of colleagues in the department</li> <li>Coach/mentor for department teachers</li> </ul>	<ul style="list-style-type: none"> <li>Models and supports teaching across the school in specialist area</li> <li>Plays a proactive role in leading the professional development of colleagues across the school</li> <li>Coach/mentor for CHS2&amp;3 colleagues</li> </ul>
CPD	<ul style="list-style-type: none"> <li>Will have, or will be working towards, specialist accreditation to support the school's development</li> <li>Will lead at teachers' meetings and Inset</li> <li>Will lead training sessions as part of mandatory training</li> </ul>	<ul style="list-style-type: none"> <li>Will have specialist accreditation to support the school's development</li> <li>Will lead at teachers' meetings and Inset and wider</li> <li>Will lead training sessions as part of mandatory training</li> <li>Will be a champion for the specialism within and outside CHS</li> </ul>
Improvement planning	<ul style="list-style-type: none"> <li>Will have responsibility a DIP</li> <li>May have WSAP</li> <li>Will report to parents, governors and ESMT</li> <li>Will have responsibility for other key areas of development &amp; implementation (eg work experience; exams officer; college links)</li> </ul>	<ul style="list-style-type: none"> <li>May have responsibility for DIP targets</li> <li>Will have WSAP</li> <li>Will report to parents, governors and ESMT</li> </ul>

***The descriptors above by necessity include statements of degree, such as: most; much; almost all; minimal. A professional discussion between appraisee and manager will be held, supported by evidence, to determine whether those degrees have been achieved. Recommendations for pay progression will be made by the manager to the head and deputy, who will, in turn, present these to a panel including a governor, to ensure parity and fairness across all decisions.***

CHS1	a	M1	<i>'Instructor' grade</i>
Learning Practitioner	b	M2	<i>2:2 degree</i>
	c	M3	<i>2.1 or 1<sup>st</sup> degree</i>
CHS2	a	M4	
Good Practitioner	b	M5	
	c	M6	
CHS3	a	UPS 1	<i>Requirement to demonstrate sustained achievement at each level before progressing to the next level in the band. Generally would take at least 2 years to demonstrate.</i>
Accomplished Practitioner	b	UPS 2	
CHS4 Lead Practitioner	a	UPS 3	<i>New posts only to be offered if there is an agreed need for a particular role.</i>
Manager		TLR2	
Specialist Practitioner		SEN 2	
Advanced Specialist Practitioner		TLR2	<i>eg. MSI dual qualified teacher</i>



## Teacher's professional development log and reflective journal: becoming a better teacher year by year.

### Chailey Heritage Teachers' Standards for CPD:

	<b>CHS1</b> (M1,2,3) Learning practitioner	<b>CHS2</b> (M4,5,6) Good practitioner	<b>CHS3</b> (U1-U2) Accomplished practitioner	<b>CHS4</b> (U3) Lead practitioner
<b>Continuing Professional Development</b>	<ul style="list-style-type: none"> <li>• Complete successfully all mandatory training and CHS bespoke teacher training*</li> <li>• Proactively learning from others.</li> <li>• Will be supported with developmental appraisal targets.</li> </ul>	<ul style="list-style-type: none"> <li>• Will have achieved all CHS teacher competencies</li> <li>• Proactively learning from others.</li> <li>• Seeking out specialist training.</li> <li>• Will meet all appraisal targets with support</li> </ul>	<ul style="list-style-type: none"> <li>• Proactively learning from others.</li> <li>• Seeking out specialist training.</li> <li>• Will lead at teacher meetings</li> <li>• Will support CHS1 colleagues with their competencies as appropriate</li> <li>• Will meet challenging appraisal targets with support</li> </ul>	<ul style="list-style-type: none"> <li>• Will have, or will be working towards, specialist accreditation to support the school's development</li> <li>• Will lead at teachers' meetings and Inset</li> <li>• May lead training sessions as part of mandatory training</li> <li>• Will meet or exceed challenging appraisal targets</li> <li>• Will support CHS1-3 colleagues towards their targets.</li> </ul>
		<b>TLR Department Manager/Lead Teacher</b>	<b>Specialist/Advanced Specialist Practitioner</b>	
	<ul style="list-style-type: none"> <li>• Will have, or will be working towards, specialist accreditation to support the school's development</li> <li>• Will lead at teachers' meetings and Inset</li> <li>• Will lead training sessions as part of mandatory training</li> </ul>	<ul style="list-style-type: none"> <li>• Will have specialist accreditation to support the school's development</li> <li>• Will lead at teachers' meetings and Inset and wider</li> <li>• Will lead training sessions as part of mandatory training</li> <li>• Will be a champion for the specialism within and outside CHS</li> </ul>		

At Chailey Heritage School, there is a programme of mandatory training for teachers, and there are further specialist training and development opportunities presented to teachers throughout the year. However, teachers here are also expected to be engaged in self-directed learning, to keep themselves abreast of new research and ideas in the field of special education, to continue to improve their own practice and to share with others.

From January 2016, all teachers will be **expected** (not *required*) to keep a log of their development. This will be reviewed as part of the appraisal cycle. For teachers aspiring to promotion through the Chailey Heritage Scales, or to a lead or specialist position, or indeed at another school, this will be vital evidence. The log will help teachers demonstrate through the appraisal process that they have developed as a teacher each year.

The log may be kept in any form. However, it must include:

- What experiences/actions/activities the teachers have had which have been part of their CPD
- What they have learned from these experiences
- How this has affected their practice
- How this has benefited other people's practice (where relevant)

[DfES guidance CPD records.pdf](#)

[Examples of CPD from DfES guidance.pdf](#)

**Learning from teaching colleagues:**

- Shadowing a colleague
- Watching a colleague present an assembly
- Learn presentation skills by observing a colleague present training
- Visiting & seeing other schools in action
- Working with other teachers on projects

**Extending professional knowledge:**

- In house training
- External training
- Online courses
- Reading books, journals, web-based literature
- Accredited training
- Working towards accredited qualification

**Extending professional experience:**

- Team teaching
- Peer mentoring e.g. mentoring an NQT
- Working with other on-site professionals e.g. therapists, nursing team, residential team, Working with off-site professionals e.g. educational psychologists, sensory support
- Working with parents
- Gaining experience of interviewing
- Acting as a Performance Reviewer
- Serving as a Governor
- Serving on professional committees/working parties
- Leading/supervising non-professionals who work in the classroom
- Contributing to ARVs, Health Reviews, LAC Reviews & other meetings of professionals
- Participating in collation of evidence for tribunals Eg hosting & having discussions with visiting professionals; writing extended reports
- Active involvement in networking and sharing with teachers from other schools
- Team (dept) discussions re subject/child/SEN (documented with outcomes)
- Leading & contributing to a teachers' meeting
- Leading & contributing to school based INSET
- Coordinating/managing an aspect of learning
- Devising and leading training for classroom based staff in class, department or across whole school
- Developing a training module
- Prepare a presentation
- Assuming the role of leader for a special initiative in school
- Carrying out action research in the classroom/school and sharing pedagogical developments
- Contributing to a professional publication

**Working with pupils**

- Developing teaching skills across a wide age range
- Developing teaching skills across a wide range of needs
- Working with pupils on school councils
- Taking responsibility for leading an off-site visit or event



## ESMT DROP-IN MONITORING FORM

Day and date:	Observer:	Session lead:
---------------	-----------	---------------

Session/activity visited: <i>(what were they doing and where?)</i>					
General observations: <i>(environment, behaviour for learning, direction of staff etc)</i>				G	
				A	
				R	
'Why' <i>All questions depend on the context and what has been observed.</i>	<ul style="list-style-type: none"> <li><i>Why is the pupil doing this activity?</i></li> <li><i>Is the activity linked to a next step?</i></li> <li><i>Are you making opportunities for the pupil to progress?</i></li> <li><i>Are you ensuring opportunities for the pupil to communicate?</i></li> <li><i>Can you think of better ways of doing this?</i></li> <li><i>Can you spot any progress?</i></li> <li><i>Can you get evidence for the learner progress folder?</i></li> <li><i>Are you creating opportunities for developing the characteristics of effective learning, to be self-motivated and curious?</i></li> </ul>				
'Why' notes					
'Why' rating:	G	A	R	Follow up?	



## Understanding 'Clipboard Visits'

### **What's happening?**

Simon, Richard and Paula will be visiting sessions all around the school. You will know that it's 'official' because we will be carrying a clipboard!

### **Why are you doing this?**

We need to know that whatever you and the young people are doing is meaningful and well thought out, and that you know what you are trying to achieve.

### **What will you do on a visit?**

We will write down some general observations about what is going on in the session. We will then ask one or two people some questions and make notes.

### **What will you ask?**

We will most often be asking you why you and the young person with you are doing whatever you are doing, and what the purpose is.

### **What is the best way to answer?**

You should be able to explain the reason for the activity. It might be linked to a My Next Step. You should be able to explain what you are hoping to see the young person achieve, and what you would write down as evidence for the teacher.

### **How am I meant to know that?**

Your teacher is responsible for making sure you understand this for each session. Teachers will all have different ways of letting you know this. If you don't know why you are doing what you are doing – make sure you ask your teacher (or sometimes therapist)!

Also, reading the young person's profiles and My Next Steps documents is really important.

### **How will I know if I have done well?**

We will try to tell you then and there, if not we will try to find you later. We will try our best to feed back to

everyone but it's not always possible, so if you don't hear anything then you were fine & well done!

*Simon*





## CHAILEY HERITAGE SCHOOL & CHAILEY HERITAGE CLINICAL SERVICES INDIVIDUAL PUPIL REVIEW (IPR)

- The IPR will be arranged for approximately 6 months after Annual Review to discuss profiles and to rate progress vs expectations.
- Teachers will e-mail the most up-to-date profiles to the relevant therapists, and the My Next Steps document to all therapists **at least 2 weeks before the IPR meeting.**
- Teachers should also send, by post or e-mail, all profiles to parents for them to think about, with the post-IPR letter.
- All attending will come prepared with ideas to discuss at the meeting.
- The IPR profile discussions will be noted at the meeting: **this is very important.** We need to record that we have had a professional, multi-disciplinary discussion, and note down any new thoughts/approaches/actions.
- After updating the profiles, therapists will e-mail them back to the teachers.
- The teacher will then arrange a meeting/phone call/teleconference with parents to discuss and obtain their input to the profiles and their rating of progress made. **This is mandatory.**

<b>Meeting Notes</b>
<b>Pupil's Name:</b>
<b>Date of Individual Pupil Review:</b>

<b>Profession</b>	<b>Name</b>	<b>In attendance</b>
<b>Teacher</b>		
<b>Link worker</b>		
<b>Key worker</b>		
<b>Nurse</b>		
<b>SaLT</b>		
<b>Physio</b>		
<b>OT</b>		
<b>Sensory Needs Coordinator</b>		
<b>ICT Co-ordinator</b>		

Learning Profiles & Pupil Premium	Brief notes of discussions: <ul style="list-style-type: none"> <li>• Is there anything we could have done?</li> <li>• Is there anything else we should be trying?</li> <li>• Is there anyone else we should consult?</li> <li>• Any actions to take?</li> </ul>	Update req'd?
01 All About Me form		
02 Engagement Support Profile (including sensory information)		
03 Communication Profile		
04 Social, Emotional & Well-being Profile		
05 Physical Profile		
06 Access Technology		
06a Driving Profile		
07 Functional Skills Profile		
08 My Progress Plan: review ASPIRATIONS		
Pupil Premium if applicable		

Additional issues raised and any actions required

**ONLY TO BE USED IF SIGNIFICANT CHANGES NEED TO BE MADE TO STATEMENT / EHCP**

If suggesting significant changes to provision please detail below (this information will be included in the next Annual/Transfer Review).

NEXT REVIEW WILL BE ANNUAL REVIEW / TRANSFER REVIEW (delete as appropriate)

<b>CHANGES REQUIRED REGARDING PROVISION FOR THE FOLLOWING AREAS OF LEARNING:</b>	
<b>COMMUNICATION AND INTERACTION</b> If yes please give details and any additional provision required:	YES/NO
<b>COGNITION AND LEARNING</b> If yes please give details and any additional provision required:	
<b>SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES</b> If yes please give details and any additional provision required:	
<b>SENSORY AND PHYSICAL (INCLUDING MEDICAL)</b> If yes please give details and any additional provision required:	
<b>INDEPENDENCE AND COMMUNITY INVOLVEMENT</b> If yes please give details and any additional provision required:	

<b>INFORMATION REVIEWED</b>	<b>COMMENTS</b>
<b>Medical Issues including Every Day Health Care Needs (EDHCN)</b>	
<b>Any other issues</b>	

<b>Teacher to sign and date and send to Emily Stokes once updated profiles have been discussed and agreed with parents</b>	
--	--

Name of pupil:	Parents attended: Yes/No	Date of meeting/ discussion	Class Teacher
	Telephone/face to face/video conference Spoke with: Mother/Father/Guardian		
Profile (if applicable)	Parents requested amendments or agreement		
All about me form			
Engagement support profile			
Communication profile			
S & EW profile			
Physical Profile			
Access Technology profile			
Driving profile			
Functional Skills profile			

My Progress Plan	Check <b>ASPIRATIONS</b> Copy here from Progress Plan
My Next Steps	Check for agreement that these are the <b>top priority</b>
Other actions	



Chailey  
Heritage  
School

pursuing potential

# Chailey Heritage Individual Learner Driven Curriculum

*"The CHILD is the curriculum"*

## Part 3: examples of CHILD curriculum documents

March 2018

**C**hailey  
**H**eritage  
**I**ndividual  
**L**earner  
**D**riven  
**C**urriculum



# 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

**My name is xxxx**

*My parents, teacher and other people who know me well filled this form in on my behalf using their knowledge of me.*

**Words that describe me best:**  
**Sociable, fun, cheeky, determined and chatty**

**What you can do to help me:**  
Get to know me well and help me to know you. Get to know my responses to things I like and dislike

**My strengths and talents:**

*I am sociable, I can recognise familiar people, places and routines. I can show anticipation. I am good at using a switch and I have a good understanding of cause and effect.*

**My favourite things:**

*I love people more than toys, music (particularly Grime) and recognise favourite songs. I love funny sounds, rough and tumble with daddy and rocking, swinging and swimming*

**People who are important to me:**

*My mummy (xx), daddy (xx), brother xx and Sister xx, Auntie xx and Nana*

**What can make my day bad:**

*I dont like the sun.  
I can become overwhelmed by too much sensory stimulation.  
Constipation*

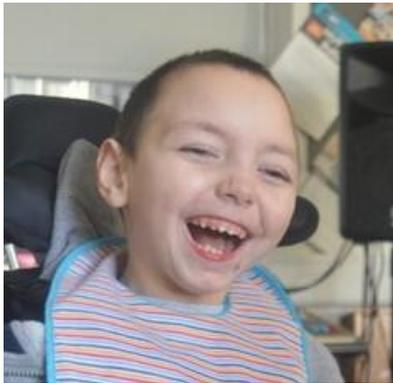
**What makes my life good:**  
**Being with people I know well, fun, music, rough and tumble**



## 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 it's 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**

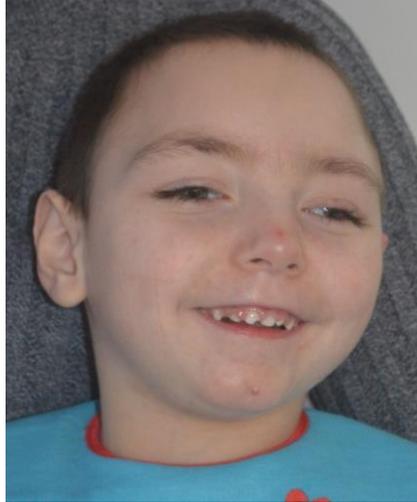
I have cerebral palsy which affects all four limbs as well as dystonia. I cannot explore things with my hands. Help me to find out how things feel and what they do.

### **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**

**To maintain/progress this skill, I need to:**

**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 jejj has been replaced) and a roll under my knees – to be able to lie in a symmetrical position for 10 mins



**P1** To happily lay on my tummy for five minutes



## Sitting

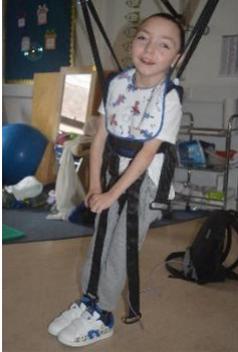
I can sit cross-legged on the floor with minimal support at my shoulders for up to 5 mins



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

## Standing

I happily stand in the helping hand sling



## Proprioceptive

I can roll onto or from my side



## Cycling

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

**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



**P4** To move my legs in the helping hand sling

**P5** To high kneel against a peanut ball with full support

**P6** To propel the bike for any distance



## Vestibular



**P7** To be supported to balance on the peanut ball

I can sit on a peanut ball with support

## Swimming/hydrotherapy



**P8** To move both legs independently in the pool

I am relaxed 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:**

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

**Profile**

1. ESP
2. ESP
3. COMM
4. COMM

**Communication & Interaction Next Steps: January 2018**

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

**Profile**

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**

- 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**

Profile

1. To reach my potential with my learning

1. ESP

**Cognition & Learning Next steps**

Profile

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

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 is 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.

<b>Sensory and physical long term outcome</b>	Profile
1.To be as healthy as I can be and maintain my range of physical movement	1. PHYS
<b>Sensory and physical next steps</b>	Profile
<ul style="list-style-type: none"> <li>To be comfortably hoisted in school</li> <li>To tolerate sitting in my chair for 3 minutes</li> <li>To wear my afos comfortably for 2 hours a day</li> <li>To stand in a helping hand sling for 1 minute</li> <li>To lay on the floor comfortably with a friend</li> <li>To roll onto or from my side</li> <li>To turn to a light source in a darkened room</li> <li>To track a light source in a darkened room</li> </ul>	<ul style="list-style-type: none"> <li>1. PHYS</li> <li>2. PHYS</li> <li>3. PHYS</li> <li>4. PHYS</li> <li>5. PHYS</li> <li>6. PHYS</li> <li>7. ESP</li> <li>8. ESP</li> </ul>
<b>Sensory and physical progress made: January 2018</b>	
<ul style="list-style-type: none"> <li>When Xxxx started school he had never been hoisted before but he quickly got used to it when it was consistently done.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	
<b>Independence (and community involvement) long term outcome</b>	Profile
1. To use technology to enhance my life	1. AT
<b>Independence (and community involvement) next steps</b>	Profile
<ul style="list-style-type: none"> <li>To activate a switch to cause an effect</li> <li>To cause an effect on the ipad – music apps</li> <li>To activate a big mack to play a sound/word/music</li> <li>To use a big mack to join in with rhymes</li> <li>To activate a switch to move the powered platform when given the instruction 'go'</li> </ul>	<ul style="list-style-type: none"> <li>1. AT</li> <li>2. AT</li> <li>3. AT</li> <li>4. AT</li> <li>5. AT</li> </ul>
<b>Independence (and community involvement) progress made: January 2018</b>	
<ul style="list-style-type: none"> <li>Xxxx quickly learned how to use a switch and loves to do so.</li> <li>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'.</li> <li>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.</li> </ul>	

Profile Abbreviations:

Engagement support: <b>ESP</b>	Communication: <b>COMM</b>	Social & Emotional Wellbeing: <b>SEW</b>	
Access Technology: <b>AT</b>	Functional Skills: <b>FS</b>	Physical: <b>PHY</b>	Driving: <b>DP</b>

### Social & Emotional Well-being

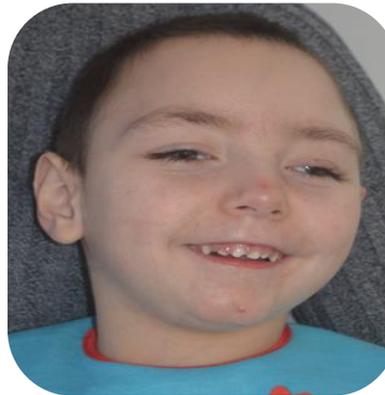
- S1** To remain settled for 5 seconds when the food mixer makes a loud noise **New Feb 18**
- S2** To offer my hand when asked **New Jan 18**
- S3** To look towards my feet or move them when asked **New Jan 18**
- S4** To play a turn taking game with an adult **New May 17**
- S5** To reach out and touch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

ALL ABOUT ME

My name is ??????. I was born on ?????? and I live with Mummy, Daddy and my brother ??????.

???? is encouraged to use her voice and 'yes' and 'no' responses to make choices. Carol (teacher) and Kathryn (TA) helped

Words that describe me best:  
*independent and intelligent with a fun side FABULOUS!*

My strengths and talents:  
*'?????' signed yes for computers, driving and numbers' good signing skills, understanding of spoken language, communicating my needs. Using the computer independently*

My favourite things:  
*iPad, Youtube, popcorn. Having routine and boundaries Reading, number, drawing*

What makes my day good:  
*Being in control Working on the computer and iPad Being independent I like to know what I am doing and the routine of the day using my visual schedule*

What can make my day bad:  
*Changes to my routine The computer not working!*



What you can do to help me:  
*Use my visual schedule Use total communication speaking, signing, symbols and listen to me as I usually know what I want/need Use my work station Support my routine*

Next Step Highlights:  
*Joining in with my friends Using my voice and signs to communicate Working at my workstation Working independently*

People who are special to me:  
*????? signed 'yes' for Mummy, Daddy and Sister My friends in class and Kathryn and Carol. I like (named 3 classmates)*

## 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**

- 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**

- 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**

- 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

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

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 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"> <li>• I can maintain symmetrical posture but with my legs in a 'frog' position.</li> <li>• I can 'pelvic bridge' (lift my bottom up when lying on my back) to help in bathroom.</li> <li>• I can bring my hands together in midline above my chest to play.</li> <li>• 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.</li> <li>• I can roll from side to side.</li> </ul> | <ul style="list-style-type: none"> <li>• Continue to develop my strength and ability to move my body and change position independently</li> </ul> |
|--|---|

**Sitting**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• I can move myself independently between laying on the floor and sitting up, although this requires</li> </ul> | <ul style="list-style-type: none"> <li>• Work on transferring myself independently from chair to</li> </ul> |
|--|---|

<p>considerable effort.</p> <ul style="list-style-type: none"> <li>• I should start wearing my AFO's again for increasing periods as tolerated when sitting in my chair.</li> <li>• I am learning to use a sliding board to transfer myself independently from sitting in my chair to a bench</li> </ul>	<p>bench using a sliding board so that I can start to do this in the bathroom</p>
<p><b>Standing</b></p>	
<ul style="list-style-type: none"> <li>• I can briefly push through my legs and take my weight when I am in my walker or in a standing sling.</li> <li>• I use my stander regularly and can tolerate up to 20 minutes at a time.</li> <li>• When I am standing I have just started wearing my AFOs again.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the amount of time that I can independently support my own weight when standing</li> <li>• Wear my AFOs when standing</li> <li>• To stand independently holding on with one hand for 10 seconds</li> <li>•</li> </ul>
<p><b>Walking</b></p>	
<ul style="list-style-type: none"> <li>• 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.</li> <li>• When I get tired I tend to move both my legs together and 'jump' instead of step.</li> <li>• I can stay in my walker for 10-15 minutes at a time.</li> <li>• I often vocalise a lot whilst walking and need lots of verbal praise and encouragement in order to stay motivated.</li> <li>• I need to wear my AFOs whilst walking.</li> </ul>	<ul style="list-style-type: none"> <li>• Co-ordinate propelling myself forwards whilst taking steps in my walker</li> <li>• Weight bear and push through my legs in my walker</li> <li>• Wear my AFO's when walking</li> </ul>
<p><b>Cycling</b></p>	
<ul style="list-style-type: none"> <li>• I can participate in active pedalling and choose which direction to go.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop strength in my legs in order to pedal more independently</li> <li>• Wear my AFOs again when cycling</li> </ul>
<p><b>Vestibular</b></p>	
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> <li>• I have experienced swinging and rocking movements on the platform swing but am a little unsure of this sensation.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to experience rocking and swaying movements (e.g. on the platform swing, on the adapted wheelchair swing, etc.)</li> </ul>
<p><b>Proprioceptive</b></p>	
<ul style="list-style-type: none"> <li>• I know the different parts of my body and I am able to name them.</li> <li>• 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.</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Develop strength in my fingers and hands through the use of my 'finger gym' activities and other activities requiring fine motor control</li> <li>• Make my signing clearer and more controlled</li> </ul>

interpretation of the real signs.	
<b>Hippotherapy</b>	
<ul style="list-style-type: none"> <li>I have successfully transitioned onto riding Todd (a bigger pony) on a different saddle because I was growing too big for Gwen.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Swimming/hydrotherapy</b>	
<ul style="list-style-type: none"> <li>I can swim independently with a collar for a width.</li> <li>I enjoy holding onto the rail and bouncing independently, and blowing bubbles</li> </ul>	<ul style="list-style-type: none"> <li>Push and glide from the side of the pool on my back.</li> </ul>
<b>Rebound therapy</b>	
<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>To develop my core body strength so I can sit up independently for longer periods</li> </ul>

<b>Physical Programme</b>	<b>Physical timetable</b>
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 use 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:**

	Profile
1. EHCP- to become proficient in using Grid player	1. COMM
2. EHCP- to talk more	
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:**

	Profile
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)	1. COMM
Comm 3 To consolidate my Bullseye words and to continue to copy vocal sounds/ words for communication	2. COMM 3. COMM
Comm 4 To link 2 and 3 spoken words with prompting and support	
Comm 6 To respond to questions without being prompted	4. COMM
Comm 7 To write simple communication sentences	
SEW1 To begin to explore the importance of friendships	5. COMM 6. COMM
SEW2 To show a response to a social interaction	7. SEW
FS6 To listen and respond to requests to '?????, enough, your listening' or '?????, stop now and listen' when being calmed.	8. SEW 9. FS
FS7 To respond to a count down from 5, to stop and listen	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**

<b>Cognition &amp; Learning long term outcome</b>	<b>Profile</b>
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

<p>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</p>	<p>10. SSC  11. SSC  12. SSC</p>
<p><b>Cognition &amp; Learning Next steps</b></p>	<p>Profile</p>
<p>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&amp;G1 To change the font, size and colour in my writing using ICT  ICTT&amp;G2 To type letters and words with verbal support  ICTT&amp;G1 To change the font, size and colour in my writing using ICT  ICTT&amp;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&amp;C1 To read words, look at pictures and watch videos on a website  ICTR&amp;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 O'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</p>	<p>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</p>
<p><b>Cognition &amp; Learning progress made</b></p>	
<p><b>School:</b>  <u>December 17</u> ????? has been introduced to her Laptop and is accessing it using a mouse; she is enthusiastic. She has been using the class touchscreen as well; less enthusiastic! (C6) She will be introduced to the laptop touchpad along with predictive text facility next term (AT1-6). She is making good progress with her Literacy and Numeracy targets, especially when she can access these through computer programmes. However, practical number and opportunities to read continue to be important- she is working on Units and Tens place value exchanges (SSC9), (SSC1), (SSC3), (SSC3)  <u>Sept 2017</u> ????? is starting the new teaching year with new targets for SSC to include a ICT section and challenging AT MNS  <u>June 2017</u> ????? has worked very hard with her Subject Specific Curriculum targets over the last months; she is ready to move onto Stages 3&amp;4 of Letters and Sounds to consolidate her understanding of phonemes/ graphemes, consonant blending and word building strategies. She is using high frequency words in her writing and can use her GRID3 to sound/ spell out words she wishes to use. In Numeracy she has achieved numbers to 50 recognition, some simple notation work, telling the time and knows her coins. She needs to move forward on using money in a practical setting and problem solving tasks with size and measure. She will return to Beebots to support programming activates to link with her IT work as well as learning more about using a keyboard.  <u>April 2017</u> ????? is making excellent progress with developing her cognitive, problem solving and learning skills. She is an avid user of IT technology and has daily access to her new GRID3 tablet and in addition, she uses one of the class computers and the class iPad with increasing independence. She can log on and into what she needs, which can include Reading Eggs for practicing her phonic and word building skills, to support her work in the SSC targets of her curriculum. Additionally, she is using Mathseeds and classroom numeracy activities to support her progression with number recognition up</p>	

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"> <li>1. EHCP- to be less anxious</li> <li>2. EHCP- to be more accepting of new situations and people</li> <li>3. EHCP- to be able to embrace change</li> <li>4. EHCP- to acknowledge people more, especially her peers</li> <li>5. EHCP- to identify/name facial expressions using symbols</li> <li>6. To feel confident and have good self-esteem</li> <li>7. To be able to work co-operatively with others</li> <li>8. To be able to recognise and empathise with emotions in others</li> <li>9. To be aware of my body</li> </ol>	<ol style="list-style-type: none"> <li>1. SEW</li> <li>2. SEW</li> <li>3. SEW</li> <li>4. SEW</li> </ol>
Social & Emotional Well-being next steps	Profile
SEW1 To begin to explore the importance of friendships SEW2 To show a response to a social interaction	<ol style="list-style-type: none"> <li>1. SEW</li> <li>2. SEW</li> </ol>
Social & Emotional Well-being progress made	
<p><b>School:</b></p> <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 very 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><b>Residential (December 2016):</b> ????? 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>	

Sensory and physical long term outcome	Profile
<ol style="list-style-type: none"> <li>1. To be able to transfer between equipment independently</li> <li>2. To develop the strength in my legs so can pedal my bike and use my walker independently</li> <li>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</li> </ol>	<ol style="list-style-type: none"> <li>1. PHY</li> <li>2. PHY</li> <li>3. PHY</li> </ol>
Sensory and physical next steps	Profile
<ol style="list-style-type: none"> <li>1.PHY1 To stand with an aid in the bathroom during my personal care procedure</li> <li>2.PHY2 To stand in my stander for up to 20mins daily</li> <li>3.PHY3 To develop strength in my legs in order to pedal more independently (wearing my AFO's)</li> <li>4.PHY4 To push and glide from the side of the pool on my back</li> <li>5.PHY5 To go down the slide in the swimming pool with confidence</li> </ol>	<ol style="list-style-type: none"> <li>1. PHY</li> <li>2. PHY</li> <li>3. PHY</li> <li>4. PHY</li> <li>5. PHY</li> </ol>
Sensory and physical progress made	
<p><b>School:</b></p> <p><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 ?????.</p> <p><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.</p> <p><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.</p> <p><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 ?????.</p> <p>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.</p> <p><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.</p> <p><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.</p> <p>Due to issues with her Piedro 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 Piedro 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.</p>	
<p><b>Residential (December 2016):</b> ????? 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.</p>	

Independence (and community involvement) long term outcome	Profile
<ol style="list-style-type: none"> <li>1. EHCP- to take medicines from an adult</li> <li>2. EHCP- to stand or weight bear and to walk</li> <li>3. EHCP- to transfer independently from chair to bed using a sliding board with supervision from an adult</li> <li>4. EHCP- to move independently around the floor</li> <li>5. EHCP- to stand for 10seconds without holding on for support</li> <li>6. EHCP- to increase stability and control of fine motor movements and to pick up and hold small objects</li> <li>7. EHCP- to develop hand-eye coordination</li> <li>8. EHCP- to play an active part in dressing as part of a daily routine</li> <li>9. To be independent as many aspects of my life as possible (at home, in school and in the community)</li> <li>10. To consistently apply my functional skills with minimal direction and support</li> <li>11. To be able to undertake standing transfers when needed in school, at home and in the community</li> </ol>	<ol style="list-style-type: none"> <li>1. ESP</li> <li>2. FS</li> <li>3. FS</li> </ol>

Independence (and community involvement) next steps	Profile
<ol style="list-style-type: none"> <li>1.FS1 To practice chair/ toilet transfers using my sit to stand transfer aid</li> <li>2.FS2 To maintain a stand whilst my helper removes my trousers ready to use the toilet</li> <li>3.FS3 To learn how to fasten a zip, using two hands once bottom of zip already fastened by a helper</li> </ol>	<ol style="list-style-type: none"> <li>1. FS</li> <li>2. FS</li> <li>3. FS</li> </ol>

### Independence (and community involvement) progress made

**School:**

December 2017 ????? 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).

Sept 2017 The focus in 2017 and going forward is to support ?????’s progress towards greater independence in living skills.

June 2017 ????? 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.

April 2017 Ellie 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 is 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.

Targets as at Dec 2016 ????? 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

Targets as at June 2016 ????? 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: <b>ESP</b>	Communication: <b>COMM</b>	Social & Emotional Wellbeing: <b>SEW</b>	
Access Technology: <b>AT</b>	Functional Skills: <b>FS</b>	Physical: <b>PHY</b>	Driving: <b>DP</b>

## 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 stand 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 hands 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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